

Мудра С. В.



# ІНОЗЕМНА МОВА ПРОФЕСІЙНОГО СПРЯМУВАННЯ В СЕКТОРІ БЕЗПЕКИ ТА ОБОРОНИ

НАВЧАЛЬНИЙ ПОСІБНИК



КІ НГУ 2023

**МІНІСТЕРСТВО ВНУТРІШНІХ СПРАВ УКРАЇНИ  
КИЇВСЬКИЙ ІНСТИТУТ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ**

**МУДРА Світлана В'ячеславівна**

**ІНОЗЕМНА МОВА  
ПРОФЕСІЙНОГО СПРЯМУВАННЯ  
В СЕКТОРІ БЕЗПЕКИ ТА ОБОРОНИ**

**Навчальний посібник**

Київ 2023

УДК 81'243'276:351.746.i(075.8)  
М 89

*Рекомендовано до друку рішенням вченої ради  
Київського інституту Національної гвардії України  
(протокол № 4 від 30.11.2023 року)*

**Рецензенти:**

**Лисичкіна І. О.** - кандидат філологічних наук, доцент, завідувач кафедри філології, перекладу та стратегій комунікацій Національної академії Національної гвардії України;

**Поліщук О. С.** - кандидат філологічних наук, доцент кафедри спеціальної мовної підготовки Військового факультету міжнародних відносин та права Військового інституту Київського національного університету імені Тараса Шевченка.

**Укладач:**

**Мудра Світлана В'ячеславівна** - кандидат педагогічних наук, доцент, начальник кафедри мовної підготовки Київського інституту Національної гвардії України.

**Мудра С. В.** Іноземна мова професійного спрямування в секторі безпеки та оборони України. Навч.пос./к.пед.н., доц. Мудра С. В.: Київ, КІНГУ. 2023. 142 с.

ISBN 978-617-8361-06-8

У навчальному посібнику зібрано лексичний та граматичний матеріал для самостійної підготовки ад'юнктів з метою формування мовної комунікативної, соціолінгвістичної, предметної і професійної компетенції в усному та писемному мовленні та перекладі.

Навчальний посібник буде корисним здобувачам, випускникам, військовослужбовцям, практичним працівникам сфери безпеки і оборони, науково-педагогічним працівникам вищих військових навчальних закладів та закладів вищої освіти зі специфічними умовами навчання.

УДК 81'243'276:351.746.i(075.8)

ISBN 978-617-8361-06-8

© Мудра С. В., 2023  
© Київський інститут  
Національної гвардії України, 2023

## З М І С Т

|             |   |
|-------------|---|
| Вступ ..... | 5 |
|-------------|---|

### ЧАСТИНА I. ТЕКСТИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

#### *Module 1. Society and law*

|                              |    |
|------------------------------|----|
| UNIT 1. Radio basics.....    | 6  |
| UNIT 2. On post.....         | 9  |
| UNIT 3. Auto theft.....      | 12 |
| UNIT 4. First aid.....       | 15 |
| UNIT 5. Legal resources..... | 18 |

#### *Module 2. Legal documents*

|                                             |    |
|---------------------------------------------|----|
| UNIT 6. Preliminary documents.....          | 21 |
| UNIT 7. Kinds of scientific papers.....     | 25 |
| UNIT 8. Writing reports.....                | 29 |
| UNIT 9. Invitation to a conference.....     | 33 |
| UNIT 10. Articles writing.....              | 35 |
| UNIT 11. Preparation of a presentation..... | 39 |
| UNIT 12. Police departments.....            | 42 |

### ЧАСТИНА II. ГРАМАТИЧНИЙ МАТЕРІАЛ

|                                                            |    |
|------------------------------------------------------------|----|
| UNIT I. PRESENT SIMPLE OR PRESENT CONTINUOUS .....         | 45 |
| UNIT II. PAST SIMPLE OR PRESENT CONTINUOUS .....           | 50 |
| UNIT III. PRESENT PERFECT .....                            | 55 |
| UNIT IV. PRESENT PERFECT CONTINUOUS .....                  | 64 |
| UNIT V. PAST PERFECT .....                                 | 67 |
| UNIT VI. PRESENT TENSES .....                              | 70 |
| UNIT VII. PRESENT CONTINUOUS PASSIVE .....                 | 71 |
| UNIT VIII. THE FUTURE AND MODAL VERBS IN THE PASSIVE ..... | 72 |
| UNIT IX. ACTIVE AND PASSIVE .....                          | 74 |
| UNIT X. PRESENT AND PAST TENSES .....                      | 78 |
| UNIT XI. FUTURE EVENTS .....                               | 82 |

|                                                      |     |
|------------------------------------------------------|-----|
| UNIT XII. PREDICTION .....                           | 84  |
| UNIT XIII. PRESENT CONTINUOUS FOR ARRANGEMENTS ..... | 86  |
| UNIT XIV. BE TO AND ABOUT TO .....                   | 87  |
| UNIT XV. PRESENT PERFECT AND CONTINUOUS .....        | 88  |
| UNIT XVI. WILL HAVE DONE .....                       | 93  |
| UNIT XVII. WAS GOING TO .....                        | 94  |
| UNIT XVIII. WHO AND WHAT AS SUBJECT AND OBJECT ..... | 97  |
| UNIT XIX. REPORTED SPEECH .....                      | 102 |
| UNIT XX. SO AND NEITHER .....                        | 107 |
| UNIT XXI. MODAL VERBS .....                          | 113 |
| ДОДАТОК 1.....                                       | 126 |
| ДОДАТОК 2 .....                                      | 130 |
| ДОДАТОК 3 .....                                      | 131 |
| ДОДАТОК 4 .....                                      | 132 |
| ДОДАТОК 5 .....                                      | 133 |
| THE NATO PHONETIC ALPHABET .....                     | 134 |
| GLOSSARY.....                                        | 135 |
| СПИСОК ЛІТЕРАТУРИ .....                              | 142 |

## ВСТУП

В умовах глобалізації світової економічної системи, до якої входить і наша держава, розвитку ринкових відносин та новітніх інформаційних технологій в Україні постає потреба у високоосвічених фахівцях, які б володіли іноземними мовами і, насамперед, англійською — мовою міжнародного бізнесу й науково-технічного прогресу. З огляду на динамічні зміни, що відбулися останніми роками, втрачають актуальність методи навчання іноземним мовам, що передбачають насамперед оволодіння навичками читання й перекладу текстів за спеціальністю, а відтак уміння спілкуватися іноземною мовою усно.

Навчальний посібник призначений для самостійної підготовки ад'юнктів з метою формування іноземної мовної комунікативної, соціолінгвістичної, предметної і професійної компетенції в усному та писемному мовленні та перекладі.

У посібнику зібрано лексичний та граматичний матеріал для самостійної підготовки, спрямований на формування професійної комунікативної компетентності, підвищення рівня мовної грамотності та практичного оволодіння навичками службової комунікації іноземною мовою.

Навчальний посібник рекомендується використовувати на заняттях з англійської мови зі здобувачами, випускникам, військовослужбовцям, практичним працівникам сфери безпеки і оборони, науково-педагогічним працівникам вищих військових навчальних закладів та закладів вищої освіти зі специфічними умовами навчання.

*Автор посібника*

## ЧАСТИНА І. ТЕКСТИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

### MODULE 1. Society and law.

#### UNIT 1. Radio basics.

##### *I. Read and translate the text:*

Radio, in the context of communication, refers to the transmission and reception of electromagnetic waves to carry information from one point to another. It is a widely used medium for broadcasting audio, data, and even video signals. Understanding some radio basics can help you grasp the fundamentals of how radio communication works. Here are the key components and concepts:

**Transmitter:** The transmitter is the device that generates and sends the radio signals. It converts the audio or data information into electromagnetic waves suitable for transmission through an antenna.

**Receiver:** The receiver is the device that captures and processes the radio signals. It converts the electromagnetic waves back into the original audio or data information for the user.

**Antenna:** Antennas are crucial components of radio systems. The transmitter and receiver both have antennas that help in the transmission and reception of radio signals. Antennas are designed to radiate or capture electromagnetic waves efficiently.

**Frequency:** Frequency refers to the number of cycles per second (measured in Hertz, Hz) of the radio waves. Different frequency ranges are allocated for various types of radio communication, such as AM radio, FM radio, Wi-Fi, cellular networks, etc.

**Bandwidth:** Bandwidth is the range of frequencies that a radio signal occupies. It determines the amount of data that can be transmitted within a given time. Wider bandwidth allows for faster data transmission.

**Modulation:** Modulation is the process of impressing audio or data information onto a radio wave. There are various modulation techniques like Amplitude Modulation (AM) and Frequency Modulation (FM), which alter the characteristics of the carrier wave to carry the information.

**Demodulation:** Demodulation is the process of extracting the original audio or data information from a modulated radio wave at the receiver end.

**Propagation:** Radio waves travel through the air or other mediums to reach the receiver. Their propagation can be influenced by factors like distance, obstacles, atmospheric conditions, and interference from other sources.

**Line of Sight (LOS):** LOS propagation occurs when the radio signals travel directly from the transmitter to the receiver without significant obstacles in between. This type of propagation is common for microwave and satellite communication.

**Radio Spectrum:** The radio spectrum is the range of all possible frequencies used for radio communication. It is divided into different bands, each allocated for specific purposes, such as broadcasting, amateur radio, mobile communication, etc.

**Duplex Communication:** Duplex communication allows for two-way communication, where information can be transmitted and received simultaneously. It can be achieved using either Frequency Division Duplex (FDD) or Time Division Duplex (TDD).

**Simplex Communication:** Simplex communication allows for one-way communication only. The transmitter sends the signal, and the receiver can't send a response back using the same frequency.

Radio communication has revolutionized the way we communicate and exchange information over long distances. It is used in various fields, including broadcasting, public safety, aviation, maritime, satellite communication, wireless networks, and more.

## *II. Answer the questions:*

1. What is radio?
2. How does radio communication work?
3. What are the main components of a radio communication system?
4. What is the difference between AM and FM radio?
5. What are the advantages of using radio as a means of communication?
6. What are the limitations of radio communication?

7. How are radio waves generated and propagated?
8. What are the different frequency bands used in radio communication?
9. What is the significance of modulation in radio transmission?
10. How do antennas play a crucial role in radio communication?

*III. Mark each sentence as true or false. Correct the false statements to make them true:*

1. Bandwidth is the range of frequencies that a radio signal occupies.
2. The radio spectrum is the range of not all possible frequencies used for radio communication.
3. The engine is the device that captures and processes the radio signals.
4. The transmitter is crucial component of radio systems.
5. Wider bandwidth allows for slower data transmission.
6. The receiver can send a response back using the same frequency.
7. There are various modulation techniques.

*IV. Speak on topic: Radio basics.*

## **UNIT 2. On post.**

### *I. Read and translate the text:*

Being "on post" refers to a specific duty or assignment given to a soldier or military personnel at a designated location. When a soldier is "on post," it means they are responsible for carrying out certain tasks and maintaining security and vigilance at their assigned position. This could involve guarding an entry point, monitoring a specific area, or conducting surveillance to ensure the safety and protection of their unit or military installation.

Being on post is a critical responsibility as it helps maintain the overall security and operational efficiency of the military base or facility. Soldiers on post must remain alert and ready to respond to any potential threats or incidents that may arise during their shift.

Additionally, being on post also means that the soldier is subject to the rules and regulations specific to their assigned location and may have restricted access to certain areas or facilities. Properly executing duties while on post is essential for the smooth functioning of military operations and ensuring the safety of military personnel and assets.

Life on a military post can vary depending on the location, purpose, and branch of the military involved. Here are some general aspects:

**Security:** Military posts are highly secure areas due to their strategic importance and sensitive operations. Access is usually restricted to authorized personnel, and there are controlled entry and exit points.

**Facilities:** Military bases are equipped with various facilities, including barracks or housing for service members and their families, dining facilities, gyms, recreational areas, medical centers, and administrative offices.

**Training:** Military posts often serve as training grounds for service members, providing opportunities for physical training, combat exercises, and simulations to enhance readiness and skills.

Community: Military posts are like small communities, and they foster a sense of camaraderie among service members and their families. Social events and activities are often organized to build morale and support.

Work: Service members on a military post engage in their assigned duties, which can range from combat-related tasks to administrative, logistical, or technical roles.

Protocol: Military personnel are expected to follow strict protocols and adhere to regulations while on base. Discipline and respect for rank and authority are essential.

Deployment: Depending on the base's purpose and the global military situation, service members stationed at a military post might be subject to deployment to other locations for missions or operations.

Family Support: For service members with families, military bases often provide support services for spouses and children, including schools, healthcare, and counseling.

## *II. Answer the questions:*

1. What is the typical duration of a military post deployment?
2. What are some essential responsibilities of an individual on military post?
3. How does being on a military post impact the personal and family life of the service member?
4. What training and preparation do service members undergo before being assigned to a military post?
5. Are there different types of military posts based on location and mission?
6. How do service members communicate and coordinate with their superiors and fellow comrades while on military post?
7. What are the potential risks and challenges faced by individuals on military post, and how are they mitigated?
8. How does the experience of being on a military post contribute to a service member's overall military career and professional growth?
9. What support systems are in place to assist service members with their physical and mental well-being during their time on a military post?

10. Can you provide some examples of memorable experiences or heroic actions from service members while on military post?

*III. Mark each sentence as true or false. Correct the false statements to make them true:*

1. Service members on a military post engage in their assigned duties.
2. Discipline and respect for rank and authority aren't essential.
3. Being on post also means that the soldier is subject to the rules and regulations specific to their assigned location.
4. Military bases aren't always equipped with various facilities.
5. Soldiers on post must remain alert and ready to respond to any potential threats.
6. Military personnel don't have to expected to follow strict protocols.
7. Military posts are like small communities.

*IV. Speak on topic: On post.*

### **UNIT 3. Auto theft.**

#### *I. Read and translate the text:*

Auto theft, also known as car theft or grand theft auto, is the illegal act of stealing or taking someone else's motor vehicle without their consent. It is considered a serious criminal offense in most jurisdictions and is punishable by law. The specific laws related to auto theft can vary depending on the country and the state or province within that country. However, the following are some common aspects of auto theft laws:

**Criminal Offense:** Auto theft is generally classified as a criminal offense and is prosecuted under criminal law. It is considered a property crime because it involves the unlawful taking of someone's vehicle.

