



**МІНІСТЕРСТВО ОБОРОНИ УКРАЇНИ**

**АКАДЕМІЯ СУХОПУТНИХ ВІЙСЬК  
ІМЕНІ ГЕТЬМАНА ПЕТРА САГАЙДАЧНОГО**

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**ENGLISH**  
**Step Up**

підручник

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## Передмова

Підручник “Step Up” є складовою частиною комплексу засобів навчально-методичного забезпечення для проведення занять з курсу “Англійська мова за професійним спрямуванням”, який розроблено відповідно до рішення Міністра оборони України та наказу Начальника Генерального штабу – головнокомандувача Збройних Сил України “Про організацію вивчення особами офіцерського складу Збройних Сил України англійської мови” і який складається з підручників, посібників, довідників та комп’ютерних програмних засобів.

Даний підручник відповідає рівню СМР-2 для ґрунтовнішого вивчення мови за професійним спрямуванням за діючою у Збройних Силах України класифікацією рівнів володіння іноземною мовою і призначений для тих слухачів, які вже володіють англійською мовою на рівні СМР-1 і СМР-1+.

Підручник є базовим для всього курсу “Англійська мова за професійним спрямуванням”, побудова якого ґрунтується на таких принципах:

*Комплексність*, тобто опрацювання всіх видів мовленнєвої діяльності, як рецептивних (аудіювання, читання), так і продуктивних (говоріння, письмо), на єдиному мовному матеріалі і задля єдиної мети – формування у слухачів мовної компетентності на рівні СМР-2 шляхом прищеплення їм знань граматики та лексики і відповідних цьому рівневі вмінь та навичок спілкування.

*Систематичність і послідовність* введення матеріалу та його повторюваність.

*Комунікативна спрямованість*, яка відображена як у структурі підручника, так і в його змісті. Перелік лексичних і граматичних тем, а також наповнення занять визначаються робочою навчальною програмою дисципліни і відображаються у тематичному плані.

Структура підручника будується за тематичним принципом і включає 15 основних лексичних тем, організованих у тематичні блоки (units) згідно з визначеною тематикою СМР-2. Тематичні блоки включають підтеми з приблизно однаковою кількістю лексичних одиниць із вкрапленням та поступовим нарощуванням військової лексики, яка за курс складає дві третини від загальної кількості лексики. Кількість годин і види занять по кожній підтемі визначаються в залежності від її обсягу та складності.

Засвоєння матеріалу забезпечує система вправ з усіх видів мовленнєвої діяльності, адаптованих та автентичних текстів, країнознавчої інформації, граматичних таблиць, набору звукозаписів, які наповнюють зміст кожного тематичного блоку. Тематичні блоки структуровані ідентично: введення нової лексики, закріплення нового матеріалу шляхом відпрацювання вправ з усіх видів мовленнєвої діяльності, завдання на самостійну підготовку. Однак обсяг навчального матеріалу кожної підтеми блоку є різним, а тому кількість годин на його вивчення рекомендується визначати в залежності від рівня підготовки слухачів, виділеного на курс кредиту часу тощо.

Порядок викладення граматичного матеріалу зумовлений його комунікативною спрямованістю і тісно пов’язаний з вивченням лексичної теми.

Грамматика подана у вигляді систематизованих таблиць, які, за задумом авторів, покликані слугувати опорою для виконання різних типів вправ. Детальне викладення правил граматики здійснене в підручнику “English for You. Grammar from A to Z”, який входить до комплексу засобів навчально-методичного забезпечення курсу “Англійська мова за професійним спрямуванням” і посилення на який передбачено тематичним планом. До

тренувальних лексико-граматичних вправ додаються відповіді, що дозволяє слухачеві користуватись підручником самостійно.

Для розширення лексичного запасу розмовної мови слухачів у контекст включено вивчення фразеологічних дієслів.

Ілюстрації не лише сприяють наочності і привабливості підручника, а й виступають як практична складова вправ для подальшого розвитку усного монологічного та діалогічного мовлення слухачів.

Підручник супроводжується диском звукозаписів зі скриптами всіх аудіо файлів, що дає можливість детально опрацювати будь-який фрагмент кожного запису. Також диск можна завантажити за адресою: **<http://stepup.in.ua/audiocd/StepUP.exe>**

З метою ґрунтовного засвоєння лексики в підручнику окремо поданий словник лексичного мінімуму з кожної теми.

Програмне забезпечення курсу, викладеного в даному підручнику, дозволяє слухачам ефективно опрацювати навчальний матеріал в електронному режимі як під керівництвом викладача, так і самостійно, а також оперативно здійснювати усі види педагогічного контролю.

Цілеспрямована методика подачі матеріалу підручника “Step Up” разом із аудіо супроводом та програмним забезпеченням створює цілісну дидактичну систему формування іншомовної компетентності слухачів відповідно до заданого стандартизованого рівня.



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# UNIT 1. ENGLISH AS AN INTERNATIONAL LANGUAGE

**S** Task 1a. Discuss where English is used. Match the words with the pictures.

trade	Internet	science	diplomacy	economics
communication	culture	education	computer technology	



1



2



3



4



5



6



7



8



9

**Task 1b. Complete the sentences with the words from Task 1a.**

- \_\_\_\_\_ is the art and practice of conducting negotiations between representatives of groups or states.
- Telephones and email make \_\_\_\_\_ between people less personal.
- \_\_\_\_\_ is a global system of interconnected computer networks.
- Western \_\_\_\_\_ has its roots in the Classical Period of the Greco-Roman era.
- World Trade Organization deals with the rules of \_\_\_\_\_ between nations at a global or near-global level.
- The American system of school \_\_\_\_\_ differs from the systems in other countries.
- The development of \_\_\_\_\_ increased human knowledge of nature.
- \_\_\_\_\_ is the science that analyzes the production and consumption of goods and services.
- The 21st century is the age of \_\_\_\_\_.

**L** Task 1c. Listen to the speakers and choose the appropriate heading.

1.

The role of  
English in  
technologies

2.

The role of  
English in Italian  
politics

3.

The role of  
English in  
the world

## R

**Task 2a. Read and complete the text using the words from the box.**

conquering

common

spread

leading

consumer

colonizing

current

## Why is English the international language?

The fact that English is now the international language is indisputable. In all aspects of international life – trade, science, diplomacy, education, economics, international communications, business, travel, computer technology, media and Internet – the \_\_\_\_\_ (1) language is English and has been for decades.



There are two main reasons why English is the \_\_\_\_\_ (2) lingua franca: political history and economics.

Why English is the international language in the world today is the fact that Britain was the global superpower in the nineteenth century and America is the global superpower in the twentieth and twenty-first. For example, these two English-speaking countries are the most important countries in terms of the military and trade. By \_\_\_\_\_ (3) and \_\_\_\_\_ (4) so much of the world, their customs, culture and way of life became common in those parts of the world. This is why so many ex-British colonies now have English as the national language, with many of their people speaking English as the first language.

A further reason for the \_\_\_\_\_ (5) of English is economics. By being the global political and military superpower, these two countries also have become the \_\_\_\_\_ (6) trading nations and many countries and territories needed to learn English in order to trade with them. The USA is currently a major trading partner with almost every other country on the planet due to the size of the \_\_\_\_\_ (7) economy. This explains why in many countries, English is a compulsory subject in all levels at school.

In conclusion, we can see that the factors of political history and finance are the most important reasons why English is the current global language.

### Task 2b. Answer the questions.

1. What shows us that English is now the international language?
2. What are two main reasons why English is the current global language?
3. What countries were the most important in the military and trade?
4. Why do many ex-British colonies now speak English as the first language?
5. What is the role of the trade in spread of English?



### Useful Information

#### Some statistics:

- over two-thirds of the world's scientists read in English
- three quarters of the world's mail is written in English
- 80 % of the world's electronically stored information is in English
- 200 million users of the Internet, some 36 % communicate in English



## S

## Task 3. Match the words with the definitions.

- |   |  |  |
|---|--|--|
| 1 | <b>Native language</b>                 | a) a language that is used in official documents, spoken on the radio and on television.   |
| 2 | <b>Official language</b>               | b) a language you learned at home with your family when you were small.  |
| 3 | <b>Second language</b>                 | c) a language you learn because you have to live in the country where the language is spoken.  |
| 4 | <b>Foreign language</b>                | d) a language spoken internationally which is learned by many people as a second language.   |
| 5 | <b>Global (world) language</b>         | e) the languages spoken abroad, a language you can choose to study at school.  |
| 6 | <b>Common language (lingua franca)</b> | f) a language systematically used to make communication possible between people not sharing a mother tongue, in particular when it is a third language, distinct from both mother tongues. |

**Task 4. Read the opinions of young people concerning English. Pay attention to the emphasized words and phrases. In pairs express your own opinion about English.**

## What young people say about English



"English is an easy language. There are no accents, the tenses of verbs are *simplified* and the adjectives are invariable", says Gustavo O. after three years studying it at school.

Anaelle S. agrees with Gustavo O. but she finds many different ways words are pronounced and the spelling is difficult *to cope with*.



Nicolas de F. finds it interesting and cool because through it he can understand many films and songs.

"You need English to travel around the world - it's a language almost everybody understands - so it's easier to communicate with people from different cultures", says Daniela K.



As Aldebaran D. says, "You must speak English if you want a good job especially if you want to work with computers".



S

**Task 5. Complete the sentences using the words from the boxes.**

UNESCO

Cultural relations

NATO

Science

Diplomacy

Commerce  
and  
Business

United Nations

Technology

Radio and TV  
Programmes

Trade

Aviation and  
shipping

Sport



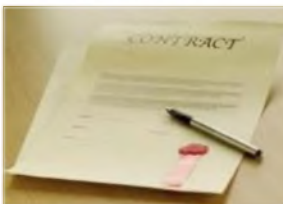
1. English is the official language of the European international organizations, for example \_\_\_\_\_



2. English is the official language of the \_\_\_\_\_



3. English is the language of \_\_\_\_\_



4. English is the language of modern \_\_\_\_\_



5. English is the language of \_\_\_\_\_



6. English is the language the most \_\_\_\_\_  
are broadcast in.



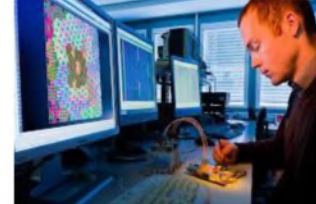
7. \_\_\_\_\_ language of command is English.



8. English is the major language of \_\_\_\_\_



9. English is the language of progressive \_\_\_\_\_



10. English is the language of \_\_\_\_\_



11. English is the universal language of international \_\_\_\_\_



12. English is the first language of international \_\_\_\_\_

**Task 6. In groups, discuss globalization of English.**

**R**

**Task 7. Read and complete the text using the words from the box.**

branch    fertile    outnumber    borrowed    invasions    enrich    claimed

## English – speaking countries

English is a part of the Germanic (1) of the Indo-European family of languages. By year 1000, the English language consisted of approximately 40 000 words. Nowadays, the number has grown to more than 500 000. A great number of words found in the English vocabulary was

(2) from Latin, French, Low German, and the Scandinavian languages. We also know that some periods were more (3) than others: (4), contact with other cultures, inventions, technological progress, music, fashion are some of the factors which have helped to (5) the language.

The English language came to British Isles from northern Europe in the 5<sup>th</sup> century. From the 15<sup>th</sup> century, the British began to sail all over the world and became explorers, colonists and imperialists. They took the English language to North America, Canada and the Caribbean, to South Africa, to Australia and New Zealand, to South Asia (especially India), to the British colonies in Africa, to South East Asia and the South Pacific.

English is spoken as a native language by around 375 million and as a second language by around 375 million speakers in the world. The speakers of English who speak it as a second language will soon (6) those who speak it as a first language. Around 750 million people speak English as a foreign language. English has an official or a special status in 75 countries with a total population of over 2 billion. It is the official language of the USA, Great Britain, Canada, Australia and New Zealand.

Of those nations where English is spoken as a second language, India has the most such speakers ('Indian English') and it has been (7) that, combining native and non-native speakers, now India is the country with the largest English-speaking population in the world.

The future of English as a global language will depend very largely on the political, economical, demographic and cultural trends in the world.

**L**

**Task 8. Listen to the speaker again and find the words that are not mentioned.**

communication

work

technological advances

education

trade



Australia



New Zealand



the South African Republic



the USA



Great Britain



Canada

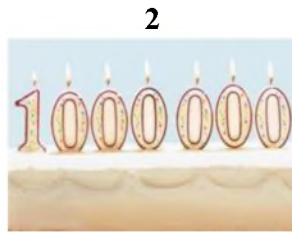
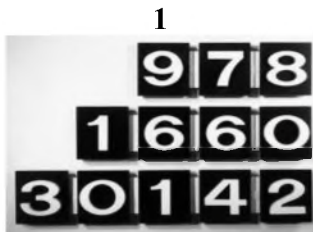


**G****Numerals. Big Numbers**100- **a (one) hundred**200- **two hundred**1000 - **a (one) thousand**21011- **twenty-one thousand eleven** or **twenty-one thousand and eleven**1000 000 - **a (one) million**1000 000 000 - **a (one) billion** (*in the USA*)1000 000 000 - **a (one) milliard** (*in Britain*)1000 000 000 000 - **a (one) trillion** etc.There is also the number **googol**. It has 100 zeros.**Special notes!****five** hundred tanks**two** thousand soldiers**one** million dollars

hundreds of tanks

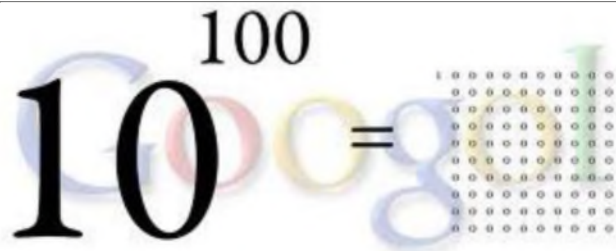
thousands of soldiers

millions of dollars

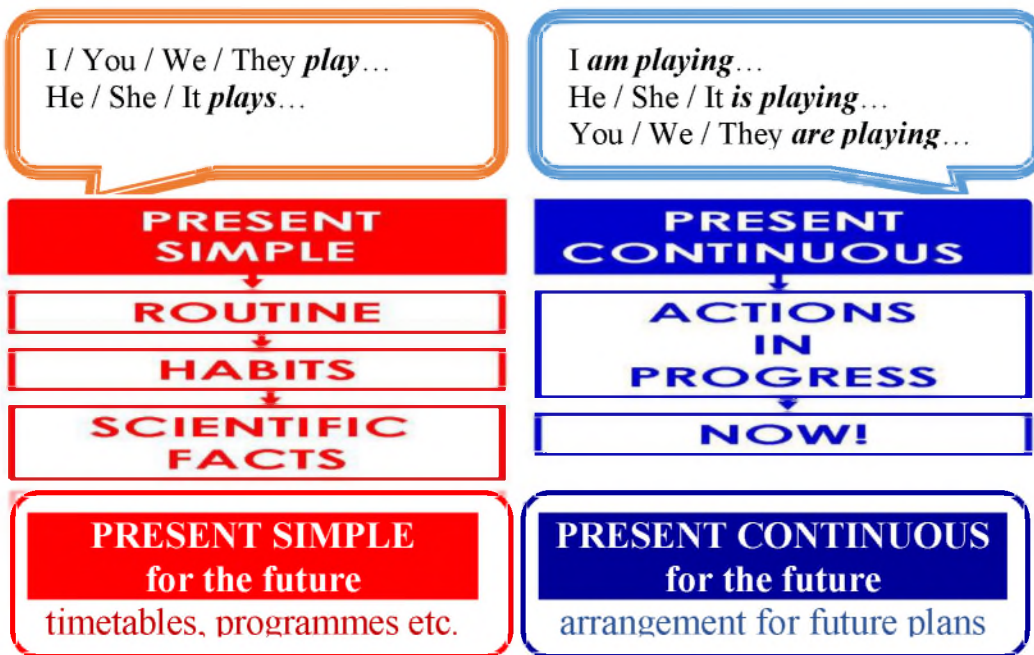
**Task 9. Look at the pictures and spell the numbers.****Task 10. Look at the picture and make up sentences. Write the numbers in words.***Example 1. Around seven hundred fifty million people speak English as a foreign language.*

2. Around...

3. Around...

**L****Task 11. Listen to the speaker and write down the numbers.**1  launchers2  mortars3  cannons4  cartridges5  rifles6  tanks

## G Present Simple and Present Continuous



### Study the examples.

- Mary **goes** to English lessons every Friday.
- He **is working** hard today.
- Excuse me. Do you **speak** English?
- Listen to those people.
- Water **boils** at 100 degrees Celsius.
- What language **are** they *speaking*?
- The train **leaves** at 14 p.m.
- The water **is boiling**. Turn it off.
- They **are arriving** tomorrow.

### Task 12. Underline the correct words or phrases.

- I usually play / is playing tennis twice a week.
- Major Wilsons talks / is talking on the other phone now.
- They don't eat / aren't eating any meat at the moment as they are on a diet.
- Look! Somebody climbs / is climbing up that tree over there.
- The moon goes / is going round the Earth.



### Task 13. Put the verbs in brackets in the correct forms (Present Simple or Present Continuous).

Next week, my best friends and I \_\_\_\_\_ (1) (go) camping in the woods. Nick \_\_\_\_\_ (2) (organize) the food, because he \_\_\_\_\_ (3) (like) cooking. Dave \_\_\_\_\_ (4) (have) a big car with a trailer, so he \_\_\_\_\_ (5) (plan) the transportation. I \_\_\_\_\_ (6) (bring) the tent — I \_\_\_\_\_ (7) (go) camping every year, so I \_\_\_\_\_ (8) (have) a great tent and lots of other equipment. My wife \_\_\_\_\_ (9) (think) we're crazy. She \_\_\_\_\_ (10) (like) holidays in comfortable hotels, so she \_\_\_\_\_ (11) (take) a trip to Paris instead.

### Task 14. Look at the picture on the right and complete the sentences (Present Simple or Present Continuous).

- Joe and Dennis (be) \_\_\_\_\_ best friends.
- They often (meet) \_\_\_\_\_ in the afternoon.
- What (they / do) \_\_\_\_\_ at the moment?
- They (play) \_\_\_\_\_ football.
- They (love) \_\_\_\_\_ football.
- Joe (practise) \_\_\_\_\_ with his father every weekend, but Dennis (not play) \_\_\_\_\_ football very often.





**R****Task 15. Read and complete the text using the words from the box.**

requirement	knowledge	avoid	will	interaction	importance
-------------	-----------	-------	------	-------------	------------

## Is it important to learn English ?

English is the most widely spoken native language in the world. Nowadays, many sectors are using English, such as economics, education, health, and social life. That is the reason why it is important to learn English, so we can communicate and get a lot of \_\_\_\_\_ (1) from there.

As a global language, English is used to communicate with other people from other countries, either a friend or a business client. And also, many books and information are written in English now.

If we do not learn English, then it means we are keeping ourselves away from half of the world's knowledge. For the one who loves

travelling, English is the most important \_\_\_\_\_ (2).

You cannot get the information about a new place if you do not communicate with others. And usually in a lot of countries, explanation of the information for foreigners is in English.

However, not everyone realizes the \_\_\_\_\_ (3) of learning English.

They have plenty of reasons to \_\_\_\_\_ (4) learning English.

They say, "I do not go abroad, so I don't need English," "It's hard to memorize the vocabulary!" or "there're too many rules in grammar!". However, it will not become a problem if we really have the \_\_\_\_\_ (5) to study and understand it.

So, learning English is important and has many advantages, such as improvement of our knowledge, more job opportunities, and good \_\_\_\_\_ (6) with local people when we travel to other countries.

**S****Task 16. Why do we learn English? Work in pairs.****W****Task 17. Read "The Reasons to Learn English" and write your own ones.**

### The Reasons to Learn English

1. to communicate with people from other countries
2. to be well informed in technical innovation
3. to study abroad
4. to open up new opportunities in your career
5. \_\_\_\_\_
6. \_\_\_\_\_

**L****Task 18. Listen to the speakers and choose the variant according to the context.**

The best way to learn English is...

**Speaker  
1**

- a. socializing
- b. listening

**Speaker  
2**

- a. to live in England
- b. to have an English boyfriend or girlfriend

**Speaker  
3**

- a. watching movies
- b. making foreign friends

**R**

Task 19a. Read and complete the text using the words from the box.

demand      skilled      occurs      aspire      crucial      stored

## Career Advantages of Learning English

A great number of people make the sensible decision to learn English to improve their career prospects. There is a great range of benefits and advantages that become available when a person is \_\_\_\_\_ (1).

**Communication.** Overwhelmingly, \_\_\_\_\_ international communication \_\_\_\_\_ (2) in English. Globally, more than two million people speak English and a vast number of people are able to speak English as a second language.

Being able to speak English puts a person at a clear career advantage. International communication is \_\_\_\_\_ (3) in many fields, and candidates who are skilled and confident users of the English language are urgently needed. Moreover, the \_\_\_\_\_ (4) for such candidates is increasing.



**Information and Research.** In so many areas, English is the dominant language. In terms of books and publishing, academia, technology and scientific development, and diplomacy, English is the most often used language. Statistics says that:

- three quarters of the world's mail is written in English;
- more than half of the scientists in the world use in English;
- 80% of the world's electronically \_\_\_\_\_ (5) information is in English;
- more than 36% of all communication across the internet occurs in English.

**Career development.** Many people \_\_\_\_\_ (6) to honestly saying "Excellent skills and knowledge of the English language" on their Resume.

The ability to speak and read English also serves you if you have to speak at conferences or other events.

Learning English and developing confidence gives people an important range of career advantages. Employers seek people that have a strong knowledge of the language and, in professional capacities, the demand for those who know and can use English is growing.

**W**

Task 19b. Write a short paragraph about the advantages of learning English in your military career.

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S

Task 20. Match the words with the pictures.

training

career

peacekeeping

military exercises



1



2



3



4

R

Task 21. Read the text and fill the gaps.

subsequent

efficiently

ensure

assigned

relevant

## MILITARY ENGLISH FOR PEACEKEEPING FORCES

The resolution of international conflicts and \_\_\_\_\_ (1) peacekeeping duties require organisations such as the UN, NATO as well as individual nations to supply military support and personnel. Army, navy and air force staff from many nations, therefore, need to work together and communicate effectively and \_\_\_\_\_ (2) in a common language. The language chosen is English and more specifically Military English. Designed in close collaboration with personnel training organisations, Military English aims to \_\_\_\_\_ (3) your \_\_\_\_\_ (4) military and civilian personnel can function from day one with their international colleagues. Military English focuses not only on providing personnel with the \_\_\_\_\_ (5) military English vocabulary (based on STANAG 6001), but also the essential communication skills and tools required to work in an international military environment.



S

Task 22. What is the best way to learn English? What other ways of learning English do you know? Discuss it in groups.



1. to learn English online



2. to listen to English music



3. to read the English books



4. to have English speaking friends

Task 23. What do you use English for? Discuss in pairs. Use Present Simple or Present Continuous.



*Example:*

1. I **am going** on a business trip to the USA.
2. I **go** on a peacekeeping mission once a year.

## TEST YOURSELF 1

### Task 1. Fill in missing letters.

s \_ \_ e \_ \_ e  
i n \_ \_ \_ n e t  
\_ r a \_ e  
d \_ \_ \_ o \_ \_ \_ y



\_ \_ \_ c a t i \_ \_  
c o m \_ u \_ \_ c \_ \_ \_ n  
\_ c \_ l t \_ r \_  
\_ c o n \_ m i c \_

### Task 2. Match the words with the definitions.

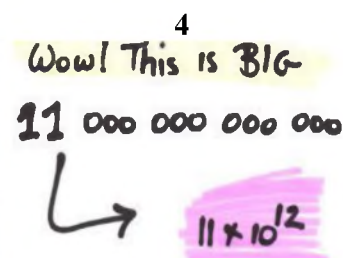
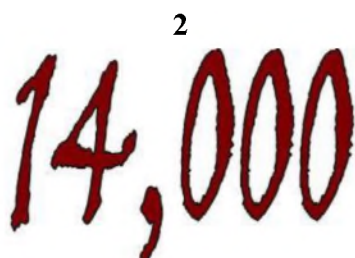
1. language
2. career
3. communication
4. native speaker
5. polyglot
6. requirement
7. improvement
8. consumer
9. conquering
10. spread

- a. process of communicating
- b. a system for the expression of thoughts, feelings, etc, by the use of spoken sounds or conventional symbols
- c. a thing demanded or obligatory
- d. an occupation or profession
- e. the person who learned and used English from early childhood
- f. one who masters, notably speaks, several languages
- g. a person or organization that uses a commodity or service.
- h. overcoming (an enemy, army, etc)
- i. an act of improving
- j. expansion

### Task 3. Choose the correct variant.

1. The contact with other cultures \_\_\_\_\_ the language.  
a. calculate  
b. enrich  
c. avoid  
d. outnumber
2. A great majority of jobs require good \_\_\_\_\_ of the English language.  
a. advantage  
b. demand  
c. knowledge  
d. career
3. There are several \_\_\_\_\_ of English.  
a. varieties  
b. speakers  
c. communications  
d. languages
4. Many \_\_\_\_\_ are using English, such as economics, education, health etc.  
a. interactions  
b. sectors  
c. countries  
d. prospects

### Task 4. Look at the pictures and write the numbers.



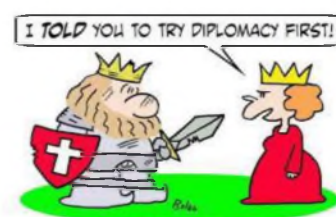


**Task 5. Complete the sentences with the words in brackets. Use Present Simple or Present Continuous.**

1. Alice \_\_\_\_\_ (want) to improve her English.
2. Therefore, she \_\_\_\_\_ (do) a language course in London at the moment.
3. She \_\_\_\_\_ (stay) with a host family and must take the Tube to get to her language school.
4. It \_\_\_\_\_ (be) only a five-minute walk to the nearest tube station.
5. The train \_\_\_\_\_ (leave) at half past eight.
6. The English course \_\_\_\_\_ (begin) in September.
7. In the afternoons, the school \_\_\_\_\_ (offer) sightseeing tours in and around London.
8. Tomorrow, the students of the language school \_\_\_\_\_ (go) to Windsor.

**Task 6. Choose the correct tense form.**

1. Oh, no! Look! What **does he do / is he doing**?
2. She **is wearing / wears** a new jumper this week.
3. **Are your father and mother speaking / Do your father and mother speak** English?
4. Don't give him this book. I **am reading / read** it.
5. **Is your cousin having / Does your cousin have** a party tomorrow?
6. We **spend / are spending** a month at the seaside each year.
7. What times **are the morning trains leaving / do the morning trains leave** on Fridays?
8. I can see Jane over there. She **talks / is talking** to Bill.
9. I moved to Canada last year. Now, I **am living / live** in Ottawa.
10. They **are not flying / don't fly** to London tonight.



**Task 7. Make these sentences negative.**

1. Why are you listening to us? \_\_\_\_\_
2. Susan looks very good. \_\_\_\_\_
3. Why do you read such magazines? \_\_\_\_\_
4. I am doing housework at the moment. \_\_\_\_\_
5. My penfriend sends me postcards. \_\_\_\_\_
6. We go swimming on Tuesdays. \_\_\_\_\_

**L Task 8. Listen to the speaker and find 5 mistakes.**

Let's take the Eurovision Song Contest as an example. Whatever we might think of the contest itself .... one thing that has conducted recently is that now countries can try to sing in English. In the last festival fourteen of the twenty five competing countries asked for the songs to be changed to allow them to sing in English. They argued that singing in their own language would put them at a preference. I suspect that in a few years time all twenty five countries will be singing in English. And what exactly does all of this mean for native speakers of English? Well, we are already in a majority. If the calculations are correct, then in ten years time, majority speakers ... that is non native English speakers ... will decrease native English speakers by four to one.

**W Task 9. What is the best way of learning a foreign language? Write 7-10 sentences and mention pros and cons.**

*Example: To my mind, the best way of learning a foreign language is communicating with native speakers, because your speech will be natural. On the other hand, you don't know how to spell the words.*

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## UNIT 2. ARMY

### **S** Task 1. Match the Army branches with the definitions.



**1. Air defense artillery**



**2. Armor**



**3. Field artillery**



**4. Airborne infantry**



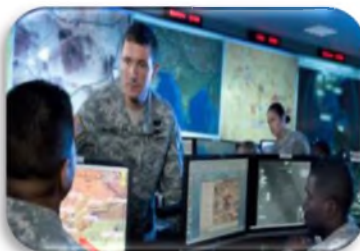
**5. Army aviation**



**6. Mechanized infantry**



**7. Special Forces**



**8. Military intelligence**



**9. Ordnance corps**

- a.** defends the deployed US forces against long-range ballistic missiles, terrorist aerial strikes etc.
- b.** destroys, neutralizes, or suppresses the enemy by cannon, rocket, and missile fires and helps integrate all fire support assets into combined arms operations.
- c.** combines tanks and armored cavalry.
- d.** is the infantry equipped with armored personnel carriers (APCs) or infantry fighting vehicles (IFVs) for transport and combat.
- e.** is a light infantry, set up to be moved by aircraft and "dropped" into battle.
- f.** mission is to find, fix, and destroy the enemy through fire and maneuver; to coordinate/lead operations using Army helicopters.
- g.** missions are collection, evaluation, analysis, integration and interpretation of all available information which concerns foreign nations or areas of operations; providing intelligence and electronic warfare support to tactical, operational and strategic-level commanders.
- h.** missions are unconventional warfare, foreign internal defense, special reconnaissance, direct action (military), hostage rescue and counter-terrorism.
- i.** missions are to support the development, production, acquisition and sustainment of weapons systems and munitions; to provide superior combat power to force of the US Army.



Task 2a. Read the text. Fill in the gaps with the words from the box.

constitutes

capabilities

land-based

volatile

## The Missions of the US Army

The United States Army is the main branch of the United States Armed Forces and responsible for \_\_\_\_\_ (1) military operations. It is the largest and oldest established branch of the US military and is one of seven US uniformed services. It includes organizing, equipping, and training forces for the conduct of prompt and sustained combat operations on land.

**Primary mission.** The primary mission of the army is “to fight and win our Nation’s wars by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders”. The mission of the US Army is to be ready and able to destroy the enemies of the American people. Beyond America’s borders, the Navy and the Air Force move the Army to wherever the Army executes this mission, providing the Joint Force with the critical \_\_\_\_\_ (2) it needs to win. At home, the US Army defends the nation and \_\_\_\_\_ (3) the final authority in the defense of the American state.

The Army's missions are vast and varied. It is impossible to sum them up in one comprehensive list, but here are a few of the missions the Army might cover:

- base security
- engaging enemy targets on the ground
- helicopter missions to drop troops in hard-to-reach areas
- counter drug operations
- law enforcement in \_\_\_\_\_ (4) areas
- large-scale transportation of supplies and troops via ground vehicles
- humanitarian missions delivering food supplies, building schools, etc.



Task 2b. Decide if the following statements are true (T), false (F) or not given (NG).




1. The US Army is the largest branch of the US Armed Forces.   T
2. The US Army includes the Navy and the Air Forces to conduct the combat operations.
3. The mission of the US Army is to destroy the enemies of the American people.
4. The US Army constitutes the final authority in the defense of the American state for last 30 years.
5. The US Army missions don't include the humanitarian missions.
6. The US Army conducts the helicopter missions and the counter drug operations with the assistance of the Joint Force.

**L Task 3. Listen to the information and find 5 mistakes.**



The mission of **Army Aviation** is to find, fix, and destroy the buildings through fire and maneuver; and to provide combat, combat support and combat service support in coordinated operations as an international member of the combined arms team. On the modern range, Army Aviation, unlike the other members of the combined arms team, had the organic flexibility, versatility, and tools to fulfill a variety of maneuver, roles and functions. These covered the spectrum of combined arms operations. Aviation can accomplish each of these roles—within the limits of finite assets and capabilities—during offensive or defensive operations and also for land, combined, contingency, or special operations.

**Task 4a. Match the arms of the Army with their tasks.**

Artillery	Armor	Infantry
 <p>1. _____</p>	→	to support the ground arms by fire, attack hostile reserves
	→	to restrict movement of the enemy
	→	to disrupt communications systems and other installations
 <p>2. _____</p>	→	to close with the enemy and destroy or capture him
	→	to hold its position and stop the enemy's advance
	→	to repel the hostile assault and throw him back by counterattack
 <p>3. _____</p>	→	to conduct mounted combat
	→	to penetrate and envelope
	→	to destroy armor formations
	→	to conduct reconnaissance and security
	→	to conduct counter guerrilla operations

**Task 4b. Complete the statements using the information from the Task 4a.**

- The main tasks of the artillery are \_\_\_\_\_
- The main tasks of the armor are \_\_\_\_\_
- The main tasks of the infantry are \_\_\_\_\_

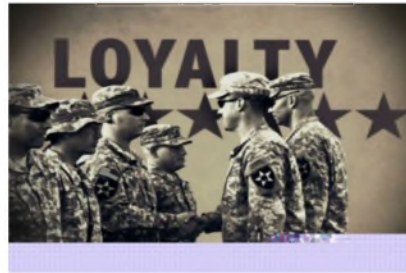
**W Task 5. Write 5-7 sentences about the tasks of your unit.**

*I am in the Army. I serve in the field artillery...*



**S** Task 6. What Army's core values do you know? Discuss the topic.

## Decide if you're ready to join the Army



**R** Task 7a. Read the text and learn the italicized words.

## Army Organization

The modern army has its roots in the Continental Army which was formed on 14 June 1775, to meet the demands of the American Revolutionary War before the establishment of the United States. The Congress of the Confederation officially created the United States Army on 3 June 1784 after the end of the Revolutionary War to replace the disbanded Continental Army.

The US Army is one of the main armed services of the US Armed Forces.

*The Department of the Army* (DA) is headed by a civilian *Secretary of the Army* (SA). The *Chief of staff US Army* (CSUSA) is the highest-ranked military officer in the army and the principal military *adviser* to the Secretary of the Army. The Army consists of two distinct and equally important components: the active component, *the Regular Army* (RA), and the reserve components, *the Army National Guard* (ARNG) - Ready Reserve and *the Army Reserve* (ARes). The ARNG consists of units, equipped, and trained as the units of the Active Army.

As to organizational structure, all personnel of the arms and services is grouped into small units, units and large units (squads, platoons, companies, battalions, regiments, brigades, divisions, corps, armies).

*The Headquarters* (HQ), Department of the Army, housed in the Pentagon, Washington D.C., is the center for control the military missions of the Army.

**Task 7b. Answer the questions.**

1. When did the US Army replace the Continental Army?
2. Who heads the Department of the Army?
3. Who is the military adviser to the Secretary of the Army?
4. What components does the Army consist of?
5. What department controls the military missions of the Army?

**Task 7c. Complete the sentences with the italicized words from the Task 7a.**

1. All units of \_\_\_\_\_ are in the Ready Reserve of the Army.
2. \_\_\_\_\_ is administrated by the Secretary of the Army.
3. The Chief of staff US Army is the highest military assistant and \_\_\_\_\_ to the Secretary of the Army.
4. In the US Armed forces there are three categories of \_\_\_\_\_ the Ready Reserve, the Standby Reserve and the Retired Reserve.
5. \_\_\_\_\_ controls the military operations.
6. \_\_\_\_\_ is a military head of the Department of the Army.
7. The US Army consists of \_\_\_\_\_ and the reserve components.

**S** Task 8. Compare the Army organization in your country to the US one.

**G****Future Simple -in - the -Past - would go**

Compare:

Captain Smith *says*  
that he **will go** home.

Captain Smith *said*  
that he **would go** home.

**Would** is used when the verb in the main clause is in the Past Simple.

Positive	Negative
The commander <i>said</i> that we <b>would depart</b> for Liberia next week.	The commander <i>said</i> that we <b>would not depart</b> for Liberia next week.
Private Ford <i>knew</i> that Lieutenant Black <b>would return</b> to base in time.	Private Ford <i>knew</i> that Lieutenant Black <b>would not return</b> to base in time.

**Study the examples.**

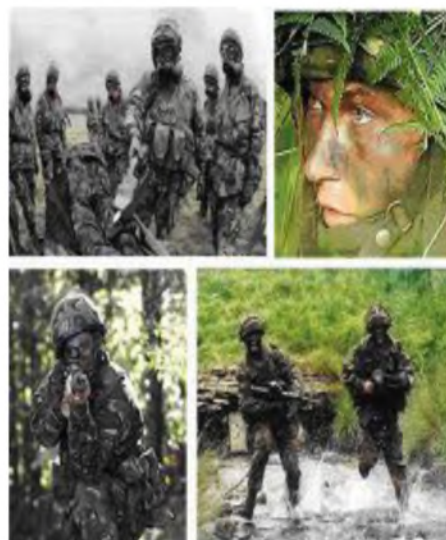
- We knew that these exercises **would not be** easy.
- Sergeant Green said that this soldier **would carry out** his task.
- They were sure that they **would repel** the attack of the enemy troops.

**Task 9. Change the sentences using the Future Simple-in-the-Past**

1. The commander knows that the patrol will return to the base in time.  
\_\_\_\_\_
2. Major Smith says that the soldiers will not complete the tasks.  
\_\_\_\_\_
3. She thinks that she will join the army.  
\_\_\_\_\_
4. We arrange that the operation will not begin in the morning.  
\_\_\_\_\_
5. Captain Williams repeats twice that we will start this competition.  
\_\_\_\_\_

**Task 10. Choose the correct variant.**

1. Michael said that he \_\_\_\_\_ to the Headquarters.  
a. will go      b. would go      c. goes
2. Sergeant Collins told us that he \_\_\_\_\_ a new tank.  
a. would drive      b. drives      c. will drive
3. Captain Thomas \_\_\_\_\_ that I would be careful.  
a. said      b. says      c. will say
4. In his letter John \_\_\_\_\_ that he would stay on the base.  
a. will write      b. wrote      c. writes
5. Everyone \_\_\_\_\_ that the conflict would finish soon.  
a. was sure      b. is sure      c. will be sure





**S** Task 11. What job or career do you consider the most interesting and why? Match the jobs with the descriptions.



**1. Finance management technician**



**2. Cavalry Scout**



**3. Technical engineer**



**4. Cryptologic linguist**



**5. Cannon Crewmember**



**6. Intelligence analyst**



**7. Medical service corps officer**



**8. Unit supply specialist**



**9. Army Judge Advocate General's Corps attorney**

- a** is responsible for receiving and post funding, commitment and obligations documents to accounting and budget systems. They receive and process treasury checks for payment; and prepare periodic financial reports; perform duties as cashier.
- b** loads and fires howitzers; employs rifles, machine guns, and grenade and rocket launchers in offensive and defensive operations.
- c** performs field and laboratory tests on construction materials; conducts land surveys; makes maps, charts, diagrams; prepares detailed plans for construction projects.
- d** provides forward reconnaissance and spotting for the US Army; finds and relays key information about the enemy to commanders and leaders in the field.
- e** is responsible for offering legal support that involves military operations.
- f** is primarily responsible for identifying foreign communications using signals equipment; providing transcriptions and translations from foreign communications.
- g** is primarily responsible for the analysis, processing and distribution of strategic and tactical intelligence. They are integral to providing Army personnel with information about enemy forces and potential battle areas.
- h** commands the medical service corps units during emergency and nonemergency medical situations.
- i** is primarily responsible for supervising or performing tasks involving the general upkeep and maintenance of all Army supplies and equipment.



## R

Task 12. Read the text, look up the unknown words in the dictionary. And fill in the table.

## United States Military Academy at West Point (USMA)






The United States Military Academy at West Point (USMA), also known as West Point, Army, The Academy, or simply, The Point, is a four-year coeducational federal service academy located in West Point, New York, on the Hudson River. It was formed in 1802. The campus (size-16,080 acres) is the oldest museum in the US Army. USMA utilizes a semester-based academic calendar. Students are officers-in-training and are referred to as cadets or collectively as the United States Corps of Cadets (USCC). It has a total undergraduate enrollment of 4,624. Approximately 1,300 cadets enter the Academy each July with about 1,000 cadets graduating. Most graduates are commissioned as second lieutenants in the Army. Foreign cadets are commissioned into the armies of their home countries.

West Point's student body has a unique rank structure and lexicon. The motto of USMA is "Duty, Honor, and Country". All cadets dine together on weekdays for breakfast and lunch. They live in barracks on campus all four years and receive a monthly stipend.

Since its founding over two centuries ago, the Military Academy has accomplished its mission by developing cadets in four critical areas: intellectual, physical, military, and moral-ethical - a 47 month process called the "West Point Experience." The academic curriculum has 42 Majors and Fields of Study that strengthen cadets' historical perspective, cultivate their cultural understanding, structure their military training and leader development.

Its students are collectively referred to as "The Long Gray Line," and their ranks include two Presidents of the United States (Ulysses S. Grant and Dwight D. Eisenhower), numerous famous generals, and seventy-four Medal of Honor recipients.



Name	
Motto	
Location	
Formed	
Superintendent	<i>Lt. Gen. David H. Huntoon, Jr.</i>
Commandant	<i>Brig. Gen. Richard D. Clarke</i>
Quantity of cadets	
Nickname	<i>Black Knights</i>
Colors	<i>black</i>  <i>gray</i>  <i>gold</i> 
website	<i>www.westpoint.edu</i>



## W

Task 13. Write about your military institutions which train specialists for the Army in your country.

S

Task 14a. Look at the pictures and fill in the table.



1. Scimitar



2. Al Fahd



3. Abrams



4. Warrior



5. Leopard



6. GTK Boxer

	<i>Name of a vehicle</i>	Tank	Infantry Fighting Vehicle (IFV)	Armoured Personnel Carrier (APC)
1	Scimitar		✓	
2	Al Fahd			
3	Abrams			
4	Warrior			
5	Leopard			
6	GTK Boxer			

Task 14b. What are these vehicles designated for?

Task 15a. Learn the names of the tank parts.





**Task 15b. Fill the blanks with the tank parts.**



**L**

**Task 16. Listen to the speaker and mark the weapons you hear.**

**combat shotgun**



**heavy machine gun**



**grenade launcher**



**mortar**



**grenade machine gun**



**rocket launcher**



**S**

**Task 17. What do you know about these guns? Describe your personal weapons.**

## **Top 10 Most Dangerous Guns In The World**

- 1 Uzi Sub-machine Gun
- 2 DSR-Precision DSR 50 Sniper Rifle
- 3 FN – 2000 Assault Rifle
- 4 Kalashnikov AK-47 Assault Rifle
- 5 Thompson M1921 Submachine Gun
- 6 MG3 Machine Gun
- 7 Heckler and Koch HK416 Assault Rifle
- 8 Heckler Koch HK MG4/MG43 Machine Gun
- 9 XM307 ACSW Advanced Heavy Machine Gun
- 10 Accuracy International AS50 Sniper Rifle





## LEARN MORE!

R

Task 18a. Read the text and learn the italicized words.

# Royal Military Academy Sandhurst



The Royal Military Academy Sandhurst (RMAS), commonly known simply as Sandhurst, is the British Army officer initial training centre located *adjacent* to the village of Sandhurst, Berkshire, about 55 kilometres (34 mi) southwest of London. It was formed in 1947. RMAS was *descended* from two older institutions, the Royal Military Academy (RMA) and the Royal Military College (RMC). The Academy's stated aim is to be "the national centre of excellence for leadership." All British Army officers, including late entry officers who were *previously* Warrant Officers, as well as many from elsewhere in the world, are trained at Sandhurst.



*In overall* command of the RMAS is the Commandant of the Academy, usually an officer of Major General rank. The senior warrant officer, the Academy Sergeant Major (AcSM), is one of the most senior warrant officers in the British Army.

Nearly 10% of British cadets are female and nearly 10% of all cadets come from *overseas*. More than 80% of Officer Cadets are university graduates. Technically, all cadets have the rank of private.

Sandhurst develops leadership in cadets by expanding their character, intellect and professional competences to a level demanded of an Army Officer on first appointment through military training and education. The Queen's Medal is *awarded* to the British Army Officer Cadet who *achieved* the highest scores in military, practical and academic studies.

The list of Royal Military Academy is extensive (King Hussein of Jordan, King Alfonso XII of Spain, Bernard Fergusson, Winston Churchill etc.) This list contains the Commonwealth realms such as Prince William, Prince Harry, Prince Henry and many others.



**Task 18b. In pairs, ask each other questions about Sandhurst Academy.**

W

Task 19. Write about one of the army leaders who graduated from military institutions in your country. Use reference material.

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## TEST YOURSELF 2

### Task 1. Complete the sentences with the Army branches.

- \_\_\_\_\_ is a light infantry, set up to be moved by aircraft and "dropped" into battle.
- \_\_\_\_\_ missions are collection, evaluation, analysis, integration and interpretation of all available information which concerns foreign nations or areas of operations.
- \_\_\_\_\_ destroys the enemy through fire and using Army helicopters.
- \_\_\_\_\_ missions are to support the development, production, acquisition and sustainment of weapons systems and munitions.
- \_\_\_\_\_ combines tanks and armored cavalry.
- \_\_\_\_\_ missions are unconventional warfare, special reconnaissance, foreign internal defense, hostage rescue and counter-terrorism.

### Task 2. Match the words with their definitions.

<ol style="list-style-type: none"> <li><b>mortar</b></li> <li><b>adviser</b></li> <li><b>tuition</b></li> <li><b>penetrate</b></li> <li><b>curriculum</b></li> <li><b>replace</b></li> <li><b>constitute</b></li> </ol>	<ol style="list-style-type: none"> <li>to assume the former role, position, or function</li> <li>to compose</li> <li>teaching or instruction</li> <li>to go into something esp. with force</li> <li>any programme or plan of activities</li> <li>the person who gives advice</li> <li>a weapon</li> </ol>
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### Task 3. Choose the correct variant.

- One of the missions of the Army is to preserve the peace and security in \_\_\_\_\_ areas.
  - general
  - volatile
  - final
- The Army is responsible for \_\_\_\_\_ military operations.
  - land-based
  - hard-to-reach
  - large-scale
- The US Army \_\_\_\_\_ the final authority in the defense of the American state.
  - moves
  - constitutes
  - borders



### Task 4. Match the jobs and careers with their responsibilities or duties.

- |  |  |
|--|--|
| <b>1 Cannon Crewmember</b>             | <b>a</b> maintains all Army supplies and equipment           |
| <b>2 Finance management technician</b> | <b>b</b> maintains systematic intelligence records and files |
| <b>3 Intelligence analyst</b>          | <b>c</b> receives checks for payment                         |
| <b>4 Technical engineer</b>            | <b>d</b> conducts land surveys; makes maps, charts, diagrams |
| <b>5 Unit supply specialist</b>        | <b>e</b> loads and fires howitzers                           |

**L** Task 5. Listen to the speaker and put the words into the groups.

- armies
- brigades
- ensure
- battalions
- corps
- raise
- divisions
- provide
- equip
- deploy
- train
- operations

1. The operational Army	2. The institutional Army

Task 6. Change the sentences using the Future Simple-in-the-Past.

1. She thinks she will come by the morning train.  
\_\_\_\_\_
2. Robert doesn't know what he will do without his sister.  
\_\_\_\_\_
3. They say they will come home late.  
\_\_\_\_\_
4. I tell you that we will do it in the morning.  
\_\_\_\_\_
5. He says he will join the army.  
\_\_\_\_\_



Task 7. Complete the statements.

1. The US Military Academy at West Point is known as \_\_\_\_\_
2. The motto of USMA is \_\_\_\_\_
3. The campus of USMA is the oldest \_\_\_\_\_
4. The foreign cadets of West Point are commissioned \_\_\_\_\_
5. The Military Academy has accomplished its mission by developing cadets in four critical areas \_\_\_\_\_

Task 8. Match the words with the pictures.

shotgun	IFV	rocket launcher	mortar	APC	heavy machine gun
 <div>1</div>	 <div>2</div>	 <div>3</div>			
 <div>4</div>	 <div>5</div>	 <div>6</div>			



## UNIT 3. AIR FORCE

**Integrity First! Service before self! Excellence in all we do!**

**S** Task 1. Discuss the US Air Force Core Values written above. What is the motto of your unit?

**L** Task 2. Listen to people speaking about reasons why people join the Air Force. Number a speaker next to his/her opinion. Who do you agree with? Why?

- \_\_\_\_\_ be in advance foreseeing the situation
- \_\_\_\_\_ to acquire knowledge
- \_\_\_\_\_ to face the greatest challenge of his career
- \_\_\_\_\_ to travel by air
- \_\_\_\_\_ to gain a lot of experience at the job



**Task 3. Read the primary missions of the armed services. Choose which of them refer to the Air Force.**

1. to gain control of the air;
2. to protect the nation's waterways and perform search and rescue, law enforcement and environmental cleanup operations;
3. to handle operations both on and under the sea, in the air and on the ground;
4. to deploy quickly whenever and wherever needed;
5. to carry out strategic and tactical bombings;
6. to seize or defend advanced naval bases and to support naval campaigns;
7. to provide support to the surface forces;
8. to maintain, train and equip combat-ready naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas.

**R** Task 4a. Find synonyms to the given words.

seize	prevent, stop
objective	important, necessary
accomplishment	capture
commitment	support
hostile	opponent, enemy
underpin	improve, increase
adversary	aim, goal
vital	duty, responsibility
enhance	execution, fulfillment
deter	unfriendly, belligerent

**Task 4b. Put the words from the first column in Task 4a to complete the sentences. If necessary, put them into the correct forms.**

1. The troops were entering \_\_\_\_\_ territory.
2. The army \_\_\_\_\_ control of the city two hours ago.
3. Personal and interpersonal skills and capabilities \_\_\_\_\_ success in all aspects of life.
4. A new positioning system Navsop would also be useful to the military in case one side deliberately switches off GPS to prevent its \_\_\_\_\_ from locating its units.
5. Speed cameras prevent accidents and \_\_\_\_\_ motorists from speeding
6. He wished Mr. Tandel success in the \_\_\_\_\_ of his highly important mission.
7. The main \_\_\_\_\_ of the attackers was to gather sensitive documents from the compromised organizations.
8. The Brazilian government made a \_\_\_\_\_ in 2009 to reduce deforestation in the Amazon by 80% by the year 2020.
9. The image was digitally \_\_\_\_\_ to show more detail.
10. These matters are \_\_\_\_\_ to national defense.

**Task 4c. Read the text about core functions of the USAF and put them into the gaps.**

The US Air Force is one of the five armed services of the military and its primary mission is to protect the air space of the USA. The USAF focuses on core functions as **Nuclear Deterrence Operations, Special Operations, Air and Space Superiority, Global Integrated ISR, Command and Control, Cyberspace Superiority, Personnel Recovery, Global Precision Attack, Building Partnerships, Rapid Global Mobility and Agile Combat Support.**



\_\_\_\_\_ (1) \_\_\_\_\_ provides joint military forces the capability to move from place to place while retaining the ability to fulfill their primary mission. It is essential to every military operation, allowing forces to reach foreign or domestic destinations quickly, thus seizing the initiative through speed and surprise.

\_\_\_\_\_ (1) \_\_\_\_\_ provides joint military forces the capability to move from place to place while retaining the

\_\_\_\_\_ (2) \_\_\_\_\_ enables efficient and effective exploitation of the air, space, and cyber domain. The functions are performed through an arrangement of



personnel, equipment, communications, facilities, and procedures employed by a commander in planning, directing, coordinating, and controlling forces and operations in the accomplishment of the mission.



\_\_\_\_\_ (3) \_\_\_\_\_ are conducted in hostile or politically sensitive environments to achieve military, diplomatic, informational, and/or economic objectives.

Special operations (3) \_\_\_\_\_ are conducted in hostile or politically sensitive environments to achieve military, diplomatic, informational, and/or economic objectives.

\_\_\_\_\_ (4) \_\_\_\_\_ The degree of dominance in cyberspace by one force that permits the secure, reliable conduct of operations of that force, and its related land, air, sea, and space



forces at a given time and sphere of operations.



\_\_\_\_\_ (5) \_\_\_\_\_ is the ability to hold at risk or strike rapidly and persistently, with a wide range of munitions, any target and to create quick, decisive, and precise effects across multiple domains.

\_\_\_\_\_ (5) \_\_\_\_\_ is the ability to hold at risk or strike rapidly and persistently, with a wide range of munitions, any target and to create quick, decisive, and precise effects across multiple domains.



The emergence of modern air defenses challenges the ability of the Air Force to achieve \_\_\_\_\_ (6).

Dominance in the air and space over adversary air force permits to conduct operations at a given time and place.



Dramatically increasing number of military and civilian personnel participating in Overseas Operations who may find themselves isolated makes \_\_\_\_\_ (7)

an important Air Force's commitment. The principle mission is to execute the recovery of isolated personnel and return them to duty.



\_\_\_\_\_ (8) underpins the entire Air Force, from the development and training of Airmen to the aircraft maintenance.



\_\_\_\_\_ (9) provides timely, fused, and actionable intelligence to the Joint force, from forward deployed

locations and globally distributed centers around the globe. The US Air Force quantitatively and qualitatively increases aircraft, sensors, data links, ground stations, and personnel to address emergent requirements.



capabilities through security cooperation. Therefore \_\_\_\_\_ (10) is an inter-personal and cross-cultural undertaking. Through both words and deeds, the majority of interaction is devoted to building trust-based relationships for two-sided benefit.



The purpose of \_\_\_\_\_ (11) is to operate, maintain, and secure nuclear forces to achieve an assured capability to deter an adversary from taking action against vital US interests.

## G

### To do or doing?

#### Useful Information

Certain verbs (**agree, appear, arrange, choose, decide, expect, hope, manage, plan, prepare, promise, refuse, seem, want, would like, etc.**) are followed by **to + infinitive**.

- He **has arranged to meet** the visitors at the military base.
- They **plan to extend** their researches in a new area.
- The insurgents **refused to obey** his orders.

We use **-ing form** after verbs **avoid, delay, deny, dislike, enjoy, finish, can't help, look forward to, mind, practice, carry on, finish, go, etc.**

- They **delayed launching** the new projectile because of technical problems.
- I am **looking forward to** meeting you next week.
- I **don't mind** staying late.
- I really **enjoy travelling** abroad.

Some verbs can be followed by the **-ing form** *or* **to + infinitive** without a change in meaning: **begin, start, continue, hate, intend, like, love, prefer, propose.**

- It **started to rain**. or  
It **started raining**.
- I **like to drive** APC. or  
I **like driving** APC.

For more information consult reference books.



**Task 5. Put the words in brackets into the to-infinitive form or the -ing form.**

1. Military and civilian personnel are planning \_\_\_\_\_ (**participate**) in Overseas Operations.
2. US warplanes continued \_\_\_\_\_ (**bomb**) targets in Afghanistan on Friday.
3. I don't mind \_\_\_\_\_ (**work**) overtime.
4. Pakistan begins \_\_\_\_\_ (**deploy**) extra troops along part of its border with Afghanistan to prevent armed Taliban fighters from crossing into the country
5. Recruits need \_\_\_\_\_ (**practice**) military skills more often.
6. The social network is now planning \_\_\_\_\_ (**to remove**) any advertising from many of its pages.
7. The best time to go \_\_\_\_\_ (**dive**) is from November to April when the visibility is very good.
8. I look forward to \_\_\_\_\_ (**meet**) you.
9. They promised \_\_\_\_\_ (**return**) to the military base as soon as possible.
10. When the conflict started in the country, many of residents fled the area but others decided \_\_\_\_\_ (**stay**) and \_\_\_\_\_ (**defend**) their lives and their homes.

**Serving in the Air Force**

**S**

**Task 6. Guess what these people do. Tell your group mates about yourself.**



1



2



3



4



5



6



7



8



9

**L** Task 7. Listen and mark the given statements as T (true), F (false) or NG (not given).

1. He joined the Air Force after graduation from San Jose State University. \_\_\_\_\_
2. He attended several training courses before going to his first squadron. \_\_\_\_\_
3. His training course in North Carolina lasted for 9 months. \_\_\_\_\_
4. He participated in training exercises with RAF. \_\_\_\_\_
5. He wants to take part in peacekeeping operations. \_\_\_\_\_

**S** Task 8. According to the Air Force, just 4 percent of those in the Air Force are pilots. But as pilots cannot fly without the assistance of other personnel air forces have ground staff who supports the aircrew. Read about what they do every day and find the second parts of the sentences.

1	Intelligence Officers	a	manage all airfield operations, including air traffic control, airfield management, base operations and inspections.
2	Cyberspace Operation Officers	b	organize and strategize recovery missions, train and equip rescue personnel and manage and develop survival skills programs.
3	Command and Control Officers	c	encompass the organization, transport and distribution of supplies, transportation and maintenance for aircraft, missiles and spacelift.
4	Combat Systems Officers	d	perform, manage and direct weather operations that have a direct effect on the activities of U.S. military forces.
5	Combat Rescue Officers	e	possess a wide range of expertise from computerized, satellite and airborne communications to postal operations, tracking systems and weather equipment.
6	Air Battle Managers	f	oversee surveillance, missile launch, space lift, ballistic space warning and satellite command and control.
7	At any time, Aircraft Maintenance Officers	g	support combat operations by protecting our information while at the same time collecting data from external threats.
8	Air Force Weather Officers	h	use strategy, experience and an intimate knowledge of all aircraft, weapons and surveillance to ensure success.
9	Space and Missile Operations Officers	i	can be asked to fly around the world to provide repairs, deliver combat support, supervise training missions and perform air drops.
10	The expertise of Logistics Officers	j	find and eliminate targets utilizing their expertise and precision in a wide range of high-tech equipment and weapons,.

**L** Task 9. Listen and number the jobs. Then write one sentence explaining the responsibilities of servicemen in each profession.

- \_\_\_\_\_ cyberspace defense operator  
 \_\_\_\_\_ air traffic controller  
 \_\_\_\_\_ Special Operations airman  
 \_\_\_\_\_ weapon technician  
 \_\_\_\_\_ fighter pilot

**W** Task 10. After graduating from the military academy you were posted to your first unit. Write a letter to your former group mate describing your responsibilities.

## Organizational Structure of the Air Force

**R** Task 11a. Read the text about US Air Force structure and compare it with AF of your country.

As of 2012 the US Air Force has 332,854 active personnel, 185,522 civilian personnel, 71,400 reserve personnel, and 106,700 air guard personnel. It operates 5,484 aircraft, 450 ICBMs and 63 satellites, making it the largest air force in the world. The Air Force describes its mission in terms of 17 operational functions, among them are **strategic attack** – offensive action that most directly achieves national security objectives by affecting the adversary's leadership, conflict-sustaining resources and strategy, **counter-air** – operations to attain and maintain air superiority by the destruction, degradation, or disruption of enemy forces, **combat support** – capabilities, functions, activities, and tasks necessary to create and sustain air and space forces, **airlift** – transportation of personnel and materiel through the air, and so on.



The **Department of the Air Force** is a Military Department within the Department of Defense headed by the civilian **Secretary of the Air Force**, who is appointed by the President and supported by a staff called the Secretariat. The highest ranking military officer in the Department of the Air Force is the **Chief of Staff** of the Air Force who exercises supervision over Air Force units, and serves as a member of the Joint Chiefs of Staff.

Most Air Force units fall under a **Major Command (MAJCOM)**, which has broad functional responsibilities. For example, **Air Combat Command** coordinates and provides all combat airpower. **Air Force Materiel Command** conducts research and development, testing, and acquisition of new technologies for the Air Force. **Air Force Special Operations Command** provides rapid response special forces, like air commandos. **Air Mobility Command** coordinates and provides the transportation of troops and supplies. Outside the U.S., they are divided by geographic area. **U.S. Air Forces in Europe** is responsible for Europe and Africa, coordinates with NATO.

The Major Commands are divided into **Numbered Air Forces (NAFs)**, usually assigned for geographical purposes, and primarily used only during wartime. In peacetime, they generally only consist of a limited number of headquarters staff whose job is to prepare and maintain wartime plans. The



fundamental unit of the working Air Force is the **wing**. An objective wing contains an **operations group**, which includes aircrews, intelligence units, and others; a **maintenance group**, which includes maintenance squadrons; a **mission support group**, which includes such functions as civil engineers, logistics readiness, and security forces; and a **medical group**. Most airmen are assigned to a **squadron**, which may comprise several **flights**. In addition to these units, there are others, including centers, field operating agencies, and direct reporting units.

During conflicts, the Air Force may divide their forces into Groups or Expeditionary Task Forces.

**Task 11b. Write questions to the given answers.**

1. \_\_\_\_\_?  
The Department of the Air Force is headed by the civilian Secretary of the Air Force.
2. \_\_\_\_\_?  
The Chief of Staff of the Air Force.
3. \_\_\_\_\_?  
Air Combat Command coordinates and provides all combat airpower.
4. \_\_\_\_\_?  
The wing.
5. \_\_\_\_\_?  
Wings, groups, squadrons, and flights.



## Types of Military Aircraft

**R** Task 12a. Read the text and fill in the given words. Revise how to form the Passive.

intended      designed      divided

A military aircraft is any fixed-wing or rotary-wing aircraft operated by an armed service of any type. Military aircraft are either combat or non-combat. Combat aircraft are \_\_\_\_\_ (1) to destroy enemy equipment using their own armament. Non-combat aircraft are not \_\_\_\_\_ (2) for combat as their primary function, but carry weapons for self-defense and mainly operate in support roles.



Combat aircraft are \_\_\_\_\_ (3) into multi-role, fighters, bombers, attackers and electronic warfare aircraft including several variations such as fighter-bombers, ground-attack aircraft, long-range maritime patrol aircraft.

Non-combat roles of military aircraft include search and rescue, reconnaissance, observation/ surveillance, transport, training, and aerial refueling.

**Task 12b. Read the text again and answer the questions.**

1. What is a military aircraft?
2. What are they designed for?
3. What way can non-combat aircraft protect themselves?
4. What is a role of non-combat aircraft?
5. Give examples of every type of aircraft.

**G** Present and Past Participles

- ing (present)	- ed (past)
<i>Combat aircraft destroy enemy equipment. Combat aircraft use their own armament. (to make one sentence out of two)</i>	<i>A military aircraft is any fixed-wing or rotary-wing aircraft. An armed service of any type operates military aircraft. (to shorten a sentence)</i>
Combat aircraft destroy enemy equipment <b>using</b> their own armament.	A military aircraft is any fixed-wing or rotary-wing aircraft <b>operated</b> by an armed service of any type.
Both the participle and the rest of the sentence refer to the same subjects.	The participle and the rest of the sentence refers to the different subjects.

**Task 13. Write the correct form –ing or -ed**

1. Information Operations are actions \_\_\_\_\_ (**take**) to influence, affect, or defend information, systems, through influence, network warfare, and electronic warfare operations.
2. Bomber Aviation is the main striking force of the Ukrainian Air Force \_\_\_\_\_ (**intend**) for destruction of enemy troops, aircraft, and objects in strategic and operational depth.
3. Many people join the Air Force \_\_\_\_\_ (**look for**) jobs in the aviation industry, and this is perhaps the most popular choice for this branch of the armed forces.
4. \_\_\_\_\_ (**Form**) on 1 April 1918, The Royal Air Force (RAF) is the oldest independent air force in the world.
5. Controllers work in the control tower \_\_\_\_\_ (**operate**) radar equipment and maintaining the safe and expeditious flow of the aircraft on the fields.

**S** Task 14. Air Forces typically consist of different types of aircraft according to their missions. Match the aircraft with their descriptions.



**attack aircraft**



**bomber**



**fighter**



**electronic warfare aircraft**



**reconnaissance aircraft**



**transport aircraft**



**tanker**

**1**

These aircraft are designed to provide mission support instead of playing a direct combat role. They typically have limited weapons and carry anti-radiation missiles and jammer transmitters to intercept and disable enemy radars. They clear the way for direct attack on hostile camps by other defense personnel.

**2**

These aircraft are used to deploy troops with their equipment, supply the previously stationed personnel with equipment and other necessities, evacuate the wounded, drop paratroops, and provide strategic or operational airlifts. They are also used to drop supplies and assist humanitarian missions, especially during or after natural disasters.

**3**

They are best known for providing SIGNIT (Signals Intelligence), COMINT (Communication Intelligence) and ELINT (Electronic Intelligence). They fly at high altitudes and send confidential data of target areas in the form of cryptic messages and/or snapshots, allowing the military personnel to know their enemy before an actual face-off.

**4**

These aircraft provide support for friendly ground troops. Some carry conventional or nuclear weapons far behind enemy lines to strike priority ground targets. SEAD (Suppression of Enemy Air Defense) and OCA (Offensive Counter-air Attack) are two other important roles of these aircraft.

**5**

They provide aerial refueling to the other types of aircraft during a mission. They are capable of locating friendly aircraft and detecting threats directed towards them. They are used in operations that are extended for a long period of time or on a long-range mission. This makes these aircraft an essential part of the Air Force's global mobility.

**6**

These aircraft are known for their "massive destructive capabilities". They carry large payloads of bombs. They are only used for ground attacks. However, bombers are expensive to make and require regular maintenance. These aircraft are normally larger, heavier and less maneuverable than fighter aircraft.

**7**

These aircraft destroy enemy aircraft in air-to-air combat, offensive or defensive, escort bombers or other aircraft. Their main purpose is to establish air superiority over a battlefield. They carry machine guns, cannons, rockets and guided missiles. They are fast and highly maneuverable.

**R** Task 15. Read the text and say if agree with it. Fill in the gaps with the given words.

used

striking

optimized

refueling

muddled

### The Distinction between Different Types of Combat Aircraft

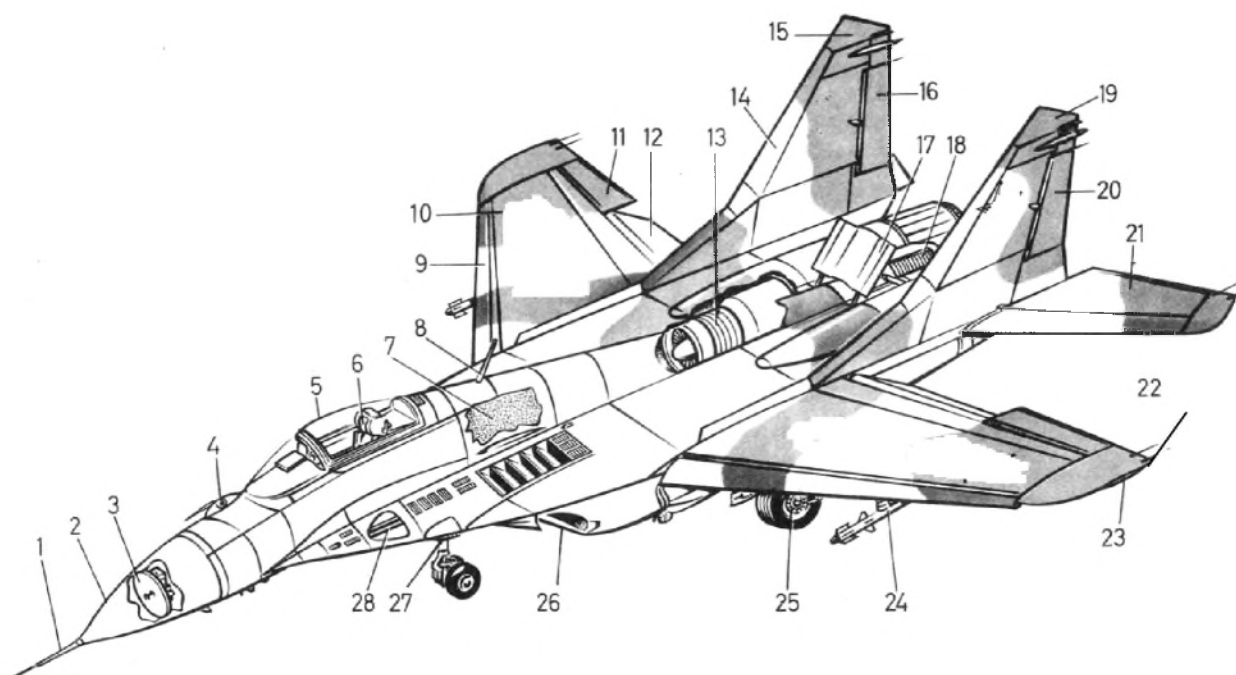
In modern air forces, the distinction between bombers, fighter-bombers, and attack aircraft is unclear. Many attack aircraft, even ones that look like fighters, are \_\_\_\_\_ (1) to drop bombs, with very little ability to engage in aerial combat. Many fighter aircraft, such as the F-16, are often \_\_\_\_\_ (2) as 'bomb trucks', in spite of the fact that their main mission is to attack other aircraft.

Perhaps the one meaningful distinction at present is the question of range: a bomber is generally a long-range aircraft capable of \_\_\_\_\_ (3) targets deep within enemy territory, whereas fighter bombers and attack aircraft are limited to 'theater' missions in and around the immediate area of battlefield combat. Even that distinction is \_\_\_\_\_ (4) by the availability of aerial \_\_\_\_\_ (5), which greatly increases the potential radius of combat operations.

### Parts of an Airplane

**S** Task 16a. What are the main parts of an airplane? Learn the words from the box.

1 - Pitot tube	13 - engine
2 - radome	14 - fin, vertical stabilizer
3 - radar antenna	16, 20 - rudder
4 - infrared detector	17 - speed brake
5 - cockpit	18 - container for braking parachute
6 - ejection seat	21 - horizontal stabilizer
7 - fuselage	23 - airway lights
8, 15, 19 - VHF-UHF antenna	24 - air-to-air missile
9 - slat	25 - main landing gear
10 - wing	26 - air inlet
11, 22 - aileron	27 - front landing gear
12 - flap	28 - 30-millimeter aircraft gun





**Task 16b. Use the words from Task 16a to complete the sentences.**

1. The \_\_\_\_\_ holds the structure together and accommodate passengers and/or cargo.
2. \_\_\_\_\_ adjust the angle of attack of the wings, increasing lift.
3. \_\_\_\_\_ produces enough lift to control the pitch of the aircraft and maintain its stability.
4. \_\_\_\_\_ increase or decrease lift asymmetrically, in order to change roll and, thus, move the aircraft left or right while flying.
5. The \_\_\_\_\_ is used to turn the aircraft left or right on the ground. In the air, however, it is primarily used to coordinate left and right turns or to counter adverse yaw.
6. Modern aircraft \_\_\_\_\_ have a number of vital instruments for controlling the airplane on the ground as well as when flying.
7. The \_\_\_\_\_ prevents lateral movements of the airplane.
8. \_\_\_\_\_ adjust the camber of the wings, increasing lift.
9. \_\_\_\_\_ provides a platform for the aircraft to stand as well as plays an important obvious role in landing and take-off.
10. \_\_\_\_\_ generate lift and control the airflow while flying.

**LEARN MORE!****R**

**Task 17. Read the text about the Thunderbirds. Is there such an aerobic display team in your country? Tell you group mates about it.**

**Thunderbirds**

The Thunderbirds are the United States Air Force Demonstration Squadron based at Nellis AFB, near Las Vegas. The team uses 12 F-16s; nine are C-models (6 used for the displays and the rest in reserve) and three two-seat D-models.

The squadron consists of 120 personnel - 12 officers, 4 civilians and 104 NCOs. The twelve officers all use the Thunderbird call-sign with their applicable number. Thunderbird №1 is the leader and commander of the squadron. Pilots №2 to №6 are demonstration pilots: №2 is the left wing, №3 is the right wing, №4 is the slot, №5 is the lead solo and №6 is the opposite solo. Pilot №7 is the operations officer and №8 is the narrator and coordinator of the show. Each of these pilots is a fighter pilot in the squadron but only the first six participate in the airshow. The №9 is the team's flight surgeon, №10 is the chief of the headquarters, №11 is the chief of support and №12 is the public relations (PR) officer.

Three demonstration pilots change every year. The pilot candidates for the team must have at least 1000 flying hours on a jet fighter and must be current on the F-16. All candidates must have at least 3 years (but no more than 12 years) of military service. Each new member of the squadron must also pass a 21-day training course which contributes to their better integration into the team.

Officers in the Thunderbirds serve for 2 years while the rest of the team serves for 3 or 4 years. They train from November to March and by the end of February they are ready for the show season. By this time, every pilot will have completed about 100 flights. The team takes the month of December off and then performs for the rest of the season with one further week during the season as a rest period.

The ground staff for the Thunderbirds includes enlisted personnel, representing nearly 30 career fields; they form the backbone of the Thunderbirds. Enlisted team members are selected from units across the Air Force in a highly competitive hiring process.

