

SHIRINOVA N.D., DARVISHOVA G.K.

ENGLISH FOR MILITARY ENGINEERS 2

Course-book



ENGLISH FOR MILITARY ENGINEERS 2

Course-book

Tashkent-2024

CONTENTS

№	Unit	Topic	Grammar Functional English	page
1.	Unit 1. A	Television	Tag Questions	
2.	Unit 1. B	Grammar check	Tag Questions	
3.	Unit 2. A	Radio	Past Simple	
4.	Unit 2. B	Grammar check	Past Simple	
5.	Unit 3. A	Camera	Past Continuous	
6.	Unit 3. B	Grammar check	Past Continuous	
7.	Unit 4. A	Alerts	Will and predictions about Future	
8.	Unit 4. B	Grammar check	Will and predictions about Future	
9.	Unit 5. A	Detector	Present Perfect	
10.	Unit 5. B	Grammar check	Present Perfect	
11.	Unit 6. A	Telephoning	introductions, saying telephone numbers	
12.	Unit 6. B	Functional English	Dialogues, Internet addresses	
13.	Unit 7. A	Communication means: Cable	Purpose Clauses: in order to	
14.	Unit 7. B	Grammar check	Purpose Clauses: in order to	
15.	Unit 8. A	The Observation Post and its buildings	Past Perfect	
16.	Unit 8. B	Grammar check	Past Perfect	
17.	Unit 9. A	Security	Modal Verbs: Have to, must	
18.	Unit 9. B	Grammar check	Modal Verbs: Have to, must	
19.	Unit 10. A	Military Engineers Responsibilities	To be Responsible for	
20.	Unit 10. B	Grammar check	To be Responsible to	

21.	Unit 11. A	Mining	To be allowed to, to be permitted to, to be prohibited to	
22.	Unit 11.B	Grammar check	To be allowed to, to be permitted to, to be prohibited to	

INTRODUCTION

English for Military Engineers 2 has been written for learners of the third year in the Public Safety University of the Republic of Uzbekistan. It is made according to the Teaching Syllabus for the second year of study in the University. This course-book helps to prepare cadets for their future career.

The book provides enough material for approximately 44 hours of classroom activity. The structured approach, supporting examples in exercises, help desk and comprehensive glossary have been designed so that you can use the materials on your own.

Content

English for Military Engineers 2 is designed to meet the English language needs of military personnel engaged in all military-engineering operations, including peacekeeping, humanitarian assistance and training exercises, communication means, security system. It combines the rigorous language analysis of a good English for Specific Purposes course with the teachability of a good General English course.

The course-book is divided into 11 units with A and B parts. Each unit focuses on a topic area that you are likely to meet in the military-engineering life and off-duty work. This helps to build up a bank of vocabulary and ideas related to a variety of the topics. Fortunately, thematical and language content of the course-book rises from simpler to more advanced, which facilitates working with it.

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

Units structure

Each of units is divided into 2 parts.

The first(A) part of each unit introduces vocabulary related to the topic, as well as phrases and language that can be applied to any topic. Grammar exercises also give you the opportunity to develop accurate grammatical skill which is important to express complex ideas and opinions about your military-engineering service and off-duty situations.

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

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

Authenticity

The educational materials of *English for Military Engineers 2* has been independently studied by officers of Military-Engineering direction from the Public Safety University of the Republic of Uzbekistan, all of whom have extensive experience in military-engineering. Some data are collected from internet resources. It provides reliable, accurate and up to date reflection of this sphere in English.

Author would like to get all comments and feedback on designing the course-book. It can contribute to further

improvement of this course-book and other teaching resources.

UNIT 1. A

TELEVISION

OBJECTIVES

- Description of television
- Tag questions



Task 1. Answer the question.

What is the best definition of television?

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

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

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

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

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

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

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

Task 3. Study the statements below and complete the table

- **Suitable for Knowledge Acquisition**

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

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

Task 4. Match the words with the pictures

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



1. _____



2. _____



3. _____



4. _____



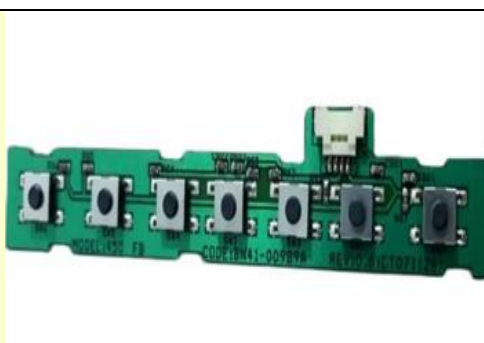
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

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

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

UNIT 1. B

GRAMMAR CHECK

TAG QUESTIONS

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

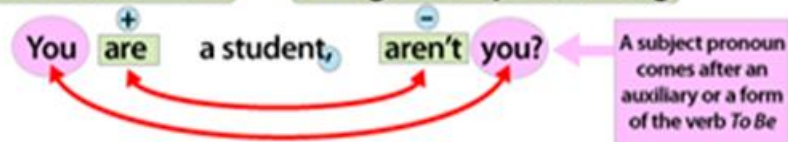


Question Tags



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

a positive statement + a negative question tag



a negative statement + a positive question tag



Twelve Rules for Tag Questions:

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

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

SOME EXCEPTIONS

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

PRACTICE

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

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

Task 2. Use Tag questions to fill in the gaps

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

UNIT 2. A

A RADIO

OBJECTIVES

- Describing a radio and its history
- Past Simple

Task 1. What is a military radio?



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



Task 3. Match the definitions with their words.

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

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

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

..... a device for finding direction.

a. compass

b. radio

c. truck

d. plane

PAST SIMPLE TENSE. GUGLIELMO MARCONI INVENTED....

POSITIVE

James Clerk Maxwell **Subject+verb2+other**

predicted the existence of **QUESTION**

radio waves. **Did+subject+verb1+other**

NEGATIVE

Did Mahlon Loomis

demonstrate "wireless telegraphy"?

Guglielmo Marconi **didn't**

send and receive his first radio signal in Italy in 1904.

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

Who invented the first radio?

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

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

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

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

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

UNIT 2. B

GRAMMAR CHECK

PAST SIMPLE



ENGLISH STUDY
PAGE

SIMPLE PAST TENSE (SUBJECT + V2)



ENGLISH STUDY
PAGE

SIMPLE PAST TENSE

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

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

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

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

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

English Study Page

www.englishstudypage.com facebook.com/englishstudypage

Past Simple Form

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

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

Task 1. Write your questions using Past Simple.

Hi. How are things?

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

1. Where _____ ?

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

2. How _____ ? By car?

Yes, we hired a car in San Francisco.

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

Two weeks.

4. Where _____ ? In hotels?

Yes, small hotels or motels.

5. _____ good?

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

6. _____ the Grand Canyon?

Of course. It was wonderful.

Key words

Past Simple

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

Present Perfect

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

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

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

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

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

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

UNIT 3. A

CAMERA

OBJECTIVES

- Describing cameras and their functions
- Past Continuous

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



Task 2. Match the definitions with their words.