**Intent:** To prove auto theft, prosecutors must demonstrate that the defendant had the intention to permanently or temporarily deprive the owner of their vehicle. Merely taking a car for a joyride without intending to permanently keep it can still be considered auto theft.

**Penalties:** The penalties for auto theft can vary widely depending on the jurisdiction and the circumstances of the crime. Generally, auto theft is treated as a felony, and the punishment may include imprisonment, fines, probation, or restitution to the vehicle's owner.

**Carjacking:** In some places, there are specific laws related to carjacking, which is the act of stealing a vehicle while the owner or another person is present in the car. Carjacking is often considered a more serious offense and may carry harsher penalties.

**Joyriding:** Joyriding refers to taking someone's car without their consent, but with no intention to permanently keep the vehicle. Although not as severe as auto theft, joyriding is still a criminal offense in many jurisdictions and can result in penalties.

**Auto Theft Prevention:** Many regions have implemented measures to deter auto theft, such as mandatory ignition interlock devices, vehicle registration requirements,

and security systems. Additionally, public awareness campaigns aim to educate vehicle owners about ways to protect their cars from theft.

It's essential to consult the specific laws and regulations in your jurisdiction to understand the exact implications and penalties for auto theft. If you believe your vehicle has been stolen, it's crucial to report it to the police immediately to increase the chances of recovery and apprehension of the thief.

Auto theft can occur for various reasons, such as joyriding, selling the stolen vehicle, using it for other criminal activities, or simply for personal use. Thieves may employ different methods to steal cars, including breaking into the vehicle and hot wiring it, using duplicate keys, or exploiting vulnerabilities in modern vehicle security systems.

To prevent auto theft, vehicle owners are advised to take preventive measures, such as:

1. Parking in well-lit and secure areas.
2. Locking the vehicle and closing all windows.
3. Installing anti-theft devices, such as steering wheel locks, alarms, and tracking systems.
4. Avoiding leaving the car running and unattended, especially in high-risk areas.
5. Not leaving valuables inside the vehicle, as it may attract thieves.

Law enforcement agencies work to combat auto theft by employing various strategies, including surveillance, undercover operations, and public awareness campaigns.

## *II. Answer the questions:*

1. What are some common methods used by car thieves to steal vehicles?
2. How can car owners protect their vehicles from theft? What are some effective anti-theft measures they can take?
3. Are certain car models more susceptible to theft than others? If so, why?
4. How have advancements in technology affected auto theft rates? Are modern vehicles more or less vulnerable to theft?

5. What role do car insurance policies play in compensating owners for stolen vehicles? How can owners ensure they have adequate coverage?
6. In cases of auto theft, what steps should car owners take immediately after discovering their vehicle is missing?
7. How do auto theft prevention programs and community watch initiatives contribute to reducing auto theft in specific areas?
8. What are the statistics on auto theft in our region/country, and have they shown any trends or changes in recent years?
9. How do law enforcement agencies cooperate with other organizations and communities to combat auto theft effectively?
10. Are there any emerging technologies or innovations aimed at preventing auto theft that are gaining popularity?

*III. Mark each sentence as true or false. Correct the false statements to make them true:*

1. Auto theft can occur for only one reason.
2. Joyriding refers to taking someone's car without their consent.
3. Auto theft is considered as not serious criminal offense.
4. A car for a joyride without intending to permanently keep it can still be considered auto theft.
5. Thieves may use the only method to steal cars.
6. Joyriding is still a criminal offense in many jurisdictions and can result in penalties.
7. Public awareness campaigns aim to educate vehicle owners about ways to protect their cars from theft.

*IV. Speak on topic: Auto theft.*

## **UNIT 4. First aid.**

### *I. Read and translate the text:*

First aid refers to the initial and immediate care provided to someone who has been injured or suddenly taken ill. Its primary aim is to stabilize the injured or ill person and prevent the condition from worsening until professional medical help can be obtained. First aid is crucial in emergencies and can make a significant difference in saving lives or reducing the severity of injuries. Here are some fundamental principles and steps to follow when providing first aid:

**Assess the situation:** Before providing any aid, assess the scene to ensure your safety and the safety of the injured person. If there are any immediate dangers, such as ongoing accidents, fire, or hazardous substances, move to a safe area before proceeding.

**Check for responsiveness:** Approach the injured person and gently tap them while asking loudly, "Are you okay?" Check if they respond or show signs of consciousness.

**Call for help:** If the person is unresponsive, or the injury seems severe, call emergency services or ask someone nearby to call for help.

**Check the airway, breathing, and circulation (ABCs):** If the person is unconscious, check their airway to ensure it's clear, look for signs of breathing, and check for a pulse. If there's no breathing or pulse, begin cardiopulmonary resuscitation (CPR) until medical professionals arrive.

**Control bleeding:** If there is visible bleeding, apply direct pressure with a clean cloth or bandage to stop or minimize the bleeding. Elevate the injured area if possible.

**Immobilize injuries:** If you suspect a bone fracture or spinal injury, avoid unnecessary movement and immobilize the affected area using splints or support.

**Treat for shock:** If the person is in shock (pale, cold, clammy skin, weak pulse), lay him down, elevate their legs slightly, and keep them warm and comfortable.

Provide comfort and reassurance: Stay with the injured person, offer comfort, and keep them calm while waiting for professional medical help to arrive.

Remember, first aid is not a substitute for professional medical care, but it can significantly improve outcomes in emergencies. It is essential to take first aid training courses to gain knowledge and confidence in handling various situations effectively. The information provided here is just a basic overview, and specific procedures may vary depending on the type of injury or illness.

## *II. Answer the questions:*

1. What are the essential steps to take during a medical emergency, and how can one provide immediate assistance in various situations?
2. Also, what are some common first aid techniques for injuries and sudden illnesses?
3. What is in a medical kit?
4. What will you do if the bleeding doesn't stop?
5. The soldier isn't breathing. Your actions.
6. What are the types of medical care?
7. How to help the soldier recover from wounds?
8. How to clean the casualty's wounds?
9. What are the types of battle injury?
10. What is the first aid basic?

## *III. Mark each sentence as true or false. Correct the false statements to make them true:*

1. If the person is conscious, check their airway to ensure it's clear.
2. Elevate the injured area if possible.
3. Don't provide comfort and reassurance.
4. Before providing any aid, assess the scene to ensure your safety and the safety of the injured person.
5. If the person is in shock don't lay him down.

6. If there is visible bleeding, apply direct pressure with a clean cloth or bandage to stop or minimize the bleeding.
7. The specific procedures may not vary depending on the type of injury or illness.

*IV. Speak on topic: First aid.*

## **UNIT 5. Legal resources.**

### *I. Read and translate the text:*

If you're looking for legal resources related to the military or the army, you might find the following sources helpful:

**JAG Corps:** The Judge Advocate General's Corps provides legal services to the military. They can offer legal assistance to service members on various matters. The Judge Advocate General Corps in the Ukrainian army is responsible for providing legal advice and support to the military. This includes handling matters related to military law, disciplinary actions, legal assistance for soldiers, and ensuring that military operations are conducted within the boundaries of national and international law. JAG officers are trained legal professionals who play a crucial role in upholding the rule of law within the military.

**Manual for Courts-Martial:** This manual outlines the rules and procedures for military courts-martial. It's a crucial resource for understanding military justice. MCM is a comprehensive document that outlines the rules and procedures for conducting courts-martial in the United States military. It provides guidance on the legal process, types of courts-martial, rules of evidence, and other aspects related to military justice.

**Uniform Code of Military Justice (UCMJ):** This is the legal code that applies to members of the United States military. It outlines the legal standards and procedures for military personnel.

**Department of Defense Legal Services:** The DoD provides legal services to military members and their families. They can offer advice on various legal matters.

**Military Legal Assistance Offices:** Many military installations have legal assistance offices that can provide advice and assistance to service members on legal issues.

**Military Law Libraries:** Some military installations have law libraries that offer resources related to military law and regulations. Military law libraries are specialized collections of legal resources related to military and national security law. They

provide access to various documents, regulations, cases, and other materials relevant to military justice, international law, and related topics. These libraries are typically used by legal professionals, military personnel, scholars, and researchers to study and understand the legal aspects of armed forces and conflicts.

Online Resources: There are many online resources and forums where service members discuss legal issues and share information. However, be cautious about the accuracy of information from unofficial sources.

Remember, if you have specific legal questions or concerns related to the military, it's advisable to consult with a military attorney or legal expert who specializes in military law.

## *II. Answer the questions:*

1. What are the primary legal sources that govern activities within the military?
2. How do military regulations differ from civilian laws in terms of legal hierarchy?
3. Can you explain the role of the Uniform Code of Military Justice (UCMJ) as a legal source in the armed forces?
4. What is the significance of military manuals and field manuals in establishing legal guidelines for military operations?
5. How do international treaties and agreements impact the legal framework within the military?
6. Are there specific legal sources that deal with the treatment of prisoners of war and detainees in the military?
7. How does the chain of command relate to legal sources and decision-making in the military?
8. Can you provide examples of how court-martial decisions are influenced by legal sources?
9. How does the military balance the use of legal sources with the need for operational flexibility?
10. Are there instances where military personnel are subject to both civilian and military legal systems simultaneously? How is this managed?

*III. Mark each sentence as true or false. Correct the false statements to make them true:*

1. Advancements in technology and warfare have influenced the development and interpretation of legal sources in the military.
2. Service members can freely discuss legal issues and share information.
3. Military law libraries are specialized collections of legal resources related to military and national security law.
4. UCMJ is manual outlines the rules and procedures for military courts-martial.
5. The JAG Corps in the Ukrainian army is responsible for providing legal advice and support to the military.
6. Court-martial decisions aren't influenced by legal sources.
7. Military regulations differ from civilian laws in terms of legal hierarchy.

*IV. Speak on topic: Legal resources.*

## **Module 2. Legal documents.**

### **UNIT 6. Preliminary documents.**

#### *I. Read and translate the text:*

In the army, preliminary documents can encompass a range of materials that are essential for planning and executing military operations. Some common types of preliminary documents include:

**Mission Briefings:** These documents outline the objectives, tasks, and goals of a specific military mission. They provide crucial information to personnel involved in the operation. A mission briefing is a concise and informative presentation of the objectives, tasks, and relevant details related to a specific mission or task. It is usually provided to individuals or teams before they undertake the mission, helping them understand what needs to be accomplished, the context, potential challenges, and any specific guidelines to follow. The briefing aims to ensure that everyone involved is well-informed and prepared for the mission ahead.

**Reconnaissance Reports:** These documents detail the findings of reconnaissance missions, providing information about the enemy's positions, terrain, and other relevant data. A reconnaissance report is a document that provides information about a specific area or situation gathered through observation, data collection, or investigation. It's often used in military, security, and research contexts to assess the terrain, enemy activities, or other relevant details. The report typically includes findings, analysis, and recommendations based on the collected data.

**Operational Orders:** Detailed instructions issued by higher-ranking officers, outlining the plan, objectives, and tasks for a specific operation. Operational orders, often referred to as OPORDs, are detailed instructions provided by military commanders to their units in order to execute specific missions or tasks. These orders include information about the mission's objectives, the tasks to be performed, the timeline, available resources, coordination with other units, and other relevant information. OPORDs help ensure that all members of a military unit understand their roles and responsibilities, facilitating effective and coordinated execution of missions.

**Logistical Plans:** Documents that cover the logistical aspects of an operation, including supply routes, transportation, and communication strategies. Logistical plans refer to the strategies and preparations made to ensure the efficient movement of personnel, equipment, and supplies during military operations. This includes transportation, supply chain management, maintenance, and coordination to support the overall mission. It's a crucial aspect of any military campaign to ensure that resources are available when and where they are needed.

**SOPs (Standard Operating Procedures):** These documents establish a set of guidelines for various tasks, ensuring consistency and efficiency in operations. SOPs in the army are established protocols that outline the step-by-step instructions for carrying out various tasks, operations, and activities. These procedures ensure consistency, efficiency, and safety within military operations. SOPs cover a wide range of activities, from basic drills to complex combat scenarios, and they help soldiers respond effectively in different situations.

**Intelligence Summaries:** Summaries of collected intelligence, which provide commanders with an understanding of the enemy's capabilities and intentions. Intelligence summaries in the army are concise reports that provide commanders and decision-makers with relevant information about the current situation, threat assessments, and enemy activities. These summaries help them make informed decisions and plan operations effectively. They include updates on enemy movements, weather conditions, terrain analysis, and other critical factors that impact military operations.

**Risk Assessments:** Documents that identify potential risks and hazards associated with a mission, helping to mitigate dangers and make informed decisions.

**Communication Plans:** Documents that detail communication protocols and channels to ensure effective coordination among units.

**Maps and Charts:** Geographic representations that aid in understanding terrain, positioning, and navigation.

These documents collectively play a vital role in ensuring the success of military operations by providing clear guidelines, intelligence, and strategies for soldiers to follow.

*II. Answer the questions:*

1. What are preliminary documents in the context of the army, and why are they important?
2. Can you provide examples of common preliminary documents used in the army?
3. How do preliminary documents differ from official military orders and directives?
4. What information is typically included in a preliminary document?
5. How are preliminary documents distributed and communicated within the army?
6. Are preliminary documents standardized across different military branches or organizations?
7. How do preliminary documents contribute to the overall effectiveness of military operations?
8. Are there specific regulations or guidelines that govern the creation and use of preliminary documents in the army?
9. How do advancements in technology affect the creation and dissemination of preliminary documents?
10. What role do preliminary documents play in the coordination of joint military operations involving multiple branches?

*III. Mark each sentence as true or false. Correct the false statements to make them true:*

1. The preliminary documents don't help in managing and mitigating risks during military operations.
2. The preliminary documents don't have any challenges or limitations associated with relying on preliminary documents.

3. There aren't any changes or updates to preliminary documents to get communicated to relevant personnel.
4. There are no steps to take to ensure the security and confidentiality of information contained in preliminary documents.
5. Logistical plans refer to the strategies and preparations includes transportation, supply chain management, maintenance, and coordination to support the overall mission.
6. A mission briefing is a concise and informative presentation of the objectives, tasks, and relevant details related to a specific mission or task.
7. The briefing aims to ensure that everyone involved is well-informed and prepared for the mission ahead.