The ground staff normally arrives at where a show will be held a few days earlier to begin the preparation. The aircraft themselves arrive two days before the date of the show. The day before show, they conduct a practice flight to become acquainted with the local terrain. Normally, shows are conducted on Saturday and Sunday.

During the show, pilots will perform about 30 maneuvers. A typical show lasts about 40 minutes. In order to perform the show, there must be visibility at least 9200 meters from the show center.



### TEST YOURSELF 3

#### Task 1. Write the words corresponding to the descriptions below.



1. The fundamental unit of the working US Air Force is the \_\_\_\_\_.
2. The Air Force's \_\_\_\_\_ values—"Integrity first, Service before self, and Excellence in all we do"—explicitly stress the importance of putting service for the collective good before self-service.
3. to take by force or capture
4. a strategic position to be attained or a purpose to be achieved by a military operation
5. of or relating to an enemy
6. necessary to the existence, continuance, or well-being of something; essential
7. to turn aside, discourage, or prevent from acting
8. an airplane of high speed and maneuverability with armament designed to destroy enemy aircraft
9. a machine for converting thermal energy into mechanical energy or power to produce force and motion
10. a space, usually enclosed, in the forward fuselage of an airplane containing the flying controls, instrument panel, and seats for the pilot and copilot or flight crew.
11. increases or decreases lift asymmetrically, in order to change roll and, thus, move the aircraft left or right while flying.
12. an operation to move people, troops, or goods by air, especially in a war or when land routes are blocked.



#### Task 2. Choose the correct option.

1. A bomber is generally a long-range aircraft capable of \_\_\_\_\_ targets deep within enemy territory.  
a) striking                                      b) struck                                      c) stricken
2. We need to maintain readiness \_\_\_\_\_ to war at any time.  
a) deploying                                      b) to deploying                                      c) to deploy
3. I look forward to \_\_\_\_\_ my skills and flying as much as possible.  
a) update                                      b) updated                                      c) updating
4. Don't forget \_\_\_\_\_ out your work when you're finished!  
a) printing                                      b) to print                                      c) print
5. Both countries agreed \_\_\_\_\_ conflict spilling across their borders.  
a) to stop                                      b) stop                                      c) stopping

#### **L** Task 3. Listen to the man speaking about his military career and complete the sentences.

I was concerned about my future career at the hometown paper mill in Maine. I was married and had children. I needed some education and a job so I \_\_\_\_\_ (1) in the Marine Corps with a guarantee to work in aviation and was selected for \_\_\_\_\_ (2). After basic training, I went to school in Glencoe, GA, to learn tower and radar air traffic control. I also earned my Federal Aviation Administration (FAA) operator's certificate. In New River I was a tower air traffic controller trainee. I started in \_\_\_\_\_ (3), but soon my duties expanded to include local control (control in the air within a 5-mile radius of the airfield). I then became \_\_\_\_\_ (4) at the facility. I continued to expand my qualifications at my next duty station in Okinawa. There, I became qualified in \_\_\_\_\_ (5) and facility rated, which meant that I could work any air traffic control position in the facility. When I was finally assigned to a three-year tour in Kaneohe, I was a \_\_\_\_\_ (6) and radar approach controller. Now I am Gunnery Sergeant Martínez, a crew chief at Cherry Point. I qualified in the radar air traffic control facility and am working to qualify as a radar approach controller as well.

**Task 4. Choose the correct form –ing or -ed.****READINESS AND RESOURCING**

USA's efforts over the last year continued to stress both people and platforms. Nearly 40,000 of America's airmen are deployed to 263 locations across the globe, **including/ included (1)** 63 locations in the Middle East. In addition to the airmen **deploying/ deployed (2)** overseas, nearly 130,000 airmen support combatant commander requirements from their home station daily. These airmen operate the Nation's space and missile forces, process and exploit remotely **collecting/ collected (3)** ISR, provide national intelligence support, execute air sovereignty alert missions, and contribute in many other ways. To date, the Air Force has flown over 50,000 sorties **supporting/supported (4)** Operation IRAQI FREEDOM and almost 66,000 sorties **supporting/supported (5)** Operation ENDURING FREEDOM. During this time the Air Force delivered over 1.73 million passengers and 606,000 tons of cargo, employed almost 1,980 tons of munitions, and transported nearly 70,000 total patients and 13,000 casualties from the CENTCOM AOR. **Carrying/ carried (6)** out their tasks, airmen averaged nearly 330 sorties per day.

**Task 5. Find 5 types of the aircraft.**

f	t	r	a	n	s	p	o	r	t
i	e	q	t	u	e	e	f	q	a
g	e	w	t	e	v	z	b	a	p
h	u	t	a	n	k	e	r	l	n
t	r	a	c	e	q	p	e	t	i
e	i	c	k	t	s	a	g	r	e
r	q	d	o	b	o	m	b	e	r

**Task 6. Read the text and fill in the missing information.**

Harris was born Jan. 16, 1943, in Houston. After finishing Spelman College in Atlanta she attended Officer Training School at Lackland AF Base, Texas, \_\_\_\_\_(1).

During the early days of her career, Harris held assignments as an administrative officer in California and West Germany, before transitioning into the maintenance field by attending the aircraft maintenance officer's course at Chanute AF Base and \_\_\_\_\_(2).

Her first assignment as a maintenance officer was \_\_\_\_\_(3) with the 49th Tactical Fighter Squadron in Thailand.

After commanding an avionics maintenance squadron and a field maintenance squadron, both in Kansas, and a director of maintenance in Okinawa, Japan, Harris became the first woman deputy commander for maintenance.

In 1991, Harris became \_\_\_\_\_(4), when she pinned on her first star as the vice commander of the Oklahoma Center Air Logistics Center.

Harris retired from the AF in early 1997 as the director of maintenance, deputy chief of staff for logistics, HQ, US AF. At that time, she was the highest ranking female officer in the AF and the highest ranking African-American female within the DoD.

Harris continues \_\_\_\_\_(5) In 2010, President Barack Obama appointed her a member of the Board of Visitors for the US AF Academy.

- a) to support the Vietnam War as a maintenance supervisor
- b) to contribute to the Air Force even after her retirement.
- c) where she was commissioned a second lieutenant in 1965.
- d) the first female African-American general
- e) graduating as the first female aircraft maintenance officer.

**Task 7. Write a letter to your English-speaking pen-friend explaining why you joined the Air Force.**



## UNIT 4. NAVY

**S** Task 1. Look at the pictures. What can you say about them?



Navy operations on land



Navy operations at sea



Navy operations in the air

**Task 2.** You can see the United States Navy core values. What do these words mean? Do you have any core values in your armed service?



**R** Task 3a. Read the text. Fill in the gaps with the words from the box.

sustained	vessels	supplies	prompt	deterring	combat-ready
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### The Mission of the Navy



The United States Navy is the branch of the US Armed Forces.

The primary mission of the Navy is to support national interests of the country. To do that, the Navy must be prepared to conduct \_\_\_\_\_ (1) and \_\_\_\_\_ (2) combat operations at sea.

The mission of the Navy is to maintain, train and equip \_\_\_\_\_ (3) Naval forces capable of winning wars, \_\_\_\_\_ (4) aggression and maintaining freedom of the seas. America's Navy is unique in that it conducts missions on all fronts: in the air, on land and at sea.

In peacetime, US Navy ships patrol the seas. They are also used to transport emergency relief to disaster areas and deliver \_\_\_\_\_ (5) to US troops stationed around the world.

In wartime, the ships seek to destroy enemy \_\_\_\_\_ (6) and prevent enemy attacks at sea. These duties often require the support of ground and air forces. **Therefore**, the US Navy maintains its own ground force (the Marine Corps) and air service.

**Task 3b. Match the descriptions with the words from Task 3a.**

1. quick, fast \_\_\_\_\_
2. long, protracted \_\_\_\_\_
3. prevent from occurring \_\_\_\_\_
4. a large ship or boat \_\_\_\_\_
5. the things such as food, medicine, fuel needed by a group of people \_\_\_\_\_
6. prepared for combat \_\_\_\_\_



## R

**Task 4a. Read the text and learn the words in bold.****NAVY Organization**

The US Navy was founded on 13 October 1775, and the Department of the Navy was established on 30 April 1798. The Department of the Navy is divided into three principal parts: the Navy Department, the Operating Forces, and the Shore Establishment.

The **Navy Department** is the executive and central administrative office of the Navy. It includes the Office of the Secretary of the Navy and his staff, as well as the Commandant of the Marine Corps (**however**, the Marine Corps is a separate branch) and the Chief of Naval Operations (CNO).



The **Operating Forces** include the Marine Corps, the reserve components, and, in time of war – the US Coast Guard (in peace – the Department of Homeland Security). There are nine components in the Operating Forces of the US Navy: Fleet Forces Command (*formerly* the Atlantic Fleet), the Pacific Fleet, Naval Forces Central Command, Naval Forces Europe, Naval Network **Warfare** Command, Navy Reserve, United States Naval Special Warfare Command, Operational Test and Evaluation Force, and Military Sealift Command. The United States Navy has six active

numbered fleets – Third, Fourth, Fifth, Sixth, Seventh and Tenth Fleets, that have jurisdiction over a specific geographic area.

The **Shore Establishment** provides support to the operating forces in the form of **facilities** for the repair of machinery and electronics; communications centers; training areas and **simulators**; ship and aircraft repair; **intelligence** and meteorological support; **fuel**, and **munitions**; medical and dental facilities; and air bases. The Naval Academy is part of the Shore Establishment.



Department of the Navy is headed by a *civilian* **Secretary of the Navy** (SECNAV). The **Chief of Naval Operations** (CNO) is the senior military officer, a four-star admiral and is responsible to the SECNAV. Being a member of the Joint Chiefs of Staff, the Chief of Naval Operations is the principal naval *military adviser* to the President and to the Secretary of the Navy. *Both* the Secretary of the

Navy *and* Chief of Naval Operations are responsible for all the activities of the Department of the Navy, the Operating Forces and the Shore Establishment.

**Task 4b. Match the words from Task 4a with their definitions.**

1. munitions
2. simulator
3. warfare
4. facilities
5. fuel
6. intelligence



- a) buildings, services, equipment that are provided for a particular purpose, e.g. sports facilities
- b) any substance burned as a source of heat or power, such as coal or petrol
- c) any device or system that simulates specific conditions of a real process to train somebody, e.g. space simulator
- d) military information about enemies, spies; a department that gathers or deals with such information
- e) military weapons, ammunition and equipment
- f) the activity of fighting a war, especially using particular weapons or methods

## L

**Task 5. Listen to the information and find 4 mistakes.**

*Although* the Marine Corps is separate from the Navy, the two forces both operate under the Department of the Navy and have a close relationship. In 1835, the Marine Corps came under the Department of the Navy and continues to be part of the Navy. *However*, the Marine Corps has its own commandant of the Marine Corps, a three-star admiral who reports to the civilian Secretary of the Navy. *Both* the Marine Corps *and* the Navy operate together, with their own chains of command, uniforms, history, objectives, and missions.

## S

**Task 6. Answer the questions.**

1. What is the mission of the Navy?
2. Why is America's Navy unique?
3. When was the US Navy founded?
4. What are the main parts of the Department of the Navy?
5. What are the main components of the Operating Forces?
6. Who heads the Department of the Navy?
7. Who is the military adviser to the president and the Secretary of the Navy?
8. What are the SECNAV and CNO responsible for?
9. When did the Marine Corps come under the Department of the Navy?
10. Is the Marine Corps a separate service branch?



## G

**Linking words**

Words, phrases and sentences may be connected in different ways by means of conjunctions and linking words. You can express different ideas: contrast, result, condition, purpose, sequence of reasons, sequence of actions etc.: *so, although, since, until, then, however, whereas, so that, but, not only...but also, and, or, because, both...and, either...or, etc.*

**Study the examples:**

**However** contrasts *two* ideas in *two* sentences.

**Whereas** contrasts *two* ideas in *one* sentence.

- I don't agree with a lot of his methods. **However**, he's a good instructor.
- Private Smith is careful **whereas** Private Johnson makes a lot of mistakes.

**Therefore** is used to show the result. It can be used in *one* sentence or can connect *two* sentences.

- These duties often require the support of ground and air forces. **Therefore**, the US Navy maintains its own ground force (the Marine Corps) and air service.
- There's still much to discuss and **therefore** we'll return to this item at our next meeting.

**Both ... and**

- **Both** the SECNAV **and** the CNO are responsible for all activities of the Department of the Navy.

**Task 7. Complete the sentences with the appropriate linking words and conjunctions.**

however	since	although	therefore	because	both...and	whereas
---------	-------	----------	-----------	---------	------------	---------

1. Private Smith showed good results, \_\_\_\_\_ others didn't.
2. We thought our plan was perfect. \_\_\_\_\_, we have discovered some blemishes now.
3. It is ten years \_\_\_\_\_ I have seen him.
4. He is only 16 and \_\_\_\_\_ not eligible to vote.
5. For this job you will need a good knowledge of \_\_\_\_\_ English \_\_\_\_\_ French.
6. People think I'm always satisfied just \_\_\_\_\_ I don't complain.
7. \_\_\_\_\_ he was very bad-tempered, he had lots of friends.

**Task 8. Match the beginning of the sentences with their endings. Pay attention to the use of the linking words.**

1. We believe in stimulating schemes ...
2. I am going to buy either a camera ...
3. You cannot leave ...
4. She worked hard ...
5. He was impressed not only by her beauty ...



- a) so that everything would be ready in time.
- b) but also by her intellect.
- c) because we want our employee to be more productive.
- d) until you have finished this task.
- e) or a mobile phone .



**R** Task 9a. Read the text. Learn the words in bold.


### US Navy Ranks

The US Navy ranks are divided into three primary groups: enlisted ranks, warrant officers and officer ranks. These types are further divided into categories based on general levels of responsibility.

**Enlisted** - The enlisted community forms the **backbone** of the Navy and Navy Reserve. Enlisted sailors are technical specialists in their fields, and it is the primary function of senior enlisted sailors to help train junior officers, as well as to lead and train junior enlisted sailors. They hold hundreds of

positions in dozens of different job areas – from cryptology to electronics, computer science to special operations.

**Warrant Officers** - Warrant Officers are commissioned officers with a focus on a specific technical area. They are typically senior enlisted sailors who have received **commissions**. Their **insignia** shows their specialty. Chief Warrant Officers may also serve as Division Officers, Department Heads, Officers-in-Charge, Executive Officers and Commanding Officers, **ashore** or **afloat**.

**Commissioned Officers** – Commissioned Officers can be thought of as the leadership of the Navy and Navy Reserve. They hold positions in different job areas – from health care to **chaplaincy**, aviation to engineering.

Commissioned Officers fall into 3 groups: **Unrestricted** Line, **Restricted** Line, and **Staff** Corps.

Unrestricted Line Officers are the ones who command and lead combat units.

Restricted Line Officers are those who perform specific functions within those commands, e.g., Engineers.

Staff Corps Officers are those in other specialties: **Chaplain** Corps, Medical, Supply, etc.

Commissioned Officer Ranks	Warrant Officer Ranks	Enlisted Ranks
Admiral of the Navy (special rank held by only one person, Admiral George Dewey, as a result of his exploits in the Philippines during the Spanish American War)	Chief Warrant Officer 5 (WO-5)	Master Chief Petty Officer of the Navy
Fleet Admiral – Five Stars (not assigned since WW2)	Chief Warrant Officer 4 (WO-4)	Master Chief <b>Petty</b> Officer
Admiral – Four Stars	Chief Warrant Officer 3 (WO-3)	Senior Chief Petty Officer
Vice Admiral – Three Stars	Chief Warrant Officer 2 (WO-2)	Chief Petty Officer
Rear Admiral Upper Half – Two Stars		Petty Officer First Class
Rear Admiral Lower Half – One Star		Petty Officer Second Class
Captain		Petty Officer Third Class
Commander		Seaman
Lieutenant Commander		Seaman <b>Apprentice</b>
Lieutenant		Seaman Recruit
Lieutenant Junior Grade		
<b>Ensign</b>		

**Note.** Along with their rank, a Navy sailor has a *rating*, which is their specific job in the Navy. Examples of ratings include Electronics Technician, Gunner's Mate or Boatswain Mate. This shouldn't be confused with rate, which is an enlisted sailor's pay grade.

**Task 9b. Complete the sentences using the information in Task 9.**

1. There are three main groups of the US Navy ranks: \_\_\_\_\_
2. Enlisted men hold positions in \_\_\_\_\_
3. Warrant Officers are typically \_\_\_\_\_
4. Commissioned Officers hold positions in \_\_\_\_\_
5. Commissioned Officers can be divided into \_\_\_\_\_
6. The specific job of a Navy sailor is called \_\_\_\_\_



**S** **Task 10. The Navy offers careers and jobs in dozens of exciting fields. You can see some of them in the pictures. Say what job you would like to have. Match the pictures with the descriptions of the navy jobs and ratings.**



1



2



3



4



5



6



7



8

a) **Intelligence Specialists** are involved in collecting and interpreting intelligence especially secret information about enemies or potential enemies. They analyse photographs and prepare charts, maps, and reports that describe in detail the strategic situation all over the world.

b) **Boatswain's Mates** train, direct and supervise personnel in all activities relating to deck, boat seamanship, painting, upkeep of ship's external structure, rigging, deck equipment, and boats.

c) **Electronics Technicians** are responsible for electronic equipment used to send and receive messages, detect enemy planes and ships, and determine target distances. They maintain, repair, and calibrate all electronic equipment used for communications, detection tracking, identification, and navigation.

d) **Missile Technicians** operate and maintain electronic, mechanical, hydraulic and pneumatic Strategic Weapon subsystems, test and operate the fire-control system and guidance system, perform classified targeting operations, and provide physical security to nuclear weapon system.

e) **Logistics Specialists** manage inventories and issuance of repair parts/general supplies and specialized supplies as well as distribute mail for naval ships, submarines, aviation squadrons, and shore-based activities.

f) **Special Warfare Operators** are Navy SEALs. They are trained to jump from airplanes at high altitudes and open their parachutes at low proximity to the earth into frigid waters. They jump from helicopters travelling 30 knots at 30 feet over the water with no parachute.

g) **Gunner's Mates** operate and maintain all gunnery equipment, guided-missile launching systems, rocket launchers, guns, turrets, and associated equipment. They repair electrical, electronic, hydraulic and mechanical systems, and make detailed casualty analysis.

h) **Hospital Corpsmen** are medical professionals who provide health care to service people and their families. They serve as pharmacy technicians, medical technicians, nurse's aides, physician's or dentist's assistants, battlefield medics, and more.

## L

**Task 11a. Listen to the information about the US Naval Academy. Tick (✓) the linking words that are mentioned in the text.**

whereas \_\_\_\_\_  
 however \_\_\_\_\_  
 therefore \_\_\_\_\_  
 both...and \_\_\_\_\_  
 not only... but also \_\_\_\_\_

but \_\_\_\_\_  
 since \_\_\_\_\_  
 because \_\_\_\_\_  
 either...or \_\_\_\_\_



**Task 11b. Listen again and decide if the statements are true (T) or false (F).**

1. The US Naval Academy was established in 1945 in Annapolis. \_\_\_\_\_
2. Students pay for their tuition themselves. \_\_\_\_\_
3. Midshipmen study four years. \_\_\_\_\_
4. A great attention is paid to the moral development of the students. \_\_\_\_\_
5. All graduates are commissioned as ensigns. \_\_\_\_\_



### Useful Information



The **Jack** of the United States of America is a maritime flag representing United States nationality flown on the American vessels. Since September 2002, the US Navy has made use of the so-called First Navy Jack, a flag bearing 13 red and white stripes, a rattlesnake and the motto "DONT TREAD ON ME". However, the standard US jack (i.e., 50 white stars on a blue field) continues to be used as the jack by vessels of the U.S.



## R

**Task 12a. Read the text. Look up unfamiliar words in the dictionary.**

## US Navy Ships



**Minesweeper**

The US Navy is the largest Navy in the world – in fact, if you combined every other navy in the world into one giant navy, it would only be about 5 percent bigger than the US Navy.

The US Navy fleet consists of a wide variety of ship types. Ships are used for many purposes, but will serve as *either* combat ships *or* as support crafts. Combat ships and support crafts have multiple types, with subdivisions present in each category. The Navy regularly has new ships under development to replace the ship types retired due to age,

sinking or other types of damage. Each type of ship has specific duties and functions.

Main types of naval ships are as follows.

**Surface combat ships:** battleships (no longer used in naval operations), destroyers, frigates and cruisers.

**Aircraft Carriers:** all ships designed for the primary purpose of conducting air-combat operations against airborne, surface, sub-surface and shore targets.

**Amphibious Warfare Vessels:** amphibious assault ships and landing craft carriers.

**Submarines:** all vessels capable of underwater operations.

**Logistics ships:** ammunition ships, oil replenishment ships and combat store ships.

**Mine Warfare Ships:** minesweepers, which detect and neutralize mines, and mine countermeasure ships.

**Coastal Defense:** any ship whose main purpose is coastal patrol and interdiction.

**Support Craft Type:** commercial, non-military non-combat ships such as dry docks, tugs, barges, tankers, lighters and other miscellaneous ships



**Coastal Defense Ship**



**Task 12b. Put questions to the answers.**

1. \_\_\_\_\_ ?  
Yes, it is bigger than any navy in the world.
2. \_\_\_\_\_ ?  
They are used for different purposes; they can serve as combat ships or support craft.
3. \_\_\_\_\_ ?  
Yes, the Navy replaces the ship types due to age or other types of damage.
4. \_\_\_\_\_ ?  
No, they don't. Each type of ship has specific functions.
5. \_\_\_\_\_ ?  
They are Surface Combat Ships, Aircraft Carriers, Amphibious Warfare Ships and Submarines, but other types of ships are also very important.



**S** **Task 13. Number the main parts of a typical ship. Cover the words, and in pairs ask each other about the parts of a ship.**

**Example:** - What is number eight? - It's a main deck.

\_\_\_\_\_ **Bow** – front part of a ship, it has pointed form to cut the water.

\_\_\_\_\_ **Stern** – the rear part of the ship.

\_\_\_\_\_ **Portside** – left side of the ship (the right side is known as starboard).

\_\_\_\_\_ **Funnel** – a metal chimney, for example on a ship, through which smoke comes out.

\_\_\_\_\_ **Superstructure** – any structure above the main deck of a ship.

**8** **Main deck** – floor of the ship where people walk, mainly the one opened to the air.

\_\_\_\_\_ **Bulbous bow** – lower part of a bow shaped like a bulb.

\_\_\_\_\_ **Propeller** – a device with two or more blades that turn quickly and cause a ship move forward.

\_\_\_\_\_ **Anchor** – a heavy metal object attached to a chain and dropped into the water to keep it in one place.



**Useful Information**

**Ship commissioning** is the act or ceremony of placing a ship in active service. The term is applied to the placing of a warship in active duty with its country's military forces. The commissioning ceremony is one of the most important. Officers and crew members of a new warship are assembled on the quarterdeck. Formal transfer of the ship to the commanding officer is done by the Chief of Naval Operations or his representative. The national anthem is played, the transferring officer reads the commissioning directive, all flags are hoisted. With this act the ship is officially commissioned. The commanding officer reads his orders, assumes command, and the first watch is set. Following, the sponsor is traditionally invited to give the first order to the ship's company: "Man our ship and bring her to life!"



Crew members of the USS William P. Lawrence during the new destroyer commissioning June 4, 2011



Sailors bring the newest Virginia-class nuclear attack submarine USS North Carolina to life during her commissioning ceremony May 3, 2008

## S

## Task 14a. Match the ships with their descriptions. Learn the words in bold.



1 Frigate



2 Submarine



3 Destroyer



4 Aircraft Carrier



5 Guided Missile Cruiser



6 Amphibious Assault Ship

a) \_\_\_\_\_ are designated to carry and deploy land forces that are deployed from ship to land in amphibious assaults to create a **beachhead** or secured landing area for other forces to follow. Today's amphibious ships are specially designed with a flight deck to support transport and attack helicopters. Some aircraft carry troops, cargo and supplies. Others perform defensive measures against submarines or any other type of land or sea military **threat**.

b) \_\_\_\_\_ are the backbone of America's Navy. These vessels are designed to conduct and support combat operations by aircraft. They provide a sea-based mobile airport **to engage** airborne, surface, and land targets and typically travel in battle groups. Nuclear-powered *Nimitz* Class ships are the largest warships in the world. In addition to the aircraft, the ships carry defensive equipment for direct use against missiles and hostile aircraft. These consist of missile launchers for defense against aircraft and anti-ship missiles.

c) \_\_\_\_\_ are smaller ships than destroyers. In modern navies, they are used to protect other warships and **merchant**-marine ships, underway **replenishment** groups, and merchant convoys. Nearly all modern ships are equipped with some form of **offensive** or defensive missiles. Improvements in **surface-to-air missiles** (e.g., the Eurosam Aster 15) allow modern guided-missile frigates to form the core of many modern navies.

d) \_\_\_\_\_ are modern guided-missile vessels that are used primarily in a battle force role. These ships are multi-mission surface combatants capable of supporting carrier battle groups, amphibious forces, or of operating independently. They are equipped with *Tomahawk* cruise missiles giving them additional long range Strike Warfare capability. Some *Aegis* class ships have been outfitted with a Ballistic Missile Defense **capability**.

e) \_\_\_\_\_ support aircraft carriers, amphibious warfare vessels, and surface ships. They operate under the sea's surface. They carry out intelligence missions, special operations, and control of the seas. There are two types: ballistic and attack. The ballistic submarines transport and **launch** nuclear *Trident* missiles. Attack submarines launch *Tomahawk*® missiles, MK48 torpedoes, participate in special operations, gather intelligence, and **sink** other submarines and ships.

f) \_\_\_\_\_, like Cruisers, are guided-missile vessels. They conduct anti-air, anti-ship and surface combat. They provide offensive and defensive, multi-mission capabilities, *either* independently *or* as part of a larger task force. These guided missile ships such as the *Arleigh Burke* class are actually larger and more heavily armed than most previous ships due to their massive size at 510 feet (160 m) long, **displacement** (9200 tons) and armament of over 90 missiles.

Task 14b. Work in pairs. Ask each other questions about the ships. Mention type of the ship and its mission.

Example:

-What missions do submarines carry out?

- Submarines carry out...

**R** Task 15a. Read the text. Learn the words in the box and fill in the gaps.

**fuelers pull into underway shore leave overwhelming watches jerseys**

**Life Aboard A Navy Carrier**


The modern super carrier is widely referred to as a "city at sea." With between 5,000 and 6,000 people working, relaxing, eating and sleeping onboard for months at a time, this is certainly accurate. Jobs are highly varied, just like in a normal city. Approximately 2,500 men and women form the *air wing*, the people who actually fly and maintain the aircraft. Another 3,000 or so people make up the *ship's company*, which keeps all parts of the carrier running smoothly -- this includes everything from washing dishes and preparing meals to handling weaponry and maintaining the nuclear reactors. Life aboard the ship can be exciting and \_\_\_\_\_ (1) for a newly-enlisted sailor. The day is divided into "**watches**" that last four hours, so there are four watches per day. Typically, a sailor will stand one watch per day. Also, the sailor has to work every day in his duty section or perform some other duty. It can all add up to days that stretch beyond 12 hours, particularly when air operations are \_\_\_\_\_ (2). Air operations can happen at any time day or night. "I've been in the Navy for 27 years, and night air ops still amaze me," said McIntyre, a recently retired Navy sailor who spent more than 12 years at sea on America's carriers. "Hundreds of sailors and dozens of aircraft move about the deck in a tightly choreographed ballet. Sailors wear different colored \_\_\_\_\_ (3) to identify their jobs, red for ordnance men, purple for \_\_\_\_\_ (4), yellow for plane captains and so on. All communication is done via hand signals – it's too loud on the flight deck for any conversation or even shouted orders." A carrier air wing typically consists of nine squadrons, with 70 to 80 total aircraft. In addition, young sailors are required to be working on some type of training or education program. "I left the Navy with a bachelor's degree and paid virtually nothing for it," McIntyre said. "Plus, sea duty means \_\_\_\_\_ (5)." Carriers \_\_\_\_\_ (6) ports around the world, allowing sailors a taste of life in a foreign culture. "Join the Navy and see the world. It is a cliché, but for a lot of guys, it is very true."



Sailors scrub the flight deck



Sailors phoning home via satellite

**Task 15b. Answer the questions.**

- How many people work on the carrier?
- Why is life aboard overwhelming for a new-enlisted sailor?
- Why do sailors wear different colored jerseys?
- How many aircraft does a carrier air wing consist of?
- What are the advantages for sailors on the ship?


**L** Task 16. Listen to 3 people and give the reasons why they joined the Navy.


Speaker 1

Navy family

\_\_\_\_\_

\_\_\_\_\_



Speaker 2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Speaker 3

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Example:** Speaker 1 says that he joined the Navy because ...

**W** Task 17. Write 5-7 sentences why you are in the armed forces.

**Example:** I decided to join the Navy (Air Force, Army) because...

\_\_\_\_\_

\_\_\_\_\_



## LEARN MORE!

R

Task 18a. Read the text about a part of Special Forces. Learn the words in bold.

**SEALs**

The SEAL acronym stands for *Sea, Air, and Land*, which identifies the elements in which they operate. SEALs work in small units, often one to two men, but sometimes in a platoon comprised of up to 16. They are trained to perform specific tasks under any type of circumstance and in any environment. Their training takes place in the desert, the jungle, in extreme hot and cold weather, and in urban areas.

SEALs perform different missions and operations: destroying enemy supplies, creating **diversions**, assaults on land- or water-based targets, antiterrorist actions, conducting special **reconnaissance**, training foreign nationals in order to build relationship.

When SEALs aren't deployed, they're in constant training, **both to hone** basic skills **and to** learn new skills and techniques.

SEAL training is **brutal**. It takes over 30 months to train a Navy SEAL to the point at which he will be ready for deployment. The SEALs that **emerge** are ready to perform different tasks including diving, combat swimming, navigation, **demolitions**, weapons, and parachuting. The training pushes them to the limit **both** mentally **and** physically **in order to weed out** those who may not be able to successfully complete the demanding missions. The types of stresses they **endure** during BUD/S (Basic Underwater Demolition/SEAL) are the same stresses they will endure as SEALs. If they can't **withstand** it when lives aren't on the line, they won't be able to withstand it when lives are **at stake**.



From the first day in SEAL training, trainees are taught the importance of **teamwork**. SEALs perform tasks that may not be possible for a single man to accomplish, but can be possible for a team composed of men who have the same training and skills. Their success depends on what they can do together as a team.

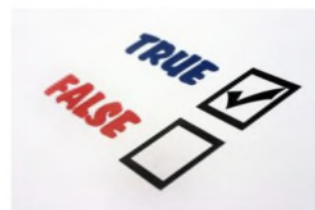


## Task 18b. Match the descriptions with the words from the text.

1. to develop or improve something, especially a skill \_\_\_\_\_
2. destruction by explosives \_\_\_\_\_
3. to experience or deal with something that is painful or unpleasant \_\_\_\_\_
4. to be strong enough not to be hurt or damaged by extreme conditions \_\_\_\_\_
5. that can be won or lost, depending on the success of a particular action \_\_\_\_\_
6. get rid of people or things from a group because they are less good than the rest \_\_\_\_\_
7. the process of obtaining information about positions, activities of an enemy \_\_\_\_\_
8. to move out of a dark, enclosed or hidden place and come into view \_\_\_\_\_

## Task 18c. True (T) or false (F)?

1. Usually SEALs work in large units. \_\_\_\_\_
2. SEALs operate at sea, in the air and on land. \_\_\_\_\_
3. SEALs relax when they aren't deployed. \_\_\_\_\_
4. SEAL training lasts about two years. \_\_\_\_\_
5. It is very important for SEALs to work as a team. \_\_\_\_\_



S

Task 19. Would you like to be a SEAL? Why? Why not?

W

Task 20. Write 7-10 sentences about one of the parts of US Navy Special Forces: Scout Snipers (Marine Corps), Navy Divers, or Deployable Operations Group (Coast Guard). Use reference material.

## TEST YOURSELF 4



## Task 1. Match the sentences with their endings (two endings are extra!)

- |   |   |
|---|---|
| 1. The mission of the Navy is to ...                      | a) autonomously.  |
| 2. Three main parts of the Department of the Navy are ... | b) which is his/her specific job in the Navy.                             |
| 3. Both the Navy and the Marine Corps operate...          | c) will serve as either combat ships or support crafts.                   |
| 4. Enlisted community forms ...                           | d) called midshipmen.   |
| 5. A Navy sailor has a rating ...                         | e) people maintaining nuclear reactors.                                   |
| 6. Students in the US Naval Academy are ...               | f) maintain, train and equip Naval forces.                                |
| 7. Ships are used for many purposes, but ...              | g) are the same as in real situations.                                    |
| 8. A carrier air wing typically consists of ...           | h) the Navy Department, the Operating Forces and the Shore Establishment. |
| 9. Stresses that SEALs endure during training ...         | i) about 80 aircraft.   |
|   | j) the backbone of the Navy and Navy Reserve.                             |
|   | k) are typically senior enlisted sailors.                                 |

## Task 2. Choose the correct variant and complete the sentences.



- He didn't eat anything \_\_\_\_\_ he was very hungry. (**because/although**)
- There's a lot of work to do tomorrow, \_\_\_\_\_ you have to go to bed early tonight. (**but/therefore**)
- The Navy and the Marine Corps have a close relationship. \_\_\_\_\_ the Marine Corps has its own Commandant of the Marine Corps. (**However/So that**)
- One of the sailors couldn't fulfill his task \_\_\_\_\_ he had a broken arm. (**whereas/because**)
- Only one student showed good results \_\_\_\_\_ others didn't. (**since/whereas**)
- Naval operations often require the support of ground and air forces. \_\_\_\_\_ the Navy maintains its ground force and air service. (**However/Therefore**)

## Task 3. Fill in the gaps with the words from the box.

since	until	so that	both...and	either...or	but	not only...but also
-------	-------	---------	------------	-------------	-----	---------------------

- I hadn't realized she wasn't English \_\_\_\_\_ she spoke.
- How long is it \_\_\_\_\_ we last went to the theatre?
- He \_\_\_\_\_ read the book, \_\_\_\_\_ remembered what he had read.
- It isn't that he lies exactly, \_\_\_\_\_ he tends to exaggerate.
- I have no idea where he is now. He is \_\_\_\_\_ in Paris \_\_\_\_\_ in London.
- Nothing more was heard from him \_\_\_\_\_ we began to wonder if he was dead.
- \_\_\_\_\_ officers \_\_\_\_\_ crew members were assembled on the deck during the ship commissioning ceremony.

Fill  
The  
Gap

## Task 4. Can you guess what type of ship is described?

**Guess  
What?**

- It is a small naval warship designed to counter the threat posed by naval mines. They keep waterways clear for shipping. \_\_\_\_\_
- This ship is used to protect other warships, merchant-marine ships and merchant convoys. \_\_\_\_\_
- These ships support other warships and operate under the sea's surface. \_\_\_\_\_
- It is a naval auxiliary ship with fuel tanks, which can replenish other ships while underway on the high seas. \_\_\_\_\_
- They are modern guided missile vessels capable of supporting other forces in a battle or of operating independently. They are equipped with *Tomahawk* cruise missiles. \_\_\_\_\_

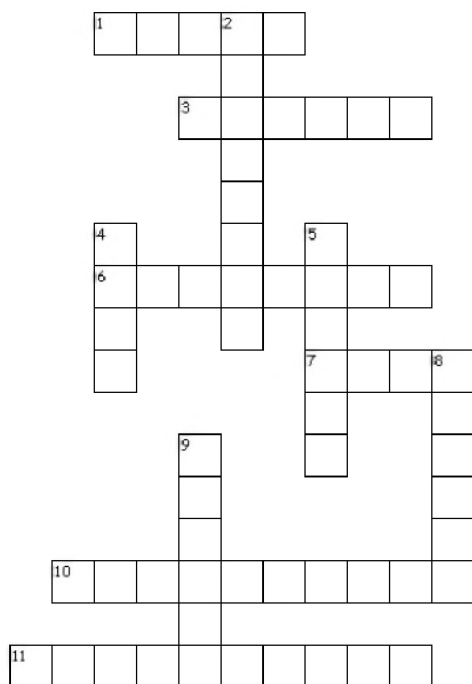
**Task 5. Complete the sentences with the words below. Put the verbs into the correct tense form where necessary.**

**commitment   ashore   warfare   rattlesnake   hoist   emerge   at stake   cruise missiles**

1. The most common mission for \_\_\_\_\_ is to attack relatively high-value targets such as ships, command bunkers, bridges and dams
2. The cargo was \_\_\_\_\_ aboard by crane.
3. Chemical \_\_\_\_\_ uses poisonous gases and chemicals as weapons in a war.
4. \_\_\_\_\_ bites are the leading cause of injuries in North America. However, they rarely bite unless provoked or threatened; and if treated promptly, the bites are rarely fatal
5. We cannot afford to take risks when peoples' lives are \_\_\_\_\_.
6. The cruise included several days \_\_\_\_\_.
7. At last the swimmer \_\_\_\_\_ from the lake.
8. A career as an actor requires one hundred percent \_\_\_\_\_.



**Task 6. Do the crossword using the vocabulary from the unit.**



**Across**

1. A fixed period of time, usually while other people are asleep, during which somebody watches for any danger (on a ship)
3. A specific job of a sailor in the Navy
6. A badge or sign showing somebody's rank
7. To develop and improve skill
10. A person studying in the Naval Academy
11. Pulling or knocking down a building

**Down**

2. A priest in the armed forces
4. To go down below the surface of the water
5. A heavy metal object dropped in the water to keep a ship in one place
8. An officer of lower rank in the Navy
9. A large ship or boat

**L**

**Task 7. Listen to the information and complete the sentences with the words you hear.**



1. Jan Fleming, the author of James Bond stories, had a \_\_\_\_\_.
2. Fleming created the 30<sup>th</sup> \_\_\_\_\_ (known as 30 AU).
3. The unit broke into safes and stole \_\_\_\_\_.
4. One-man submarine was made in \_\_\_\_\_ during the war.
5. The submarine was used to \_\_\_\_\_ on enemy ships.
6. Admiral Bertram Ramsay didn't believe that one-man submarines \_\_\_\_\_.
7. When a submarine was found, admiral saw the \_\_\_\_\_ inside



## UNIT 5. MILITARY EXERCISES

**S** Task 1. Say what you know about military exercises. Look at the pictures and describe the actions of the military. Match the words with the pictures.

amphibious assault

first aid training  
field training exercise

command post exercise  
air force exercise

airborne assault



1



2



3



4



5



6

**R** Task 2a. Read the text. Fill in the gaps with the words from the box.

evaluate

tool

rehearsal

simulate

employment

mock-ups

adversary



A military exercise (also called *war game* in American English) is the \_\_\_\_\_ (1) of military resources in training for military operations, either exploring the effects of warfare or testing strategies without actual combat

Training exercises provide an excellent means to \_\_\_\_\_ (2) and to sustain the skills of soldiers, leaders, teams, staffs, and units. Exercises \_\_\_\_\_ (3) battle conditions to train leaders for applying the best tactics, techniques, and procedures. Some exercises use minimal troop support in providing commanders and staffs realistic practice in executing wartime missions. Other exercises combine units, including other services, to train critical teamwork and synchronization skills.

Here are some types of military exercises:

**Map exercise** (MAPEX) helps the commander train his staff in planning, coordinating, and executing operations tasks on map boards, chalkboards, training \_\_\_\_\_ (4) and sand tables. It is an excellent training \_\_\_\_\_ (5) before conducting other exercises.

**Tactical exercise without troops** (TEWT) is conducted on actual terrain with unit leaders and staffs, without soldiers. It allows a commander to analyze, plan, and present how he would conduct an operation on the actual terrain.

**Command post exercise** (CPX) trains commanders and their staff in practising commands and communications using computers.

**Field training exercise** (FTX) is conducted under simulated combat conditions in the field. FTXs are the full-scale \_\_\_\_\_ (6) of military maneuvers as practice for warfare. The two sides in the simulated battle are typically called "red" and "blue" to avoid naming a particular \_\_\_\_\_ (7).



**Task 2b. Match the words with their descriptions.**

1. evaluate
2. simulate
3. mock-up
4. employment
5. rehearsal
6. tool
7. adversary



- a) an experience that helps to prepare for something in the future
- b) one's opponent in a contest, conflict or a dispute; enemy
- c) a thing that helps you to do your job or to achieve something
- d) to create particular conditions that exist in real life for training purposes
- e) a model or a copy of something that is used for testing
- f) to form an opinion of the amount, value or quality of something after thinking about it carefully
- g) the use of something (e.g. resources)

**Task 2c. Answer the questions.**

1. What is military exercise?
2. What do military exercises train?
3. What does MAPEX help the commander train?
4. Why don't soldiers participate in TEWT?
5. What do commanders and their staff practise in CPX?
6. Where is FTX conducted?

**Useful Information**

Military exercises are often identified by a unique **code name** in the same manner as military operations, e.g. *Sea Breeze*, *Rapid Trident*, *Aman-2013*, *Noble Dina*.

A **joint exercise** is an exercise with ground forces, air forces and naval forces.

A **multinational exercise** is an exercise with troops from many different countries.

**S****Task 3a. Learn the words in the box and then fill in the gaps.**

commence	host	pre-determined	rehearse	replenishment	witness
----------	------	----------------	----------	---------------	---------

1. It was a perfect launch. It met all the test parameters and hit its \_\_\_\_\_ target.
2. Jack is also part of the team which conducts maintenance on sea survival equipment and takes charge of \_\_\_\_\_ at sea.
3. An annual drill will \_\_\_\_\_ regaining control of disputed islands in the East China Sea.
4. Investigation of the cause of the fire will now \_\_\_\_\_ and we are actively seeking to minimise disruption to the city centre.
5. Early the next morning I am in Victoria, the islands' capital, to \_\_\_\_\_ an astonishing sight that is about to disappear forever.
6. The protests come as Turkey prepares to \_\_\_\_\_ an international conference focused on its relations with the EU on Friday.

**L****Task 3b. Task 3b. Listen to the news report about the multinational exercises *Aman-13* and answer the questions.**

1. What was the aim of this multinational exercise?
2. How many Naval forces took part in the military exercise?
3. When and where was it launched?
4. What did the exercises involve?
5. What drill did the participants practise?



**Task 3c. Listen again and complete the sentences.**

1. A multi-national naval exercise was aimed \_\_\_\_\_.
2. The Pakistan Navy hosted the exercise "Aman 13" \_\_\_\_\_.
3. Naval forces from \_\_\_\_\_ and other countries have participated in the exercise.
4. The exercise also included \_\_\_\_\_ on ships through helicopters.
5. \_\_\_\_\_ were also practised.

**R** **Task 4a. Read the text. Look up the unknown words in the dictionary.**

Every year more and more countries participate in the military exercises on the territory of Ukraine. Participants work together to strengthen military bonds and build long lasting partnerships. In 2013 Ukraine will host six multinational military exercises:



**Ukrainian-Russian and Ukrainian-Belarusian air-defence exercises.** Their objective will be aircraft defence training and anti-terrorist operations.

**Ukrainian-Russian exercises Fairway of Peace 2013 (Farvater Mira 2013).** About 2,000 servicemen from Ukraine and Russia will be participating in the joint anti-terrorist drills in the Black Sea water area.



**Ukrainian-American exercises Sea Breeze 2013.**

During the exercises about 2,500 servicemen from Ukraine, United States and other countries will be drilling anti-terrorist, anti-piracy and humanitarian operations to evacuate non-combatants and hold stabilization actions on land.

**Ukrainian-American exercises Rapid Trident 2013.** About 1,500 people from 19 countries may take part in the exercise which will be on the territory of the International Peacekeeping and Security Centre in Yavoriv, Lviv Region. The training will be focused on employment of aerial element and versatile helicopters Mi-8.



USA, Moldova, Romania, Serbia, Poland, Great Britain, Georgia and Armenia are among the participants.



**Multinational exercises Maple Arch 2013.** The purpose of the exercise is to prepare combined Ukraine/Poland/Lithuania battalion for conduct of peacekeeping operations in urban conditions. Canada, Lithuania and Poland will participate in the exercises.

**Task 4b. Find the words in the text corresponding to the descriptions.**

1. something that forms a connection between people, such as feeling of friendship \_\_\_\_\_
2. a practice of what to do in an emergency \_\_\_\_\_
3. a person who is not a member of the armed forces; civilian \_\_\_\_\_
4. having many different uses \_\_\_\_\_
5. connected with a town or city \_\_\_\_\_

**S** **Task 5. Have you participated in the military exercises? Work in pairs. Say the place, the date and the mission of the exercises and what your responsibilities were.**
**W** **Task 6. Write a short paragraph about your participation in the military exercises.**



## G Conditional I

Conditionals are sentences with two clauses – an *if clause* and a *main clause*.

In **first conditional** sentences, the structure is usually **if + Present Simple** and **will/won't + infinitive**. It's not important which clause comes first.

We use the **first conditional** when we talk about real and possible situations in the present and in the future.

(To talk about facts we use the **zero conditional**. The **Present Simple** is used in both clauses.

- If you **heat** water, it **boils**.)

(IF Clause)	(Main Clause)
If I see you tomorrow,	I will give you this document.

(Main Clause)	(IF Clause)
I will give you this document	if I see you tomorrow.

Study the examples.

- I **will call** you if I **have** time.
- If you **don't drop** the gun, I **will shoot**!
- What **will you do** if you **miss** the plane?



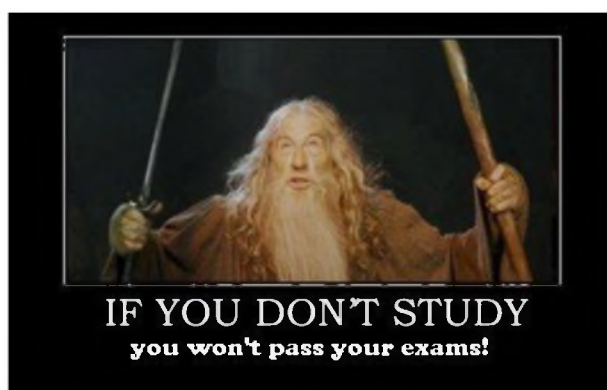
**Task 7. Put the verbs in brackets in the correct form.**

1. If you \_\_\_\_\_, I \_\_\_\_\_ the police. (not leave; call)
2. Nobody \_\_\_\_\_ if you \_\_\_\_\_ a mistake. (notice; make)
3. The mobile phone \_\_\_\_\_ if you \_\_\_\_\_ it. (break; drop)
4. If Arsenal \_\_\_\_\_, they \_\_\_\_\_ top of the league. (win; be)
5. You \_\_\_\_\_ wet if you \_\_\_\_\_ an umbrella. (get; not take)



**Task 8. Choose the correct answer.**

1. If a soldier \_\_\_\_\_ wet, tired and hungry, he \_\_\_\_\_ properly.  
 a) will be; will not fight                      b) is; will not fight                      c) will be; does not fight
2. If I \_\_\_\_\_ Major Brown, I \_\_\_\_\_ him about your problem.  
 a) see; will tell                      b) will see; tell                      c) will see; will tell
3. We \_\_\_\_\_ surprised if our commander \_\_\_\_\_ late.  
 a) are; is                      b) will be; is                      c) will be; will be
4. If you \_\_\_\_\_ apologize, she \_\_\_\_\_ talk to you again.  
 a) will not; will not                      b) don't; doesn't                      c) don't; will not
5. Our friend \_\_\_\_\_ if we \_\_\_\_\_ him a new smartphone.  
 a) is happy; will present                      b) will be happy; present                      c) will be happy; will present



## R Task 9a. Read the text about CBRN training. Learn the unknown words.



There are several aspects to the CBRN threat; however policy makers and relevant security agencies are concerned with terrorist groups whose intention is to carry out CBRN attacks on crowded public areas.

All branches of the armed forces conduct chemical, biological, radiological and nuclear (CBRN) training regularly. Training includes avoidance of, reaction to and protection in an CBRN environment

Performing a **reconnaissance** helps determine whether or not an area has been contaminated. During training, just as in an actual situation, personnel put on special gear and systematically mark off areas as they are tested. These areas are then avoided. Avoiding a contaminated area is important not only to prevent potential injuries, but also to prevent the disruption of operations. **Avoidance** goes hand-in-hand with reconnaissance. Training involves both placing the warning devices and recognizing their meaning.



If a hazardous area cannot be avoided, troops have to concentrate on **protection**. Wearing a special gear, consisting of pants, jacket, boots, gloves and a gas mask, is the focus of training. Troops train on how to properly put on and wear this gear without further contaminating themselves. Training also includes being able to recognize signs of, and treat for, contamination.



It is necessary to continue military **operations** even in an CBRN environment. Troop level training involves conducting the mission in a special gear. This is difficult because the gear is uncomfortable (from heat) and the gas mask limits visibility. Command level training includes implementing a defense plan, avoiding further contamination and treating CBRN-related injuries.

There are two basic types of **decontamination training**: personal and equipment. Each soldier carries a decontamination kit. Personnel exposed to an CBRN hazard use their decon kit to perform immediate skin decontamination. Soldiers then put on their gear. Personal equipment, such as rifle, helmet and web gear, is then decontaminated.



After approximately six hours of wearing a gear, it must be exchanged (its effectiveness diminishes over time). Wash and exchange stations are set up and soldiers are trained to properly wash off and discard old gear and put on new gear without contaminating themselves or others. Similar wash stations are also used to decontaminate larger equipment such as vehicles.

### Task 9b. Match the words from the text with their definitions.

1. avoidance
2. gear
3. mark off
4. implement
5. contamination
6. diminish



- a) to separate something by marking a line between it and something else
- b) to make somebody or something less important than they really are
- c) preventing something from existing or happening
- d) impurity; pollution, soiling; defilement
- e) equipment or clothing needed for a particular activity
- f) carry out; to make something start to happen

### Task 9c. Fill in the gaps with words from Task 9b.

1. I don't want to \_\_\_\_\_ the importance of your assistance.
2. At last the government started to \_\_\_\_\_ health reforms.
3. A new \_\_\_\_\_ was offered to the rescue teams.
4. A person's health improves with the \_\_\_\_\_ of stress.
5. It is necessary to \_\_\_\_\_ the area of the explosion with a red line.
6. The water in this region cannot be used for drinking because of radioactive \_\_\_\_\_.

**Task 9d. Complete the table using the information from the text.**

Training	Mission	Equipment	Actions
Reconnaissance and avoidance	Determine ...	A special gear	Mark off the area ...
Protection			
Operations			
Decontamination			

**L**

**Task 10a. Listen to the speaker and answer the questions.**

1. What are the main elements of working safely with hazardous materials?
2. What are work practices conducted for?
3. What does PPC consist of?
4. Which element makes you the most protected?
5. What does “Decon” mean?



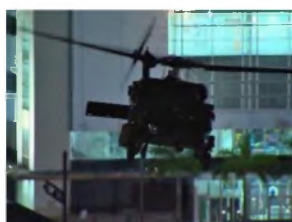
**Task 10b. Listen again and complete the sentences using information you hear.**

1. If you \_\_\_\_\_, apply methods for isolating workers from dangerous chemicals.
2. If you put on PPE, \_\_\_\_\_.
3. If you \_\_\_\_\_, you will end up being exposed.
4. If you decontaminate your equipment, \_\_\_\_\_.
5. If you don't decontaminate your PPC, \_\_\_\_\_.



**R**

**Task 11a. Read the text. Look up unknown words in the dictionary.**



A number of Miami residents were startled to see military helicopters at night buzzing above their heads throughout the past week. The helicopters were seen circling the skies, soldier-like figures were seen on the rooftops, and some people heard sounds like gun fire. So what was going on?

It was just a drill. The *Miami Herald* informed about it a week ago, before the drill started.

Miami police sent out a warning that multiple police agencies would be providing support for a joint military training exercise. The exercise would include the use of military helicopters.

“This is routine training conducted by military personnel designed to ensure the military’s ability to operate in urban environments and prepare forces for upcoming overseas deployments,” the police statement said. But those who didn’t read the papers were terrified at the sight of soldiers rappelling onto rooftops, as what sounded like machine gun fire

**Task 11b. Find the words in the text corresponding to the descriptions.**

1. to surprise somebody suddenly in a way that shocks or frighten them \_\_\_\_\_
2. moving soldiers or weapons into a position where they are ready to action \_\_\_\_\_
3. to go down a steep cliff or rock while attached to a rope. \_\_\_\_\_

**S**

**Task 12. Discuss the text. Express your opinions. Say if you have ever seen the military exercises in a city or town or witnessed some other interesting incidents during military exercises.**





**R Task 13a. Jigsaw reading. Divide into groups. Each group reads one text.**
**EXERCISE PANAMAX**

A 20-NATION COALITION participated in the annual Panamax exercise in Panama, El Salvador, Honduras and the United States last week. The exercise was a simulation of a terrorist attack in which a group took control of an island off Panama and planted mines at approaches to the Panama Canal. Over 7,000 troops, 30 ships and 12 aircraft took part in the exercise, bringing together maritime, air and land and Special Forces in a combined operation. Participating countries included Argentina, Brazil, Canada, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Nicaragua, Peru and Uruguay, while France, Mexico, Paraguay and Spain participated as observers.

The Panama Canal is one of the world's most strategic waterways, and free access is crucial to world economies. Operations simulated real-world situations such as mine countermeasures, operations on vessels at sea in the Caribbean and Pacific, land-based peacekeeping operations in El Salvador and Honduras, and humanitarian assistance and disaster relief operations.

**JOINT EXERCISE ELITE 2008**

ELECTRONIC WARFARE LIVE TRAINING EXERCISE ("ELITE") 2008 took place this month under the command and control of the German Air Force Command. The aim of the two-week joint exercise was to gather as much information as possible about electronic warfare. A total of 19 different nations of NATO, the European Union, and the Partnership for Peace Program participated, while Denmark, Estonia, Lithuania and Romania participated as observers. Over 1,400 servicemen exercised electronic combat between aircraft and ground-based air defence systems.

Each country contributed its own weapons systems to carry out the air operations. The main operations took place at the Heuberg Range, in Southern Germany.

**INDIA TO HOST U.N. EXERCISE**

INDIA'S COLLEGE OF DEFENCE MANAGEMENT is holding a multinational exercise next week in New Delhi. Senior military officers from 17 countries will participate in this computer-based exercise.

The aim of the training is to facilitate the planning and conduct of UN multinational peace support operations.

The project follows a joint Indo-UK command post exercise held in 2005, which was aimed at building a military coalition.

Military activity between India and the UK has become much more frequent in recent times. There are more joint-exercises, exchanges, and training courses conducted, and high-level visits are increasingly more frequent.

**CRISIS MANAGEMENT EXERCISE**

NATO conducted its fifteenth annual Crisis Management Exercise at NATO Headquarters this month. The exercise was planned by 26 NATO member countries and partners.

Civilians and international military staff participated in the exercise, and countries such as Israel and Morocco were represented for the first time. The objective of the exercise was to practise crisis management procedures. This exercise was not live, so no forces were actually deployed. The scenario for the exercise was imaginary. Civilians and military staff practised crisis management procedures at a strategic political level, while remaining in their national capitals, or in NATO headquarters. The crisis simulated various security threats. Scenarios included multi-national peacekeeping operations, a humanitarian crisis, terrorism, and threats by one country against another.

**Task 13b. Go to other groups to swap the information. Complete the table with the information from the texts.**

Who organizes and the area	Objective	Skills practised
NATO – NATO Headquarters		

**W** Task 14. Your commanding officer wants to organize a joint-exercise in your place of work. You are on the organizing committee. Write a letter to the commanding officer of the Indian regiment inviting the regiment to take part in a joint-training exercise in your country. Describe the exercise, include specific information about program, times, dates and requirements, and request confirmation.



These websites provide lots of information to help students write letters:

[http://www.bbc.co.uk/scotland/education/bitesize/standard/english/lit\\_form/letter\\_rev3.shtml](http://www.bbc.co.uk/scotland/education/bitesize/standard/english/lit_form/letter_rev3.shtml)

<http://www.usingenglish.com/resources/letter-writing.html> (only layout, content and rules)

<http://www.eltnewsletter.com/back/January2001/art472001.htm>

**L** Task 15. Listen to the information and decide if the statements are true (T), false (F) or not-given (NG).



1. Military exercise “*Alam Halfa*” lasted one month. \_\_\_\_\_
2. The exercise took place on the territory of the USA. \_\_\_\_\_
3. The aim of the exercise was to train realistic conflict situations. \_\_\_\_\_
4. 1000 light-armored vehicles and helicopters participated in the exercise. \_\_\_\_\_
5. The exercise involved only live firing drills. \_\_\_\_\_
6. The exercise was a success thanks to the help of local population. \_\_\_\_\_
7. One of the local residents says that he appreciates what the Defence Force does. \_\_\_\_\_

## S

**Task 16a. Describe the picture and answer the questions.**

1. What are the people doing?
2. Why is there a net in the room?



**Task 16b. Look at the title, subtitle and headings below. Now in pairs, discuss the questions.**

1. What is cyber warfare?
2. What are the main threats of cyber warfare?
3. How real might a virtual war be?



**“Cadets Trade the Trenches for Firewalls”**

*The Army forces were under attack. Communications were down, and the chain of command was broken.*

1. What do the cyber war games at West Point and other military training facilities tell us about the threat of cyber attacks? What danger do they pose?
2. What are the roles and responsibilities of the technology-trained cadets in the military?
3. What examples does the article provide of how cadets use their training in the

**Task 16c. Look at the pieces of information from the text. Match them to the headings above, then scan the article to check. More than one piece to one heading is possible.**

a. When the military deploys in a combat zone or during a domestic emergency, establishing a secure Internet connection is an early priority. To keep things humming, the military’s experts must fend off the ordinary chaos of the Internet as well as attacks devised to disable the communications system, like flooding e-mail servers with so many junk messages that they collapse.

b. Cadet Joshua Ewing said “learn all the techniques that a hacker would do, and we try to beat a hacker.” These strategies are not just theoretical. Most of these cadets will soon be sent to Afghanistan to carry out such work, ...



c. One group had to retrieve crucial information from a partly erased hard drive. ... He was seeking a password needed to read encrypted e-mail he had located on the hard drive. Other cadets worked in tandem, to keep the entire system working as hackers attacked the engine that runs a crucial database as well as the e-mail server.

d. ... that it must treat the threat of a computer attack as seriously as it does an attack carried out by a bomber or combat brigade. ... If the hackers were to succeed, they could change information on the network and cripple Internet communications.



**R****Task 17. Read the article and find full answers to questions from Task b.**

Pacing a makeshift bunker whose entrance was camouflaged with netting, the young man in battle fatigues barked at his comrades: "They are flooding the e-mail server. Block it. I'll take the heat for it." These are the war games at West Point, when cadets spent four days struggling around the clock to establish a computer network and keep it operating while hackers from the National Security Agency in Maryland tried to infiltrate it with methods that an enemy might use. The N.S.A. made the cadets' task

more difficult by planting viruses on some of the equipment, just as real-world hackers have done on millions of computers around the world.

The cadets, who were computer science and information technology majors, competed against teams from the Navy, Air Force, Coast Guard and Merchant Marine as well as the Naval Postgraduate Academy and the Air Force Institute of Technology. Each team was judged on how well it subdued the threats from the N.S.A.

The cyberwar games at West Point are just one example of a heightened awareness across the military that it must treat the threat of a computer attack as seriously as it does an attack carried out by a bomber or combat brigade. If the hackers were to succeed, they could change information on the network and cripple Internet communications.

The Army created its own destination for computer experts, the Network Warfare Battalion, where many of the cadets in the cyberwar games hope to be assigned.

Part of the Pentagon's effort to increase the military's capabilities are the annual cyberwar games played at the nation's military academies, including West Point, where young cadets in combat boots and buzz cuts talk megabytes instead of megatons on a campus dotted with statues of generals, historic armaments and old stone buildings.

Cadet Joshua Ewing said "learn all the techniques that a hacker would do, and we try to beat a hacker." These strategies are not just theoretical. Most of these cadets will soon be sent to peacekeeping missions to carry out such work.

When the military deploys in a combat zone or during a domestic emergency, establishing a secure Internet connection is an early priority. To keep things humming, the military's experts must fend off the ordinary chaos of the Internet as well as attacks devised to disable the communications system, like flooding e-mail servers with so many junk messages that they collapse.

Underscoring how seriously the cadets were taking the games, the sign above the darkened entranceway in Thayer Hall read "Information Warfare Live Fire Range" and the area was draped with camouflage netting.

One group had to retrieve crucial information from a partly erased hard drive. One common method of hiding text, said Cadet Sean Storey, is to embed it in digital photographs; he had managed to find secret documents hidden this way. He was seeking a password needed to read encrypted e-mail he had located on the hard drive.

Other cadets worked in tandem, as if plugging a leaky dam, to keep the entire system working as the N.S.A. hackers attacked the engine that runs a crucial database as well as the e-mail server.

The cadets in this room do get their share of ribbing. But one cadet, Derek Taylor, said today's soldiers recognize that technological expertise can be as vital as brute force in saving lives.

**W****Task 18. Write a short passage answering these questions.**

1. What does this article teach you about how cyber attacks occur and how they can be prevented?
2. In your opinion, is your country well-prepared to ward off or fight cyber attacks? How can it become stronger in this area?



## TEST YOURSELF 5

### Task 1. Guess what types of exercises are described.



1. This military exercise helps the commanders train their staff in planning and coordinating operations on map boards, mock-ups and sand tables. \_\_\_\_\_
2. This military exercise is conducted on the actual terrain with unit leaders and staffs, without soldiers. \_\_\_\_\_
3. This type of military exercise trains commanders and their staff in practising commands and communications using computers. \_\_\_\_\_
4. This military exercise is conducted under simulated combat conditions in the field. Such exercises are full-scale military maneuvers as practice for warfare. \_\_\_\_\_

### Task 2. Fill in the gaps with the words below.

first-aid training	host anti-piracy	amphibious assault versatile	joint exercise electronic warfare	airborne assault
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1. The scenario in the \_\_\_\_\_ may be fictional, and the casualties may be actors, but the responses and reactions have to be perfect.
2. Any military action involving the use of electromagnetic and directed energy to control the or to attack the enemy is called an \_\_\_\_\_.
3. During the Ukrainian-American exercise "Sea Breeze 2013" training will be focused on \_\_\_\_\_ helicopters Mi-8.
4. In 2013 Ukraine will \_\_\_\_\_ six multinational military exercises.
5. The Chinese and US navy vessels conducted a joint military exercise as part of an \_\_\_\_\_ drill in the Gulf of Aden. They practised full-scale rescue operations.
6. A \_\_\_\_\_ between South Korea and the United States officially ended in April, 2013.
7. A multinational exercise "Bright Star 10" which took place in 2009 included an \_\_\_\_\_ of more than 300 soldiers and paratroopers from many countries.
8. The \_\_\_\_\_ exercises, codenamed "Dawn Blitz 2013", will be the first time Japan participates in military exercises on the US mainland. About 1,000 members including Ground Forces, Marines and Air Forces will participate in the exercises.



### Task 3. Listen to the information about the exercise "Khaan Quest" and answer the questions.

1. How many soldiers participate in the military exercises?
2. Where do they meet?
3. What drills will the soldiers practise?
4. How long will the exercises last?
5. Who pays for the exercises?
6. Do Russia, China and Kazakhstan participate in the exercises?
7. Why are the exercises important?



**Task 4. Name the following objects or things relating to CBRN training. Use active vocabulary.**



1



2



3



4



5

**Task 5. Put the verbs into the correct first conditional form.**

1. If you (get) back late, I (be) angry.
2. If we (not / see) each other tomorrow, we (see) each other next week.
3. If we (go) on holiday this summer, we (go) to Spain.
4. If we (eat) all this cake, we (feel) sick.
5. If you (not / want) to go out, I (cook) dinner at home.
6. They (go) to the party if they (be) invited.
7. She (stay) in London if she (get) a job.
8. He (not / get) a better job if he (not / pass) that exam.
9. She (cook) dinner if you (go) to the supermarket.
10. She (take) a taxi if it (rain).



**Task 6. Fill the gaps with the words from the box.**

subdued	fend off	infiltrate	retrieve	cyberwar games	cripple
---------	----------	------------	----------	----------------	---------

1. The hackers from the National Security Agency in Maryland tried to \_\_\_\_\_ it with methods that an enemy might use.
2. Each team was judged on how well it \_\_\_\_\_ the threats from the N.S.A.
3. If the hackers were to succeed, they could change information on the network and \_\_\_\_\_ Internet communications.
4. Pentagon's effort to increase the military's capabilities are the annual \_\_\_\_\_ played at the nation's military academies, including West Point.
5. The military's experts must \_\_\_\_\_ the ordinary chaos of the Internet as well as attacks devised to disable the communications system.
6. One group had to \_\_\_\_\_ crucial information from a partly erased hard drive.



**Task 7. Complete the sentences using the information from the unit.**

1. Training exercises provide an excellent means to \_\_\_\_\_.
2. Military exercises are often identified by a \_\_\_\_\_.
3. A joint exercise is \_\_\_\_\_.
4. A multinational exercise is \_\_\_\_\_.
5. Participants of the military exercises work together to strengthen \_\_\_\_\_.
6. All branches of the armed forces regularly conduct chemical \_\_\_\_\_.
7. The \_\_\_\_\_ games at West Point are just one example of a heightened awareness of a computer attack.





## UNIT 6. SURVIVAL

**S** Task 1. Look at the picture. What is survival? Try to find words beginning with every letter of “survival” relating to this topic.



S -

U -

R -

V -

I -

V -

A -

L -

Task 2. Look at the pictures and say what types of survival they are.



1



2



3



4



5

Task 3. Take the “Wilderness Survival Quiz”. Go to this site, and see whether you have all the necessary skills for survival. <http://www.wilderness-survival.net/quiz/quiz.php>

Hello, my name is Sergeant Safari, you can call me Sergeant Safari, and this is my quiz. I modeled this quiz off the content on this site you can see to the left, one question per section. I've trained thousands of people since I started this quiz in 2001, so believe me when I say, you need to study up.

After taking this quiz you'll find out if you have what it takes to be a survivor. There are 21 questions on the quiz so get moving.

Or try this one:

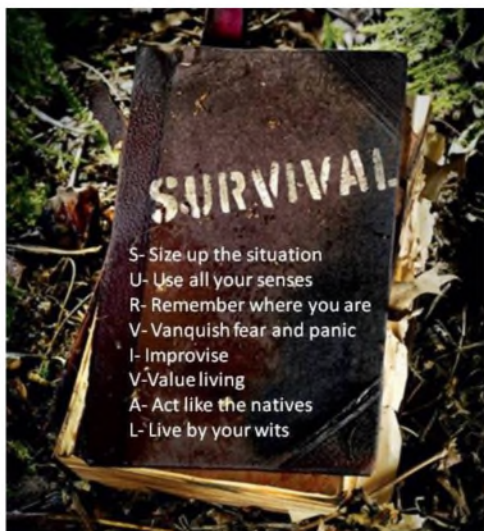
<http://adventure.howstuffworks.com/survival/wilderness/survival-skills-quiz.htm>



**R**

**Task 4a. Check your words in Task 1 with the ones in the picture. Match the headings to the paragraphs, and put them into the correct order.**

**A I** -Improvise    **B A** -Act Like the Natives    **C U** -Use All Your Senses    **D V** -Value Living  
**E R** -Remember Where You Are    **F V** -Vanquish Fear and Panic    **G L** -Live by Your Wits  
**H S** -Size Up the Situation



*The letters in this word can help guide you in your actions in any survival situation. Whenever faced with a survival situation, remember the word SURVIVAL.*

## SURVIVAL ACTIONS

**1**  If uncontrolled, they can destroy your ability to make an intelligent decision. They may cause you to react to your feelings and imagination rather than to your situation. They can drain your energy and thereby cause other negative emotions.

**2**  If you are in a combat situation, find a place where you can conceal yourself from the enemy. What is the enemy doing? Advancing? Holding in place? Retreating? You have to consider what is developing on the battlefield when you make your survival plan.

**3**  We have become creatures of comfort. What happens when we are faced with a survival situation with its stresses, inconveniences, and discomforts? This is when the will to live is vital. Stubbornness, a refusal to give in to problems and obstacles that face you, give you the mental and physical strength to endure.

**4**  Spot your location on your map. If there are other persons with you, make sure they also know their location. Always know who in your group, vehicle, or aircraft has a map and compass. If that person is killed, you have to get the map and compass from him. Do not rely on others in the group to keep track of the route. Constantly orient yourself.

**5**  You need to know about the environment to which you are going, and you must practice basic skills for that environment. For instance, if you are going to a desert, you need to know how to get water in the desert. Survival training gives you self-confidence and the ability to make decisions on your own.

**6**  Take a tool designed for a specific purpose and see how many other uses you can make of it. Learn to use natural objects around you for different needs. An example is using a rock for a hammer. No matter how complete a survival kit you have with you, it will run out or wear out after a while. Your imagination must take over when your kit wears out.

**7**  Use your hearing, smell, and sight to get a feel for the battlefield. Be sensitive to temperature changes. Be observant.

**8**  To get a feel of the area, watch how the people go about their daily routine. When, where, and how do they get their food? What time do they usually go to bed and get up? These actions are important to you when you are trying to avoid capture. If in a friendly area, one way you can gain rapport with the locals is to show interest in their tools and how they get food. By studying the people, you learn how to adapt to their environment and increase your chances of survival.

**Task 4b. Fill in the words from the list, then make sentences using the completed phrases.**

**vanquish wits drain conceal increase endure capture rapport**

- |   |                                  |
|---|----------------------------------|
| 1. gain _____   | 5. _____ your energy             |
| 2. live by your _____                                 | 6. _____ fear and panic          |
| 3. _____ chances of survival                          | 7. to avoid _____                |
| 4. give you the mental and physical strength to _____ | 8. _____ yourself from the enemy |



S

**Task 5. Read the information. Work individually, then in groups.**

## Desert Survival Task



Your plane has crashed in the middle of the Sahara desert. It's hot, very, very hot! And to make matters worse, you're not exactly sure where you are! The plane is a total wreck and the electronic equipment no longer works. What are you going to do?

Should you stay where you are, or leave the site of the crash and look for help?

Luckily you have the choice of a number of items which might help you survive in the desert.

First individually, put them in order of importance (from 1 to 15, 1 is the most important) and write them in column A.

Then discuss your ideas with a group and decide together on a final joint order of priority (column B) and justify the reason for your choice (write a short sentence in column C).

### NOTES

Item	A	B	C	Justify your reason
a magnetic compass				
a pair of sunglasses				
a parachute				
a bottle of salt tablets				
one overcoat per person				
a book "Edible animals of the Desert"				
a 45 calibre pistol				
one litre of water per person				
a bandage kit				
a torch				
a bottle of vodka				
a cosmetic mirror				
a jack knife				
a plastic raincoat				
a sectional air map of the area				

**Useful language for discussion:**

I think we should

Let's take...  
Shall we...  
Why don't we...?

Anyway...  
Actually...  
Moreover...

Great idea! Yes, but...  
Rubbish!  
I think that's a good/silly

What if...?  
Suppose...  
Just imagine



## S Task 6. Work in pairs and discuss.

1. How long can a person live without water/food?
2. Where are you most likely to find water?
3. What's the best place for making a shelter?
4. Being on a deserted island, you have an unlimited access to fish from the ocean. What can help you find the type of fish that is safe to consume? Would you eat jellyfish?
5. What are the ways to test if fruits/plants are poisonous?
6. How can you send a distress sign for other people to know where you are and rescue you?
7. What ways of making a fire do you know about?