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

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

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

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

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



Task 4. Complete the sentences using the words below.

camera record camera helmet

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

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

CAMERAS WERE MAKING RECORDS WHEN.....

Past Continuous

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

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

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

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

My glimpse into Combat Camera

By Senior Airman Clayton Cupit Joint Base Charleston Public Affairs

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

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

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

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

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

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

UNIT 3. B

GRAMMAR CHECK

PAST CONTINUOUS

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

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

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

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

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

Past Continuous interrogative sentences

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

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

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

puzzles.

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

Task 2. Put special questions as possible as you can

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

UNIT 4. A

ALERTS

OBJECTIVES

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

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



Task 2. Match the word with the definition.

An alert is.....

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

A device that sends and receives television or radio signals.

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

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



I`LL PROTECT...

Will and predictions about Future

Alert exercises **will** begin next week.

WILL

Will troops use helicopters and tanks in their exercises?

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

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

READINESS OF TROOPS

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

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

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

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

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

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

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

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

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

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



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

UNIT 4. B

GRAMMAR CHECK

WILL AND PREDICTIONS ABOUT FUTURE

Future tenses



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

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

For example,

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

What's the Difference?

www.englishlessonviaskype.com

will

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

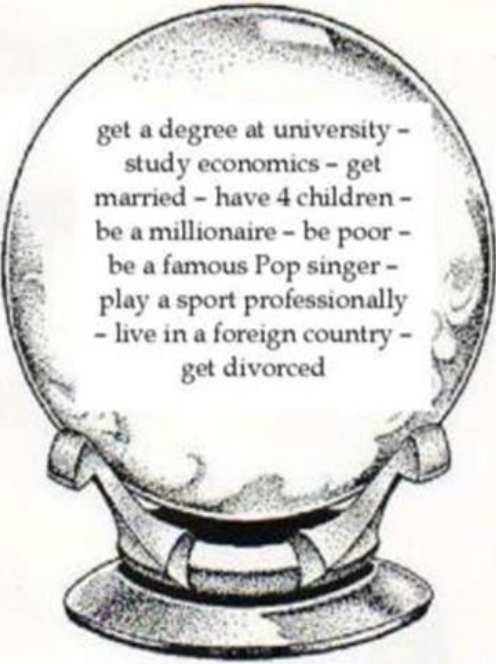
be going to

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

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

Predict your future!

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



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

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

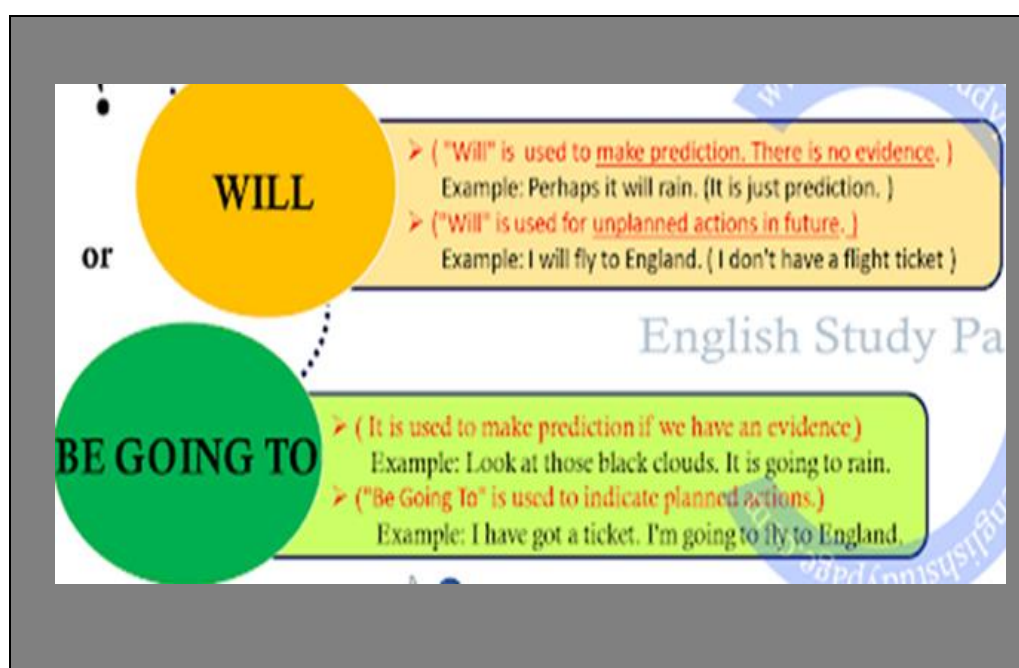
Task 2. Choose the correct answer for each of the following:

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

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

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

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



What will happen in the future?

Task 4. Ask general and special questions on the texts



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

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

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



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

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

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

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

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

UNIT 5. A

DETECTOR

OBJECTIVES

- Detector
- Present Perfect

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



Task 2. Match the word with the definition.

A detector is.....

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

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

Task 3. Why do militaries use metal detectors?



THE USE OF DETECTOR

Present Perfect

Militaries **have used** detectors to discover something or to measure it **for** many years.

We **haven't checked** the area **since** morning.

Has your team **helped** to look for hidden weapons?

POSITIVE

Sub+have/has+verb3

NEGATIVE

Sub+have/has+not+verb3

QUESTION

Have/has+sub+verb3

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

Why do metal detectors help soldiers?

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

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

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

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

Work in a small group.