*IV. Speak on topic: Preliminary documents.*

## **UNIT 7. Kinds of scientific papers**

### *I. Read and translate the text:*

Research papers are usually longer pieces of written work than essays. Writing a research paper must involve all of the steps for writing an essay and some additional ones. To write a research paper correctly you must first do some research, that is, investigate your topic by reading about it in many different sources, such as books, magazines, newspapers, and now the Internet. In some cases you may also use interviews. The information you collect from these sources is then used to support the points you make in your paper.

If you're writing a *research paper* you have to involve documenting your sources of information in footnotes or endnotes. This way the reader knows where you got your information and can judge whether it is reliable. Establish your topic. Look for sources of information. Read your sources and take notes. Organize your ideas. Write a first draft. Use footnotes or endnotes to document sources. Write a bibliography. Revise the first draft. Proofread the final draft.

### *There are some general forms of a research papers*

An objective of organizing a research paper is to allow people to read your work selectively. You may be interested in just the methods, a specific result, the interpretation, or perhaps I just want to see a summary of the paper to determine if it is relevant to my study. To this end, many journals require the following sections, submitted in the order listed, each section to start on a new page.

The science term paper commonly consists of 8 to 10 pages or maximum 3500 words. There are different procedures of making a science term paper title page. Write the title beginning each word with capital letter and center-align it. Then write your name, your course, your instructor's name and then submission date.

In the introduction of your science term paper, you are supposed to state the following points:

1. A brief explanation of the problem.
2. Aim of your term paper.

3. What questions will be answered in the term paper.
4. A brief outline of current research.
5. Relevance of the term paper topic.
6. The research process.

The science term paper introduction aims to make the reader familiar with the main science term paper topic and create interest in reading your term paper further. The main body of your science term paper is the longest part. It has sections and sub-sections. In every section, you need to state a main point, argument or appropriate information. Now you have to develop the argument in an intelligible way. Use in-text citation properly if you have quoted some text from a book, a journal or any other source. Your science term paper's main body should also have the following points:

1. Interpretation of primary literature.
2. Methodological problems.
3. Current state of a research.
4. Your viewpoint.

In the conclusion of your science term paper, state the problem you posed and explain the results you found from your research. You need to give a summary of the observations and interpretations. You should also explain the strengths and limits of your research. Besides this, you can make suggestion for future work as well if you have any.

In the bibliography of your science term paper, you have to list all the information sources in a required citation style.

Appendices are the list of complete information of the survey forms, maps, graphs, figures, statistics, questioners, charts, etc. you used in your science term paper.

*There are some elements of scientific writing.*

**Punctuation.** The period ( . ). The period is used to close sentence that makes statements. You can also used to form abbreviations (Ph.D., Inc., Mr.).

The comma ( , ) The comma is used to indicate pauses and to separate entries in lists.

You can also use to set off a word, phrase, or clause that is in apposition to a noun and that is nonrestrictive.

The semi-colon ( ; ). The semi-colon separates closely-related ideas. In most cases there is a period must be used. When a list includes items that have commas between them, use a semi-colon to separate them.

The colon ( : ). The colon is used in headings, to announce that more is to follow. It is used to introduce a list of things (words, equations). It introduces a quotation. When it is used between two clauses, it indicates that the second one provides an explanation of what was said in the first. We never use the colon after the main verb in a sentence.

The hyphen ( - ). This mark could be used to separate two parts of a compound noun (e.g., light-year). It is also used to break up words at the end of a line, and should always be placed between syllables. Proper nouns should not be broken up by hyphens.

Parentheses ( ). Parentheses are used to set off an interruption in the middle of a sentence, including references to pages, diagrams, illustrations, chapters. They are also used to make a point which is not part of the main flow of the sentences.

The apostrophe ( ' ). The apostrophe shows the possession (e.g., Marcelo's book on scientific style in English). It shortens certain word combinations (e.g., can't, he's). Contractions should be avoided in formal written work (e.g., cannot, he is).

Brackets [ ]. Brackets are used for citations or to enclose a word inserted into a quotation.

The diagonal or dash ( - ). It could be used in place of a colon, to set off a word or a phrase at the end of a sentence, or an appositive to be emphasized. A dash is used to summarize a thought added to the end of a sentence.

Quotation marks ( « » ). Firstly, we use the quotation marks to show that the exact words written are being repeated. They are also used to enclose titles of articles, chapter names, and short stories.

*II. Explain the meanings of the following words:*

illustration -

to cultivate -

classification-

factors-

data -

organisms -

specific -

to invent -

devices -

electronic -

paragraph -

function -

general subject -

to distinguish -

*III. Choose the correct variant:*

1. We produced a small (amount / number) of automobiles this year, even (fewer / less) than last year.
2. In the past three months, a new series of low-priced computers (has been released / have been released).
3. According the Department of Energy, if we were to set up an area of solar cells equal to 0.25 the area currently covered by our roads, these cells could supply our entire (nations / nation's / nations') electrical needs.
4. During the past decade, our division has made (continuous / continual) improvements to the automobile's exhaust system
5. The Titanic was nearly 900 feet long, stood (25 twenty-five ) stories high, and weighed an incredible 46 thousand tons.

*IV. Complete the introduction of your scientific paper.*

## **UNIT 8. Writing reports.**

### *I. Read and translate the text:*

Generally speaking, most people investigating some scientific hypothesis have a strong responsibility to the rest of the scientific world to report their results and ideas. As you can probably imagine, people will read such reports with two primary goals:

They want to gather the information presented. They want to know about new ideas that are legitimate. Your aim as a writer is to present them these two goals.

Introduction states your hypothesis explains how you derived that hypothesis and how it connects to previous research; gives the purpose of the experiment/study.

Methods and Materials details how you tested your hypothesis clarifies why you performed your study in that particular way. Here you describe in detail how you tested the hypothesis you developed and also to clarify the rationale for your procedure. In science, it's not sufficient to design and carry out an experiment. Others must be able to verify your findings, so your experiment must be reproducible, to the extent that other researchers can follow the same procedure and obtain the same (or similar) results.

Results provides raw (i.e., uninterrupted) data collected (perhaps) expresses the data in table form, as an easy-to-read figure, or as percentages/ratios.

Discussion considers whether the data you obtained support the hypothesis explores the implications of your finding and judges the potential limitations of your experimental design.

The best way to prepare for writing the report is to make sure that you fully understand everything you need to about the experiment. Obviously, if you don't quite know what went on during the lab, you're going to find it difficult to explain the lab satisfactorily to someone else. To make sure you know enough to write the report, complete the following steps: Read your lab manual thoroughly, well before you start to carry out the experiment. Ask yourself the following questions: What are we going to do in this lab? (That is, what's the procedure?) Why are we going to do it

that way? What are we hoping to learn from this experiment? Why would we benefit from this knowledge?

Answering these questions will lead you to a more complete understanding of the experiment, and this «big picture» will in turn help you write a successful lab report. Introductions. The Introduction contains four basic elements: the purpose, the scientific literature relevant to the subject, the hypothesis, and the reasons you believed.

Purpose. The purpose deals more with what you expect to gain through the experiment. In a professional setting, the hypothesis might have something to do with how cells react to a certain kind of genetic manipulation, but the purpose of the Writers begin by stating the purpose or objectives of their own work, which establishes for the reader's. You should find it easier to move from the general purpose to your hypothesis. These are guidelines, not commandments.

Structure and style. Organization is especially important in the Methods section because readers must understand your experimental procedure completely. Many writers are surprised by the difficulty of conveying what they did during the experiment. There's a fairly standard structure you can use to guide you, and following the conventions for style can help clarify your points.

Subsections: Researchers use subsections to report their procedure if they've used a great many materials; if the procedure is unusually complicated, if they've developed a procedure that won't be familiar to many of their readers. Many guides to writing lab reports suggest that you try to limit your Methods section to a single paragraph. Describe what you did in the order in which you did it. We're used to read about events chronologically, and so your readers will generally understand what you did if you present that information in the same way.

Past tense: You should use past tense to refer to everything you did during the experiment. Writers often use the imperative mood, present tense. You're talking about an event which happened at a particular time in the past, and which has already ended by the time you start writing, so simple past tense will be appropriate in this section.

Passive voice. In the past, scientific journals encouraged their writers to avoid using the first person («I» or «we»), because the researchers themselves weren't personally important to the procedure in the experiment. Researchers should use passive voice, in which the subject of a sentence or clause doesn't perform the action described by the verb. Using first person and active voice is acceptable in scientific reports. Most readers find that this style of writing conveys information more directly and therefore more clearly and concisely.

Results. The Results section is often both the shortest and most important part of your report. Your Materials and Methods section shows how you obtained the results, term B changes in this particular way. Readers of scientific writing are rarely content with the idea that a relationship between two terms exists they want to know what that relationship entails.

## *II. Create the headings and subheadings for a report on the following research.*

1. The R.M.S. Titanic sideswiped an iceberg at 11:40 p.m. on April 14, 1912. Estimated to be able to stay afloat for 2 days under the worst scenario, the ship sank in less than 3 hours.
2. The iceberg created a 300-foot gash in the Titanic's hull above and below the waterline.
3. Tests on Titanic's steel showed that the steel had high sulfur content, which increases the brittleness of steel by disrupting the grain structure. This increase in brittleness contributed to the severity of the hull's damage.
4. Captain E. J. Smith had not slowed the ship's speed that night, although the ship's wireless operators had received several ice warnings. The ship was moving at more than 22 knots.
5. The sea was a "flat calm," a rarity for these waters. Under such conditions, there was no "tell-tale phosphorescent ripple" against the iceberg. Lookouts in the crow's-nest on the Titanic did not spot the massive iceberg until only 5 minutes before the collision. That night, the lookouts had misplaced their binoculars.

6. Even before the iceberg was spotted, Quartermaster Hitchens at the helm had begun to turn to port. When the alarm sounded, he turned full to port. His turning caused the Titanic to sideswipe the iceberg, rather than hit it head-on. Experts believe that the ship would not have sunk so quickly had it hit the iceberg head-on.

7. The lower section of the Titanic was divided into sixteen major watertight compartments.

Actually, the compartments were watertight only in the horizontal direction--their tops were open. After the collision, six watertight compartments began filling with water. Soon, water spilled over the tops.

*III. Find 10 mistakes in this text.*

Man has made progress in different fields to improve his life. For example, the discovery of vaccines, the invention of sophisticated medical equipment has enabled him to overcome once fatal diseases and therefore to live longer. On the other hand, man has improved his economy by increasing industrial and agricultural production thanks to technological inventions and modern farming methods. Thus he has more food and manufactured goods to live better. Great progress has also been achieved in the field of communication. The world is no more than a large village today, where distances are shorter and frontiers are suppressed.

*IV. Explain the methods and materials you're going to use in your scientific report.*

## **UNIT 9. Invitation to a conference**

*I. Read and translate some examples of invitations:*

*Example 1.*

*September 12, 2022*

*Helen Jordan*

*321 Green Street*

*City, Country*

Mrs. Jordan,

The American Foundation (AF) is pleased to invite Dr. Helen Jordan to attend our Annual Conference to be held October 12-17, 2022 in Atlanta, Georgia, the USA. AF's conference offers a forum for the professional exchange of knowledge and skills related to foundation. Over 2600 people are expected to be in attendance from over 60 countries. They will have the opportunity to learn from 700 speakers via presentations including workshops, panels, and paper sessions.

The contributions of international attendees such as Helen Jordan enrich the program through enhancing the diversity of perspectives and content represented.

AF members value the opportunity to learn from and with our foreign colleagues.

If you have any questions or concerns, or if I may be of assistance in any way, please do not hesitate to contact me.

Ann Woods

Manager, American Foundation

### Example 2.

IITS Association

Dear Colleagues,

You are cordially invited to participate in the second international Association of the International IT Society (IITS) to be held in Chicago, the USA from June 1st to 23rd, 2022. IT is a major sphere for improvement in any vision of the kinds of information highways and information societies that are now being visualized. The communication between IT providers and their users nowadays becomes of central importance. The objective of any technical information society must be provide to a global uniform level of development. To facilitate the possibilities for any international collaborations, standardized approaches must be adopted. It is foreseen that the World Wide Web (WWW) will become the important communication medium of any future information society especially if this is combined with the concept of telemedicine which captures much of what is developing in terms of technology implementations. The WWW could then be regarded as the (meta) operating system for the 21st century information society. If the development of such a society is to be on a global scale it should not be allowed to develop.

During the meeting there will be an opportunity for the international community to exchange ideas and develop a common vision for the future of IT.

Sincerely,

J. Smith

Conference Chair

*II. Complete your variant of an invitation*

*III. Speak on topic: How to be a real scientist?*

## **UNIT 10. Articles writing**

### *I. Read and translate the text:*

Articles of any topic are of huge demand today in the Internet. It is a well-known fact that not everyone out there will be able to write good articles. Today's Internet is overcrowded and there is a chance that your article gets disappeared in the crowd if not well written with some key elements.

#### **1. THE TITLE**

In the Internet, the world's largest library, your articles should be found easily. This is done by selecting a good title. The title is the part which makes the first impression of the article. The title should have the ability to hold the readers and make them read the rest of the article. Experts believe that, if you spend one hour in writing the article, you must spend the same time in thinking about the title.

The readers must be able to get a rough picture about the article by seeing the title itself. Always write titles for humans and not for the search engine robots.

#### **THE IDEAL TITLE:**

Take time in providing a suitable, appropriate and catchy title. Most people will not read the article if the title is drab or boring. Making the title short is always a good practice. The ideal length of the title is 6-8 words.

#### **A JOURNALISTIC APPROACH IS NOT SMART**

Using wordplay or a journalistic approach in the title is not advisory. Instead, making the title simple as 'XX A/C with bacterial filter' makes your article to be found easily by the readers. In the case of newspapers, people are already captive and will be searching within the page for articles of their interest. However, in case of the Internet, the reader, searching for a topic will find your article only if a short, appropriate label (title) is attached to it.