## L Task 7a. Listen and match the headings to the audio pieces.

- |                               |                               |                      |
|-------------------------------|-------------------------------|----------------------|
| A Food in the Wild            | B Arrange water in the Desert | C Safety Precautions |
| D Food and Drink in the Ocean | E To Get to the Desert Island |                      |

1

2

3

4

5



## Task 7b. Listen again and tick the words you hear.

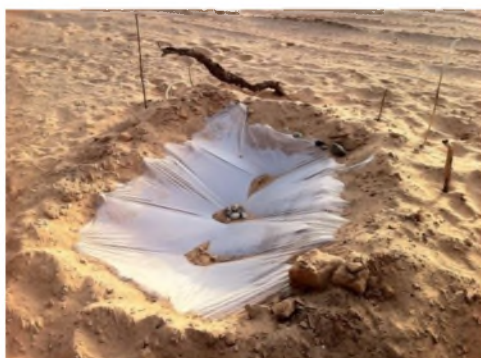
vegetables  
mushrooms  
tricky  
sick  
headache  
edible  
boiling  
poisonous

prone  
hesitate  
thickening  
avalanche  
tornado  
diligent  
slippery  
tread

consume  
hunger  
reduce  
sinking  
soaking  
fish  
nourishment  
caught

shallow  
narrow  
stuck  
blood  
bleed  
shore  
avoid  
coral

excess  
hole  
box  
dug out  
sealed  
stones  
pebbles  
drips



## Task 7c. What audio piece does this picture correspond to?

## S Task 8. Use the words from the corresponding box and the picture to tell about this point.

## W Task 9. Choose any point from Task 5b, and write the information you've managed to remember.



## S Task 10a. What tool is this? What do you need it for? Discuss in pairs:



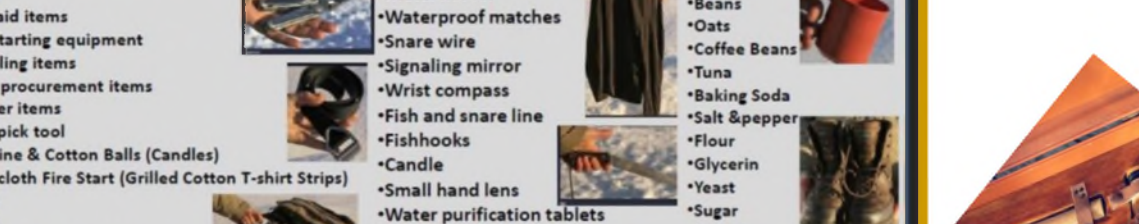
1. What is a survival kit?
2. What main items should be in it?
3. Does the contents of a survival kit differ in various survival situations?
4. Have you ever used any survival kit? Which items were in it?

**Task 10b. Look at the item list of a survival kit. Do you agree with the contents? Will you add anything else in it?**

- Durable Case to hold survival items
- Knife
- First aid items
- Fire starting equipment
- Signaling items
- Food procurement items
- Shelter items
- Lock pick tool
- Vaseline & Cotton Balls (Candles)
- Char cloth Fire Start (Grilled Cotton T-shirt Strips)
- Rope
- Wire
- Emergency NOAA Radio
- Sling Shot
- Bromine Tablets for Cleaning
- Propane
- Map / Atlas
- Wool Blanket
- Oxytetracycline tablets (diarrhea or infection).
- Multi-Tool
- Metal or Plastic Mug
- GPS
- Heavy Belt Buckle
- Headlamp / Flashlight

- Lighter
- Metal match
- Waterproof matches
- Snare wire
- Signaling mirror
- Wrist compass
- Fish and snare line
- Fishhooks
- Candle
- Small hand lens
- Water purification tablets
- Solar blanket
- Surgical blades
- Butterfly sutures
- Chap Stick
- Needle and thread
- Tarp
- Duct Tape
- Car Alternator (Power Generator)
- Steel Wool & 9v Batteries (Fire)
- CB Radio
- Beef Jerky
- Boots

- Peanut Butter
- Rice
- Beans
- Oats
- Coffee Beans
- Tuna
- Baking Soda
- Salt & pepper
- Flour
- Glycerin
- Yeast
- Sugar
- Honey
- Hydrogen Peroxide
- Iodine
- Antibiotic Ointment
- Multivitamins
- Pain Relievers
- Bandage gauze
- Cheese
- Goat
- Chicken
- Backpack
- Saw / Hatchet
- Soap



**L** Task 11a. Listen and cross out each item as it appears in the audio.

a compass _____	polarized glasses _____	blankets _____	waterproof matches _____
bandaids, aspirin _____	food and water _____	GPS _____	a Swiss knife _____
a hand sanitizer _____	insect repellents _____	a searchlight _____	a magnifying glass _____

**Task 11b. Listen again and write down in the table above what the items are used for. If there is no explanation in the audio, write your own ideas about them. Which items were not mentioned?**

**R** Task 12a. Read the text and fill the gaps with the words in the box.

cord   flint   plastic tarp   condom   snake bites   solar   boiling   treating   streams   waterproof

I'm Mike Meyers with Wilderness Survival School. I've prepared some of the key items that you should always take with you on any sort of a desert excursion whether it's two or twenty miles. I carry almost all of this in this small bag about the size of a medium woman's handbag. I have a first aid kit which includes a Sawyer extractor for \_\_\_\_\_ (1). I have a water filter for filtering water in \_\_\_\_\_ (2) or lakes. I have an emergency compass. In this \_\_\_\_\_ (3) bag, I have an emergency blanket, \_\_\_\_\_ (4) blanket, it's a reflective blanket to keep the sun off of you or to cover you in the wintertime for heat, an emergency whistle, waterproof matches. Something as simple as this \_\_\_\_\_ (5) is used to be stretched and to make temporary housing or shelter. Water tablets for \_\_\_\_\_ (6) water. A filter is better and \_\_\_\_\_ (7) your water is the best thing to do. I have all sorts of rope, \_\_\_\_\_ (8), shoe laces, extra boot laces that can also be used for lashing, tying of any sort. Some bug spray which I always carry. I have some electrolyte replacement, that you add to your water and some little gel packets of energy drink. Bicyclists use this. And, I have some Band-Aids, I have a \_\_\_\_\_ (9) which is used to carry water. It's an emergency container. Some spare matches. Some aspirin. A rope saw which is used to cut limbs. The \_\_\_\_\_ (10) and magnesium for starting fires. And, a drink tube, which can be put down into a crack or a small amount of water and suck it out off of rock. All this makes up my emergency survival kit.



**Task 12b. Complete the sentences.**

1. A solar blanket, it's a reflective blanket that can be used to ...
2. Something as simple as this plastic tarp could be carried in a survival kit to ...
3. I have all sorts of rope, cord, shoe laces, extra boot laces that can also be used for ...
4. A rope saw which could be used to ...
5. The flint and magnesium for ...
6. A drink tube can be used to ...



**W** Task 13. In groups, try to make lists of kit items used in different survival situations, e.g. in the jungle, on a desert island, etc.

**S** Task 14. Then share your lists with other groups without naming the survival situation. Your partners have to guess them. Compare with other groups, and decide whose lists are the best.



**S** Task 15. In groups play the game “Survival of the Fittest”.

## Survival Skills



You have survived a plane crash/ship wreck and are stranded on a leaky lifeboat. Every hour one person has to be thrown out. You have on the boat anything you may have in your bag today, as well as your own personal skills and qualities. You must go around and say why you should stay in.

*Example:*

I know how to navigate using the stars, or I don't weigh much, so it makes no sense to throw me out.



After you have gone around the circle, the students have a chance to vote one person out. Then it begins again, but the catch is that no one can repeat a reason that has been used in a previous round.

Also, if you notice that you are about to be voted out, try and convince the class that the skill you mentioned was really important or try and persuade them that someone else's reason was less valid.

**W** Task 16. Go to either of these sites and choose a desert survival expedition. Write about it, give reasons why you choose this or that expedition.

<http://www.impressions.my/endau/survival.htm>  
<http://www.desertways.co.uk/expeditions.html>





## G

**Past Continuous was / were doing**

Positive	Negative	Question	Short answer
I <b>was</b> reading	I <b>was not</b> reading	<b>Was</b> I reading?	Yes, I/he/she/it <b>was</b> /No, I/he/she/it <b>wasn't</b> .
he <b>was</b> reading	he <b>was not</b> reading	<b>Was</b> he reading?	
she <b>was</b> reading	she <b>was not</b> reading	<b>Was</b> she reading?	Yes, you/we/they <b>were</b> . No, you/we/they <b>weren't</b> .
it <b>was</b> reading	it <b>was not</b> reading	<b>Was</b> it reading?	
you <b>were</b> reading	you <b>were not</b> reading	<b>Were</b> you reading?	
we <b>were</b> reading	we <b>were not</b> reading	<b>Were</b> we reading?	
they <b>were</b> reading	they <b>were not</b> reading	<b>Were</b> they reading?	

**Study the examples**

- This time last year I **was taking** a jungle survival course in Brazil.
- What **were** you **doing** at 6 o'clock yesterday evening? – I **was packing** items for my survival kit.
- How long **was** he **making** his shelter when the storm happened?
- Samy **stuck** in the coral when he **was swimming** to the shore.
- Soldiers **were digging** a hole to collect some water when it **started** to rain.

**Task 17. Choose the correct verb form to complete these sentences. Use the verbs in brackets.**

- I \_\_\_\_\_ TV when the phone \_\_\_\_\_. [watch / ring]
- What \_\_\_\_\_ you \_\_\_\_\_ when you \_\_\_\_\_ your leg? [do / hurt]
- We \_\_\_\_\_ football when it \_\_\_\_\_ to rain. [play / start]
- I \_\_\_\_\_ a bath when you \_\_\_\_\_. [have / call]
- She \_\_\_\_\_ too many books when she \_\_\_\_\_ over. [carry / fall]
- He \_\_\_\_\_ his email when the computer \_\_\_\_\_. [write / crash]

**Task 18. Complete the sentences below using either the past continuous or simple past. And make your own to the rest.**An airplane crossed the road *when* ...All of a sudden the cyclist crashed into a pole *while* ...

## W

**Task 19. Find strange pictures on the web. Post the pictures around the room and have a "caption competition". Pairs circulate and write a sentence containing Simple Past and Past Continuous underneath at least (3) of the pictures.**

S

**Task 20. Who is this man? Do you know him? In pairs, discuss the pictures. What is the name of the movie?**



L

**Task 21. Listen to the story and number the sentences in the correct order.**

\_\_\_ They promised they would send a ship out for him and ...the Cook Islands government arrived to take him back to Rarotonga.

\_\_\_ Neale returned to the atoll in June 1967 and stayed there until 1977.

\_\_\_ During his time there he planted a garden, domesticated the chickens, and repaired the boat.

1 They dropped him off with two cats, water tanks, a hut and some books.

\_\_\_ Neale waited for his back to heal in order to return to his island.



**Task 22. Listen and underline the correct item in bold.**



1. The explorer Ernest Shackleton and his crew left England aboard the ship Endurance to cross the **South Polar** / **North Polar** continent from sea to sea.
2. Shackleton and his men found themselves **stranded** / **marooned** in the Antarctic for five months.
3. They lived on top of floating ice, fed on seals and kept warm by **playing hockey** / **drinking hot tea**.
4. Their last hope was to cross 26 miles of **cliffs** / **mountains** and glaciers.
5. Shackleton returned to rescue the men and amazingly, not one member of the **18** / **28**-man crew was lost.

**Task 23. Read the sentences, then listen and write T (true) or F (false).**



1. Accompanied by his wife, son, and twin sons, Douglas Robertson was an experienced sailor from Scotland who purchased the family boat with the family's life's savings. \_\_\_\_\_
2. While sailing to the Galapagos Islands from Panama their boat was sunk by a pod of killer sharks. \_\_\_\_\_
3. The family demonstrated remarkable survival skills and were able to survive 48 days on their small dinghy. \_\_\_\_\_
4. They collected rain droplets for drinking water, caught turtles and flying fish for food. \_\_\_\_\_
5. Robertson had documented their adventure which inspired his book Survive the Savage Sea. \_\_\_\_\_





**S** Task 24. Look at the pictures, and in groups, create a survival story using the Past Continuous and Past Simple. You can use the pictures in any order you like. Make notes, but do not write down the complete story. Share with other groups your story.



**W** Task 25.

Take the notes from another group  
and write the survival story  
using these notes.



**R** Task 26a. Look at the word cloud. What topic do the words belong to? Try to make some sentences with these words.



**Task 26b.** Now read the text. Underline the sentences which are similar in meaning to yours in one colour and the sentences which are different in another colour.



I want you to look at the below situations. Let's say, this is an urban survival skills test for you to check for how much emergency preparedness sense you have and can develop.

Q1: You go on a trek. While enjoying the nature's beauty, you suddenly drift away unaware. No one has observed your absence. Suddenly you stare into the face of a grizzly bear! What do you do?

Q2: You leave office at 10 PM in the night. It is raining cats and dogs on this particular night. While you are driving home on the highways with less number of vehicles, your car suddenly stops in the middle of nowhere. What is your immediate reaction?

Q3: You are just walking down to the parking lot of your office building. Whole of the office has left for Christmas with you being the last person to leave. As you just leave, you find yourself being stalked by a few bullies. What can you think of to protect yourself?

Q4: There has been a hailstorm and it has been reported that the city will be cut off from power and communication pertaining to bad weather. With little groceries that would suffice for a day or so and with restricted movement, what could be your condition?

Q5: There has been a fire accident in your home. You saw the flame of your scented candle just catch the tip of the curtains of your home and in less than a few minutes, your beautiful home got transformed into a ghastly inferno! What will be your action?

When I started to write about urban survival abilities and skills, the famous lines from the movie Forrest Gump ringed in my ears: "Life is like a box of chocolates. You never know what you're gonna get." So true! Life is just like the mystical Chinese box which keeps unraveling a new box of surprise each time. What cannot be anticipated is, whether the surprise will be pleasant or not. But that does not imply we accept things that come our way. As the saying goes: "Prepare for the worst, but hope for the best", it is always good to train ourselves with some skills, to combat any difficult situation.

**L** Task 27. Listen about the tips for surviving in an urban setup. Complete the table with the names of the categories and making some notes.

URBAN SURVIVAL GUIDE			Protect your Home	

## TEST YOURSELF 6

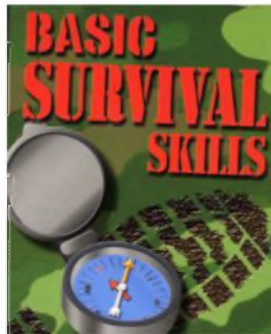
### Task 1. Which area types of survival do these statements correspond to?

1. Be alert to the signs and symptoms of altitude sickness.
2. The constant high humidity causes you to sweat and clothes stick to your body. The ground is covered in decaying vegetation.
3. Keep your boat afloat. You need to have a boat or life raft otherwise you will be dead in hours, not days.
4. The harsh temperatures cause the body to lose water at an accelerated rate during the day, and at night the extreme cold, compared to the day temperatures, causes shock to the body.
5. Make a shelter, so that you have a good view of any ships or anything else that might pass by you.



### Task 2a. Fill the gaps.

1. \_\_\_\_\_ the situation
2. Use all your \_\_\_\_\_
3. Remember \_\_\_\_\_ you are
4. \_\_\_\_\_ fear and panic



5. \_\_\_\_\_
6. \_\_\_\_\_ living
7. Act like the \_\_\_\_\_
8. Live by your \_\_\_\_\_

### Task 2b. Match the sentences to the principles in Task 2a.

- a. Spot your location on your map and relate it to the surrounding terrain.
- b. Note sounds and smells, be sensitive to temperature changes.
- c. The experience and knowledge you have gained through life and your Army training will have a bearing on your will to live.
- d. Get a feel for what is going on around you.
- e. Your imagination must take over when your kit wears out.
- f. Survival training gives you self-confidence and the ability to make decisions on your own.
- g. If you have uncontrolled feelings, they can destroy your ability to make an intelligent decision.
- h. To get a feel of the area, watch how the people go about their daily routine.

### Task 3. Give the reason for each item in this list. What are they for? Add your own items.

- 20-25 feet cord
- A penknife
- Waterproof match box
- A magnifying glass
- Fishing kit
- Aluminum foil
- Hard candy and gums for energy
- A signal mirror
- A blanket
- Small first-aid kit



**Task 4. Put the verbs in brackets into the correct form.**

1. He (sleep) when the doorbell (ring).
2. We (eat) dinner at 8pm last night (we started eating at 7:30).
3. Yesterday I (go) to the post office, (buy) some fruit at the supermarket and (read) a book in the park in the afternoon.
4. We (watch) TV when we (hear) a loud noise.
5. Julie (be) in the garden when Laurence (arrive).
6. A: What (you / do) at 3pm yesterday? B: I (clean) my house.
7. Last year I (visit) Paris and Rome.
8. They (have) dinner when the police (arrive).
9. He (work) in the garden when he (find) the money.
10. Laura (study) at 11pm last night.

**Task 5. Work in pairs and take turns. Ask and answer the question:**

Where were you and what were you doing at these times yesterday?

6:00

7:00

9:30

13:00

16:00

17:30

20:00

23:00

**Task 6. Work in groups, and discuss.**

There has been an explosion on your ship. Your ship is sinking! There is only one lifeboat. There is a small, deserted island about 10 kilometers away but the ocean is filled with sharks. You must choose who will go with you in the life boat to the island. Any factual information about your lifestyle, occupation, age and family circumstances can be used to persuade to choose you.

**Example:****Name:** Steve Atkins**Age:** 33**Occupation:** lawyer

**Profile:** You live with your wife and three children. You also look after your elderly mother who lives with you in the family home. You are a respectable lawyer who helps many people. And you are an active volunteer at a local charity.

**Name:****Age:****Occupation:****Profile:**



## UNIT 7. DISASTERS

**S** Task 1a. Learn the words and match them with the pictures. What other types of natural disasters do you know?

flood earthquake hurricane drought fire landslide tsunami avalanche tornado



1



2



3



4



5



6



7



8



9

**Task 1b. Fill in the gaps with the corresponding words from Task 1. Use plural forms where necessary.**

1. Last month several alpine villages were destroyed in an \_\_\_\_\_.
2. In 2006, Sichuan Province China experienced its worst \_\_\_\_\_ in modern times with nearly 8 million people and over 7 million cattle facing water shortages.
3. The heavy rain has caused \_\_\_\_\_ in many parts of the country.
4. Lots of houses and people were buried under 3 metres of mud in a devastating \_\_\_\_\_.
5. About 2000 people died in the most destructive \_\_\_\_\_ Katrina in 2005 in the USA.
6. During hot long summers people in the woodland settings face the very real danger of \_\_\_\_\_.
7. People on the beach or in low coastal areas need to be aware that a \_\_\_\_\_ could arrive within minutes after a severe earthquake.
8. The word \_\_\_\_\_ most likely reached its present form through the combination of the Spanish *tronada* (thunderstorm) and *tornar* (to turn), however it may be a folk etymology.
9. The 2011 \_\_\_\_\_ in Japan registered a moment magnitude of 9.0. The death toll is about 16000 and about 3000 people are still missing.

**R** Task 2a. Read the descriptions of natural disasters and guess their types. Look up unfamiliar words in the dictionary.

1 It is a series of large ocean waves generated by major earthquakes beneath the ocean floor or major landslides into the ocean. When the waves enter shallow water, they may rise to several feet or, in rare cases, tens of feet, striking the coast with devastating force. It can occur during any season of the year and at any time, day or night.



It is one of the most common hazards, however not all of them are alike. Some develop slowly, while others, such as flash 2, can develop in just a few minutes of excessive rainfall, or a sudden release of water held by an ice jam. Overland 2, the most common type, occurs when rivers or streams overflow their banks as a result of rainwater, or when rainfall exceeds the capacity of the ground.

One of the most frightening and destructive phenomena of nature is a severe 3 and its terrible aftereffects. It is a sudden, rapid shaking of the earth, caused by shifting of the tectonic plates. They are always on the move. When the plates collide, the disaster happens.



4 is a period of abnormally dry weather that persists long enough to produce a serious hydrologic imbalance, causing, for example, crop damage and shortages in the water supply. Its severity depends on the degree of moisture deficiency, the duration, and the size of the affected area.

5 can cause catastrophic damage to coastlines and several hundred miles inland. They can produce winds exceeding 155 miles per hour as well as tornadoes. They can also create storm surges along the coast and cause extensive damage from heavy rainfall.



**S** Task 2b. Work in pairs. Ask each other questions about the disasters. Say what type of natural disaster is the most frightening to your mind. Share your opinion with other pairs.

**W** Task 3. Write about one of the natural disasters that is not mentioned in Task 2a. You have to find the information yourselves. Then present your information to the group.

### Functional English

<p><i>When we want to ask someone's opinion about something, we use the following questions:</i></p> <p>What would you say to...?          What do you think of/about...?          What are your feelings about...?          What about...?          What is your opinion of...?          What is your reaction to...?</p>	<p><i>The answers could be as follows:</i></p> <p>I really don't know what to say...          I think ...          As far as I know ...          In my opinion ...          To my mind ...</p>
--	--

### Study the examples

- What do you think about this catastrophe? – To my mind, it's the most devastating earthquake I have seen in my life.
- What is your reaction to the recent terroristic act in the USA? – Oh, I am outraged by it. A lot of innocent people have died. In my opinion, perpetrators deserve capital punishment.

### Useful Information



#### Is there a difference between hurricane and typhoon?

No difference except geography. Tropical storms occur in several of the world's oceans, and except for their names, they are essentially the same type of storm. In the Atlantic Ocean, Gulf of Mexico, and the Eastern Pacific Ocean, they are called **hurricanes**. In the Western Pacific Ocean, they are called **typhoons**. In the Indian Ocean, the Bay of Bengal, and Australia, these types of storms are called **cyclones**.

**S** Task 4. Match the words to make word combinations. Check the meaning in the dictionary. Make up several sentences using these word combinations.

- flash
- water
- heavy
- natural
- forest
- devastating
- disaster
- rapid
- high
- violent



- response
- snowmelt
- wave
- earthquake
- rainfall
- tornado
- fire
- flood
- disaster
- shortage



**L** Task 5. Listen to the information and decide if the statements are true (T), false (F) or not given (NG).



- The earthquake occurred in Haiti on 12 January 2010. \_\_\_\_\_
- Many major buildings were damaged in Port-au-Prince, Haiti's capital, except for the Presidential Palace and the UN headquarters. \_\_\_\_\_
- An estimated 3 million people were affected by the quake. \_\_\_\_\_
- Many countries sent rescue and medical teams, engineers and support personnel. \_\_\_\_\_
- All Haiti's population lives below the poverty line on less than \$2 a day. \_\_\_\_\_
- Haiti is one of the poorest equipped countries on earth to deal with such a catastrophe. \_\_\_\_\_
- In 2008 Haiti was hit by 4 deadly hurricanes in 30 days. \_\_\_\_\_



## R

## Task 6a. Read the text. Learn the words in bold.

## MILITARY INVOLVEMENT IN NATURAL DISASTERS



Military engagement in relief activities has grown since the early 1990s. Military resources were used in response to the 1991 cyclone in Bangladesh, and after Hurricane Mitch in Central America in 1998. More recently, the US military supported the response to Hurricane Katrina in 2005, the UK military was brought in to help **tackle** floods in Britain in 2007 and huge numbers of Chinese troops were deployed in the **aftermath** of the earthquake in Sichuan province in 2008. Following the October 2005 earthquake in Pakistan, domestic and international military actors organized the largest humanitarian helicopter **airlift** ever seen. Regional alliances too are paying growing attention to the role of the military. Initiatives are currently under way in the Asia-Pacific region, largely in reaction to the tsunami. NATO is playing a growing humanitarian role in disaster **response**, for example in the US Katrina response and the Pakistan relief operation in 2005.



When disaster strikes, response must be **rapid**, coordinated and appropriate to ensure that crisis is **mitigated** by effective delivery of relief and aid. While the primary responsibility for disaster response lies with civilian agencies at local, state and federal levels, only the military has the manpower, equipment, training and organization necessary to gather the relief effort required during catastrophic incident recovery. There are areas where armed forces unquestionably can offer unique capabilities, primarily in transport, logistics and the ability to deploy immediate help.

Most modern armies today have made disaster relief an important part of their programmes, offering rapid response and performing medical assistance, logistical support, air traffic response, aid distribution, protection and recovery in natural disasters on a global scale.



The costs are generally higher for military equipment than for civilian **assets**. This has caused concerns that foreign military assets place a disproportionate **burden** on humanitarian funds. However, several countries have introduced measures whereby their defence ministry covers some or all of the costs for overseas disaster relief, reducing their **impact** on humanitarian aid budgets.

## Task 6b. Find a word from Task 6a corresponding to the description.

1. consequences or aftereffects of an event, especially when unpleasant \_\_\_\_\_
2. influence on somebody or something \_\_\_\_\_
3. to make a determined effort to deal with a difficult problem or situation \_\_\_\_\_
4. military equipment (planes, ships, communications) used in military operations \_\_\_\_\_
5. an act of transporting supplies by aircraft, typically in an emergency \_\_\_\_\_
6. fast, prompt, quick \_\_\_\_\_
7. a reaction to something, for example, a disaster \_\_\_\_\_
8. a duty, responsibility, etc. that causes difficulty or hard work \_\_\_\_\_
9. to make less severe, serious or painful \_\_\_\_\_



## Task 6c. Answer the questions.

1. Is the involvement of the military in relief operations new?
2. In what disasters did the military offer help?
3. Why must the disaster response be rapid?
4. Whose is the primary responsibility when disaster strikes?
5. Why is the role of humanitarian help so important?
6. Why have most modern armies made disaster relief an important part of their programmes?
7. What are the concerns about foreign military assets?



**L** Task 7. On March 11, 2011 the most destructive natural disaster struck Japan. A great amount of people died. It is still fresh in the memory of many people. Listen to the information and find 5 places where the words are different.



Sailors at fleet activities Sasebo came together on March 11<sup>th</sup>, at approximately 2:47 in the afternoon, with a moment of silence, to remember the anniversary of the disaster that struck northern Japan two years ago. Petty officer Clinton Peterson said that he can see a difference in relations between US military and Japanese community since the tsunami. "It's more than stronger bond, they saw the reaction and they saw that we want to help as a human race not just as two different countries". Though this monument is meant for reflection, it also reminds

sailors that the US military will stand by its sailors no matter the challenge.

**R** Task 8a. Learn more types of natural disasters. Match the descriptions with the pictures.

1. A **heat wave** is a prolonged period of excessively hot weather, which may be accompanied by high humidity. Severe heat waves have caused catastrophic crop failures, thousands of deaths from hyperthermia.
2. **Blizzards** are severe winter storms characterized by heavy snow and strong winds. Many winter storms are accompanied by dangerously low temperatures, icing, sleet and freezing rain
3. Any thunderstorm which produces hail that reaches the ground is known as a **hailstorm**. Stones larger than 2 cm are usually considered large enough to cause damage. Hailstones can be very large or very small, depending on how strong the updraft is.
4. A **limnic eruption** is a very rare natural disaster. It occurs when a gas, usually CO<sub>2</sub>, suddenly erupts from deep lake water, suffocating wildlife, livestock and humans.
5. **Volcanic eruptions** can pose many hazards. Eruptions can cause lateral blasts, lava flows, hot ash flows, mudslides, avalanches, falling ash. An erupting volcano can trigger tsunamis, flash floods, earthquakes.



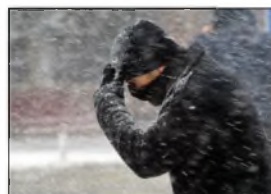
a



b



c



d



e

**Task 8b. Complete the sentences using the words in bold from Task 8a.**

1. The greatest \_\_\_\_\_ occurred in Indonesia in 1883, which resulting in rocks hurling 55 km up into the air. The explosion was heard in Australia and generated a 40 m high tsunami, killing 36000 people.
2. On August 21, 1986, a \_\_\_\_\_ occurred at Lake Nyos which triggered the sudden release of about 100 000 – 300 000 tonnes of CO<sub>2</sub>; this cloud rose at nearly 100 kilometres per hour, suffocating some 1700 people within 25 kilometres.
3. An extreme form of \_\_\_\_\_ is a whiteout, when downdrafts coupled with snowfall become so severe that it is impossible to distinguish the ground from the air. People caught in it can quickly become disoriented, losing their sense of direction. The 1888 storm in America was the deadliest in its history. No such storm has ever occurred in America since. Over 400 perished, many buried in snowdrifts in downtown Manhattan.
4. The 1947 \_\_\_\_\_ was a natural disaster which struck Sydney, Australia, on 1 January, 1947. At the time, it was the most severe event to strike the city. It caused around 1000 injuries. Hailstones were larger than 8 cm in diameter.
5. From December 28th, 2012 through at least January 9th, 2013 Australia has faced its most severe \_\_\_\_\_ in over 80 years, recording high temperature reading above 40°C to 45°C or greater in some areas.

## G

## Phrasal Verbs

Phrasal verbs are usually two-word phrases consisting of a **verb** and an **adverb** or a **preposition**:

**get up, go off, break down, take off, look for, give up**, etc. They are very popular in informal English. Sometimes it is difficult to recognize the meaning, and then you have to **look it up** in the dictionary. Like many other verbs, phrasal verbs often have more than one meaning.

**Study the examples.**

- Suddenly a bomb **went off** in a crowd. A lot of people were killed and injured. (=explode)
- Our car **broke down** at the side of the highway in the snowstorm. (=stop functioning)
- I am in a hurry. My plane **takes off** in an hour. (=start to fly)
- Rescue teams often use specially trained dogs to **look for** people after the earthquake. (=try to find)
- What should a person do if he wants to **give up** smoking? ((=quit a habit)

eat out  
break down  
look up a word  
take off your coat  
put on a show  
strip off  
give up fatty foods  
hurry up  
make up a story  
think things through  
keep off the grass  
break up a fight  
call back  
do up the flat  
get off the bus  
jack up the car

**Task 9. Complete the sentences with the appropriate phrasal verbs given below.**

put off   keep away from   come across   look up   pick up   look forward to   run out of

1. Please, \_\_\_\_\_ this word in the dictionary. (=consult a reference book for information)
2. We've \_\_\_\_\_ petrol. Where is the nearest petrol station? (=become used up)
3. Never \_\_\_\_\_ till tomorrow what you can do today. (=postpone)
4. Servicemen always \_\_\_\_\_ meeting their families. (=wait for something pleasant.)
5. Watch out! \_\_\_\_\_ this strange packet. It could be dangerous. (=keep at a distance)
6. At last I've \_\_\_\_\_ my driving license. I couldn't find it yesterday. (=find by chance)
7. She is really good at languages. She was able to \_\_\_\_\_ Spanish in six months. (=learn quickly)

Use **Phrasal Verbs**  
to be a **Fluent**  
**English Speaker**

## L

**Task 10a. Have you ever been in natural disaster? Listen to several people answering this question. Choose the correct answer and say what disaster they have been in.**



1. Tom hid \_\_\_\_\_  
a) in a phone booth  
b) in a car



4. Pernais says she \_\_\_\_\_  
a) saved a man  
b) was rescued



2. Jess said \_\_\_\_\_  
a) she just missed the bombing  
b) was in an earthquake



5. Mike says he saw a (an) \_\_\_\_\_  
a) landslide  
b) earthquake



3. During the disaster, George \_\_\_\_\_  
a) hid with parents  
b) asked to play outside



6. Paul says his friends \_\_\_\_\_  
a) started to panic  
b) knew what to do

**Task 10b. Listen again and say who used a phrasal verb in the answer. Explain its meaning.**

## S

**Task 11. Have you ever been in natural disaster? If yes, share your experience with the group. If no, imagine what you would do in a difficult situation.**



### Useful Information



**Hurricanes** are named alphabetically from the list in chronological order. For every year, there is a pre-approved list of names. At first, the lists consisted of only female names; however, since 1979, the lists alternate between male and female.

Thus the first tropical storm or hurricane of the year has a name that begins with "A" and the second is given the name that begins with "B." The lists contain hurricane names that begin from A to W, but exclude

names that begin with a "Q" or "U."

There are six lists that continue to rotate. The lists only change when there is a hurricane that is so devastating that the name is retired and another hurricane name replaces it. As there were no significant hurricanes in 2006, the 2012 hurricane name list is the same as the 2006 name list. The name *Sandy* is retired; it will be replaced with *Sara* for the 2018 Atlantic hurricane season.

**R** Task 12a. Read the text. Learn the words in the box and fill in the gaps.

restoration pumped surge debris surpassed nickname donated affected



### SANDY

Hurricane Sandy swept through the Caribbean and up the East Coast of the United States in late October 2012. The storm left dozens dead, thousands homeless and millions without power. Total damage is about \$75 billion, \_\_\_\_\_ (1) only by Hurricane Katrina. At least 285 people were killed along the path of the storm in seven countries. It was the most destructive tropical cyclone of the 2012 Atlantic hurricane season.

In the United States, Hurricane Sandy affected 24 states with particularly severe damage in New Jersey and New York. Its storm \_\_\_\_\_ (2) hit New York City on October 29, flooding streets, tunnels and subway lines and cutting power in and around the city.

The Department of Defense was a fully integrated partner in the federal, state and local response to Hurricane Sandy and provided assistance to civilian authorities.

The Army Reserve teams, Air Force teams, Army divers, Navy divers, Marines, Army engineers, Army National Guard, Defense Logistics teams supported response to Hurricane Sandy. They \_\_\_\_\_ (3) water from flooded locations around the city, supported emergency power \_\_\_\_\_ (4), delivered water, food and fuel to American Red Cross mobile kitchens and throughout the \_\_\_\_\_ (5) area, distributed \_\_\_\_\_ (6) goods, conducted communications, security, sheltering, \_\_\_\_\_ (7) removal and transportation missions in support of recovery efforts.

Sandy, the 10th hurricane of the 2012 Atlantic hurricane season, earned the \_\_\_\_\_ (8) "Frankenstorm". The National Hurricane Center's official name for the storm is "Post Tropical Cyclone Sandy." Media called it "Superstorm Sandy".

Because of the exceptional damage and deaths caused by the storm in many countries, the World Meteorological Organization retired the name *Sandy*, and it will never be used again for a North Atlantic hurricane.



**Task 12b. Complete the sentences with the words from Task 12a.**

- Emergency teams are still clearing the \_\_\_\_\_ from the plane crash.
- She has got the \_\_\_\_\_ "The Ice Queen" because she is really arrogant.
- The military used helicopters to survey the \_\_\_\_\_ area after the quake.
- So far, we have \_\_\_\_\_ out most of the lower floors in this building.
- He felt a \_\_\_\_\_ of panic hearing about the approaching storm.
- After the earthquake the city is in need of full \_\_\_\_\_.
- All \_\_\_\_\_ goods: blankets, towels, clothes, etc. were distributed to the damaged areas.
- He hopes one day to \_\_\_\_\_ the world record in weight lifting.



**L** Task 13a. On February 15, 2013 people could see a unique view of a meteor coming to Earth. It exploded over Russia. Listen to the information about another type of rare natural disaster – *space disaster*, and decide if the statements are true (T), false (F) or not given (NG).

1. A view of a meteor was like the scene from a fantastic movie. \_\_\_\_\_
2. After the explosion the city had no gas and Internet for two hours. \_\_\_\_\_
3. Several people went to hospital for medical treatment. \_\_\_\_\_
4. Three giant holes in the earth were found by the Russian Army. \_\_\_\_\_
5. One crater was 6 metres wide; two others were 3 metres wide. \_\_\_\_\_
6. The craters were 8 kilometres apart. \_\_\_\_\_
7. The scientists said the meteor was a complete rock. \_\_\_\_\_
8. The meteor weight was 7000 tons. \_\_\_\_\_
9. The power of explosion was equal to 20 atomic bombs. \_\_\_\_\_



**S** Task 13b. Work in pairs. Ask each other questions about this space disaster. You have to mention place, date and other details. Say if you know other space disasters.

Example:

- When did the meteor explode?

- It happened ...

**R** Task 14a. Read the text about the disaster aftereffects. Match the paragraphs with the headings.

a) Myths About Corpses

b) Post-disaster Diseases

c) Clear Shelter?

d) Problems



### DISASTER AFTERMATH

1 \_\_\_\_\_ Every year, millions of people are affected by both human-caused and natural disasters. Disasters cause a full range of physical and mental problems. In the immediate aftermath of a natural disaster, survivors may experience a mixture of feelings. Of course there will be joy and relief over still being alive, and also great happiness if loved ones made it through all right. But once the adrenaline of the moment **wears off**, survivors experience a lot of negative symptoms that are typical reactions to extreme stress, which could include headaches, cramps, allergic reactions, dizziness, rapid heartbeat, nausea, diarrhea, etc.

2 \_\_\_\_\_ Long after the immediate threat passes, a natural disaster can continue to take a **deadly toll**. Outbreaks of infectious diseases following hurricanes, cyclones, floods, tsunamis and earthquakes are common in the developing countries. Most post-disaster diseases are **spawned** by poor sanitation, a lack of safe drinking water and **contaminated** food. The diseases might be as follows: cholera, typhoid fever, dysentery, hepatitis A and E, leptospirosis, etc.

3 \_\_\_\_\_ For those who survived the disaster but lost their homes and had to seek **shelter** in an emergency centre, there are additional risks. Diseases such as infectious hepatitis, gastroenteritis, measles and tuberculosis could **catch up with** victims of a catastrophe stuck in a crowded shelter with insufficient sanitary facilities.

4 \_\_\_\_\_ In major disasters, there may be a large number of unburied **corpses**. In a natural disaster, the vast majority of those people were killed by the trauma of the storm — not disease. They will not spread epidemic infectious diseases. The decaying body of a previously healthy person is not a disease risk.

**Task 14b. Match the words with their descriptions. Pay attention to the phrasal verbs.**

1. wear off (*phrasal verb*)
2. deadly toll
3. contaminated
4. to spawn
5. corpse
6. catch up with (*phrasal verb*)



- a) give rise to; cause something to develop
- b) when something negative starts to have an effect
- c) dead body; remains
- d) stop having an effect
- e) number of deaths in a disaster
- f) dirty place or substance that carries disease

### Useful Information



Disasters fall into two major categories: man-made and natural disasters. *Natural disasters* are *brought about* by change in natural phenomenon or what is known as acts of God. (*Act of God* is a legal term for events outside of human control, such as sudden floods or other natural disasters, for which no one can be held responsible). *Man-made disasters* are influenced by humans and they are often as a result of negligence and human error among other factors.

**R** Task 15a. Read about some of the worst man-made disasters. Put the following sentences in the correct paragraphs. Look up unknown words in the dictionary.

- A Since the accident there have been countless children with birth defects.
- B It was probably started by arsonists, and burned for almost a month.
- C The well was leaking up to 162000 barrels a day.
- D In addition, more than 20000 people died since the accident from gas-related diseases.

► On the night on December 2, 1984, the Union Carbide pesticide plant in Bhopal, India, began to leak methyl isocyanine gas and other poisonous toxins into the atmosphere. Over 500000 people were exposed and there were up to 15000 deaths at that time. \_\_\_\_\_ (1). Without question, Bhopal is one of the world's worst industrial disasters.



► It's hard to forget the worst and largest oil spill in human history since it only happened less than three years ago in Gulf of Mexico. It started on April 20, 2010 when an explosion on BP's Deepwater Horizon oilrig killed 11 workers, injured 17 others, and left the well gushing oil.

\_\_\_\_\_ (2). It took 47829 people 89 days to finally cap the

well, and the clean-up is far from over. 3500 of workers and volunteers on the clean-up site are suffering liver and kidney damage from their exposure to the 1.8 million gallons of toxic oil dispersant. The accident caused considerable environmental damage.

► On April 26, 1986, the Chernobyl nuclear power plant in Ukraine had a major meltdown which resulted in the atmospheric release of radioactive material four hundred times more radioactive than both atomic bombs on Hiroshima and Nagasaki. It took 500000 workers to end the meltdown, 31 of whom died. This doesn't include the long-term health effects people suffered from their exposure to the radiation. \_\_\_\_\_ (3). It is estimated that the disaster could result in nearly 100000 fatal cancers. To this day, no one is sure what the final death toll from the meltdown will be.



► A fire at the Al-Mishraq sulphur plant in Iraq caused the largest man-made release of polluting sulphur dioxide ever recorded. The event produced more gas than most volcanic eruptions. The fire broke out on 24 June, 2003.

\_\_\_\_\_ (4). The pollution reached a catastrophic level. The fire caused an estimated \$40 million of damage to local crops, along with widespread respiratory problems in local residents.

**Task 15b. Find 4 words in the text corresponding to the following descriptions.**

1. An accident in a nuclear reactor when fuel overheats and melts a reactor core or shielding causing radiation to release. \_\_\_\_\_
2. The amount of liquid (e.g. oil), that comes out of a container. \_\_\_\_\_
3. The state of being in a place with no protection from something harmful, e.g. radiation \_\_\_\_\_
4. Start suddenly (*phrasal verb*) - (of war, fighting or undesirable things) \_\_\_\_\_

**S** Task 16. Work in pairs. Express your opinion about the disasters. Do you know other examples of man-made disasters? Share the information with the group.

**W** Task 17. Write a short paragraph about military assistance in Chernobyl disaster. You have to find the information yourselves.



## LEARN MORE!

R

**Task 18a. Read the text and look up the meanings of the words in bold in the dictionary.**



### CAN ANIMALS PREDICT NATURAL DISASTERS?

On December 26, 2004, a magnitude 9.0 earthquake created the tsunami that **claimed** hundreds of thousands of human lives. But, amongst all that destruction, no mass animal deaths were reported. Along India's Cuddalore coast, thousands of people **perished**, while buffaloes, goats, and dogs were found unharmed. Did the animals sense and react to coming disaster by moving to safe locations? It would seem so.

There are widespread reports of abnormal animal behavior just prior to the Indian Ocean tsunami. About an hour before the giant waves **slammed** coastlines, wild and domestic animals **fled** – dogs refused to go outdoors, flamingos abandoned their low-lying breeding grounds and flew to the safety of the forests, bats flew frantically away, and zoo animals rushed into their shelters and nothing could make them come out. A full hour before the waves struck, elephants became agitated and began to **trumpet**. Many broke their chains and ran for higher ground. They seemed to know what was going to happen.

Leopards, tigers, wild boar, deer, water buffaloes, monkeys, smaller mammals and reptiles all escaped unharmed. Do their actions suggest a “sixth sense”? It would seem so. Such stories aren't new.

- ▶ In ancient Greece in 373 BC, historians recorded that dogs, weasels, snakes and rats in large numbers escaped the city of Helice only days before an earthquake sent the city to the bottom of the ocean.
- ▶ In Tokyo, Japan, in 1923, catfish jumped out of the water shortly before a big quake hit.
- ▶ In China in 1975, taking odd animal behavior as a **precursor**, the Chinese evacuated Haicheng, a city of one million, just days before a 7.3 quake struck.
- ▶ In 1999 in Turkey dogs howled like wolves for two days before the earthquake struck. No one took any notice and many buildings fell down like stacks of cards, killing over 17000 people.
- ▶ In April 2013 more than 60 pandas at the Giant Panda Reserve in Sichuan province, China, were caught up in the terrifying earthquake, which struck just 31 miles away. Pandas were very nervous. None of them was hurt, but breeders gave them extra care to calm their nerves.



Can animals predict coming disasters like earthquakes and tsunamis? Not everyone agrees, but maybe we should take it more seriously – it might save our lives.

#### Task 18 b. Answer the questions.

1. What happened in December, 2004?
2. What was the behavior of domestic and wild animals prior to the disaster?
3. Did they know what was going to happen?
4. What other facts of odd animal behavior do you know?
5. Should people take such predictions seriously?



S

**Task 19. What is your opinion of animal behavior before disasters? If you have a pet at home, say about its behavior before or during a thunderstorm, for instance. Work in pairs. Then share your opinion with the group.**

L

**Task 20. Listen to the information and complete the sentences with the words you hear.**

1. In the animal world there appears to have been almost a \_\_\_\_\_ that something was terribly wrong.
2. Elephants \_\_\_\_\_ the commands to stop and ran for higher grounds.
3. Animals have better sense of \_\_\_\_\_, better sense of \_\_\_\_\_, better sense of \_\_\_\_\_.
4. Animals aren't \_\_\_\_\_ directly with each other, they are taking cues from other animals' behavior.
5. If they see birds \_\_\_\_\_ away, or other animals \_\_\_\_\_, they become nervous too.
6. He says all the animals went high in the hills and believes not one \_\_\_\_\_ in or around the park.

## TEST YOURSELF 7

### Task 1. Answer the questions.

1. What types of natural disasters do you know?
2. What type of natural disaster is the most terrible to your mind?
3. What is the difference between hurricane, typhoon and cyclone?
4. Why is military response to disasters so important?
5. What rare natural disasters do you know?
6. How are hurricanes named?
7. Why did the World Meteorological Organization retire the name *Sandy*?
8. What are the disaster aftereffects?
9. What is the difference between natural disaster and man-made disaster?
10. Can animals predict coming disasters?



### Task 2. Fill in the gaps with the words from the unit.

1. In the USA, there are typically about 80000 \_\_\_\_\_ that occur each year, burning 3 million to 10 million acres of land.
2. During World War I, an estimated 40000 to 80000 soldiers died as a result of \_\_\_\_\_ during the mountain campaign in the Alps at the Austrian-Italian front.
3. A \_\_\_\_\_ is a violently rotating column of air. The most extreme of them can attain wind speeds of more than 300 miles per hour (483 km/h), stretch more than two miles (3.2 km) across, and stay on the ground for dozens of miles (more than 100 km).
4. In 2012 a severe \_\_\_\_\_ with temperatures reaching 40 degrees Celsius hit grain-growing areas in Ukraine, in particular in its southeastern and eastern regions.
5. Four active \_\_\_\_\_ located on the Kamchatka Peninsula in Russia were caught erupting simultaneously. This is no real surprise because this region has the highest concentration of them on Earth, but to have images of the four of them erupting at the same time is quite spectacular.
6. The \_\_\_\_\_ that generated the great Indian Ocean tsunami of 2004 is estimated to have released the energy of 23000 Hiroshima-type atomic bombs, according to the US Geological Survey (USGS).

### Task 3. Complete the sentences with the appropriate phrasal verbs. Use past tense forms where necessary.

**put off   wear off   break out   run out of   look for   go off   break down   catch up with**

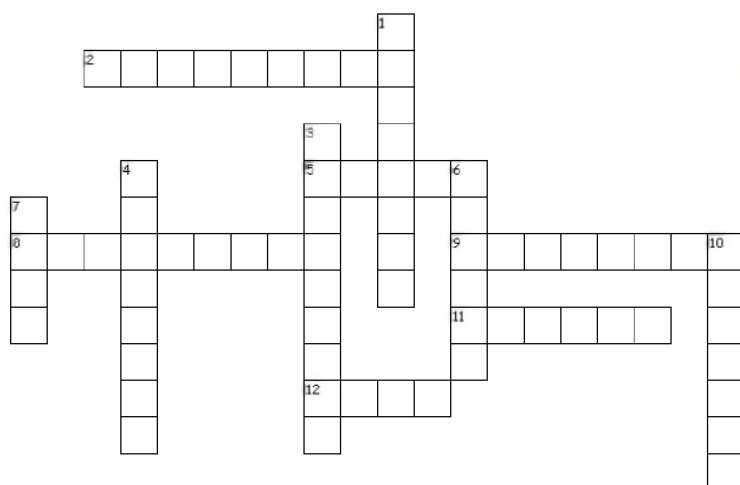
1. His criminal behavior is starting to \_\_\_\_\_ him.
2. Luckily the car \_\_\_\_\_ when we were close to the service station.
3. He was about to \_\_\_\_\_ matches and was afraid that his fire would go out.
4. It is difficult to \_\_\_\_\_ a needle in a hay-stack.
5. They have to \_\_\_\_\_ all flights until the weather improves.
6. The soldier lay behind the bushes waiting for the bomb to \_\_\_\_\_.
7. The effect of the drug will soon \_\_\_\_\_.
8. In 1348 an epidemic of plague \_\_\_\_\_ in England.



### Task 4. Read the dialogues and try to explain the meaning of the phrasal verbs *drop off* and *hold up*. Then check the meaning in the dictionary.



**Task 5. Do the crossword. You have come across all these words in the unit.**



**Across**

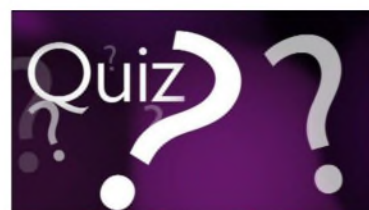
2. A mass of earth that falls down the slope of a mountain or cliff.
5. A large amount of water covering an area that is usually dry.
8. A mass of snow that falls down the side of a mountain.
9. A snowstorm with very strong winds.
11. The powerful effect that something has on something
12. Number of deaths in a disaster.

**Down**

1. A reaction to something, e.g. disaster.
3. A situation that exists as a result of an unpleasant event, e.g. disaster.
4. An accident in a nuclear reactor when radiation starts to escape.
6. Scattered fragments that are left after something has been destroyed.
7. Small balls of ice that fall like rain.
10. A long period of hot dry weather with no rain.

**Task 6. Check yourself. Choose the correct answer.**

1. Which natural disaster can produce the fastest winds on Earth?  
a) typhoon      b) hurricane      c) tornado
2. The word "tsunami" is a Japanese word. It means:  
a) harbor wave      b) killer wave      c) sea wave
3. A tsunami is:  
a) a single wave      b) a series of waves      c) two waves
4. How do you call a flood that rises very quickly?  
a) water front      b) fast flood      c) flash flood
5. What is the name of the most commonly used earthquake magnitude scale?  
a) Seismo scale      b) Richter scale      c) Emergency scale
6. A global warming is caused by:  
a) natural factors      b) human activities      c) both human activities and natural forces



**L Task 7. Do you believe in miracles? Sometimes they happen. Listen and put the sentences in the correct order.**



- \_\_\_ Ibrahim, the girl's grandfather, found her by chance.
- \_\_\_ Watty only remembered Ibrahim's name.
- \_\_\_ It is still unclear what happened to the girl in her 7-year absence.
- \_\_\_ There were three children in the family.
- \_\_\_ Parents identified Watty from a mole and a scar above an eyebrow.
- 1 A 15-year-old girl was eight years old when a devastating tsunami wiped out her village.
- \_\_\_ Watty's family survived and made several attempts to find the girl.



## UNIT 8. ENVIRONMENT

**S** Task 1a. What can you see in the picture? How does the image on the poster make you feel?

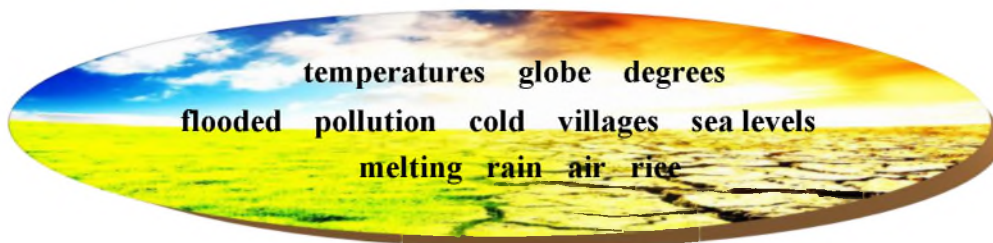


Task 1b. Write adjectives to describe your feelings on the scroll below.

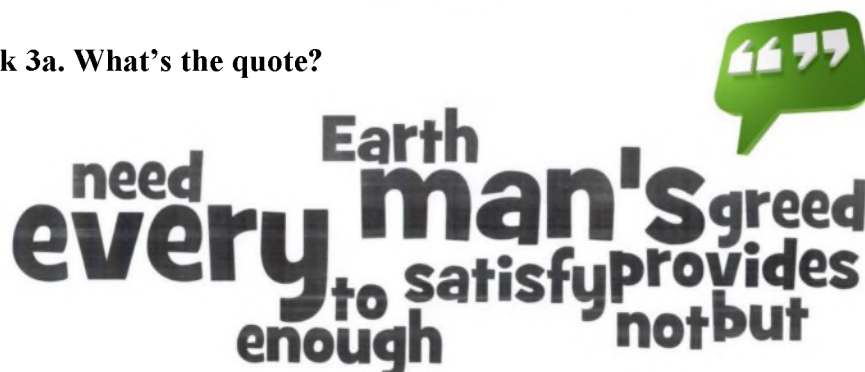


Task 1c. Are these words positive or negative? Check your words with a partner and add ones to your scroll you didn't come up with.

**L** Task 2. Listen and tick the words you hear.



**S** Task 3a. What's the quote?



Now check your suggestion.



**Task 3b. Do you agree with it? Share your opinions in groups.**

**L** **Task 4a. Listen about a new word/phrase connected to the environment. What is it?**



**Task 4b. Now listen again and decide if the following statements are true (T) or false (F).**

1. Footprint first developed a new meaning as humans began to explore space. \_\_\_\_\_
2. It is not easy to find out the size of your carbon footprint. \_\_\_\_\_
3. A small carbon footprint means your lifestyle is bad for the environment. \_\_\_\_\_
4. To offset your carbon footprint is to do something that is positive for the environment in order to compensate for your harmful production of carbon dioxide. \_\_\_\_\_

**W** **Task 5. Go to [www.at-bristol.org.uk/assets/flash/footprint.swf](http://www.at-bristol.org.uk/assets/flash/footprint.swf) and take the 'Big Foot Challenge' interactive to find out how big your footprint is, and see if you lifestyle is sustainable. Write a report about it.**

**S** **Task 6a. Match words from each box to make new common expressions. Check these words in the dictionary.**

1. acid
2. global
3. climate
4. ozone
5. carbon
6. oil
7. greenhouse
8. industrial
9. renewable



- a. spill
- b. hole
- c. waste
- d. footprint
- e. energy
- f. rain
- g. change
- h. effect
- i. warming

**Task 6b. Now use the expressions in the following sentences:**

1. The gradual rise in the Earth's temperature is known as ... .
2. Scientists have found ... , especially over Antarctica.
3. Tons of liquid petroleum get into the environment due to human activity, it is known as ... .
4. There is a growing concern about weather changes. ...
5. The Government is introducing strict new rules on ... by factories and plants.
6. Make sure your home uses sources of ... .
7. An increase in the amount of carbon dioxide and other gases in the atmosphere causes a gradual warming of the surface of the Earth, it is known as ...



**Task 7. Match each picture with the corresponding text.**

Acid rain is rain mixed with toxic chemicals from factories. Acid rain is responsible for damaging forests and crops. 1



a

Gases that trap the heat of the sun in the earth's atmosphere produce the greenhouse effect. The result is an increase in the temperature of the earth's surface.. 2



b

*Reducing* – using less;  
*Reusing* – by reusing materials we can cut down on the amount of rubbish we produce;  
*Recycling* - the process of minimising waste by recovering materials and transforming them into new products. 3



c

Biodegradable - capable of being broken down or decomposed by natural biological processes. The term is used to refer to "environmentally friendly" products. Many chemicals, food scraps, cotton, wool, and paper are bio-degradable; plastics and polyester generally are not. 4



d



e

Sustainable development - economic development which ensures that the use of resources and the environment today does not compromise the needs of future generations. 5

A landfill is a large hole in the ground where waste from people's homes or from industry is buried. A dump is a place where large amounts of waste are taken. 6



f



g

A measure of the effect that human activities have on the climate (measured in units of carbon dioxide). 7



**G** **Conditional 2. *If I did ..., I would do...***  
**Look at the sentence and study the construction.**

If a person **yelled** for 8 years, 7 months, and 6 days, he/she **would produce** energy to heat one cup of coffee.



Positive				
If	I <b>used</b> eco light bulbs, she <b>reduced</b> her energy consumption, we <b>switched</b> to rechargeable batteries,		I <b>would</b> ('d) she <b>would</b> we <b>would</b>	save more energy. save more money conserve energy in the home
	Negative			
	If I <b>didn't</b> leave the TV on standby overnight, I <b>wouldn't pay</b> so much for the electricity			
	Question			
How	<b>would</b>	the world change	<b>if</b>	we <b>used</b> clean energies?

**Study the examples.**



- If we **didn't dump** fourteen billion pounds of garbage into the ocean every year, its ecosystem **would have** more variety.
- If you **protected** the natural resources, you **would conserve** them for the future.
- What **would** you **do** to reduce industrial emissions, **if** you **had** a big factory?



### Useful Information

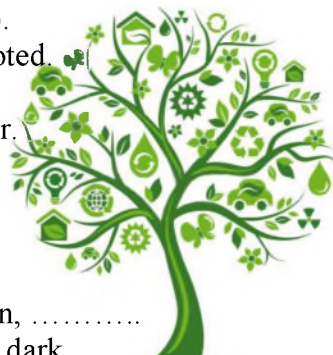
'**Were**' is often used instead of **was** for all persons in the **if**-part of the sentence (but '**was**' is also possible):

- If I **were** Ecology Minister, I **would boost** sustainable development.
- If I **was** Ecology Minister, I **would boost** sustainable development.



**Task 8. Put the verbs in the correct forms.**

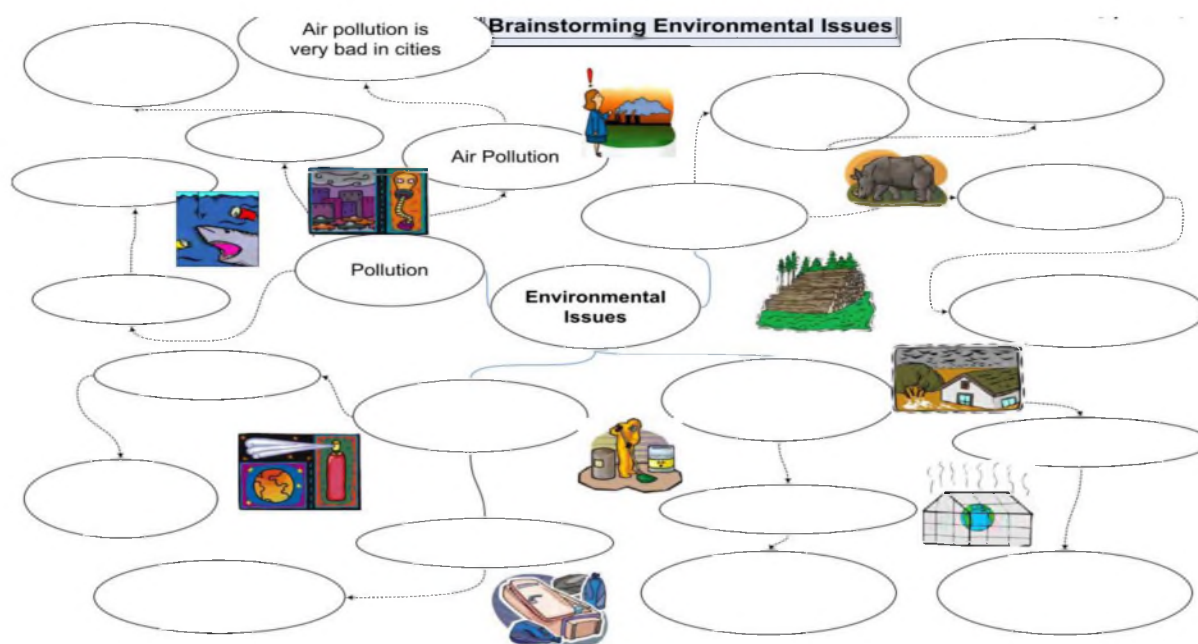
1. We \_\_\_\_\_ (buy) a house if we \_\_\_\_\_ (decide) to stay here.
2. If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (get) a new job.
3. If she \_\_\_\_\_ (not / be) always so late, she \_\_\_\_\_ (be) promoted.
4. She \_\_\_\_\_ (live) in London if she \_\_\_\_\_ (find) work.
5. They \_\_\_\_\_ (go) to Spain on holiday if they \_\_\_\_\_ (like) hot weather.
6. If he \_\_\_\_\_ (not / be) a lawyer, he \_\_\_\_\_ (be) an accountant.



**Task 9. Complete these sentences for yourself.**

1. If I only had 24 hours to live, .....
2. If I received a gift I didn't like, .....
3. If I were suddenly allergic to money, .....
4. If I didn't have to sleep, .....
5. If I had X-ray vision, .....
6. If I could see in the dark, .....
7. If I were lost on a desert island, .....
8. If I heard scary sounds in the night, .....

**R** Task 10a. What do you know about Environmental issues? With a partner try to explain the terms in the diagram below. Complete with your own ideas.



Task 10b. Jigsaw reading. Divide into three groups. Each group reads two texts.

## Global Warming

Scientists say the temperature of the earth could rise by 3°C over the next 50 years. This may cause drought in some parts of the world, and floods in others, as ice at the North and South poles begins to melt and sea levels rise.

Global warming is caused by the greenhouse effect. Normally, heat from the sun warms the earth and then escapes back into space. But carbon dioxide and other gases in the atmosphere trap the sun's heat, and this is slowly making the earth warmer.

## Deforestation

Rainforests help to control global warming because they absorb carbon dioxide. In recent years, large areas have been destroyed, as the trees are cut down for wood or burned to clear the land for farming. The burning releases large amounts of carbon dioxide into the atmosphere.

Many rainforests grow on poor soils, and when they are cut down or burned, the soil is washed away in the tropical rains, so that the area may turn to desert. Many plant and animal species that live there could become extinct.

## Recycling

Recycling is the processing of used objects and materials so that they can be used again. About 60% of rubbish from homes and factories contain materials that could be recycled. Recycling saves energy and raw materials, and also reduces damage to the countryside.

Glass, paper and aluminium can all be recycled very easily. Many towns have special bins for bottles and cans where people can leave their empty bottles and cans for recycling. A lot of paper bags, writing paper and greeting cards are now produced on recycled paper.

## Alternative Energy

Most of the energy we use today comes from coal, oil and gas. But these will not last for ever, and burning them is slowly harming the atmosphere. We need to look for other ways of supplying energy. Solar Power is a way of using the sun's energy as heat or to make electricity. We can also use wind-power by building modern windmills that spin in the wind. There are several types of water-power: river water in mountainous areas can be used to generate hydroelectric power, and we can also create electricity from sea water flowing in and out with the tides.

## Pollution

Factories, power stations and motor vehicles pump large quantities of carbon dioxide and other gases into the air. This is a major cause of the greenhouse effect. A lot of petrol contains lead, which is very poisonous and can cause brain damage in children. Most cars use unleaded petrol today and hybrid cars use batteries. If people used such cars, it would prevent pollution a lot.

Some poisonous gases dissolve in water in the atmosphere and then fall to the earth as acid rain. Acid rain also damages trees and buildings, and can kill fish in lakes and rivers. Rivers can also be polluted by industrial waste from factories and chemical fertilizers and pesticides used by farmers.

## The Ozone Layer

The Ozone layer is a layer of gas high above the surface of the earth that helps to protect it from the sun's ultraviolet radiation, which can damage our skins and cause cancer.

Scientists have recently discovered holes in the Ozone layer, caused by substances called CFCs (chlorofluorocarbons). CFCs are used in refrigerators, aerosol cans and in the manufacture of some plastic products. Some companies now make aerosols that do not contain CFCs, and these are often marked "Ozone Friendly".

**Task 10c. How much do you know Environmental Problems that face the world today? Look at the quiz and answer the questions. Go to other groups to swap the information.**

1. Why is the temperature of the earth rising?
2. What alternative forms of energy do you know?
3. How are forests good for the environment? What is happening to them?
4. What is a hybrid car? How does it help the environment?
5. What is acid rain?
6. What is recycling? How does it help the environment?
7. What is the greenhouse effect?
8. What are CFCs how do they affect the environment?



**L Task 11a. Listen to the speakers talking about one of the environmental issues mentioned above. What is it?**

**Task 11b. Listen again, answer the questions. Some questions have more than one answer.**

**1) What does Kat say are benefits to wind energy?**

- a) It works under all weather conditions.
- b) You can use it if you don't have a lot of space.
- c) It's free.
- d) It is an excellent type of renewable energy.



**2) What do you need to create solar energy?**

- a) A sunny location.
- b) A solar panel of any size.
- c) A lot of space.
- d) About 7 hours of sun.



**4) What does Kat say about bio-energy?**

- a) It's a good option.
- b) You use animals to make energy.
- c) It's not a cheap option.
- d) It takes a long time to set up.

**3) What are some negatives of geothermal energy?**

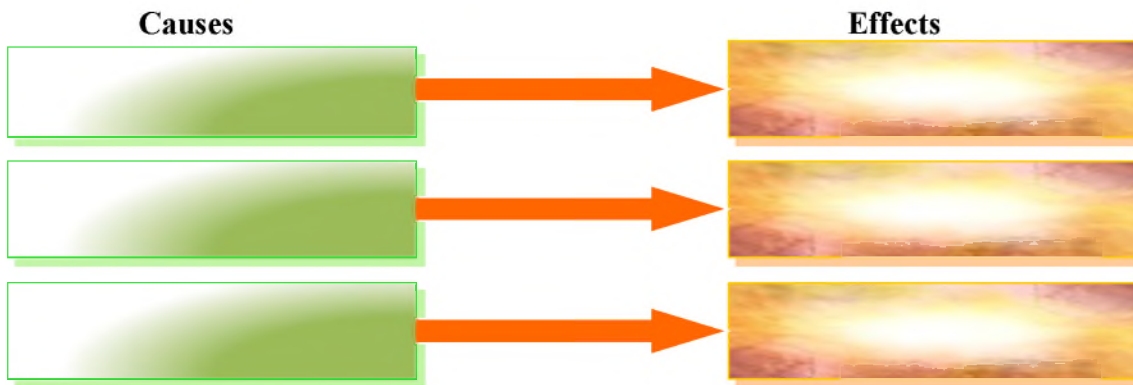
- a) It costs a lot
- b) It only works some places.
- c) It takes a lot of space.
- d) You have to drill holes in the ground.

**5) Who is hydro-energy best for?**

- a) People who live by rivers.
- b) Large businesses.
- c) The government.
- d) Small towns.

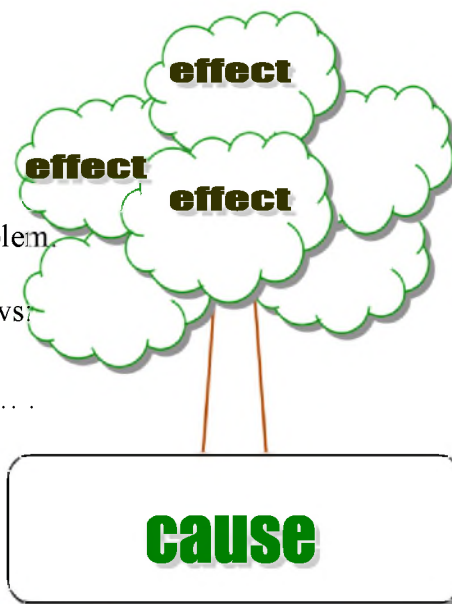


**W** Task 12a. Identify the Causes and Effects of the processes from Task 10b. Squares can be more.



When we talk about an effect resulting from a certain cause, we use expressions such as: **because, since, as, due to, owing to...**

- The police arrested him **because** he broke into a bank.
- The police arrested him **since** he broke into a bank.
- She can't read the letter **as** she is illiterate.
- He can't run fast **for** he is too fat.
- **Owing to** his intelligence, he managed to solve the problem.



You can also express it as follows:

- The cause of ... is ...
- ... is caused by/is due to ...
- Thanks to...



Examples:

The cause of	global warming	is pollution
Global warming	is caused by	pollution
	is due to	
Thanks to	his hard work,	he passed the exam

Due to/Because of/Owing to/Thanks to	+ noun
because/since/as/for	subject + verb

- Due to **his laziness**, he didn't pass the exam.
- Because/since/as **they are** in love, they forgive each other's mistakes.

**Task 12b.** Write a draft explaining each cause or effect in the paragraph in as much detail as possible, and don't forget to use transitional words in your paragraph, such as: *also, as a result, because, first and finally.*



**R** Task 13a. Look at the symbol. What do you know about this organization? Read the text quickly and find 5-7 words that you don't know, and check them in the dictionary. Compare with a partner the words you looked up.



Established in 1972, USAEC (US Army Environmental Command) job was to manage the safe demilitarization of chemical weapons. Now, it leads and executes Army cleanup and environmental programs, providing technical expertise to its leaders, commands, soldiers and communities. USAEC environmental experts provide support in environmental restoration, natural and cultural resources, endangered species, environmental management, as well as identify new technology designed to address or prevent environmental issues.

And while the acronym, USAEC is obvious to many, to Col. Mark A. Lee, commander of USAEC, the A-E-C stands for how the command serves the Army:

**A - ACKNOWLEDGE** the Past by remediating Army lands to usable condition, and preserving and protecting cultural and historical resources;

**E - ENGAGE** the Present by meeting environmental standards, enabling Army operations, and protecting Soldiers, Civilians and Families;

**C - CHART** the Future by implementing best environmental practices, institutionalizing the use of technology and ensuring future environmental resiliency.

“As USAEC enters its fifth decade of service to the Army, we remain steadfast to its mission,” said Lee. “We continue to serve as the environmental experts supporting our Soldiers and Families by finding environmental solutions that enable mission readiness for the Army.”

**Task 13b. Now read the text more carefully and answer the questions.**

1. How long does this organization function and what initial mission did it have?
2. What is its present task and what are the focus areas of the Environmental command?
3. What are three key words on the organization's emblem, what do they symbolize?
4. What is the second (non-official) meaning of the acronym AEC, what does it represent?





## Army Earth Day: Sustaining the Environment, for a Secure Future

SUSTAINING THE ENVIRONMENT FOR A SECURE FUTURE

2012 ARMY  
**EARTHDAY**  
REUNCE • RECYCLE • REPURPOSE • RECOVER

ARMY EARTH DAY [www.army.mil/earthday](http://www.army.mil/earthday)  
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ARMY EARTH DAY

**4** The Army's observance of Earth Day provides an opportunity to emphasize the interdependence of military's mission with natural environment and the well-being of the communities. On Earth Day, we remind ourselves that environmental sustainability is everyone's responsibility. Consider the boot print you make, the impact you have on our resources, whether you are on an installation, deployed, or in your home. Our goal is to conserve and preserve while we serve.

neenradgd

tuaisns

acehnen

imtcpa

fiagltiy

vleevo

niilaInttsao

btpotorni

soenvcer

etntimmomc

lewlgbne

tpeortc



								y						
--	--	--	--	--	--	--	--	---	--	--	--	--	--	--

Take the letters that appear in  boxes and unscramble them for the final message.



## LEARN MORE!

**L** Task 15. Listen and fill the gaps.

## Environmental Friendly Celebrities

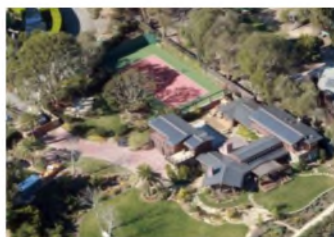


Just because you're a pretty blonde surfer chick doesn't mean you can't promote a sustainable lifestyle. Her MTV show *Trippin'* takes viewers on eco-adventures to \_\_\_\_\_ worldwide, and she has taken a leadership position in the Environmental Media Association (EMA), an organization promoting the influence of media personalities to advance \_\_\_\_\_ and sustainable living. **A**

His Make It Right organization has helped \_\_\_\_\_ New Orleans, where flooding wiped out many homes. These houses are architectural showcases, designed and built using state-of-the-art \_\_\_\_\_ technologies, including materials and techniques that emphasize health, safety and long-term product lifecycles. **B**

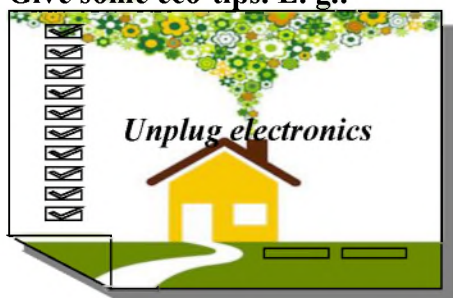


Johnny Depp may not sound like someone that would top the list of \_\_\_\_\_ homeowners, after all, his homes are on two separate continents! However, while he's not doing the planet much good with the commute between the two properties, his Caribbean island is designed to be \_\_\_\_\_. The 36 acre island runs on solar-hydrogen power. **C**



Julia Roberts just spent \$20 million on renovating her 6,000 sq foot home to make it greener. That's some fancy shower repairs! In addition to investing in sustainable building materials, she installed \_\_\_\_\_ on three of the roofs, keeping the property's \_\_\_\_\_ nicely in check. **D**

**S** Task 16. Discuss in groups  
How can you green your home?  
Give some eco-tips. E. g.:



**W** Task 17. <http://www.thegreenguide.com/page/2>  
Go to this address, in 'Green Guide Main' choose any article and write a report based on that information.