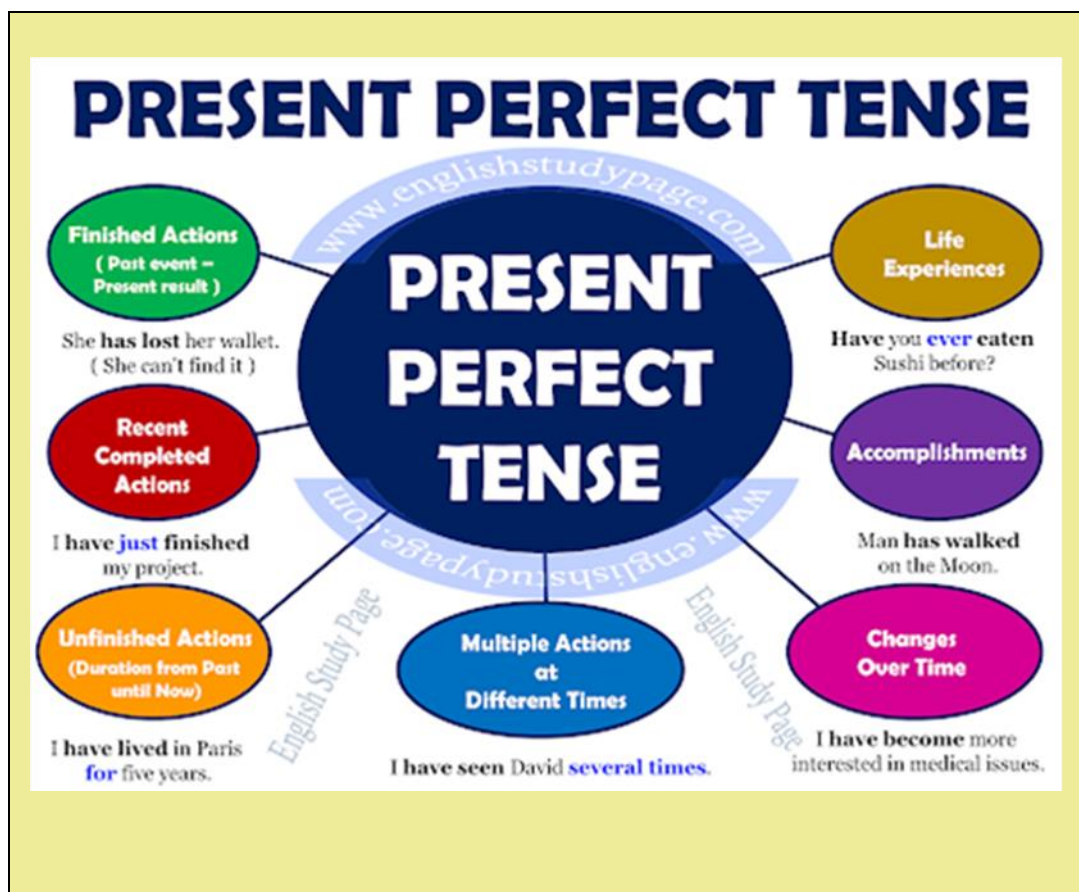
HELP DESK	
metal detector [ˈmetl dɪˈtektə] archaeological [ɑːkiɒlədʒɪ]	land mine [lænd maɪn] weapons cache [ˈwepən kæʃ]

UNIT 5. B

GRAMMAR CHECK

PRESENT PERFECT

present perfect tense We use the present perfect:	for something that started in the past and continues in the present: <i>They've been married for nearly fifty years.</i> when we are talking about our experience up to the present: <i>I've seen that film before.</i> for something that happened in the past but is important in the present: <i>I can't get in the house. I've lost my keys.</i>
---	---



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

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

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

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

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

Correct

Not Correct

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

Correct

Not Correct

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

Correct

Not Correct

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

Correct

Not Correct

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

Correct

Not Correct

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

Correct

Not Correct

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

Correct

Not Correct

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

Correct

Not Correct

Been and Gone

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

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

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

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

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

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

Correct

Not Correct

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

yourself up!"

Correct

Not Correct

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

Correct

Not Correct

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

Correct

Not Correct

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

Correct

Not Correct

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

Correct

Not Correct

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

Correct

Not Correct

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

Correct

Not Correct

UNIT 6. A

TELEPHONING

OBJECTIVES

- Telephoning
- introductions, saying telephone numbers

Task 1. Work in pairs. Discuss the questions.

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



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

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

A

B Hi.

A How are you going?

B

A

B From 9.00 to 11.00 am.

A Great! I would like to participate in it.

B You are welcome, we'll be there.

A

B Right now.

A Thank you very much, good bye.

B Good bye.

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

1. Applying for a job.

2. Participating in the conference.

3. Ordering the food.

A Hello.

B Hi.

A How are you going?

B I am well, thank you.

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

B From 9.00 to 11.00 am.

A Great! I would like to participate in it.

B You are welcome, we'll be there.

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

B Right now.

A Thank you very much, good bye.

B Good bye.

A Good morning.

B Good morning.

A Could you tell about vacancies in your organization?

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

A Can I send my CV for a secretary?

B Yes, of course.

A Thank you, good bye.

B Good bye.

A Good afternoon.

B Good afternoon.

A Could I order a pizza and some drinks?

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

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

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

A OK. Thank you. Good bye.

B Good bye.

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

UNIT 6. B

Functional English

IMPORTANT PHRASES

Task 1. Learn the phrases.

Introducing yourself

This is Ken / Ken speaking

Answering a business call

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

Asking who is on the telephone

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

Asking for Someone

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

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

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

Connecting Someone

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

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

How to reply when someone is not available

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

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

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

Taking a Message

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

Can (May) I tell him who is calling?

Asking someone to repeat a phrase

Sorry I missed your name, can you repeat that?

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

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

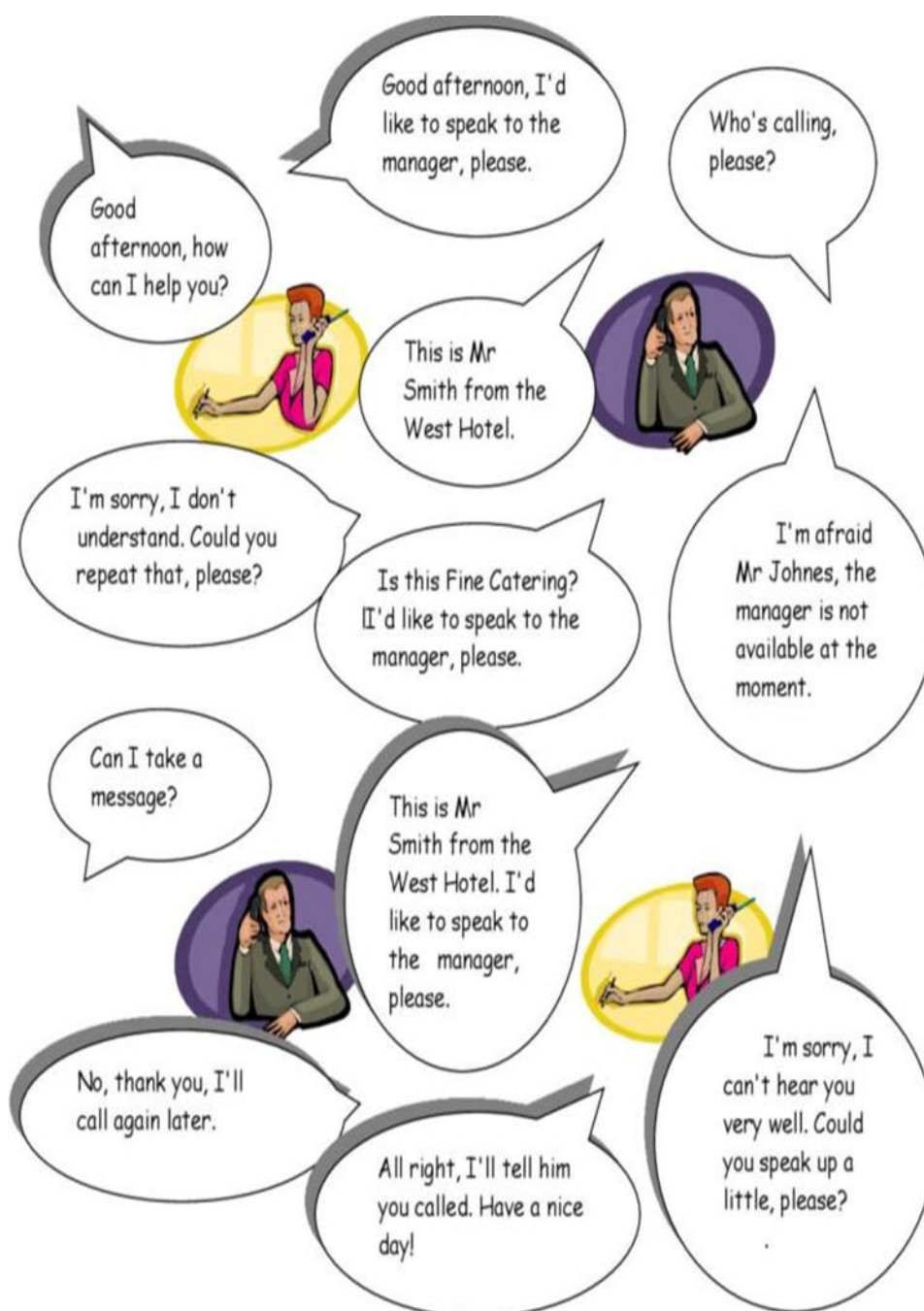
Task 2. Match the phrases with their meanings.