#### **CHECK FOR PRE-EXISTENCE OF THE TITLE:**

Make sure that the title that you have chosen has not been already used. If already used, try to differentiate your title from those identical ones. If you use the same title as the others, your article will be lost in the vast Internet.

## 2. THE CONTENT COULD INCLUDE MORE KEYWORDS - BUT DON'T OVERDO IT

The use of keyword suggestions tools comes handy for this. A 2-4% ratio of keywords is good to occur in an article. That means that, if you are writing an article of 500 words, try to have your keyword appear at least 8 to 10 times. Keywords are the keys that open the gates for the traffic to enter your website. However, "too much of anything is good for nothing" and so, if you use your keywords too much than your article will be viewed as spam.

### EXPLAIN IN DETAIL

Explanation of technical terms used in the article is very much important. TI readers may not be aware of all the technical terms used. For example, you will know that the automobile term CRDI used in the article stands for common rail diesel injection', There is a possibility that the readers may wonder, what CRDI stands for. So it is necessary to explain the technical terms in the article.

### NEW AND UNIQUE INFORMATION

People will be definitely looking for new and unique information. Old outdated information will make people ignore your article. So make sure that you provide the latest and unique information in the article.

### DO A RESEARCH BEFORE WRITING

The quality of the article depends on how well it is researched. Researched articles will grab the attention of many readers. Also doing a bit of research will help you to write long articles which cover the topic in depth.

### SAVE TIME

Preparing a schedule for writing the articles saves much of your precious time. Set time limits for everything you do for the article. For example, you can allocate 30 minutes or whatever you are comfortable with for writing the whole article. Of the 30 minutes, allocate 10-15 minutes for collecting the references and to come up with a catchy title and 5 minutes for selecting an appropriate image if necessary. You should be able to create some top notch content within one hour.

### 3. TAIL PIECE

Most people skip proof reading the article due to the lack of time. Proof reading will become more important when you are writing articles for some other person or client. Spelling mistakes and grammatical errors will destroy the professionalism of the article. An article that is not proof read is a complete waste of time and resource. Once you have completed writing the article, preview the same. Add quotes to spice up the article if needed. Tie any loose ends. Edit the article till you get totally satisfied.

*II. Divide the following text into paragraphs. Don't forget that each paragraph should develop a particular theme.*

How to stop yourself snoring.

Snoring is caused when the airway at the back of the nose and throat becomes partially obstructed. This is usually due to the loosening of the surrounding oropharyngeal muscles, but the reasons why this should occur are varied. The most common are smoking, obesity and the consumption of relaxants such as alcohol and sleeping pills. As with any common ailment, there are a host of "miracle" cures advertised - but you should first try a few simple steps to see if you can halt the snoring before adopting more drastic measures. Lifestyle changes can be the most effective. If you are overweight, a loss of weight will help to reduce the pressure on your neck. You should also stop smoking and try not to drink alcohol at least four hours before you go to bed. Beyond this, try to change your regular sleeping position. Raise the head of your bed with a brick, or tie something uncomfortable into the back of your pyjamas to encourage you to sleep on your side. Both of these will help to alter the angle of your throat as you sleep, and may thus make breathing easier for you. It is also important to keep your nasal passage clear and unblocked. Allergies, colds and hay fever can temporarily cause you to snore; nasal decongestants may help, but you are not advised to use such remedies for long periods.

Nasal strips, as worn by sportspeople, have been proven to reduce nasal airway resistance by up to 30 per cent, so consider these as a long-term alternative. If this fails, then you may wish to look at the varied snoring aids that are on the market.

They range from neck collars that stop your neck tilting, through to mandibular-advancement devices which reduce upper airway resistance, and tongue-retaining devices. You can also buy essential-oil products that are added to warm water and infused or consumed before bedtime. They claim to tone up your palate and unblock your nasal passage.

### *III. Put the paragraphs in the correct order.*

#### Pesticide suicide

A. Most of the farmers are extremely poor. Attracted by cheap loans from pesticides traders and the prospect of a quick buck, they borrowed heavily to raise cotton on small plots of land.

B. According to the Ministry of Agriculture, the crop losses and destruction in Andhra Pradesh arose from the repeated application of excessive amounts of chemicals - a practice actively encouraged by pesticides traders.

C. The suicide of Samala Mallaiah in Nagara village grabbed media headlines. He owned one acre of land, leased two more and grew cotton on all three. After making a loss in the first year, he leased yet more land in an attempt to recover. Confronted with falling prices, mounting debts and pest attacks, he committed harakiri. "Cotton has given us shattered dreams," said one old farmer in Nagara village.

D. As many as 60,000 small farmers in the region of Andhra Pradesh, southern India, have taken to farming cotton instead of food crops. Some 20 of them have recently committed suicide by eating lethal doses of pesticide.

E. Whitefly, boll weevils and caterpillars multiplied and destroyed their crops, despite the constant application of pesticides. The average yield of cotton fields in Andhra Pradesh fell by more than half in just one year. Now the farmers are in no position to repay the loans or feed their families.

F. Nearly half the pesticides used in India go into protecting cotton, the most important commercial crop in the country. However, pests have shown increased immunity to a range of pesticides. Last year there were heavy crop losses due to leaf-curl, which is caused by the dreaded whitefly. This nondescript, milky-white fly sucks sap from the cotton leaves, making them curl and dry up. The fly struck first in Pakistan and north-eastern India. Then it turned south.

## **UNIT 11. Preparation of a presentation**

*I. Before you start to prepare your presentation think about:*

1. Have you ever had to speak in front of a large group of people?
2. Work in pairs. What is a presentation? Why do people make presentations?

There are some "rules" for preparing a presentation. Match the first sentence of each paragraph (1-6) with the paragraphs (a-f).

1. Decide what you want to say to your audience.
  2. Choose the right equipment to help make your talk interesting.
  3. Find out who you are talking to.
  4. Practice your presentation in advance.
  5. Find out about the room you are talking in.
- a) It's important to know your audience. How many people are there? Where are they from? What do they want to learn? How much do they already know?
  - b) The venue is important too. If possible, visit it before your presentation. Where will the audience sit? Where will you stand? Where will you put your equipment?
  - c) Make sure your objectives are clear. This will help you to prepare material that is interesting and informative. Remember, you want your audience to learn something they don't know. You also want them to enjoy your presentation.
  - d) A well-organized presentation is easier to understand. Give it a beginning, a middle and an end. Make separate points and number them. This structure will help your audience to follow what you are saying.
  - e) There are many different kinds of AV (audio-visual) aids. You can use a simple flip chart or show slides on an overhead projector. There is also computer software, like Microsoft PowerPoint, which can make your presentation look professional. Choose AV aids that are appropriate for your audience. And make sure you know how they work.
  - f) Make notes of the most important points. Make sure you speak to your audience - don't read to them. Practice giving your talk out aloud and check how much time it takes. Ask a friend to listen and give you feedback.

*II. Vocabulary. Complete the sentences with the words and phrases from the box.*  
(appropriate, audience, AV aids, feedback, informative, objectives, structure)

1. Make sure your presentation is new.  
- most people want to learn something
2. Your presentation will be easy to understand if it has a clear
3. I'm very nervous; there are over a hundred people in the..
4. At the start, explain your .... so people know why you are talking to them.
5. Knowing your audience will help you choose material that is.....for their interests.
6. Using...is a good way to help communicate your ideas.
7. If you want to know if your presentation was interesting, ask the audience for their..

*III. Speaking. Think about the following:*

1. Think of something that you would like to give a presentation about, e.g. hobby or sport, a place you know well or a subject you are interested in. Decide who you will give it to, and where (you choose)
  2. Make a list of things to think about when planning a presentation. Discuss each point and make brief notes about it on a piece of paper.  
Talk to someone who has given a presentation. What was it about? Did they think it was a good presentation? Why? (Why not?) What advice would they give someone about preparing a presentation? Report back to the group.
1. Choose the antonym as the odd one to take out of the group.

*IV. Chose the antonym as the odd one to take out of the group:*

- A. acknowledge, confess, deny, admit
- B. notice, focus on, pay attention to, ignore
- C. instruct, teach, learn, educate
- D. restore, destroy, rebuild, update

E. primary, secondary, principal, first<sup>2</sup>. Choose the corresponding variant:

1 What is the branch of knowledge based on the study of nature called?

- a) science
- b) theory
- c) pseudoscience
- d) research

2. Scientists form

to explain natural phenomena supported by repeated observations and experiments.

- a) ideas
- b) hypotheses
- c) theories
- d) pseudosciences

3. The field that applies science to crime investigation is called

- a) physiognomy
- b) ethics
- c) forensics
- d) pseudoscience

4. A (an)

is a testable explanation to an observed phenomena.

- a) hypothesis
- b) independent variable
- c) data set
- d) experiment

5. Which of the following constitutes the basic structural organization of life?

- a) weather conditions in a habitat
- b) cell organelles that combine to form nuclei
- c) species living in an environment
- d) cells that make up tissues and structures

## **UNIT 12. Police departments**

### *I. Read and translate the text:*

Police departments in Ukraine and abroad vary in structure, jurisdiction, and responsibilities. In Ukraine, the national police force is responsible for law enforcement, while abroad, each country has its own law enforcement agencies with different names and functions.

Police departments are law enforcement agencies responsible for maintaining public safety, enforcing laws, and preventing and investigating crimes within their jurisdiction. They typically consist of officers, detectives, and support staff. Police departments vary in size and structure, often serving specific cities or regions. Their duties include responding to emergencies, conducting investigations, traffic enforcement, community policing, and more. Police departments play a crucial role in maintaining order and upholding the rule of law in society.

Police departments perform various functions to maintain law and order, ensure public safety, and uphold the rule of law. Some of their key functions include:

**Law Enforcement:** The primary role of police is to enforce laws. This involves patrolling communities, responding to emergencies, and investigating crimes.

**Crime Prevention:** Police work to prevent crimes by patrolling neighborhoods, conducting community outreach, and implementing crime prevention programs.

**Public Safety:** Police departments play a crucial role in responding to emergencies such as accidents, fires, and natural disasters, providing assistance to those in need.

**Investigations:** Police officers investigate crimes, gather evidence, interview witnesses, and apprehend suspects. Detectives are often involved in more complex investigations.

**Traffic Control:** Maintaining traffic safety is another essential function. Police enforce traffic laws, investigate accidents, and manage traffic flow.

**Community Engagement:** Building positive relationships with the community is important. Police engage in community policing efforts, working with residents to address local concerns and improve safety.

**Conflict Resolution:** Police mediate disputes and intervene in situations to prevent violence or harm, promoting peaceful resolution.

**Drug Enforcement:** Police combat illegal drug trafficking and abuse through investigations, arrests, and drug prevention programs.

**Special Units:** Many police departments have specialized units, such as SWAT teams for handling high-risk situations, K-9 units for canine assistance, and cyber-crime units for addressing online offenses.

**Emergency Response:** Police are often the first responders to various emergencies, providing aid until other specialized services arrive.

**Court Support:** Officers play a role in the criminal justice process by providing testimony, ensuring the legal process is followed, and managing prisoners in custody.

**Public Education:** Police departments educate the public about safety measures, crime prevention, and emergency preparedness.

**Security:** Some police agencies provide security for public events, government buildings, and critical infrastructure.

**Humanitarian Assistance:** In times of crisis, police may assist with humanitarian efforts, such as evacuations and providing support to disaster victims.

These functions can vary slightly depending on the jurisdiction and the specific needs of the community served by the police department.

## *II. Answer the questions:*

1. What is the role of a police department?
2. How is a police department structured, including ranks and divisions?
3. What are the qualifications to become a police officer?
4. How do police officers receive their training?
5. What equipment and tools do police officers use?
6. What are the responsibilities of a police chief?
7. How are police departments funded?
8. What is community policing, and how does it work?

9. How are complaints against police officers handled?
10. What initiatives or programs are in place to promote police accountability and transparency?

*III. Mark each sentence as true or false. Correct the false statements to make them true:*

1. In times of crisis, police may assist with humanitarian efforts.
2. The police officers don't use any equipment and tools.
3. The only role of police is to enforce laws.
4. The police officers play a role in the criminal justice process.
5. The national police force in foreign countries responsible only for law enforcement.
6. Many police departments in Ukraine don't have specialized units.
7. Police engage in community policing efforts, working with residents to address local concerns and improve safety.

*IV. Speak on topic: Police departments*

## ЧАСТИНА I. ГРАМАТИЧНИЙ МАТЕРІАЛ

### UNIT I. Present Continuous or Present Simple?

1. Mark is talking to Alan in the corridor. Complete their conversation. Put in the Present Continuous or Present Simple of the verbs.

Mark: Are you looking (you / look) for someone?

Alan: Yes, I need (I/ need) to speak to Neil. He isn't in his office.

Mark: (1).....(he / talk) to the boss at the moment.

(2).....(I/think)

(3).....(they / discuss) money.

Alan: Oh, right. And what about you? (4).....(you / look) for someone too?

Mark: Yes, Linda. (5).....(you / know) where she is?

Alan: Oh, she isn't here today. She only (6).....(work) four days a week.(7).....(she / not / work) on Fridays. She'll be here on Monday.

Mark: Thank you. (8).....(you / know) a lot about Linda.

Alan: Well, most days (9).....(I / give) her a lift, or (10).....(she/give)me one.(11).....(she / live) quite close to me. (12).....(it / save) petrol.

Mark: Yes, of course. Good idea. Yes, (13).....(I / agree). Well,(14).....(I / waste) my time here then. I'll get back to my computer.

2. Complete the sentences. Put in the Present Continuous or Present Simple of the verbs.

a) I'm writing. (I / write) to my parents. ). I write ....(I / write) to them every weekend.

b) .....(it / snow) outside.....(it / come) down quite hard, look.

- c) Normally.....(I / start) work at eight o'clock, but  
.....(I / start) at seven this week. We're very busy at the moment.
- d) I haven't got a car at the moment, so.....(I / go) to work on the bus this week. Usually.....(I / drive) to work.
- e) The sun.....(rise) in the east, remember. It's behind us so.....(we / travel) west.
- f) I'm afraid I have no time to help just now.....(I / write) a report. But.....(I / promise) I'll give you some help later.
- g) .....(I / want) a new car.....(I / save) up to buy one.