## TEST YOURSELF 8

### Task 1a. Add the vowels.

- |                |                   |                |
|----------------|-------------------|----------------|
| 1. cd rn       | 5. sstnbl dvlpmnt | 9. ndngrd spcs |
| 2. crbn ftrprt | 6. rnwbl nrg      | 10. crbn dxd   |
| 3. lspll       | 7. clmt chng      | 11. bdvrst     |
| 4. bdgrdbl     | 8. ndstrl wst     | 12. lndfll     |

### Task 1b. Make up 5 questions using the words above. Work in pairs. Ask and answer the questions.

### Task 2. What Environmental issue does each word group belong to? Write a short passage about each issue using these words.

<p>1?</p> <p>industrial waste rubbish dump poisonous lead pump</p>	<p>2?</p> <p>principle '3R's' special bins reuse process rubbish paper bags</p>	<p>3?</p> <p>melt rise sea levels greenhouse effect temperature</p>
<p>4?</p> <p>cut down burning absorb desert extinct</p>	<p>5?</p> <p>protect holes CFCs ultraviolet light cause cancer</p>	<p>6?</p> <p>solar power wind-power water-power generate renewable</p>

### Task 3a. Complete the text.

#### THE PENTAGON GOES 'GREEN'

The US military is doing its share to c\_\_\_\_\_ energy. The Department of Defense is reducing its consumption of foreign oil and going 'green'. Measures being taken include building installations with water, and using power-saving technologies, such as w\_\_\_\_\_, s\_\_\_\_\_, geothermal and waste energy.

The U.S. military has consumed more energy in Iraq and Afghanistan than in any other war in history. Providing power to soldiers in the field and in installations is not only a question of cost, it is also becoming crucial to security. The supply convoys that deliver oil to the U.S. forces in war zones are often targeted by insurgents. By c\_\_\_\_\_ less energy, fewer trucks will be required to deliver fuel to the troops. Therefore, energy conservation translates into saving lives, and increased security.

Over 10% of the power for military operations now comes from a\_\_\_\_\_ and r\_\_\_\_\_ energy sources.

### Task 3b. Decide if the following statements are true (T) or false (F).

- |   |       |
|---|-------|
| 1. The US military is taking measures to benefit the environment.     | _____ |
| 2. Energy conservation is also an effective security measure.         | _____ |
| 3. The US military has always conducted energy-saving policy.         | _____ |
| 4. Owing to energy conservation, insurgents will need fewer vehicles. | _____ |
| 5. Half of the military operations use alternative energy sources.    | _____ |

### Task 4. Rewrite the sentences using a Second Conditional.

**Example:** I'm not rich. I don't live in a big house.

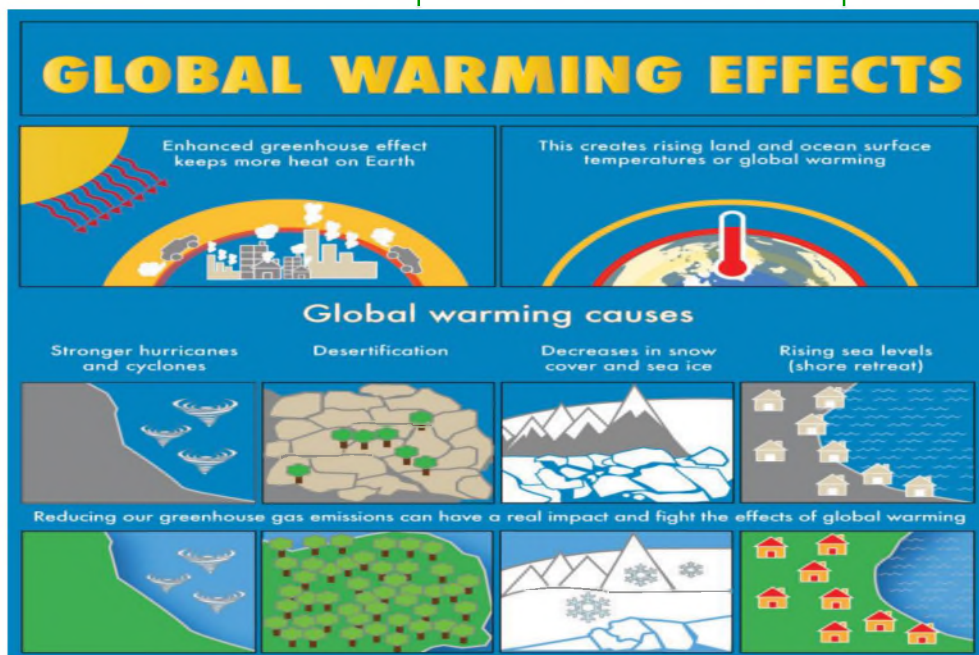
If I were rich, I'd live in a big house.

- I'm so lazy. I can't start my own business.
- I have to work tonight. I can't take you out.
- They can't be ideal partners. They argue so much.
- She is very upset. She has lost her favourite scarf.
- He hasn't got a watch. He's always late.
- She buys a lot of clothes. She has no money.



**Task 5. Work in pairs or groups. Students score an X or O for each sentence that is grammatically correct and makes sense.**

If I met a good-looking woman/man this evening,	If I lived until I was 200 years old,	If I went to the moon,
If I was a genius,	If I dropped my phone in the toilet,	If I could solve one of the world's problems,
If you were elected a leader of your country	If you wife/husband forgot your birthday	If you could make three wishes



**Task 6. Look at the poster and write 'cause-effect' sentences according to the facts in it.**



**Task 7a. Write a short paragraph about your opinion on one of the statements. Give reasons for your answer.**

1. Used condoms were recycled into hair bands in Southern China. They sold quite well.
2. Each year, Americans throw out enough soda pop cans bottles to reach to the moon and back—twenty times.
3. Nearly 50 million tons of e-waste (electronic waste such as cell phones and computers) is created each year around the world. This is enough to fill a line of garbage trucks across half the globe.
4. The Fresh Kill Landfill in New York and the Great Wall of China are the only two man-made objects that can be seen from space. However, many astronauts have stated they could not see them, at least without special aid.

**Task 7b. Now find a partner who wrote the same statement as you. Compare your answers and discuss it.**

**Task 8a. Choose 15 words from the unit, and in pairs dictate them to your partner. Complete the chart.**

Words I know	Words I'm not sure about	Words I still don't know

**Task 8b. Make up sentences with your words in the 3d column.**



## UNIT 9. MODERN MEANS OF COMMUNICATION

**S** Task 1. Look at the pictures. What has replaced the objects in the pictures? Are the replacements better than the original things?



Task 2. Write down 3-5 inventions that changed the world. Explain what life was like before each invention and how life is different with it. In pairs share your ideas.



*Example:*

The Internet – Before the Internet, most people wrote letters, but now we send e-mails



**E-MAIL**

Task 3. Look at the picture. Do you understand the meaning of the sentence under the picture?



**“He used to love running on the beach, chasing squirrels, catching a ball. That was before I got a computer.”**

## G

 Used to

Positive	Negative	Question	Short answer
I you he she <b>used to go</b> it we they	I you he she <b>did not (didn't) use to go</b> it we they	I you he she <b>Did she use to go?</b> it we they	Yes, I, you, he etc <b>did</b> No, I, you, he etc <b>didn't</b>

**Study the examples.**

- People **used to listen to** music with gramophones.
- We **used to go** camping in Sweden.
- **Did you use to watch** cartoons when you were a child?
- I **didn't use to** get up early before joining the army.



**Task 4. Make positive, negative sentences and questions.**

*Example:* you / live in London [ ? ] Did you use to live in London?

- |                                     |   |
|-------------------------------------|---|
| 1. Kate / wear glasses [ ? ]        | 5. I / have long hair [ + ]                 |
| 2. They / live in the city [ - ]    | 6. We / have a computer at home [ - ]       |
| 3. She / go to work by bus [ + ]    | 7. He / smoke fifty cigarettes a day. [ + ] |
| 4. Where / you / go to school [ ? ] | 8. She / love eating chocolate. [ - ]       |

**Task 5. Put the following phrases into the sentences below with *used to*.**

a. walk more

b. have untidy hair

c. fight battles face to face

d. use candles or burning torches

e. exchange goods

f. talk together as a family

- |  |                                    |
|--|------------------------------------|
| 1. People _____ before the car.            | 4. People _____ before money.      |
| 2. People _____ before the electric light. | 5. People _____ before the gun.    |
| 3. People _____ before the television.     | 6. People _____ before the mirror. |

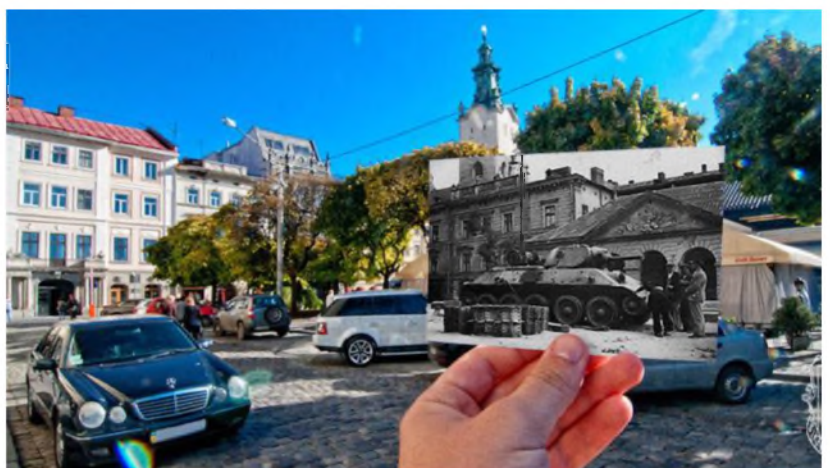
**Task 6. Go back to Task 2. Rewrite your sentences using *used to*.**

**Task 7. Look at the photo. Spot the changes in it.**

W

**Task 8. Find similar photo (with your city), and write the information about it with *used to*.**

*Example:* Then there used to be a street market, but now there is a big supermarket.



**S** Task 9. Work in pairs and discuss.



1. Do you use any social networking sites? If yes, which ones?
2. What is the purpose of *Facebook*?
3. Is *Facebook* a good place to meet new people?

**L** Task 10a. Listen to two people talking about using social media and how it affects their lives. Try to spot the sentence having *used to*, write it down. Do they mention any of your ideas from Task 9?



**Task 10b. Listen again and answer the questions. Some questions have more than one answer.**

**1) Why doesn't Katia check Facebook much?**

- a) She thinks that it's stressful
- b) She doesn't have many friends
- c) It takes up a lot of her time

**3) What does Katia worry about?**

- a) We are living in a virtual world
- b) We communicate too much online
- c) Alex closing his Facebook account

**2) Alex closed his Facebook wall because \_\_\_\_.**

- a) he didn't like what people were writing
- b) he wasted too much time on Facebook
- c) he doesn't want people to know everything

**4) How has communication changed for Alex?**

- a) He used to email his friends
- b) He used to use Facebook more
- c) Now he publishes more on Facebook

**5) Alex is more connected with \_\_\_\_ now.**

- a) family
- b) old friends
- c) co-workers

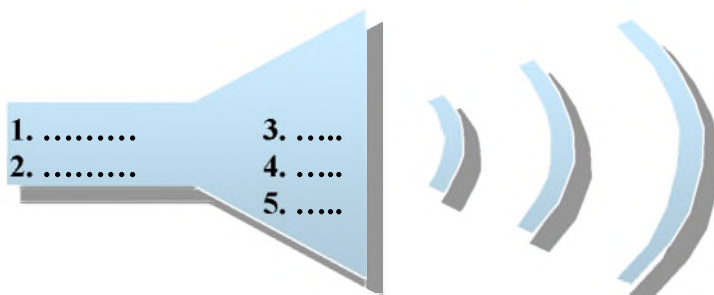


**S** Task 11. Work in groups and compare how you used to get information and share news 10 years ago, and the way you do it nowadays.

*Example:*

I used to watch news on TV, now  
I get them from the Internet

**L** Task 12a. Listen and write types of military means of communication.



**Task 12b. Listen again and complete the table.**

Means of communication	What does it include?	The principle of operation



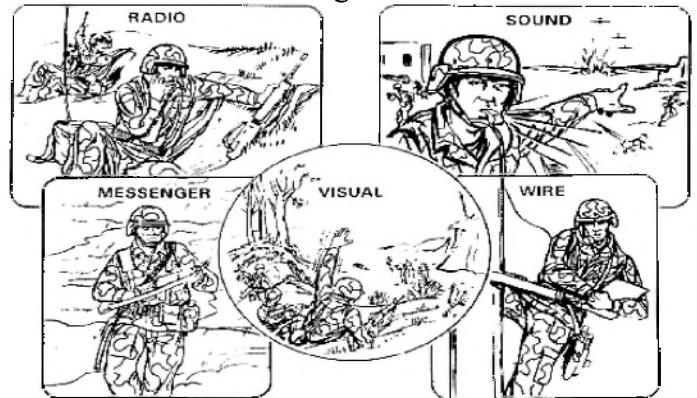
**R** Task 13a. Read the text and check your table. Add the missing information.

## Means of communication



A *means of communications* is a medium by which a message is conveyed from one person or place to another. The means of communication fall into two groups: telecommunications (electrical/electronic, visual and sound) and physical (mail, messenger /courier and trained animals).

Army communication systems primarily employ telecommunications and messenger means.



**Telecommunications** are defined as any transmission, emission or reception of signs, signals, writings, images and sounds or info of any nature by means of wire, radio, visual or other electromagnetic systems.

**a. Electrical/Electronic Communications** include radio, wire, or a combination of both. These may be further divided into: voice, telegraphy, teletypewriter, facsimile, television.

**b. Visual Communications.** Visual signals are transmitted by flags, lights, pyrotechnics, panels, arm-and-hand signals and other prearranged visual means such as aircraft maneuvers. They are suitable for transmitting prearranged messages rapidly over short distances as well as for recognition and identification of friendly forces.

**c. Sound Communications** are: sirens, bells, voice amplifiers and explosive devices. The chief value of sound signals is to attract attention, transmit prearranged messages and to spread alarms. Messages in international Morse code may be sent by sound signals.

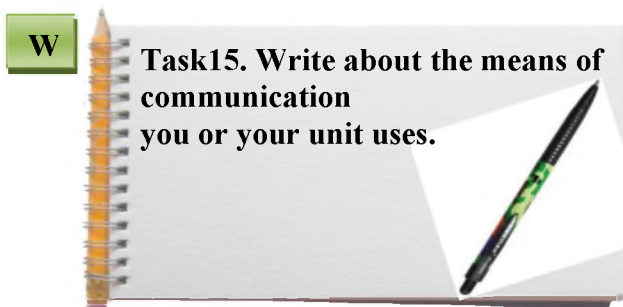
**Messenger Communications** are the most secure means available to all units. It is the most effective method for transmission and delivery of lengthy messages the efficiency of which depends on the selection and training of messengers. It is flexible and reliable, its speed depends on the mode of travel, tactical situation, terrain and the trafficability of routes. Messages can be scheduled or special.

**Task 13b. Answer the questions.**

1. What groups do the means of communication include?
2. What is telecommunications?
3. What types of telecommunications do you know?
4. What are visual signals suitable for?
5. What is the chief value of sound signals?
6. What is the most secure means of comms?
7. What does the speed of messenger comms depend on?

**S** Task 14. Read the text again. Then, using only your notes in the table (Task 12b), talk about military means of communication.

**W** Task 15. Write about the means of communication you or your unit uses.



**R** Task 16. Read and study the information. Use your dictionary to help. Look at the transcription and fill in the 1<sup>st</sup> column of the table.



### RADIOTELEPHONE PROCEDURE

Radiotelephone procedure is a set procedure for using a radio or telephone. It speeds the exchange of messages and helps avoid errors. The rules listed below will help you use transmission time efficiently and avoid violations of communications security.

1. Transmit clear, complete, and concise messages. When possible, write them out beforehand.
2. Speak clearly, slowly, and in natural phrases. Enunciate each word. If a receiving operator must write the message, allow time for him to do so.
3. Listen before transmitting, to avoid interfering with other transmissions.
4. Always assume the enemy is listening.

### PHONETIC ALPHABET

To help identify spoken letters, a set of easily understood words has been selected. Those words help to avoid confusion. BRAVO, for example, is the phonetic word of the letter B, and DELTA is the phonetic word for the letter D. BRAVO and DELTA are less likely to be confused in a radio message than B and D. Use this alphabet to: transmit isolated letters, transmit each letter of an abbreviation, spell out unusual or difficult words.



Phonetic alphabet	Transcription	Numeral	Spoken as	Multiple digit numbers	Spoken as
<b>Delta</b>	[ˈælf ə]				
	[ˈbravou]				
	[ˈtʃa:li]				
	[ˈdelt ə]	0	ZE-RO		
	[ˈekou]			44	FOW-ER FOW-ER
	[ˈfokstræt]	1	WUN		
	[ˈgolf]			90	NIN-ER ZE-RO
	[houˈtel]	2	TOO		
	[ˈindia]			136	WUN TREE SIX
	[ˈdʒuljet]	3	TREE		
	[ˈkilou]			500	FIFE ZE-RO ZE-RO
	[ˈlima]	4	FOW-ER	1,200	WUN TOO ZE-RO ZE-RO
	[ˈmaik]				
	[nouˈvemb ə]	5	FIFE	1,478	WUN FOW-ER SEV-EN AIT
	[ˈosk ə]	6	SIX	7000	SEV-EN TOU-SAND
	[p əˈpa:]				
	[kwiˈbek]	7	SEV-EN	16,000	WUN SIX TOU-SAND
	[ˈroumiou]				
	[ˈsierə]	8	AIT	812,681	AIT WUN TOO SIX AIT
	[ˈtæŋgou]				
	[ˈju:nifo:m]	9	NIN-ER		WUN
	[ˈvict ə]				
	[ˈwiski]				
	[ˈeksrei]				
	[ˈjaŋki]				
	[ˈzulu]				

**L** Task 17. Now listen and check the alphabet.

**Example:** The word MORTAR must be transmitted: "MORTAR – I SPELL-Mike-Oscar-Romeo-Tango-Alpha-Romeo - MORTAR". **Peru-initial**-Papa-Echo-Romeo-Uniform (**initial**-a capital letter) . **USA-initials**-Uniform-Sierra-Alpha

**S****Task 18a. Look at the picture and say the alphabet. b. Spell as fast as you can:**

1. your name
2. your military rank
3. the name of a country Ukraine has a Peacekeeping presence in
4. your favourite alcoholic drink
5. the name of the part of the body that you first notice when you see an attractive woman/man
6. the name of sth you wear or carry when you go on a military exercise
7. your cellphone number (numerals)

**Task 18c. Choose similar items to the ones in Task 17b. In pairs, spell them to your partner. He/she writes your words, and tries to guess what it means for you.**

**R****Task 19. Study the table.**

### PROCEDURE WORDS (PROWORDS)

Certain procedural words (prowords) which have distinct meaning should be used to shorten transmissions and avoid confusion. There is a longer list, here are some of them.



acknowledge	Acknowledge the message	nothing heard	No reply is received from a callstation.
advice	Tell/report	over	The end of turn, reply expected
affirm	I confirm	out	The end of transmission
aircraft	Board	pass your message	I'm listening; transmit
break	Pause during long messages	read back	Repeat my message
cancel	Undo	report	Tell
cleared	I allow	request	Allow me
confirm	Affirm	roger	Your message received
contact	Work with...	say again	I'm not sure what you said
copied OK	I've got the information	speak slower	Speak slower
correction	You have misheard. This is the correct information	stand by	Wait
go ahead	I am listening, continue	this is	The station sending
how do you read	How do you hear?	unable to clear	I forbid
I say again	I will repeat it then	verify	Check and confirm
I spell	spelling unclear	wilco	Received order, will carry out
negative	Wrong	word twice	I say (say) words twice

RADIO CHECK	check of connection
MAINTENANCE CHECK	technical check
PREFLIGHT CHECK	check before a flight
SIGNAL CHECK	check of connection





**L** Task 20. Listen to the radio transmissions and fill in the gaps.



1. \_\_\_\_\_ 2. \_\_\_\_\_
- Hello A9. \_\_\_\_\_ 8. We need more fuel. \_\_\_\_\_ .  
- This is A9. \_\_\_\_\_ . Sending fuel now. \_\_\_\_\_ .
3. \_\_\_\_\_
- Hello 8. This is A20. Man found shooting rabbits. Over.  
- This is 8. \_\_\_\_\_ word after shooting. Over.  
- This A20. \_\_\_\_\_ rabbits. Over.  
- This 8. Roger. Out.
4. \_\_\_\_\_
- Hello 8. This is Alpha 9. Searching 55 Moyamensing Street. \_\_\_\_\_ M.O.Y.A.M.E.N.S.I.N.G. Over.  
- This is 8. \_\_\_\_\_ 55 Moyamensing Street. Over.  
- This is Alpha 9. \_\_\_\_\_ . 65 Moyamensing Street. Out.



**S** Task 21. In groups of three, role-play these radio transmissions.

You are station 8  
You must send the following transmissions and answer any incoming messages

1. Ask for A9's location
2. Answer A30's request for a recovery vehicle and give the time of its arrival (20.00 hrs)

You are station A9  
You must send the following transmissions and answer any incoming messages

1. Tell 8 your location (grid reference 502 220)
2. Then tell A20 you need more fuel

You are station A30  
You must send the following transmissions and answer any incoming messages

1. Tell A9 you will arrive with fuel at 17.30 hrs
2. Then tell 8 one of your APCs has broken down and you need a recovery vehicle. Give your location (grid reference

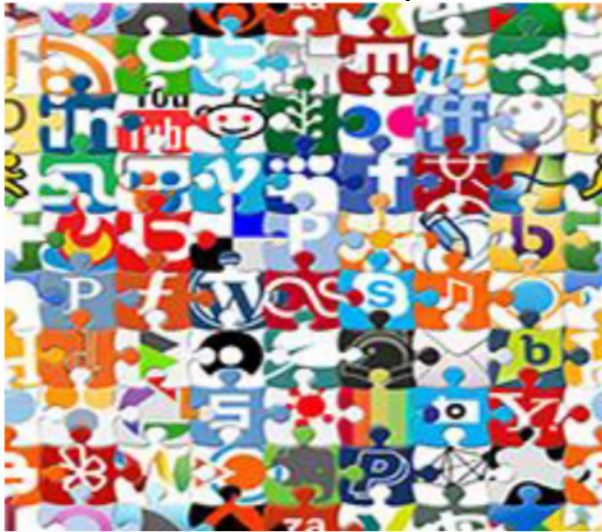
**S** Task 22. Look at the word cloud. What is the common link between the words? Try to write a sentence using the words. Are there any words you don't know?




Complete the table using the words from the cloud above.

Possible sentences	Words you don't know

**Task 23. Identify social media sites as many as you can. Consult your partner the icons you don't know about. Which ones can you add and which do you use? Why?**



**Task 24. Unscramble each of the clue words.**

Take the letters that appear in  boxes and unscramble them for the final message on the poster. The words in it will help you as well.



fckeaboo

trteitw

outeuby

irckfi

ypkes

pientres

uesurfarqo

oogvgriedel

tnariagsm

ymecpas

icudeslio

[illegible]

**Task 25. Look at Social media ‘messages’. Try to explain their main functions.**



“I need to do it”



**You Tube** “Look at how I’m doing it!”



“I did it”



**LinkedIn**  “I’m good at doing it”



“This where I do it”



“Let’s all do it together”



“Why am I doing it?”



W

**W** Task 26. What interesting facts do you know about social media? In groups, use the internet to search for interesting facts about social media. Write the facts you collect in the grid below. You should use complete sentences. *Useful websites:*

- <http://www.jeffbullas.com/2011/04/28/50-fascinating-facebook-facts-and-figures/>

- <http://www.jeffbullas.com/2011/09/02/20-stunning-social-media-statistics/>

The team with the longest list of interesting facts is the winner. Get searching!

Fact Number	Fact
1	



R

Task 27a. Read and fill the gaps with the words from the cloud.

FILL THE GAP



The US military actively uses a media strategy: social networking, via Twitter, Facebook, YouTube, etc. The aim is to communicate Army story to the world via

(1). By posting news, videos and pictures on Internet webpages, they hope to communicate their message to the public without the filter of the news. The military offers several resources to promote social media (2).



The Army utilizes Facebook's sharing (3) to reach thousands of "Fans," to (4) them to the latest Army articles, photos, links and messages.



Flickr - is an image and video hosting website. The Army uses Flickr to share the (5) imagery of soldiers and civilians in support of their nation.



Twitter - is a social networking and (6) website. The Army uses Twitter to interact with their thousands of "Followers" by providing them links to breaking news, popular media, and discussions about the Army.



YouTube - is a video sharing website. The Army uses YouTube to share news and video messages with their thousands of (7) from around the world.



Army Live Blog - is the official blog of the U.S. Army. This blog features a variety of topics important to the Army and the Office of the Chief of Public Affairs. Blogging is an informal way to address the public, opening the door for dialogue.



Vimeo - is a video sharing website where users can (8), share and view videos.



SlideShare - is an online slide and briefing hosting service, making slide decks, policy and training available to users in a single location. The Army utilizes SlideShare by hosting their social media policy and training here, allowing other Army Public Affairs Officers to keep pace with the (9) technologies of the Web.

The Army understands the risks associated with social media and has developed training to help military use social media responsibly. The Army posts social media presentations and the latest edition of its Social Media Handbook at [www.slideshare.net/usarmysocialmedia](http://www.slideshare.net/usarmysocialmedia).

### Task 27b. Answer the questions.

1. Why does US military use social media?
2. What social media platforms does US army utilize?
3. What are these platforms' functions?
4. How does the Army try to secure social nets using?



W Task 28. Write about how the army in your country uses social media networking.



**L** Task 29a. Listen and put letters in the pictures corresponding to each audio piece. Some of these pictures are not in the audio.



Task 29b. Which pictures were not mentioned? What can you tell about them?

**S** Task 30. What is text messaging? Match message abbreviations to their meanings.

1. LOL
2. imo
3. ruok
4. 2mro
5. hru
6. gr8
7. 2day
8. HAND
9. pcm
10. THX
11. WAN2
12. OIC
13. BTW
14. ASAP
15. Ltns
16. KIT




- a. by the way
- b. want to
- c. Thanks
- d. please call me
- e. laughing out loud
- f. long time no see
- g. as soon as possible
- h. tomorrow
- i. have a nice day
- j. in my opinion
- k. today
- l. keep in touch
- m. are you ok?
- n. how are you
- o. oh I see
- p. great

**W**



## TEST YOURSELF 9

**Task 1. What means of communication does each word group belong to? Write a short passage about each issue using these words.**

<div style="border: 1px solid blue; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">1 ?</div>	effective method secure reliable flexible lengthy messages	<div style="border: 1px solid blue; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">2 ?</div>	flags lights short distances arm-and-hand signals pyrotechnics	
<div style="border: 1px solid blue; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">3 ?</div>	voice amplifiers sirens bells Morse code explosive devices	<div style="border: 1px solid blue; border-radius: 50%; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin: 10px auto;">4 ?</div>	radio telegraphy teletypewriter facsimile television	

**Task 2a. Write 5 sentences about Andrew.**

<b><u>in 1990 :</u></b>  <b>Job:</b> waiter <b>Salary:</b> £ 1000/pcm <b>Place of work:</b> restaurant <b>Means of transport:</b> by bus <b>Eating place :</b> home		<b><u>Now:</u></b>  <b>Job:</b> Businessman <b>Salary:</b> millions of pounds. <b>Place of work:</b> his own office <b>Means of transport :</b> Car <b>Eating place:</b> expensive restaurants.
---	--	---

**Example:** In 1990, he used to.....but now he.....

**Task 2b. Complete the table with your own ideas about one's childhood. Then in pairs, ask and answer questions about your lives now and when you were children.**

Topic	Life now	Life as a child
you / eat / fast food?		



**Task 3. Retell the text with *used to* where necessary.**



One of the fastest growing phenomena on the Internet today is social media. This new computer age is nothing like when I was a young Army officer. My sources of information included the newspaper, the radio, or the greatest invention of all, the television. Now as the commanding general, I have no less than five media devices on me at all times.

Let's admit it, these days you can have information whenever and wherever you want it, now information finds you. It's on our phones, laptops, and netbooks. You can't get away from it.

However, social media has taken the information age one step further. In my day, we could only consume information; we had very limited ability to give our thoughts on a matter. However, now we can respond instantly. Social media is the two-way street that gives us the ability to share our thoughts with others. People have a lot to share with their family, friends and other folks, and fortunately, social media helps bridge the gap. Social media gives us an opportunity to instantly reach out and connect regardless of time, space or distance.

**L Task 4. Listen and put the sentences in the correct order.**

\_\_\_ “I tried to film stuff for him of Gage when he started crawling or babbling, and he saw all of that stuff, so it was like he wasn’t even gone.”

\_\_\_ In fact, Turnboo says his Facebook communication with his wife was so frequent that, like most couples, they sometimes ran out of things to say.

1 In Afghanistan, social networking sites are revolutionizing the way soldiers stay in communication with their loved ones.

\_\_\_ But in Afghanistan – they’re texting, Skyping and Facebooking in real time, able to watch milestones from the battlefield.

\_\_\_ There was a time when the Pentagon considered banning all social networking sites like Facebook, but they did a study showing the sites did more good than harm.

\_\_\_ But thanks to social networking, he was able to log on from the battle zone and get daily updates on his pride and joy back home.

**Task 5. Match prowords to their meanings.**

1. correction
2. how do you read
3. I say again
4. over
5. out
6. read back
7. I spell
8. roger
9. say again
10. stand by
11. verify
12. wilco



- a. How do you hear?
- b. The end of transmission
- c. I’m not sure what you said
- d. You’ve misheard. This is the correct information
- e. Your message received
- f. Received order, will carry out
- g. The end of turn, reply expected
- h. Spelling unclear
- i. I will repeat it then
- j. Repeat my message
- k. Check and confirm
- l. Wait



**Task 6. Read and translate these sentences. Then in pairs, make up your own dialogues.**

A: Hi, ltns. Hru?  
 B: Oh, I’m fine. Ruok? How is ur bro?  
 A: My bro is ok. He is on a d8 2day.  
 B: Oic. That’s gr8. It’s getting l8. We should go b4 it gets dark. I hope I will cu l8r. Maybe 2mro?  
 A: Ok! HAND. KIT.



**Task 7. In pairs, play battleships. Choose 5-7 words from this unit, and write them on a Battleships grid. Put one letter per square, write the words horizontally, and they should not touch each other. Say the names of the squares using military alphabet and military digits.**

**Example:** a-5 you say: Alpha-Fife, e-2: Echo-Too

a									
b									
c									
d									
e									
f									
g									
h									
i									
j									
	1	2	4	5	6	7	8	9	0

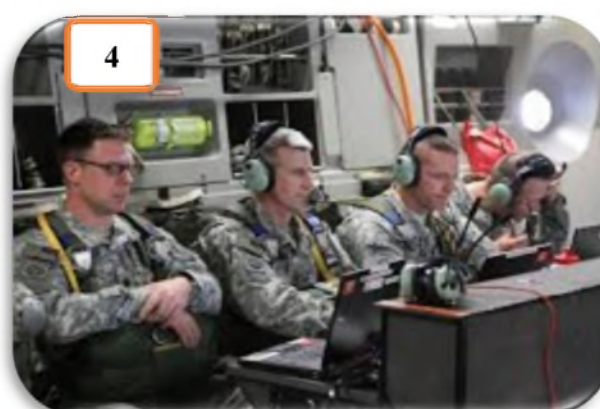


a									
b									
c									
d									
e									
f									
g									
h									
i									
j									
	1	2	4	5	6	7	8	9	0




## UNIT 10. SPECIAL FORCES

### S Task 1. Describe the pictures.



### Task 2. Look at the table. What do you know about Special Forces?

United States Army Special Forces shoulder sleeve insignia	
Active	June 19, 1952 - present
Country	United States of America
Branch	United States Army
Type	Special operations force
Headquarters	Fort Bragg, North Carolina
Nickname	Green Berets, Quiet Professionals,
Motto	De Oppresso Liber U.S. Army's translation: "To Liberate the Oppressed"

**R****Task 3a. Read the text and look up the unknown words in the dictionary.**

# US Army Special Forces

The US Army Special Forces, also known as Green Berets, are a Special Operational force (SOF) of the US Army.

Special Forces (SF) were established in 1952.

Special Forces units perform seven missions:

- Unconventional Warfare,
- Foreign Internal Defense,
- Special Reconnaissance,
- Direct Action,
- Combatting Terrorism,
- Counter-proliferation,
- Information Operations.

These missions make Special Forces unique in the US military, because they are employed throughout the three stages of the operational areas: peacetime, conflict and war.

Foreign Internal Defense operations, SF's main peacetime mission, are designed to help friendly developing nations by working with their military and police forces to improve their technical skills, understanding of human rights issues, and to help with humanitarian and civic action projects.

Often SF units are required to perform additional activities outside their primary missions. These activities are coalition warfare/support, combat search and rescue, security assistance, peacekeeping, humanitarian assistance, humanitarian demining and counter-drug operations.

The "Quiet Professionals," Special Forces units are today deployed worldwide displaying their dominance in full-spectrum operations through their unconventional warfare expertise: from humanitarian assistance and training of indigenous forces, to direct actions and special reconnaissance missions. Special Forces Soldiers live up to the Special Forces motto: De Oppresso Liber, (Free the Oppressed).



## Task 3b. Answer the questions.

1. What are other names of Special Forces?
2. When were Special Forces established?
3. What are seven missions of Special Forces?
4. What makes Special Forces unique in the US military?
5. What is the main peacetime mission of Special Forces?
6. In what way do Special Forces help friendly developing nations?
7. What are the additional activities outside the primary missions of Special Forces?
8. What is the Special Forces motto?





**R** Task 4a. Read the text and look up the unknown words in the dictionary.

# US Special Forces organizational structure

## Elements

### - Battalion HQ Element – SF Operational Detachment-C (SFODC) composition

The SFODC, or "**C-Team**", is the headquarters element of a Special Forces battalion. It is a command and control unit with operations, training, signals and logistic support responsibilities to its three subordinate line companies. A lieutenant colonel commands the battalion and the C-Team. A Special Forces battalion usually consists of three companies: "A", "B", "C", and Headquarters/Support.

### - Company HQ Element – SF Operational Detachment-B (SFODB) composition

The SFODB, or "**B-Team**", is the headquarters element of a Special Forces company, and it is usually composed of 11–13 soldiers. While the A-team typically conducts direct operations, the purpose of the B-Team is to support the company's A-Teams both in garrison and in the field. The ODB is usually led by a major, who is the company commander.

### - Basic Element – SF Operational Detachment-A (SFODA) composition

A Special Forces company consists of usually six ODAs (Operational Detachments-A) or "**A-Teams**". The number of ODAs can vary from company to company, with each ODA specializing in an infiltration skill or a particular mission-set (e.g. Military Freefall (HALO), combat diving, mountain warfare, maritime operations, or urban operations). An ODA consists of 12 men, each of whom has a specific function. A typical Green Berets Team structure usually consists of the following: Weapons Sergeants, Operations Sergeants, Communications Sergeants, Medical Sergeants and Engineering Sergeants. A Commander, Assistant Commander (Warrant Officer), Operations/Intelligence Sergeant and Non-Commissioned Officer-In-Charge complete the team. These teams can be changed according to the type of mission. Each soldier in an ODA is specially trained and cross-trained in different disciplines.

**Task 4b. Complete the sentences using the information from the text above.**

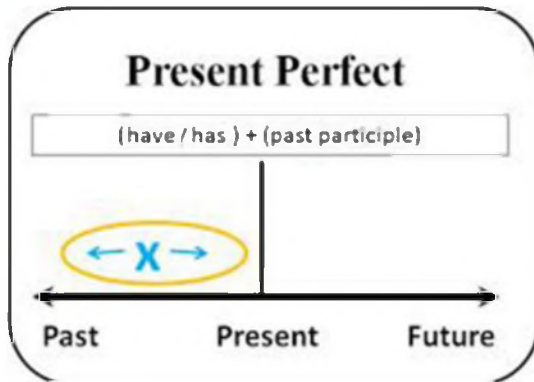


1. The Special Forces Operational Detachment-C or "C-Team" is \_\_\_\_\_
2. The C-Team is a command and control unit with operations, \_\_\_\_\_
3. The B-Team is the headquarters element of a Special Forces company, and is usually composed of \_\_\_\_\_
4. The purpose of the B-Team is \_\_\_\_\_
5. The ODB is usually led by \_\_\_\_\_
6. An ODA consists of 12 men, each of whom \_\_\_\_\_
7. A typical Green Berets Team structure usually consists of the following: \_\_\_\_\_
8. The teams can be changed according to \_\_\_\_\_

**S** Task 5. What do you know about the Special Forces organizational structure in your country?



## G

Present Perfect - *I have done*

*I/ You/ We/ They have done...*  
*He/ She/ It has done...*



*I/ You/ We/ They haven't done...*  
*He/ She/ It hasn't done...*



*Have I/ you/ we/ they done...?*  
*Has he/ she/ it done...?*

It is often used with: *just, already, yet, ever, never.*

## Study the examples.

- He *has been* to the USA three times.
- The commander *has just arrived* at the base.
- *Have* they *ever participated* in peacekeeping operations?

## Task 6. Complete the sentences using the correct form of the verb in brackets.

1. Have you ever met (you/ ever/ meet) anyone famous?
2. \_\_\_\_\_ (he/ not write) the test yet.
3. \_\_\_\_\_ (you/ ever/ be) to London?
4. \_\_\_\_\_ (we/ already/ see) our new commander.
5. \_\_\_\_\_ (they/ just/ join) the army.
6. \_\_\_\_\_ (she/ never/ be) to New York.



## Task 7. Put the words in the correct order.

1. started | not | has | training | Physical | yet.
2. to | commander | spoken | Has | his | he?
3. mountain | climbed | a | have | not | They.
4. Have | you | parachute | ever | with | jumped | a ?
5. a | operation | military | Has | out | carried | Special Forces team ?
6. the | has | mission | just | from | returned | peacekeeping | He.

## Task 8. Complete the sentences using the words from the box in the correct tense form.

give	explode	do	participate	be	arrive
------	---------	----	-------------	----	--------

1. Major Wilsons \_\_\_\_\_ already \_\_\_\_\_ at Fort Boyard.
2. \_\_\_\_\_ you \_\_\_\_\_ a report to your commander?
3. The bomb \_\_\_\_\_ just \_\_\_\_\_.
4. Lately Special Forces troops \_\_\_\_\_ in joint operations.
5. Captain Black \_\_\_\_\_ never \_\_\_\_\_ to Sierra Leone.
6. \_\_\_\_\_ they ever \_\_\_\_\_ physical exercises?

**S****Task 9. Match the missions of Special Forces with its definitions.****1. Direct Action**

a) Special Forces prevent, deter and respond to terrorist activities and train other nations' military in the basics of fighting terrorism.

**2. Counterterrorism**

b) These missions are short duration strikes that are used when Special Forces want to seize, capture, recover or destroy enemy weapons and information or recover designated personnel or material.

**3. Unconventional Warfare**

c) This mission is used to organize, assist and train the military and national defense forces of foreign governments to protect their citizens from aggressors.

**4. Information Operations**

d) These intelligence-gathering activities deal with the enemy's movement and operations.

**5. Foreign Internal Defense**

e) Special Forces employ nontraditional warfare, e.g. guerrilla warfare, to train, equip, advise and assist forces in enemy-held or controlled territory.

**6. Counterproliferation**

f) Special Forces conduct military operations against increasing the number of weapons.

**7. Special Reconnaissance**

g) These kinds of operations include electronic warfare, computer network operations, psychological operations, military deception, and operations security.

**L****Task 10. Listen to the speaker about Special Reconnaissance Mission and find 4 mistakes.**

Very often, before the US Army makes a strategic strike against friendly forces, Special Forces are sent behind enemy lines to run Special Reconnaissance missions — covert, fact-finding missions to uncover information about the enemy.

These intelligence-gathering activities relate to the enemy's movement and operations which are considered to be the most important Green Berets mission.

Special Forces commanders survey enemy camps, machinery and weapons and send back the information to their commanders in order to best prepare for a report.



Special Reconnaissance missions generally take place after any movement by the military. Without that vital information, US Army Soldiers might be caught off by guerrillas and unprepared when entering enemy territory.

**R** Task 11a. Read the text and quickly find 4 unknown words, then in pairs, check your words with the partner.

## SPECIAL RECONNAISSANCE

Reconnaissance is a mission undertaken to obtain information about the activities and resources of the potential enemy, and data concerning characteristics of a particular area.

There are four types of reconnaissance:

- *area reconnaissance* (observation, and information obtained, about a specified location and the area),
- *civil reconnaissance* (gathering a broad spectrum of civil information about a specific population in support of military operations),
- *route reconnaissance* (providing information on route conditions or activities along the route),
- *zone reconnaissance* (obtaining detailed information before maneuvering their forces through particular, designated locations).

Besides these main types of reconnaissance there are hydrographic, meteorological, geographic reconnaissance; poststrike reconnaissance (a distant or close visual, photographic, and/or electronic surveillance) etc. Observation includes use of sensory devices. Reconnaissance does not include espionage.

Special reconnaissance (SR) is conducted by small units of highly trained military personnel, usually from special forces units or military intelligence organizations, who operate behind enemy lines, avoiding direct combat and detection by the enemy. The SR role frequently includes: covert direction of air and missile attacks in areas deep behind enemy lines, placement of remotely monitored sensors and preparations for other special forces. Like other special forces, SR units may also carry out direct action and unconventional warfare, including guerrilla operations.







All units have reconnaissance and counterreconnaissance responsibilities.

Counterreconnaissance means all measures taken to prevent hostile observation of a force, area or place. Reconnaissance and Counterreconnaissance cannot be readily separated. Forces executing reconnaissance missions may be employed simultaneously with counterreconnaissance.

**Task 11b. Answer the questions.**

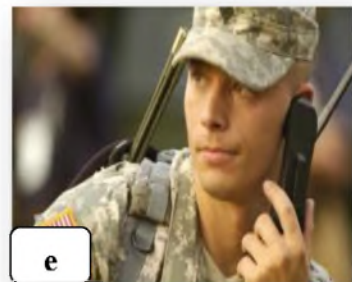
1. What is reconnaissance?
2. What are the types of reconnaissance?
3. What is poststrike reconnaissance?
4. Who conducts special reconnaissance?
5. What is the Special Reconnaissance role?
6. What is counterreconnaissance?

**S** Task 12. Match the pictures with the equipment for reconnaissance. What equipment is used in your country?

personal weapons compass	map night vision device	communications equipment binoculars
 1	 2	 3
 4	 5	 6



**S** Task 13. Match the pictures with the jobs. What job do you consider the most difficult and why?



1. **Special Forces Officer** - is the team leader of an operational detachment alpha. He organizes the mission, outfits the team and debriefs them on the mission objective.

2. **Special forces engineer sergeant** is a specialist across a wide range of disciplines, from demolitions and constructions of field fortifications to topographic survey techniques.

3. **Special forces communications sergeant** can operate every kind of communications gear, from encrypted satellite communications systems to old-style high-frequency Morse key systems.

4. **Special forces medical sergeant** is considered to be the finest first-response / trauma medical technician in the world. He supervises medical care and treatment during missions.

5. **Special forces weapons sergeant** is a weapons specialist. He is capable of operating and maintaining a wide variety of US, allied and other foreign weaponry.

**L** Task 14. Listen to the speaker and fill in the table.

<i>Missions</i>	destruction of enemy weapons	prevention of terrorist activities	guerilla warfare	intelligence gathering
Counter-Terrorism		✓		
Direct Action				
Special Reconnaissance				
Unconventional Warfare				

S

**Task 15. Match the pictures with the definitions. What pictures are extra?**



- Halo Helmet.** High-Altitude Low-Opening (HALO) jumps are made from extreme heights that require an oxygen supply. SF Soldiers open their chutes very close to the ground. This allows entire teams to go unnoticed by radar. \_\_\_\_\_
- Advance Ram Air Parachute System.** This parachute is specially designed for HALO jumps and can function reliably in the severe environmental conditions found on SF operations. \_\_\_\_\_
- Night Vision.** This advanced technology allows SF Soldiers to see during night operations or in dark environments. \_\_\_\_\_
- Re-Breather.** For missions underwater, the Re-Breather is a simple underwater breathing device allowing SF Soldiers to navigate rivers and streams virtually unnoticed. \_\_\_\_\_
- Kayak.** One of the most stealthy boats around, kayaks allow SF Soldiers to paddle unnoticed in rivers and lakes. \_\_\_\_\_
- Inflatable Boat.** Lightweight and quiet, these boats work well on beach landings and helicopter launches. \_\_\_\_\_
- Long-Range Communications.** SF Soldiers use the latest technology to communicate through radio or text messages via satellite computer. \_\_\_\_\_
- M-4 Carbine.** The M-4 Carbine rifle system is used by Special Forces groups because it is lightweight and can be customized with a variety of scopes, lights and parts for any type of mission. \_\_\_\_\_
- M9 Pistol.** The M9 Pistol is a semi-automatic, double action pistol that has a rail system to allow attachment of an Integrated Laser White Light Pointer (ILWLP). The ILWLP provides a tactical advantage in close combat operations and has resulted in increased lethality and survivability for Special Forces Soldiers. \_\_\_\_\_
- Nett Warrior.** Nett Warrior is an integrated dismounted leader situational awareness system for use during combat operations. \_\_\_\_\_

**R** Task 16. Read the Special Forces Creed. Learn the italicized words.

## Special Forces Creed

- I am an American Special Forces Soldier!
- I will do all that my nation requires of me. I am a volunteer, knowing well the *hazards* of my profession.
- I serve with the memory of those who have gone before me. I *pledge* to uphold the honor and integrity of their legacy in all that I am - in all that I do.
- I am a warrior. I will teach and fight whenever and wherever my nation requires. I will *strive* always to *excel* in every art and artifice of war.
- I know that I will be called upon to perform tasks in isolation, far from familiar faces and voices. With the help and guidance of my faith, I will conquer my fears and succeed.
- I will keep my mind and body clean, alert and strong. I will maintain my arms and equipment in an immaculate state befitting a Special Forces Soldier, for this is my *debt* to those who depend upon me.
- I will not fail those with whom I serve. I will not bring *shame* upon myself or Special Forces.
- I will never leave a fallen comrade. I will never *surrender* though I am the last. If I am taken, I pray that I have the strength to *defy* my enemy.
- I am a member of my Nation's chosen soldiery, I serve quietly, not seeking recognition.
- My goal is to succeed in my mission - and live to succeed again.
- De Oppresso Liber

**L** Task 17. Listen to the speaker and fill in the table.

	White Star	Laos	US Army Special Forces	Pather Lao
<i>Name of mission</i>				
<i>Participants</i>			✓	
<i>Location</i>				
<i>Mission against...</i>				

**S** Task 18. Complete the text about the Special Warfare Memorial Statue using the words from the box. What military memorial monuments do you know in your country?

centerpiece	representative	erected	healer	aspire	warrior
-------------	----------------	---------	--------	--------	---------



The Special Warfare Memorial Statue, also known as “Bronze Bruce,” was the first Vietnam memorial in the United States and was \_\_\_\_\_ (1) in 1969. Since then, the statue has become the \_\_\_\_\_ (2) of the US Army Special Operations Command’s Memorial Plaza at Fort Bragg, N.C., and is symbolic of all the command’s Soldiers.

A Special Forces Soldier was chosen as the model for the statue since nearly all Army special operations Soldiers killed in Vietnam were Green Berets.

The 12-foot statue stands upon a rare green granite pedestal that brings the total height of the statue to 22 feet tall. It is a \_\_\_\_\_ (3) of a Special Forces non-commissioned officer, wearing the rank of a sergeant first class. He carries the M-16 rifle in his right hand. He is the perfect \_\_\_\_\_ (4) from the past, a \_\_\_\_\_ (5), a teacher and an opponent of evil. He serves all over the world today and willingly faces any mission. His is the standard to which all Army special operations Soldiers \_\_\_\_\_ (6).



## LEARN MORE!

**R** Task 19a. Read the text and learn the italicized words.



# DELTA FORCE



Everybody's heard of "Delta Force." Almost every aspect of Delta is highly classified, including their training program and organizational structure.

Back in 1977, when *hi-jacking* aircraft and taking *hostages* seemed to be the "in thing," an Army Special Forces officer, Colonel Charles Beckwith, returned from a special assignment with the British Special Air Service (SAS), with a unique idea. He sold the idea of a highly-trained military hostage-rescue force, to the officials at the Pentagon, and they approved.



The 1st Special Forces Operational Detachment, Delta was created.

Delta is the most covert of the US Military Special Operations Forces. Delta is sent when there is a *tough* objective, and nobody wants to know that there was the US Military involvement. Delta is said to have their own fleet of helicopters which are painted in civilian colors and have *fake* registration numbers. Their special training facility is reported to be the best special operations training facility in the World, including "close-quarters-battle" indoor facility nicknamed the "House of Horrors."

Delta recruits from the US Army units world-wide, twice per year. After a very *extensive* screening process, applicants reportedly attend a two or three week special *assessment* and a selection course. Those who make it through the course, enter the Delta Special Operators Training Course, which is estimated to be about six weeks in duration. Delta Force is primarily comprised of hand-picked volunteers from the 82nd Airborne, Army Special Forces and Army Rangers.

Delta is said to be the best in the world at a close-quarters combat.

## Task 19b. Match the descriptions with the words from the text.

1. a person who is seized and held, in order to force other people to do something \_\_\_\_\_
2. to take control of a plane, ship, etc. by force \_\_\_\_\_
3. strict \_\_\_\_\_
4. not real \_\_\_\_\_
5. estimation, evaluation \_\_\_\_\_
6. wide, great in amount, number, or degree \_\_\_\_\_



**W** Task 20. What Special Forces group or team do you know in your country? Write 7-10 sentences about it.

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## TEST YOURSELF 10

### Task 1. Match the words with the alternatives.

- 1 proliferation
- 2 deter
- 3 rescue
- 4 unconventional
- 5 inappropriate



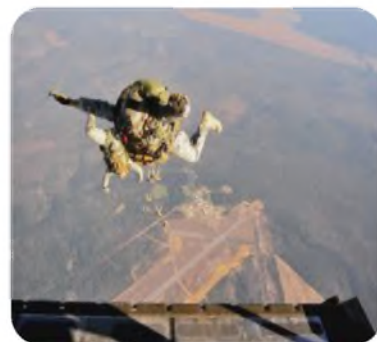
- a saving
- b unusual
- c spread
- d improper
- e stop

### Task 2. Decide if the statements are true (T), false (F) or not given (NG).

1. The US Army Special Forces are a Special Operational force of the US Army. \_\_\_\_\_
2. Special Forces act only in case of conflict or war. \_\_\_\_\_
3. Special Forces take part in civic and humanitarian projects. \_\_\_\_\_
4. Special Forces help friendly forces improve their technical skills. \_\_\_\_\_
5. The US Special Forces always participate in peacekeeping operations. \_\_\_\_\_

### Task 3. Write the questions in Present Perfect.

1. you / answer / the question \_\_\_\_\_
2. captain Daniels / lock / the door \_\_\_\_\_
3. she / see / our base \_\_\_\_\_
4. you / ever / be / to New Jersey \_\_\_\_\_
5. he / join / the army \_\_\_\_\_
6. we / do / this work \_\_\_\_\_



### Task 4. Complete the sentences using the correct form of the verb in brackets.

1. \_\_\_\_\_ (you/ ever/ see) a real tank?
2. \_\_\_\_\_ (he/ not test) the new rifle yet.
3. \_\_\_\_\_ (she/ never/ be) to California.
4. \_\_\_\_\_ (we/ already/ read) the rules.
5. \_\_\_\_\_ (they/ just/ attack) the enemy.
6. \_\_\_\_\_ (you / just/ capture) the terrorist.
7. \_\_\_\_\_ (he/ just/ break) his helmet.



### Task 5. Find the extra word in each line.

1. \_\_\_\_\_ I haven't been to abroad yet.
2. \_\_\_\_\_ They haven't seen never each other for ages.
3. \_\_\_\_\_ He already has a mission on this week.
4. \_\_\_\_\_ Have I did ever done it before?
5. \_\_\_\_\_ What countries does has she visited?
6. \_\_\_\_\_ She has never had fired a pistol.

**Task 6. Complete the sentences with the US Special Forces missions.**

1. \_\_\_\_\_ is used to organize, assist and train the military and national defense forces of foreign governments to protect their citizens from aggressors.
2. \_\_\_\_\_ missions are short duration strikes that are used when Special Forces want to seize, capture, recover or destroy enemy weapons and information.
3. \_\_\_\_\_ is intelligence-gathering activities deal with the enemy's movement and operations.
4. \_\_\_\_\_ is a mission against proliferation of weapons, proliferant states or organizations.
5. \_\_\_\_\_ include electronic warfare, computer network operations, psychological operations etc.

**Task 7. Match the words with their definitions.**

1. **surrender**
2. **succeed**
3. **pledge**
4. **excel**
5. **recognition**
6. **defy**
7. **shame**
8. **legacy**
9. **integrity**
10. **hazard**

- a. to promise solemnly
- b. to accomplish what is attempted or intended
- c. to give up, as to superior power or authority
- d. to be superior in some quality
- e. danger
- f. to offer effective resistance
- g. acceptance
- h. the state of being whole, entire
- i. anything handed down from the past
- j. a gift of property by will

**Task 8. Complete the sentences.**

1. There are four types of reconnaissance: \_\_\_\_\_
2. Special reconnaissance is conducted by \_\_\_\_\_
3. The Special Reconnaissance role includes: \_\_\_\_\_
4. Counterreconnaissance means \_\_\_\_\_

**Task 9. Put the words into the groups. Some words can be in several groups.**

approve	assessment	extensive
tough	unique	hijack
hostage	fake	pledge
covert	healer	warrior

<b>noun</b>	<b>verb</b>	<b>adjective</b>



## UNIT 11. MODERN TECHNOLOGIES

### **S** Task 1. Work in pairs. Choose the correct option.

- The world's first computer, called the Z1, was invented by Konrad Zuse in \_\_\_\_\_.  
a) 1977                      b) 1962                      c) 1936
- The first computer mouse was invented by D. Engelbart in around 1964 and was made of \_\_\_\_\_.  
a) wood                      b) metal                      c) plastic
- It took the World Wide Web only \_\_\_\_\_ years to reach 50 million users.  
a) 5                          b) 4                          c) 6
- According to a digital research made by the Radicati Group, more than 294 billion emails are sent and received daily, \_\_\_\_\_ of which are spam.  
a) 90%                      b) 23%                      c) 48%
- According to Internet World Stats about \_\_\_\_\_ people connect to the Internet.  
a) 2.4 billion                      b) 1 billion                      c) 1.8 billion
- About \_\_\_\_\_ cell phones are sold every day.  
a) 3 hundred                      b) 3 thousand                      c) 3 million
- The first public cell phone call was made on April 3, \_\_\_\_\_ by Martin Cooper.  
a) 1963                      b) 1973                      c) 1983
- It is estimated that one of every \_\_\_\_\_ married couples started by meeting online.  
a) eight                      b) eight hundred                      c) eighty
- \_\_\_\_\_ tons of old computers and other technological hardware are trashed in the United States each year.  
a) 220 million                      b) 220 thousand                      c) 220
- \_\_\_\_\_ of virus writers actually work under a contract for an organization.  
a) 10%                      b) 70%                      c) 30%



### **L** Task 2. Listen to the reporter speaking about modern technology and decide if the statements are true (T) or false (F).

- Nearly half of people are dependent on modern technology every day. \_\_\_\_\_
- The most favorite devices are laptops. \_\_\_\_\_
- Nowadays people like reading e-books. \_\_\_\_\_
- iPhone is a line of smartphones. \_\_\_\_\_
- Mp3 player is the only device people use to listen to music. \_\_\_\_\_

### **S** Task 3. Name the devices you can see in the picture. In what way do you use them?



1



2



3



4



5



6



7



8

**L** Task 4. Listen to people speaking about modern technology. Put the number of a speaker next to his/her opinion.

1. Speaker regrets that s/he spends a lot of time on modern technology.
2. Speaker uses modern technology to communicate with people.
3. Speaker watches movies, plays games, listens to music on PlayStation.
4. Speaker is dependent on modern devices.

**R** Task 5a. Read the text about importance of modern technology nowadays. Do you agree with the author? Give your own opinion.

### Why is Technology So Important Today?

Have you ever asked yourself why technology is so important today? Just look around and you'll know why. Literally, at every instant of time, you are surrounded by technology. Whether you are working or resting, you are always using technology. It is used everywhere and all the time. We need technology. It's important. Why?

- 5 Places far away have come closer, thanks to technology. Nowadays communication is quicker, travel is faster, and movement is easier. Things that once took hours to complete, can be done in seconds.

- 10 Technology has changed the way people communicate. Communication systems have evolved from pigeons carrying messages to emails and instant messages that travel long distances in seconds. Cellular technology and satellite communication have increased communication speeds and made 'connecting' easier. The Internet has enabled easy exchange of information over long distances. Just a few clicks of your computer mouse can take you anywhere on the Internet.



- 15 Satellite and radio communication have changed the entertainment industry. Channels from all over the world are now available on your TV set, thanks to technology. Television shows and films can reach the masses within minutes after their release. Radio communication has made it possible to broadcast programs to the remotest of locations.

- 20 The role of computers and Internet in education cannot be ignored. The use of computers in teaching has made learning more interesting. Computers enable better storage and presentation of information, thus making the process of teaching more effective. Educational CDs are available everywhere. Lessons can be uploaded on websites, as PDFs or even as videos. This has provided for better ways of knowledge sharing. Online training courses have led to spread of education.



- 25 And all the information in the world is so widely available, thanks to the World Wide Web.

- 30 Technology is as important in the healthcare industry as in any other. Right from easy communication between healthcare professionals and patients to computer-assisted medical procedures, it's technology everywhere. In various diagnostic procedures from scans to complex therapies,

technology has a vital role to play. Many medical procedures are mechanized. Even surgeries are simulated on and assisted by machines.

- 35 Technological development has never stopped. Nanotechnology has gone on to understand things at their nano level. Space exploration has gone on to explore extraterrestrial life. Genetic research has revealed how various traits or even hereditary diseases are transferred across generations. Processes like cloning and genetic engineering are attempting to alter traits in individuals. Artificial intelligence can make machines learn, thus developing intelligence in them. Things we would never have imagined have come into reality due to application of technology.

- 40 At the heart of every piece of technology is automation. Laborious and repetitive tasks are best done by machines. With automation come efficiency and speed. They save human effort and time and make life easier and more comfortable. Nothing else has changed living the way technology has. And that's exactly why technology is so important today and will always be.

**Task 5b. Find the words according to their definitions. The line is given in brackets.**

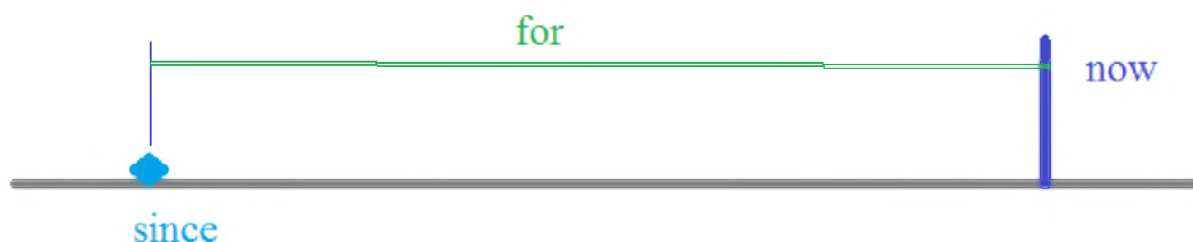
1. moment (2)
2. develop gradually, esp. from a simple to a more complex form (9)
3. the action of making a recording, or other product available for general viewing or purchase (17)
4. give (someone or something) the authority or means to do something (20)
5. transfer (data) to another computer system; transmit (data) (22)
6. reproduced or made to resemble; imitative in character (33)
7. a distinguishing quality or characteristic, typically one belonging to a person (36)
8. change or cause to change in character or composition, typically in a comparatively small but significant way (37)

**Task 5c. Work in pairs discussing next questions.**

1. What is World Wide Web?
2. What do you understand by the term “nanotechnology”?
3. What is the best way for sharing information?
4. Find some examples of the Present Perfect used in the text (Positive, Negative sentences and Questions).

**G** **Present Perfect. *For, since***

We use the words ***for*** and ***since*** to talk about the action which started in the past and continues up to the present.



We use ***for*** when we speak about a period of time (two hours, six weeks, a long time, ages) etc.

We use ***since*** when we speak about the beginning of a period (8 o'clock, Monday, September, 1995) etc.

**Study the examples.**

- He has been a researcher ***for*** more than ten years.
- He has been a researcher ***since*** 2002.

**Task 6. Write *SINCE* or *FOR*.**

1. Text messaging and online chats have become the preferred method of youth communication \_\_\_\_\_ new ways of communications were invented.
2. \_\_\_\_\_ a long time, we've been able to pride ourselves on the fact that we're smarter than our primitive ancestors.
3. \_\_\_\_\_ many years, science has introduced newer equipment and gadgets that make our lives easier and more manageable.
4. \_\_\_\_\_ Japan is much dependent on imported fuel, nuclear energy has become Japan's priority.
5. \_\_\_\_\_ featuring Ben's invention, he has continued to develop and progress with his innovative product.
6. \_\_\_\_\_ more than 20 years, Apple has provided new and innovative solutions for people with disabilities.



## L Task 7a. Learn the given words.

must-have (n)  
geotag (v)  
walkabout (n)  
snapshot (n)  
outrageous (adj)

round out (v)  
gear (n)  
swap (v)  
spring for (v)



## Task 7b. Complete the sentences using the words from Task 7a.



1. A message board a place where people can \_\_\_\_\_ messages, share ideas, make friends and have conversations.
2. We took down the tent and packed all the \_\_\_\_\_ away.
3. The visit to the ancient temple was the perfect thing to \_\_\_\_\_ our vacation.
4. To blame teachers when the system has failed both staff and students is \_\_\_\_\_.
5. In 1986 the BBC launched an ambitious project to record a \_\_\_\_\_ of everyday life across the UK for future generations.
6. Max \_\_\_\_\_ pizza, and we all had a great time.
7. The mobile phone is now a \_\_\_\_\_ for children.
8. The group listened to presentations at Northmoor Community Centre, chatted to residents and staff, and enjoyed a \_\_\_\_\_ in the sunshine.
9. A GPS-equipped camera lets you \_\_\_\_\_ your photos and videos.

## Task 7c. Listen and write the gadgets mentioned by the speaker.



## Task 7d. Listen again and complete the sentences. What reasons does he give for each of them?



1. The iPhone can work in a lot of places so the applications alone can be \_\_\_\_\_.
2. Having a digital camera with geotagging options, you can \_\_\_\_\_.
3. You should take an electronic translator abroad if \_\_\_\_\_.
4. In the overcrowded streets you can wear headphones to \_\_\_\_\_.
5. A universal power adapter is a compact solution for charging

your gadget because \_\_\_\_\_.

## S Task 8. Work in pairs. Imagine you are going to travel abroad.

What gadgets will you take with you? What do you think is an absolute must-have for world travel?

## W Task 9. Write a letter to your friend giving advice on how to use the modern device she/he has just bought.

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**R** Task 10a. Do you have a tablet? How do you use it in your everyday life? Read the text about tablet computers and fill in the gaps.

warfighter	popping up	data input	touchscreen	awareness
affordable	handheld	ruggedized	strides	supplemented

### Tablets in Our Life

As technology keeps on advancing, we can see more devices \_\_\_\_\_(1) on the market; among them are tablet computers, or simply tablets. Developed in the last two decades of 20th century the devices only became practical and \_\_\_\_\_(2) in the early years of the present century. They have made enormous \_\_\_\_\_(3) in the last few years. Among tablets available in the market in 2012, the top-selling line of devices is Apple's iPad with 100 million sold by mid October 2012 since it was released in April 3, 2010, followed by Amazon's Kindle Fire with 7 million, and Barnes & Noble's Nook with 5 million. Tablets typically offer a \_\_\_\_\_(4), with finger (or stylus) gestures acting as the primary means of control, though often \_\_\_\_\_(5) by the use of one or more physical context sensitive buttons; an on-screen, hideable virtual keyboard is generally offered as the principal means of \_\_\_\_\_(6), differentiating themselves through size from functionally similar smartphones or laptops.



One of the earliest adopters of \_\_\_\_\_(7) computers was the US military, and today the military remains one of the largest users of these devices. Military personnel all over the world use wireless handheld computers to take inventory of supplies and equipment, record inspection and maintenance data, manage shipments, and support other military operations. Many of these activities take place in remote locations requiring specialized, \_\_\_\_\_(8) mobile computing devices. Marine pilots are using the iPad to replace flight documents during missions in Afghanistan. Tablets and smartphones help Army medics treat injured soldiers. The Federal Aviation Administration earlier authorized commercial and charter carriers to use a tablet in the cockpit, replacing up to 40 pounds of manuals in the flight bag and freeing airmen from spending hours on paperwork.

The draw of having computing devices for individual soldiers is versatility and situational \_\_\_\_\_(9). There are numerous opportunities to provide valuable service to the \_\_\_\_\_(10) who deals with an increasing volume of information sent by satellites, sensors, aircraft, ground vehicles, and other soldiers. Fast response times during conflict require quick and accurate communication. With portable form factors, such as tablets and smartphones, warfighters can access the information they need where and when they need it.

### Task 10b. Match the words with the definitions.

1	warfighter	A	a display device that allows a user to interact with a computer by touching areas on the screen
2	pop up	B	inexpensive; reasonably priced
3	data input	C	added to something else in order to complete or enhance it
4	touchscreen	D	small and light enough to be operated while you hold it in your hands
5	awareness	E	to be made durable, as for military use
6	affordable	F	a soldier in combat
7	handheld	G	an act of inputting data into a computer, such as by typing out handwriting, capturing data from scanned documents, etc.
8	ruggedized	H	to make progress towards a goal
9	make strides	J	knowledge or understanding of a subject or situation
10	supplemented	I	appear or occur suddenly and unexpectedly

## G

 Present Perfect or Past Simple

Present Perfect	Past Simple
<p>Incomplete action that started in the past and continue to the present:</p> <p>Lundy <b>has served</b> in the Army for 25 years. (He is a Brigadier General.)</p>	<p>Complete action:</p> <p>Col. Richard Hatch <b>served</b> for more than 40 years in an Army that provided him a challenging aviation career as an enlisted Soldier, then as a warrant officer and, lastly, as an officer. (Nowadays he is retired.)</p>
<p>A finished action in someone's life ( the person is still alive: life experience):</p> <p>Matt Richardson <b>has invented</b> a camera that tells you what you're seeing.</p>	<p>A finished action in someone's life ( the person is dead):</p> <p>Thomas Edison <b>invented</b> the light bulb.</p>
<p>We use the <b>Present Perfect tense</b> with time references that refer to the time up to now:</p> <p>Tetris Holding <b>has sold</b> more than 40 million copies worldwide up to now.</p> <p>just, already, up to now, until now / till now, ever/never, (not) yet, so far, lately / recently</p>	<p>We use the <b>Past Simple tense</b> to talk about a definite finished time in the past:</p> <p>Farooq Alvi brothers <b>created</b> the first computer virus, a boot sector virus, in 1986 to protect their research work.</p> <p>yesterday, ... ago, in 1990, the other day, last ..., when I was a child...</p>

### Task 11. Choose the correct option.

- Modern technology **improved/ has improved** a lot of aspects in our lives.
- In late 1971 Raymond S Tomlinson **sent/ has sent** the first useful email to a user separated from the same host by simply implementing a minor addition to the protocol, the @ sign in the email address, which we still use today.
- The earliest computers simply **perform/ have performed** calculations.
- Afghan women **made/ have made** great strides since 2001.
- Experts **found/ have found** ways on how we can better enjoy our life by simply improving our health.
- Inventors, Jung Won Seo, Jae-Woo Park, Keong Su Lim, Ji-Hwan Yang and Sang Jung Kang, who are scientists at the Korean Advanced Institute of Science and Technology, **created/ have created** the world's first transparent computer chip.
- Rugged computing devices **became/ have become** much more sophisticated and advanced in the last few years.
- At first, I didn't like it, but it gradually **became/ has become** fun.
- He **found/ has found** the granite cliff and realised its potential for defence.
- Since the 1950s DARPA, the US Defence Advanced Research Projects Agency, **sponsored/ has sponsored** many of the strangest-seeming ideas.

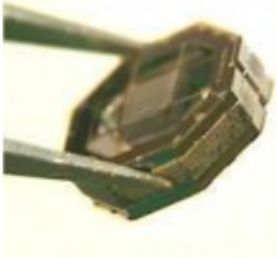




**Task 12a. Read about military technologies and match the descriptions with the pictures.**

Soldiers must still provide the "boots on the ground" in an era of modern warfare that includes guided missiles and flying robots. But the U.S. military have begun arming today's soldiers with far more potent futuristic technologies and weapons. Check out some of the many technologies changing the battlefield for individual soldiers.

1



**Tiny Navigators**

A

Imagine a guided missile that a single soldier can carry, fire off and control remotely like a drone until it finds a target. U.S. troops have already begun using the portable Switchblade drone that fits into a backpack and deploys from a launcher tube. If no enemies or targets appear immediately, the soldier can keep the drone flying around overhead until an opportunity presents itself — a cue for the drone to dive or glide silently downward with explosive results.

2



**Humanoid Robots**

B

Night vision goggles have already become well-known gadgets in a modern soldier's arsenal, but the U.S. military could soon get special goggles or even contacts that give troops superhero vision. The U.S. Defense Advanced Research Projects agency launched its "PIXNET" project aimed at creating an all-in-one vision device for seeing under night conditions or in bad weather. DARPA has also funded contact lenses that could display video streams from surveillance drones or augmented reality overlays for navigation and targeting.

3



**Handheld 'Tricorder' Scanners**

C

A miniature clock that uses the orbiting electrons of atoms as timekeepers could give every U.S. soldier precise navigation and targeting at all times — even if the enemy attempts to jam GPS signals. Such tiny "atomic clocks" can coordinate friendly troop movements to ensure that every soldier's location is marked and known in real time. Or they could synchronize the timing of "smart" grenade launchers or suicide drones carried by soldiers to ensure pinpoint accuracy and timing for the weapons to explode.

4

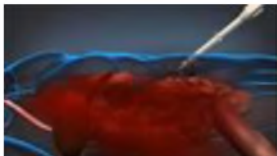


**Switchblade drones**

D

Soldiers burdened by possibly over 100 pounds of equipment could end up sharing the load with robots. A four-legged U.S. military robot designed by Boston Dynamics aims to become a best friend to soldiers or Marines by carrying up to 400 pounds while following humans like an oversized dog. Field testing has already shown how the robot can obey voice commands as it trudges through the woods and even find its own footing after a tumble. Future versions may even act as portable recharging stations for soldiers' many gadgets.

5



**Foam Injections Stop Bleeding**

E

If SEAL Team Six had to prepare for a mission in the near future, they might practice entering buildings and taking down targets through an immersive virtual reality system. The U.S. Army has pushed ahead with fielding such a system, called "Dismounted Soldier," that combines video game graphics and motion tracking sensors to allow for real-world motions that translate into a virtual setting. Soldiers wearing the helmet-mounted display and carrying real weapons would train almost as they would in real life on a 10-foot-by-10-foot mat that also provides vibrations as feedback. The simulator is expected to roll out in the summer of 2013.

6



**All-in-One Vision Device**

7



**Smart Bullets**

8



**Smart Uniforms for Protection**

9



**Virtual Reality Training Simulator**

10



**Military's Robot Mules**

**F**

Bullets and explosions don't pose the only battlefield threats. A new generation of military uniforms could help soldiers survive the tinier threats from chemical or biological weapons released into the air or battlefield environment. Army researchers have already looked at "omniphobic" clothing capable of repelling chemical warfare agents, bacteria, viruses and all kinds of liquids or dirt. U.S. labs have even begun making special materials that can sense chemicals and snap their pores shut in protective mode — materials that might end up in uniforms within a decade.

**G**

Life-saving foam injected into the body could save U.S. troops from bleeding out on the battlefield before they get moved to a hospital for proper emergency care. Such foam consists of two liquids that would solidify through mixing to encase a wounded soldier's body cavity and protect them from internal bleeding — the leading cause of potentially survivable deaths on the battlefield.

**H**

Soldiers may get an early version of "Star Trek" tricorders based on portable scanning technology. U.S. researchers created microchips that can radiate terahertz waves, known as T-rays, capable of penetrating solid materials without the damaging effects of X-rays. That opens the door for handheld scanners the size of smartphones that can find hidden weapons or produce medical scanning images of the human body.