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

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

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

TELEPHONE LANGUAGE AND PHRASES IN ENGLISH



Task 4. Complete the conversation.

On the telephone



A BAD LINE

Receptionist Robotics Limited. Good morning
 Salesman Good morning. I to Mr. Rodriguez
 please? is Bob Whittaker.
 Receptionist I'm sorry, you repeat your name more
 please?
 Salesman Yes, of course, Bob... Whittaker
 Receptionist I'm, I can't you very well. Could
 you it please?
 Salesman Yes, Bob Whittaker. That's W H I double T A K E R
 Receptionist I'm sorry his line's Can I
 a message?
 Salesman Yes, could you him to call me
 please? My number's London 350-2261
 Receptionist I'm sorry, where are you from?
 Salesman From London
 Receptionist OK, thank you Mr Whittaker. Goodbye
 Salesman Goodbye and thank you.

A RELUCTANT CUSTOMER

Receptionist Twiney Industries. Can I help you?
 Salesman Good morning. I to the
 Purchasing Manager please?
 Receptionist Who's please?
 Salesman This is Bob Whittaker from Caracax Limited
 Receptionist One please
 Purchasing Manager O'Brien
 Salesman Good morning. My name's Bob Whittaker from Caracax
 Limited
 Purchasing Manager Yes. What do you?
 Salesman I'm about the literature I
 you.
 Purchasing Manager Literature? What literature?
 Salesman concerning our new of office equipment
 Purchasing Manager Ah yes! I now. Very attractive but
 very expensive....
 Salesman and excellent quality! Mr. O'Brien, I'm in your
 this week. When can I you a
 visit and give you a d.....?
 Purchasing Manager I'm sorry Mr Whittaker. We have all the office
 equipment we at the moment.
 Salesman Well, I'll call you in a few months.
 Purchasing Manager Why not, Mr. Whittaker? Goodbye!
 Salesman Goodbye, Mr O'Brien and thank you for your time!

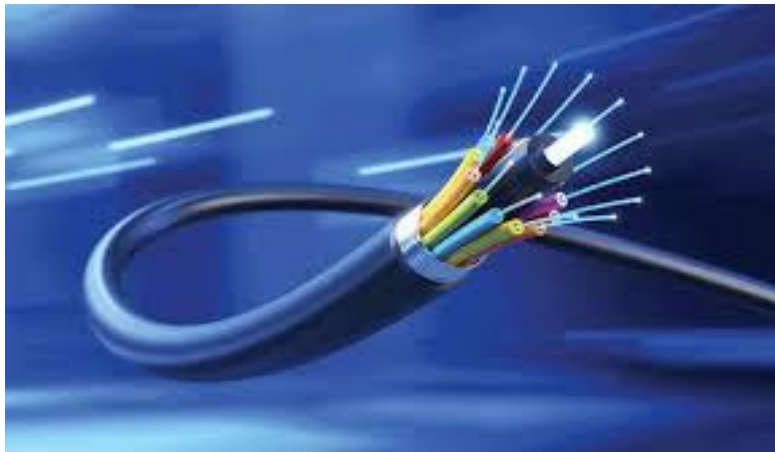
UNIT 7. A

COMMUNICATION MEANS: CABLE

OBJECTIVES

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

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



Task 2. Match the word with the definition.

A communication cable is.....

a wire for transmitting electricity or telecommunications signals.

a device for taking photographs or recording moving images.

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

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

Task 3. Why do military engineers use cables?



IN ORDER TO BUILD

Purpose Clause

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

Task 4. Read the text and discuss it.

What are the different types of communication cables?

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

Fibre Optic Communication Cables. Fibre optic communication cables consist of a bundle of glass threads, and these communication cable types are used in LAN and WAN. The fibre

optic cable has an assembly similar to electrical cables. Each fibre optic cable has multiple strands inside the casing. Each of the glass threads is capable of transmitting information converted into light waves.

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

Twisted Pair Communication Cables

Twisted pair communication cables are an ordinary wiring system that connects households and commercial computers with their telephone connection. Twisted pair communication cables are made by combining two separate insulated wires together. Their wires are configured in a twister pattern, and they are put parallel to each other. The twisted setting reduces electromagnetic induction or crosstalk between the pair of wires. Twisted pair communication cables work best for transferring balanced signals. This method of signal transmission dates back to the time of early radio and telegraphs.

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

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

UNIT 7. B

GRAMMAR CHECK

PURPOSE CLAUSES: IN ORDER TO

in order to

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

Examples:

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



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

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

Task 2. Continue the sentences:

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

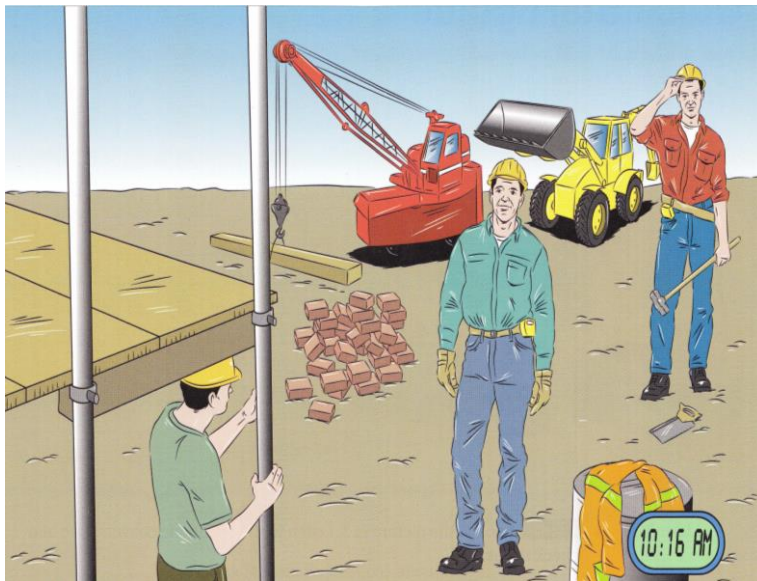
UNIT 20. A

THE OBSERVATION POST AND THEIR BUILDINGS

OBJECTIVES

- Describing building of Observation Post
- Past Perfect Tense

Task 1. Describe the pictures and find differences.