3. Complete the sentences. Use always and the Present Continuous or Present Simple.

► Melanie: Tom talks too much, doesn't he?

Rita: Yes, and he's always talking about football.

► Laura: You forget your keys every time.

Trevor: I try to remember them, but I always forget.

1 Claire: Sarah takes the train every day, doesn't she?

Mark: Yes,.....the train.

2 Vicky: Rachel misses lectures much too often in my opinion.

Emma: Agree.....lectures.

3 Mike: Every time I drive along here, I go the wrong way.

Harriet: But it's very simple, isn't it? Why..... the wrong way?

4 David: Trevor and Laura argue much too often, I think.

Melanie: I know.....

## Test A: Tenses – present

1. Read the conversation between two students. Then look at the answers below and write the correct answer in each space.

Lisa: Who (►) is Michelle talking to?

Amy: I can't see Michelle.

Lisa: You (1).....looking in the right place. She's over there.

Amy: Oh, that's Adrian. He's new here.

Lisa: Really? Where (2).....he live? (3).....you know?

Amy: No, I (4).....know anything else about him.

Lisa: What (5).....they talking about, I wonder?

Amy: Well, he (6).....look very interested. He's got a very bored expression on his face. And he (7).....saying anything.

- |             |            |          |           |
|-------------|------------|----------|-----------|
| ► a) are    | b) do      | c) does  | d) is     |
| 1 a) aren't | b) doesn't | c) don't | d) isn't  |
| 2 a) are    | b) do      | c) does  | d) is     |
| 3 a) Are    | b) Do      | c) Does  | d) Is     |
| 4 a) aren't | b) doesn't | c) don't | d) 'm not |
| 5 a) are    | b) do      | c) does  | d) is     |
| 6 a) aren't | b) doesn't | c) don't | d) isn't  |
| 7 a) aren't | b) doesn't | c) don't | d) isn't  |

2. Read Tessa's postcard to Angela and write the missing words. Use one word only in each space.

We're (►) are having a great time here. It's beautiful, and the sun (1) .....shining. Yesterday I went water-skiing! What (2).....you think of that?

I'm (3).....at a table in our hotel room and writing a few postcards. The room is fine, but we (4).....like the food very much. But it (5).....matter because we (6).....out to a restaurant every evening.

We're both (7).....very lazy at the moment. I (8).....up quite late in the morning, and Nigel (9).....up even later. You know of course how much Nigel's

work(10).....to him and how he's(11).....talking about it. Well, the holiday is so good that he's forgotten all about work. So it's the perfect holiday. The only problem is that it's (12).....us a lot of money. But we'll worry about that later.

3. *Each of these sentences has a mistake in it. Write the correct sentence.*

- a) The children are doing their homework now.
- b) Anna wearing her new coat today.
- c) What colour you like best?-
- d) My suitcase is weighing ten kilos.
- e) At the moment I stay at a hotel.
- f) Robert catches the same bus every morning.
- g) What is this word here mean?

4. *Complete the conversations. Put in the correct form of each verb. Use the Present Continuous or the Present Simple.*

► A: Is Janet in, please?

B: Yes, but I think.....(I / think) she's busy at the moment. She's washing.  
(she/wash)  
her hair.

1 A: .....(I / think) of buying a new computer.

B: But computers.....(cost) so much money. What's wrong with the  
one we've got? A: .....(it / get) out of date now.

2 A: Your new trousers.....(look) nice.

B: Thank you. The trouble is.....(they / not / fit) properly.....(I / not / know) why I bought them, really.

3 A: What.....(you / do)?

B:.....(I/weigh) this letter. ....(I / need) to know how many stamps to put on it.

4 A: .....(I / think) this road is really dangerous. Look how fast that lorry.....(go).

B: .....(I / agree). People shouldn't go so fast.

5 A: .....(I / like) musicals. And this is a great show, isn't it?.....(you/enjoy) it?

B: Yes, I am.....(I / love) every minute of it.

6 A: .....(I / always / fall) asleep. I just can't keep awake.

B: What time.....(you / go) to bed?

A: About ten o'clock usually. But.....(it / not / make) any difference.

7 A: Could you post the goods to me, please? B: Yes, certainly.

A: .....(I / live) at a guest house at the moment as .....(I / look) for a flat. So could you send it to my work address?

B: Yes, of course. And you'll have the goods by the end of the week, .....(I / promise).

8 A: Why.....(you / want) to change the whole plan?

B: I'm just not happy with it.

A: And.....(I/not/understand)

why.....(you / be) so difficult about it.

## UNIT II. Past Continuous or Past Simple?

1. David is always having accidents. His girlfriend Melanie is talking about some of the accidents. Write her sentences from these notes. Each sentence has one verb in the Past Continuous and one in the Past Simple.

► when / he / carry / a suitcase / he / drop / it / on his foot

When he was carrying a suitcase, he dropped it on his foot.

► he / break / his leg / when / he / ski

He broke his leg when he was skiing.

a) he / sit down / on a chair / while / I / paint / it

b) as / he / run / for a bus / he / collide / with a lamppost

c) his hair / catch / fire / when / he / cook / chips

d) when / he / hold / a beautiful vase / he / suddenly / drop / it

e) he / sit / in the garden / when / a wasp / sting / him / on the nose

2. Put in the correct form of the verb.

Rita: I hear the lights (►) went (go) out in your flats last night.

Emma: Yes, (►) I was watching (I / watch) a documentary on TV when suddenly

(1).....(we / lose) all the power. But

(2).....(it / come) on again after about ten minutes.

Vicky: Rachel (3).....(come) down the stairs when the lights

(4).....(go) out. She almost (5)..... (fall) over.

Daniel: Matthew and I (6).....(play) table tennis at the time.

Andrew: (7).....(I / work) on the computer. (8).....

.....(I / lose) a whole hour's work. But this morning (9).....

.....(I / get) up early and (10).....(do) it again.

3. Find the second part of each sentence. Put each verb into the correct form.

- Vicky (have) a beautiful dream when she (touch) the wire.  
► When Andrew (see) the question, when I (find) a £10 note in it.  
1 The train (wait) when the alarm clock (ring).  
2 I (read) a library book the crowd (rush) in.  
3 Sarah (have) an electric shock he (know) the answer immediately.  
4 When the doors (open), they (see) that the sun (shine).  
5 When the campers (wake), when we (arrive) at the station.

1

2

3

4

5

## Test B: Past Simple and Past Continuous

1. Put in the Past Simple of the verbs in brackets.

- The car stopped (stop) at the lights.  
1 We.....(leave) the cinema before the end of the film.  
2 The streets.....(be) crowded with people.  
3 My grandmother.....(die) last year.  
4 Everyone.....(have) a marvellous time.  
5 We.....(not / like) the food they gave us.  
6 Claire.....(go) to Egypt last month.  
7 The accident.....(happen) last weekend.

- 8 It.....(not / be) a very comfortable journey.
- 9 I.....(know) that ages ago.

2. Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► There were lights on the spacecraft, (had)

The spacecraft had lights on it.

- 1 I had my old coat on. (wearing)
- 2 I was on holiday, and you were on holiday, too. (we)
- 3 It isn't true that I made a mistake, (didn't)
- 4 The boys were in the middle of a game of cards, (playing)
- 5 No one told me about the change of plan, (know)
- 6 My friend was the winner of the competition, (won)
- 7 Is it a fact that the Romans built this wall? (did)

3. Lorna Bright is a long-distance walker. Look at this part of her diary describing a morning's walk along the coast. Write the missing words. Use one word only in each space.

It was a fine day (►) when I started out on the last part of my walk around the coast of Britain. The sun was (1)....., and a light wind (2)..... blowing from the south-west. I was pleased that it (3).....raining. I knew by now that I (4).....like rain. In fact I (5).....it. I (6).....along the cliff top and then down into the lovely little fishing village of Wellburn, past a cafe where people (7).....having morning coffee. Three miles past Wellburn I (8).....down for five minutes and (9).....a drink. Now it (10).....get-ting warmer, so I (11).....off one of my sweaters. I (12).....stop for long because I (13).....to reach Seabury by lunch-time.

- (14).....I finally got there, it  
(15).....just after half past twelve.

4. Each of these sentences has a mistake in it. Write the correct sentence.

- a) The hotel were very quiet.
- b) It was peaceful, and the birds were sing,
- c) I washed my hair when the phone rang.
- d) You came not to the club last night.
- e) It taked ages to get home.
- f) We tried to keep quiet because the baby sleeping.
- g) As I was watching him, the man was suddenly running away,
- h) Everything was seeming OK.
- i) Where bought you that bag?

5. Complete the sentences. Put in the correct form of each verb. Use the Past Continuous or Past Simple.

► When Martin arrived (arrive) home, Anna was talking (talk) to someone on the phone.

Martin started (start) to get the tea.

1. I.....(lie) in the bath when the phone.....(ring). It.....(stop) after a few rings.

2 It.....(be) cold when we.....(leave) the house that day, and a light snow.....(fall).

3 Your friend who.....(come) here the other day..... (seem) very nice. I.....(enjoy) meeting her.

4 When I.....(see) the man, he.....(stand) outside the bank. He.....(have) a black baseball cap on.

5 When I.....(open) the cupboard door, a pile of books.....(fall) out.

6 I.....(walk) along the street when I suddenly  
.....(feel) something hit me in the back.  
I.....  
(not / know) what it was.

7 We.....(go) to London yesterday, but on the way  
we.....(hear) about a bomb scare in Oxford Street. So  
we.....(drive) back home straightaway.

8 Something very strange.....(happen) to me on my way  
home from work yesterday afternoon. I.....(drive) along the  
bypass at the time. Suddenly I.....(see) my mother in the  
seat beside me. But she died three years ago.

### UNIT III. Present Perfect

I. Write replies using the Present Perfect and just.

1. Use these past participles: checked, eaten, made, remembered, rung, tidied

► We must find out the address. ~ It's all right, I've just remembered it.

a) The children's room looks neat. ~ Yes, they've .....

b) Is Daniel making some coffee? ~ It's ready .....

c) What happened to that chocolate? ~ Sorry, .....

d) Has Rachel got all the answers right? ~ Yes, .....

e) Have you told your sister? ~ Yes, I've .....

2. Complete the dialogue. Use the Present Perfect with just, already and yet.

Vicky: (►) You haven't done your project yet (you / not do / your project / yet), I suppose. Rachel: No, I haven't. (1).....(I / not / start / it / yet). Vicky: (2)..... (I / just / see / Andrew), and he says

(3).....(he / already / do) about half of it.

Rachel: Well, he works too hard.

Vicky: (4).....(I / not / finish / my plan / yet). Rachel: (5)..... (you / already / begin) to worry about it, haven't you? Take it easy. There's plenty of time.

Vicky: (6).....(we / already / spend) too long thinking about it.

(7).....(I/not/do/any real work / yet) and (8)..... (I / just / realize) that there are only four weeks to the end of term.

Rachel: OK. (9).....(I / just / decide) to start next week. Well, maybe.

3. *Andrew is a very hard-working student. It's midnight and he is still working at his computer. Write sentences with the Present Perfect and for or since.*

► be/ at his computer /six hours. He's been at his computer for six hours.

1 not / have / any fun / a long time

.....

2 have / a cold / a week

.....

3 not / see /his friends /ages

.....

4 not / do / any sport / last year

.....

5 be / busy with his studies / months

.....

4. *Complete the sentences. Use **for** and **since**.*

► You ought to wash the car. You haven't washed it **for** ages.

► I'd better have a shower. I haven't **since** Thursday.

1. I think I'll ring my girlfriend. I haven't.....the weekend.

2. We're going to see some old friends. We haven't.....five years.

3. Let's watch a video, shall we? We haven't.....quite a while.

4. We could have a barbecue. We haven't.....last summer.

5. Shall we play tennis? We haven't.....our holiday.

5. *Put in the correct verb form.*

► I've done (I / do) all the housework. The flat is really clean now.

► A young couple bought (buy) the house next door. But they didn't live there long.

1. Our visitors.....(arrive). They're sitting in the garden.

2. There's still a problem with the television. Someone .....(repair) it, but then it broke down again.
3. ....(I / lose) my bank card. I can't find it anywhere.
4. The match.....(start). United are playing well.
5. My sister.....(run) away from home. But she came back two days later.
6. Daniel.....(earn) some money last week. But I'm afraid he's already spent it all.
7. ....(we / plant) an apple tree in the garden. Unfortunately it died.
8. Prices.....(go) up. Everything is more expensive this year.
9. Someone.....(turn) on the hi-fi. What's that song called?
10. ....(I / phone) the office at eleven to speak to the manager, but he isn't there today.
11. ....(I / make) a cake. Would you like a piece?
12. The runner Amos Temila.....(break) the world record for the 1500 metres in Frankfurt. Then two days later in Helsinki, Lee Williams ran it in an even faster time.

6. *Things that have happened today are on the radio and TV news. Give the news using the Present Perfect and Past Simple.*

► the Prime Minister / visit Luton University / speak to students there / earlier today

The Prime Minister has visited Lipton University. He spoke to students there earlier today.

1. the train drivers / go on strike / stop work / at twelve o'clock
2. the Queen / arrive in Toronto / fly there / in an RAF aircraft
3. two men / escape from Park Prison / get away / during the night
4. the actor Howard Bates / die in a car accident / his car / crash into a wall
5. Linda Jones / win the women's marathon / run it / in 2 hours 27 minutes

7. Complete the conversations. Use **for**, **since** and **last**:

► Mike: This car is filthy. I haven't been to the car wash for about a year.

Tom: What! You mean it's twelve months since you last went to the car wash?

1. Laura: I haven't used my camera recently. June was the last time I took a photo.

Trevor: Really? I'm surprised you ..... June.

2. Rachel: I haven't seen Andrew for weeks.

Daniel: Not me. It's ..... him.

3. Tom: What about a game of cards? We haven't played since your birthday.

David: Really? You mean my birthday ..... cards?

4. Emma: I feel terrible. It's three days since I ate anything.

Vicky: What did you say? You ..... three days?