**J**

Soldiers have historically wasted hundreds of rounds of ammunition to kill a single enemy. That could change with new "smart" bullet technology ensuring a one shot, one kill mentality for the U.S. military. Engineers at Sandia National Laboratories created a bullet that uses tiny fins to adjust its flight up to 30 times per second and home in on laser-designated targets at distances of more than a mile. The new bullet requires special smoothbore guns instead of today's rifled weapons, but the end results may prove tempting enough to make the switch.

**I**

Humanoid robots could drive vehicles, handle power tools and wade into dangerous battlefield scenarios ahead of their human companions on future battlefields — even if they won't necessarily fight weapons-in-hand like Terminators. The U.S. military's Defense Advanced Research Project Agency has sponsored a \$2 million challenge for companies to make humanoid robots a reality over the next few years. And the U.S. Navy has invested separately in its own dream of a firefighting humanoid robot that can climb ship ladders and hurl fire-extinguishing grenades.

**Task 12b. Match the words to make word combinations, then write your own sentences using them.**

to arm	targets
a guided	troop movements
to coordinate	terahertz waves
to obey	soldiers
to take down	gun
to radiate	commands
a smoothbore	missile

**S** Task 13. Discuss in groups the ways military personnel use modern devices.

**W** Task 14. Write a short article for a military magazine about latest military technology.

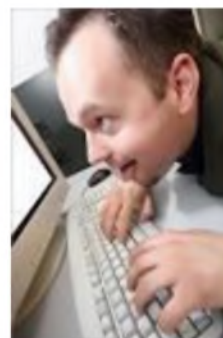
**LEARN MORE!**

**R** Task 15. Read the text and match the headings to the correct paragraphs. Look up new words in the dictionary.

### **Dangers of Internet Addiction**

Be it the cell phone, TV or computer; the current younger generation can't do without a piece of technology on their fingertips. Explore the world of technology addiction - what qualifies it to be called an 'addiction' and what this means in today's world.

**1** An addiction to a piece of technology can be different, depending on the technology. Internet addiction is the largest among them all. A majority of people who are addicted to Internet are teenagers and young adults. In America, out of an estimated 200 million Internet users, nearly 10% are suffering from Internet addiction disorder. The number of Internet addicts is increasing every year at the rate of 25%. Internet addiction has actually been recognized as a "clinical disorder" since 1996, when a study on it was published in the journal *Cyberpsychology and Behavior*. This includes online gambling, multiplayer gaming, social networking and cyber-sex (porn sites and adult chat rooms).



**2** Many people turn to the Internet in order to manage unpleasant feelings such as stress, loneliness, depression, and anxiety. When you have a bad day and are looking for a way to escape your problems or to quickly relieve stress or self-soothe, the Internet can be an easily accessible outlet. Losing yourself online can temporarily make feelings such as loneliness, stress, anxiety, depression, and boredom evaporate into thin air. As much comfort as the Internet can provide, though, it's important to remember that there are healthier (and more effective) ways to keep difficult feelings in check. These may include exercising, meditating, using sensory relaxation strategies, and practicing simple breathing exercises.



For many people, an important aspect of overcoming Internet and computer addiction is to find alternate ways to handle these difficult feelings. Even when your Internet use is back to healthy levels, the painful and unpleasant feelings that may have prompted you to engage in unhealthy Internet use in the past will remain. So, it's worth spending some time thinking about the different ways you intend to deal with stressful situations and the daily irritations that would normally have you logging on.



**3** You can tell if you can't live off the grid if:

- You lie about the time you spend online. This means you know what you're doing is wrong in some way. This is the major cause of depression due to excessive times spent online.
- You feel that the Internet provides what real life can fail to. You slowly start drifting further away from all contacts to reality without you even realizing it.
- The time you need to spend online keeps increasing. This means what satisfaction you used to get from 1 hour of online free poker now needs 4 hours.
- You find yourself working late more often because you can't complete your work on time — then staying even longer when everyone else has gone home so you can use the Internet freely.
- It leads to intense withdrawal symptoms resulting in a feeling of a loss-of-self, depression and aggression.

**4** • Ask yourself, “What am I missing out on when I spend so much time on the Internet?” Write down these activities and decrease your Internet time to pursue some of them.

- Set reasonable Internet use goals and stick to them. Take frequent breaks, at least 5 minutes each hour, and do some other activity.
- Alter your routine to break your usage patterns. If you spend evenings on the Internet, start limiting your use to mornings.
- Seek out friends and acquaintances who “couldn't care less” about the Internet. Take time to appreciate the fact that all life is not yet online.
- Stay connected to the offline world. Visit newsstands, book and music stores, and participate in entertainment such as museums, music, and live theater.
- Treat the Internet as a tool. Stay focused on the fact that the Internet is a means to an end. Plan your strategy—whether you're looking for information or entertainment—with the end in mind and you'll save valuable time.



- a) What Makes an Addiction?
- b) Symptoms of Internet Addiction
- c) Tips for dealing with Internet addiction:
- d) Internet Addiction as One of Technology Addictions

**L**

**Task 16. Listen and decide if the statements are true (T), false(F) or not given (NG).**

1. The government tries to cut down an amount of time young people waste on computer games. \_\_\_\_\_
2. Two-thirds of teenagers in South Korea are internet addicts. \_\_\_\_\_
3. Horse-riding is the only technic doctors use to treat internet addicts. \_\_\_\_\_
4. Young people ride horses 3 hours every day. \_\_\_\_\_
5. There are two therapy centres owned by the Korean Riding Association. \_\_\_\_\_

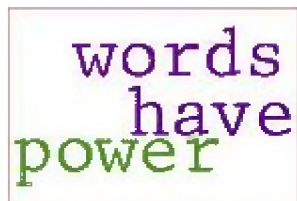
**Task 17. Work in pairs. Answer the questions below.**

1. Do you frequently find yourself on the Internet longer than you intended?
2. Do a few minutes turn in to a few hours?
3. Do you get irritated when your modem breaks down?
4. Do you lie to your family and friends about the amount of time you spend on the computer and what you do while you're online?
5. Is your social life suffering because of all the time you spend online?
6. Do you use the Internet as an outlet when stressed, sad, or for excitement?
7. Have you tried to limit your Internet time but failed?



## TEST YOURSELF 11

**Task 1. Write the words corresponding to the descriptions below.**



1. \_\_\_\_\_: a strong need or wish to spend as much time as possible doing a particular activity.
2. \_\_\_\_\_: a small computer which you use by touching the screen rather than using a keyboard
3. \_\_\_\_\_: to send documents or programs from your computer to a larger system using the Internet
4. \_\_\_\_\_: a small piece of equipment that uses new technology
5. \_\_\_\_\_: succeed in dealing with (a problem or difficulty)
6. \_\_\_\_\_: a very large collection of documents, pictures, sounds etc stored on computers in many different places and connected through the Internet
7. \_\_\_\_\_: a remote-controlled pilotless aircraft or missile
8. \_\_\_\_\_: a computer screen that you touch in order to choose what you want to see next
9. \_\_\_\_\_: storing information such as sound or pictures as numbers or electronic signals
10. \_\_\_\_\_: something that is so exciting, modern, or useful that everyone wants to have it



**G**

**Task 2. Present Perfect or Past Simple?**

**The History of Military Computers**

"Computers," meaning calculating machines \_\_\_\_\_ (1) **(exist)** for centuries, but the first electronic and digital computers \_\_\_\_\_ (2) **(not appear)** until the outbreak of World War II. The first digital computer prototypes, Konrad Zuse's Z3, \_\_\_\_\_ (3) **(be complete)** in 1941.

The ENIAC computer \_\_\_\_\_ (4) **(be built)** at the University of Pennsylvania between 1943 and 1945. While the computer \_\_\_\_\_ (5) **(not come)** on-line until after the war, in 1946, it \_\_\_\_\_ (6) **(continue)** in military use. ENIAC's first major job \_\_\_\_\_ (7) **(be)** to calculate factors involved with the building of a hydrogen bomb.

Starting with ENIAC and continuing to the present, the military's use of computers \_\_\_\_\_ (8) **(meet)** a variety of needs. The earliest computers simply \_\_\_\_\_ (9) **(perform)** calculations: mathematicians \_\_\_\_\_ (10) **(check)** ENIAC's early programs against calculations performed by hand (40 hours of calculations translated to about 20 seconds of work by ENIAC). The more sophisticated computers of later decades \_\_\_\_\_ (11) **(advance)** enough to guide missiles and control key defenses.

Many computers \_\_\_\_\_ (12) **(follow)** ENIAC into military service. The IBM corporation \_\_\_\_\_ (13) **(take)** its first foray into the commercial computer market with its Model 701 computer, designed specifically for military use during the Korean War of the early 1950s. In 1958, the AN/FSQ-7 computer \_\_\_\_\_ (14) **(come)** on-line as the central computer for the military's air defense system. The first computer to run with a parallel-array processing system \_\_\_\_\_ (15) **(be)** the ILLIAC IV, built in 1966. This Department of Defense computer \_\_\_\_\_ (16) **(can)** compute 200 million instructions per second. The effort to link computers \_\_\_\_\_ (17) **(result)** in a 1973 research program by the US Defense Advanced Research Projects Agency (DARPA). Researchers \_\_\_\_\_ (18) **(refer)** to the resulting system of networked computers as the "Internet." Further development of these networks among civilian computers would lead (after about a decade) to the modern Internet.



**Task 3. Write *SINCE* or *FOR*.**

- |                                   |                             |
|-----------------------------------|-----------------------------|
| 1. _____ 2007                     | 6. _____ seven hours a day  |
| 2. _____ more than ten years      | 7. _____ along time         |
| 3. _____ it was released in April | 8. _____ ages               |
| 4. _____ 5 years                  | 9. _____ 08:00 this morning |
| 5. _____ I was 5 years old        | 10. _____ last Christmas    |

**R****Task 4. Read the task and decide if the statements are true (T), false (F) or not given (NG).**

Every one of us who has had their fair share of science fiction movie knows what night vision glasses are. They are mostly used by the armed forces or the security personnel. These goggles were first used in the WWII and since then they have grown in popularity in the arsenal of every army throughout the world. These goggles help the user see in the dark, as you can distinguish objects clearly with it.

Since its invention there have been a number of modifications to the original design but essentially the principle of operation remains the same. Even during the night or in the dark there is a little amount of light that the human eye cannot detect.

The passive NVGs work in the following manner:

- In the dark small packets of light called photons, come and hit the goggle and is turned into electron.
- This electron is used to hit a thinly charged disc, thereby creating some more electrons.
- All these electrons hit the phosphor screen and this creates an image in front of the viewer's eyes.
- As human beings can perceive different shades of green, so the product is manufactured in such a way that the image comes up in green.

There are other types of NVGs as well, which use infrared or near infrared light to give you a clear image in the dark. The infrared NVGs use a technology called Automatic Gain Control to create visible contrast for objects in the dark.

It should be remembered that army NVGs are much more precise and incorporate latest technology when compared to the civilian models. Night vision goggles can only help you in low lighting conditions, so do not expect them to work if there is extremely low amount of light in the room.

NVGs are particularly popular among wildlife enthusiasts as these give them a chance to observe nocturnal animals in their natural behavior without disturbing them.



1. Objects can be distinguished clearly with these goggles in the dark. \_\_\_\_\_
2. The principle of operation has changed since invention of night vision glasses. \_\_\_\_\_
3. Everyone who has this device knows how the night vision glasses work. \_\_\_\_\_
4. Night vision goggles are also usable in the room. \_\_\_\_\_
5. Civilians prefer observing animals with NVGs. \_\_\_\_\_

**W****Task 5. Do you have a gadget? Write a letter about advantages and disadvantages of using it.**



## UNIT 12. CRIME

**S** Task 1. Look at the pictures below and match them with the words from the box.

weapons smuggling	money laundering	kidnapping
drug trade	arson	illegal gambling



1



2



3



4



5



6

**R** Task 2a. Read the text. Learn the new words from the box.

commit a crime	rape	violate a law	breach a rule	rage	greed	revenge
offense	harm	threaten	destroy	criminal	increase gain	decrease risk

People always want the peaceful and safe life but there is one problem...crime. Crime is the breaking of rules or laws. A person who has violated a law, or has breached a rule, is said to have committed a criminal offense and is a criminal.

There are a lot of reasons for committing a crime. Among of them can be greed, anger, revenge, or pride. Some people decide to commit a crime and carefully plan everything in advance to increase gain and decrease risk. These people are making choices about their behavior; some even consider a life of crime better than a regular job – believing crime brings in greater rewards, admiration, and excitement – at least until they are caught. Others get an adrenaline rush when successfully carrying out a dangerous crime. Others commit crimes on impulse, out of rage or fear.

There are three main types of crime: property crime, violent crime and organized crime.

A property crime is committed when someone damages, destroys or steals someone else's property, such as stealing a car or vandalizing a building. Property crimes are by far the most commonly committed crimes in the world. The most well-known property crimes are robbery, burglary, theft and arson.

A violent crime occurs when someone harms, attempts to harm, threatens to harm or even conspires to harm someone else. Violent crimes are offenses which involve force or threat of force, such as rape, murder or kidnapping.

An organized crime is crime committed by structured groups. The most spread crimes of this type are drug trade, illegal gambling, weapons smuggling and money laundering.

**Task 2b. Decide if the statements are true (T) or false (F).**

1. Violent crimes are the most spread ones among the other types of crimes in the world. \_\_\_\_\_
2. Criminal is a person who has committed a crime. \_\_\_\_\_
3. Weapons smuggling is a property crime. \_\_\_\_\_
4. There are a lot of causes for committing a crime. \_\_\_\_\_
5. Kidnapping usually involves force or threat of force. \_\_\_\_\_

**L****Task 3. Listen to the speaker. Which statement is correct?**

1. The reason for the worst terrible crime is money.
2. The reason for the worst terrible crime is religion.
3. The reason for the worst terrible crime is anger.
4. The reason for the worst terrible crime is revenge.

**G****Present Perfect Continuous: have/has + been + verb -ing:**

Present Perfect Continuous is used for an action that has just stopped or is still continuing. The result of the action is always connected with now.

Positive	Negative	Question
I <b>have been</b> doing	I <b>have not (haven't)</b> been doing	<b>Have I</b> been doing?
you <b>have been</b> doing	you <b>have not (haven't)</b> been doing	<b>Have you</b> been doing?
he <b>has been</b> doing	he <b>has not (hasn't)</b> been doing	<b>Has he</b> been doing?
she <b>has been</b> doing	she <b>has not (hasn't)</b> been doing	<b>Has she</b> been doing?
it <b>has been</b> doing	it <b>has not (hasn't)</b> been doing	<b>Has it</b> been doing?
we <b>have been</b> doing	we <b>have not (haven't)</b> been doing	<b>Have we</b> been doing?
you <b>have been</b> doing	you <b>have not (haven't)</b> been doing	<b>Have you</b> been doing?
they <b>have been</b> doing	they <b>have not (haven't)</b> been doing	<b>Have they</b> been doing?

**Study the examples.**

- The soldiers **have been digging** the trench all afternoon.
- The senior officer is bad-tempered because he **has been overdoing** things recently.
- Major Tom Collins **has been taking** my coffee without asking me!
- He has got punishment because he **has been going** absent without leave every weekend.

**Useful Information**

The time expressions we use with the Present Perfect Continuous are: *for, since, how long...?, all day/ morning/month etc, lately, recently*

With the verbs **live, work, teach** and **feel** we can use the Present Perfect or the Present Perfect Continuous with no difference in meaning. He **has lived/ has been living** in London for the last ten years.

**Task 4. Put the verbs in brackets into the Present Perfect Continuous.**

1. Lieutenant Andrews. \_\_\_\_ Number 4 platoon for 2 years. (command)
2. –Why are you out of your breath?  
– I \_\_\_\_ for thirty minutes (run)
3. – Why are you usually so nervous?  
– Because you \_\_\_\_ on my nerves since I saw you for the first time! (get)
4. Why are you so exhausted!  
– I \_\_\_\_ my exercises all day long. (prepare)
5. The soldiers \_\_\_\_ all day. (train)



**Task 5. Look at the sentences and decide if they are right (R) or wrong (W).**

1. Mr Groma **has been committing** crimes since his early teens. \_\_\_\_\_
2. Major Smith **has been training** in simulated battle conditions the day before yesterday. \_\_\_\_\_
3. The sections **have been placing** concealed obstacles to slow down an enemy attack at 6 a.m. \_\_\_\_\_
4. Police **have been searching** for well-known criminal Josh Raba for three months. \_\_\_\_\_
5. Officers **have been doing** exercises in gym to develop their strength and endurance last year. \_\_\_\_\_

**Task 6. Make sentences using the words in brackets. Put the verb in the correct form, Present Perfect (I have done) or Present Perfect Continuous (I have been doing). Sometimes both forms are correct.**

**Example:** Mike is sitting on the grass. He is out of breath. (he/run) *He has been running.*

1. It is still snowing. I wish it would stop. (it/snow/all day)
2. Where is my suitcase? I left it under this table. (somebody/steal/it)
3. I am not hungry. (I/eat/already)
4. The rifle group is exhausted. (they/crawl/along/ditch/all day)
5. I am shocked. Is my roommate a thief? (I/live/with/him/for two years)
6. Why is Pte Austen ill? (he/drink/dirty/water)
7. Why is he jailed? (he/murder/his/neighbour)
8. Oh, I know this burglar! (he/commit/crimes/for/ten years)
9. What has happened? – I don't know. (I/feel/anxiety/since/morning)

**L Task 7. Listen to the woman talking about crimes. Then look at the statements and choose the correct variant.**

1. Rebecca never felt unsafe when she lived in *New Mexico/ New Orleans*.
2. There are usually *gang problems/problems with terrorism* in Albuquerque.
3. Rebecca considers the best way to stop crime is *to trust the police/keep gun*.
4. In England guns are *banned/allowed*.
5. Rebecca supposes that ban on having guns might lead to help *criminals/innocent people*.

**S Task 8a. Learn the words in the box.**

kidnapping	hijacker	robbery	burgle	mugging
burglary	burglar	thief	murder	terrorism
murder	kidnapper	rob	smuggler	kidnap
robber	hijack	smuggling	theft	mug
mugger	terrorize	steal	murderer	terrorist
	smuggle		hijacking	

**Task 8b. Fill in the table. Put the words from the box in the correct column.**

verb	person who does it	crime
rob		
	mugger	
		murder
burgle		
	kidnapper	
		theft
	terrorist	
hijack		
	smuggler	



**W** Task 9. Look at the pictures. What do you think they are about? Make your version of the criminal story and write it down.



1



2



3



4

**L** Task 10. Listen and fill in the gaps with the words from the box.

prevent	human race	punish	prison	shootings	punishment
		murder x 2	death penalty		

Murder is the most evil thing in the world. I don't know how it is possible for one person to \_\_\_\_\_ (1) another. Why do they think they can take someone else's life? Even worse are people who commit multi-murder. Mass killing seems to be more and more common today. \_\_\_\_\_ (2) at schools are especially bad. How can we \_\_\_\_\_ (3) murder? Every time we look at the news, there's another murder. I hope it is not something that will stay with the \_\_\_\_\_ (4) forever. What is the correct \_\_\_\_\_ (5) for murder? In some societies it is just a few years in \_\_\_\_\_ (6). In others it is the \_\_\_\_\_ (7). But there are some countries that don't \_\_\_\_\_ (8) people for murder. If you are in power and are rich, you can literally get away with \_\_\_\_\_ (9).

**S** Task 11. Match the words with their definitions.

"Society prepares the crime, the criminal commits it"  
Henry Thomas Buckle

**1. Burglar**

a) someone who has taken someone away by force and is demanding money from her or his family, employers or government

**2. Kidnapper**

b) someone who enters a building illegally in order to steal things

**3. Robber**

c) someone who deliberately kills another human being

**4. Murderer**

d) someone who steals money or property from a bank, shop, train, etc. and uses threats or violence

**5. Smuggler**

e) someone who secretly and illegally takes goods or people into or out of a country, especially as a way of earning money

**6. Terrorist**

f) someone who attacks people in public places and demands their money, jewelry or other possessions

**7. Mugger**

g) someone who uses violence in order to achieve political aims

**Task 12. Choose the appropriate words from Task 11 and match them with the pictures. In groups, talk about one of the criminals.**



1



2



3



4

**Task 13. Fill in the gaps with the appropriate nouns and verbs from Task 8a. Put the verbs in the correct form.**

1. He \_\_\_\_\_ her on her doorstep last Friday but her corpse was found only yesterday.
2. Mike \_\_\_\_\_ things since his childhood but now he is charged with the theft.
3. Criminals were accused of \_\_\_\_\_ a plane and they are in prison now.
4. This famous \_\_\_\_\_ has been attacking people and demanding their jewelry for 5 years.
5. The \_\_\_\_\_ wanted a great sum of money for releasing the local businessman.
6. Andrew \_\_\_\_\_ the bank and managed to escape.
7. The punishment is harsh for \_\_\_\_\_ drugs into the country.

**Task 14. Match the words with the definitions.**

- |                |  |
|----------------|--|
| 1. detain      | a) to enter a place, usually using force, and steal things from it   |
| 2. arrest      | b) to take somebody to a police station  |
| 3. jail        | c) a person thought to be guilty of a crime or offence   |
| 4. prison      | d) an institution where people are kept as punishment for committing a crime   |
| 5. sentence    | e) to declare the punishment decided for (an offender)   |
| 6. charge with | f) to make someone officially responsible for doing something  |
| 7. convict     | g) to take money or property from a person or place  |
| 8. guilty      | h) to enter a building or open a vehicle by force, especially in order to steal things from it                                     |
| 9. innocent    | i) not guilty of a crime or offence  |
| 10. suspect    | j) a place where people are put after they have been arrested or where people go as punishment for a crime; to put someone in jail |
| 11. rob        | k) to prove in a court of law that someone is guilty of a crime  |
| 12. loot       | l) to rob a bank, shop or vehicle using a weapon   |
| 13. break into | m) responsible for an offence or misdeed   |
| 14. raid       | n) to keep someone in a police station or prison and not allow them to leave   |
| 15. hold up    | o) to steal things from shops or buildings, especially after a place has been bombed, after a fire or during a riot                |



**W****Task 15. Look at the pictures. Choose one of them and write a criminal story.**

1



2



3



4



5

**R****Task 16. Read the story and fill in the gaps with the words from the box.**

police	thief	stolen	suspect	theft	crimes	arrested	burial
--------	-------	--------	---------	-------	--------	----------	--------



One old lady with a small bag was going to the local cemetery at 2 a.m. when she suddenly saw a man. The man ran closer and closer towards her and grabbed her bag. The \_\_\_\_\_ (1) managed to escape, unaware that he had \_\_\_\_\_ (2) a dead puppy! The lady explained the \_\_\_\_\_ (3) that at the time of the \_\_\_\_\_ (4) she was on her way to bury her pet. She loved her puppy so much so when it died decided to take it to the cemetery and give it the decent burial. The lady knew that such \_\_\_\_\_ (5) cost a great sum of money and demanded the allowance of authorities. She was convinced that they wouldn't let her to accomplish it. So the lady decided to bury her pet after dark. Some weeks later the \_\_\_\_\_ (6) was detained. Soon he pleaded guilty and was \_\_\_\_\_ (7). "I have been committing a lot of \_\_\_\_\_ (8), he confessed, but this one was out of the ordinary! I was so shocked to see the dead puppy instead of money!" he laughed.



**L Task 17. Listen and fill in the gaps with the words from the box.**

cyber crime x 2      attack cyberspace      Internet      spy      online communication

I don't think people understand \_\_\_\_\_ (1). It's only just started. In the future, it's going to be a huge problem. There have already been a few amazing examples. A few years ago the whole \_\_\_\_\_ (2) in Latvia was attacked by another country. \_\_\_\_\_ (3) has become a new battleground. Countries \_\_\_\_\_ (4) on each other. If there's a *war*, it's possible one country could \_\_\_\_\_ (5) the other country's Internet. This would mean all \_\_\_\_\_ (6), transport, etc would stop. It would cause huge damage to hospitals and other important buildings. But \_\_\_\_\_ (7) is happening today to ordinary people. Have you ever heard of phishing? That's with a 'ph' not 'f'. You really need to be very careful about what information you put \_\_\_\_\_ (8).

**W Task 18. What is your opinion of cyber crime? What do you know about this type of crime? Write down 5-10 sentences about it. Share your ideas with the group.**


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**R Task 19. Read three stories. Create the ending of the stories using the words from Task 14.**


The computer criminals who tried to steal money from Sumitomo Mitsui bank used a tried and tested technique to gather confidential data from the financial institution. As its name implies keylogging is all about recording every key that someone presses when using their computer. It is a great way to discover confidential information such as login names, passwords and answers to security questions that people use to get access to online bank accounts, corporate systems and websites. Keylogging has been around almost as long as computer keyboards, and it has been used by some programmers to help debug code they have written. The computer criminals managed to...



Police have been hunting for the perpetrators of the biggest bank robbery in Brazil's history. Thieves, posing as workers, tunneled their way into a heavily reinforced Central bank vault in the north-eastern city of Fortaleza over the weekend and got away with nearly 150 million reais (\$85 million).

The thieves built an 80-meter-long tunnel from a house near the bank, digging about 4 meters below the floor of the vault. Neighbours said between six and ten men worked at the house, rented in the name of a company making artificial turf. The tunnel had wooden panels and plastic sheets lining the walls as well as electric lighting. „It is something you see in the movies... They dug a tunnel that goes underneath two (city) blocks. They have been digging for three months, ” investigator told the news agency. The theft was not even discovered until Monday morning because the bank had been closed over the weekend. As witnesses said...



One criminal threatened a shop cashier with a child's plastic gun. The robber ran away with \$ 25000 from the Xchange centre in London. He entered the premises and pointed the replica weapon at the cashier before demanding money. Police said that the gun used was later recovered and confirmed to be a child's plastic toy. The cashier was not hurt in the incident. The suspect was black, aged between 25 and 30 and is about 5ft

6ins tall. He wore grey hat and grey suit with a blue tie and light shirt. Police were in despair and appealed for witnesses when suddenly...

**R****Task 20. Read the text and look up the unknown words in the dictionary.**

Military crimes are crimes against the established way of performing military service, committed by servicemen or by reservists during training. The military crimes are divided into the following groups: 1) crimes against the chain of command and military honor, including insubordination, failure to carry out an order, insult of a superior by his subordinate or of a subordinate by his superior, and threatening a superior; 2) crimes against the regulations for performing military service, such as unauthorized leave, desertion, or evasion of military service by forging documents; 3)

divulging military or state secrets or losing documents containing military secrets; 4) crimes committed in an official capacity; 5) crimes against the regulations for performing military service in a combat situation and in the area of military operations, for example, unauthorized departure from a unit in a combat situation, looting, and surrendering or abandoning matériel to the enemy; and 6) crimes against the conventions of war. Military crimes must be distinguished from military disciplinary infractions. Although such infractions formally have the characteristics of military crimes, they do not contain a special social danger. Depending on the type and degree of social danger of the military crime, the law prescribes punishment in the form of deprivation of freedom.

**S**

**Task 21. What is military crime? Speak about the situations when military crimes occur. Share your ideas with the group.**

**R**

**Task 22. Read the text and answer the questions below.**



A Colombian military court has found more than 140 soldiers guilty of stealing money from the Revolutionary Armed Forces of Colombia. The soldiers found \$ 16m packed in plastic bags during an operation in a deserted rebel camp. Instead of reporting the find, they split the money. Once they returned to the barracks, many deserted with the cash – others went on spending sprees, which raised suspicions. The soldiers will be sentenced to between six and 15 years in prison. Lawyers for the soldiers have said they will appeal against the ruling. They had argued that no crime was committed because it was impossible to

know for certain who the money belong to. But the military judge ruled that the soldiers had known that the money belonged to the Farc and, furthermore, that it was money made from drug trade, kidnap ransom and extortion. Only 55 soldiers were present during the trial. The others are still on the run. The soldiers belonged to an anti-guerrilla battalion fighting left-wing rebels in the San Vicente de Caguan area, once a rebel safe haven in the south of the country. Colombia has seen decades of fighting among rebels, right-wing paramilitaries and state forces.

1. Where did soldiers find money?
2. How much money was found in plastic bags?
3. What did soldiers do when they found money?
4. Why did the lawyers argue that no crime had been committed?
5. Why only 55 soldiers were present during the trial?

**R** Task 23a. Read and fill in the gaps.

defenceless    torture    indiscriminate    plunder    violations    prisoners    of war

### War crimes



War crimes are \_\_\_\_\_ (1) of the rules of customary and treaty law concerning international humanitarian law that have become accepted as criminal offences for which there is individual responsibility.

Violations of the laws or customs of war include:

- atrocities or offences against persons or property,
- murder, ill treatment or deportation to slave labour or for any other purpose of the civilian population in occupied territory
- murder or ill treatment of prisoners of war or persons on the seas
- killing of hostages

- \_\_\_\_\_ (2) or inhuman treatment, including biological experiments
- \_\_\_\_\_ (3) of public or private property
- destruction of cities, towns or villages.

War crimes are divided into two broad categories. The first is called **crimes against peace**.

Crimes against peace include the planning, preparation, or initiation of a war of aggression.

The second category is what we can call **crimes against humanity**. It includes crimes against civilians and combatants. These include killing of civilians, \_\_\_\_\_ (4) bombing, the use of certain types of weapons, killing of \_\_\_\_\_ (5) soldiers, ill treatment of \_\_\_\_\_ (6) and attacks on non-military targets.


**Task 23b. Answer the questions.**

1. What are war crimes?
2. What do violations of war include?
3. What categories are war crimes divided into?
4. What actions do crimes against peace include?
5. What actions do crimes against humanity include?


**Task 23c. Match the words with their definitions.**

- |                    |   |
|--------------------|---|
| 1. defenseless     | a. an action of law breaking              |
| 2. torture         | b. a person who has been captured in war  |
| 3. indiscriminate  | c. without protection                     |
| 4. plunder         | d. anything stolen by force in war time   |
| 5. violation       | e. uncontrolled (action)                  |
| 6. prisoner of war | f. an act of deliberately hurting someone |

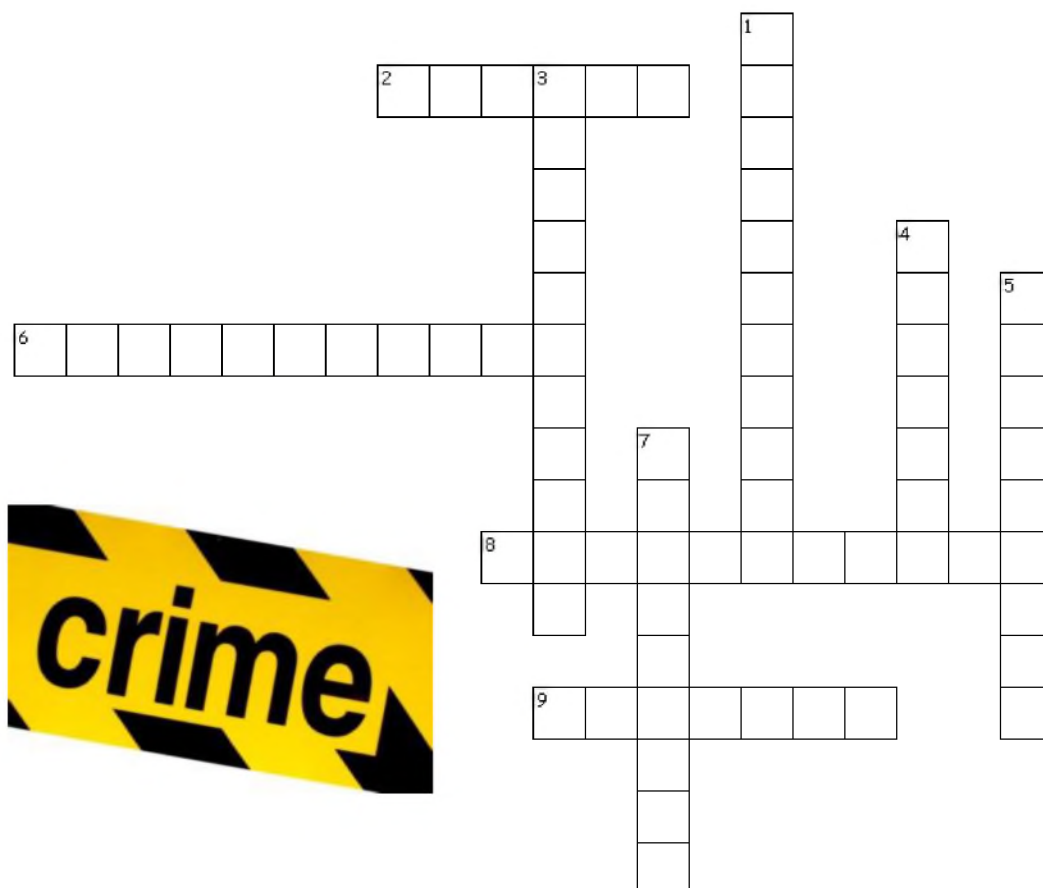




**Task 24. Listen to the speaker talking about war crimes. Decide if the statements are true (T) or false (F).**

1. Only bad people are wholly responsible for the war crimes. \_\_\_\_\_
2. The world press accuses dictators and leaders of terrible war crimes. \_\_\_\_\_
3. It is strange that powerful countries aren't war criminals when they kill innocent people. \_\_\_\_\_
4. When innocent people die in a bombing their leaders consider it as a war crime. \_\_\_\_\_
5. There must be responsibility for bombing innocent people. \_\_\_\_\_

**Task 25. Complete the crossword puzzle with the words from Task 24.**



### Across

2. to commit the crime of killing someone deliberately
6. making someone a slave
8. a situation in which someone is forced to stay in a prison
9. an extreme physical pain caused by someone or something

### Down

1. a situation in which someone is deported from a country
3. a damage or destruction affecting a large area or a lot of people
4. a very unfriendly or threatening way towards someone
5. an action that is in opposition to a law, agreement or principle
7. mental or physical pain or problems

## TEST YOURSELF 12

### Task 1 a. Scan the text, choose 10 key words and make a summary using them.

A prisoner who has spent half his life behind bars admitted that he now enjoyed life in jail so much that he never wanted to be freed. Allan Baker has been locked up for 20 of his 40 years for a string of crimes including violent offences and is currently serving life in Elmley Prison in Eastchurch, Kent, for attempted murder.

Writing in a prison newspaper, he claimed: "I have more freedom here than I could ever hope for in the outside world. I have total freedom from responsibility, free food, laundry services, health care, a job I love and my Open University course is costing me nothing. I don't have to worry about my probation officer, being recalled or endure the heartache that relations bring because I don't get lonely in prison." Baker, who described himself as "a professional prisoner", said he was "happy to be locked away from the world I don't want to live in." "Many years ago there were those that wanted to lock me up and throw away the key. If you gave me that key now, I would throw it away," he said.



### Task 1 b. Choose the correct statement.

The prisoner loves his life behind the bars because...

- (A) he has escaped a reprisal;
- (B) he is afraid of the world;
- (C) he is healing his broken heart;
- (D) he is given free everything he needs.

### Task 2. Put the verbs in brackets into the Present Perfect Continuous.

1. Lieutenant William. \_\_\_\_\_ for 3 years. (serve)
2. –Why are you so scared?  
– I \_\_\_\_\_ from the killer. (run away)
3. – Why are you usually so irritated?  
– Because you \_\_\_\_\_ me since we first met! (disturb)
4. Why are you so tired!  
– I \_\_\_\_\_ all my tasks all day long. (prepare)
5. The officers \_\_\_\_\_ since morning. (train)

### Task 3. Look at the sentences and decide if they are right (R) or wrong (W).

1. Mr Collins **has been violating** the law since his childhood. \_\_\_\_\_
2. Lieutenant **has been serving** in the headquarters the day before yesterday. \_\_\_\_\_
3. The soldiers **have been digging** the trench at 6 a.m. \_\_\_\_\_
4. Police **have been searching** for this criminal for ten months. \_\_\_\_\_
5. Cadets **have been doing** exercises since morning. \_\_\_\_\_

**Task 4. Read the text and fill in the gaps with the words from the box.**

accident	accused x 2	custody	stolen	stealing	arrested
----------	-------------	---------	--------	----------	----------

The authorities in the Pakistani city of Karachi have \_\_\_(1) an “insane person” of \_\_\_(2) a train engine and then driving it through two stations. They say that the actions of the man very nearly caused a major accident. Police put the man for three days in \_\_\_(3).

The railway engine was \_\_\_(4) from a fire-station yard near Karachi after its driver and fireman left it to have tea. The \_\_\_(5) man, Madan, drove the engine 30 km towards Karachi and did not stop at two stations in between. A passenger train was stopped to avoid a major \_\_\_(6). Madan was immediately \_\_\_(7) by police. “God helped us avert a major human disaster,” said a police spokesman. Police is confident he is insane.

**Task 5. Match the words with their definitions.**

- |                   |  |
|-------------------|--|
| 1. Confinement    | a) a person seized or held as security for the fulfillment of a condition  |
| 2. Offence        | b) the action or practice of inflicting severe pain on someone as a punishment in order to force them to do or say something |
| 3. Military crime | c) a breach of a law or rule; an illegal act   |
| 4. Hostage        | d) the state of being forced to stay in a prison or another place which you cannot leave                                     |
| 5. Torture        | e) not guilty of a crime or offence  |
| 6. Innocent       | f) an act carried out during the conduct of a war that violates accepted international rules of war                          |
| 7. War crime      | g) crime against the established way of performing military service  |

**Task 6. Find 15 words, choose 5 words and make up sentences.**

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

ARREST  
 BREAK  
 CHARGE  
 CONVICT  
 DETAIN  
 GUILTY  
 HOSTAGE  
 INNOCENT  
 JAIL  
 LOOT  
 PRISON  
 RAID  
 ROB  
 SENTENCE  
 SUSPECT





# UNIT 13. ARMED CONFLICTS. TERRORISM.

**S** Task 1. Describe the events in the pictures. What are possible causes of these events?



## Functional English – Describing Pictures

Describe what people are doing in a picture using the **Present Continuous**.

### Useful phrases describing a picture

- The situation is at ... / the situation is near...
- The picture introduces us to ...
- In the / this picture/ photo/ illustration we see...
- The picture gives / presents a view of...
- in the middle / in the center/ at the top / at the bottom/ on the left / on the right/ in the top right-hand corner/ in the bottom left-hand corner/ in the background / in the foreground...
- In the foreground / background/ on the left... there is / there are...
- In the foreground/ background we can see / get a good view of / have a fine / shocking view of...
- The picture / scene is dominated by a / two / three groups of people /objects / elements ...
- The group on the left / on the right is standing near / at / next to...
- The group ... moves towards ... / moves in the direction of ...
- The group ... looks at / up to / down from ...
- Behind X we see / there is / there are / there goes / runs Y.
- In front of X we see / there is / there are / there goes / runs Y.
- To the right / left/ back of X we see / there is / there are / there goes /runs Y.
- The general impression we get is that of peaceful togetherness / violent uproar/ clashes.

**R**

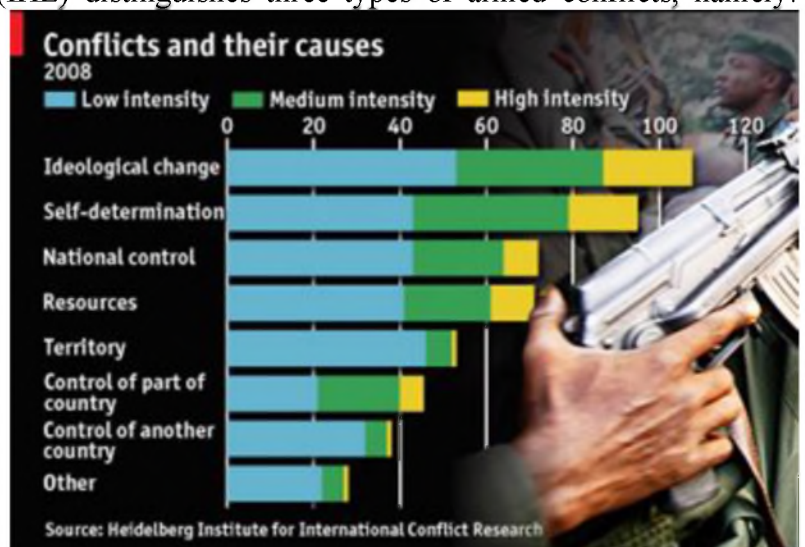
**Task 2a. Discuss in pairs. What is an armed conflict? Where are these conflicts taking place nowadays? Have some regions experienced more conflicts than others? What are the main parties in these conflicts? What are the main causes?**

**Task 2b. Read the text and check if you have been right.**

Since the rise of the state some 5,000 years ago, military activity has occurred over much of the globe. According to Conway W. Henderson, 14,500 wars took place between 3500 BC and the late 20th century, costing 3.5 billion lives, leaving only 300 years of peace. According to statistics (Cioffi-Revilla 1996) the world has been totally free of significant interstate, colonial, or civil war in only 1 out of every 12 years in all of recorded history. Since 1990, most armed conflicts have occurred in Asia and Africa—regions with the largest countries, largest populations, and lowest levels of incomes. In the year 2011, the number of armed conflicts in the world raised markedly, with the strongest growth taking place in Sub-Saharan Africa. Six conflicts were categorized as wars, with the level of at least 1,000 battle-related deaths. These armed conflicts were the ones in Afghanistan, Pakistan, Libya, Somalia, Sudan and Yemen. It should be pointed out, however, that even though we have now witnessed the largest increase between any two years since 1990, the number of conflicts is still far below the peak levels of the early 1990s. At the peak 53 armed conflicts were active.

An armed conflict is defined as a political conflict in which armed combat involves the armed forces of at least one state (or one or more armed factions seeking to gain control of all or part of the state), and in which at least 1,000 people have been killed by the fighting during the course of the conflict. War is an organized and often prolonged conflict that is carried out by states and/or non-state actors. International humanitarian law (IHL) distinguishes three types of armed conflicts, namely: 1) international armed conflicts, opposing two or more States (the North Korean- South Korean war of 1950), 2) an internationalized armed conflict which can occur between two different factions fighting internally but supported by two different states (the conflict in the Democratic Republic of Congo in 1998), and 3) non-international armed conflicts, between governmental forces and non-governmental armed groups, or between such groups only.

Among the causes of war are ideological, political, racial, economic, and religious conflicts. Imperialism, nationalism, and militarism have been called the dynamics of modern war.

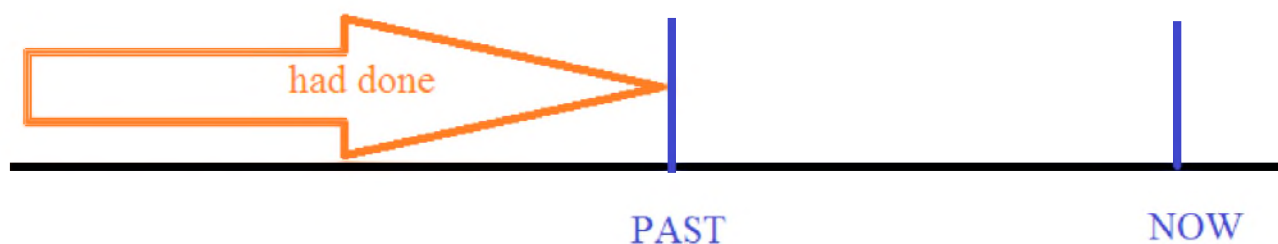


**Task 2c. True (T), False (F) or Not Given (NG)?**

1. People haven't been in a conflict twelve years in all of recorded history. \_\_\_\_\_
2. Armed conflicts have recently occurred mostly in third world countries \_\_\_\_\_
3. There is no difference in meaning between international and internationalized armed conflict. \_\_\_\_\_
4. Many internal conflicts have persisted for decades, despite significant international efforts to find solutions. \_\_\_\_\_
5. These conflicts are often triggered by issues of identity, ethnicity, religion and competition for resources, particularly oil and mineral wealth. \_\_\_\_\_
6. Africa and Asia continue to host three-quarters of the world's conflicts, while Europe, the Americas, and the Middle East combined host only one-quarter. \_\_\_\_\_

**G****Past Perfect *had done***

**The Past Perfect** is used to express an action in the past which happened *before* another action in the past.



Positive	Negative	Questions	Short answers
I/ You/ We/ They/ He/ She/ It <b>had done...</b>	I/ You/ We/ They/ He/ She/ It <b>had not done...</b>	<b>Had</b> I/ you/ we/ they/ he/ she/ it <b>done?</b>	Yes, I/ you/ we/ they/ he/ she/ it <b>had</b> .  No, I / you/ we/ they/ he/ she/ it <b>had not</b> .

**Study the examples.**

- We *were* very tired because we **had worked** too much.
- They *knew* the city so well because they **had visited** it several times.
- A: **Had** you ever **visited** the US before your business trip in 2010?  
B: No, I **had not**.

**Useful Information**

The time expressions **already, for, since, after, just, never, before, by, by the time, and yet**, etc may be used in the Past Perfect.

Use **after, as soon as, the moment that, until** with the Past Perfect.

Use **before, when, by the time** with the Past Simple:

- I didn't say anything **until** she **had finished** talking.
- **Before** I **knew** it, she had run away.

**Task 3. Put the verbs in brackets into the correct past form.**

1. In 1969, the two countries \_\_\_\_\_ (**go**) to war for four days, partly because El Salvador's population \_\_\_\_\_ (**spill**) into the ill-defined borderlands and \_\_\_\_\_ (**build**) homes on land claimed by Honduras.
2. Last year, this government \_\_\_\_\_ (**be overthrown**) by a colonel who \_\_\_\_\_ (**be trained**) by Americans.
3. He \_\_\_\_\_ (**leave**) by 20.00.
4. In Diabaly, several people \_\_\_\_\_ (**describe**) how they \_\_\_\_\_ (**see**) children, some as young as ten years old, armed with rifles together with Islamist fighters.
5. He \_\_\_\_\_ (**be**) a 19-year-old sailor, who \_\_\_\_\_ (**be**) in the Navy for just 17 months and \_\_\_\_\_ (**join**) his first ship, when \_\_\_\_\_ (**be sent**) to the Falklands.
6. At the end of 2006 Ethiopia \_\_\_\_\_ (**send**) between 5,000 and 10,000 troops into Somalia and \_\_\_\_\_ (**help**) to oust the Islamists who \_\_\_\_\_ (**control**) southern Somalia for six months.
7. By the 1990s, most Army units \_\_\_\_\_ (**replace**) their older VRC-12 series FM radios for the new "Single-Channel Ground-Air Radio Systems" family of equipment.



**R**

**Task 4a. Read the text about the Football War. Fill in the gaps with the words from the box.**

<b>depots</b>	<b>tensions</b>	<b>beatings</b>	<b>had fled</b>	<b>riot</b>	<b>withdrawal</b>	<b>skirmishes</b>
---------------	-----------------	-----------------	-----------------	-------------	-------------------	-------------------

By 1969, approximately 350,000 Salvadorans migrated from their home country of El Salvador into neighboring Honduras due to an oppressive government and the lure of cheap land. However, during the 1960s, their situation began to degrade, and protecting their interests, the large land owners succeeded in launching a government propaganda campaign led to boosting Honduran nationalism among the populace. Hondurans began attacking Salvadoran immigrants and inflicting \_\_\_\_\_ (1), torture, and, in some cases, murder. In early 1969, \_\_\_\_\_ (2) increased further with the passage of a land reform act in Honduras. This legislation confiscated land from Salvadoran immigrants and redistributed it among native-born Hondurans, therefore, immigrant Salvadorans were forced to return to El Salvador.

As tensions grew on both sides of the border, El Salvador began claiming the land taken from Salvadoran immigrants as its own. With the media in both nations inflaming the situation, the two countries met in a series of qualifying matches for the 1970 FIFA World Cup that June. The first game was played on June 6 in Tegucigalpa and resulted in a 1-0 Honduran victory. This was followed on June 15 by a game in San Salvador which El Salvador won 3-0. Both games were surrounded by \_\_\_\_\_ (3) conditions and open displays of extreme national pride. The actions of the fans at the matches ultimately gave name to the conflict that would occur in July. On June 26, the day before the deciding match was played in Mexico (won 3-2 by El Salvador), El Salvador broke diplomatic relations with Honduras. The government justified this action by stating that Honduras had taken no action to punish those who had committed crimes against Salvadoran immigrants. As a result, the border between the two countries was locked down and border \_\_\_\_\_ (4) began on a regular basis.

Early on the morning of July 14, the Salvadoran air force began striking targets in Honduras. This was in conjunction with a major ground offensive which centered on the main road between the two countries. Salvadoran troops also moved against several Honduran islands in the Golfo de Fonseca. Though meeting opposition from the smaller Honduran army, the Salvadoran troops advanced steadily and captured the departmental capital of Nueva Ocotepeque. In the skies, the Hondurans fair better as their pilots quickly destroyed much of the Salvadoran air force. Striking across the border, Honduran aircraft hit Salvadoran oil facilities and \_\_\_\_\_ (5) disrupting the flow of supplies to the front. With their logistical network badly damaged, the Salvadoran offensive came to a halt. The day after the fighting had begun, the OAS met in an urgent session and called for an immediate cease-fire and a \_\_\_\_\_ (6) of El Salvador's forces from Honduras. Finally departing Honduran territory on August 2, 1969, El Salvador received a promise from the Arellano government that those immigrants living in Honduras would be protected. The actual war had lasted just over four days, but it would take more than a decade to arrive at a final peace settlement.

The war led only to losses for both sides. During the conflict, approximately 250 Honduran soldiers had been killed as well as around 2,000 civilians. Combined Salvadoran casualties numbered around 2,000. As a result of the fighting, around 130,000 Salvadoran had been forcibly expelled or \_\_\_\_\_ (7) from Honduras, producing serious economic disruption in some areas.

**Task 4b. Choose the words from the text corresponding to the definitions below.**

1. a strained relationship between individuals, groups, nations, etc.
2. a violent disturbance of the peace by a crowd
3. to force to leave; deprive of membership
4. an act of repeated hitting or striking
5. a removal from a place or position of something that has been deposited
6. a period of truce, esp one that is temporary and a preliminary step to establishing a more permanent peace on agreed terms
7. a place for the storage of large quantities of equipment, food, or some other commodity
8. food, equipment, etc, needed for a campaign
9. a fight between small bodies of troops, especially advanced or outlying detachments of opposing armies
10. to run away from a place or situation of danger

**Task 4c. Work in pairs. Answer the questions.**

1. What were the causes of the Football War?
2. When did this conflict begin?
3. Who was defeated in the war?
4. What can you tell your partner about effects of this conflict?
5. Why was it named the Football War?

**L Task 5a. Match the words with their definitions.**

1	pullout	a	a person who rises in opposition or armed resistance against an established government or ruler
2	truce	b	to pronounce sentence on (a convicted person) in a court of law
3	rebel	c	to give up, surrender
4	rebellion	d	to move away from a position because of danger or defeat
5	lay down	e	(Military) ( <i>plural</i> ) fighting; warfare unfriendly or threatening behavior or feelings towards someone
6	retreat	f	an agreement between enemies or opponents to stop fighting or arguing for a certain time
7	sentence	g	when someone wants something to happen
8	hostility	h	a withdrawal, esp. from military involvement
9	will	i	an act of violent or open resistance to an established government or ruler

**Task 5b. Listen to the news report and answer the questions.**

1. What is this new report about?
2. What was an unprecedented commitment given by Kurdish rebels?
3. How many Turkish troops tried to break the rebellion in 1995?
4. How many people have been displaced by the hostilities?
5. What do Turkish analysts expect?

**Task 5c. Listen again and fill in the gaps.**

1. Six weeks ago after 30 years of bloody conflict the leader of the Kurdish armed separatist movement PKK announced a \_\_\_\_\_ with the Turkish state.
2. Kurdish armed forces should \_\_\_\_\_ beyond the Turkish border.
3. In spite of the withdrawal, the PKK says it will not \_\_\_\_\_ its arms.
4. The Turks captured Ocalan in 1999, tried him and \_\_\_\_\_ him to death, this being commuted to life in prison in 2002.
5. Some Turkish analysts also feel that the \_\_\_\_\_ is stronger than ever.



**S** **Task 6. Work in groups. Read the quotations about conflicts. Do you agree with the opinions? Give your detailed reasons. Use expressions from Functional English.**

Religious conflict can be the bloodiest and cruelest conflicts that turn people into fanatics.  
**William J. Brennan**

All men have an instinct for conflict: at least, all healthy men.  
**Hilaire Belloc**

Petroleum is a more likely cause of international conflict than wheat.  
**Simone Weil**

An enemy is a person whose story we have not heard.  
**Gene Knudsen Hoffman**

A conflict begins and ends in the hearts and minds of people, not in the hilltops.  
**Amos Oz**

### Functional English - Useful Phrases - Expressing Opinions

#### Asking for an opinion

What do you think?  
What's your opinion?  
What are your ideas?  
Do you have any thoughts on that?  
How do you feel about that?

#### Giving an opinion

(Personally,) I think...  
I believe (feel) that...  
In my opinion...  
If you ask me, ...  
Well, as I see it, ...  
As far as I'm concerned...  
I would like to add (point out) that...  
That's why I feel that...  
Yes, but what I'm really saying is...  
What I'm trying to say is....

#### Agreeing

Yes, I agree. / Yes, you're right.  
Of course.  
I agree with what you (you, Maria) said.  
I agree with (you, with Peter) completely.  
You took the words out of my mouth!  
Yes, I agree but...  
Well, it depends. (Explain)

#### Disagreeing

I disagree.  
I don't agree.  
No, I think you're wrong  
No, that's not right.  
I don't think I agree with you there.  
Excuse me, I'm not sure...  
Are you sure?  
Just a minute. It isn't like that at all.  
I'm not so sure about that.  
I wouldn't say that exactly.  
No, no, you've got that wrong.  
You can't say that.  
I can't believe there's any truth in that.  
That can't be right.  
That's no proof.  
Come on!  
Surely not!  
Come off it!  
I don't know about that.

#### Interrupting

Can I just say something?  
Just a minute!  
Could you stop there for a moment?  
Could I just say something about that?  
Before you go on, let me...



**W** Task 7. Do you agree with the author? Write a paragraph expressing your opinion.

The two biggest threats to international security in 2013 are Iran getting a nuclear weapon, and Iran being bombed to stop it getting a nuclear weapon. Both would precipitate a long and dangerous conflict in an already unstable Middle East. Both would be a disaster.

(David Miliband)

**L** Task 8a. Read the text and fill in the words from the box. Then listen and check.

sparingly	famine	resentment	landlocked	abetted
-----------	--------	------------	------------	---------

Mali is the African story that is dominating headlines today. There are three things you need to know about what is happening in Mali:

First, it is small in population – less than sixteen million people, \_\_\_\_\_ (1) and desperately poor. The expansion of the Sahara to the south, probably \_\_\_\_\_ (2) by climate change, means that a large portion of its population faces regular food shortages, even \_\_\_\_\_ (3). Mali regularly figures in UN appeals for famine relief in the Sahel. The north of the country is mostly desert, \_\_\_\_\_ (4) populated, is dominated by the Tuareg people, who regard themselves as apart – perhaps superior to – the rest of the population. It is the site of many of the great monuments of African Islamic civilization, such as Timbuktu. The south dominates the economy and politics of the country. Northern \_\_\_\_\_ (5) of southern domination is long standing. Government Promises of federalism or increased local autonomy over the past twenty years have regularly been made and broken.

**Task 8b. Listen and complete the sentences. Learn the unknown words.**

- \_\_\_\_\_ was transferred from one elected political leader to his successor.
- Last year, this democratic government \_\_\_\_\_ by a colonel.
- The colonel \_\_\_\_\_ by Americans.
- The \_\_\_\_\_ was widely welcomed.
- The connection between the country's elites that managed the elections and the people they \_\_\_\_\_ was superficial.

**Task 8c. Listen and mark the statements as true (T), false (F), or not given (NG). Work with audio scripts and look up unknown words in the dictionary.**

- Local rebels defeated the Malian army easily. \_\_\_\_\_
- Local rebels imposed a radical Islamic regime – complete with the grisly sharia punishments of amputations and stonings. \_\_\_\_\_
- Radical training camps and other such facilities appeared in the country. \_\_\_\_\_
- Mali's neighbors started to put together an African force to restore Bamako's authority in the entire country. \_\_\_\_\_
- The UN sent the troops to halt the terrorists. \_\_\_\_\_



**Task 8d. Look for information about Mali conflict (causes, major fighting, effects) in the Internet and make up a summary.**

### **G** Third Conditional *If I had done ..., I would have done ...*

The Third Conditional is a structure used for talking about situations in the past that did not happen.

(IF Clause)	(Main Clause)
If he <b>had driven</b> more carefully,	he <b>would not have had</b> an accident
(Main Clause)	(IF Clause)
He <b>would not have had</b> an accident	if he <b>had driven</b> more carefully

**Study the examples.**

- If you **had come** to me yesterday, I **would have helped** you.
- You **would have got** an excellent mark if you **had not done** so many mistakes.

#### **Task 9. Conditional III. Complete the sentences with the verbs given in brackets.**

1. If government forces \_\_\_\_\_ (**target**) the building, they \_\_\_\_\_ (**can rely**) on several forms of intelligence, including the tracking of journalists' satellite signals.
2. US \_\_\_\_\_ (**retaliate**) if Iraq \_\_\_\_\_ (**use**) chemical or unconventional weapons in the war against Kuwait.
3. If they \_\_\_\_\_ (**pass**) a resolution then affirming the two-state solution, they \_\_\_\_\_ (**head**) off some of the trouble now engulfing Israel and Gaza.
4. Indirect effects of conflict on mortality can be formally defined as the number of deaths following a war minus the number of deaths that \_\_\_\_\_ (**occur**) in the same period if the war \_\_\_\_\_ (**not occur**).
5. If Israel \_\_\_\_\_ (**use**) Syrian or Jordanian airspace to bomb Iraq, they \_\_\_\_\_ (**intervene**) in the war on Iraq's side or attack Israel.

#### **S** Task 10a. What are the global problems people are facing nowadays? Discuss in small groups.

**Task 10b. Now read some quotes about terrorism and answer the questions. If necessary, find information on the Internet.**

Everybody's worried about stopping terrorism. Well, there's a really easy way: stop participating in it.  
Noam Chomsky

We all have to be concerned about terrorism, but you will never end terrorism by terrorizing others.  
Martin Luther King III

Most of the time, if you treat people right, you don't have to be afraid of them.  
Kathy Kelly

1. What do you think terrorism is?
2. What are the causes of it?
3. What ways can lead to its solution?
4. What types of terrorism do you know?
5. What do you know about terrorist groups?
6. What are the effects of its activity?

**R Task 11. Read the text and answer the questions.**

National security specialists often say the hardest terrorist to track down is the one who acts alone, who is not a member of a terrorist group like al-Qaida. “Lone wolves” have not killed as many people as al-Qaida did one day 12 years ago in New York, Washington and Pennsylvania, but they have terrorized a lot of Americans.

Timothy McVeigh is one example. He killed 168 people when he bombed a federal office building in Oklahoma City 18 years ago.

Keying off Boston Marathon bombing, al-Qaida’s online magazine, Inspire, predicted that the number of lone wolf terror attacks would increase and called on Muslim youths in the West “serve (American people) drinks in the same cup we (Muslims) drink from, the cup of wars and battles, explosions and assassinations, deaths and injuries.”

Since al-Qaida’s 2001 strikes in New York, Washington and Pennsylvania, authorities have reported more than 50 terror attacks in the US alone. So who are these terrorists and what drives them to violence?

The lone wolf terrorist is generally understood as an individual acting apart from any organized group to commit acts of political violence. According to Bryn Mawr College psychology professor Clark McCauley, nearly all of them have personal and/or political grievances, the perception that harm has been done to them or to society. One of the most notorious examples is Kaczinski, the so-called Unabomber, who believed that technology was destroying both the environment and humanity. They may suffer from depression or other mental disorders. McCauley said Lone Wolves may also see violence as the ticket to gaining love or respect. For example, Tsarnaev traveled to Dagestan, where he hoped to join the jihadists as a means of proving himself. “Then he gets brushed off by the militants, who suspect probably that he’s not to be relied upon,” McCauley said. “And now what is he going to do? He’s got no way to advance in status...his only remaining alternative is to go back and mount an attack in the US.

The lone wolf is particularly effective because he keeps to himself, and law enforcement may not even be aware of his existence. Because he does not belong to a group, his communications are less liable to be monitored. All of the information the lone wolf needs to plan an attack – from bomb making to travel planning -- is readily available on the internet.

Lone wolf terrorism is cost effective. It reportedly cost Tamerlan Tsarnaev only \$400 to implement the Boston bombings.

The lone wolf is also unpredictable—he or she can strike at any time. And while the attacker may be inspired by the ideology of a radical group, the group itself is not directly implicated.

But security experts caution the public against being overly fearful of would-be lone world terrorists. The good news, they say, is that the rise in lone-wolf terrorism signals that organized jihad is failing. Further, they say the lone wolf is a rare phenomenon.



1. What does “lone wolf” mean?
2. Who is more difficult to be tracked down? Why?
3. What drives lone wolves to violence?
4. Why are they unpredictable?
5. Why do security experts think about the “lone wolf” phenomenon?

**W Task 12. Write a short paragraph about any terrorist incident.**


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**LEARN MORE!****R****Task13a. Read the text and fill in the given words.****has triggered****assassin****assassination****atrocities**

On October 9 2012 14-year-old Malala Yousafzai was shot in the neck and head while on her school bus in Mingora, Pakistan. The shooting had been done by a Taliban \_\_\_\_\_ (1) in front of her schoolmates. The bearded man who had come from Afghanistan to carry out the attack walked onto the bus and asked one of her classmates where she was.

When Malala lied about her identity, the Taliban shot them both. Surgeons were able to successfully remove the bullet from the head of the 14-year-old Malala.

This shooting \_\_\_\_\_ (2) anti-Taliban protests all across Pakistan. Malala is widely known and respected for her work in denouncing the infinite \_\_\_\_\_ (3) carried out by the Taliban and for promoting the schooling of girls such as herself.

The Tehreek-i-Taliban Pakistan (TTP) took full responsibility for the failed \_\_\_\_\_ (4) attempt and promised that they would target her again if she makes it through. Authorities are currently guarding her family and working on figuring out how to keep this little girl safe.

After being treated in military hospitals in Peshawar and Rawalpindi, she was flown to Britain on October 15 2012 and was treated at Queen Elizabeth Hospital in Birmingham.

**Task 13b. Answer the questions. You can find more information on the Internet.**

1. What were the reasons for the assassination attack on the girl?
2. How was the assassination attempt carried out?
3. What was the reaction to Malala assassination?
4. How did authorities react to the assassination?
5. What do you think her life will be in the future?

**L****Task 14. Listen and fill in the gaps.**

Malala Yousafzai had her \_\_\_\_\_ (1). The teenager was shot \_\_\_\_\_ (2) by the Taliban in her native Pakistan in October for \_\_\_\_\_ (3). The 15-year-old will resume \_\_\_\_\_ (4) in Birmingham in the UK.

**S****Task 15. Work in pairs. Tell each other about victims in military conflicts you've ever heard about.**

## TEST YOURSELF 13

### Task 1. Write the words corresponding to the definitions.

1. \_\_\_\_\_ using or involving physical force intended to hurt, damage, or kill someone or something
2. \_\_\_\_\_ a person who rises in opposition or armed resistance against an established government
3. \_\_\_\_\_ to run away from a place or situation of danger
4. \_\_\_\_\_ the action of ceasing to participate in an activity
5. \_\_\_\_\_ a violent disturbance of the peace by a crowd
6. \_\_\_\_\_ a period of truce, esp one that is temporary and a preliminary step to establishing a more permanent peace on agreed terms
7. \_\_\_\_\_ to give up, surrender
8. \_\_\_\_\_ make an attack or assault in return for a similar attack
9. \_\_\_\_\_ win a victory over (someone) in a battle or other contest; overcome or beat
10. \_\_\_\_\_ an episode of irregular fighting, esp. between small or outlying parts of armies or fleets



### Task 2. Underline the correct form.

1. France **justified/ had justified** its January intervention into Mali as a necessary battle to stem the advance of Al-Qaeda-linked militants who **seized/ had seized** northern Mali.
2. By 17 July 2012, the MNLA **lost/ had lost** control of most of northern Mali's cities to the Islamists.
3. After the civil war in Libya **finished/ had finished**, fighters from there **began/ had begun** moving to Syria through Turkey.
4. Until late 2011 the armed conflict **didn't reach/ had not reached** the biggest cities of Damascus and Aleppo.
5. Some journalists who **worked/ had worked** in Homs suspected/had suspected Syrian authorities targeted the building, although the city was also under heavy overall bombardment.
6. By mid-July 2012, Ansar Dine **took/ had taken** control of most major cities with the agenda to impose the Sharia, or Islam moral code and religious law, across Mali.
7. After Syria **shot down/ had shot down** a Turkish warplane and both countries **exchanged/ had exchanged** fire across the border, Turkey **requested/ had requested** American Patriot missile batteries to help defend its borders against possible Syrian aggression.
8. 7,100 civilians **fled/ had fled** to neighbouring countries to escape fighting by 2013.

### L Task 3. Listen to the news report and fill in the gaps.

1. Syrian government forces have launched a major offensive \_\_\_\_\_ the strategically important rebel stronghold of Qusair, near Lebanon.
2. The army have taken control of \_\_\_\_\_ in the the city centre.
3. The UN in Syria has called on the government for \_\_\_\_\_ for United Nations staff when they try to bring humanitarian aid to areas controlled by rebels.
4. The \_\_\_\_\_ to the opposition-held areas remains unresolved.
5. The UN says the number of \_\_\_\_\_ is swelling by 10,000 a day.



### Task 4. Write sentences using the third conditional.

**Example:** Islamist fighters could march on capital so France along with neighbouring countries intervened the country by January 2013. → Islamist fighters could have marched on capital if France along with neighbouring countries had not intervened the country in January 2013.

1. You didn't listen to each other so you couldn't avoid that misunderstanding.
2. He broke off with his business partner because he didn't remain silent.
3. There were not enough lifeboats on the ship so a lot of people didn't survive.
4. The rebellion broke out in the country because the government was corrupted.

**Task 5. Choose the correct option.**

1. France is set to begin the first major stage of its military \_\_\_\_\_ from Mali, four months after sending troops to push Islamist rebels out the north.  
a) tensions                                      b) rebellion                                      c) withdrawal
2. The militants had taken advantage of weak central government after a \_\_\_\_\_ in March 2012 and the inability of Malian forces to secure territory.  
a) coup    b) offensive                                      c) attack
3. Some fighters \_\_\_\_\_ to hideouts in the mountains and desert, from where they launched isolated attacks.  
a) retreated                                      b) retook                                      c) recaptured
4. Islamist \_\_\_\_\_ controlled the north of the country until French troops ousted them in January.  
a) people    b) rebels                                      c) refugees
5. Development is part of the measures against extremist \_\_\_\_\_.  
a) violence    b) rebellion                                      c) withdrawal
6. In October 2011 ethnic Tuaregs launch new \_\_\_\_\_ after returning with weapons from Libya, where they had fought for Gaddafi  
a) assault    b) missile                                      c) rebellion
7. 400,000 people had to \_\_\_\_\_ northern Mali, while 200,000 had to flee Sudan's South Kordofan and Blue Nile states.  
a) flee    b) capture                                      c) hold
8. Her father \_\_\_\_\_ in a military coup in 1977.  
a) overthrew    b) was overthrown                                      c) been overthrown
9. They were greeted with suspicion and \_\_\_\_\_ at first.  
a) respect    b) hostility                                      c) authority
10. Measures are needed to reduce \_\_\_\_\_ between the two states.  
a) withdrawal    b) rebellion                                      c) tension

**Task 6. Look at the poster and write a short essay on the topic.**



## UNIT 14. PEACEKEEPING

**S** Task 1. What do you know about peacekeeping? Have you ever participated in any peacekeeping mission? In pairs, share your experience.

**R** Task 2a. Read the text. Learn the words from the box.

peacekeeping	sustain	peacebuilding	peacekeeper	maintain peace
disarmament	facilitate	legitimacy	impartiality	consent

### What is peacekeeping?

Peacekeeping is one of the most effective tools available to the UN to help host countries navigate the difficult path from conflict to peace.

Peacekeeping has unique strengths, including legitimacy, burden sharing, and an ability to deploy and sustain troops and police from around the globe, integrating them with civilian peacekeepers to advance multidimensional mandates.



Peacekeepers are groups of soldiers, officers or civilians that go to a conflict area and try to keep warring parties apart. They perform many tasks, for example, monitor elections, and protect human rights. UN peacekeepers are often called Blue Helmets because of their headgear. The United Nations Security Council must approve of peacekeeping missions before soldiers are sent there. Sometimes the UN gives NATO or other military organizations a permission to send peacekeepers to conflict areas. Peacekeepers are not always soldiers. Although they carry weapons they are only allowed to fight

back when attacked. Normally peacekeepers are sent to conflict areas to observe a ceasefire and keep enemies apart. In the meantime diplomats can try to find a political solution in a conflict. UN Peacekeepers provide security, the political and peacebuilding support to help countries make the transition from conflict to peace.

UN Peacekeeping is guided by three basic principles:

- consent of the parties;
- impartiality;
- non-use of force except in self-defence and defence of the mandate.

There are currently 15 UN peace operations deployed on four continents. Today's multidimensional peacekeeping operations are called upon not only to maintain peace and security, but also to facilitate the political process, protect civilians, help in the disarmament, demobilization and reintegration of former combatants; support the organization of elections, protect and promote human rights and help in restoring the rule of law. Success is never guaranteed, because UN Peacekeeping almost by definition goes to the most physically and politically difficult environments.



**Task 2b. Answer the questions.**

1. What is peacekeeping?
2. Who are peacekeepers?
3. Why are peacekeepers called Blue Helmets?
4. What are the main tasks of peacekeepers?
5. Which are basic principles of UN peacekeeping?

**L****Task 3. Listen and decide if the statements are true (T), false (F) or not given (NG).**

1. There is a clear definition of peacekeeping written into the original UN Charter. \_\_\_\_\_
2. The peacekeeping force must have a strictly neutral character. \_\_\_\_\_
3. Peacekeepers are professional soldiers from any country of the world. \_\_\_\_\_
4. Peacekeepers are paid for by all UN member countries. \_\_\_\_\_
5. Most of the peacekeepers were killed during patrolling border areas. \_\_\_\_\_

**G****Reported Speech**

When we want to report what someone said, we use reported speech. The main verb of the sentence is usually **past**, and the rest of the sentence is usually **past** too. Compare:

*direct speech*: Lt Holms said: "I **have** just **given** the order to start breaching."

*reported speech*: Lt Holms **said** that he **had** just **given** the order to start breaching.

Direct Speech		Reported speech
"I do," he said		He said (that) he did
"I did," he said		He said (that) he had done
"I will do," he said		He said (that) he would do
"I have done," he said		He said (that) he had done
"I had done," he said		He said (that) he had done
"I will have done," he said		He said that he would have done
"I have been doing," he said		He said (that) he had been doing
"I had been doing," he said		He said (that) he had been doing
"I am doing," he said		He said (that) he was doing
"I was doing," he said		He said (that) he had been doing
"I will be doing," he said		He said (that) he would be doing

**Study the examples**

- Corporal Huge **said** that all casualties **were evacuated**.
- Private White **told** his commander that he **had** a driving licence.

We can leave out **that**:

- He **said** he **had** a driving licence.

**Task 4. Turn the following sentences into Reported Speech.**

1. "Private Collins was digging the trench when I last saw him," Mike replied.
2. "Phil has been serving for three months," the commander announced.
3. "I will have repaired my house by 2015," he dreamt.
4. "Josh has given up his job," Tom said.
5. "I haven't been to the theatre for ages," Anna said.
6. "I gave medical aid to all injured soldiers," Oliver said.
7. "Jane will visit you on Friday," Helen promised.
8. "I didn't understand anything," she said.
9. "I haven't done my job properly," he confessed.
10. "I woke up feeling ill," Oliver said.

**Task 5. Make up sentences as in the example using the information in the table.**

*Example*: Jane: "I love Tokyo." You: "But you said you had never been to Japan."