Task 2. Match the phrase with the definition.

An observation post is.....

a piece of ground on which a battle is fought.

a place where troops gather for parade.

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

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

Observation shelter for Fragmentation Target Zone



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

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

1. Why had militaries used wooden dummies at the observation post?

2. What was the size of target zones?

3. What had military government installed for observing and recording the tests.

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

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

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

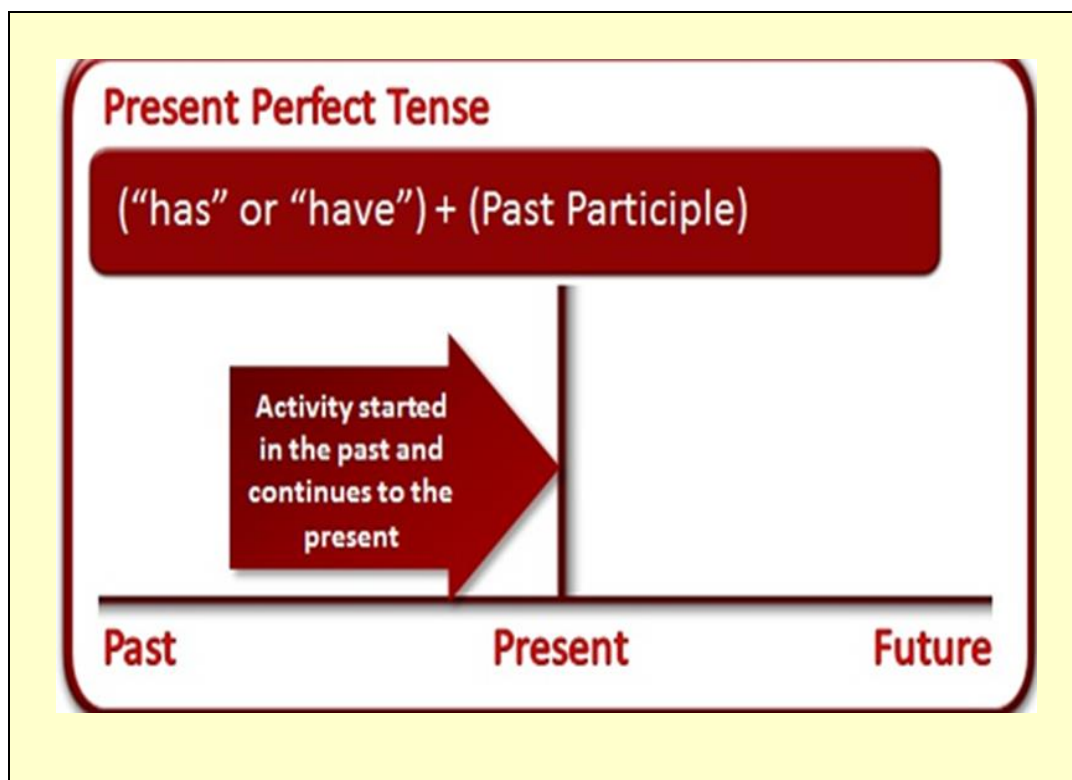
UNIT 20. B

GRAMMAR CHECK

PAST PERFECT TENSE

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

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



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

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

completed two.

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

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

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

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

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

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

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

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

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

UNIT 9. A

SECURITY

OBJECTIVES

- Security
- Modal Verbs: Have to, must

Task 1. What is a security guard?



Task 2. Match the word with the definition.

Security means

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

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

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

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

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

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

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

What is security used for?



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

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

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

1. Administrative
2. Technical
3. Physical

Administrative

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

Technical

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

Physical

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

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

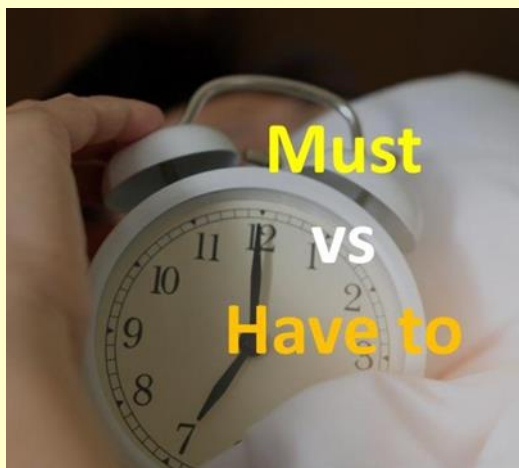
Task 5. Work in small groups. Describe a security system of your University.

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

UNIT 9. B

GRAMMAR CHECK

MODAL VERBS: HAVE TO, MUST



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

MUST



Usage:

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

Examples:

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

HAVE TO



Usage:

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

Examples:

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

MUST

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

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

2. Must not = not allowed, prohibited

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

3. Opinions/suggestions/recommendation

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

4. Possibility/certainty

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



HAVE TO

1. Obligations/necessities

(Pushed or forced by others, external)

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

2. Don't have to = not necessary

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

3. Opinions/suggestions/recommendation

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

4. Possibility/certainty

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

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

If you want to be my friend, ...

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

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

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

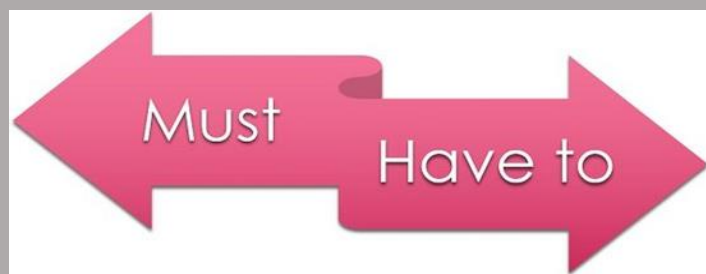


Task 3. Choose the correct modals: **must**, **have/has to**, **mustn't**, **don't/doesn't have to**.

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

a lift.

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



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

MUST	HAVE TO
The <i>speaker</i> thinks it is necessary. Personal opinion. Written rules/instructions.	<i>Another person</i> thinks it is necessary. External obligation. Facts, not opinions.

The teacher is giving the students an obligation / instructions.
TEACHER: You **must** complete the essay by Friday.
STUDENT: We **have to** complete the essay by Friday.
The teacher has given us the obligation / instructions.

We use <i>Had to</i> instead of <i>Must</i> in the past tense. - I <i>had to</i> pay my speeding ticket yesterday.	<i>Have to</i> is more common than <i>Must</i> in questions. - When do you <i>have to</i> finish the report?
---	---

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

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

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

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



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

You _____ drink dirty water.

You _____ be careful when you travel.

You _____ always wash fruit and vegetables.

You _____ play on the road.

You _____ throw litter.

You _____ listen to your parents.