8. Complete this letter to a newspaper. Put in the Present Perfect or Past Simple. A few days ago

I (►) learnt (learn) that someone plans to knock down the White Horse Inn. This pub (►) has been (be) the centre of village life for centuries. It (1) ..... (stand) at our crossroads for 500 years. It (2) ..... (be) famous in the old days, and Shakespeare once (3) ..... (stay) there, they say. I (4) ..... (live) in Brickfield all my life. The villagers (5) ..... (know) about the plans for less than a week and already there's a 'Save Our Pub' campaign. Last week we (6) ..... (be) happy, but this week we're angry. We will stop them, you'll see.

9. Put in this, last, today or yesterday.

► Last month prices went up, but this month they have fallen a little.

1. It's been dry so far ..... week, but ..... week was very wet.

2. I went shopping earlier.....and spent all the money I earned.
3. We didn't have many visitors.....year. We've had a lot more .....year.
4. I don't feel so tired now. We got up quite late.....morning.  
I felt really tired.....when we got up so early.

*10. Put in the verbs Use Present Perfect or Past Simple.*

Tom: (►). Have you heard (you / hear) the news about David?

Harriet: No. (1).....(what / happen)?

Tom: (2).....(he / have) an accident. He was walking down some steps. (3).....(he / fall) and (4).....  
(break) his leg.

Harriet: Oh, how awful! When (5).....(it / happen)?

Tom: Yesterday afternoon. Melanie (6).....(tell) me about it last night.

Harriet: Last night! (7).....(you / know) about it last night, and  
(8).....(you / not / tell) me!

Tom: Well, (9).....(I / not / see) you last night. And  
(10).....(I / not / see) you today, until now.

Harriet: I hope he's all right. (11).....(he / have) lots of accidents, you know. (12).....(he / do) the same thing about two years ago.

### **Test C: Present Perfect and Past Simple**

*1. Put in the past participles of the verbs in brackets.*

► We've :found (find) all the answers.

1. Have you.....(wash) the car?

2. You haven't.....(eat) very much.

3. They've.....(open) a new supermarket.
4. You've.....(write) it in pencil.
5. I've.....(make) the sandwiches.
6. We've.....(have) our lunch.
7. United have.....(score) a goal.
8. The balloon has.....(land) in a field.
9. Who's.....(break) this glass?
10. It's warm because the heating has.....(be) on.
11. Have you.....(sell) your flat yet?
12. I've.....(finish) that job at last.

*2. Complete the second sentence so that it follows on from the first. Use the Present Perfect.*

► My hair is tidy now. I Ve.. brushed.....my hair.

1. The door is open. Someone.....the door.
2. This is Oliver's drawing, look. Oliver.....a picture.
3. The calculator is broken. Someone.....the calculator.
4. United are the winners. United.....the game.
5. There's no more wine in the bottle. We.....all the wine.
6. The floor is clean now. I.....the floor.
7. I know my number now. I.....my number by heart.
8. The guests are here now. The guests.....
9. I'm still working on the computer. I.....with the computer yet.

*3. Decide which word is correct.*

► I'd like to borrow this book. Has Anna read it .yet?

a) done b) for c) just d) yet

1. Ben writes very quickly. He's.....finished his essay.

a) already b) been c) for d) yet

2. What are you going to do? ~ I don't know. I haven't decided.....

a) just b) long c) since d) yet

3. I've.....to London. I went there in June.

a) been b) gone c) just d) yet

4. Have you.....done any skiing?

a) ever b) for c) just d) long

5. My boyfriend hasn't rung.....week.

a) for b) last c) since d) this

6. I haven't seen that coat before. How.....have you had it?

a) already b) for c) long d) since

7. The girls have.....to the cinema. They won't be back until ten o'clock.

a) already b) been c) gone d) just

8. I haven't seen my parents.....last Christmas.

a) already b) before c) for d) since

9. This is the first.....I've ever lived away from home.

a) already b) since c) that d) time

10. This programme must be new. I've.....seen it before.

a) ever b) never c) since d) yet

*4. Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary have or has out of the sentence and write it in the space.*

► Susan has lost her keys. She can't find them anywhere. ....v.....

► Christopher has hurt his hand, but it's OK now. ....has.....

1. The directors have arrived half an hour ago, but they didn't stay long

.....

2. It's raining, and Peter has left his umbrella behind, look.

.....

3. It's a long time since your friends have last visited us.

.....

4. None of you have called me for weeks. Aren't we friends any more?

.....

5. We can play tennis now. The others have finished.

.....

6. The company has bought some land, but then it sold it.

.....

7. The computer isn't on now. Someone has turned it off.

.....

8. Tessa has posted the parcel. It's on its way to you.

.....

9. Several bombs have gone off in the city centre. It has happened an hour ago.

.....

10. Simon has left. He and Oliver have left after lunch.

.....

*5. Put in the Present Perfect or Past Simple of the verbs in brackets.*

► I've had (have) these shoes since my eighteenth birthday.

I tidied (tidy) my desk, but now it's in a mess again.

1. The last time I.....(go) to Brighton was in August.

2. I'd like to meet a ghost, but I.....(never/ see) one.

3. I've finished my homework. I.....(do) it before tea.

4. And the race is over! And Micky Simpson.....(win)  
in a record time!

5. I.....(work) for a computer company for a year.

That was

after college.

6. What time.....(you / get) to work this morning?

7. Martin.....(be) to Greece five times. He loves the place.
8. The President..... ..(come) out of the building and is going to make a speech.
9. You won't believe this, but I've got some tickets for the concert. ~ Oh, well done. How.....(you / get) them?
10. Of course I can ride a bike. But I.....(not / ride) one for years.
11. Marilyn Monroe.....(be) in about thirty films.
12. ....(you / ever / bake) your own bread? ~ No, but I might try it some time.
13. Janet.....(be) very ill three years ago.
14. Rupert has left a message for you. He.....(ring) last night.
15. ....(you / see) the news today? ~ No, not yet. I'll watch it at ten.
16. We moved here in 1993. We.....(be) here a long time now.

## UNIT IV. TPresent Perfect Continious

### 1. Put in the verbs. Use the Present Perfect Continious.

Ilona: Sorry I'm late.

Emma: It's OK. (►) I haven't been waiting (I / not / wait) long. What (1) .....  
(you/do)?

Ilona: I've been with Mrs King. (2) ..... (she / help) me with my English.

Emma: Your English is very good. You don't need lessons, surely. How long (3)  
..... (you / study) English?

Ilona: Er, eight years now. But my accent wasn't so good before I came to England. (4)  
..... (I / try) to improve it. I think (5) ..... (it / get) better  
lately.

Emma: Your accent is fine, Iona. Honestly.

### 2. Say what these people have been doing. Use these verbs: **argue, cook, drive, wait, and work**



► Andrew is tired because he's been working all day.

Trevor and Laura are upset because .....

David is hot because .....

Mark feels very stiff because..... all day.

Henry is annoyed. ....a long time for Claire.

### 3. What could you say in these situations? Write sentences with the Present Perfect Continuous and a phrase with for. Use these verbs: **play, read, swim, talk, travel, work:**

► A video is on. It began two hours ago, and it hasn't finished yet.

The video has been playing **for two hours**.

1. Matthew went into the water an hour ago. He doesn't want to come out yet.
2. Your friends started their journey around the world three months ago. They've gone about half-way now.
3. Mark got to the office early this morning. Ten hours later he's still there.
4. Melanie rang Rita forty minutes ago, and they're still on the phone.
5. Trevor has got an interesting book. He started it quite a long time ago. Ask him how long.

*4. Look at these conversations and put in the correct form of the verb. Use the Present Perfect Continuous or Simple.*

► Sarah: I feel really tired.

Mark: It's because you've been doing (you / do) too much.

Sarah: Well, at least I've finished (I / finish) that report now, and I can relax.

1. David: Someone ..... (leave) the ladder outside, look.

Harriet: I expect that's Mike ..... (he / clean) the windows. I don't think ..... (he / finish) yet.

2. Laura: You've got mud on your shoes.

Trevor: It's all right, I'll take them of ..... (I / work) in the garden.

Laura: Yes, it looks a lot tidier. Well one ..... (you / do) a good job.

3. Tom: ..... (I / hear) that you and Harriet are building a garage. How long ..... (you / do) that?

Mike: Oh, for about a month now. (we / do) ..... about half of it.

*5. What would you ask in these situations? Use the Present Perfect Continuous or Simple.*

► Your friend is wearing glasses. You've never seen him with glasses on before.

Ask him how long ...

How long have you been wearing glasses.

► Nick is playing computer games. Ask him how many...

How many computer games have you played?

You meet a group of people walking across country. Ask them how many miles...

Some workmen are digging up the road outside Sarah's house. Ask her how long...

Laura is taking lots of photos of you and your friends. Ask her how many...

You have just woken up from an afternoon sleep and seen that it is raining. Ask your friend how long...

*6. Complete the conversation. Put the verbs in the Present Perfect Continuous or Simple.*

Laura: What are you doing, Trevor? (►) You've been (you / be) in here for ages. You're making an awful mess.

Trevor: (1) ..... (I / clear) out this cupboard most of the afternoon. There's a lot of old stuff in here. (2)..... (I / find) these, look.

Laura: (3) ..... (you / sit) there staring at those old boots for the last five minutes. (4).....(I / watch) you. (5)..... (you / be) in a dream.

Trevor: They're football boots. (6) ..... (I / have) them since I was about sixteen. (7) ..... (they / be) in here for years.

Laura: Well, throw them away. And what about that tennis racket? Is that yours?

Trevor: No, it must be yours. (8).....(I / never / have) a tennis racket.

## UNIT V. Past Perfect

1. Add a sentence with the Past Perfect using the notes.

► Claire looked very suntanned when I saw her last week. She's just been on holiday, (just / be on holiday).

- a) We rushed to the station, but we were too late. (the train / just / go)
- b) I didn't have an umbrella, but that didn't matter. (the rain / stop)
- c) When I got to the concert hall, they wouldn't let me in. (forget / my ticket)
- d) Someone got the number of the car the raiders used. (steal / it / a week before)
- e) I was really pleased to see Rachel again yesterday. (not see / her / for ages)
- f) Luckily the flat didn't look too bad when my parents called in. (just / clean / it)
- g) The boss invited me to lunch yesterday, but I had to refuse the invitation. (already / eat / my sandwiches)

2. Put the verbs in the Present Perfect (have done) or Past Perfect (had done).

- a) It isn't raining now. It's stopped (stop) at last.
- b) We had no car at that time. We'd sold (sell) our old one.
- c) The park looked awful. People ..... (leave) litter everywhere.
- d) You can have that newspaper. I ..... (finish) with it.
- e) There's no more cheese. We..... (eat) it all, I'm afraid.
- f) There was no sign of a taxi, although I .....(order) one half an hour before.
- g) This bill isn't right. They..... (make) a mistake.
- h) I spoke to Melanie at lunch-time. Someone ..... (tell) her the news earlier.
- i) I was really tired last night. I..... (have) a hard day.
- j) Don't you want to see this programme? It.....(start).
- k) It'll soon get warm in here. I..... (turn) the heating on.
- l) At last the committee were ready to announce their decision.
- m) They..... (make) up their minds.

## Test D: Tenses - past and perfect

1. Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- Susan had a green dress on. (wearing)
- a) Susan was wearing a green dress.
  - b) The doctor began work at six o'clock and is still working, (has)
  - c) Rupert didn't have his credit card, (forgotten)
  - d) I didn't want to go without taking a photo, (until)
  - e) Nancy has been writing the report. It is finished now. (written)
  - f) My wait in the queue has lasted forty minutes so far. (I)
  - g) When we arrived, everyone was on the dance floor, (dancing)
  - h) The computer has been mine for four years, (had)
  - j) In the middle of our lunch there was a knock at the door, (when)
  - k) Nigel felt sick from eating too many cakes, (because)

2. Write the sentences correctly.

- I like this CD. ~~I've been having, it for ages,~~  
I've had it for ages.
- a) It was my first day back at work. ~~I was on holiday.~~
  - b) I'm quite tired now. ~~I play badminton.~~
  - c) I had to sit down. ~~I'd been having a shock.~~
  - d) You need a rest. ~~How much have you been working?~~
  - e) The robbery happened at midday. ~~Lots of people walked along the street outside,~~
  - f) My sister speaks good English. ~~She is practicing her English since last summer.~~
  - g) At last I have my qualification, ~~I've been passing~~ my exam.
  - h) Michelle looked really sunburnt. ~~She'd lie in the sun for too long.~~
  - j) We got to the coach stop at nine yesterday. ~~But the coach has already gone.~~

3. Complete the conversations. Put in the correct form of each verb.

- A: Did you buy (you / buy) anything at the antiques sale yesterday?

B: No. I wanted (I / want) to buy some jewelers, but I'd left (I / leave) my credit card at home.

1. A: Are you still copying those addresses?

B: No, that's all of them..... (I / finish) now.

2. A: The train is never going to get here.

B: How long..... (we / wait) now?

A: At least half an hour.....(we / be) here since ten to five.

3. A: Did you have a nice chat with Tessa?

B: No, not really. When.....(we / drink) our coffee, .....(she / hurry) off home.

4. A: It's terrible about that plane crash, isn't it?

B: Yes, awful ..... (I / have) breakfast when ..... (I / hear) the news.

5. A: So you sing in a rock band, do you? How long ..... (you / do) that?

B: Oh, since I was sixteen .....(we / do) about a dozen concerts.

6. A: Do you know what Polly was so upset about yesterday?

B: No, I don't. But I'm sure ..... (she / cry). Her eyes looked red. Perhaps..... (she / have) some bad news. The shooting was very frightening, I suppose. It certainly was. When we..... (hear) the shot, well.....(throw) ourselves to the floor.

## UNIT VI. Present tenses

1. Complete the sentences using the notes in brackets. The verbs can be Present Continuous (**am doing**), Present Simple (**do**) or Present Perfect (**have done**):

- We bought this picture a long time ago. We've had it (we / have / it) for ages.
- a) Sarah finds her mobile phone very useful ..... (she / use / it) all the time.
- b) Vicky doesn't know where her watch is ..... (she / lose / it).
- c) We're in the middle of decorating our kitchen, so we can't cook any meals. .... (we / get / them) from a take-away restaurant this week.
- d) Claire is on a skiing holiday .....(she / enjoy / it), she says on her postcard.
- e) The colour of this paint is absolutely awful ..... (I / hate / it).
- f) These figures certainly should add up ..... (I / check / them) several times already.
- g) Trevor and Laura like Scrabble .....(they / play / it) most evenings.
- h) These flowers are dying .....(you / not water / them) for ages.