<b>Here are some things Jane said to you:</b> "I have never been to Japan." "I hate washing dishes." "I don't have any friends here." "I visited London." "I have been working as a nurse for five years."	<b>But later she said the opposite. Write the objections to the each of her sentence.</b> 1. Jane "I love Tokyo." 2. Jane "I wash dishes every day." 3. Jane "I want to organize a party for my friends." 4. Jane "I have never been to England." Jane "I don't have any medical experience."
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**Useful Information**

If the reported sentence is out of date, time words change the following way:

Direct Speech		Reported Speech
Tonight	➔	That night
Today		That day
This week / month / year		That week / month / year
Now		Then, at that time
Now that		Since
Yesterday		The day before
Last night / week / month / year		The previous night / week / month / year
Tomorrow		The following day / the day after
Next week / month / year		The following/ next week / month / year
Two days / month / years ago		Two days / month / years before

**Task 6. Turn the following sentences into Reported Speech.**

1. "I will help you to repair your bicycle tomorrow," he promised.
2. "I saw the movie last week," she said to me.
3. "He is on his mission now," they reported.
4. "Mike did a lot of mistakes yesterday," she said.
5. "I was reading a gripping story now," Jane answered.
6. "I have done many tasks this week," the soldier replied.
7. "Peacekeepers behaved tolerantly with local inhabitants two days ago," he reported.
8. "Last night we were celebrating his appointment," Josh reported.
9. "I will call Josh back next month," he promised.
10. "These soldiers got into trouble yesterday," the lieutenant said.

**Task 7. Peacekeeper Mike met his friend and told him about his peacekeeping experience. Report what he said.**

**Example:** Mike said (that) he maintained peace and security.





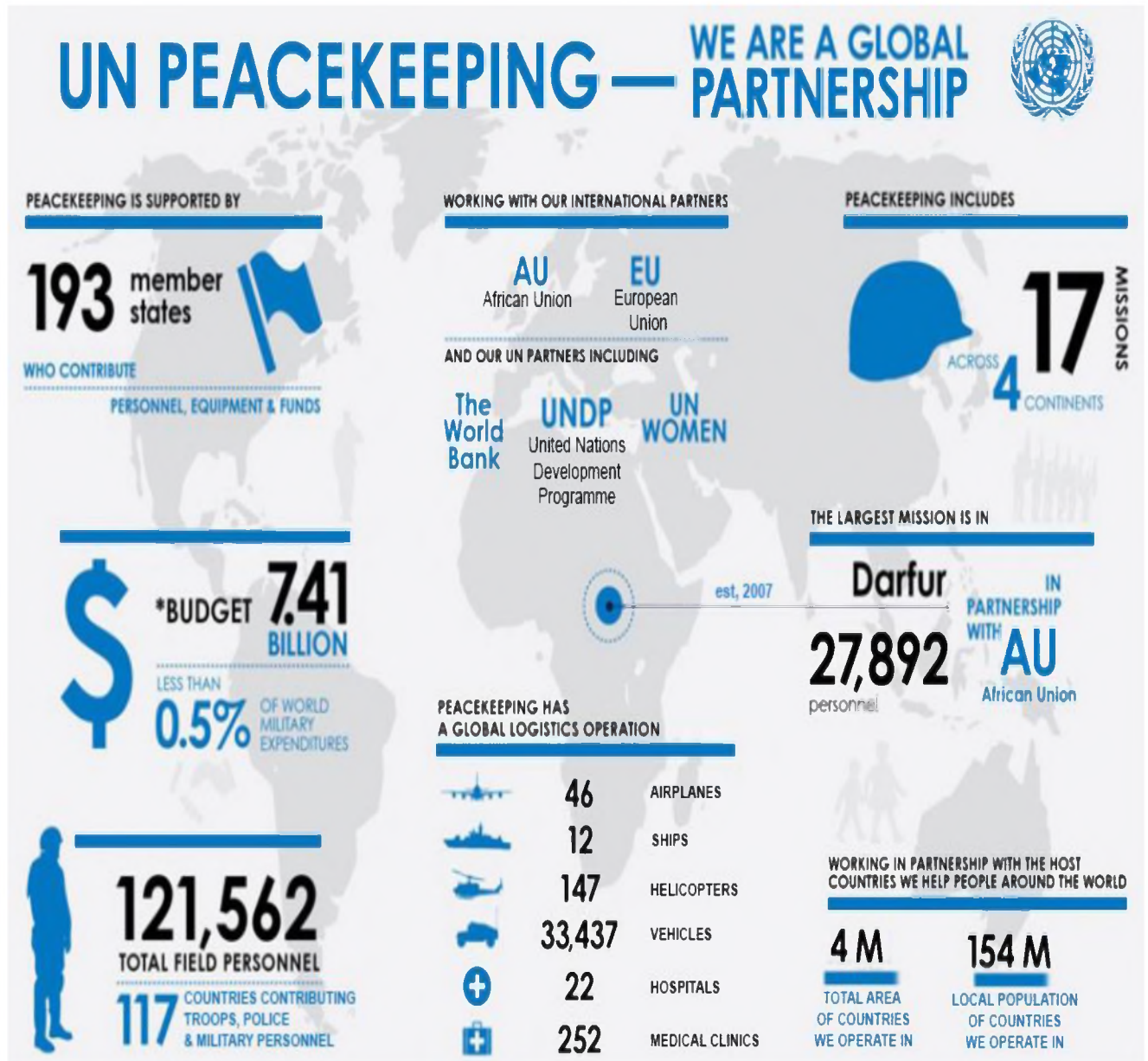
**S**

**Task 8. Work in pairs. Look at the table below. Tell your partner the information about the UN peacekeeping from the poster. Then swap the partner and share the information using reported speech.**

**Example:**

Partner: "Peacekeeping is supported by 193 member states."

You: "My partner said (that) peacekeeping was supported by 193 member states."

**L**

**Task 9. Listen and fill in the gaps with the words from the box.**

<b>maintained</b>	<b>Kashmir</b>	<b>interventions</b>	<b>30</b>
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There have been 56 UN peacekeeping operations in total since 1948, although over \_\_\_\_ (1) of those have happened since 1990.

Two of these operations have in fact never stopped since 1948: in the \_\_\_\_ (2) in the Arab/Israeli conflict following the foundation of the state of Israel, and in the dispute between Pakistan and India over the \_\_\_\_ (3) region.

Another that has been going on for over forty years is on the divided island of Cyprus, where peace has been \_\_\_\_ (4) between Greek and Turkish Cypriots since March 1964.

**R** Task 10a. Read and fill in the gaps with the appropriate headings from the box.

**A Towards the 21st century: new operations, new challenges**

**B Post Cold-War surge**   **C A period of reassessment**   **D Rapid increase in numbers**

**E The present**   **F The early years**

## History of Peacekeeping

(1)

The History of United Nations Peacekeeping began in 1948. Its first mission was to the Middle East to observe and maintain the ceasefire during the 1948 Arab-Israeli War. UN Peacekeeping was primarily limited to maintaining ceasefires and stabilizing situations on the ground, providing support for political efforts to resolve conflict by peaceful means.

The first two peacekeeping operations were the UN Truce Supervision Organization and the UN Military Observer Group in India and Pakistan. The UN military observers were unarmed.

(2)

With the end of the Cold War the UN shifted and expanded its field operations from “traditional” missions involving generally observational to “multidimensional” campaigns which were designed to ensure the implementation of peace agreements and help in establishing sustainable peace. UN Peacekeepers were asked to undertake a wide variety of difficult tasks, from helping to build sustainable institutions of governance, to human rights monitoring, to security sector reform, to the disarmament, demobilization and reintegration of former combatants.

(3)

After the Cold War ended, there was an increase in the number of peacekeeping operations. Peacekeeping operations established in such countries as Angola, Cambodia, El Salvador, Mozambique and Namibia.

(4)

In the mid-1990s missions were established in areas such as the former Yugoslavia, Rwanda and Somalia, where there was no peace to keep. As civilian casualties rose and hostilities continued, the reputation of UN Peacekeeping suffered. The setbacks of 1990s led the Security Council to limit the number of new peacekeeping missions and begin a process of self-reflection to prevent such failures from happening again. In the meantime, UN peacekeepers continued their long-term operations in the Middle East, Asia and Cyprus.

In the second half of the 1990s, the Council authorized new UN operations in Angola, Bosnia and Herzegovina, Croatia, the former Yugoslav Republic of Macedonia, Guatemala, Haiti.

(5)

At the turn of the century, the UN undertook an exercise to effectively manage and sustain field operations. The UN was asked to perform even more difficult tasks. In the following years, the Security Council also established large and difficult peacekeeping operations in a number of African countries.

(6)

Today’s multidimensional peacekeeping will continue to facilitate the political process, protect civilians, help in the disarmament, demobilization and reintegration of former combatants; support the organization of elections, protect and promote human rights and help in restoring the rule of law.



**Task 10b. Ask each other questions about the history of peacekeeping.**



**S** Task 11. Match the peacekeeping tasks from the box with the pictures. Describe each task.

provide medical support

supervise elections

patroll border areas

help refugees go home

clear mines

protect civilians

accomplish police training

accomplish crowd control

provide humanitarian assistance

*Example:*

One of the peacekeeping tasks is to provide medical support to local population.



1



2



3



4



5



6



7



8



9



**R Task 12a. Read and look up the unknown words in the dictionary.**

Peacekeeping missions are not always successful. In Somalia UN peacekeepers failed to stop a civil war among the warlords of the country. They also failed in Rwanda where hundreds of thousands of people were killed. Under the UN charter all member states are required to supply troops where necessary to help secure peace. However, mostly developing countries send soldiers on UN peacekeeping missions. In the past years Bangladesh, Pakistan, India and Egypt have made up most of the Blue Helmet contingent.

Since the founding of the United Nations in 1945 about one million soldiers, policeman and civilians have fought for peace in various hotspots all over the world. Peacekeeping costs a lot of money. Especially since the end of the cold war costs have gone up dramatically. Missions in the Balkans and in Somalia cost the United Nations billions of dollars.

UN peacekeepers are very often in danger. They only have light equipment and often lack the weapons to keep the warring parties apart. When stationed in a crisis area for a longer period of time peacekeepers suffer from stress. In many cases they are attacked by guerrillas or other groups who do not want them there.



**Task 12b. Decide if the sentences are true (T) or false (F).**

1. Peacekeeping missions never failed and finished always successfully.
2. Only developing countries send soldiers on UN peacekeeping missions.
3. Peacekeeping is an expensive thing.
4. Peacekeepers are well equipped.
5. Peacekeepers never suffer from stress.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Task 12c. Match the words with their definitions.**

- |               |  |
|---------------|--|
| 1. warlord    | a) member of a small military group that fights against a government or other groups |
| 2. guerilla   | b) area of conflict or crisis  |
| 3. hotspot    | c) party, group  |
| 4. equipment  | d) leader of a military group that fights against other groups or the government     |
| 5. contingent | e) not succeed   |
| 6. fail       | f) tools, machines, weapons  |
| 7. warring    | g) to have not enough of something   |
| 8. lack       | h) at war  |

**L Task 13. Listen about successful and failed UN missions. Then look at the statements and choose the correct variant.**

1. UN peacekeepers *succeeded* / *failed* to organize the demobilization of soldiers in El Salvador, Mozambique and Cambodia.
2. UN peacekeepers *succeeded* / *failed* to create new police forces in El Salvador, Mozambique and Cambodia.
3. UN peacekeepers *succeeded* / *failed* to restore order in East Timor.
4. Somalia was the first big *success* / *failure* for UN intervention.
5. UN missions to Angola *succeeded* / *failed* to stop civil war.

**S** Task 14. Before you read the texts below try to express your opinion about peacekeepers' behavior. How must each peacekeeper behave during the peacekeeping missions? Share your ideas with the rest of the group.

**R** Task 15. Read the information and discuss what rules you follow in your service.

## Code of conduct for the UN Peacekeepers

The core values of the UN in its task of maintaining international peace and security are the following:

**Impartiality:** Even-handedness. Not being favourable, preferential or supportive of any group, person or plan over another.

**Integrity:** Honesty. The ability to know and do what is morally right

**Respect:** Acceptance of others' ways. Giving value to others' rights, customs, behaviours and wishes even if they are very different from your own.

**Loyalty:** Unqualified support. Fully and always supporting someone or something even when circumstances or others may challenge this support.



## Essential tips for peacekeepers

Dress, think, talk, act and behave in a manner befitting the dignity of a disciplined, caring, considerate, mature, respected and trusted soldier, displaying the highest integrity and impartiality.

Respect the law of the land of the host country, their local culture, traditions, customs and practices.

Treat the inhabitants of the host country with respect, courtesy and consideration.

Do not indulge in immoral acts of sexual, physical or psychological abuse or exploitation of the local population or United Nations staff, especially women and children.

Respect and regard the human rights of all.

Support and aid the sick and weak.

Properly care for and account for all United Nations money, vehicles, equipment and property assigned to you and do not trade or barter with them to seek personal benefits.

Show military courtesy and pay appropriate compliments to all members of the mission.

Show respect for and promote the environment.

**L** Task 16. Listen to the track and find six mistakes in the text below.

Now that the Cold War is over and small localized wars break out ever more frequently, there have been calls for the establishment of a UN Rapid Response force, so that it doesn't take the international community ten months to assemble a peacekeeping mission, by which time it is often too early.

The attack on NATO headquarters in Baghdad in 2000 has also called into question the respect for being impartial which the organisation thought it had.

Nevertheless, few people agree that the world still needs some kind of neutral body, backed by force if necessary, for helping current enemies make the transition from war to peace.

**R** **Task 17a. Are there any women serving in your unit? In pairs, share your opinions about women in the military, in peacekeeping missions, in particular. Read the text and compare your ideas.**

The percentage of women serving as military personnel in UN peacekeeping missions remains at only 2 percent. The small number of women soldiers serving with the UN can be explained by the lack of women serving in militaries around the world (especially in combat units). But many militaries have much higher percentages of women in their national forces than their contributions to the UN indicate. South Africa, Ghana and Nigeria are among the troop-contributing countries that should be commended for sending large numbers of women peacekeepers. “Female peacekeepers inspire, by their very example, women and girls in the often male-dominated world,” said UNIFIL Force Commander Major-General Claudio Graziano. Sergeant Dora Dordoye, who leads a team of nine Ghanaian soldiers deployed in Liberia, said that just like her male counterparts, she is there to serve the local population. “I am trained to be a professional soldier to be called upon to carry any assignment at any time.



**Task 17b. Choose the correct statement.**

**According to the text there is the small number of female peacekeepers because of ...**

- (A) irresponsibility of women soldiers;
- (B) tendency of male domination;
- (C) difficult assignments;
- (D) shortage of women serving in armies.

**Task 18. Read the text and fill in the gaps with the appropriate words from the box.**

mandate	peacekeepers	weapons	rebels	elections	diamonds	peace
---------	--------------	---------	--------	-----------	----------	-------

In 1999, UN \_\_\_(1) moved into Sierra Leone to oversee a feeble peace process which included monitoring a shaky ceasefire and supporting a transition to democratic governance. Since then, the UN has helped the war-ravaged country to make impressive gains towards \_\_\_(2), demonstrating how the world body can respond to the needs and demands of countries emerging from conflict in a rapidly changing global environment.

Over the course of its \_\_\_(3), the UN disarmed more than 75,000 ex-fighters, including about 7,000 child soldiers; assisted in holding national and local government \_\_\_(4), which enabled people to participate in decisions that affected their daily lives; helped to rebuild the country's police force to its pre-war strength and contributed towards rehabilitating the infrastructure and bringing government services to local communities.

The UN also helped the government stop illicit trading in diamonds and regulate the industry. During the war, \_\_\_(5) had used money from “blood” or “conflict” diamonds to buy \_\_\_(6) which then fuelled the conflict. Now \_\_\_(7) have become an engine of growth, with government income from diamonds soaring from just \$10 million in 2000 to \$160 million in 2004, according the International Monetary Fund figures.





**W**

**Task 19. How do you see the future of the UN peacekeeping? Write down 10-15 sentences and share your ideas with the rest of the group.**

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**Task 20. Look at the structure of an operational order. Fill in the form with your own information.**

<p><b>Structure of operational order</b></p> <p>(Classification)</p> <p>(Change from oral orders, if any)</p> <p>Copy__ of __ copies</p> <p>Issuing headquarters</p> <p>Place of issue (may be in code)</p> <p>Date-time group of signature</p> <p>Message reference no</p> <p>OPERATION ORDER (number) _____ (code name)</p> <p>References:</p> <p>1. SITUATION</p> <p>a. Belligerent forces</p> <p>b. Friendly forces</p> <p>c. Attachments and detachments.</p> <p>2. MISSION</p> <p>3. EXECUTION</p> <p>Intent:</p> <p>a. Concept of operation.</p> <p>(1) Maneuver</p> <p>(2) Fires</p> <p>b. Tasks to maneuver units.</p> <p>c. Tasks to CS units.</p> <p>d. Coordinating instructions.</p> <p>4. SERVICE SUPPORT</p> <p>5. COMMAND AND SIGNAL</p> <p>ACKNOWLEDGE:</p> <p style="text-align: right;">NAME (Commander's last name)</p> <p style="text-align: right;">RANK (Commander's rank)</p> <p>OFFICIAL:</p> <p>ANNEXES:</p> <p>DISTRIBUTION:</p> <p style="text-align: right;">(Classification)</p>
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## TEST YOURSELF 14

### Task 1. Find 15 words. Choose 5 words and make up sentences.

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



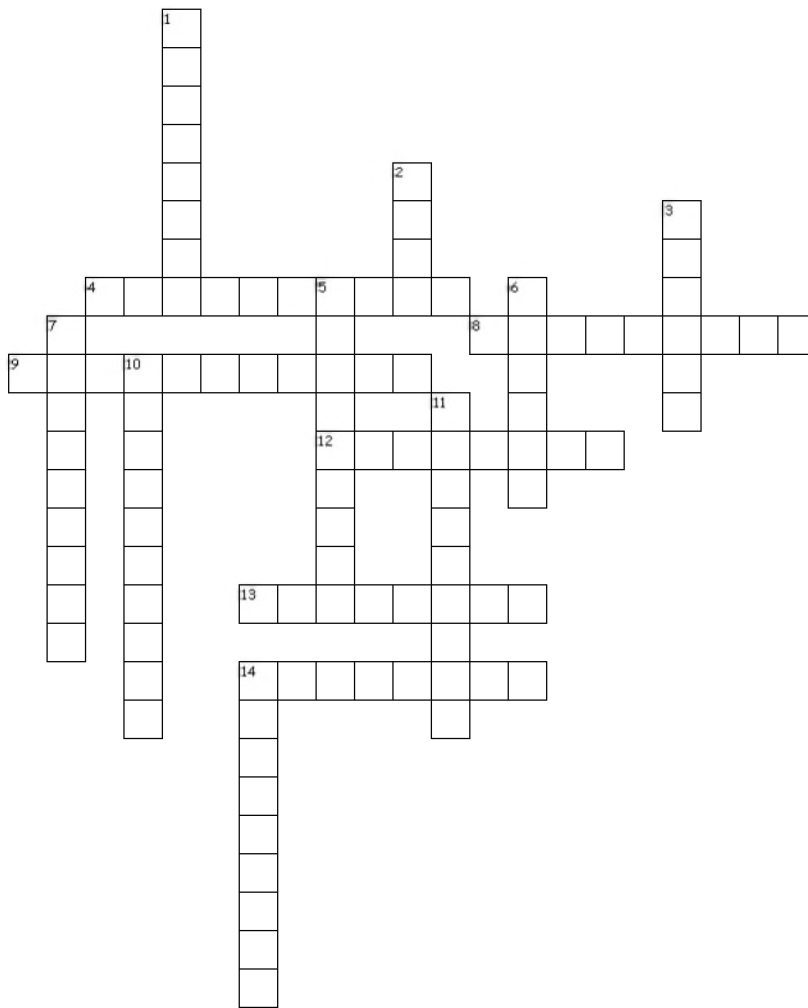
### Task 2. Turn the following sentences into Reported Speech.

1. "Private Smith was speaking with his commander when I last saw him," James replied.
2. "Tom has been serving for three months," the commander announced.
3. "I will have carried out my assignment by the end of this summer," he confirmed.
4. "Josh usually does his job properly," major said.
5. "I have never been abroad," Jane replied.
6. "I gave all necessary information to all officers," he said.
7. "I will attend meeting on Friday," Mike promised.
8. "I did nothing," she confessed.
9. "I haven't done my exercise already," he said.
10. "I had resolved all my problems before I received a new task," Tom said.
11. "I will help Helen to do her work tomorrow," he promised.
12. "I saw Christopher last week," Helen said to me.
13. "Mike is accomplishing his mission now," they reported.
14. "I did everything wrong yesterday," she confessed.
15. "We got into trouble," captain said.

### Task 3. Match the words with their definitions

- |                 |  |
|-----------------|--|
| 1. Disarmament  | a) the maintenance of peace, especially the prevention of further fighting between hostile forces in an area |
| 2. Partnership  | b) support or actively encourage   |
| 3. Supervise    | c) to give help or support   |
| 4. Assist       | d) a person who has been forced to leave their country in order to escape war                                |
| 5. Refugee      | e) control, monitor  |
| 6. Elections    | f) politeness; good manners  |
| 7. Courtesy     | g) the selection by vote of a person or persons from among candidates for a position                         |
| 8. Promote      | h) the state of being a partner or partners  |
| 9. Peacekeeping | i) the act of reducing the number of weapons   |



**Task 4. Complete the crossword puzzle.****Across**

- 4. an act of allowing something
- 8. an act of warfare
- 9. a soldier who is a member of a peacekeeping force
- 12. people who have been forced to leave their country in order to escape war, persecution, or natural disaster
- 13. a process in which people vote to choose a person or a group of people to hold an official position.
- 14. a person killed or injured in a war or accident

**Down**

- 1. what you wear on your head
- 2. North Atlantic Treaty Organization
- 3. move (troops) into position for military action
- 5. control, monitor
- 6. the line between two countries
- 7. when two or more groups agree to stop fighting for a period of time
- 10. a party, group
- 11. a member of a small military group that fights against a government or other groups
- 14. a person engaged in fighting during a war




## UNIT 15. INTERNATIONAL ORGANISATIONS

**S** Task 1. Match the names of international organizations with the pictures. What do you know about these organizations? What other organizations do you know?


The Red Cross	NATO	European Union	United Nations Educational, Scientific and Cultural Organization
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1



2



3



4

**R** Task 2a. Learn the words from the box. Read the text and fill in the gaps.

emergency measures	prevention	awareness	non-profit
disasters	relieve	unable	scope

International organizations can be divided into two main types:

International nongovernmental organizations (INGOs), (non-governmental - NGOs) and Intergovernmental organizations or International governmental organizations (IGOs),

### Non-governmental Organizations



A *non-governmental organization (NGO)* is any \_\_\_\_\_ (1) organization created by legal persons on a local, national or international level which operates independently from any form of government. Its goal is to \_\_\_\_\_ (2) suffering, promote the interests of the poor, protect the environment, undertake community development. Nongovernmental organizations may be professional associations, foundations, multinational businesses, or simply groups with a common interest in humanitarian assistance activities. The term “non-governmental organizations” originated from the United Nations (UN) and their relationship with offices and agencies of the United Nations system differs depending on their goals.

An *international nongovernmental organization (INGO)* has the same mission as a non-governmental organization, but it is international in \_\_\_\_\_ (3) and has outposts around the world to deal with specific issues in many countries. The main focus for INGOs is to provide assistance and developmental aid to developing countries. In relation to states, the purpose of INGOs is to provide services that the state is \_\_\_\_\_ (4) or unwilling to provide for their people. The projects in health, like HIV/AIDS \_\_\_\_\_ (5) and prevention, clean water, and malaria \_\_\_\_\_ (6), and in education, like schools for girls and providing books to developing countries, help to provide the social services that the country's government is unable to provide at the time. INGOs are also some of the first responders to natural \_\_\_\_\_ (7), like hurricanes and floods, or crises that need \_\_\_\_\_ (8).

*Examples* include such organizations as International Committee of the Red Cross, Médecins Sans Frontières (Doctors Without Borders), OXFAM, Greenpeace, CARE International, and also international corporations such as McDonalds, the Coca-Cola, Adidas, Toyota, Electrolux.

**Task 2b. Read the text again and decide if the following statements are true (T) or false (F).**

1. Non-governmental organizations (NGOs) depend on the government. \_\_\_\_\_
2. NGOs are commercial organizations. \_\_\_\_\_
3. International nongovernmental organizations (INGOs) provide help to developing countries. \_\_\_\_\_
4. INGOs have projects in health and education. \_\_\_\_\_
5. INGOs cannot provide assistance in natural disasters. \_\_\_\_\_

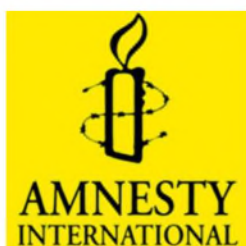
**S** Task 3a. Match the non-governmental organizations with their descriptions. Learn the words in bold.



1



2



3



4



5

a) \_\_\_\_\_ (Federation Internationale des ligues des droits de l'Homme) is a non-governmental federation for human rights organizations. It was founded in 1922. The organization is the oldest international human rights organization worldwide and today it is a federation of 164 human rights organizations in nearly 100 countries. Its core mandate is to promote respect for all the rights set out in the Universal Declaration of Human Rights. It co-ordinates and supports the actions of its members and is their contact with intergovernmental organizations

b) \_\_\_\_\_ is an international confederation of 17 organizations working in approximately 90 countries worldwide to **eradicate poverty** and **injustice** around the world. The ultimate goal is to enable people to exercise their rights and manage their own lives. Each organization works together internationally to achieve a greater impact through collective efforts.

The organization was originally founded in Oxford, UK, in 1942 as the *Oxford Committee for Famine Relief*. It is still based in Oxford.

c) \_\_\_\_\_ is a non-governmental environmental organization with offices in over forty countries. Headquarters is in Amsterdam, the Netherlands. The organization was founded in Vancouver in 1971. It focuses its activity on world wide issues such as global warming, **deforestation**, **overfishing**, commercial **whaling**, genetic engineering, and anti-nuclear issues. This organization is known for its direct actions and has been described as the most visible environmental organization in the world

d) \_\_\_\_\_ (Cooperative for Assistance and Relief Everywhere) is a global confederation of 14 member organizations. In 2011, it worked in 84 countries, supporting 1,015 poverty-fighting projects. It was founded in 1945. The organization is non-governmental and one of the largest and oldest humanitarian aid organizations focused on fighting global poverty. Its programmes include emergency response, food security, water and **sanitation**, economic development, education and health.

e) \_\_\_\_\_ is a non-governmental non-profit organization focused on human rights with over 3 million members and supporters around the world. It was founded in London by the lawyer Peter Benenson in 1961. The objective of the organisation is to stop **violence** against women, abolish the **death penalty**, protect the rights of refugees and migrants, regulate the global arms trade.

The motto of the organization is: "*It is better to light a candle than to curse the darkness.*"

Task 3b. Work in pairs. Choose one of the organizations in Task 3a, read it again and retell the text to your partner. Then your partner will tell you about the organization that he has chosen.

Example:

- I'd like to tell you about a non-governmental organization Greenpeace. It was founded ...

**R** Task 4a. Read the text about one of the non-governmental organizations. Learn the words in the box.

exclusion   affiliation   overall   rejects   strives   announced   neglected diseases



## Doctors Without Borders

Médecins Sans Frontières (MSF) or Doctors Without Borders, is an international, independent, medical humanitarian organization that delivers emergency aid to people affected by armed conflict, epidemics, natural disasters and exclusion from healthcare. MSF offers assistance to people based on need, regardless of race, religion, gender or political affiliation.

The organization is known in most of the world by its French name or simply as *MSF*, but in Canada and the United States the name *Doctors Without Borders* is commonly used

MSF was founded in Paris, France in 1971. Its headquarters are in Geneva, Switzerland. It is a non-profit, non-governmental organization. MSF operates independently. More than 90 per cent of its overall funding comes from millions of private sources, not governments.

Today, MSF is a worldwide movement of 23 associations.

Tens of thousands of health professionals, logistical and administrative staff – most of whom are hired locally – work on programmes in more than 60 countries worldwide.



MSF rejects the idea that poor people deserve third-rate medical care and strives to provide high-quality care to patients. Doctors are working to stop the spread of HIV/AIDS and tuberculosis in certain areas. These diseases are prominent in poorer areas that cannot afford medical care. Doctors Without Borders offer aid because the citizens cannot afford it themselves.

In 1999, when MSF was awarded the Nobel Peace Prize, the organization announced the money would go towards raising awareness of and fighting against neglected diseases.

### Task 4b. Match the words with their definitions.

1. exclusion
2. affiliation
3. overall
4. reject
5. strive
6. announce
7. neglected disease



- a) disease not receiving enough care or attention
- b) to give information about something officially
- c) a person's connection with a political party, religion, etc.
- d) general
- e) to refuse to accept, use, believe, etc.
- f) to try very hard to achieve something
- g) exception; a person or thing that is not included

### Task 4c. Answer the questions.

1. What kind of organization is Doctors Without Borders?
2. In what cases does the organization deliver emergency help?
3. When was Médecins Sans Frontières (MSF) founded?
4. Where does over 90% of overall funding come from?
5. What idea does the organization reject?
6. What diseases is MSF trying to stop in poor areas?
7. Where did the Nobel Peace Prize money go?





**L**

**Task 5. Listen to the information about the organization *Doctors Without Borders* (MSF) and complete the sentences.**

1. The doctors helped to stop the Burkina Faso \_\_\_\_\_ of 2007. The doctors came from \_\_\_\_\_.
2. The first main aim of MSF is \_\_\_\_\_.
3. The second main aim is \_\_\_\_\_.
4. The organization was established in 1971 by \_\_\_\_\_.
5. MSF employs \_\_\_\_\_ and other \_\_\_\_\_.
6. The local people are paid \_\_\_\_\_, but the foreign people work \_\_\_\_\_.
7. The volunteers leave their jobs and homes and go to another country \_\_\_\_\_ and provide other \_\_\_\_\_.

**Task 6. Listen and decide if the following statements are true (T) or false (F).**

1. Cyclone Nargis killed thousands of people in Burma in summer 2009. \_\_\_\_\_
2. MSF helped people with the food they needed. \_\_\_\_\_
3. A Belgian journalist worked with Doctors Without Borders and described their work. \_\_\_\_\_
4. On the boat they carried food and water to 3000 people which was enough for a month. \_\_\_\_\_
5. In the small city two hundred people were killed out of 1600 living before the cyclone. \_\_\_\_\_
6. In another ruined town a man told them that his parents and brothers were dead. \_\_\_\_\_
7. The organization MSF is controlled by government. \_\_\_\_\_
8. The name Doctors Without Borders shows that any borders can stop their work. \_\_\_\_\_

**G****Reflexive pronouns**

The reflexive pronouns are formed by adding **–self** (in the singular) or **–selves** (in the plural) to the possessive pronouns **my, your, our** and to the Objective Case of the personal pronouns **him, her, it, them** and to an indefinite pronoun **one (oneself)**.

Don't use **reflexive pronouns** after the verbs **concentrate, feel, relax, meet** and after **wash, shave, dress**.

FORMS	SINGULAR	PLURAL
1st person 2nd person 3rd person = = = 1st person 2nd person 3rd person	<b>myself</b> <b>yourself</b> <b>himself, herself, itself</b>	<b>ourselves</b> <b>yourselves</b> <b>themselves</b>

**Study the examples**

- Doctors Without Borders offer medical care because the citizens cannot afford it **themselves**.
- When he suddenly felt bad, he **himself** called an ambulance.
- If somebody attacks you, you need to be able to defend **yourself**.
- How do you **feel** today? (*not* "feel yourself")
- He got up, **washed, shaved and dressed**. (*not* "washed himself" etc)

**Task 7. Complete the sentences with the reflexive pronouns where necessary.**

1. There were so many wounded that at first a doctor couldn't concentrate \_\_\_\_\_.
2. Don't help me. I can put a dressing on the cut \_\_\_\_\_.
3. What time shall we meet \_\_\_\_\_?
4. Doctor Robinson \_\_\_\_\_ is very friendly, but his assistant is reserved.
5. I think we'll settle the problem \_\_\_\_\_.

**R Task 8a. Read the text. Learn the words in bold.**
**Intergovernmental Organizations**


An intergovernmental organization (**IGO**) is an organization composed primarily of two or more governments or of other intergovernmental organizations to carry out projects and plans in **common** interest. IGOs are created by treaties which are formed when **lawful representatives** of several states go through a ratification process. In the absence of a treaty an IGO does not **exist** in the legal sense. IGOs that are formed by treaties are subject to international law and have the ability to enter

into agreements among **themselves** or with states.

IGOs have various goals and scopes. They cover multiple issues and involve governments from every region of the world.

There are the following types of intergovernmental organizations:

- *global* or worldwide: the United Nations (UN) and its **agencies** (UNESCO, World Health Organization), Interpol, World Trade Organization;
- *regional*: the Council of Europe (CoE), NATO, European Union (EU), African Union (AU);
- *cultural, religious, historical, ethnic*: Commonwealth of Nations, Latin Union, Organization of Islamic Cooperation;
- *economic*: International Monetary Fund, Petroleum-Exporting Countries (OPEC);
- *educational*: Academy of European Law, United Nations University.

Since the creation of the UN and NATO, intergovernmental organizations have become very important in the international community. Additionally, many IGOs, such as the UN and the EU, have the ability to make rules and **exercise power** within their member countries, their global **influence** continues to **increase**.


**Task 8b. Fill in the gaps with the words given below.**

<b>agencies</b>	<b>increase</b>	<b>influence</b>	<b>common</b>	<b>exist</b>	<b>exercised</b>	<b>lawful</b>	<b>representatives</b>
-----------------	-----------------	------------------	---------------	--------------	------------------	---------------	------------------------

1. If the treaty isn't ratified, the organization isn't \_\_\_\_\_.
2. Environmental pollution has a negative \_\_\_\_\_ on people's health.
3. The rate of inflation continues to \_\_\_\_\_.
4. At present the United Nations has in total 17 specialized \_\_\_\_\_ that carry out various functions on behalf of the UN.
5. There are some basic features that are \_\_\_\_\_ to all human languages.
6. Let me introduce you to our \_\_\_\_\_ in government.
7. When he appeared in court, he \_\_\_\_\_ his right to remain silent.
8. Does life \_\_\_\_\_ on other planets?

**Task 8c. Answer the questions.**

1. What is an intergovernmental organization composed of?
2. Why is the ratification of the treaty so important?
3. What are the goals of the IGOs?
4. What are the types of intergovernmental organizations?
5. When have IGOs become very important in the international community?
6. Why do many IGOs have the right to exercise power within their member states?



**S** Task 9a. Match the intergovernmental organizations with their descriptions. Learn the words in bold.



1



UNICEF

2



World Health Organization

3



OPEC

4



5

a) \_\_\_\_\_ is a specialized agency of the United Nations (UN) that is concerned with international public health. It was established on 7 April 1948, with headquarters in Geneva, Switzerland, and is a member of the United Nations Development Group. Since its creation, it has been responsible for playing a leading role in the eradication of **smallpox**. Its current priorities include communicable diseases, in particular, HIV/AIDS, malaria and tuberculosis; the **mitigation** of the effects of non-communicable diseases; sexual and reproductive health.

b) \_\_\_\_\_ is the largest international criminal police organization with 192 member countries. It was established in 1923. Its headquarters are in Lyon, France. The mission is to prevent and fight crime through **enhanced** international police cooperation and develop knowledge and skills necessary for effective international policing. Its role is to enable police around the world to work together to make the world a safer place.

c) \_\_\_\_\_ is the only global international organization dealing with the rules of trade between nations. At its heart are the agreements, negotiated and signed by the world's trading nations and ratified in their parliaments. The goal is to help producers of goods and services, exporters, and importers conduct their business. It was officially established in 1995 with headquarters in Geneva, Switzerland. There are 157 member states in the organization.

d) \_\_\_\_\_ (the United Nations Children's Fund) is an intergovernmental organization with headquarters in New York. It was created by the United Nations General Assembly in 1946 to provide assistance to children after World War II. In 1954 it became a permanent agency of the UN system. Its goal is to provide long-term assistance to children and mothers in developing countries. Most of its work is in the field, with staff in 191 countries and territories around the world.

e) \_\_\_\_\_ (Organization of the Petroleum Exporting Countries) is a permanent intergovernmental organization of 12 oil-exporting developing nations that coordinates and **unifies** the petroleum policies of its Member Countries. It was founded in 1960 with headquarters in Vienna, Austria. Its aim is to manage the supply of oil in an effort to set the price of oil on the world market, in order to **avoid fluctuations** that might affect the economies of both producing and purchasing countries.

Task 9b. Work in pairs. Ask each other questions about the organizations. You have to mention date of foundation, mission, membership, headquarters.

Example:

What is the mission (goal) of the organization? – Its mission is ...



## R

## Task 10a. Read the text. Learn the words in the box.

safeguard settle regard executive evaluation ensures implemented



## NATO

The North Atlantic Treaty Organization or **NATO**, also called the **North Atlantic Alliance**, is an *intergovernmental* military alliance established by the signing of the North Atlantic Treaty on the 4<sup>th</sup> of April, 1949, on the USA initiative. The NATO headquarters are in Brussels, Belgium. Official languages are English and French. (in French: *Organisation du traité de l'Atlantique Nord (OTAN)*).

Its aim is to safeguard member nations from attack. The member countries agreed to settle disputes by peaceful means and to regard an attack on one country as an attack on all countries, and to take necessary actions to repel an attack. With the end of the cold war, NATO members agreed to use its forces as peacekeepers in countries outside the alliance. There are 28 member countries in NATO.

The key elements of NATO's *military* organization are:

**the Military Committee (MC)**, composed of the Chiefs of Defence (military representatives) of NATO member countries.

Knud Bartels of Denmark has been the Chairman of the NATO Military Committee since 2012;

**the International Military Staff (IMS)**, the executive body of the Military Committee. It is *responsible for* preparing the reports on all NATO military matters IMS is headed by a Director General Jürgen Bornemann, Lt Gen.

**the military Command Structure** which is composed of:

- Allied Command Operations (ACO) headed by the Supreme Allied Commander Europe (SACEUR), responsible for NATO operations worldwide, and
- Allied Command Transformation (ACT), headed by the Supreme Allied Commander, Transformation (SACT), responsible for transformation and training of NATO forces.

The Military Committee works closely with two Strategic Commanders. They are both *responsible to* the Military Committee for the overall conduct of all Alliance military matters within their areas of responsibility.



## Task 10b. Match the words with their definitions.

1. safeguard
2. settle
3. regard
4. executive
5. evaluation
6. implement
7. ensure



- a) having the power to put important decisions and laws into effect
- b) to guarantee
- c) to perform, fulfil, carry out
- d) think about something in a particular way
- e) to protect or defend
- f) an opinion of the amount, value or quality of something after thinking about it carefully
- g) to put in order, arrange in a desired state or condition

## Task 10c. True (T), false (F) or not given (NG)?

1. NATO is a military alliance with headquarters in America. \_\_\_\_\_
2. An Alliance consists of 28 independent member countries. \_\_\_\_\_
3. The Military Committee provides the North Atlantic Council with advice on military policy. \_\_\_\_\_
4. The current Director General of the International Military Staff is Lieutenant General Jürgen Bornemann. \_\_\_\_\_
5. Strategic Commanders are responsible to the Military Staff. \_\_\_\_\_

### Useful information

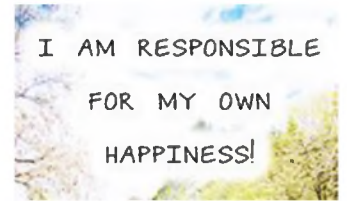
#### Describing responsibilities

**Responsible for:** a) being a cause or agent for some action (e.g. mess);  
b) a commander or unit is *responsible for* a task or operation.

- The Military Committee is **responsible for** preparing reports on all military matters.

**Responsible to:** a) being accountable for one's actions or decisions;  
b) military subordinates are *responsible to* their superiors.

- Two Strategic Commanders are **responsible to** the Military Committee.



#### Task 11. Complete the sentences with *for* or *to*.

1. The council of Ministers is responsible \_\_\_\_\_ the Assembly.
2. The Secretary General is responsible \_\_\_\_\_ all UN peacekeeping operations.
3. No country is responsible \_\_\_\_\_ cleaning up space.
4. He is directly responsible \_\_\_\_\_ the efficient running of the office.
5. In Australia the Prime Minister is responsible \_\_\_\_\_ the House of Representatives.

**S**

**Task 12. Work in pairs. Ask each other questions about your responsibilities.**

*Example:*

- What are your responsibilities at work?

- I am responsible for ...

**R**

**Task 13. Read the text about one of the most notable intergovernmental organizations. Learn the italicized words.**

#### ***United Nations***



The United Nations is an international organization founded in 1945. UN headquarters are in New York. Due to its unique international character, the Organization can take action on a wide range of issues, and provide a forum for its 193 Member States to express their views, through the General Assembly, the Security Council, the Economic and Social Council and other bodies and committees.

The work of the United Nations reaches every corner of the globe. Although best known for peacekeeping, conflict prevention and humanitarian assistance, there are many other ways the United Nations and its System (specialized agencies, funds and programmes) *affect* our lives and make the world a better place. The Organization works on a broad range of fundamental issues, from *sustainable* development, environment and refugees protection, disaster relief, *counter terrorism*, disarmament and *non-proliferation*, to promoting democracy, human rights, *gender* equality of women, governance, economic and social development and international health, clearing landmines, *expanding* food production, and more, in order to achieve its goals and coordinate efforts for a safer world for this and future generations.



#### Task 14. Complete the sentences with the words below.

**affect   sustainable   counter-terrorism   non-proliferation   gender   expand**

1. The economic growth in this country is quite \_\_\_\_\_ nowadays.
2. Many countries ratified the Treaty on \_\_\_\_\_ of nuclear weapons.
3. They are going to \_\_\_\_\_ their business by opening two more stores.
4. How will these changes \_\_\_\_\_ our lives?
5. Most \_\_\_\_\_ strategies involve an increase in standard police and domestic intelligence.
6. Most people understand that there are some basic \_\_\_\_\_ differences in the personalities of men and women.

## L

**Task 15a. Listen to the information and underline the word you hear.**

**Example:** among / between

1. Peaceful / peace
2. Member / membership
3. Argue / arguments
4. Say / seem
5. Involves / includes



**General Assembly**



**Security Council**

**Task 15b. Listen again and decide if the statements are true (T) or false (F).**

1. Taiwan and Palestine don't want to be the members of the United Nations. \_\_\_\_\_
2. Member countries argue a lot between themselves. \_\_\_\_\_
3. Russia, America and China seem to have no arguments \_\_\_\_\_
4. The most important bodies of the UN are the Security Council and the General Assembly. \_\_\_\_\_
5. UNESCO and UNICEF are the specialized agencies of the UN. \_\_\_\_\_

## R

**Task 16a. Read the text. Learn the italicized words.**

### ***European Union***



The EU is a unique economic and political partnership between 27 European countries that together cover much of the continent.

The EU was created after the Second World War. The first steps were *to foster* economic cooperation. The result was the European Economic Community (EEC), created in 1958, and initially increasing economic cooperation between six countries. Since then, a huge single market has been created and continues to develop towards its full potential. A name changed from the EEC to the European Union (EU) in 1993.

The EU is based on the rule of law: everything that it does is founded on treaties agreed by all member countries. The EU has delivered half a century of peace, stability and *prosperity*, helped raise living standards, and launched a single European *currency*, the euro.

Thanks to the *abolition* of border controls between EU countries, people can travel freely throughout most of the continent. And it has become much easier to live and work abroad in Europe.

The single or "internal" market enables most goods, services, money and people to move freely. One of the EU's main goals is to promote human rights both internally and around the world. Human *dignity*, freedom, democracy, equality, the rule of law and respect for human rights: these are the core values of the EU.



**Task 16b. Match the descriptions with the italicized words from the text.**

1. success or wealth \_\_\_\_\_
2. a calm and serious manner that deserves respect. \_\_\_\_\_
3. to promote growth or development of something \_\_\_\_\_
4. an ending of a law or system; annulment \_\_\_\_\_
5. a system of money that is in use in a particular country \_\_\_\_\_



## W

**Task 16c. Fill in the table using information from the text and the reference material.**

The European Union (EU)	Reason the EU exists:	Main focuses of the EU:	Example of what the EU does:
Founded _____		1)	
Current number of countries involved _____		2)	Answers can vary
		3)	



**S**

**Task 17. You are going to listen to the text about the UN winning the 2012 Nobel Peace Prize. Before listening match the words with their synonyms.**

- |                |                 |
|----------------|-----------------|
| 1. maintaining | a) hurt         |
| 2. horrific    | b) privilege    |
| 3. suffering   | c) premature    |
| 4. unthinkable | d) acknowledged |
| 5. outstanding | e) preserving   |
| 6. untimely    | f) disorder     |
| 7. chaos       | g) excellent    |
| 8. inspiration | h) terrible     |
| 9. honour      | i) stimulation  |
| 10. recognized | j) unimaginable |

**L**

**Task 18. Now listen to the text. Then decide if the statements are true (T) or false (F).**

1. The EU won the 2012 Nobel Peace Prize for its economic stability. \_\_\_\_\_
2. The Nobel chairman said Europe suffered during a 70-year-long war. \_\_\_\_\_
3. The chairman suggested Germany and France would never fight in a war. \_\_\_\_\_
4. A BBC spokesperson said the EU's biggest achievement was its euro currency. \_\_\_\_\_
5. Some people are saying now is a bad time to give the EU the Nobel Prize. \_\_\_\_\_
6. The EU boss said the Union inspired many other countries around the world. \_\_\_\_\_
7. Another EU leader said Europe was the biggest peacemaker ever in the world. \_\_\_\_\_

**LEARN MORE!****R**

**Task 19a. Read the text about Microsoft Corporation. Learn the words in bold.**



Microsoft is an American multinational **software** corporation headquartered in Washington that develops, manufactures, licenses, and supports a wide range of products and services related to computing. The company was founded by Bill Gates (full name is William Henry Gates III) and Paul Allen in 1975. His company became famous for their computer operating systems – MS DOS and later Microsoft Windows. Now he is the **current** chairman and former chief executive of Microsoft.

*Only facts:*

- ▶ In 1973 Bill Gates became a student at Harvard University but **dropped out** in 1975.
- ▶ Gates told his university teachers he would be a millionaire at 30. He became a billionaire at 31.
- ▶ Bill Gates is married and have 3 children.
- ▶ In 2000, Bill Gates established Bill & Melinda Gates Foundation along with his wife.
- ▶ Bill Gates earns \$250 every second, that's about \$20 million a day and \$7.2 Billion a year!
- ▶ His net **worth** as on March 2012 was \$61 Billion.

Some cool quotes by Bill Gates:

- The Internet is becoming the town square for the global village of tomorrow.
- If you can't make it good, at least make it look good.
- Life is not **fair**; get used to it.

**Task 19b. What information do these numbers stand for?**

3    1975    2000    61    1973    250    31    20



**Task 19c. Try to describe situations which could explain the quotes by Bill Gates in Task 19a.**

**W**

**Task 20. Write 7-10 sentences about one of the international organizations that is not described in the unit, for example, UNESCO, the Red Cross, Toyota, Adidas, etc. Find information about them yourselves. Use active vocabulary.**

## UNIT 15 TEST YOURSELF

### Task 1. Match the beginning of the sentences with their endings (three of them are extra).

1. NGO is a non-profit organization...
2. The goal of NGO is ...
3. An international nongovernmental organization (INGO) has the same mission as ...
4. An intergovernmental organization (IGO) is an organization ...
5. IGOs cover multiple issues and involve ...
6. Intergovernmental organizations have become very important in the international community ...



- a) composed of two or more governments to carry out plans in common interest.
- b) and their global influence continues to increase.
- c) is an independent medical organization.
- d) created by legal persons which operates independently from any form of government
- e) a non-governmental organization, but it is international in scope.
- f) regulate the global arms trade.
- g) governments from every region of the world.
- h) to relieve suffering, promote the interests of the poor, protect the environment.
- i) with headquarters in France.

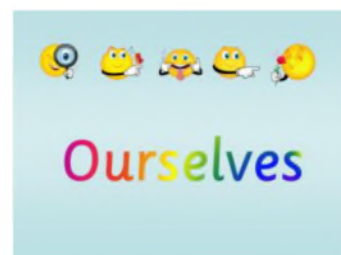
### Task 2. Answer the questions.

1. How are international organizations divided?
2. What is the goal of NGO?
3. Can you give some examples of NGOs?
4. Can you describe briefly one of the NGOs?
5. What is the aim of IGO?
6. Can you give some examples of IGOs?
7. Can you describe briefly one of the IGOs?
8. How do non-governmental organizations differ from intergovernmental ones?



### Task 3. Complete the sentences with the appropriate reflexive pronouns.

1. We usually clean and wash our uniforms \_\_\_\_\_.
2. Watch out! The knife is very sharp. You can cut \_\_\_\_\_.
3. The computer will turn \_\_\_\_\_ off if you don't use it.
4. What's on your chin? – A plaster. I've cut \_\_\_\_\_ shaving this morning.
5. International organizations cannot enter into agreements \_\_\_\_\_ without treaties.
6. How do you know that Dave is going to Syria? - He \_\_\_\_\_ told me.



### Task 4. Can you guess what organization is described?

1. The main focus of this organization is children and their rights. It provides long-term humanitarian and developmental assistance to children and mothers in developing countries. \_\_\_\_\_
2. It is a specialized agency of the United Nations (UN) that acts as a coordinating authority international public health. \_\_\_\_\_
3. This organization deals with environmental problems around the world such as global warming, deforestation, use of nuclear energy. \_\_\_\_\_
4. The mission of this organization is to prevent and fight crime with the help of police around the world to make the world a safer place. \_\_\_\_\_
5. This organization has created a single market and launched a single European currency, the euro. Thanks to it people can travel freely around the world without border controls. \_\_\_\_\_

**Task 5. For or to?**

1. Are you responsible \_\_\_\_\_ the director?
2. Military intelligence is responsible \_\_\_\_\_ providing information about enemy troops.
3. This truck driver is responsible \_\_\_\_\_ delivering humanitarian aid.
4. The cabinet of ministers is responsible \_\_\_\_\_ the parliament.
5. You alone are responsible \_\_\_\_\_ your mistakes.
6. The captain is responsible \_\_\_\_\_ the ship's safety.
7. He is responsible \_\_\_\_\_ the president for his decisions.
8. Parents are always responsible \_\_\_\_\_ their children.
9. The defendant is not responsible \_\_\_\_\_ his actions.
10. The UN Counter-Terrorism Committee is responsible directly \_\_\_\_\_ the Security Council.

**Task 6. Read a quote by Bill Gates. Do you agree with it? Give your reasons.**

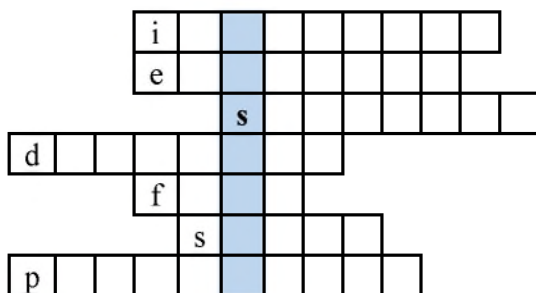
*"I will always choose a lazy person to do a difficult job... Because he will find an easy way to do it."*

Say if there are any examples in the world history confirming it.

**Task 7. Choose the appropriate word from the box and fill in the gaps.**

currency  
death penalty  
poverty  
awareness  
reject  
emergency

1. The prime minister is going to \_\_\_\_\_ any idea of reforming the system.
2. When \_\_\_\_\_ comes in at the door, love flies out of the window.
3. In our country the \_\_\_\_\_ is abolished, but in some countries it is used for very serious crimes.
4. The government declared the state of \_\_\_\_\_ following the earthquake.
5. There was a complete lack of \_\_\_\_\_ of the symptoms of the disease.
6. You will need some cash in local \_\_\_\_\_, but you can also use your credit card.

**Task 8. Write seven words you've come across while reading the texts. Then read the word.**

1. The condition of being unfair
2. The state of being equal
3. Programs for a particular computer system
4. Catastrophe
5. Free from dishonesty, discrimination
6. Scale, range, size
7. Success or wealth

**Task 9. Listen to 2 students talking about the advantages and disadvantages of Turkey joining the EU. Do you agree with them? Decide who has the following ideas, Fatma or Hakan.**

1. Everywhere in the world is becoming the same. \_\_\_\_\_
2. It will be easier to travel. \_\_\_\_\_
3. It's important to become part of the EU. \_\_\_\_\_
4. The Euro will bring economic stability. \_\_\_\_\_
5. The Euro will cause inflation. \_\_\_\_\_
6. Turkey is very different from Western Europe. \_\_\_\_\_
7. Turkey should join by 2008. \_\_\_\_\_





**KEYS****UNIT 1. ENGLISH AS AN INTERNATIONAL LANGUAGE****Task 1a.**

1. trade    2. science    3. culture    4. diplomacy    5. economics    6. computer technology  
7. communication    8. Internet    9. education

**Task 1b.**

1. Diplomacy    2. communication    3. Internet    4. culture    5. trade    6. education  
7. science    8. economics    9. computer technology

**Task 1c.**

3

**Task 2a.**

1. common    2. current    3. conquering    4. colonizing    5. spread    6. leading    7. consumer

**Task 3.**

1. b)    2. a)    3. c)    4. e)    5. d)    6. f)

**Task 5.**

1. UNESCO    2. United Nations    3. trade    4. commerce and business    5. cultural relations  
6. radio and TV programmes    7. NATO    8. diplomacy    9. Science    10. Technology  
11. aviation and shipping    12. sport

**Task 7.**

1. branch    2. borrowed    3. fertile    4. invasions    5. enrich    6. outnumber    7. claimed

**Task 8.**

Communication; trade

**Task 11.**

2. 923    3. 2,016    4. 45,087    5. 2,750,240    6. 3,700,294,320

**Task 12.**

1. play    2. is talking    3. aren't eating    4. is climbing    5. goes

**Task 13.**

1. are going    2. is organizing;    3. likes    4. has    5. is planning    6. am bringing    7. go  
8. have    9. thinks    10. likes    11. is taking

**Task 14.**

1. are    2. meet    3. are they doing    4. are playing    5. love    6. practises; does not play

**Task 15.**

1. knowledge    2. requirement    3. importance    4. avoid    5. will    6. interactions

**Task 18.**

Speaker 1. a    Speaker 2. b    Speaker 3. a

**Task 19a.**

1. skilled    2. occurs    3. crucial    4. demand    5. stored    6. aspire

**Task 20.**

1. training
2. military exercises
3. peacekeeping
4. career

**Task 21.**

1. subsequent
2. efficiently
3. ensure
4. assigned
5. relevant

**TEST YOURSELF 1****Task 1.**

science, internet, trade, diplomacy, education, communication, culture, economics

**Task 2.**

1. b
2. d
3. a
4. e
5. f
6. c
7. i
8. g
9. h
10. j

**Task 3.**

1. enrich
2. knowledge
3. varieties
4. sectors

**Task 4.**

1. eighty million
2. fourteen thousand
3. nine hundred forty thousand fifty two
4. eleven trillion

**Task 5.**

1. wants
2. is doing
3. is staying; must
4. is
5. leaves
6. begins
7. offers
8. are going

**Task 6.**

1. is he doing
2. is wearing
3. Do
4. am reading
5. Is your cousin having?
6. spend
7. do the morning trains leave
8. is talking
9. live
10. are not flying

**Task 7.**

1. Why aren't you listening to us?
2. Susan does not look very good.
3. Why don't you read such magazines?
4. I am not doing housework at the moment.
5. My penfriend does not send me postcards.
6. We do not go swimming on Tuesdays.

**Task 8.**

Let's take the Eurovision Song Contest as an example. Whatever we might think of the contest itself .... one thing that has **changed** recently is that now countries can **opt** to sing in English. In the last festival fourteen of the twenty five competing countries asked for the **rules** to be changed to allow them to sing in English. They argued that singing in their own language would put them at a **disadvantage**. I suspect that in a few years time all twenty five countries will be singing in English. And what exactly does all of this mean for native speakers of English? Well, we are already in a minority. If the calculations are correct, then in ten years time, majority speakers ... that is non native English speakers ... will **outnumber** native English speakers by four to one.

## UNIT 2. ARMY

### Task 1.

1. a 2. c 3. b 4. e 5. f 6. d 7. h 8. g 9. i

### Task 2a.

1. land-based 2. capabilities 3. constitutes 4. volatile

### Task 2b.

1. T 2. F 3. T 4. NG 5. F 6. NG

### Task 3.

The mission of Army Aviation is to find, fix, and destroy the **enemy** through fire and maneuver; and to provide combat, combat support and combat service support in coordinated operations as an **integral** member of the combined arms team. On the modern **battlefield**, Army Aviation, unlike the other members of the combined arms team, has the organic flexibility, versatility, and **assets** to fulfill a variety of maneuver, roles and functions. These cover the spectrum of combined arms operations. Aviation can accomplish each of these roles—within the limits of finite assets and capabilities—during offensive or defensive operations and also for **joint**, combined, contingency, or special operations.

### Task 4a.

1. Artillery 2. Infantry 3. Armor

### Task 7c.

1. the Army National Guard 2. Department of the Army 3. adviser 4. the Army Reserve  
5. The Headquarters 6. The Chief of Staff US Army 7. the regular

### Task 9.

1. The commander knew that the patrol would return to the base in time.  
2. Major Smith said that the soldiers would not complete the tasks.  
3. She thought that she would join the army.  
4. We arranged that the operation would not begin in the morning.  
5. Captain Williams repeated twice that we would start that competition.




### Task 10.

1. b 2. a 3. a 4. b 5. a

### Task 11.

1. a 2. d 3. c 4. f 5. b 6. g 7. h 8. i 9. e

### Task 12.

<b>Name</b>	United States Military Academy (USMA)
<b>Motto</b>	Duty, Honor, and Country
<b>Location</b>	West Point, New York
<b>Formed</b>	eighteen-oh-two / 1802
<b>Superintendent</b>	<i>Lt. Gen. David H. Huntoon, Jr.</i>
<b>Commandant</b>	<i>Brig. Gen. Richard D. Clarke</i>
<b>Quantity of cadets</b>	4,624
<b>Nickname</b>	<i>Black Knights</i>
<b>Colors</b>	black  gray  gold 
<b>website</b>	<a href="http://www.westpoint.edu">www.westpoint.edu</a>



**Task 14a.**

	<i>Name of vehicle</i>	<b>Tank</b>	<b>Infantry Fighting Vehicle (IFV)</b>	<b>Armoured Personnel Carrier (APC)</b>
<b>1</b>	<b>Scimitar</b>		✓	
<b>2</b>	<b>Al Fahd</b>			✓
<b>3</b>	<b>Abrams</b>	✓		
<b>4</b>	<b>Warrior</b>		✓	
<b>5</b>	<b>Leopard</b>	✓		
<b>6</b>	<b>GTK Boxer</b>			✓

**Task 16.**

combat shotgun, heavy machine gun, grenade machine gun

**TEST YOURSELF 2****Task 1.**

1. Airborne infantry   2. Military intelligence   3. Army aviation   4. Ordnance corps   5. Armor  
6. Special Forces

**Task 2.**

1. g   2. f   3. c   4. d   5. e   6. a   7. b

**Task 3.**

1. b   2. a   3. b

**Task 4.**

1. e   2. c   3. b   4. d   5. a

**Task 5.**

1. The operational Army : armies, corps, divisions, brigades, battalions, operations  
2. The institutional Army : ensure, raise, train, equip, deploy, provide

**Task 6.**

1. She thought she would come by the morning train.  
2. Robert didn't know what he would do without his sister.  
3. They said they would come home late.  
4. I told you that we would do it in the morning.  
5. He said he would join the army.

**Task 7.**

1. West Point, Army, The Academy, The Point  
2. "Duty, Honor, and Country"  
3. museum in the US Army  
4. into the armies of their home countries  
5. intellectual, physical, military, and moral-ethical

**Task 8.**

1. IFV   2. shotgun   3. mortar   4. rocket launcher   5. APC   6. heavy machine gun

## UNIT 3. AIR FORCE

### Task 2.

- |  |   |
|--|---|
| 1. to gain a lot of experience at the job    | 2. to travel by air                             |
| 3. to be in advance foreseeing the situation | 4. to face the greatest challenge of his career |
| 5. to acquire knowledge                      |   |

### Task 3.

1. to gain control of the air; (AF)
2. to protect the nation's waterways and perform search and rescue, law enforcement and environmental cleanup operations; (CG)
3. to handle operations both on and under the sea, in the air and on the ground; (N)
4. to deploy quickly whenever and wherever needed; (MC)
5. to carry out strategic and tactical bombings; (AF)
6. to seize or defend advanced naval bases and to support naval campaigns; (MC)
7. to provide support to the surface forces; (AF)
8. to maintain, train and equip combat-ready naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas. (N)

### Task 4a.

seize-capture; objective-aim, goal; accomplishment-execution, fulfillment.;  
 commitment- duty, responsibility; hostile-unfriendly, belligerent; underpin-support;  
 adversary-opponent, enemy; vital- important, necessary ; enhance- improve, increase;  
 deter-prevent, stop.

### Task 4b.

1. hostile   2. seized   3. underpin   4. adversary   5. deter   6. accomplishment   7. objective  
 8. commitment   9. enhanced   10. vital

### Task 4a.

1. Rapid Global Mobility   2. Command and Control   3. Special Operations  
 4. Cyberspace Superiority   5. Global Precision Attack   6. Air and Space Superiority  
 7. Personnel Recovery   8. Agile Combat Support   9. Global Integrated Intelligence Surveillance  
 and Reconnaissance 10. Building Partnership   11. Nuclear Deterrence Operations

### Task 5.

1. to participate   2. to bomb/ bombing   3. working   4. deploying  
 2. to practice   6. to remove   7. diving   8. meeting   9. to return   10. to stay and defend

### Task 6.

- |                       |                           |                                 |
|-----------------------|---------------------------|---------------------------------|
| 1. pilot and co-pilot | 4. weather officer        | 7. cyberspace operating officer |
| 2. airplane mechanic  | 5. intelligence officer   | 8. logistics officer            |
| 3. weapon technician  | 6. air traffic controller | 9. personnel officer            |

### Task 7.

1. F   2. T   3. T   4. NG   5. NG

### Task 8.

- 1 - g   2 - e   3 - a   4 - j   5 - b   6 - h   7 - i   8 - d   9 - f   10 - c

**Task 9.**

- 3 cyberspace defense operator  
2 air traffic controller  
4 Special Operations airman  
1 weapon technician  
5 fighter pilot

**Task 12a.**

1. designed    2. intended    3. divided

**Task 13.**

1. taken    2. intended    3. looking for    4. Formed    5. operating

**Task 14.**

1. electronic warfare aircraft    2. transport aircraft    3. reconnaissance aircraft    4. attack aircraft  
 5. tanker    6. bomber    7. Fighter

**Task 15.**

1. optimized    2. used    3. striking    4. muddied    6. refueling

**Task 16b.**

1. fuselage    2. Slats    3. Horizontal stabilizer    4. Ailerons    5. rudder    6. cockpits  
 7. vertical stabilizer    8. Flaps    9. Landing gear    10. Wings

**TEST YOURSELF 3****Task 1.**

1. wing    2. core    3. seize    4. objective    5. hostile    6. vital    7. deter    8. fighter    9. engine  
 10. cockpit    11. aileron    12. airlift

**Task2.**

1. a    2. c    3. c    4. b    5. a

**Task 3.**

1. enlisted    2. air traffic control    3. ground control    4. watch supervisor    5. radar control  
 6. crew chief

**Task 4.**

1. including    2. deployed    3. collected    4. supporting    5. supporting    6. carrying out

**Task 5.**

<b>f</b>	<b>t</b>	<b>r</b>	<b>a</b>	<b>n</b>	<b>s</b>	<b>p</b>	<b>o</b>	<b>r</b>	<b>t</b>
<b>i</b>			<b>t</b>						
<b>g</b>			<b>t</b>						
<b>h</b>		<b>t</b>	<b>a</b>	<b>n</b>	<b>k</b>	<b>e</b>	<b>r</b>		
<b>t</b>			<b>c</b>						
<b>e</b>			<b>k</b>						
<b>r</b>				<b>b</b>	<b>o</b>	<b>m</b>	<b>b</b>	<b>e</b>	<b>r</b>

**Task 6.**

1. c    2. e    3. a    4. d    5. b



## UNIT 4. NAVY

### Task 3a.

1. sustained 2. prompt 3. combat-ready 4. deterring 5. supplies 6. vessels

### Task 3b.

1. prompt 2. sustained 3. deter 4. vessel 5. supplies 6. combat-ready

### Task 4b.

1. e 2. c 3. f 4. a 5. b 6. d

### Task 5.

Although the Marine Corps is separate from the Navy, the two forces both operate under the Department of the Navy and have a close relationship. In **1834**, the Marine Corps came under the Department of the Navy and continues to be part of the Navy. However, the Marine Corps has its own commandant of the Marine Corps, a **four** star **general** who reports to the civilian Secretary of the Navy. *Both* the Marine Corps *and* the Navy operate **autonomously**, with their own chains of command, uniforms, history, objectives, and missions.

### Task 7.

1. whereas 2. However 3. since 4. therefore 5. both...and 6. because 7. Although

### Task 8.

1. c 2. e 3. d 4. a 5. b

### Task 10.

1. c 2. a 3. d 4. g 5. f 6. e 7. b 8. h

### Task 11a.

since; not only ... but also; but; both ... and; therefore

### Task 11b.

1. F 2. F 3. T 4. T 5. F

### Task 12b.

#### Possible questions:

1. Is the US Navy large?
2. How does the Navy use its ships?
3. In what cases does the Navy replace ships?
4. Do all ships perform similar functions?
5. What are the main types of naval ships?

### Task 13.

1. funnel 2. stern 3. propeller 4. portside 5. anchor 6. bulbous bow  
7. bow 8. main deck 9. superstructure

### Task 14a.

- a) 6 b) 4 c) 1 d) 5 e) 2 f) 3

### Task 15a.

1. overwhelming 2. underway 3. jerseys 4. fuelers 5. shore leave 6. pull into

**Task 16.**

**Speaker 1** says that he is from a Navy family and he is proud to serve his country.

**Speaker 2** says that he didn't want to go right to college after school; he decided to join the military, to do something for his country and to earn money for the college.

**Speaker 3** says that he saw many different countries, and that he got the life experience and maturity.

**Task 18b.**

1. to hone 2. demolition 3. endure 4. withstand 5. at stake 6. weed out 7. reconnaissance
8. emerge

**Task 18c.**

1. F 2. T 3. F 4. F 5. T

**TEST YOURSELF 4****Task 1.**

1. f 2. h 3. a 4. j 5. b 6. d 7. c 8. i 9. g

**Task 2.**

1. although 2. therefore 3. However 4. because 5. whereas 6. therefore

**Task 3.**

1. until 2. since 3. not only...but also 4. but 5. either...or 6. so that 7. both...and

**Task 4.**

1. minesweeper 2. frigate 3. submarine 4. oil replenishment ship 5. guided-missile cruiser

**Task 5.**

1. cruise missiles 2. hoisted 3. warfare 4. rattlesnake 5. at stake 6. ashore 7. emerged
8. commitment

**Task 6.**

- Across** 1. watch 3. rating 6. insignia 7. hone 10. midshipman 11. demolition
- Down** 2. chaplain 4. sink 5. anchor 8. ensign 9. vessel

**Task 7.**

1. Jan Fleming, the author of James Bond stories, had a **code name, 17F**.
2. Fleming created the 30<sup>th</sup> **Assault Unit** (known as 30 AU).
3. The unit broke into safes and stole **German inventions**.
4. One-man submarine was made in **Germany** during the war.
5. The submarine was used to **plant explosives** on enemy ships.
6. Admiral Bertram Ramsay didn't believe that one-man submarines **existed**.
7. When a submarine was found, admiral saw the **dead German soldier** inside.

## UNIT 5. MILITARY EXERCISES

### Task 1.

1. first aid training   2. air force exercise   3. amphibious assault   4. airborne assault
5. command post exercise   6. field training exercise

### Task 2a.

1. employment   2. evaluate   3. simulate   4. mock-ups   5. tool   6. rehearsal   7. adversary

### Task 2b.

1. f   2. d   3. e   4. g   5. a   6. c   7. b

### Task 3a.

1. pre-determined   2. replenishment   3. rehearse   4. commence   5. witness   6. host

### Task 3c.

1. ... at combating terrorism and piracy
2. ... commenced on Monday.
3. ... Australia, China, the UK, the US...
4. ... landing of commandos...
5. Search and rescue operations...

### Task 4b.

1. bond   2. drill   3. non-combatant   4. versatile   5. urban

### Task 7.

1. If you don't leave, I will call the police.
2. Nobody will notice if you make a mistake.
3. The mobile phone will break if you drop it.
4. If *Arsenal* wins, they will be top of league.
5. You will get wet, if you don't take an umbrella.

### Task 8.

1. b   2. a   3. b   4. c   5. b

### Task 9b.

1. c   2. e   3. a   4. f   5. d   6. b

### Task 9c.

1. diminish   2. implement   3. gear   4. avoidance   5. mark off   6. contamination

### Task 10b.

1. If you **work with hazardous materials**, apply methods for isolating workers from dangerous chemicals.
2. If you put on PPE, **it will protect you from contamination as well as physical injury.**
3. If you **don't conduct decontamination**, you will end up being exposed.
4. If you decontaminate your equipment, **these hazardous substances will be changed into a harmless form.**
5. If you don't decontaminate your PPC, **it will become saturated with the very hazardous chemicals.**

### Task 11b.

1. startle   2. deployment   3. rappel



**Task 15.**

1. T    2. F    3. T    4. NG    5. F    6. T    7. T

**Task 16c.**

1. d    2. b, c    3. a

**TEST YOURSELF 5****Task 1.**

1. Map Exercise (MAPEX)                      2. Tactical Exercise Without Troops (TEWT)  
3. Command Post Exercise (CPX)    4. Field Training Exercise (FTX)

**Task 2.**

1. first-aid training    2. electronic warfare    3. versatile    4. host    5. anti-piracy    6. joint exercise  
7. airborne assault    8. amphibious assault

**Task 3.**

1. One thousand soldiers
2. They meet 50 km from Ulan Bator.
3. The soldiers will do many things, for example, horse riding and parachuting.
4. The exercises will last for two weeks.
5. America pays for everything.
6. No, they don't. They are only watching.
7. The exercise helps to make better connections between the countries.

**Task 4.**

1. gas mask    2. gloves    3. wash station    4. warning sign    5. protective clothing (gear)

**Task 5.**

1. If you get back late, I'll be angry.
2. If we don't see each other tomorrow, we'll see each other next week.
3. If we go on holiday this summer, we'll go to Spain.
4. If we eat all this cake, we'll feel sick.
5. If you don't want to go out, I'll cook dinner at home.
6. They'll go to the party if they are invited.
7. She'll stay in London if she gets a job.
8. He won't get a better job if he doesn't pass that exam.
9. She'll cook dinner if you go to the supermarket.
10. She'll take a taxi if it rains.

**Task 6.**

1. infiltrate    2. subdued    3. cripple    4. cyberwar games    5. fend off    6. retrieve

**Task 7.**

1. evaluate the skills of soldiers, leaders and units.
2. code name.
3. with ground forcer, air forces and naval forces.
4. an exercise with troops from many different countries.
5. military bonds.
6. warfare regularly.
7. cyber

## UNIT 6. SURVIVAL

### Task 2.

1 desert 2 jungle 3 mountains 4 desert island 5 in the sea/ocean

### Task 4a.

2 H, 7 C, 4 E 1 F, 6 A 3 D 8 B 5 G

### Task 4b.

1. rapport 2. wits 3. increase 4. endure 5. drain 6. vanquish 7. capture 8. conceal

### Task 7a.

1. A 2. C 3. D 4. E 5. B

### Task 7b.

1. tricky, sick, boiling, edible 2. prone, hesitate, avalanche, diligent, tread 3. consume, reduce, soaking, nourishment 4. shallow, stuck, coral, bleed, shore, avoid 5. excess, hole, dug out, sealed, pebbles, drips

### Task 7c.

5 Arrange water in the Desert

### Task 11b.

waterproof matches, GPS

### Task 12a.

1. snake bites 2. streams 3. waterproof 4. solar 5. plastic tarp 6. treating 7. boiling 8. cord  
9. condom 10. flint

### Task 12b.

1. ...keep the sun off of you or to cover you in the wintertime for heat.
2. ...be stretched and to make temporary housing or shelter.
3. ...lashing, tying of any sort.
4. ...cut limbs.
5. ... starting fires.
6. ... be put down into a crack or a small amount of water and suck it out off of rock.