UNIT 10. A

MILITARY ENGINEERS RESPONSIBILITIES

OBJECTIVES

- Military Engineers Responsibilities
- To be Responsible for

Task 1. What are military engineers?



Task 2. Match the definitions with their meanings.

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

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

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

A miner

Military engineers

Security guards

WE ARE RESPONSIBLE FOR

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

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

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

What is a field engineer in the military?

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

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



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

Benefits of being a military engineer

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

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

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

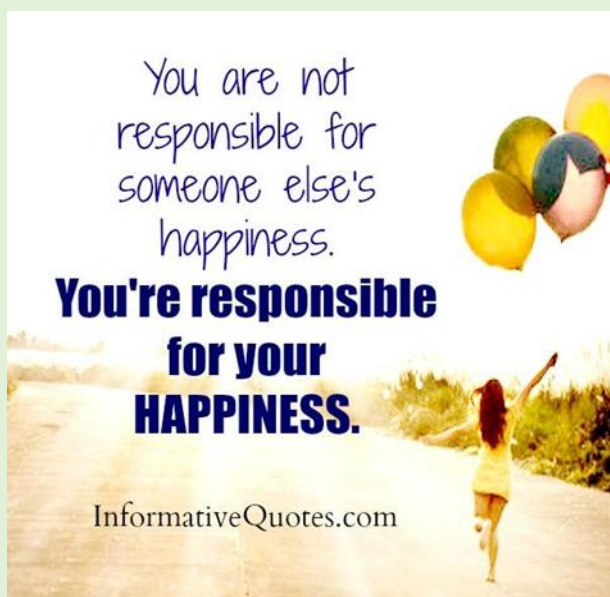
The ability to help others: Military engineers can gain personal satisfaction from using their work to help others. Many military engineers use their skills to help with disaster relief and protect their units from harm.

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

UNIT 10. B

GRAMMAR CHECK

TO BE RESPONSIBLE FOR



Examples:

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

Be responsible for sb/sth

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



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

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

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

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

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

_____ Parliament.

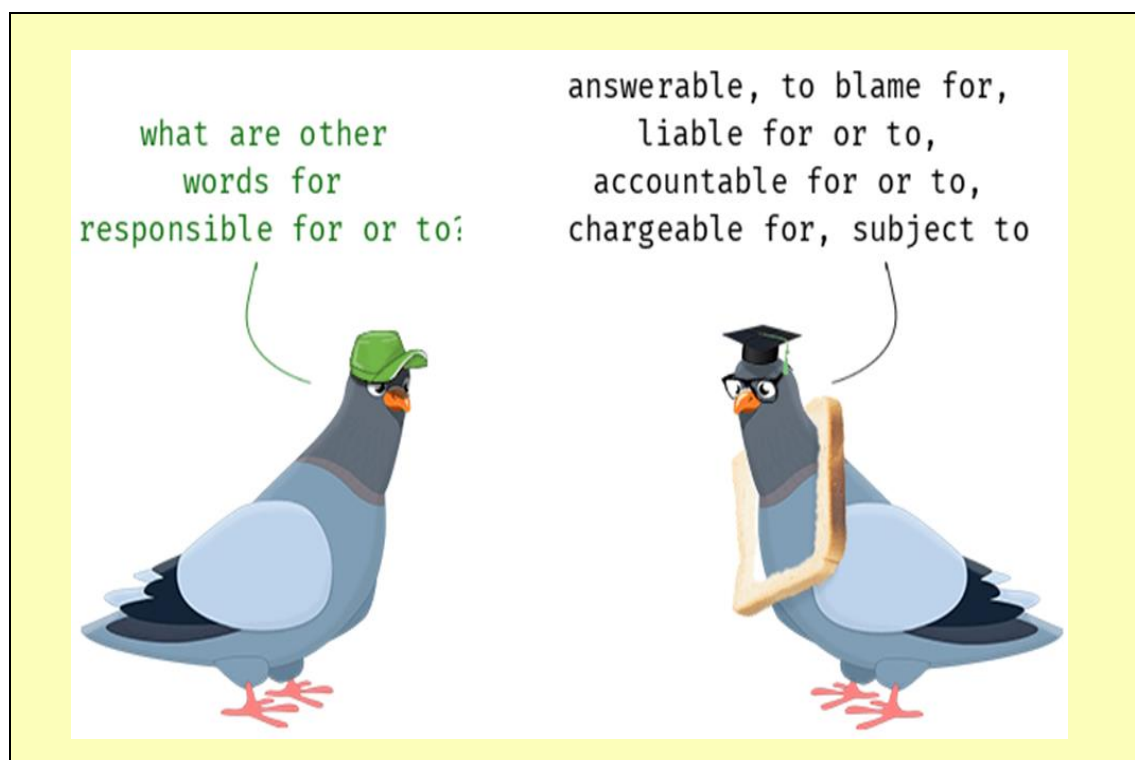
6. She respected authority but insisted the government is _____ the people.

7. Both are _____ the Minister.

8. Employers are _____ their employees' negligence.

9. You're _____ law and order.

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



Task 2.