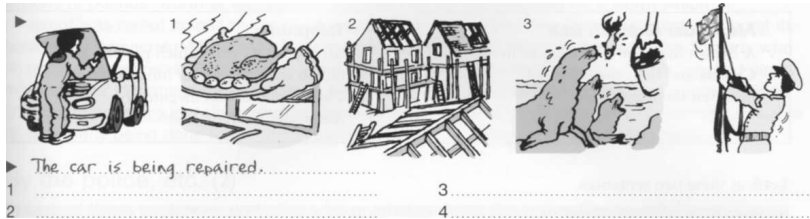
2. Read about each situation. What else do you say? Use the verb in brackets.

- You can't go out with a friend because you have a Saturday job. (work) I'm sorry. I work on Saturdays.
1. You have just met a friend you last saw months ago. (not see)  
Hello! How are you? .....
2. Someone has arranged to phone you at this time, and you're ready for the call, (wait) I have to stay by the phone.....
3. Your friend is wearing a very nice jacket you haven't seen before, (like)  
Oh, that's nice.....
4. You are watching the snow fall. It started yesterday and is still falling, (snow) I can't believe it.....

## UNIT VII. Present Continuous Passive

1. Look at the pictures and say what is happening. Use these subjects: **the car, dinner, a flag, some houses, the seals.** Use these verbs: **build, feed, raise, repair, serve.**

Picture 1



2. Complete the information about Barford Hall. Put in the correct form of these verbs.

|                  |                   |                   |                  |
|------------------|-------------------|-------------------|------------------|
| ► build          | 2 use             | 4 not look        | 6 use            |
| (Past Simple)    | (Past Continuous) | (Past Perfect)    | (Present Simple) |
| 1 own            | 3 buy             | 5 do              |                  |
| (Present Simple) | (Past Simple)     | (Present Perfect) |                  |

The building at the end of the High Street is Barford Hall, which (►) was built in 1827. Today the Hall (1)..... by Bardale Council. It (2)..... as a warehouse when it (3)..... by the Council in 1952, and it (4).....after very well. Since then a lot of work (5).....on it, and these days the Hall (6).....as an arts centre.

## **UNIT VIII. The future and modal verbs in the passive**

1. *Press conference is being held. Put in the correct form of the verbs.*

► Reporter: Can this new drug prolong human life?

Professor: Yes, we believe that human life can be prolonged by the drug.

1. Reporter: Are you going to do any more tests on the drug?

Professor: Yes, further tests.....soon.

2. Reporter: What.....the drug.....?

Professor: It will be called Bio-Meg.

3. Reporter: Can people buy the drug now?

Professor: No, it .....by the public yet.

4. Reporter: Do you think the company should sell this drug?

Professor: Yes, I think Bio-Meg ..... to anyone who wants it.

2. *Put in get or got and the past participle of these verbs: **break, change, divorce, hurt, lose**:*

► If we're going out to the theatre, I'd better get changed.

1. Daniel.....when he tried to break up a fight.

2. I know the way. We won't.....

3. You'd better wrap up the glasses, so they don't.....

4. They were only married a year before they.....

3. *Active or passive verb? Choose the correct verb forms in this news report about a storm.*

Millions of pounds' worth of damage (►) has caused/has been caused by a storm which (1)..... swept/was swept across the north of England last night. The River Rabble (2)..... burst/was burst its banks after heavy rain. Many people (3)..... rescued/were rescued from the floods by fire-fighters, who (4)..... received/were received hundreds of calls for help. Wind speeds (5)..... reached/were reached ninety miles an hour in some places. Roads

(6)..... blocked/were blocked by fallen trees, and electricity lines (7) brought/were brought down, leaving thousands of homes without electricity.

'Everything possible (8) is doing/is being done to get things back to normal,' a spokesman (9) said/was said.

4. *In each of these sentences underline who or what is doing the action (the agent).*

► The traffic was all heading out of town.

1. The photo was taken by my brother.
2. The water was pouring out of the hole.
3. A policeman has been murdered by terrorists.
4. We were woken by the alarm.
5. The guide led a group of tourists around the castle.
6. The dog has bitten several people.

## UNIT IX. Active and passive

1. *You are telling a friend some news. Use the notes and complete the second sentence. Sometimes you need to use the active and sometimes the passive.*

- (Past Simple: Claire / go / to Florida / last month)

You remember Claire? She went to Florida last month.

- (Present Perfect: send / our luggage / to Australia)

Bad news about our luggage. It's been sent to Australia.

1. (Past Simple: Claude Jennings / win / the quiz competition)

Did you hear about the quiz competition? It .....

2. (Past Simple: Mrs Miles / do / a parachute jump / last week)

You know Mrs. Miles? She .....

3. (Present Perfect: a bull / attack / David)

Have you heard about David? He's .....

4. (Present Continuous: build / the house)

Trevor and Laura have bought a house. It's still.....

5. (Present Simple: Andrew / like / Jessica)

Did I tell you about Andrew? He .....

6. (Present Perfect: throw away / your stamp collection)

Bad news about your stamp collection. It's .....

7. (Present Perfect: Martians / kidnap / my neighbours)

Did I mention my neighbors? They've .....

8. (Past Simple: five people / see / the ghost)

Did you hear about the ghost? It.....

### Test: The passive

1. *Rewrite these sentences beginning with the underlined words.*

- Thieves robbed a woman.

A woman was robbed.

1. They may ban the film.

.....

2. They offered Nancy a pay increase.

.....

3. We need to correct the mistakes.

.....

4. Someone reported that the situation was under control.

.....

5. They are testing the new drug.

.....

6. We haven't used the machine for ages.

.....

2. *Read the story and write the missing words. Use one word only in each space.*

During periods of terrorist activity, people in Britain are always (►) being warned

to lookout for bombs. Any bag or parcel without an owner (1).....seen as a risk to the public. Son time ago a cardboard box was found at the entrance to Bristol Zoo one day. It was noticed (2).....a visitor and reported to the director. Clearly, if it was a bomb and it went off, people might (3).....killed. So army bomb experts (4).....called in, and the box was safely blown up in a controlled explosion. Soon afterwards (5).....was reported that the box had (6).....left there by a boy wanting to find a new home for his pet rat was tired of the rat, he explained, but he was unwilling to (7).....it put to sleep by a vet, so he left it in a box outside the zoo. The director of the zoo is thought (8).....be unenthusiastic about looking after people's unwanted pets. No one knows what the rat thought a (9).....blown up.

3. *Write a second sentence so that it has similar meaning to the first. Use the word in brackets.*

► We have to test these products, (be)

These products have to be tested.

1. Pavarotti sang the song, (be)

.....

2. Nigel's passport was stolen, (had)  
.....
3. They pay doctors a lot of money, (are)  
.....
4. I hope they'll interview me for the job. (to)  
.....
5. Someone was cleaning the floor, (being)  
.....
6. A mechanic is repairing Judy's car. (having)  
.....
7. Tessa lost her way. (got)  
.....
8. Everyone agreed that the plan should go ahead, (it)  
.....
9. When did they decorate your kitchen? (get)  
.....
10. They say exercise is good for you. (be)  
.....

4. Which of the two sentences follows on best?

- There's going to be a big art exhibition.
- a) ☐ A lot of visitors will be attracted to it.
  - b) ☒ It will attract a lot of visitors.
1. Our neighbors have got a cat and a dog.
  - a) ☐ A lot of mice are caught by the cat.
  - b) ☐ The cat catches a lot of mice.
  2. Last night Martin dreamt he saw his dead grandmother.
  - a) ☐ A white dress was being worn by the ghost.
  - b) ☐ The ghost was wearing a white dress.

3. We've bought a new computer.
  - a) [ ] It can do the job much more quickly.
  - b) [ ] The job can be done much more quickly.
4. My grandfather is very ill.
  - a) [ ] He's being looked after in the local hospital.
  - b) [ ] The local hospital is looking after him.
5. We've completed the experiment.
  - a) [ ] The media will publish the results.
  - b) [ ] The results will be published in the media.

5. *Each of these sentences is incorrect. Write the correct sentence.*

► ~~Those nice glasses got break.~~

Those nice glasses got broken.

1. ~~The story was written Agatha Christie.~~

.....

2. ~~Baseball do play at this stadium.~~

.....

3. ~~This shirt needs iron.~~

.....

4. ~~I got cut my hair yesterday.~~

.....

5. ~~It believed that there is going to be a war.~~

.....

6. ~~My parents divorcee themselves last year.~~

.....

7. ~~I've got a report to be written.~~

.....

8. ~~To the winner was given a prize.~~

.....

9. ~~This man on TV supposes to be the tallest person in the world~~

.....

## UNIT X. Present and past tenses

### 1. Complete the conversation. Choose the right form.

Melanie: How (►) are you getting/~~do you~~ get on in your new job, Nick?

Nick: Oh, so (1) you know/you're knowing about my job as a car salesman.

Melanie: (2) David's told/David told me yesterday.

Nick: Well, I (3) haven't been/wasn't in the job long. (4) I started/I've started on

Monday. Melanie: And how many cars (5) have you been selling/have you sold so far?

Nick: Well, none yet. Give me a chance. Up to now (6) I've been learning/I've learned all the time.

Melanie: David says you (7) had/were having a sports car once.

Nick: I've still got it. (8) I had/I've had it for about five years. (9) I don't often drive/I'm not often driving it because (10) I don't like/I'm not liking getting it dirty.

Normally (11) I ride/I'm riding my motorbike. And the car is expensive to run. I (12) bought/had bought it on impulse. I (13) was working/worked on a building site at the time. For several months before I bought it, (14) I'd done/I'd been doing overtime, and when (15) I'd been earning/I'd earned enough to buy a car, it was a really magical moment. Maybe you'd like a ride in it some time?

Melanie: Oh, yes please. That would be lovely.

### 2. Complete the radio news report. Put in the correct forms of the verbs.

Hello. This (►)is (be) Kitty Beamish. (1).....(I / speak) to you from Oxford, where the finals of the World Quiz Championships will be held tomorrow. The favorite is Claude Jennings of Cornwall, the man who (2).....(know) everything. Twelve months ago no one (3) ..... (hear) of Claude Jennings, although (4)..... (he / take) part in quiz competitions for years. Now suddenly he is a big star. So far this year (5)..... (he / answer) every single question correctly. And he is popular, too. When (6).....(he / arrive) here two days ago, hundreds of fans (7).....(wait) at the station to welcome him. Since

his arrival Claude (8).....(read) encyclopedias in his hotel bedroom. He is clearly the man to watch. And now back to the news desk.

### **Test: Tenses - present and past**

*1. Complete the conversations. Put in the correct form of each verb.*

► A: Are you ready?

B: I won't be a moment. I'm doing .....(I / do) my hair.

1. A: Could you tell me your address?

B: Well,.....(I / live) in a friend's house at the moment.  
Luckily.....

(I / find) a place of my own now, but I can't move in until next week.

2. A: Is this your CD?

B: No, it isn't mine ..... (I / think) .....(it / belong) to Peter.

3. A: Can I borrow your calculator, please?

B: Well,.....(I / use) it to work out these figures at the moment  
.....(I / want) to finish doing them, now that .....(I / start).  
.....(I / rush) around all the time.

4. A: Why can't you wash your dirty plates sometimes? ..... (you / leave) them in the sink most of the time.

B: OK, sorry. The last few weeks.....(I / have) so little time. Read the story and write the missing words. Use one word only in each space. One day a man was (►) walking past a house in Bournemouth when he (1)..... a woman's voice shouting for help. The man (2)..... someone (3).....probably trying to murder her. He ran to a phone box and (4).....the police. The police came quite quickly, but by now the shouting had (5).....However, the man (6).....quite sure that he (7)..... heard cries for help. When the police (8).....on the door, there was no answer. So they broke down the door and went in. Inside the house was a woman who had just

- (9).....out of the shower. She explained to the police that she has  
(10)..... singing along to the Beatles song 'Help!

*2. Write the second sentence so that it has a similar meaning to the first. Begin with the word in brackets.*

► Our trip to Africa was in October. (We ...)

We went to Africa in October.....

- 1) We've had ten hours of rain. (It...)
- 2) It's the right thing to do in my opinion. (I ...)
- 3) Our sofa is in a different place now. (We ...)
- 4) It was breakfast-time when Susan rang. (I ...)
- 5) Their game of badminton is always on Tuesday. (They...)

*3. Write the correct answer in each space.*

► This isn't my first visit to London. I've been here before.

- a) I'm    b) I've been    c) I was

1 I've got my key. I found it when..... for something else.

- a) I looked    b) I've looked    c) I was looking

2 Sorry, I can't stop now.....to an important meeting.

- a) I go    b) I'm going    c) I've gone

3 I can't get Tessa on the phone.....all afternoon.

- a) I'm trying    b) I try    c) I've been trying

4 The bank told me last week there was no money in my account.....it all.

- a) I'd spent    b) I spent    c) I was spending

5 There's a new road to the motorway..... it yesterday.

- a) They'd opened    b) They opened    c) They've opened

*4. Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.*

Martin has changed his mind about next weekend.

.....V.....

A. We were enjoyed the holiday very much.

.....were.....

1) Nancy is practicing on the piano .....

2) It was lucky that we had been decided to buy our tickets in advance.....

3) We were riding our bikes when suddenly I was felt a pain in my leg.....

4) We are go camping for three weeks every summer.  
.....

5) They have planted some new trees last year.....

6) I suddenly realized I had been walking in the wrong direction.....

7) Did you know that Anna has been won a prize?.....

8) No one told me that the goods had arrived the week before.....

*5. Complete the news report. Put each verb into the correct form.*

The actress Vanessa Kemp (►) has disappeared (disappear). Yesterday the (1).....(fail) to arrive at the Prince Charles Theatre in London's West End for her leading role in the comedy 'Don't look now!'. Ms Kemp, who (2).....