### Task 17.

1. was watching, rang 2. were doing, hurt 3. were playing, started 4. was having, called 5. was carrying, fell 6. was writing, crashed

### Task 21.

1. They dropped him off with two cats, water tanks, a hut and some books.
2. During his time there he planted a garden, domesticated the chickens, and repaired the boat.
3. They promised they would send a ship out for him and two weeks later the Cook Islands government arrived to take him back to Rarotonga.
4. Neale waited for his back to heal in order to return to his island.
5. Neale returned to the atoll in June 1967 and stayed there until 1977.

### Task 22.

1. South Polar 2. marooned 3. playing hockey 4. mountains 5. 28

**Task 23.**

1. F    2. F    3. F    4. T    5. T

**Task 27.**

1. Play Safe    2. Preparing for Treks    3. Be Prepared for the Unexpected    4. Protect thy Home  
5. Presence of Mind

**TEST YOURSELF 6****Task 1.**

1. mountains    2. jungle    3. water    4. desert    5. desert island

**Task 2a.**

1. size up    2. senses    3. where    4. vanquish    5. improvise    6. value    7. natives    8. wits

**Task 2b.**

- a 3,    b 2,    c 6,    d 1,    e 5,    f 8,    g 4,    h 7

**Task 4.**

1. He was sleeping when the telephone rang.
2. We were eating dinner at 8pm last night.
3. Yesterday I went to the post office, bought some fruit at the supermarket and read a book in the park in the afternoon.
4. We were watching TV when we heard a loud noise.
5. Julie was in the garden when Laurence arrived.
6. A: What were you doing at 3pm yesterday?  
B: I was cleaning my house.
7. Last year I visited Paris and Rome.
8. They were having dinner when the police arrived.
9. He was working in the garden when he found the money.
10. Laura was studying at 11pm last night.



## UNIT 7. DISASTERS

### Task 1a.

1. drought 2. fire 3. earthquake 4. tornado 5. tsunami 6. hurricane 7. landslide 8. avalanche 9. flood

### Task 1b.

1. avalanche 2. drought 3. floods 4. landslide 5. hurricane 6. wildfires 7. tsunami 8. tornado 9. earthquake

### Task 2a.

1. tsunami 2. floods x 2 3. earthquake 4. drought 5. hurricane

### Task 4.

1. h 2. j 3. e 4. i 5. g 6. d 7. a 8. b 9. c 10. f

### Task 5.

1. NG 2. F 3. T 4. NG 5. F 6. T 7. T

### Task 6b.

1. aftermath 2. impact 3. tackle 4. assets 5. airlift 6. rapid 7. response 8. burden 9. mitigate

### Task 7.

Sailors at fleet activities Sasebo came together on March 11<sup>th</sup>, at approximately 2:47 in the afternoon, with a moment of silence, to remember the anniversary of the **earthquake and tsunami** that struck northern Japan two years ago. Petty officer Clinton Peterson said that he can see a difference in **relationship** between US military and Japanese community since the tsunami. "It's more than stronger bond, they saw the **response** and they saw that we **are willing** to help as a human race not just as two different countries". Though this **memorial** is meant for reflection, it also reminds sailors that the US military will stand by its sailors no matter the challenge.

### Task 8a.

1. a 2. d 3. c 4. b 5. e

### Task 8b.

1. volcanic eruption 2. limnic eruption 3. blizzard 4. hailstorm 5. heat wave

### Task 9.

1. look up 2. run out of 3. put off 4. look forward to 5. keep away from 6. come across 7. pick up

### Task 10a.

1. b - flood 2. a - she hasn't been in disaster 3. b - hurricane 4. b - fire  
5. a - he has only seen a disaster happen 6. b - blizzard

### Task 10b.

Jess said that the bomb **went off** (exploded)

### Task 12a.

1. surpassed 2. surge 3. pumped 4. restoration 5. affected 6. donated  
7. debris 8. nickname

### Task 12b.

1. debris 2. nickname 3. affected 4. pumped 5. surge 6. restoration 7. donated 8. surpass

### Task 13a.

1. T 2. NG 3. F 4. T 5. NG 6. F 7. F 8. T 9. T

**Task 14a.**

1. d    2. b    3. c    4. a

**Task 14b.**

1. d    2. e    3. f    4. a    5. c    6. b

**Task 15a.**

1. D    2. C    3. A    4. B

**Task 15b.**

1. meltdown    2. spill
- or*
- oil spill    3. exposure
- or*
- radiation exposure    4. break out (
- phrasal verb*
- )

**Task 20.**

1. "sixth sense"    2. ignored    3. hearing; sounds; sight    4. communicating    5. flying; running
- 
6. perished

**TEST YOURSELF 7****Task 2.**

1. fires
- or*
- wildfires    2. avalanche    3. tornado    4. drought    5. volcanoes    6. earthquake

**Task 3.**

1. catch up with    2. broke down    3. run out of    4. look for    5. put off    6. go off
- 
7. wear off    8. broke out

**Task 4.**

**Drop** means "to fall or allow something to fall by accident": Be careful not to **drop** that plate.

**Drop off** (*phrasal verb*) means "fall asleep": I **dropped off** and missed the end of the film..

**Hold** means "to carry something; to have something in your hands": He was **holding** a large box.

**Hold up** (*phrasal verb*) means "delay or block the movement of something": I was **held up** by a terrible traffic jam and was late to work.

**Task 5.****Across**

2. landslide
- 
5. flood
- 
8. avalanche
- 
9. blizzard
- 
11. impact
- 
12. toll

**Down**

1. response
- 
3. aftermath
- 
4. meltdown
- 
6. debris
- 
7. hail
- 
10. drought

**Task 6.**

1. c    2. a ("tsu" means
- harbor*
- ; "nami" means
- wave*
- )    3. b    4. c    5. b (Richter magnitude scale was developed in 1935 by Charles Francis Richter)    6. c

**Task 7.**

- \_4\_ Ibrahim, the girl's grandfather, found her by chance.
- \_5\_ Watty only remembered Ibrahim's name.
- \_7\_ It is still unclear what happened to the girl in her 7-year absence.
- \_3\_ There were three children in the family.
- \_6\_ Parents identified Watty from a mole and a scar above an eyebrow.
- \_1\_ A 15-year-old girl was eight years old when a devastating tsunami wiped out her village.
- \_2\_ Watty's family survived and made several attempts to find the girl.

## UNIT 8. ENVIRONMENT

### Task 2

temperatures, degrees, sea levels, melting, flooded, air, pollution

### Task 4b

1. T 2. F 3. F 4. T

### Task 6a

1. f 2. i 3. g 4. b 5. d 6. a 7. h 8. c 9. e

### Task 6b

1. global warming 2. ozone holes 3. oil spill 4. climate change 5. industrial waste 6. renewable energy 7. greenhouse effect

### Task 7

1. e 2. d 3. g 4. a 5. f 6. b 7. c

### Task 8

1. would buy, decided 2. were/was, would get 3. weren't/wasn't, would be 4. would live, found 5. would go, liked 6. weren't/wasn't, would be

### Task 11b

1. b 2. a, c 3. a, b, d 4. a, c 5. b, c

### Task 14a

1. C 2. A 3. B 4. D

### Task 14b

Original words: endangered, sustain, enhance, impact, fragility, evolve, installation, footprint, conserve, commitment, wellbeing, protect

Final word or phrase: army green is army strong

### Task 15

A. endangered habitats, conservation; B. rebuild, sustainable; C. eco-friendly, self-sustaining; D. solar panels, carbon footprint

## TEST YOURSELF 8

### Task 1a

1. acid rain 2. carbon footprint 3. oil spill 4. biodegradable 5. sustainable development 6. renewable energy 7. climate change 8. industrial waste 9. endangered species 10. carbon dioxide 11. biodiversity 12. landfill

### Task 2

1. pollution 2. recycling 3. global warming 4. deforestation 5. ozone layer 6. alternative energy

### Task 3a

conserve wind solar consuming alternative renewable

### Task 3b

1. T 2. T 3. F 4. F 5. F



## UNIT 9. MODERN MEANS OF COMMUNICATION

### Task 5.

1. a    2. d    3. f    4. e    5. c    6. b

### Task 10b.

1 c    2 b    3 a, b    4 a    5 b

### Task 12a.

1. Telecommunications    2. Electrical/Electronic    3. Visual    4. Sound    5. Messenger


















































































### Task 17.

A – Alpha, B – Bravo, C – Charlie, D – Delta, E – Echo, F – Foxtrot, G – Golf, H – Hotel, I – India, J – Juliet, K – Kilo, L – Lima, M – Mike, N – November, O – Oscar, P – Papa, Q – Quebec, R – Romeo, S – Sierra, T – Tango, U – Uniform, V – Victor, W – Whisky, X – X-ray, Y – Yankee, Z – Zulu

### Task 20.

1. This is, Over, Roger, Out    2. Over, Wilco    3. Say again, I say again    4. I spell, Verify, Correction

### Task 23.

						
AIM	bebo	blinklist	blogger	blogmarks	britekite	delicious
						
design float	designbump	designmoo	deviantart	digg	doppler	dribbble
						
dzone	email	ember	evernote	facebook	favorites	feedburner
						
flickr	formspring	forrst	foursquare	friendfeed	friendster	furl
						
google+	google buzz	google wave	grooveshark	hi5	hyves	ilike
						
instagram	last.fm	linkedin	livejournal	magnolia	meneame	mister wong
						
mixx	mobileme	myspace	netlog	netvibes	newsvine	openid
						
pandora	paypal	picassa	ping fm	pinterest	posterous	propeller
						
readernaut	reddit	rss	sharethis	simpy	skype	slideshare
						
sphinn	spotify	spurl	stumbleupon	technorati	tumblr	twitpic
						
twitter	typepad	vimeo	windows	wordpress	xing	yahoo buzz
						
yahoo	yelp	youtube	zabox			

**Task 24.**

Facebook, twitter, youtube, flickr, skype, pinterest, foursquare, google drive, instagram, myspace, delicious

Final message: There are no split personalities in social media

**Task 27a.**

1. cyberspace 2. awareness 3. capability 4. expose 5. incredible 6. microblogging 7. subscribers  
8. upload 9. evolving

**Task 29a.**

1. e 2. c 3. - 4. - 5. f 6. a 7. b 8. d

**Task 30.**

1. e 2. j 3. m 4. h 5. n 6. p 7. k 8. i 9. d 10. c 11. b 12. o 13. a 14. g 15. f 16. l

## TEST YOURSELF 9

**Task 1.**

1. Messenger 2. Visual 3. Sound 4. Electrical/Electronic

**Task 4.**

In Afghanistan, social networking sites are revolutionizing the way soldiers stay in communication with their loved ones.

But thanks to social networking, he was able to log on from the battle zone and get daily updates on his pride and joy back home.

“I tried to film stuff for him of Gage when he started crawling or babbling, and he saw all of that stuff, so it was like he wasn’t even gone.”

But in Afghanistan – they’re texting, Skyping and Facebooking in real time, able to watch milestones from the battlefield.

In fact, Turnboo says his Facebook communication with his wife was so frequent that, like most couples, they sometimes ran out of things to say.

There was a time when the Pentagon considered banning all social networking sites like Facebook, but they did a study showing the sites did more good than harm.

**Task 5.**

1. d 2. a 3. i 4. g 5. b 6. j 7. h 8. e 9. c 10. l 11. k 12. f

**Task 6.**

A: Hi, long time no see. How are you?

B: Oh, I’m fine. Are you ok? How is your brother?

A: My brother is ok. He is on a date today.

B: Oh, I see. That’s great. It’s getting late. We should go before it gets dark. I hope I will see you later. Maybe tomorrow?

A: Ok! Have a nice day. Keep in touch.

## UNIT 10. SPECIAL FORCES

### Task 6.

1. Have you ever met anyone famous?
2. He has not written the test yet.
3. Have you ever been to London?
4. We have already seen our new commander.
5. They have just joined the army.
6. She has never been to New York.

### Task 7.

1. Physical training has not started yet.
2. Has he spoken to his commander?
3. They have not climbed a mountain.
4. Have you ever jumped with a parachute?
5. Has Special Forces team carried out a military operation?
6. He has just returned from the peacekeeping mission.

### Task 8.

1. has *already* arrived
2. have *you* given
3. has *just* exploded
4. have participated
5. has *never* been
6. have *they ever* done

### Task 9.

1. b
2. a
3. e
4. g
5. c
6. f
7. d

### Task 10 .

Very often, before the US Army makes a strategic strike against **adversary**, Special Forces are sent behind enemy lines to run Special Reconnaissance missions — covert, fact-finding operations to uncover information about the enemy.

These intelligence-gathering activities **deal with** the enemy's movement and operations which are considered to be the most important Green Berets mission.

Special Forces **teams** survey enemy camps, machinery and weapons and send back the information to their commanders in order to best prepare for a strike.

Special Reconnaissance missions generally take place before any movement by the military. Without that vital information, US Army soldiers might be caught off by **guard** and unprepared when entering enemy territory.

### Task 12.

1. communications equipment
2. map
3. binoculars
4. night vision device
5. personal weapons
6. compass

### Task 13.

1. b
2. c
3. e
4. d
5. a

### Task 14.

<i>Missions</i>	destruction enemy weapons	prevention of terrorist activities	guerilla warfare	intelligence gathering
Counter-Terrorism		✓		
Direct Action	✓			
Special Reconnaissance				✓
Unconventional Warfare			✓	

### Task 15.

1. e
2. a
3. h
4. c
5. l
6. j
7. b
8. i
9. g
10. k



**Task 17.**

	White Star	Laos	US Army Special Forces	Pather Lao
<i>Name of mission</i>	✓			
<i>Participants</i>			✓	
<i>Location</i>		✓		
<i>Mission against...</i>				✓

**Task 18.**

1. erected 2. centerpiece 3. representative 4. warrior 5. healer 6. aspire

**Task 19b.**

1. hostage 2. hi-jacking 3. tough 4. fake 5. assessment 6. extensive

**TEST YOURSELF 10****Task 1.**

1. c 2. e 3. a 4. b 5. d

**Task 2.**

2. T 2. F 3. T 4. T 5. NG

**Task 3.**

1. Have you answered the question?
2. Has Captain Daniels locked the door?
3. Has she seen our base?
4. Have you ever been to New Jersey?
5. Has he joined the army?
6. Have we done this work?

**Task 4.**

1. Have you ever seen a real tank?
2. He has not tested the new rifle yet.
3. She has never been to California.
4. We have already read the rules.
5. They have just attacked the enemy.
6. You have just captured the terrorist.
7. He has just broken his helmet.

**Task 5.**

1. to 2. never 3. on 4. did 5. does 6. had

**Task 6.**

1. Foreign international defence 2. Direct Action 3. Special Reconnaissance  
4. Counterproliferation 5. Information Operations

**Task 7.**

1. c 2. b 3. a 4. d 5. g 6. f 7. j 8. i 9. h 10. e

**Task 9.**

Noun: tough, hostage, covert, assessment, healer, warrior, hijack, pledge

Verb: approve, fake, hijack, pledge

Adjective : tough, covert, unique, fake, extensive

## UNIT 11. MODERN TECHNOLOGIES

**Task 1.**

1. c    2. a    3. b    4. a    5. a    6. b    7. b    8. a    9. a    10. b

**Task 2.**

1. T    2. F    3. F    4. T    5. F

**Task 3.**

1. PlayStation    2. smartphone    3. laptop    4. mp3 player    5. e-book    6. Gps    7. tablet    8. TV 3D

**Task 4.**

1. 2    2. 4    3. 1    4. 3

**Task 5b.**

1. instant    2. evolve    3. release    4. enable    5. upload    6. simulated    7. trait    8. alter

**Task 6.**

1. since    2. For    3. For    4. Since    5. Since    6. For

**Task 7b.**

1. swap    2. gear    3. round out    4. outrageous    5. snapshot    6. sprang for    7. must-have  
8. walkabout    9. Geotag

**Task 7c.**

iPhone, iPad, camera, translator, headphones, adaptor

**Task 7d.**

1. a life saver
2. send snapshots anywhere you choose
3. you're not a polyglot or even bilingual/ don't speak any foreign languages
4. reduce the noise
5. it has no parts to lose

**Task 10a.**

- |                 |                |
|-----------------|----------------|
| 1. popping up   | 6. data input  |
| 2. affordable   | 7. handheld    |
| 3. strides      | 8. ruggedized  |
| 4. touchscreen  | 9. awareness   |
| 5. supplemented | 10. warfighter |

**Task 10b.**

1. F    2. I    3. G    4. A    5. J    6. B    7. D    8. E    9. H    10. C

**Task 11.**

1. has improved    2. sent    3. performed    4. have made    5. have found    6. have created  
7. have become    8. became    9. found    10. has sponsored

**Task 12a.**

1. C    2. I    3. H    4. A    5. G    6. B    7. J    8. F    9. E    10. D

**Task 12b.**

to arm soldiers      a guided missile      to coordinate troop movements      to obey commands  
to take down targets      to radiate terahertz waves      a smoothbore gun

**Task 15.**

1. d    2. a    3. b    4. c

**Task 16.**

1. T    2. F    3. F    4. NG    5. T

**TEST YOURSELF 11****Task 1.**

1. addiction    2. tablet    3. upload    4. gadget    5. overcome    6. World Wide Web  
7. drone    8. touch screen    9. digital    10. must-have

**Task 2.**

1. have existed	2. did not appear	3. was completed	4. was built
5. did not come	6. continued	7. was	8. has met
9. performed	10. checked	11. advanced	12. have followed
13. took	14. came	15. was	16. could
17. resulted	18. referred		

**Task 3.**

1. since    2. for    3. since    4. for    5. since    6. for    7. for    8. for    9. since    10. since

**Task 4.**

1. T    2. F    3. NG    4. F    5. T



## UNIT 12. CRIME

**Task 1.**

1. arson 2. drug trade 3. money laundering 4. illegal gambling 5. kidnapping 6. weapons smuggling

**Task 2b.**

1. F 2. T 3. F 4. T 5. T

**Task 3.**

statement № 2

**Task 4.**

1. has been commanding 2. have been running 3. have been getting  
4. have been preparing 5. have been training

**Task 5.**

1. R 2. W 3. W 4. R 5. W

**Task 6.**

1. It has been snowing all day. 2. Somebody has stolen it.  
3. I have already eaten. 4. They have been crawling along ditch all day.  
5. I have been living with him for two years *or* I have lived with him for two years.  
6. He has drunk dirty water. 7. He has murdered his neighbour.  
8. He has been committing crimes for ten years. 9. I have been feeling anxiety since morning.

**Task 7.**

1. New Mexico 2. gang problems 3. to trust the police 4. banned 5. criminals

**Task 8b.**

verb	person who does it	crime
<i>rob</i>	robber	robbery
<i>mug</i>	<i>mugger</i>	mugging
<i>murder</i>	murderer	<i>murder</i>
<i>burgle</i>	burglar	burglary
<i>kidnap</i>	<i>kidnapper</i>	kidnapping
<i>steal</i>	thief	<i>theft</i>
<i>terrorize</i>	<i>terrorist</i>	terrorism
<i>hijack</i>	hijacker	hijacking
<i>smuggle</i>	<i>smuggler</i>	smuggling

**Task 10.**

1. murder 2. shootings 3. prevent 4. human race 5. punishment  
6. prison 7. death penalty 8. punish 9. murder

**Task 11.**

1. b 2. a 3. d 4. c 5. e 6. g 7. f

**Task 12.**

1. robber 2. murderer 3. burglar 4. kidnapper

**Task 13.**

1. murdered      2. has been stealing      3. hijacking      4. mugger      5. kidnapper  
6. robbed      7. smuggling

**Task 14.**

1. n      2. b      3. j      4. d      5. e      6. f      7. k      8. m  
9. i      10. c      11. g      12. o      13. h      14. a      15. l

**Task 16.**

1. thief    2. stolen    3. police    4. theft    5. burial    6. suspect    7. arrested    8. crimes

**Task 17 .**

1. cyber-crime      2. Internet      3. Cyberspace      4. spy      5. attack  
6. communication    7. cyber-crime    8. online

**Task 23a.**

1. violations      2. torture      3. plunder    4. indiscriminate    5. defenseless    6. prisoners of war

**Task 23c.**

1. c    2. f    3. e    4. d    5. a    6. b

**Task 24.**

1. F    2. T    3. T    4. F    5. T

**Task 25.****Across**

2. murder      6. enslavement      8. confinement      9. torture

**Down**

1. deportation      3. devastation      4. hostile      5. violation      7. suffering

**TEST YOURSELF 12****Task 1 b.**

D

**Task 2.**

1. Lieutenant William **has been serving** for 3 years.  
2. –Why are you so scared?  
– I **have been running** away from the killer.  
3. – Why are you usually so irritated?  
– Because you **have been disturbing** me since we first met!  
4. - Why are you so tired?  
– I **have been preparing** all my tasks all day long.  
5. The officers **have been training** since morning.

**Task 3.**

1. R      2. W      3. W      4. R      5. R

**Task 4.**

1. accused    2. stealing    3. custody    4. stolen    5. accused    6. accident    7. arrested

**Task 5.**

1. d      2. c      3. g      4. a      5. b      6. e      7. f

## UNIT 13. ARMED CONFLICTS

### Task 2c.

1. F    2. T    3. F    4. NG    5. T    6. NG

### Task 3.

- |                                 |  |             |
|---------------------------------|--|-------------|
| 1. went; had spilled; built     | 2. was overthrown; had been trained    | 3. had left |
| 4. described; had seen          | 5. was; had been; had joined; was sent |             |
| 6. sent; helped; had controlled | 7. had replaced                        |             |

### Task 4a.

1. beatings    2. tensions    3. riot    4. skirmishes    5. depots    6. withdrawal    7. had fled

### Task 4b.

1. tensions    2. riot    3. expel    4. beating    5. withdrawal    6. cease-fire    7. depot    8. supplies  
9. skirmish    10. flee

### Task 5a.

1. h    2. f    3. a    4. i    5. c    6. d    7. b    8. e    9. g

### Task 5b.

- pullout of Kurdish rebels from Turkey.
- The Kurdistan Workers' Party said its fighters would leave.
- more than 30,000 troops.
- two-to-three million people.
- stability, peace, economic development, better education and infrastructure for the Kurds.

### Task 5c.

1. truce    2. retreat    3. lay down    4. sentenced    5. political will

### Task 8a.

1. landlocked    2. abetted    3. famine    4. sparsely    5. resentment

### Task 8b.

1. Authority    2. was overthrown    3. had been trained    4. coup    5. governed

### Task 8c.

1. T    2. F    3. T    4. F    5. NG

### Task 9.

- |                                    |  |
|------------------------------------|--|
| 1. had targeted; could have relied | 2. would have retaliated; had used       |
| 3. had passed; may have headed off | 4. would have occurred; had not occurred |
| 5. had used; would have intervened |  |

### Task 13.

1. assassin    2. has triggered    3. atrocities    4. assassination

### Task 14.

Malala Yousafzai had her first day back at school.

The teenager was shot in the head by the Taliban in her native Pakistan in October for promoting female education.

The 15-year-old will resume her studies at Girls' school in Birmingham in the UK.



**TEST YOURSELF 13****Task 1.**

1. violent    2. rebel    3. flee    4. withdrawal    5. riot    6. cease-fire    7. lay down  
8. retaliate    9. defeat    10. skirmish

**Task 2.**

1. justified; had seized    2. had lost    3. had finished ;began    4. had not reached  
5. had worked; suspected    6. had taken    7. had shot down; had exchanged; requested    8. had fled

**Task 3.**

1. to retake    2. key points    3. better protection  
4. delivery of medical supplies    5. refugees

**Task 4.**

1. You could have avoided that misunderstanding if you had listened to each other.  
2. If he had remained silent, he wouldn't have broken off with his business partner.  
3. If there had been enough lifeboats on the ship, a lot of people would have survived.  
4. If the government hadn't been corrupted, the rebellion wouldn't have broken out in the country.

**Task 5.**

1. c    2. a    3. a    4. b    5. a    6. c    7. a    8. b    9. b    10. c

## UNIT 14. PEACEKEEPING

### Task 3.

1. F      2. T      3. F      4. T      5. NG

### Task 4.

1. Mike replied that Private Collins had been digging the trench.
2. The commander announced that Phil had been serving for three months.
3. He dreamt that he would have repaired his house by 2015.
4. Tom said that Josh had given up his job.
5. Anna said that she hadn't been to the theatre for ages.
6. Oliver said that he had given medical aid to all injured soldiers.
7. Helen promised that Jane would visit you on Friday.
8. She said that she hadn't understood anything.
9. He confessed that he hadn't done his job properly.
10. Oliver said that he had woken up feeling ill.

### Task 5.

2. But you said you hated washing dishes.
3. But you said you didn't have any friends there.
4. But you said you had visited London.
5. But you said you had been working as a nurse for five years.

### Task 6.

1. He promised that he would help you to repair your bicycle the following day.
2. She said to me that she had seen the movie the previous week.
3. They reported that he was on his mission then.
4. She said that Mike had done a lot of mistakes the day before.
5. Jane answered that she had been reading a gripping story at that time.
6. Soldier replied that he had done many tasks that week.
7. He reported that peacekeepers had behaved tolerantly with local inhabitants two days before.
8. Josh reported that they had been celebrating his appointment the previous night.
9. He promised that he would call Josh back the following month.
10. Lieutenant said that those soldiers had got into trouble the day before.

### Task 7.

2. Mike said (that) he had gained a lot of experience.
3. Mike said (that) he had made a lot of friends.
4. Mike said (that) he missed his family so much.
5. Mike said (that) he would always remember his missions.
6. Mike said (that) he had been clearing mines for 6 months.
7. Mike said (that) he would help to organize elections soon.
8. Mike said (that) he would be helping refugees after dinner the following day.

### Task 9.

1. 30      2. interventions      3. Kashmir      4. maintained

### Task 10a.

1. The early years    2. Post Cold-War surge    3. Rapid increase in numbers    4. A period of reassessment
5. Towards the 21st century: new operations, new challenges    6. The present

**Task 11.**

1. clear mines
2. accomplish police training
3. provide medical support
4. help refugees go home
5. patrol border areas
6. supervise elections
7. protect civilians
8. accomplish crowd control
9. provide humanitarian assistance

**Task 12b.**

1. F      2. F      3. T      4. F      5. F

**Task 12c.**

1. d      2. a      3. b      4. f      5. c      6. e      7. h      8. g

**Task 13.**

1. succeeded      2. succeeded      3. succeeded      4. failure      5. failed

**Task 16.**

Now that the Cold War is over and small localized wars break out ever more frequently, there have been calls for the establishment of a UN Rapid Response force, so that it doesn't take the international community **six** months to assemble a peacekeeping mission, by which time it is often too **late**.

The attack on **UN** headquarters in Baghdad in **2003** has also called into question the respect for being impartial which the organisation thought it had.

Nevertheless, **most** people agree that the world still needs some kind of neutral body, backed by force if necessary, for helping **former** enemies make the transition from war to peace.

**Task 17b.**

D

**Task 18.**

1. peacekeepers      2. peace      3. mandate      4. elections
5. rebels      6. weapons      7. diamonds

## TEST YOURSELF 14

**Task 1.**

ASSIST	CONFLICT	CONSENT	DEPLOY
DISARMAMENT	FACILITATE	IMPARTIALITY	LEGITIMACY
MAINTAIN	MANDATE	PEACE	PEACEKEEPER
SECURITY	SUPPORT	SUSTAIN	

**Task 2.**

1. James replied (that) Private Smith had been speaking with his commander.
2. The commander announced (that) Tom had been serving for three months.
3. He confirmed (that) he would have carried out his assignment by the end of that summer.
4. Major said (that) Josh usually did his job properly.
5. Jane replied (that) she had never been abroad.
6. He said (that) he had given all necessary information to all officers.
7. Mike promised (that) he would attend meeting on Friday.
8. She confessed (that) she had done nothing.



9. He said (that) he hadn't done his exercise yet.
10. Tom said (that) he had resolved all his problems before he received a new task.
11. He promised (that) he would help Helen to do her work the following day.
12. Helen said to me (that) she had seen Christopher the previous week.
13. They reported (that) Mike was accomplishing his mission then.
14. She confessed (that) she had done everything wrong the previous day.
15. Captain said (that) they had got into trouble.

**Task 3.**

1. i      2. h      3. j      4. c      5. d      6. g      7. f      8. b      9. a

**Task 4.****Across**

4. permission      8. hostility      9. peacekeeper  
 12. refugees      13. election      14. casualty

**Down**

1. headgear      2. NATO      3. deploy      5. supervise      6. border  
 7. ceasefire      10. contingent      11. guerrilla      14. combatant

## UNIT 15. INTERNATIONAL ORGANIZATIONS

### Task 1.

1. European Union    2. United Nations Educational, Scientific and Cultural Organization (UNESCO)
3. The Red Cross    4. NATO

### Task 2a.

1. non-profit    2. relieve    3. scope    4. unable    5. awareness    6. prevention    7. disasters    8. emergency measures

### Task 2b.

1. F    2. F    3. T    4. T    5. F

### Task 3a.

1. b    2. d    3. e    4. a    5. c

### Task 4b.

1. g    2. c    3. d    4. e    5. f    6. b    7. a

### Task 5.

1. The doctors helped to stop the Burkina Faso **epidemic** of 2007. The doctors came from **MSF**.
2. The first main aim of MSF is **to provide medical help**.
3. The second main aim is **to tell the world about the people in need**.
4. The organization was established in 1971 by **a group of doctors from France**.
5. MSF employs **doctors** and other **health workers**.
6. The local people are paid **wages**, but the foreign people work **for free**.
7. The volunteers leave their jobs and homes and go to another country **to fight disease** and provide other **emergency help**.

### Task 6.

1. F    2. T    3. T    4. F    5. T    6. F    7. F    8. T

### Task 7.

1. –    2. myself    3. –    4. himself    5. ourselves

### Task 8b.

1. lawful    2. influence    3. increase    4. agencies    5. common    6. representatives    7. exercised
8. exist

### Task 9a.

1. c    2. d    3. a    4. e    5. b

### Task 10b.

1. e    2. g    3. d    4. a    5. f    6. c    7. b

### Task 10c

1. f    2. T    3. NG    4. T    5. F

### Task 11.

1. to    2. for    3. for    4. for    5. to

### Task 14.

1. sustainable    2. non-proliferation    3. expand    4. affect    5. counter-terrorism    6. gender

**Task 15a.**

1. peace 2. member 3. arguments 4. seem 5. includes

**Task 15b.**

1. F 2. T 3. F 4. T 5. T

**Task 16b.**

1. prosperity 2. dignity 3. to foster 4. abolition 5. currency

**Task 17.**

1. e 2. h 3. a 4. j 5. g 6. c 7. f 8. i 9. b 10. d

**Task 18.**

1. F 2. F 3. T 4. F 5. T 6. T 7. T

**Task 19b.**

3 – children;

1975 – dropped out University;

2000 – established Bill&Melinda Gates Foundation;

\$61billion – net worth in 2012;

1973 – became a student;

\$250 – earns every second;

31 – became a billionaire

\$20 million – earns a day

**TEST YOURSELF 15****Task 1.**

1. d 2. h 3. e 4. a 5. g 6. b (c, f and i are extra)

**Task 3.**

1. ourselves 2. yourself 3. itself 4. myself 5. themselves 6. himself

**Task 4.**

1. UNICEF 2. WHO (World Health Organization) 3. Greenpeace 4. Interpol 5. European Union

**Task 5.**

1. to 2. for 3. for 4. to 5. for 6. for 7. to 8. for 9. for 10. to

**Task 7.**

1. reject 2. poverty 3. death penalty 4. emergency 5. awareness 6. currency

**Task 8.**

	i	n	j	u	s	t	i	c	e	
	e	q	u	a	l	i	t	y		
			s	o	f	t	w	a	r	e
d	i	s	a	s	t	e	r			
			f	a	i	r				
			s	c	o	p	e			
p	r	o	s	p	e	r	i	t	y	

**Task 9.**

1. H 2. F 3. F 4. F 5. H 6. H 7. F



## AUDIO SCRIPTS

### UNIT 1. ENGLISH AS AN INTERNATIONAL LANGUAGE

#### Task 1c.

For many years now we have been referring to English as a global language .... as the language of communication and technology. Everybody seems to be learning English and it isn't uncommon to see English being used as a means of communication between .... let's see ... a German scientist .... and an Italian politician. These days ... if you don't know English, you are in danger of being excluded from what's going on ...in education, at work ... and especially in the world of technological advances.

#### Task 8.

These days ... if you don't know English, you are in danger of being excluded from what's going on ...in education, at work ... and especially in the world of technological advances.

Very soon English will be the second language of all the people in the world. This is happening while I am speaking to you. We can't be certain of how long the process will take but there is no doubt that it will happen ...and my bet is that it will happen sooner rather than later.

First of all English will be an obligatory subject on every school curriculum throughout the world. By the year 2010 around two billion people ... that's about a third of the World's population ..... will speak English as their second language. This isn't my prediction by the way. This is what the experts say.

#### Task 11.

One hundred fifteen launchers, nine hundred twenty three mortars, two thousand sixteen cannons, forty five thousand eighty seven cartridges, two million seven hundred fifty thousand two hundred forty rifles, three billion seven hundred million two hundred ninety four thousand three hundred twenty tanks.

#### Task 18.

##### Speaker 1

The best way to learn English is to go abroad, live in that country for awhile, get used to the culture and make friends. I think socializing is the best way to learn a new language.

##### Speaker 2

What is the best way to learn English? I think the best way to learn English is to talk with native speakers, speakers who have English as their mother tongue, but I think, but the really best way to learn English is if you have an English boyfriend or girlfriend because that really makes you learn English a lot faster.

##### Speaker 3

The best way to learn English. First, you watch movies. A lot of movies, foreign movies, well, English movies would be the best, and you can choose the movies. That's the first thing you have too, and then second of all, you can learn new vocabulary, and the other best things to learn English is having conversation with a native speaker, because you can improve your pronunciation.

## TEST YOURSELF 1

#### Task 8.

Let's take the Eurovision Song Contest as an example. Whatever we might think of the contest itself .... one thing that has changed recently is that now countries can opt to sing in English. In the last festival fourteen of the twenty five competing countries asked for the rules to be changed to allow them to sing in English. They argued that singing in their own language would put them at a disadvantage. I suspect that in a few years time all twenty five countries will be singing in English. And what exactly does all of this mean for native speakers of English? Well, we are already in a minority. If the calculations are correct, then in ten years time, majority speakers ... that is non native English speakers ... will outnumber native English speakers by four to one.

## UNIT 2. ARMY

### Task 3.

The mission of Army Aviation is to find, fix, and destroy the enemy through fire and maneuver; and to provide combat, combat support and combat service support in coordinated operations as an integral member of the combined arms team. On the modern battlefield, Army Aviation, unlike the other members of the combined arms team, has the organic flexibility, versatility, and assets to fulfill a variety of maneuver, roles and functions. These cover the spectrum of combined arms operations. Aviation can accomplish each of these roles—within the limits of finite assets and capabilities—during offensive or defensive operations and also for joint, combined, contingency, or special operations.

### Task 16.

This group of powerful and versatile support weapons includes the combat shotgun for use at close quarters, the Heckler & Koch 40mm Grenade Machine Gun, which provides unrivalled infantry suppression, and the powerful L1A1 12.7mm Heavy Machine Gun, which is recognised as one of the finest heavy machine guns ever developed.

## TEST YOURSELF 2

### Task 5.

Regardless of component, the Army conducts both operational and institutional missions.

The operational Army consists of numbered armies, corps, divisions, brigades, and battalions that conduct full spectrum operations around the world.

The institutional Army supports the operational Army. Institutional organizations provide the infrastructure necessary to raise, train, equip, deploy, and ensure the readiness of all Army forces.

Without the institutional Army, the operational Army cannot function. Without the operational Army, the institutional Army has no purpose.

## UNIT 3. AIR FORCE

### Task 2.

1. I would absolutely recommend military service to anybody who is graduating from high school. It's probably been one of the greatest experiences of my life.
2. Being a pediatrician in the Air Force is, I think, a really neat experience. For me, it's also a great chance to get to go fly as part of my job.
3. Today was one of our more typical days, I would say. Everyone's always doing training; everyone's always planning training, trying to stay the step ahead.
4. You get a lot of responsibility from a very early time, and I really enjoyed the challenges. And I enjoyed the chance to have that responsibility.
- 5 You can always learn something, you can always advance your career in a different way. So, I plan on staying with the Air Force for a while.

### Task 7.

I'm stationed at Elmendorf Air Force Base in Alaska. I'm doing exactly what I want to. I joined the Air Force ROTC when I was in college at San Jose State University. On graduation day in 2001, I became an officer and joined active duty. After pilot training, I went on to a few more schools. Finally, I trained to fly the F-15E at Seymour Johnson Base in North Carolina for 9 months. Upon completing these courses, I went to my first fighter squadron in Alaska. As part of an operational fighter squadron, I take part in training exercises. We need to maintain readiness to deploy to war at any time. We do exercises with other squadrons on base, other branches of the military, and also other air forces from around the world. I look forward to updating my skills and flying as much as possible. I would like to go abroad one day.

### Task 9.

#### 1. Weapon technician

Senior airman Aguirre loads ammunition onto aircraft, a job he's had for the last 3 and a half years. He still remembers his feelings when the first jet he loaded flew off in support of the air force's mission.

Senior airman Aguirre: "After I loaded that jet, it was just a thrill, you know, seeing that jet go up in the air and hoping that it would, every mission that the pilot punched off, you know, punched off successfully, didn't come back with a hung bomb, have any problems in the air, to me it was exciting." Because of the importance of his job, senior airman Aguirre exercises extreme precision in making sure he loads each weapon correctly.

#### 2. Air traffic controller

Reporter: They are always watching.

Ssgt Mark Ostasiuk: We have no family days, we have rarely any days off, were staffed on Christmas, on New Year's, on Easter and on the fourth of July. We have a constant, constantly a presence up in the tower.

Reporter: As an air traffic controller for Lajes field, staff sergeant Mark Ostasiuk has a big job to do. Not only do he and his team mates move military aircraft to and from the island, they are also responsible for all civilian air traffic as well.

#### 3. Cyber defense operator

It can be hard to imagine that the defense of a base weapon system can come down to a few clicks on a keyboard (sound) but that's just what the cyber defense does with their day, to keep RAF Mildenhalls computer network safe and secure. Senior airman William Hunt is part of this small communications squadron team dedicated to providing a valuable piece of the base infrastructure.

#### 4. Special Operations Airmen

As one may expect, a large part of special ops. training happens at night. On one night mission, airmen completed a mock night infiltration mission in a remote area. From the back of a truck, they had to give their drivers directions using computer navigation systems; but had to talk to them in Russian. Only a few days after learning some basic words.

**5. Fighter pilot**

Reporter: Being able to practice putting bombs on target prepares fighter pilots to support troops on the ground - and being able to fly night and low flying missions ensures pilots can rise to the occasion whenever they get the call...

Lt col: 24 hours a day, seven days a week at any altitude. Be ready to support those guys on the ground.

**TEST YOURSELF 3****Task 3.**

I was concerned about my future career at the hometown paper mill in Maine. I was married and had children. I needed some education and a job so I enlisted in the Marine Corps with a guarantee to work in aviation and was selected for air traffic control. After basic training, I went to school in Glencoe, GA, to learn tower and radar air traffic control. I also earned my Federal Aviation Administration (FAA) operator's certificate. In New River I was a tower air traffic controller trainee. I started in ground control, but soon my duties expanded to include local control (control in the air within a 5-mile radius of the airfield). I then became watch supervisor at the facility. I continued to expand my qualifications at my next duty station in Okinawa. There, I became qualified in radar control and facility rated, which meant that I could work any air traffic control position in the facility. When I was finally assigned to a three-year tour in Kaneohe, I was a crew chief and radar approach controller. Now I am Gunnery Sergeant Martínez, a crew chief at Cherry Point. I qualified in the radar air traffic control facility and am working to qualify as a radar approach controller as well.



## UNIT 4. NAVY

### Task 5.

Although the Marine Corps is separate from the Navy, the two forces both operate under the Department of the Navy and have a close relationship. In **1834**, the Marine Corps came under the Department of the Navy and continues to be part of the Navy. However, the Marine Corps has its own commandant of the Marine Corps, a **four** star **general** who reports to the civilian Secretary of the Navy. *Both* the Marine Corps *and* the Navy operate **autonomously**, with their own chains of command, uniforms, history, objectives, and missions.

### Task 11a.

The United States Naval Academy was established in 1845 under Secretary of the Navy George Bancroft. It started as the Naval School on 10 acres of old Fort Severn in Annapolis. **Since** then the Navy has moved to a high-tech fleet with nuclear-powered submarines and surface ships and supersonic aircraft. Students are officers-in-training and are called midshipmen. Tuition for midshipmen is fully funded by the Navy in exchange for an active duty service upon graduation.

Midshipmen complete a four-year program that educates them **not only** in the classroom, **but also** outside the classroom – in their dormitory, aboard sailboats, on the athletic fields and during their summers in the fleet. Graduates are usually commissioned as ensigns in the Navy or second lieutenants in the Marine Corps, **but** a small number can also be commissioned as officers in the other services. Every day the Academy strives to accomplish its mission to develop midshipmen **both** morally **and** physically. Moral development is a fundamental element of all aspects of the Academy. **Therefore**, the program focuses on the attributes of integrity, honor, and mutual respect.

### Task 16.

**Speaker 1:** I grew up in a Navy family, my grandfather was in the Navy and all my uncles were in the Navy, so it just seemed right that being that I wanted to join the service, that I'd join the Navy.

What makes me proudest to serve my country is that not everybody does it. It's something that you have to choose to do.

**Speaker 2:** After high school, I decided that I didn't want to just go right to college, I figured I would join the military, do something for my country, and maybe get a little money for college, on the side.

**Speaker 3:** Talking with friends who are back home, it's actually pretty exciting because, you know, they've been in Texas the whole time, and I've been in two years and I've seen eight different places. Honestly, I've gotten a lot more than – what I can measure. Like, in college courses or in money in the bank account – the life experiences I've gotten, I've got from the Navy and just the growing up, the maturity that I think I've gotten from the Navy.

## TEST YOURSELF 4

### Task 7.

Did you know that the man who invented James Bond was a secret agent himself? Before he started writing the James Bond stories, Ian Fleming worked for British Naval Intelligence. He even had a code name. It was not 007, however, but 17F.

One of Fleming's best ideas was the creation of the 30<sup>th</sup> Assault Unit (known as 30 AU). This unit went into action on the front lines and captured the enemy's important documents. Under Fleming's direction, the unit broke into safes and stole never-seen-before German inventions, including Germany's first one-man submarine. They were used to plant explosives on enemy ships.

In his later life, Fleming enjoyed telling the story of how the one-man submarine was found. He was sure that these submarines exist, but his commander at the time, Admiral Bertram Ramsay, didn't think so. When 30 AU found a submarine, washed up on a beach, Ramsay refused to believe that a person could actually fit inside. One of Fleming's men asked Ramsay to look down the periscope. He did, and he looked right into the eye of the dead German sailor!

## UNIT 5. MILITARY EXERCISES

### **Task 3b, c.**

A multi-national naval exercise aimed at combating terrorism and piracy has ended off Pakistan's coast in the North Arabian Sea. Naval forces from over 30 countries including Australia, China, the UK and the US have participated.

The exercise "Aman 13" commenced on Monday, hosted by the Pakistan Navy. On Friday, Chairman of the Pakistan Joint Chiefs of Staff Committee, General Khalid Shameem Wynne, witnessed the drill during the culminating sea phase.

The exercise involved ships, helicopters, submarines and Special Forces elements. And included an anti-piracy operation by Special Forces, surface-to-surface firing on pre-determined targets, replenishment of men and material from one ship to another, landing of commandos on ships through helicopters, and anti-submarine warfare. Search and rescue operations were also rehearsed. And there was a fly past by various aircraft and helicopters.

### **Task 10a, b.**

Working safely with hazardous materials requires four major elements: work practices, engineering controls, personal protective equipment, and decontamination.

Work practices are methods for isolating workers from dangerous chemicals such as spraying water on hazardous dust in order to keep it from becoming airborne.

Engineering controls are devices for protecting people from hazardous materials. These include robotic equipment used for handling hazardous materials and large ventilation fans designed to remove toxic fumes from work area.

Personal protective equipment (PPE) is a blanket term for anything you wear as a protection from contamination as well as physical injury. PPE includes chemical protective clothing (CPC), respirators and gears such as hard hats, face shields and wet boots.

These three elements work together to protect you from hazardous materials, but without decontamination you could still end up being exposed. Decontamination, "Decon" for sure, means removing hazardous substances from your PPC and other equipment or changing these materials into a harmless form. Without decontamination your PPC could become saturated with the very same chemicals that you need protection from. In time this might present more of a hazard to you than your work site does.

### **Task 15.**

A month-long joint military exercise involving more than 1000 defence personnel from around the world, ended in May, 2013 in the North Island, New Zealand.

The New Zealand Army and Royal New Zealand Air Force's Exercise code-named "Alam Halfa" took place at the Waiouru Military Training Area.

The Kiwi soldiers were joined by the Canadian, US and British armies and the US Marine Corps to "enact a common conflict scenario of insurgents trying to overthrow a government".

The exercise involved live firing drills, pre-deployment training and field exercises, which aimed to ensure New Zealand's soldiers keep their skills "sharp and relevant" for contemporary operations.

The New Zealand Defence Force says, thanks to the help of local residents, the exercise was a success.

Local farmer David Cameron loaned his wool shed to a group of "insurgents" so they could lie low while trying to disrupt the soldiers who were trying to flush them out.

Mr Cameron says he can see how difficult it would be for military forces to identify insurgents who had befriended locals in real conflict situations. Now he has a totally new understanding and appreciation for what the Defence Force does."

## TEST YOURSELF 5

### **Task 3.**

One thousand soldiers from different countries meet in Mongolia. They are from 15 countries, for example Australia, the US, South Korea and Japan. They meet 50 kilometres from Ulan Bator.

The soldiers will do many things, for example horse riding and parachuting. They will exercise for two weeks. The US pays for everything.

Russia, China and Kazakhstan are there too. They are only watching. The exercise helps to make better connections between the countries.

## UNIT 6. SURVIVAL

### Task 7a, b.

One.

After finishing up the last of your food provisions, you need to think about the alternatives. However, nibbling any leaves from the wild can be very tricky, as it can either be full of vitamins and minerals, or kill you after making you violently sick. That's why, stick to those vegetation that you can identify and are absolutely sure of. After all, your life may depend upon it. Some edible wild plants are dandelion, burdock, cattail, plantain, purslane, Lamb's quarters, Shepherd's Purse, dock, etc. Bear in mind that some of the wild plants may require boiling before consumption. In a survival situation, you can also catch fish and birds for food.

Two.

Exercise caution when on the move. Check for the weather before you begin your climb. The higher you go, the more prone you are to solar radiation because of the thinning atmosphere. Be wary of sudden climate change, and do not hesitate to turn back and return for safety reasons. Closely monitor avalanche forecast and take appropriate precautions. Do not set up your camp around potential avalanche, crevasses, or rock slide areas. Maintain a good speed at all times. At night, be diligent when you travel. Bear in mind that rocks can be deceptively wet and slippery. Tread with caution.

Three.

Use the ocean water. You can consume up to 32 ounces of ocean water a day, but only for five days at a time. You can also reduce thirst by soaking in the water for a short time every day. Eat the plankton. Plankton can be caught using a small net or piece of clothing. Plankton can be eaten without negative consequences and can provide the nourishment you need to survive in the ocean.

Four.

Get to land. If you see it, you should swim towards it. Your chances of surviving and being found are infinitely better on an island than they would be while lost at sea. When swimming to an island, be very careful. Once the water starts to become shallow, razor sharp coral is your first enemy. If you get stuck on it or slammed against it by a wave, your journey could be over before it really begins. This sharp coral will cut right through you like a knife. And if you do not bleed to death, the infections you will obtain are sure to claim you. So get to shore.

Just swim, and try to avoid the waves as they crash out at sea. Get yourself to shore and onto dry land. Once you are there, take off your clothes so they can dry. You'll need to stay warm and stay healthy.

Five.

A desert leaves us with very limited sources of water. Remember, drinking excess water will be lost in urine, so one should drink the available water judiciously. Arranging water should be an essential task during the night. A solar still can be prepared for collection of water during the day time. For this, a big hole around 3 feet in width and 2 feet in depth is dug out. A smaller hole is made in the larger hole and a container is placed in it. A plastic sheet is used to cover the large hole from above and ends are sealed using pebbles all around. A pebble is also placed in the middle of the plastic bag. During the day time, water evaporates from the desert surface, this vapor condenses on the inner side of the plastic and drips down in the container and gets accumulated. In this way, some amount of safe drinking water can be collected.

### Task 11a,b.

#### Hiking Survival Kit

In a trekking trip, the chances of a person getting lost can't be denied. Surviving in the wild without basic supplies is impossible. The following items should be included in the backpack to survive in the wild.

Food and water are the basic things to have in a survival kit. One should take 8 lbs of water with him for every single day. Out of these 8 pounds, 2 quarts should be kept aside for drinking. The remaining 2 quarts are necessary for sanitation and cooking.

The first aid kit should contain bandaids, aspirin, neosporin and other items such as gauze and sterile pads. A hand sanitizer is required for the purpose of cleanliness. Insect repellents prove to be of great help in the wild environment.

A Swiss knife is a multi-purpose tool which proves to be useful in difficult situations.

A compass would be of great help if a person is lost in a forest while hiking. Finding directions with a compass is easy; it is also used in deserts.

To give the necessary warmth to the body, one should take space blankets. These are also known as emergency or first aid blankets.

A searchlight is needed to find the way in the dark.

Polarized glasses do the work of protecting eyes from the harmful effects of sun.

Toilet paper, soap, antibiotic cream, etc. are amongst the other items which need to be packed in a survival kit.

A magnifying glass would come in handy for starting a fire.

### **Task 21.**

Author of the popular autobiography *An Island to Oneself*, Tom Francis Neale was a New Zealander who spent 16 years of his life (in three sessions) living alone on Suvarrow island in the Cook Islands. His first time around, Neale caught a ride with a ship passing close to Suvarrow. They dropped him off with two cats, water tanks, a hut and some books. There he found remnants of what coast watchers had left behind during the Second World War: a damaged boat, wild pigs and chickens. Because the pigs were destroying all the vegetation, he hunted them over the course of several months. During his time there he planted a garden, domesticated the chickens, and repaired the boat.

After a serious back injury in 1954, which paralyzed him for 4 days, he was lucky enough to be discovered by a couple on a yacht who nursed him back to health. They promised they would send a ship out for him and two weeks later the Cook Islands government arrived to take him back to Rarotonga.

Neale waited for his back to heal in order to return to his island. Though he married and had two children, in the spring of 1960 he returned to the island with enough provisions to last him three and a half years. Then in January 1964 he left the island voluntarily as pearl divers now began invading the area.

Neale returned to the atoll in June 1967 and stayed there until 1977. That year, another yacht found him ill. He was diagnosed with stomach cancer taken to Rarotonga where he died eight months later.

### **Task 22.**

The famous explorer Ernest Shackleton and his crew of 28 men left England aboard the ship *Endurance* on August 8, 1914 to fulfill his dream of crossing the South Polar continent from sea to sea. During the expedition the ship got trapped in ice. Shackleton and his men found themselves marooned in the Antarctic for five months. They lived on top of floating ice, fed on seals and kept warm by playing hockey and dog-sled racing. In April 1916, Shackleton and 5 of his men set off in three small lifeboats they had recovered, to find help on Elephant Island. The six men spent 16 days crossing 1,300 km of ocean. The six men landed on an uninhabited part of the island so their last hope was to cross 26 miles of treacherous mountains and glaciers until they finally reached a whaling station where they found help.

Shackleton returned to rescue the men on Elephant Island and amazingly, apart from some missing toes from frostbites, not one member of the 28-man crew was lost.

### **Task 23.**

Accompanied by his wife, daughter, son, and twin sons, Douglas Robertson was an experienced sailor from Scotland who purchased *Lucette*, the family boat with the family's life's savings. While sailing to the Galapagos Islands from Panama their boat was sunk by a pod of killer whales.

Already being a close knit group, the family demonstrated remarkable survival skills and were able to survive 38 days on their small dinghy. They collected rain droplets for drinking water, caught turtles and flying fish for food and sailed their way towards Central America to be rescued. By their 38th day, they were sighted by a Japanese fishing trawler heading towards the Panama Canal. Robertson had documented their adventure which inspired his book *Survive the Savage Sea*.



**Task 27.****Tips for Surviving in an Urban Setup**

Basic survival abilities always start with the will to survive! As you might have heard every now and then, 'Where there is a will, there is a way', and where there is a way, you can always get out of mettlesome situations, come what may. Preventing a disaster may not always be in our hands but surviving it and coming out of it is definitely possible!

**Play Safe**

Being a female myself, I would first start with some tips on self defense and safety. Venturing alone is not a matter of concern. But venturing out alone in risky pockets of a city (infested with hooligans) at odd timings can put you in dicey situations for sure. People do not get into such situations by choice but, should such a situation arise, one has to be prepared mentally and physically to combat the situation well. A small Swiss knife or a spray should help you out. And it is better to learn tricks of self defense like (karate and taekwondo) which would be quite helpful in pulling you out of such odd situations.

**Preparing for Treks**

When going for trips like hiking, camping and trekking, make sure you make a checklist of things to have in a survival kit: Food, sleeping bags, a pair of fresh clothes, a swiss knife, a torch, set of personal toiletries, water bottles, first aid kit and polarized glasses. When going out with groups, make sure that you are with the flock all the time. It is not safe to venture alone as trekking in forests and mountains can expose you to unknown perils.

**Be Prepared for the Unexpected**

Natural calamities can be forecasted but cannot be stopped. Instead of throwing a lackadaisical attitude around, prepare to survive. Food, water, shelter and first aid are bare essentials in such grave conditions. Also be careful when spending rations of food and water as they are sparsely available at such a time. Such high impact scenarios not only include natural calamities but also nuclear fallout, mass civil arrests and war times. During nuclear attacks, covering windows and doors with thick plastic sheet is a good idea to protect self. Earthquake survival kits are soul savers during these natural disasters that are uncalled.

**Protect your Home**

Fire accidents can happen with a small spark turning an entire building into a hellhole. So keep a fire extinguisher at home, which can come handy in such cases. Water and CO2 are good examples of fire extinguishers which are available at home. Not to miss, carelessness is the easiest gateway for tragedies to strike! So when you lock your homes, check thoroughly if the gas connection and all the electronic appliances (like geyser, iron, etc.) are off.

**Presence of Mind**

This is a quality which cannot be taught but develops over a period of time with the help of instincts and intelligence. A person may get caught in a situation where he could be stranded with no aid. That is the time when he has to keep his cool and think of ways to get out of situations in the most diligent way. This quality can be of sole help in cases like stated in the questionnaire above: (Q1, Q2 and Q3). Keeping cool is very important in the most difficult situations. This is because worrying and fretting will never help you out. On the contrary, they will lower your confidence level. Presence of mind is an inborn quality in everyone which only needs to be nurtured for good.

## UNIT 7. DISASTERS

### Task 5.

A magnitude 7.3 quake just 16 kilometres from the capital, hit the Caribbean nation as people were going home after work. It was the worst earthquake to strike Haiti in more than 2 centuries. Much of the country has been devastated. Many major buildings in the capital, Port-au-Prince, have collapsed including the presidential Palace and the UN headquarters. Haiti's President, Rene Preval, described the scene in the capital as unimaginable. The Red Cross says up to 3 million people have been affected. Mr. Preval fears, well over 100 000 people may have died. Haiti's ambassador to the USA, Raymond Joseph, said there was no way of estimating how many casualties there were. Countries around the world are acting quickly to send whatever they can to Haiti. US President Barak Obama has promised America will do all it can to help. He vowed unwavering support following a particularly cruel disaster. Haiti is one of the poorest countries in the world. More than half its people live below the poverty line on less than \$2 a day. It is one of the poorest equipped countries on earth to deal with such a catastrophe. The nation was still trying to recover from being hit by 4 deadly hurricanes in 30 days in 2008. Its economy is in ruins, and it has a long history of corruption and coups.

### Task 7.

Sailors at fleet activities Sasebo came together on March 11<sup>th</sup>, at approximately 2:47 in the afternoon, with a moment of silence, to remember the anniversary of the earthquake and tsunami that struck northern Japan two years ago. Petty officer Clinton Peterson said that he can see a difference in relationship between US military and Japanese community since the tsunami. "It's more than stronger bond, they saw the response and they saw that we are willing to help as a human race not just as two different countries". Though this memorial is meant for reflection, it also reminds sailors that the US military will stand by its sailors no matter the challenge.

### Task 10a,b.

1. I was in a typhoon in Hong Kong, and I just arrived with a big heavy backpack, and I had to hide in a telephone box while the street flooded and the water came up around me.
2. Natural disaster? No, I haven't been in a natural disaster. Unfortunately I was very close to a bomb which *went off* in Manchester when I was about sixteen years old, which was quite scary, but probably not as scary as a tsunami or a typhoon or something.
3. Oh, yes, yes. I have been in a natural disaster. I forget what year but Hurricane Yuniki in Hawaii, but I lived on Ohau so we got the *eye of the hurricane* so it wasn't like harsh at all. In fact, I remember when it hit, I remember telling my parents, I wanted to go out and fly a kite because it looked so nice outside, so it wasn't really that bad of an experience for me.
4. Yes, I have. I've been in a fire. A really big one actually. It was just very scary. There was just smoke everywhere, and I couldn't see anything. My eyes were hurting. I was *choking*, and I really thought I was going to die, but I was rescued by an old man passing by.
5. OK, have I been in a natural disaster? Well, I've actually seen one happen while I was driving, and this was along, I think, the coast. I think, it's called the Pacific Ocean Highway, if I'm not wrong. Anyway, there was in December 2004, I think, it was ... there was a big landslide during the raining season in Los Angeles, and while I was driving I actually saw it, and then I didn't know what was damaged, but it was *all over the news*, and then it was bad.
6. Yeah, actually, I was staying with friends in Norway and we were camping and we got hit by a blizzard and it was really frightening, but luckily I was with some big Viking Norwegian guys, and they knew exactly what to do, because I didn't. It was really ... you couldn't see anything. It was so white and the snow was so heavy and it actually hurt quite a lot, and *it didn't help that* it was absolutely freezing.

### Task 13a.

A meteorite exploded above central Russia on Friday morning. It was just like a scene from a science fiction movie. People watched the bright, swimming pool-sized rock fly across the sky and then crash. It entered the Earth's atmosphere and looked like a giant shooting star. The power of the explosion damaged many buildings and smashed thousands of windows. The city of Chelyabinsk had no gas or

Internet for a short time after the meteor shower came down. Thousands of people went to hospital for medical treatment. Many of them had cuts from flying glass. They didn't know the shock wave from the explosion would be so dangerous and cause so much damage.

The Russian Army found three giant holes in the earth where different parts of the meteorite hit the ground. One crater was 6 metres wide. The craters were 80 kilometres apart. Investigators are checking the sites of where the meteorites came down to see if they are radioactive. The police have sealed off the areas to protect the public. Scientists working at the site said the meteor was mostly rock and iron. They said it is the largest meteorite to hit the Earth for over 100 years. NASA estimated that the meteor weighed around 7 thousand tons and exploded with the power of 20 atomic bombs. Russian newspapers say that some people are now trying to sell rocks from the meteorite for \$15 each.

### Task 20.

As a huge black curl of wave started rolling out at sea, humans stood transfixed. But in the animal world there appears to have been a sense of danger, almost a sixth sense that something was terribly wrong.

At the Khao Lak Elephant Trekking Centre, elephants Poker and Thandung started to panic — trumpeting and breaking free from their chains. It was something their owner Jong Kit had never seen them do before. "We couldn't stop the elephants," says Kit.

They ignored his commands to stop and ran for higher ground, just five minutes before the resort where they'd been standing was destroyed by the tsunami. Kit believes the elephants knew the tsunami was coming.

Many experts say animals have senses that make them highly tuned to impending natural phenomena.

"We know they have better sense of hearing; they have better sense of sounds; they have better sense of sight," says Bill Karesh with the Wildlife Conservation Society. "And they're more reactive to those signals than we tend to be."

And even though the animals aren't communicating directly with each other, they are taking cues from other animals' behavior.

"If they see birds flying away, or if they see other animals running, they're going to get nervous too," says Karesh.

When the tsunami struck in Khao Lak, more than 3 000 human beings lost their lives. But no one we can find involved with the care of animals, can report the death of a single one.

Goson Sipasad is the manager of the Khao Lak National Park. He says all the animals went high in the hills and have not returned. He believes not one perished in or around the park.

"We have not found any dead animals along this part of the coast," he says.

Jong Kit's elephants' intuition was very lucky for four Japanese tourists who had climbed aboard them the day of the tsunami. They all survived, carried on the elephants' backs

## TEST YOURSELF 7

### Task 7.

A teenage Indonesian girl swept away in the Indian Ocean tsunami on Boxing Day 7 years ago, has been reunited with her family. 15-year-old Watty was 8 when a devastating tsunami *wiped out* the village of Edge of Barrow, in Sumatra's Archie Province. Her family survived the giant tidal wave but a little Watty was carried away. The last time her mother saw her was when the water carried the little girl away. She was desperately clinging to her 3 children in an attempt to keep them all together. But her efforts were in vain as she lost her grip on Watty. Yusnia never thought she would see her daughter alive again. Watty's family made several attempts to find her, but no one reported seeing her alive.

A miracle happened last Wednesday when her grandfather Ibrahim, who lived in another town, got a visit from an acquaintance who was with a teenage girl. Watty had visited the old man in his coffee shop. She told him she was trying to get back to her village, but did not know the way. Ibrahim suspected the teenager might be his long lost granddaughter. But she could not remember any of her parents' or relatives' names except Ibrahim's. Watty's identity was confirmed by her parents several days later from a mole and a scar above an eyebrow what she got when she was 6 years old. It is still unclear what happened to Watty in her 7-year absence.

A deadly tsunami killed more than 150 000 people in several Indian Ocean nations.

## UNIT 8 ENVIRONMENT

### Task 2.

**Presenter:** Today I'm talking to Peter Whyles from the Climate Research Centre in London about global warming. Mr Whyles, how is global warming changing our climate?

**Mr Whyles:** Well, of course, temperatures are getting higher. We think the world will be three degrees warmer by the end of this century. The world is already warmer than it was 100 years ago and 1998 was the hottest year on record.

**Presenter:** What effect will this have on the environment?

**Mr Whyles:** Sea levels will rise because the polar ice caps are melting. This means that a lot of land will be flooded. By the year 2080, 25% of coastal towns around the world will be flooded. Unless we do something, we will lose lots of important towns and cities.

**Presenter:** What can we do to stop global warming?

**Mr Whyles:** We have to stop polluting the air. Pollution from factories, homes and cars releases most of the carbon dioxide into the air. Also, people are cutting down too many trees, especially in the rainforests. Trees absorb carbon dioxide. We need to plant more trees and stop people from cutting them down.

**Presenter:** Thank you, Mr Whyles.

**Mr Whyles:** Thank you.

### Task 4a, b.

Did you know that when you buy flights with certain airlines you can now pay a bit more to offset your carbon footprint? Or perhaps you've read about big pop groups who plant forests of trees every time they do a tour, again, to offset their carbon footprint? But what exactly is a carbon footprint, how is it measured and where did it come from?

Originally a footprint was exactly what you might imagine – the print made by a foot. In the sixties, space travel transformed the word, using it to mean the landing area for a spacecraft, and it has continued to be common in technical circles, with people talking about the footprint of computers (that's the space they take up on a desk), printers and many other such gadgets. Small footprints are considered to be a positive thing, large ones are generally bad.

Everybody has a carbon footprint – it's the amount of carbon dioxide we produce with any action or activity. As carbon dioxide contributes to 'greenhouse gases', our carbon footprints have a direct impact on the environment. You can estimate your carbon footprint on any number of popular websites: if it's small, then you're probably leading a relatively green lifestyle. But what happens if it's big?

Well, the answer is that you can 'offset' it. This modern answer to the problem is for people to contribute to balancing the negative effects of their actions by using green fuels, recycling, reforestation and a number of other activities which are said to contribute to a lowering of the carbon dioxide.

### Task 11a, b.

**Matthew:** I heard that you work at a renewable energy company. Can you tell me what kind of company it is?

**Kat:** My company is a wind energy company but there's a lot of other options.

**Matthew:** What are the other options and what are the pros and cons of each option?

**Kat:** Well let's start off with wind. Wind energy is great. It doesn't take away a lot of space. You can have one wind turbine in a very small area but on the other hand you really need some strong wind to have a good output. Then you have solar energy. Solar energy is great but you also need a very good location and solar exposure is normally just a couple of hours a day so you need a very big solar panel so it takes away a lot of space. Then we have the option of geothermal energy which is great but once again depends on where you live. Very few areas have what it takes to have a productive geothermal system and it's very expensive. There's a lot of drilling involved. Then another option is bio-energy which is where you actually take animal waste and use that to make energy. I think it's one of the



better ones but once again the set up is highly expensive. Then a last option would be hydro-energy. Hydro-energy I think is best in very large set ups, government-run or run by large electricity companies. It's very expensive to set up but once it's set up, it's a very, very productive way of making energy.

**Task 15.**

**A** Just because you're a pretty blonde surfer chick doesn't mean you can't promote a sustainable lifestyle. Cameron Diaz has driven a Prius since they first became available and continues to tool around L.A. in a hybrid vehicle. Her MTV show *Trippin'* takes viewers on eco-adventures to endangered habitats worldwide, and she has taken a leadership position in the Environmental Media Association (EMA), an organization promoting the influence of media personalities to advance conservation and sustainable living. Her knowledge and passion for the environment so impressed Al Gore that Diaz was selected as a presenter for his groundbreaking documentary *An Inconvenient Truth*.

**B** After Hurricane Katrina hammered New Orleans, Brad Pitt delivered a powerful counterpunch: His Make It Right organization has helped rebuild New Orleans, where flooding wiped out many homes. These houses are architectural showcases, designed and built using state-of-the-art sustainable technologies, including materials and techniques that emphasize health, safety and long-term product lifecycles.

**C** Johnny Depp may not sound like someone that would top the list of eco-friendly homeowners, after all, his homes are on two separate continents! However, while he's not doing the planet much good with the commute between the two properties, his Caribbean island is designed to be self-sustaining. The 36 acre island runs on solar-hydrogen power.

**D** Julia Roberts just spent \$20 million on renovating her 6,000 sq foot home to make it greener. That's some fancy shower repairs! In addition to investing in sustainable building materials, she installed solar panels on three of the roofs, keeping the property's carbon footprint nicely in check.

## UNIT 9 MODERN MEANS OF COMMUNICATION

### Task 10a, b.

**Alex:** Hi, Katia, how are you?

**Katia:** I'm doing good and you Alex?

**Alex:** I'm doing good thank you. I have a question for you. Are you on Facebook?

**Katia:** Yes, I am in Facebook but I really do not check very often.

**Alex:** OK, how often do you check it usually?

**Katia:** I actually try not to check it very often. It's been taking a lot of my time so right now I check it about, I try once a week during the weekends.

**Alex:** OK. I used to be on Facebook a lot before. I was like checking it every day and, you know, posting on my friends' walls and trying to catch up with everybody on Facebook. But then I realised that I was losing a lot of time on it. I was, I don't know if investing is the word, but I was spending a lot of time on it and I kind of like decided to close my wall, because I thought that I was just spending too much time, and it was not really adding anything so, but I don't know if that's the right thing, because sometimes I feel that I need to communicate stuff to my friends and since my wall has been closed for so long, I don't want to kind of like just communicate something there and then just stopped communicating through my wall any more so I don't know how to do it.

**Katia:** It has really become an issue hasn't it? You can get lost from what is actually happening around you and live in a virtual world so I'm actually a little bit worried about that, about what is happening and how we live our lives and how we present ourselves to others. I believe that it should be handled differently than it has up to now so maybe you're doing good by closing or, you know, thinking about it at least.

**Alex:** Yeah.

**Katia:** But how much, that you might have to consider.

**Alex:** Yeah, that's right. It's very funny how all this communication has changed in the last few years. I remember just four years ago or even five years ago I wasn't on Facebook and all the communication I used to have with my friends was through email or by phone or by meeting you know. But now with Facebook everybody spends so much time on Facebook. Sometimes if you don't publish something on Facebook, it seems that you didn't do anything so I don't know it's just weird.

**Katia:** Well the question is are you actually more in communication now than you were four or five years ago?

**Alex:** I am more in communication with people that I haven't been in touch with for the last ten years let's say. Like all my friends from elementary school that I wasn't really in touch and everybody's now on Facebook and now everybody is updated on what I'm doing or why I do this, what I'm going to do on next vacation, what about my plans for anything so that's a good thing I think. It really depends on how much importance you give to it.

**Katia:** That is true.

### Task 12a, b.

**Telecommunications** are defined as any transmission, emission or reception of signs, signals, writings, images and sounds or info of any nature by means of wire, radio, visual or other electromagnetic systems.

**a. Electrical/Electronic Communications** include radio, wire, or a combination of both. These may be further divided into: voice, telegraphy, teletypewriter, facsimile, television.

**b. Visual Communications.** Visual signals are transmitted by flags, lights, pyrotechnics, panels, arm-and-hand signals and other prearranged visual means such as aircraft maneuvers. They are suitable for transmitting prearranged messages rapidly over short distances as well as for recognition and identification of friendly forces.

**c. Sound Communications** are: sirens, bells, voice amplifiers and explosive devices. The chief value of sound signals is to attract attention, transmit prearranged messages and to spread alarms. Messages in international Morse code may be sent by sound signals.

**Messenger Communications** are the most secure means available to all units. It is the most effective method for transmission and delivery of lengthy messages the efficiency of which depends on the selection and training of messengers. It is flexible and reliable, its speed depends on the mode of travel, tactical situation, terrain and the trafficability of routes. Messages can be scheduled or special.

**Task 17.**

Alpha, Bravo, Charlie, Delta, Echo, Foxtrot, Golf, Hotel, India, Juliet, Kilo, Lima, Mike, November, Oscar, Papa, Quebec, Romeo, Sierra, Tango, Uniform, Victor, Whisky, X-ray, Yankee, Zulu

**Task 20.**

1 Hello Alpha 9. This is 8. We need more fuel. Over.

This is Alpha 9. Roger. Sending fuel now. Out.

2 Hello Alpha 30. This is 8. Move to Alpha 9's location. Over.

This is Alpha 30. Wilco. Out.

3 Hello 8. This is Alpha 20. Man found shooting rabbits. Over.

This is 8. Say again word after shooting. Over.

This is Alpha 20. I say again rabbits. Over.

This is 8. Roger. Out.

4 Hello 8. This is Alpha 9. Searching 55 Moyamensing Street. I spell mike, oscar, yankee, alpha, mike, echo, November, sierra, India, November, golf. Over.

This is 8. Verify 55 Moyamensing Street. Over.

This is Alpha 9. Correction. 65 Moyamensing Street. Out.

**Task 29a, b.**

Alpha. Staff Sergeant Dale Sweetnam is pictured with Facebook founder Mark Zuckerberg during a visit to Facebook headquarters. Sweetnam will host a Twitter chat on January twenty three to discuss the Army's use of social media.

Bravo. A Soldier with the fourth Brigade Combat Team, in Baghdad, shares a high-five with his daughter during a web camera communication. Blood was high-fiving Mackenzie from the forward operating base in Iraq where he is located and she was returning it from several thousand miles away in the United States.

Charlie. With the landscape of social media always evolving, it's important to stay as current as possible on the latest social media best practices. It is the United States Army's Online and Social Media Division's hope that the new edition of this handbook will help Army social media managers and their teams continue to use social media effectively to tell their organization's story.