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

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

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

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

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

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

synonyms for

RESPONSIBLE

adjective



in charge

in control

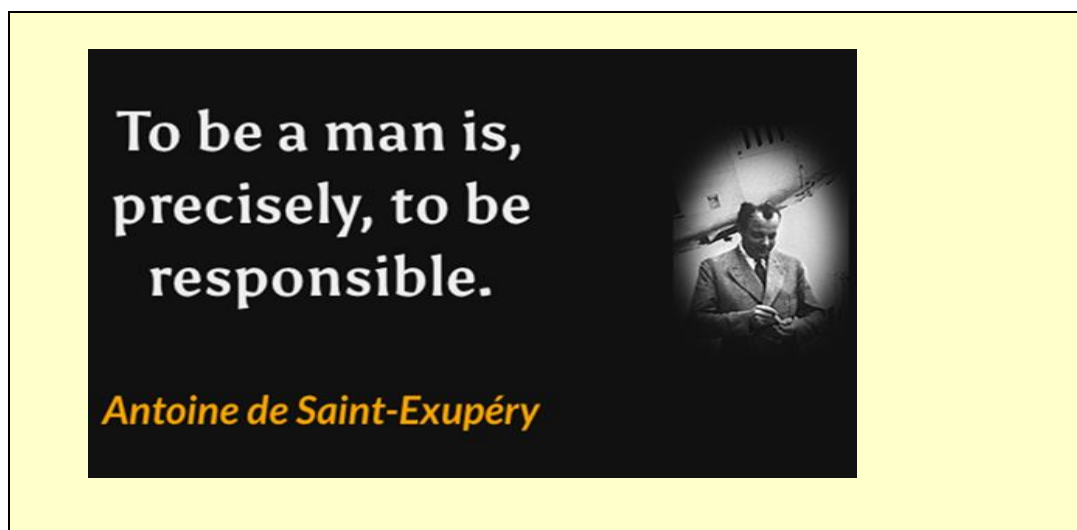
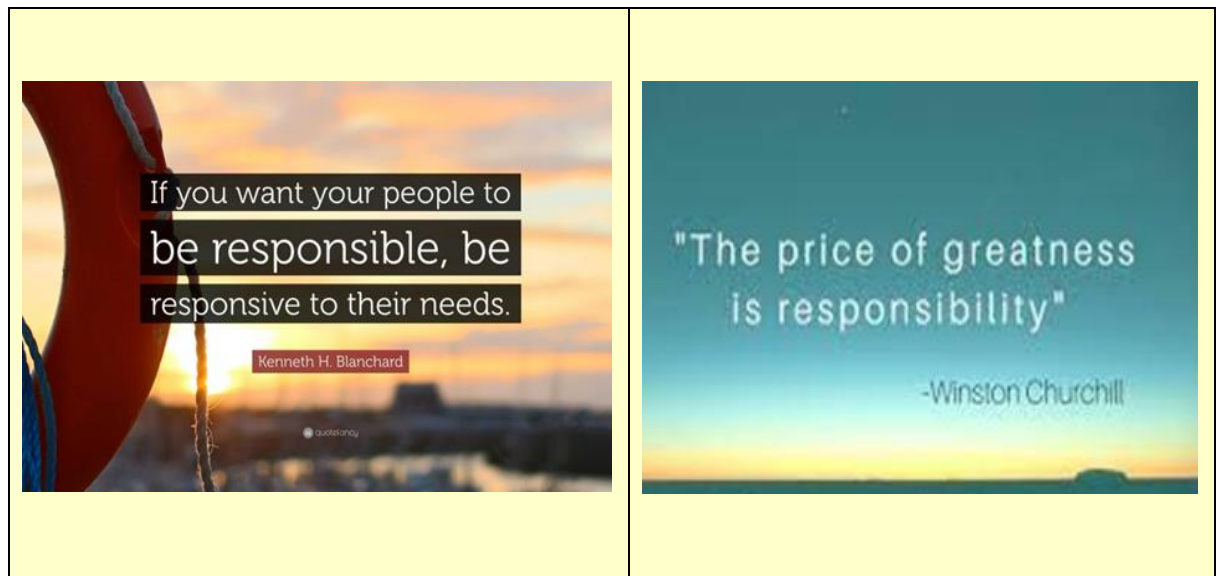
at the helm

in authority

accountable for

carrying the can

Task 3. Give your own opinions on the quotes



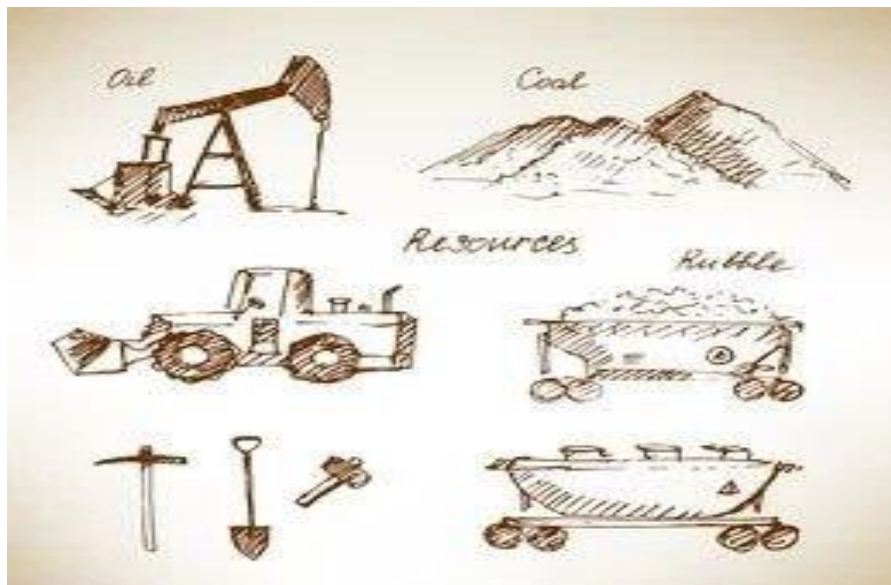
UNIT 11. A

MINING

OBJECTIVES

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

Task 1. What is the primary purpose of mining



Task 2. What is the mining in military?



Task 3. Match the definitions with their words.

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

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

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

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

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

Task 4. Complete the sentences using the words below.

How does the military clear mines?

clear excavators dogs area

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

TO BE PERMITTED, TO BE ALLOWED, TO BE PROHIBITED

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

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

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

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

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

UNIT 11 B

GRAMMAR CHECK

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

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

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

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

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

Task 2. Fill the gaps using the words

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

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

▶ The _____ showed red so we had to stop.

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

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

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

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

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

▶ We saw a _____ over the river.

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

▶ traffic lights

▶ zebra crossing

▶ bridge

▶ tunnel

▶ bus lane

▶ level crossing

▶ cycle lane

▶ bus stop

▶ pavement

▶ road sign

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



GLOSSARY

A

achieve – v. to complete a task successfully

aircraft – *n.* a machine capable of flight

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

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

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

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

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

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

B

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

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

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

basic – *adj.* fundamental

basic training – *n.* training for new recruits

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

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

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

bewilder – v. puzzle or confuse someone

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

boot – n. an item of footwear covering the foot

builder – n. a person in the building process

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

C

cadet – n. a schoolboy or girl in military organization

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

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

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

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

climb – v. to move upwards

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

combination – n. the action of combining different things

commander – n. someone who commands

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

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

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

contest – *v.* take part in a competition

contribution – *n.* help, support

courage – *n.* the ability to control fear

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

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

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

D

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

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

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

destructive – *adj.* causing severe damage or destruction

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

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

doctor of science – *n.* a person who holds the highest scientific degree

drill – *n.* a military exercise intended to train soldiers

duct tape (duck tape) – *n.* cloth- or scrim-backed pressure-sensitive tape, often coated with polyethylene, commonly used in situations that require a strong, flexible, and very sticky tape

dynasty – *n.* a series of rulers who belong to the same family

E

economics – *n.* the branch of knowledge concerned with the production, consumption, and transfer of wealth

economist – *n.* an expert in economics

elect – *v.* choose to do something; choose someone to hold a public position by voting ; *adj.* chosen or singled out

elected – *adj.* chosen to do something; *adj.* chosen someone to hold a public position by voting

emperor – *n.* the ruler of an empire

empire – *n.* a large group of states ruled over by a single monarch or ruling authority

engineer – *n.* a specialist soldier trained in the construction and demolition of bridges, field fortifications, obstacles, roads, etc.

engineering – *n.* the construction and use of engines and other mechanical devices

enter – *v.* come or go into

epaulette – *n.* a decorative part on the shoulder of a piece of clothing.