Delta. A Twitter chat is a lot like any other online chat, where people gather to talk about a specific topic. One of the great things about Twitter chats is that they connect people despite geographical barriers to a central area, Twitter, where they can interact in real time. To join a Twitter chat, you just need to know what hashtag is being used. A hashtag is simply a way to search topics on Twitter.

Echo. Second Lieutenant Christopher Coker; his mother, Jane; and his father, Lieutenant Colonel William Coker, pose for a family photo following a May eleven commissioning ceremony at Kansas State University for twenty four of the Army's newest lieutenants. Lieutenant Colonel Coker is deployed to Afghanistan with the eighth Human Resources Sustainment Center, and watched his son's commissioning via iPad from Kuwait.

Foxtrot. We can perform photon teleportation sooner, but having teleportation with quantum memory adding the atoms is really the key to massive changes in American communications system," Meyers said. "We think that teleportation with atoms and photons is an important goal for the United States and we want to get it out of the laboratory and show that it's possible over long distances. Meyers and Lee agree that quantum data teleportation will become a dominant technology.

## TEST YOURSELF 9

### Task 4.

Colorado soldier Steve Turnboo was 7,000 miles away from home, stuck in the middle of a war zone.

Yet he was still able to watch his son crawl for the first time, thanks to Facebook. In Afghanistan, social networking sites are revolutionizing the way soldiers stay in communication with their loved ones.

Turnboo, a Sargent First Class in the Army, returned home to Colorado Springs last month. He hadn't laid eyes on his son little Gage since he was a newborn. Turnboo missed nearly the entire first year of his child's life. But thanks to social networking, he was able to log on from the battle zone and get daily updates on his pride and joy back home. Strangely, because of the videos, photos and Facebook posts, it really didn't seem like he was half a world away.

"It's almost like he wasn't even gone," said his wife, Dawn Turnboo. "I tried to film stuff for him of Gage when he started crawling or babbling, and he saw all of that stuff, so it was like he wasn't even gone." Gone is the communication gap of wars past.

Soldiers used to have to write a letter to their loved ones – and wait six weeks for it to get there. But in Afghanistan – they're texting, Skyping and Facebooking in real time, able to watch milestones from the battlefield.

"Our whole platoon would share one satellite, and there would be one router, and everyone would have their cable, and it was a pretty rinky-dink operation we had going, but for the most part everybody's internet would work," said Steve.

In fact, Turnboo says his Facebook communication with his wife was so frequent that, like most couples, they sometimes ran out of things to say. Not only was he able to keep track of his son's milestones, but his wife's too.

"I started going to the gym more often, and that was the only way for Steve to see all of that was Facebook pictures and Skype," Dawn said. She lost 58 pounds while he was away, and he was able to track her progress. There was a time when the Pentagon considered banning all social networking sites like Facebook, but they did a study showing the sites did more good than harm. They're morale boosters for soldiers like Steve. Reminders of home, but still not quite as good as the real thing. "Seeing the videos can't really compare to actually watching him, actually getting to toss him around and hold him or what not," Steve said.



## UNIT 10 SPECIAL FORCES

### Task 10.

Very often, before the US Army makes a strategic strike against adversary, Special Forces are sent behind enemy lines to run Special Reconnaissance missions — covert, fact-finding operations to uncover information about the enemy.

These intelligence-gathering activities deal with the enemy's movement and operations which are considered to be the most important Green Berets mission.

Special Forces teams survey enemy camps, machinery and weapons and send back the information to their commanders in order to best prepare for a strike.

Special Reconnaissance missions generally take place before any movement by the military. Without that vital information, US Army soldiers might be caught off by guard and unprepared when entering enemy territory.

### Task 14.

Typically, Special Forces officers lead the team in the following types of missions:

- Counter-Terrorism: prevent, deter and respond to terrorist activities and train the military of other nations
- Direct Action: short duration strikes that are used to capture, recover or destroy enemy weapons/information, or recover designated personnel/material
- Special Reconnaissance: intelligence gathering to monitor enemy movements and operations
- Unconventional Warfare: the use of unconventional warfare (a.k.a. guerilla warfare) to train, equip, advise and assist forces in enemy-held or controlled territory

### Task 17.

Prior to the Vietnam War, United States Army Special Forces soldiers conducted three years of intensive operations in Laos. From July 1959 to October 1962, Special Forces soldiers rotated through the country as mobile training teams, or MTTs, in support of the Royal Laotian government's operations against the Pathet Lao communist insurgency. The mission, Operation White Star, formally ended with the declaration of Laotian neutrality in July 1962. It proved to be a foreshadowing of the wider use of Special Forces in Vietnam.

## UNIT 11. MODERN TECHNOLOGIES

### Task 2.

I also did some research from on-line survey. Here's some of the main interesting facts that stood out from the results. 51% of people said they rely on modern technology all the time in their everyday lives. 41% of people said they rely on modern technology most of the time. 37% of people said the laptop was their favorite all-time technology product. 80% of people still prefer the standard book to an eBook device such as Amazon Kindle. 35% of people said the iPhone was their favourite smartphone. 39% of people said they listen to music most frequently through an iPod or mp3 player.

### Task 4.

1. Tom Campbell on Facebook: “As a lad, I use my PlayStation for everything. Films, games, iPlayer, ITV Player, Lovefilm etc.”

2. Susan Sheridan on Facebook: “Sadly a large part. It has infiltrated not only how I watch TV, how I listen to music, but also how I communicate with people.”

3. SCollins Journo on Twitter: “Technology runs mine. I struggle with no phones, laptop or Twitter. I am definitely addicted to modern technology.”

4. Zara Brock on Twitter: “I use my phone every day to check news, Twitter and e-mail. I would be lost without it.”

**Task 7c, d.**

Getting out and seeing the world is something we all want to do at some point in our lives. Whether it's the Pyramids, the Amazon, the Himalayas or the Outback, your trip will require some tools and planning. You'll need the simple stuff, a flashlight, maybe a camp towel, or even some all-purpose safety pins, but the right gadgets can be your best friend on a long trip.

Let's take a look at the must haves for any walkabout. It turns out that some of the best tech from home will also help you out overseas. The iPhone is wildly popular around the world, and because it uses a SIM card, it can work on any G-S-M network. For those of you not in the know on mobile phone network standards (that's most of us) G-S-M networks are the world's most common cell network. That means your iPhone will work in a lot of places. And the applications alone can be a life saver. Just make sure you swap your regular SIM card with a local one so you can avoid outrageous service charges. If you don't want to spring the 20-30 bucks for a local SIM card, consider using Skype on your phone. Internet cafes are still common outside the US, and it's easy to call any number for just a few cents a minute most of the time.

Another great option is the iPad, a fantastic replacement for your old travel laptop for a broad swath of uses. What's great about the iPad too, is it doesn't have to come out of your bag when going through airport security.

The iPhone has a pretty great camera, but if you want to make sure you've got the best shot possible, you can bring along your trusty point and shoot (we've got a thorough guide on our site to help you pick which one is right for you). Once you've got your camera of choice, take a look at the Eye-Fi SD card. You can zap your photos and videos straight to anywhere you'd like from any Wi-Fi network. Send snapshots directly to Facebook, flickr, picassa, YouTube, anywhere you choose. And Eye-Fi has geotagging options, so you can easily organize your pictures when you're back from your trip.

If you're not a polyglot or even bilingual, you should give some serious consideration to a good electronic translator. Translator books, the ones made of old fashioned paper, are too slow to be really useful. Franklin makes a nice Global Translator that speaks 400,000 words and 12 languages. It doubles as an MP3 player, voice recorder, world alarm clock, and currency converter. Can't get much better than that.

Another essential accessory are good headphones. If you don't mind a little extra bulk, go with the noise-canceling variety, with our matrix guide of the best of the best. If you're looking to slim down your baggage, then some in-ear buds might be just the thing. These often don't have active noise canceling, but can reduce noise quite a bit, just by fitting well IN your ears. Bose is always an excellent choice in audio, and the IE2 headphones fall right in line with their habit of quality. They're built for comfort, and of course, being Bose, they sound great too.

To round out our list, you'll need to power all your gadgets on the go, so a universal power adapter is a must. The Kensington K33117 International Travel Plug Adapter is a compact solution, with no parts to lose. All the adapters for over 150 countries are built in to the device, all you have to do is twist to the plug that you need. Remember, though, this is a wall adapter, but not a transformer, so if there is more voltage coming out of the wall than you're used to, you can still fry your gear. Be careful.

There you go, you're ready to trot the world over, and with such rugged gear, you can go for the long haul. I'm Austin with Top Ten Reviews, where we do the research so you don't have to. Did we forget anything? What do you think is an absolute must have for world travel? Let tell us in the comments. There you go, you're ready to trot the world over, and with such rugged gear, you can go for the long haul.

**Task 16.**

In South Korea, arguably the world's most connected country, doctors are prescribing horse-riding to treat teenagers who have become addicted to the internet. The government has introduced a "Shutdown Law" to prevent under-16s playing internet games between midnight and six am – but of course, web-savvy teens simply use other accounts.

Four months ago, the parents of this girl were at their wits' end over her internet addiction. "I used to play with computers for seven hours a day, I couldn't stop. I even used to play all night, when my mother went away overnight."

In South Korea, where almost two-thirds of the population owns a smartphone, the government estimates that around 10% of young people between 10 and 19 are internet addicts. That's around 680,000 youngsters.

Doctors use a variety of technics to help them, but horse-riding seems to be a winner. "It is an enormously fun activity, but it is not just a simple physical sport because it involves another living thing, the horse. Riding is a new experience for them, because it combines physical activity with an emotional connection to an animal, which is why it helps to overcome internet addiction."

The Korean Riding Association has two therapy centres and about 50 people attend therapy programmes there every day. The association now plans to build 30 more centres by 2022 to meet rising demand all over the country.

## UNIT 12. CRIME

### Task 3.

Why do we have crime? When will it all stop? It's sad that there is so much crime in our society. It hurts so many people. Most people in the world just want to live happily and be good neighbours. Why do some people turn to crime? Money is a big reason. Many criminals pickpocket, steal, kidnap, or even kill people to get money. There are many terrible crimes in the world. Perhaps the worst is ethnic cleansing. This is a crime against humanity. Many people are killed because of their colour or religion. People who commit this crime rarely go to prison. Have you ever been a victim of crime? What do you think we need to do to reduce crime rates? Perhaps you should write to your government. Tell your leaders enough is enough.

### Task 7.

**Gareth:** So, Rebecca, where are you from?

**Rebecca:** I'm from America, actually, yeah.

**Gareth:** I've never been to America. What's crime like in America?

**Rebecca:** I think it probably depends a lot, city to city. It varies a lot, depending on the city. I actually lived for a while in Albuquerque, New Mexico. Living there, I never actually thought it was unsafe or anything, but looking back, it makes me go like, - We actually lived with that? That's insane! Like there are certain areas in town you just don't drive, because if you stop your car in that area, you know, it's extremely dangerous.

**Gareth:** So, what's the most common kind of crime?

**Rebecca:** Um, we had a lot of gang problems, a lot of robberies, a lot of guns, and there are a lot of shootings in Albuquerque, especially in the - I can't remember the name of the area now, but down in this one area, there were a lot. Down in the valley, there were a lot of gang problems.

**Gareth:** Really? What's the best way to stop it, do you think?

**Rebecca:** Oh, God, I have no idea. Like the only thing we can say is, you know, - Trust the police to do their job and save us all. But even just that, like to be honest, a lot of the problem in the States come from the fact that we're allowed to have guns.

**Gareth:** Hm.

**Rebecca:** And as an American, like yeah, it's part of our, you know, national right to have guns. And if you say, - You can't have guns, then it would be very upsetting, as an American, because it's like part of, you know, what built the country.

**Gareth:** Yeah.

**Rebecca:** But because we have so many guns, that makes crime a whole lot easier to do.

**Gareth:** Yeah. In England, they've banned guns. You can only keep like a shotgun if you keep your shots away from the gun. But still, they smuggle pistols into the country -

**Rebecca:** Yeah.

**Gareth:** --and there are gangs that have guns. And if they don't have guns, they have knives.

**Rebecca:** Right. So it's like I think maybe if they were to ban the guns in America, I wonder if it would help or just make it so like the normal people who have these weapons no longer have them, and the bad people who had the - (the bad people), the criminals, or whatever, you know, the gangs - who had the weapons before, I don't think they'll not have the weapons anymore. I think they'll still have them.

**Gareth:** Yeah.

**Rebecca:** They'll smuggle them in. Because they're doing all these other bad things, why would it matter? So, I don't know. it just leaves the innocent people a little more defenseless, but I don't - I don't know; I really don't know.

#### **Task 10.**

Murder is the most evil thing in the world. I don't know how it is possible for one person to murder another. Why do they think they can take someone else's life? Even worse are people who commit multi-murder. Mass killing seems to be more and more common today. Shootings at schools are especially bad. How can we prevent murder? Every time we look at the news, there's another murder. I hope it is not something that will stay with the human race forever. What is the correct punishment for murder? In some societies it is just a few years in prison. In others it is the death penalty. But there are some countries that don't punish people for murder. If you are in power and are rich, you can literally get away with murder.

#### **Task 17.**

I don't think people understand cyber-crime. It's only just started. In the future, it's going to be a huge problem. There have already been a few amazing examples. A few years ago the whole Internet in Latvia was attacked by another country. Cyberspace has become a new battleground. Countries spy on each other. If there's a war, it's possible one country could attack the other country's Internet. This would mean all communication, transport, etc would stop. It would cause huge damage to hospitals and other important buildings. But cyber-crime is happening today to ordinary people. Have you ever heard of phishing? That's with a 'ph' not 'f'. You really need to be very careful about what information you put online.

#### **Task 24.**

I don't think it's just the "bad" people who are guilty of war crimes. The world's press always pick on the dictators or leaders they have decided are bad. They then make them into monsters and say they are guilty of terrible war crimes. This is probably true. They are guilty of war crimes. The strange thing is, countries like America and Britain can attack other countries and kill thousands of innocent civilians but no one is a war criminal. Hundreds of people can die in a bombing and their leaders call it "collateral damage" or an accident. I think we need to look again at what a war crime is. If a major world power drops a bomb on my house by mistake, someone must be responsible for that.



## UNIT 13. ARMED CONFLICTS

### Task 5b, c.

A historic pullout of Kurdish rebels from Turkey is under way. Six weeks ago after 30 years of bloody conflict the leader of the Kurdish armed separatist movement PKK announced a truce with the Turkish state. It was not the first, but this time it was accompanied by an unprecedented commitment. The Kurdistan Workers' Party said its fighters would leave.

"We are at the stage where our armed forces should retreat beyond the Turkish border." It's said.

The pullout was set for the middle of this week. It is expected that the withdrawal from Turkey into northern Iraq has been phased, not everyone waiting specifically for 8 May, and moving by night to reduce risks of confrontation. The operation could take weeks. But there's no video of it.

Around 2,000 PKK rebels are thought to have been deployed within Turkey's border in the area; they will join some 3,000 others in Iraq's Qandil mountains – heart of the autonomous region of Kurdistan, which also extends into Turkey, Syria and Iran.

The Kurdish fight for an independent state has claimed more than 45,000 lives since 1984. In 1995, the Turkish army engaged more than 30,000 troops, including inside Iraq, to try to break the rebellion. Two-to-three million people were displaced as the hostilities wore on.

Abdullah Ocalan at the head of the Kurdish movement designated as a terrorist organisation by the EU and the US kept fighting. In spite of the withdrawal, the PKK says it will not lay down its arms.

The Turks captured Ocalan in 1999, tried him and sentenced him to death, this being commuted to life in prison in 2002. He remains leader, behind bars. He's been in secretive peace talks with the Ankara authorities for months.

Kurdish analyst Umit Firat says: "It is certainly possible that in these meetings things have been proposed to him, and Ocalan might say: 'I guarantee to turn the page on military action in exchange for not spending the rest of my life in prison'". There is a lot of suspense, and this must have been discussed."

Some Turkish analysts also feel that the political will is stronger than ever, and that with stability will come peace and economic development, better education and infrastructure for the Kurds.

### Task 8a.

Mali is the African story that is dominating headlines today. There are three things you need to know about what is happening in Mali:

First, it is small in population – less than sixteen million people, landlocked, and desperately poor. The expansion of the Sahara to the south, probably abetted by climate change, means that a large portion of its population faces regular food shortages, even famine. Mali regularly figures in UN appeals for famine relief in the Sahel. The north of the country is mostly desert, sparsely populated, is dominated by the Taureg people, who regard themselves as apart – perhaps superior to – the rest of the population. It is the site of many of the great monuments of African Islamic civilization, such as Timbuktu. The south dominates the economy and politics of the country. Northern resentment of southern domination is long standing. Government Promises of federalism or increased local autonomy over the past twenty years have regularly been made and broken.

### Task 8b.

Second, Mali was regarded as a model democracy, with regular elections and the transfer of authority from one elected political leader to his successor. Last year, this ostensibly democratic government was overthrown by a colonel who had been American trained. The coup was widely welcomed, and the military remain popular. This coup showed how superficial the connection was between the country's elites that managed the elections and the people they governed.

### Task 8c.

Third, a low level, long term insurrection in the north based on regional and ethnic grievances was transformed by the influx of Qaddafi's former mercenaries and their weapons. They also brought with them a radical vision of Islam. With this new firepower, they rapidly overcame the Malian army. The Bamako government's failure to put down the insurgency was the cause of the military coup. Qaddafi's men – often called 'Arabs' because of the North African origins and a quasi-criminal,

quasi-radical Islamic group called al-Qaeda in the Islamic Maghreb, quickly outmaneuvered the local rebels whose aim was to merely establish an independent state. In power, they imposed a radical Islamic regime – complete with the grisly sharia punishments of amputations and stonings. They supported themselves by criminal activity, including narcotics trafficking. It remains unclear to what extent they were part of the international jihadist movement, through radical training camps and other such facilities appeared. Mali's neighbors saw the emergence of this radical Islamic state as a threat to their own security. Under the auspices of the Economic Community of West African states, Mali's neighbors started to put together an African force to restore Bamako's authority in the north. It received formal UN Security Council authorization. It was anticipated that the force would be ready to move in September. However, in direct response to appeals from Bamako, which feared the rebels would soon take over the entire country, France intervened militarily over the past weekend. It remains to be seen what the consequences will be. Initially the intervention looked successful with the Islamists falling back, but already there have been setbacks. There is also the risk that Western intervention – on behalf of a government that came to power through a coup – will stimulate an anti-Western reaction in other parts of the Sahel.

#### **Task 14 .**

Malala Yousafzai had her first day back at school.

The teenager was shot in the head by the Taliban in her native Pakistan in October for promoting female education.

The 15-year-old will resume her studies at Girls' school in Birmingham in the UK.

### **TEST YOURSELF 13**

#### **Task 3**

Syrian government forces have launched a major offensive to retake the strategically important rebel stronghold of Qusair, near Lebanon.

Syrian officials say the army have taken control of key points in the the city centre.

According to opposition activists, government troops are being supported by militants from the Lebanese Hezbollah movement.

More than 30 people are reported killed, mostly civilians hit by shelling.

Qusair and the surrounding area are seen as an important piece in Syria's sectarian jigsaw.

For the government it would guarantee access from Damascus to the coast.

Opposition sources say should President Assad fall in Damascus, Syria's coastal region could serve as an enclave for his Alawite sect with the country fragmenting on sectarian lines.

Qusair is also important for the rebels for its access to Lebanon.

The UN in Syria has called on the government for better protection for United Nations staff when they try to bring humanitarian aid to areas controlled by rebels.

The UN's coordinator in Syria: "The delivery of medical supplies to the opposition-held areas remains unresolved. This is a protection issue and one of utmost importance."

The Syrian government is wary arguing aid consignments have ended up in the hands of armed groups rather than civilians.

The UN says the number of refugees is swelling by 10,000 a day, and is set to double to three million by the end of the year.

## UNIT 14. PEACEKEEPING

### Task 3.

Wherever there is conflict in the world and enemies have agreed to let a third party or neutral force come in to try and maintain the peace, it is usually the familiar blue helmets of the United Nations that we see on the scene.

The actual definition of peacekeeping is a bit unclear and it was never written into the original UN Charter, but it goes something like 'using military personnel from different countries under the command of the UN to control and resolve armed conflict either between or within states'. Peacekeeping is neither just finding out the facts nor full-scale military intervention, but something in between.

Over the last ten years it has become clear that for peacekeeping to work certain things must already be in place – the conflict must actually have finished and there must be a genuine desire for peace on both sides. The peacekeeping force must have clear international support and a mandate that shows it is strictly neutral; and it needs adequate resources to do the job.

#### **Who are the peacekeepers?**

They are professional soldiers, civilian police and military observers from any member country of the UN. These countries also provide supplies, transportation, telecommunications, and administrative help, amongst other things.

#### **Who pays??**

These forces are paid for by all UN member countries. The budget is currently \$2.82 billion, although they have been a bit behind in their payments recently- \$2.3 billion is still owing!

#### **What do they actually do?**

The typical image of a peacekeeper is a soldier sitting in a watchtower with a pair of binoculars keeping an eye on a border, but they also organise the clearing of mines, supervise elections, monitor human rights and oversee the return of refugees to their homes.

It is a risky occupation and sometimes they have to resort to force to defend themselves, recently for example in Liberia. Since peacekeeping began there have been 1,879 fatalities, the highest being between 1993 and 1995 when over 500 UN peacekeepers were killed.

### Task 9.

There have been 56 UN peacekeeping operations in total since 1948, although over 30 of those have happened since 1990.

Two of these operations have in fact never stopped since 1948: the interventions in the Arab/Israeli conflict following the foundation of the state of Israel, and in the dispute between Pakistan and India over the Kashmir region.

Another that has been going on for over forty years is on the divided island of Cyprus, where peace has been maintained between Greek and Turkish Cypriots since March 1964.

### Task 13.

UN peacekeeping missions have intervened very successfully following the end of civil wars such as in El Salvador 1991-95, Mozambique 1992-94 and Cambodia 1991-93 where they verified agreements on ceasefires, elections, land and electoral reform, organized the demobilization of soldiers and helped create new police forces.

In East Timor in 1999 they restored order after the violent reaction to the vote for self-government and they were the transitional administration that helped Timor to create new structures after independence in 2002.

#### **Didn't peacekeeping get a bad name in the 1990s?**

Somalia was the first big failure for UN intervention in 1992. In Srebrenica in 1994, a Dutch force under UN command failed to prevent a massacre of the local population, and in Rwanda in the same year there was full-scale genocide of nearly a million people, despite a peacekeeping force of 5,000.

Four UN missions to Angola failed to stop civil war breaking out again and again. It seems only if there is a real will to turn away from war, can peacekeepers be effective.

**Task 16.**

Now that the Cold War is over and small localized wars break out ever more frequently, there have been calls for the establishment of a UN Rapid Response force, so that it doesn't take the international community six months to assemble a peacekeeping mission, by which time it is often too late.

The attack on UN headquarters in Baghdad in 2003 has also called into question the respect for being impartial which the organisation thought it had.

Nevertheless, most people agree that the world still needs some kind of neutral body, backed by force if necessary, for helping former enemies make the transition from war to peace.

## **UNIT 15. INTERNATIONAL ORGANIZATIONS**

**Task 5.****Voice 1**

The disease was killing hundreds of people. It was spreading through the African country of Burkina Faso. The disease was meningitis. It was infecting thousands of people – it was an epidemic. Healthy people needed injections of a vaccine to stop them getting the disease. Burkino Faso needed more doctors.

**Voice 2**

Many foreign doctors came to help save lives. They helped to inject about one million people with vaccines in the country's capital, Ouagadougou. They helped to stop the Burkina Faso epidemic of 2007. The doctors came from MSF.

**Voice 1**

MSF is an international organization that sends doctors all over the world. MSF has two main aims. The first is to provide medical help. The second is to tell the world about the people in need. The organization was started in 1971 by a group of doctors from France. MSF is short for the group's name in the French language – 'Medecins Sans Frontieres'. In English this means Doctors Without Borders.

**Voice 2**

Doctors Without Borders, or MSF, now works in over 60 countries around the world. It employs doctors and other health workers. Some of these are local, some foreign. The local people are paid wages by MSF, but the foreign people work for free. These volunteers leave their jobs in their home country and go to where they are needed. They could be helping to fight disease, like in Burkina Faso. Or they could be providing other emergency help, such as food aid.

**Task 6.****Voice 1**

When a huge storm hit Myanmar or Burma in May 2008, MSF was there to help. Cyclone Nargis killed thousands of people and left many more without a home. The storm also ruined the land and killed farm animals. As a result, people could not grow enough food. MSF is one group that gave people the food they needed.

**Voice 2**

Michel Peremans is a Belgian journalist. He also works with Doctors Without Borders. He has been helping a medical team in Burma. His report describes how he has been helping the team to transport food to communities by boat.

**Voice 3**

'On the boat we are carrying rice, beans, oil and cans of fish. It is enough to feed 3000 people for a week. We also have hundreds of water containers and some plastic covering material... We travel for more than three hours – then we reach the small city of Myit Pauk. Sixteen hundred [1600] people lived in this town before the cyclone, but 200 were killed. Two thirds of the farm animals drowned and 60% of the boats sank. The houses that are still standing are badly damaged. The people lack the tools they need to rebuild their homes so we give them toolkits... We travel for another half an hour until we reach Daunt Chaung. This town is ruined... A man stops us. "Ten members of my family died," he tells us. "My wife, my parents and one of my brothers survived, but all of my sisters and their children are dead." He does not want to tell us any more.'

**Voice 1**

Cyclone Nargis ruined people's lives in Burma. That is why the work of Doctors Without Borders is so important. They go to the people with the greatest need and do what they can to help. They are not



controlled by any government. The name 'Doctors Without Borders' showed that they would not let any national borders stop their work. The name also showed that they would not always follow the wishes of any particular country.

### Task 15a,b.

The United Nations is a very important organization. It was started after World War II to help keep peace in the world. Nearly every country on Earth is a member of the UN. Some countries want to be but can't because other countries say they aren't countries. This includes places like Taiwan and Palestine. I think the UN works pretty well. There are lots of arguments between countries, but that's normal. The biggest arguments seem to be between America, China and Russia. They never seem to agree. There are so many parts to the UN. There's the Security Council and the General Assembly. These are the two most important parts. But then there are the umbrella agencies like UNICEF and UNESCO.

### Task 18.

The European Union has won the 2012 Nobel Peace Prize for bringing and **maintaining** peace on a continent that was torn apart by **horrific** wars in the last century. Thorbjørn Jagland, the Nobel Committee chairman, said: "The dreadful **suffering** in World War II demonstrated the need for a new Europe. Over a 70-year period, Germany and France had fought three wars. Today, war between Germany and France is **unthinkable**. This shows how, through well-aimed efforts and by building up mutual confidence, historical enemies can become close partners." The BBC's Gavin Hewitt said the EU was set up "to make war impossible again on the continent". He added: "That has been the EU's **outstanding** achievement."

Critics are arguing the decision to award the EU the Prize is **untimely**, given the economic and social **chaos** sweeping many European countries. However, Jose Manuel Barroso, president of the European Commission, gladly welcomed the award, saying that "even in tense, difficult times, the European Union remains an **inspiration** for countries and people all over the world." He added: "This is indeed a great **honour** for the 500 million citizens of Europe." The president of the European Council, Herman Van Rompuy, said the award **recognised** the EU as the "biggest peacemaker in history."

## TEST YOURSELF 15

### Task 9.

**Fatma:** I think it's very important for us to become part of the EU. I think Turkey should join by 2008 at the latest.

**Hakan:** I don't agree with you at all. I really just don't understand the point or see any benefits that it would bring us.

**Fatma:** Well, greater economic stability for a start. That's the most obvious and most important thing. If we started to use the euro we would get that stability.

**Hakan:** I'm not sure...look at what happened in other European countries when the euro came in – they all had terrible inflation!! I don't want that to happen in Turkey too...

**Fatma:** Inflation wasn't just caused by the euro, there were other reasons. Anyway, at least having the euro would make travelling easier – we wouldn't have to change money and pay commission rates to banks!

**Hakan:** But we risk becoming the same as everyone else. Same money, same TV channels, same films, same music...McDonald's everywhere...

**Fatma:** That's American and nothing to do with Europe!

**Hakan:** Sure, but it's all part of the same process...

**Fatma:** Oh nonsense! Come off it! If Turkey wants to become a modern nation with a strong voice in international affairs, it must become part of the European Union!

**Hakan:** I'm not so sure about that we have other traditions, we are more Balkan and Mediterranean, we have a different history.

**Fatma:** Europe is a multicultural continent. Every country in Europe has a different history.

**Hakan:** Well, that may be, but perhaps it's not up to us to decide. Perhaps Europe doesn't want us!

**Fatma:** Hmmm...well, you're quite happy to be part of Europe when Fenerbahce are doing well in the Champion's League...

## WORD LIST

UNIT 1. ENGLISH AS AN INTERNATIONAL LANGUAGE	
accent	наголос; акцент
advance	удосконалюватися; просуватися вперед
advantage	перевага; користь
approximately	приблизно; наближено; майже
aspire	прагнути; домагатися
assign	призначати; вважати; правонаступник
available	доступний; досяжний; дійсний; що є в наявності
aviation	авіація
avoid	уникати; ухилятися; скасовувати
benefit	користь; вигода; допомагати; давати користь
branch	галузь; рід військ (служби)
business	комерційна діяльність; бізнес; справа
calculate	обчислювати; підраховувати
career	кар'єра; діяльність
collaboration	співробітництво; сумісна праця
colleague	співробітник; колега
colonize	колонізувати; заселяти ( <i>чужу країну</i> )
colony	колонія; поселення
commerce	комерція; торгівля
common	загальний; спільний
communicate	спілкуватися
communication	спілкування; сполучення; зв'язок; комунікація
confident	упевнений; довірливий
conquer	завойовувати; підкоряти
conquering / conqueror	завоювання / завойовник; переможець
consumer	споживач
cope <i>with...</i>	справлятися ( <i>з чимось</i> )
crucial	вирішальний; ключовий; критичний
culture	культура
current	поточний; поширений
curriculum	курс навчання, програма
demand	вимога; запит; потреба; вимагати
development	розвиток; вдосконалення
diplomacy	дипломатія
disadvantage / disadvantaged	невигідне становище; збиток/ потерпілий; який перебуває в невикладному становищі
disturb	турбувати, непокоїти
dominant / dominance	панівний; домінуючий / домінування; панування
economics	економіка; економічна наука
education	виховання; освіта; навчання
efficient	кваліфікований; дійовий, ефективний
English-speaking	англомовний, -а
enrich	збагачувати, поповнювати
ensure	забезпечувати; гарантувати
explanation	пояснення; тлумачення
found	засновувати; утворювати
global	глобальний; світовий; у світовому масштабі

importance	важливість, вагомість; значення
improvement	поліпшення, удосконалення
interact	взаємодія; взаємодіяти
invariable	незмінний; сталий
invasion	вторгнення; навала
invention	винахід
knowledge	знання; обізнаність; ерудиція
leading	провідний; керівний; керівництво
memorize	запам'ятовувати; заучувати напам'ять
native	рідний
NATO (North Atlantic Treaty Organization)	НАТО (Північноатлантичний союз)
occur	траплятися; зустрічатися; відбуватися
outnumber	переважати кількісно
population	населення; мешканці; жителі
predominate <i>over</i>	переважати, панувати <i>над</i>
progressive	поступовий; прогресивний; передовий
pronounce	вимовляти
prospect	перспектива; вид; панорама
range	ряд; лінія; ставити (розташовувати) в порядку
relations	зв'язок; відношення
relevant	доречний; актуальний; що стосується справи
requirement	вимога; необхідна умова
resolution	рішення; розв'язання ( <i>проблеми</i> ); резолюція
rule	правило; принцип; норма
science	наука
sector	сектор; частина
seek	шукати; намагатися; прагнути
shipping	вантаження; перевезення вантажу; судноплавство
simplify	спрощувати
skilled	кваліфікований; досвідчений
speaker	той, хто говорить; промовець; оратор
spelling	вимовляння слова по літерах; правопис
spread	поширення; розповсюдження; розповсюджувати, поширювати
subsequent	наступний
technology	технологія
trade	торгівля; виробництво
training	навчання; тренування
trend	напрямок; загальна спрямованість; тенденція
TV programme	ТВ програма
UNESCO (United Nations Educational, Scientific and Cultural Organization)	ЮНЕСКО (Організація ООН з питань освіти, науки і культури)
variety	різноманітність; численність; ряд
will	бажання; воля; заповіт; заповідати
<b>UNIT 2. ARMY</b>	
acquisition	здобуття; придбання
adjacent	суміжний; прилеглий
adviser	радник, консультант
Air Defense Artillery (ADA)	артилерія ППО
Airborne infantry	повітрянодесантна піхота

allegiance	вірність; відданість
ammunition	боєприпаси; набої
Armor	бронетанкові війська
Armoured Personal Carrier (APC)	бронетранспортер
armoured skirt	броня
Army aviation	армійська авіація
Army Judge Advocate General's Corps attorney	військовий юрист
Army National Guard (ARNG)	Національна гвардія СВ
Army Reserve (ARes) (AR)	резерв особового складу СВ
Artillery	артилерія
awarded	нагороджений
benefit	користь; вигода; прибуток
campus	університетський (шкільний) двір; університетське містечко
Cannon Crewmember	артилерист
capability	здібність; здатність
Cavalry Scout	військовий розвідник
Chief of staff US Army	начальник штабу СВ
co-axial gun	спарений із гарматою кулемет
combat shotgun	рушниця
comprehensive	всеосяжний; всебічний
constitute	утворювати; складати; встановлювати; засновувати
counter-guerrilla operations	дії проти партизан
cover	прикриття
Cryptologic linguist	лінгвіст-криптолог
Department of the Army (DA)	Міністерство СВ
deploy	розгортати
descend	спускатися; сходити ( <i>вниз</i> )
direct action	пряма дія
disbanded	розформований
drop by parachute	висадка парашутного десанту
emergency	крайня необхідність; критичне становище; надзвичайний стан
engine compartment	відсік для двигуна
enrollment	внесення до списку, реєстрація
establish	установлювати; влаштовувати; запроваджувати
extensive	обширний; просторий; далекосяжний
Field artillery	польова артилерія
Finance management technician	фінансист
full-time / part-time	повний ( <i>робочий</i> ) час / неповний ( <i>робочий</i> ) час
governor	губернатор
grenade launcher (GL)	гранатомет
grenade machine gun	автоматичний гранатомет
hard-to-reach	важкодосяжний
hatch / cupola	люк
heavy machine gun (HMG)	важкий кулемет
hostage	порятунок, рятувати
hull	корпус ( <i>танка</i> )
implementing	який виконується; виконавчий



Infantry	піхота
infantry fighting vehicle (IFV)	бойова машина піхоти (БМП)
intelligence	розвідка
join the army	вступати на військову службу
land-based	сухопутний; наземний
light machine gun (LMG)	ручний кулемет
long-range ballistic missile	далекобійна балістична ракета
main gun	основна гармата
manned	укомплектований людьми
Mechanized infantry	механізована піхота
Medical service corps officer	офіцер медичної служби
Military intelligence	військова розвідка
mortar	міномет
mounted combat	бій на бойових машинах
optical periscope	перископічний оптичний прилад
Ordnance corps	артилерійсько-технічна служба
overall	повний, загальний, граничний
overseas	за межами; чужоземний; іноземний
preserve	охороняти; оберігати
previously	заздалегідь; раніше
prompt	швидкий; оторний; спонукати; нагадувати
realm	королівство
recipient	одержувач
Regular Army (RA)	регулярні (кадрові) СВ
replace	замінити; повертати; відновлювати
rescue	заручник
retirement	відставка
road wheel	опорний каток
rocket launcher (RL)	реактивний гранатомет
Secretary of the Army (SA)	міністр СВ
similar	схожий; подібний
Special Forces	війська особливого призначення
stipend	схожий, подібний; однорідний
strengthen	зміцнювати; посилювати; стабілізувати;
sub-machine gun	автомат; пістолет-кулемет
sustained fire	безперервний вогонь
swear	клястися, присягатися
Technical engineer	технічний інженер
track	гусениця (танку)
tuition	навчання
turret	башта
Unit supply specialist	спеціаліст служби забезпечення
United States Military Academy (USMA)	Військова академія СВ США
vast	широкий; численний
volatile	непостійний, мінливий

### UNIT 3. AIR FORCE

accomplishment	виконання, завершення, досягнення
acquire	досягати, оволодівати
adversary	(су)противник; ворог; суперник
Agile Combat Support	швидке бойове забезпечення
aileron	елерон

Air and Space Superiority	перевага в повітряному просторі
air inlet	повітрепиймач
air traffic controller	авіадиспетчер
airfield	аеродром
airlift	перевезення літаками (через повітря)
air-to-air missile	ракета класу “повітря-повітря”
airway lights	аеронавігаційні вогні
altitude	висота; висота над рівнем моря
attacker	нападник
bomber	бомбардувальник (літак)
Building Partnerships	встановлення партнерства
cockpit	кабіна пілота
Command and Control	командування і управління
commitment	здійснення (дії)
container for braking parachute	контейнер для гальмівного парашута
core	основний, центральний
cyberspace	кіберпростір
Cyberspace Superiority	перевага в кіберпросторі
deter	утримувати; відстрашувати, віднаджувати
distinction	різниця; розбіжність; відмінність
ejection seat	катапульта
electronic warfare aircraft	літак дальнього радіолокаційного виявлення та наведення
enable	давати змогу (право) (щось зробити); робити можливим, полегшувати
engine	двигун
enhance	збільшувати, посилювати
fighter	винищувач
fin, vertical stabilizer	кіль; вертикальний стабілізатор
fixed-wing	з нерухомим крилом
flap	щиток; закрылок
front landing gear	переднє шасі
fuselage	фюзеляж
gain	заробляти, (з)добувати; діставати, одержувати
Global Integrated ISR	інформаційна перевага
Global Precision Attack	висока точність ураження в бою
horizontal stabilizer	горизонтальний стабілізатор, кермо висоти
hostile	ворог, ворожий
in spite of	незважаючи на, всупереч
infrared detector	інфрачервоний детектор
intercept	перехоплювати
main landing gear	головне шасі
maintain	обслуговувати; тримати в хорошому стані
Nuclear Deterrence Operations	раптовий попереджуючий удар
objective	мета; прагнення; об’єкт
payload	корисне навантаження
Personnel Recovery	захист особового складу
Pitot tube	трубка Піто
radar antenna	антена РЛС
radome	обтічник
Rapid Global Mobility	висока глобальна мобільність
refuel	заправляти, (до)заправляти(ся)

retain	зберігати, застерігати, залишати (за собою), тримати, утримувати, продовжувати тримати (під вартою)
rotary-wing	гвинтокрилий
rudder	кермо направлення
seize	заволодівати, захоплювати
slat	передкрилок
sortie	вилазка,виліт
speed brake	повітряне гальмо
transmitter	передавач, радіопередавач
underpin	підтримувати
VHF-UHF antenna	антена УКХ
vital	істотний, суттєвий
weapon technician	технік з озброєння
wing	крило

#### UNIT 4. NAVY

afloat	у плаванні, у морі
air wing	крило, авіаз'єднання
aircraft carrier	авіаносець
amaze	вражати, дивувати
ammunition	боєприпаси, (мор) боезапас
amphibious assault	атака, штурм з води на берег
anchor	якір
apprentice	учень, підмайстер
ashore	на березі; на берег; до берега
at stake	бути поставленим на карту, бути в небезпеці
backbone	головна опора, основа
barge	баржа
beachhead	береговий плацдарм
boatswain	боцман
boatswain's mate	помічник, напарник боцмана
bow	ніс (корабля)
brutal	жорстокий, брутальний
bulbous	випуклий, цибулеподібний
capability	здатність, потенційна можливість
chaplain	капелан, священик
chaplaincy	робота капелана; місце, де працює капелан
Chief of Naval Operations	начальник штабу військово-морських сил
Chief Petty Officer	головний старшина
Chief Warrant Officer	старший уорент-офіцер
combat-ready	готовий до бою
Commander	капітан 3 рангу
commission	призначення на посаду
commissioned officer	офіцер, який має вище звання
commitment	відданість, вірність
core value	основна цінність, важливість
corpsman	санітар (у військах або у флоті))
courage	відвага, мужність
cruise missiles	крилата ракета
cruiser	крейсер
deck	палуба

demolition	руйнування, знесення
Department of the Navy	управління ВМС
destroyer	есмінець, ескадрений міноносець
deter	зупиняти, стримувати
displacement	водотоннажність судна
diversion	диверсія, удавана атака
dry dock	сухий док ( різновид стаціонарного доку), де судно встановлюється нижче прилеглої акваторії
emerge	виходити, впливати, з'являтися
endure	терпіти, зносити
engage	вступати (в бій)
enlisted men	рядовий та сержантський склад
ensign	прапор; молодший лейтенант
facilities	потужності, будівлі, виробничі об'єкти
Fleet Admiral	адмірал флоту
frigate	фрегат
fueler	особа, яка заправляє (машини, літаки) паливом
funnel	труба, димохід
guidance system	система для навігації корабля, літака, ракети
gunner's mate	напарник, помічник артилериста, каноніра
hoist	піднімати (вітрило, прапор, вантаж)
hone	розвивати, вдосконалювати
honour	честь, слава
insignia	знаки розрізнення
intelligence	розвідувальні дані, матеріал розвідки
interdiction	заборона
inventory	інвентаризація, переоблік
issuance	вихід, випуск (чогось)
jersey	трикотажний одяг
launch	запускати (ракету); спускати судно на воду
Lieutenant Commander	капітан-лейтенант
Lieutenant Junior Grade	молодший лейтенант флоту
Marine Corps	морська піхота
Master Chief Petty Officer	майстер-головний старшина
merchant ship	торгове судно
midshipman	гардемарин
mine countermeasure	контрзахід проти мін; протидія
minesweeper	мінний тральщик
missile launcher	пускова ракетна установка
naval jack	морський прапор
navigation	навігація, мореплавство, кораблеводіння
Navy Department	міністерство ВМС
offensive	наступальний, агресивний
oil replenishment ship	судно для поповнення паливом
Operating Forces	оперативні (діючі) сили
ordnance	матеріальна частина артилерії; артилерія
overwhelming	переважаючий, незчислений, вирішальний
Petty officer	старшина
portside	лівий борт корабля
prompt	швидкий
propeller	пропелер, повітряний (гребний) гвинт



pull into	заходити у порт (про кораблі)
rating	клас; розряд; ранг
rattlesnake	гримуча змія
Rear Admiral	контр-адмірал
reconnaissance	розвідка, рекогносцировка
Restricted line officers	офіцери, які не уповноважені командувати у морі
rigging	такелаж
seaman	матрос
seaman apprentice	молодший матрос
seamanship	морська практика, мистецтво мореплавання
Secretary of the Navy	міністр військово-морських сил
Senior Chief Petty Officer	перший-головний старшина
ship commissioning	введення корабля в дію, експлуатацію
Shore Establishment	берегові частини та установи
shore leave	відпустка на берег
simulator	тренажер, моделюючий пристрій
sink	тонути, іти на дно (про предмети)
special warfare operator	оператор, механік спецпідрозділу
starboard	правий борт корабля
stern	корма
superstructure	надпалубні споруди
supplies	запаси, предмети постачання
surface-to-air-missile	ракета класу «земля-повітря»
sustained	тривалий, безперервний
tanker	танкер, наливне судно
teamwork	взаємодія, праця у команді
threat	загроза
tread	наступати, топтати, давити
tug	буксирне судно
underway	у дорозі, на шляху до (чогось)
Unrestricted line officers	офіцери, які мають кваліфікацію і уповноважені командувати у морі кораблями, підлодками, літаками
upkeep	ремонт, догляд, обслуговування
vessel	судно, корабель
Vice Admiral	віце-адмірал
warfare	війна, прийоми ведення війни
Warrant officer	мічман, уорент-офіцер
watch	вахта
weed out	відбирати, видаляти, позбавлятися
withstand	протистояти, витримувати

### UNIT 5 MILITARY EXERCISES

adversary	противник, суперник
airborne assault	атака з неба
amphibious assault	атака з моря
anti-piracy operations	антипіратські операції
avoidance	уникнення
bark	рявкати, грубо розмовляти
bunker	бункер, сховище
buzz	гудіти

circle	кружляти, циркулювати
Command post exercise	навчання для командирів з використанням комп'ютерів
commence	починати(ся)
contamination	забруднення; зараження
cripple	калічити, псувати, ламати
crucial	критичний, вирішальний
cyber warfare	інформаційна, комп'ютерна війна
decon kit	набір, комплект для дезактивації
decontamination	дезактивація, знезараження
devise	вигадувати, придумувати
diminish	зменшувати, ослаблювати
disable	виводити з ладу, робити нездатним
discard	відкидати, залишати
drill	стройове навчання, тренування
embed	вставляти, вмуровувати, впроваджувати
employment	застосування, вживання
erase	стирати, підчищати
evaluate	оцінювати
fend off	відбивати (напад <i>тощо</i> ). парирувати
field training exercise	польові навчання
first aid	перша допомога
frequent	частий, звичайний
full scale	повномасштабний
hard drive	жорсткий диск
host	приймати гостей, виступати у ролі хазяїна
hum	дзижчати, гудіти
joint exercise	сумісні навчання
makeshift	заміна тимчасовий засіб
mock-up	макет, модель у натуральну величину
multinational exercise	міжнародні навчання
non-combatant	цивільна людина; особа що не бере участь у військових діях
objective ( <i>syn.</i> aim, goal)	мета
pace	крок; темп; крокувати; задавати темп
pre-determined	вирішений заздалегіть
rappel	спускатися на мотузці з гори, даху
rehearsal	репетиція, повторення
rehearse	репетирувати, повторювати
relevant	доречний, який має стосунок до (чогось)
retrieve	відновлювати в пам'яті; виправляти помилку
roof	дах
sand table	пісчана поверхня для пояснення військової тактики і планування операцій
simulate	моделювати, відтворювати
startle	дуже здивувати
terrify	жахати, вселяти жах
threat	загроза
tool	інструмент, знаряддя, засіб
upcoming	прийдешній; що наближається
urban	міський
versatile	багатосторонні, різнобічний

war game	воєнна гра, навчання
warning	попередження
wash off	змивати
witness	очевидець; свідок; бути свідком, бачити
wool shed	сарай, повітка (для вовни)
<b>UNIT 6. SURVIVAL</b>	
advance	просуватися
atoll	кораловий острів
avalanche	сніговий обвал, лавина
conceal	ховатися
consume	споживати
cord	дріт
desert	пустеля
desert island	безлюдний острів
diligent	ретельний, добре виконаний
dinghy	маленька шлюпка; надувний човник
drain	виснажувати (сили, кошти)
drip	зтікати
edible	їстівний
endure	терпіти, зносити; тривати
excess	надлишок
fear	страх
flint	кремінь
gain	здобувати
glacier	льодовик
heal	виліковувати, загоювати (ся)
hesitate	вагатися
inconvenience	незручність
insect repellent	засіб проти комах
inspire	надихати
jellyfish	медуза
justify	знаходити виправдання; підтверджувати
magnifying glass	збільшувальне скло
maroon	висаджувати на безлюдному острові
pebbles	галька
plastic tarp	пластиковий брезент
poisonous	отруйний
prone	схильний
rapport	взаєморозуміння, зв'язок
rely on	покладатися на
retreat	відступати
safety precautions	заходи безпеки
seal	печатка; тюлень
shelter	сховище
sink	опускати(ся), занурюватися
slippery	слизький
soak	змочувати, промочувати; занурювати в рідину, всмоктувати
stalk	підкрадатися
strand	викинути на берег
stream	струмок

survival kit	набір/комплект для виживання
tread	ступати, крокувати
tricky	складний; заплутаний, ненадійний
value	цінити
vanquish	долати, переборювати; стримувати,
wits	розум
<b>UNIT 7. DISASTERS</b>	
affect	впливати; завдавати шкоди
aftereffects	наслідки
aftermath	наслідки (напр., катастрофи)
agitate	хвилювати, збуджувати
airlift	перевезення літаками
anniversary	річниця
arrogant	зухвалий, зарозумілий
arsonist	підпальовач; особа, яка здійснила підпал
ash flow	потік попелу
assets	майно; кошти; активи
avalanche	сніговий обвал, лавина
blast	вибух
blizzard	хуртовина, завірюха
bond	узи; зв'язки
break down ( <i>phrasal verb</i> )	ламатися (про автомашину, обладнання)
break out ( <i>phrasal verb</i> )	спалахнути (про війну, пожежу, епідемію)
breeding ground	територія розмноження (виду тварин, птахів)
bring about ( <i>phrasal verb</i> )	викликати; здійснювати
burden	обтяження, тягар
casualty	жертва
catch up with ( <i>phrasal verb</i> )	проявлятися (про щось негативне)
challenge	виклик; оклик (вартового)
choke	душитися (від кашлю); задихатися
claim	забирати життя (про хвороби, катастрофи)
collide	стикатися, зіткнутися
come across ( <i>phrasal verb</i> )	натрапити, знаходити (випадково)
contaminated	забруднений, заражений
core	серцевина ядерного реактора
corpse	труп
cramps	судоми, корчі
crop	урожай, пашня
cue	натяк
debris	руїни, уламки
destructive	руйнівний, знищувальний
devastating	спустошуючий, знищувальний
dizziness	запаморочення
donated	пожертвований
downdraft	повітряний потік, який рухається донизу
drop off ( <i>phrasal verb</i> )	засинати
drought	засуха, посуха
earthquake (quake)	землетрус
emergency	нагальність, крайня необхідність
expose	виставляти, показувати
exposure	піддавання небезпеці, незахищеність



fire	пожежа
flash flood	раптова повінь
flee (fled, fled)	тікати, рятуватися втечею
flood	повінь
frantically	несамовито, шалено
give up ( <i>phrasal verb</i> )	кидати погану звичку; здаватися
go off ( <i>phrasal verb</i> )	вистрелювати, вибухати
gush	литися, виливатися потоком
hail	град
hailstorm	злива, гроза з градом
hazard	ризик, небезпека
heat wave	період сильної спеки
high wave	висока хвиля, цунамі
hold up ( <i>phrasal verb</i> )	затримувати або блокувати рух
howl	вити, завивати
humidity	вологість
hurricane	ураган
hyperthermia	перегрівання організму, гіпертермія
impact	сильний вплив
keep away from ( <i>phrasal verb</i> )	триматися далі (від чогось небезпечного)
landslide	зсув, обвал
leak	теча, витік; давати течу, просочуватися
limnic eruption	виверження газу з озера
livestock	худоба
look for ( <i>phrasal verb</i> )	шукати
look forward to ( <i>phrasal verb</i> )	чекати (чогось приємного)
look up ( <i>phrasal verb</i> )	шукати інформацію (в довіднику)
make up ( <i>phrasal verb</i> )	вигадувати
mammal	ссавець
melt	танути, топитися; плавитися (про метал)
meltdown	аварія на АЕС; розплавлення ядерних топ ливних елементів реактора
mitigate	зменшувати, полегшувати
mudslide	зсув, обвал
nausea	нудота, морська хвороба
nickname	прізвисько
odd	дивний, чудернацький
oilrig	установка для добування нафти
perish	гинути, вмирати
persist	наполягати
pick up ( <i>phrasal verb</i> )	швидко навчатися (напр.. іноземній мові)
precursor	провісник; попередник
predict	передбачати
pump	качати, викачувати, працювати насосом
put off ( <i>phrasal verb</i> )	відкладати
rainfall	злива
rapid	швидкий
recovery	відновлення; одужання
relationship	взаємини, стосунки
release	полегшення (болю, страждань)
response	відгук, реакція
run out of ( <i>phrasal verb</i> )	вичерпати запаси, енергію

severe	суворий, холодний (про клімат)
shallow	мілкий, мілководний
shelter	притулок, захисток; бомбосховище
shielding	захисний екран, щиток
shooting star	метеор
slam	Обрушуватися (про шторм, ураган)
sleet	дощ зі снігом
snowdrift	сніговий замет
space disaster	космічне стихійне лихо
spawn	викликати (хворобу)
spill	розливати (напр., нафту)
suffocate	душити, задихатися
sulphur	сірка
surge	велика хвиля (води, інфляції, гніву)
surpass	перевершувати
survivor	особа, яка залишилася живою
tackle	енергійно працювати; братися за роботу
take off ( <i>phrasal verb</i> )	злітати, відриватися від землі
toll	втрати, жертви
tornado	смерч, торнадо
trigger	ініціювати, викликати (повінь, цунамі)
trumpet	ревти (про слона)
tsunami	цунамі
unharmd	неушкоджений
updraft	повітряний потік, який піднімається вгору
violent	сильний, шалений, несамовитий
volcanic eruption	виверження (вулкана)
water shortage	нестача, дефіцит води
wear off ( <i>phrasal verb</i> )	втрачати інтенсивність, силу
well	свердловина; криниця, водойма
whiteout	снігова буря, хуртовина
wildfire	велика пожежа
wipe out ( <i>phrasal verb</i> )	повністю знищувати
woodland	лісиста місцевість

## UNIT 8. ENVIRONMENT

acid rain	кислотний дощ
affect	впливати
benefit	користь, мати користь
biodegradable	який піддається біологічному розпаду
biodiversity	біорізноманіття
boost	стимулювати, збільшувати
carbon dioxide	вуглекислий газ
carbon footprint	вуглекислий відбиток
concern	занепокоєння
conserve (energy)	зберігати (енергію)
consumption	споживання
decompose	розпадатися, розчиняти(ся)
deforestation	вирубання лісів
dissolve	розчиняти(ся)
drought	посуха
emissions	викиди

endangered species	види, які вимирають
enhance	посилювати
evolve	розвивати(ся), розгортати(ся)
extinct	вимерлий, зниклий
fertilizers	добрива
flood	повінь
fragility	крихкість, ламкість; тендітність, слабкість
garbage dump	сміттезвалище
garbage/litter/rubbish/trash	сміття
global warming	глобальне потепління
greed	жадоба
greenhouse effect	парниковий ефект
impact	вплив, дія
implement	застосовувати
industrial waste	промислові викиди
landfill	сміття з ґрунтовою засипкою
lead	свинець
melt	танути
offset	відшкодовувати, винагороджувати; зводити баланс
oil spill	розлив нафти
on standby	в робочому режимі
ozone hole	озонова діра
ozone layer	озоновий шар
poisonous	отруйний
pollution	забруднення
rechargeable batteries	який перезаряджається
recycle	повторно використовувати
release	виділяти, випускати
remediate	виправляти, відновлювати
renewable energy	енергія, яка відновлюється
resiliency	пружність
solar	сонячний
spin	обертатися
sustainable	раціональний
trap	поглинати, затримувати, відокремлювати
windmill	вітряк
wipe out	знищити
yell	пронизливо кричати

#### UNIT 9. MODERN MEANS OF COMMUNICATION

acknowledge	Підтвердіть прийом
advice	Повідомте
affirm	Так; підтверджую
aircraft	Борт
assume	припускати
avoid	уникати
awareness	обізнаність
ban	забороняти
break	Пауза при передачі довгих повідомлень
cancel	Анулюйте
capability	здатність

cleared	Дозволяю
concise	стислий; чіткий; короткий
confirm	Підтвердіть
confusion	плутанина
contact	Працюйте з...
convey	передавати; повідомляти
copied OK	Інформацію отримав
correction	Поправка
cyberspace	кіберпростір
daily update	щоденне оновлення
distinct	виразний; чіткий, ясний, певний
enunciate	добре вимовляти
evolve	розвивати(ся)
expose	виставляти, показувати
facsimile	відтворювати у вигляді факсиміле
flexible	гнучкий
go ahead	Слухаю; продовжуйте; на прийомі
how do you read	Як чуєте
I say again	Повторюю
I spell	Вимовляю літерами
incredible	неймовірний
interfere	втручатися, перешкоджати
MAINTENANCE CHECK	технічна перевірка
negative	Неправильно
nothing heard	нічого не чути
out	Кінець прийому
over	Прийом
pass your message	Слухаю; передавайте; на прийомі
PREFLIGHT CHECK	передполітна перевірка
RADIO CHECK	перевірка зв'язку
read back	Повторіть моє повідомлення
reception	прийом
reliable	надійний
report	Повідомте
request	Дозвольте; прошу
roger	Вас зрозумів
say again	Повторіть своє повідомлення
SIGNAL CHECK	перевірка зв'язку
sound	звуковий
speak slower	Кажіть повільніше
split	розколювати(ся); розбивати(ся), ділити на частини
stand by	Чекайте
subscriber	той, хто підписався на сайт, веб-сторінку
telecommunications	телекомунікації
teletypewriter	телетайп
this is	це-станція .....
transmit	передавати, транслявати
unable to clear	Забороняю
upload	завантажувати (н-д фото на інтернет сторінку)
verify	Перевірте і підтвердіть
violation	порушення



voice amplifier	гучномовець
wilco	Вас зрозумів, виконую
wire	Дріт
word twice	Передаю (передавайте) слова двічі
<b>UNIT 10. SPECIAL FORCES</b>	
accolade	нагорода; відзнака (за заслуги)
Airborne	повітрянодесантний
approve / approved	затверджувати; схвалювати,
Area reconnaissance / Civil Reconnaissance / Route reconnaissance / Zone reconnaissance	розвідка території / цивільна розвідка/ розвідка шляху, маршруту/ розвідка зони
Army Rangers	військовослужбовець десантного диверсійно- розвідувального підрозділу СВ, рейнджер
aspire	прагнути, домагатися
assessment	оцінка ; збір
attachment	приєднання; вилучення,
binoculars	бінокль
British Special Air Service (SAS)	Британська спеціальна повітрянодесантна служба
carbine	карабін
centerpiece	основна деталь
collateral	додаткове забезпечення; паралельний; рівнобіжний
commando operation	диверсійно-десантна операція
communications equipment	засоби зв'язку
continuum	цілісність
conventional forces	сили з традиційним веденням бойових дій
counterproliferation	антирозповсюдження ( <i>зброї</i> )
counterreconnaissance	контррозвідка
counterterrorism	антитероризм
covert	таємний; сховище для дичини ( <i>ліс, хаща</i> )
deception	обман; введення в оману
dedicated	спеціалізований; присвячений
defy	зневажати
detection	виявлення; викриття
Direct Action (DA)	пряма дія
electronic surveillance	електронне спостереження; стеження
emerge	виявлятися; виходити
espionage	шпигунство, шпіонаж
extensive screening process	обширний процес перевірки
fake	підробка; фальшивк; фальсифікувати; шахраювати; прикидатися
garrison	гарнізон
guerilla warfare / guerrilla operation	партизанська війна / партизанська операція
healer	цілитель
hostage	заручник; застава
hostage-rescue force	сили по звільненню заручників
hostile	ворожий
immaculate	чистий; бездоганний
inappropriate	невідповідний, неналежний
indigenous	місцевий
inflatable boat	надувний човен

Integrated Laser White Light Pointer (ILWLP)	вбудований лазерний світловий навідник
integrity	цілісність; недоторканність
intelligence	розвідка; матеріал розвідки; розвідувальні дані
intelligence-gathering activities	процес збору розвідувальної інформації
legacy	спадщина
motto	девіз; гасло
night vision device	пристрій нічного бачення
observation	спостереження; стеження
obtain	досягати; одержувати; діставати; здобувати
pattern	кодовий рисунок; зразок; структура
pledge	обіцяти; віддавати в заставу
prevent	попереджати, відвертати; запобігати
proponent	захисник, прихильник
rare	рідкісний, незвичайний, надзвичайний
re-breather	ребрізера ( <i>засіб для дихання під водою</i> )
recognition	визнання
reconnaissance	військова розвідка; розвідувальний
reconnaissance behind enemy lines	військова розвідка в тилу противника
recover	регенерувати; відновлювати
remotely	дистанційний; віддалений, далекий
rescue	рятувати; рятувальний
root	корінь
rumor	чутка; розповсюджувати чутки
seize	захоплювати; заволодівати
sensory device	сенсорний пристрій
SF Operational Detachment-A (SFODA)	підрозділ особливого призначення - А
Signals Intelligence (SIGINT) operation	розвідувальні операції по засобам зв'язку
simultaneously	одночасно
Special forces communications sergeant	сержант служби зв'язку сил особливого призначення
Special forces engineer sergeant	сержант-інженер сил особливого призначення
Special forces medical sergeant	сержант медичної служби сил особливого призначення
Special Forces Officer	офіцер сил особливого призначення
Special forces weapons sergeant	сержант служби забезпечення зброєю сил особливого призначення
special reconnaissance	розвідка сил особливого призначення
stealthy	таємний, прихований
succeed	досягати мети; мати успіх
surrender	здаватися; підкорятися
trace	слід
unconventional warfare (UW)	нетрадиційне ведення бойових дій
undertake	брати на себе; гарантувати
US Army Special Forces	Війська особливого призначення СВ США
viable	життєздатний; вагомий, серйозний
warrior	воїн; боєць
<b>UNIT 11. MODERN TECHNOLOGIES</b>	
addict	залежний

addicted	схильний до (надмірного) вживання (алкоголю, наркотиків тощо)
addiction	схильність (до чогось) ; згубна звичка; залежність
affordable	доступний
alter	змінювати(ся), переробляти
anxiety	тривога, неспокій, турбота
augmented	збільшувати(ся), додавати(ся); посилювати(ся); прирощення
awareness	усвідомлення, усвідомленість, обізнаність
data input	вхідні дані
dependent on	залежний
device	пристрій; механізм, прилад; винахід
digital	цифровий
disorder	розлад
drone	безпілотний літак
e-book	електронна книга
estimate	оцінювати; підраховувати приблизно
evolve	розвивати(ся); еволюціонувати
foam	піна
futuristic	футуристичний
gadget	пристрій; технічна новинка
gambling	азартна гра
geotag	геотаг
handheld	портативний
implement	виконувати, здійснювати; забезпечувати виконання
instant	мить, момент
keyboard	клавіатура
laptop	невеликий портативний комп'ютер
log on	реєструвати (за допомогою комп'ютера)
loneliness	самотність, самітність
must-have	обов'язковий
nanotechnology	нанотехнологія
night vision goggles	пристрій нічного бачення
outlet	торговельна точка
outrageous	обурливий; образливий; скандальний
overcome	перемогти, побороти; подолати
overlay	схема на кальці
penetrate	проникати всередину, пронизувати, проходити крізь
pinpoint	точний
pop up	несподівано виникнути
pursue	переслідувати
regret	жалкувати, шкодувати
release	звільняти, визволяти; випускати на волю
relieve	полегшувати; зменшувати (тиск) ; послаблювати (напруження)
repel	викликати огиду; відхиляти, відкидати; відбивати (напад)
roll out	розгортати
round out	закругляти

rugged	нерівний, негладкий; шорсткий, шершавий
ruggedized	підвищеної міцності
seek out	найти, знаходити
simulated	симульований; фіктивний, фальсифікований, підроблений
snapshot	моментальний знімок
spring for	оплачувати, розкошелюватися ( <i>розм.</i> )
strides	великі кроки, успіхи
supplement	доповнення; додаток; доповнювати; додавати
swap	обмін, мінятися
tablet	планшет
terahertz	терагерц, одиниця вимірювання частоти, що дорівнює 1000 ГГц
touch screen	сенсорний екран
trash	викидати сміття ()
tricorders	трикодер
upload	завантажувати
walkabout	піший туризм
warfighter	солдат в бою
withdrawal	відхід; вилучення, видалення
World Wide Web	всесвітня павутина

## UNIT 12. CRIME

accomplish	виконувати, завершувати
appeal	прохати, звертатися
arson	підпал
artificial	штучний
break into	зламувати (приміщення)
burglar	зłodій-зломник
burglary	крадіжка зі зломом
burgle	здійснювати крадіжку із зломом
burial	похорон
charge with	обвинувачувати
combatant	комбатант, борець, воююча сторона
confinement	ув'язнення
convict	визнавати винним
crime	злочин
demand	вимога, вимагати
deportation	висилка, заслання
deprivation of freedom	позбавлення волі
desertion	дезертирство
detain	затримувати, тримати під вартою
devastation	спустошення, розорення
divulge state secret	розголошувати державну таємницю
drug trade	торгівля наркотиками
enslavement	поневолення, рабство
escape	утекти
evasion of military service	ухилення від військової служби
extermination	винищення, знищення
extortion	здірство, вимагання
fear	страх
forging documents	підроблення документів



gambling	азартна гра, заборонена законом
grab	раптово хопати, захоплювати
greed	жадібність
guilty	винний
hijack	грабувати, захоплювати літак (автомобіль)
hijacker	викрадач літака (автомобіля)
hijacking	захоплення літака (автомобіля)
hold up	озброєний розбій, грабувати
hostile	ворожий
infraction	порушення
inhumane	негуманний
innocent	невинний
insult	образа, ображати, знущатися
investigator	слідчий
jail	в'язниця, ув'язнювати
judge	суддя, судити
kidnap	викрадати людей
kidnapper	викрадач людей
kidnapping	викрадання людей
lawyer	юрист, адвокат
loot	грабувати, мародерствувати
money laundering	відмивання грошей
mug	грабувати (на вулиці)
mugger	вуличний грабіжник
mugging	грабунок (на вулиці)
murder	убивати, убивство
murderer	убивця
offense	правопорушення, злочин
perpetrator	злочинець, порушник
persecution	переслідування, гоніння
plunder	грабувати, розкрадати
prison	в'язниця, ув'язнювати
prohibition	заборона
punishment	кара, покарання
rage	лють, гнів
raid	раптовий напад, спустошувати
ransom	викуп
rape	згвалтування
replica	точна копія
revenge	мститися, помста
rob	грабувати
robber	грабіжник, розбіжник
robbery	грабіжка
sentence	вирок, засуджувати
smuggle	займатися контрабандою
smuggler	контрабандист
smuggling	контрабанда
steal	красти
subordinate	підлеглий
suffering	страждання
superior	старший, начальник
suspect	підозрюваний

suspicion	підозра
theft	крадіжка
thief	злочин
threat	загроза, погроза
threaten	погрожувати, загрозувати
torture	катування, тортури
violation	правопорушення, порушення (закону, правила)
witness	очевидець, свідок, доказ, свідчення
<b>UNIT 13. ARMED CONFLICTS</b>	
abet	підбурювати, сприяти вчиненню злочину, брати співучасть у вчиненні злочину
assassin	найманий убивця
assassination	вбивство з політичних мотивів
atrocities	жорстокість, звірство
beating	побиття; побої
capture	захоплення; захоплювати силою, брати в полон; полонити
cease-fire	припинення вогню
clash	зіткнення, сутичка; протиріччя; стикатися; конфліктувати (в т. ч. про інтереси) ; розходитися (у поглядах)
coup	державний переворот
defeat	розбивати; завдавати поразки; поразка
depot	склад, база; збірний пункт
enforcement	примусове забезпечення виконання (дотримання, застосування)
expel	виключати, виганяти
famine	голод
flee	тікати, рятуватися втечею
grievance	привід для невдоволення, підстава для скарги; образа
hostility	ворожість; ворожий акт; воєнні дії
implicated	втягнутий; причетний (до злочину тощо)
inspired	вдихати, навівати, вселяти
landlocked	який не має виходу до моря ( <i>про країну</i> )
launch	розпочинати; здійснювати (напад тощо) ; розв'язувати (агресію)
lay down	складати (зброю)
mount	(роз)починати
offensive	наступальний, агресивний; наступ, наступальна операція
overthrow	скинути; перемогти; знищити; поразка; скинення, повалення
perception	сприйняття, відчуття
persist	упиратися; наполягати; уперто продовжувати
pullout	відхід
rebel	повстанець; повставати
rebellion	повстання, бунт
resentment	обурення; почуття образи, образа
retake	брати повторно ( <i>від варту тощо</i> ) ; повертати

	під варту ( <i>особу</i> )
retaliate	відплачувати; мститися
retreat	відплачувати; мститися
riot	бунт; заколот; брати участь у бунті; бунтувати
sentence	засуджувати, присуджувати
shelling	обстріл артилерійським вогнем
skirmish	сучка; перестрілка; перестрілюватися
sparsely	рідкий, розкиданий, розсіяний
stronghold	твердиня, фортеця, цитадель
surround	оточувати; обступати
tension	напруженість; напруження; напружений стан
track down	вистежувати; просліджувати
trigger	спусковий гачок
truce	перемир'я
uproar	шум, гомін, галас; заворушення, хвилювання
violence	наси́льство; побиття, напад, застосування сили; посягання; примушування; згвалтування
violent	наси́льний, наси́льницький

#### UNIT 14. PEACEKEEPING

accomplish	виконувати
approve	схвалювати
behave	поводитися
behavior	поведінка
benefit	користь, вигода
border	кордон, межувати
casualty	особа, вбита чи постраждала під час воєнних дій; нещасний випадок
ceasefire	припинення вогню
challenge	виклик
circumstance	обставина
community	спільнота, община, громада
conduct	поведінка, поводитися
consent	згода, дозвіл
courtesy	ввічливість
customs	звичаї
dignity	гідність
efforts	зусилля
elections	вибори
facilitate	сприяти, полегшувати
fail	невдача, провал, зазнати поразки
fraction	фракція
governance	управління, керівництво
guerrilla	партизан
headgear	головний убір
honesty	чесність
hostility	військові дії, ворожий акт
hotspot	гаряча точка (зона конфлікту)
human rights	права людини
impartiality	справедливість, неупередженість
independence	незалежність
independent	незалежний

indulge	потурати, робити приємність
lack	нестача, брак чогось
legitimacy	законність, легітимність
maintain peace	підтримувати, зберігати мир
monitor	контролювати, перевіряти
observe	спостерігати, стежити
observer	спостерігач
on duty	перебування на службі, чергування
partnership	співробітництво, партнерство
peacebuilding	відбудова миру
peacekeeper	миротворець
peacekeeping	миротворчість
permission	дозвіл
property	власність, майно
refugee	біженець
regard	зважати, брати до уваги
reintegration	реінтеграція
require	вимагати, наказувати
resolve	вирішувати
rivalry	суперництво, конкуренція
secure	охороняти
Security Council	Рада з безпеки
solution	рішення
suffer	страждати
supervise	наглядати, контролювати
sustain	підтримувати
take over	переїняти контроль від когось
transition	перехід, переміщення
warlord	воєначальник
warring	воюючий, непримиренний

#### UNIT 15. INTERNATIONAL ORGANIZATIONS

abolish	відміняти, скасовувати
abolition	відміна, скасування
affect	впливати, діяти на
affiliation	приєднання, прийняття у члени
afford	дозволяти собі, мати змогу
announce	оголошувати, повідомляти
avoid	уникати, ухилятися
awareness	обізнаність, усвідомлення
chairman	голова, головуючий
currency	валюта, гроші
curse	клясти, проклинати
death penalty	смертна кара
dignity	гідність
drop out	пропускати, не включати
emergency measures	екстрені заходи
enhanced	збільшений, посилений
ensure	гарантувати, забезпечувати
equality	рівність, рівноправність
eradicate	викорінювати, знищувати
evaluation	оцінювання, оцінка



exclusion	виключення, недопущення
exercise	виконувати (обов'язки), вправлятися
exist	існувати
expand	поширювати(ся), розширяти(ся)
fair	справедливий, чесний
fluctuation	коливання, нестійкість
foster	доглядати
horrific	жахливий
implement	впроваджувати, здійснювати
injustice	несправедливість
inspiration	натхнення
lawful	законний
maintain	підтримувати, обслуговувати
mitigation	зменшення, пом'якшення
neglected disease	закинута, занедбана, забута хвороба
non-profit	некомерційний
non-proliferation	нерозповсюдження (ядерної зброї)
outstanding	видатний, знаменитий
overall	загальний, повний
overfishing	надмірний вилов риби
poverty	бідність
premature	передчасний
prevention	запобігання
prominent	визначний, відомий
prosperity	процвітання, добробут
recognized	визнаний, правомочний
regard	зважати, брати до уваги
reject	відхиляти, відмовляти
relieve	полегшувати, послабляти
representative	представник
safeguard	охороняти, гарантувати
sanitation	оздоровлення, поліпшення санітарних умов
scope	масштаб, розмах, сфера
settle	вирішувати, приймати рішення
smallpox	віспа
software	програмне забезпечення
strive	старатися, намагатися
suffering	страждання
sustainable	стабільний, сталий
unable	нездатний, неспроможний
unthinkable	неймовірний, немислимий
untimely	невчасно, несвоєчасно; невчасний
violence	насильство, жорстокість
whaling	полювання на китів
worth	вартий, що має ціну