examine – *v.* test someone`s knowledge or ability

explode – v. to burst outwards due to a release of internal energy

explosion – n. an act of exploding

exposure – n. the state of being exposed to something harmful

F

field – n. an area where a battle or other operation takes place

field training exercise (FTX) – n. training in the area where a battle takes place

fighting – n. an action of warfare

first aid training – n. training for basic medical treatment that is given to someone as soon as possible

fitness – n. a person's physical state

flexible – adj. able to bend easily without breaking; adj. able to change or be changed to adapt to different circumstances

follow – v. act according to an instruction

foot march – n. journey by soldiers on foot

football – n. a team game involving kicking a ball

frigate – n. a small, fast military ship

G

garden – n. an area of ground used for the growing of flowers and plants or fruit and vegetables

graduate – v. successfully complete a degree or course

ground – n. the surface of the earth

H

hand fighting – *n.* a fight at close quarters or hand to hand

health – *n.* the state of being free from illness or injury; *n.* a person's physical or mental condition

helicopter – *n.* a type of aircraft without wings that has one or two sets of large blades that go round very fast on top

historian – *n.* an expert in history

hole – *n.* an hollow space in a solid object or surface.

hydrogen – *n.* a highly flammable gas which is the lightest of the chemical elements

I

ID-card – *n.* Identification Card

image intensifier – *n.* a device for increasing a picture in degree or size

implement – *v.* to put something into effect

independence – *n.* the state of being independent

independent – *adj.* free from outside control or influence; *adj.* self-governing

infantry – *n.* soldiers who fight on foot

involve – *v.* include something as a necessary part or result

J

jacket – *n.* a short coat

jeep – *n.* a small strong vehicle used for travelling over rough ground, especially by the army

jogging – *n.* running at a slow regular pace usually over a long distance as part of an exercise routine

join – *v.* come together to form a whole

journalist – *n.* a person who writes for newspapers or magazines or prepares news

jump – *v.* a parachute drop

jurisprudence – *n.* the theory and philosophy of law

K

karate – *n.* a type of sport using the hands and feet

knife – *n.* a cutting instrument

L

lieutenant – *n.* a junior officer in the army or marines (equivalent to a first lieutenant in the US army)

low-light conditions – *n.* the conditions in which lightness is not enough and the things are not visible

M

map – *n.* a drawing of an area of ground

map reading – *n.* the ability to use a map

margin – *n.* an edge or border

military – *adj.* relating to the armed forces

military rank – *n.* a position within the armed forces or an organization

motorsports – *n.* vehicle-equipped sports

move – *v.* change the place where you live

N

navy – *n.* the branch of a state's armed forces which operates at sea

NBC (nuclear, biological and chemical) – *n.* relating to nuclear, biological and chemical warfare

nickname – *n.* an informal, often amusing, name for a person or thing; *v.* give a nickname to

night vision – *n.* a sight consisting of an optical instrument such as an image intensifier or infrared, which improves visibility at night

NVD – *n.* an optical equipment which makes it possible to see things at night

O

observation post – *n.* a covert position from which an area of ground may be observed

obstacle course – *n.* training for climbing over, under or through a series of obstacles

officer – *n.* a serviceperson with a supervisory rank

opponent – *n.* someone who competes with or opposes another in a contest, game, or argument

P

parachute – *n.* an apparatus consisting of a fabric canopy and a suspension harness which allows a person, vehicle or load to descend safely from an aircraft in flight

passport – *n.* an official governmental document certifying the holder's identity and citizenship

peacekeeping – *n.* a deployment, usually by the United Nations

physical activity – *n.* an activity designed to improve or maintain physical fitness

pistol – *n.* a small gun

plan – *n.* a procedure decided after consideration by a person or group for carrying a mission or task

plane – *n.* a vehicle designed for air travel, with wings and one or more engines

policeman – *n.* a member of a police force

politician – *n.* a person who is involved in politics as a job

powerful – *adj.* having great power

practise – *v.* to do, to work, to carry out in practice

proclaim – *v.* announce something officially or publicly

professor – *n.* a higher scientific title

promote – *v.* to raise to a higher rank

protect – *v.* to prevent the damage

psychology – *n.* the scientific study of the human mind and its functions; *n.* the mental characteristics or attitude of a person

PT – *n.* a physical exercise and games

R

radio – *n.* an apparatus designed to transmit and receive radio signals

recognize – *v.* know someone or something from having come across them before; *v.* accept as genuine, legal, or valid

religious extremism – *n.* a motion related to religious spreading with the extreme and efforts

remove – v. abolish or get rid of something; v. take off or away from the position occupied

rifle – n. a hand-held fire-arm for firing

ruler – n. a person who rules a people or country

running – n. moving fast using your legs

S

sailor – n. a person who works as a member of the crew of a ship or boat

salute – v. a military greeting

scientist – n. a person who has expert knowledge of one or more of the natural or physical sciences

send – v. to make something go from one place to another

serve – v. to be employed in the armed forces

shirt – n. a cloth for the upper part of the body.

sit ups – n. an exercise designed to strengthen the stomach muscles by repeatedly moving from a lying to a sitting position

smart – adj. clean, tidy, and stylish; adj. clever in a cheeky or sarcastic way

soldier – n. a person who serves in an army; n. private in an army

spectral range – n. range or degree relating to spectra or the spectrum

stadium – n. an athletic or sports ground with tiers of seats for spectators

steady – adj. firmly fixed, supported, or ballanced; not shaking or moving

sticky – *adj.* like glue in texture; *adj.* (of the weather) hot and humid

stretching exercises – *n.* these exercises perform actively, passively or with partner assistance to make a muscle to the point of tension for a period of 15-30 seconds

struggler – *n.* a person making efforts to get free; *n.* trying hard under difficult circumstances to do something

study block – *n.* a building or construction for studying in educational places

submarine – *n.* a ship that can travel under water

Supreme Emir – *n.* the highest rank of rulers in Asia

T

tactic commanding – *n.* holding a command with a combination of firepower, formation and manoeuvre, which is used to achieve a military objective

tank – *n.* a large military fighting vehicle designed to protect those inside it from attack

team – *n.* a group of people who work together

terroristic organization – *n.* an organization involved in terrorism

transmission – *n.* an act of sending a radio signal

travel – *v.* go from one place to another

trousers – *n.* a cloth for the lower part of the body from the waist to the feet

truck – *n.* a large road vehicle that is used for transporting large amounts of goods

U

unit – *n.* a military grouping with its own organization and command structure

uniform – *n.* a form or clothing universal for all

usually – *adv.* frequently

V

vehicle – *n.* a machine which moves on land

vision – *n.* the ability to see

W

walkie-talkie – *n.* a handheld transceiver used firstly in military, then in public safety, eventually commercial and jobsite works

war – *n.* armed conflict between different nations

weapon – *n.* a thing designed or used to cause physical harm or damage

wear – *v.* have on your body as clothing

weapons training – *n.* training for using objects in fighting or war such as a rifle, pistol and knife

wound – *n.* serious injury, usually involving a cut or other penetration of the skin and flesh.

wrestling – *n.* a fight or contest that involves close physically fighting with an opponent

Y

yard – *n.* a piece of enclosed ground next to a building; *n.* an area of land used for a particular purpose or business

yield – *n.* the amount of explosive power produced by a nuclear weapon