(live) in Hampstead, (3)..... (leave) home at four o'clock yesterday afternoon for the theatre, a journey she (4).....(make) several times the week before. Two people who (5).....(walk) past her home at the time

(6).....(see) her leave. But no one (7)..... (see) her since then. At half past seven she still (8).....(not / arrive) at the theatre. At

eight o'clock the theatre manager had to break the news to the audience, who (9).....(wait) patiently for the play to start. Since yesterday, theatre staff and

friends (10).....(try) to contact Ms Kemp, but they (11).....(have) no success so far. The police(12).....(take) the matter seriously, but

they (13).....(believe) that she is unlikely to be in any danger. Her friends all (14).....(want) to hear from her soon.

## UNIT XI. Future events

1. Will for the future and for instant decisions. Read the conversations. Which replies are statements about the future and which are instant decisions?

- What would you like? - I'll have an orange juice, please.    decision  
Shall we go out tonight? - I'll be too tired, I think. ....  
We've lost a tennis ball. ~ I'll help you look for it. ....  
I'm worried about the exam. ~ Oh, you'll be all right .....  
I haven't got any transport. - Oh, we'll give you a lift. ....  
I must fix this shelf some time. - We'll be dead before then .....

2. Say what your decision is in these situations or what you offer to do. Use these verbs: **answer, carry, have, post, shut**:

► You and your friend have come into the room. The window is open, and it is cold.  
I'll shut the window.

The phone is ringing. You are the nearest person to it.  
.....

The choice on the menu is fish or chicken. You hate fish.  
.....

You are meeting a friend at the station. He has two suitcases. There's a bag, too.  
.....

Your friend has written a letter. You are going to walk into town past the post office.  
.....

3. Use the notes to write about what will happen next weekend.

► it / be / warm / tomorrow    It will be warm tomorrow.

1. Tom / watch / the match.....
2. Harriet's party / be / fun.....
3. Trevor / not put up / the shelves.....
4. Laura / be / annoyed.....

5. Andrew / study / all weekend.....

6. Rachel / not do / any work.....

*4. Complete the conversation. Put in **will** or **shall**.*

Rachel: What (►) shall we do today?

Vicky: It would be nice to go out somewhere. The forecast says temperatures (1).....rise to thirty degrees.

Jessica: (2)..... we go for a walk?

Rachel: That sounds a bit boring. What about the seaside? We could get a bus.

Jessica: How much (3)..... it cost? I haven't got very much money.

Vicky: It isn't far. It doesn't cost much.

Jessica: Everywhere (4)..... be so crowded today because it's a holiday.

Rachel: The journey (5).....take ages. Come on, Vicky. (6)..... we leave Jessica behind if she's going to be so miserable?

*5. Put in the verbs with **be going to**.*

Laura: What are you doing with that camera?

Trevor: (►). I'm going to take (| / take) it to work. (1) .....  
(I / lend) it to Phil. (2) .....(he / take) a few  
photos with it.

Laura: Why can't he buy his own camera?

Trevor: He's got one, but it isn't working properly. (3) ..... (it /  
be) a ..... while before he can get it repaired.

Laura: Well, how long (4)..... (he / keep) ours? When  
(5)..... (we / get) it back?

Trevor: (6)..... (he / have) it over the weekend.  
(7)..... (we / get) it back on Monday.

Laura: Well, I hope (8)..... (it / not / get) damaged.

## UNIT XII. Predictions

1. What would you say in these situations? Use these words: **be sick, crash, get wet, lose, not stop, main:**

► The sky is full of dark clouds.      It's going to rain.

Now it's starting to rain. There's nowhere to shelter, and you haven't got an umbrella.

You feel awful. There's a terrible feeling in your stomach.

You are playing Scrabble. The game is nearly over and you are 100 points behind.

You can see a plane coming down. It's out of control and falling to the ground.

You are waiting for a train. There's one coming, but you don't know if it's the one you want. It's traveling very fast.

2. Complete the conversations. Put in **will** or **be going to** with the verbs.

► Vicky: Have you got a ticket for the play?

Daniel: Yes, I'm going to see (see) it on Thursday.

► Harriet: The alarm's going. It's making an awful noise.

Mike: OK, I'll switch (switch) it off.

1. Daniel: Did you buy this book?

Matthew: No, Emma did. She..... (read) it on holiday.

2. Laura: Would you like tea or coffee?

Sarah: Oh, I..... (have) coffee, please.

Trevor: I'm going to miss a good film on TV because I'll be out tonight.

Laura: I..... (video) it for you, if you like.

Rachel: I'm just going out to get a paper.

Emma: What newspaper..... (you / buy)?

3. *What would you say? Use **will** or **be going to**.*

- You want to express your intention to look round the museum.

Your friend: Do you have any plans for this afternoon?

You: Yes, I'm going to look round the museum.

1. You hate dogs. Dogs always attack you if they get the chance.

Your friend: That dog doesn't look very friendly.

You: It's coming towards us.....

2. You predict the landing of aliens on the earth in the next ten years.

Your friend: All this talk about aliens is complete nonsense, isn't it?

You: Is it? I think .....

3. You know that your friend's sister has decided to get married.

Your friend: Have you heard about my sister?

You: Well, I heard that.....

4. You suddenly decide you want to invite Ilona for a meal.

Your friend: Did you know Ilona will be in town next weekend?

You: No, I didn't.....

4. *Complete the news report about the village of Brickfield. Use **will** or **be going to**.*

*Sometimes either **is** possible.*

We have learned this week that the local council has plans for Westside Park in Brickfield.

The council (►) *is going to sell* (sell) the land to a builder, Forbes and Son. The plans are all ready. '(1)..... (we / build) fifty houses,' said Mr Forbes. 'In two years' time everything (2)..... (be) finished. I'm sure people (3)..... (like) the houses. Most of them (4).....(be) for young families. And we intend to take care of the environment. (5).....

(we / not / cut) down all the trees, only a few of them. But people living near the park are angry. This is a terrible idea. We're all against it,' said Mrs Mary Brent. '(6)..... (we / have) a protest march on Saturday. I expect everyone in Brickfield (7)..... (be) there. We've reached our decision.(8)..... (we / stop) this plan.'

### UNIT XIII. Present Continuous for arrangements

1. For each situation write a sentence with the Present Continuous. Use the verbs in brackets.

► Mike and Harriet have accepted an invitation to Tom's party next week, (go)

They are going to Tom's party next week.

1 Laura has agreed to be in the office on Saturday, (work)

.....

2 Claire has just bought a plane ticket to Cairo dated 15 May. (fly)

.....

3 Mark has arranged a meeting with his boss at four o'clock this afternoon, (see)

.....

4 Matthew and Daniel have booked a tennis court for tomorrow afternoon, (play)

.....

2. Put the verbs into the Present Continuous or the Present Simple.

Emma: (►) Are you doing (you / do) anything tonight?

Matthew: Yes, (1)..... (I / go) to the station to meet my friend

Richard. (2).....(he / stay) here for the weekend, remember? His train

(3).....(get) in at eight fifteen.

Emma: Oh, of course. I'd forgotten about that.

Matthew: Maybe we'll see you later. What (4).....(you / do) tonight?

Emma: Oh, (5).....(I / go) to the cinema with Vicky and Rachel and a couple of other people. The film (6)..... (finish) quite early, so

(7).....(we / go) to a pizza place afterwards.

## UNIT XIV. *Be to and be about to*

1. Complete these sentences on the news. Some are spoken by the newsreader in the studio and some by reporters on the spot. Use *be to* or *be about to* with the verbs in brackets.

The new museum is to open (open) in the autumn.

The Prime Minister is at the microphone now. He is about to start (start) speaking.

1. The leading runner is nearly there now. She..... (win) the race.
2. Taxes..... (go) up from next April.
3. The US President..... (visit) Ireland in the new year.
4. The riot isn't over yet, but the police are here. They .....(move) in.
5. The talks on world trade..... (take) place later this year.

2. Comment on the situations. Start each sentence with **when** and the Present Simple.

► Claire: I have to call at the travel agency. I'm going to get some holiday brochures.

When Claire calls at the travel agency, she's going to get some holiday brochures.

1 Mark: I want to see the boss. I'm going to discuss my problem.

.....

2 Rachel: I'm going to use the computer later. I'm going to send an e-mail.

.....

3 Tom: I'm visiting David in hospital. I'm going to tell him about United's win.

.....

4 Matthew: I'll be in town tomorrow. I might buy some new trainers.....

## UNIT XV. Present Perfect and Continuous

1. Join each pair of sentences using the word in brackets.

► You can apply for a better job soon. But you need to have more experience first, (when)

You can apply for a better job when you've had more experience.

► I'm going to listen to this tape. I'll be traveling on the motorway tomorrow, (as)

I'm going to listen to this tape as I'm traveling on the motorway tomorrow.

1. You shouldn't decide now. You need to think about it first, (until)

.....

2. I'll think of you next week. I'll be lying on the beach, (when)

.....

3. We can leave in a minute. I need to pay the bill first, (as soon as)

.....

4. We can discuss it later. We'll be sitting on the plane together, (while)

.....

5. You can use the computer in a minute. I'll have finished with it soon, (when)

### Test: The future with will, be going to and present tenses

1. Put in the missing words. Use one word only in each space.

► I don't want a steak. I think I'll have the chicken.

- There's a fireworks display tomorrow. Janet is.....to watch it.
- We're at that table in the corner.....you join us?
- I'm seeing the boss this afternoon. But I must study this report before I.....her.
- There will be drinks at the reception, but there will.....be any food.
- The European heads of state are..... meet in Brussels on 3 October.
- It's a lovely day..... we go for a walk?
- My birthday..... on a Sunday next year.
- My brother is engaged. He's..... married in June.

- You won't be allowed to go to your seat after the play..... started.
- Martin's got his coat on. I think he's..... to go out.

2. Write the sentences correctly.

► I'm hungry. I ~~think I have something to eat.~~

I think I'll have something to eat.

1) You say you're getting a coach at nine. ~~What time is it getting to London?~~

.....

2) I'll give Polly the news. I'll ~~tell her when I'll see her this evening.~~

.....

3) Rupert looks really tired. ~~He's about falling asleep.~~

.....

4) We've arranged to go out. ~~We meet in town later.~~

.....

5) I'm going to Spain next week. I ~~send you a postcard.~~

.....

6) I'm going to get to the airport early. I ~~can read a book while I'll be waiting.~~

.....

7) I feel a bit tired. I ~~go to lie down.~~

.....

8) Why not come to the party? ~~All your friends shall be there.~~

.....

9) There's been a bomb warning. ~~No one can go into the building until the police will have searched it.~~

3. Read the news report and write the missing words. Use one word only in each space.

The Maxi-Shop company is (►) going to build a huge new shopping centre on the edge of Millingham, it was announced yesterday. There (1)..... be at least three hundred shops, including some big department stores. When the project (2).....complete, there (3)..... be hundreds of new

jobs for local people. But not everyone is happy. 'We're (4).....to fight this plan,' said a spokesperson for the local Environment Group. 'Just think what is going (5).....happen to our countryside. When shopping malls (6) covered the whole country, there (7)..... be no green fields left. So we're (8).....a protest meeting tomorrow evening at the town hall. It (9) .....at half past seven.' Owners of shops in the town centre are also unhappy. 'The new centre (10).....take our customers away,' said one of them.

4. Look at the answers below and write the correct answer in each space.

► A: Let's go to the carnival, shall we?

B: Yes, good idea. I expect it'll be fun.

a) it'll be b) it's c) it's being

1 A: Could I have a word with you, please?

B: Sorry, I'm in a big hurry. My train..... in fifteen minutes.

a) is going to leave b) leaves c) will leave

2 A: Have you decided about the course?

B: Yes, I decided last weekend.....for a place.

a) I apply b) I am to apply c) I'm going to apply

3 A: I'm trying to move this cupboard, but it's very heavy.

B: Well,.....you, then.

a) I help b) I'll help c) I'm going to help

4 A: Is the shop open yet?

B: No, but there's someone inside. I think.....

a) it opens b) it's about to open c) it will open

5 A: Do you mind not leaving your papers all over the table?

B: Oh, sorry. I'll take them all with me when.....

a) I go b) I'll go c) I'm going

6 A: It's a public holiday next Monday.

B: Yes, I know..... anything special?

a) Are you doing b) Do you do c) Will you do

5. Write the sentences using a future form of the verb. Use the word in brackets.

► Express your instant decision to take a taxi. (I'll) I'll take a taxi.

1 Express your intention to have a rest, (going)

.....

2 Express the idea that the timetable shows the start of term on 6 September, (starts)

.....

3 Predict a world war in five years' time, (there)

.....

4 Express the idea that you and Judy have arranged a game of tennis for tomorrow, (playing)

.....

5 Give your prediction of a probable fall in prices, (probably)

.....

6. Warn your passenger about the car crashing, (going)

.....

6. Complete the conversation. Put in a pronoun and the Future Continuous form of the verb.

Daniel: I'm going to go into business when I leave college. Five years from now (►) I'll be running (I / run) a big company. I expect (1)..... (I / earn) lots of money.

Vicky: I don't know what (2).....(I / do). What about you, Natasha?

What (3).....(you / do), do you think?

Natasha: I'm too lazy to do any work. I intend to marry someone very rich. (4).....(I / give) dinner parties all the time. We'll have a cook (5).....(who / do) all the work, of course. And you'll both get invitations.

Vicky: You're joking, aren't you, Natasha? I expect (6)..... (you / play) in an orchestra. That's what you really want to do, isn't it?

7. Put in the answers. People are saying what they will be doing as part of their routine.

► David: When are you going to the club, do you know? (Nick goes to the club every Friday.)

Nick: I'll be going there next Friday.

1 Vicky: Are you likely to see Ilona in the near future?

(Emma sees Ilona every day.)

Emma: .....tomorrow.

2 Claire: Are you going to France again soon?

(Henry goes to France every summer.)

Henry: .....

3 Jessica: When are you going to play badminton again?

(Matthew plays badminton every weekend.)

Matthew: .....

4 Andrew: When are you next having lunch in the canteen?

(Daniel has lunch in the canteen every day.)

Daniel: .....

8. You want to ask a friend to do something for you or to let you do something. Find out if it is convenient for your friend. Use the verbs in brackets.

► You want to have a look at your friend's magazine tonight, (read)  
Will you be reading your magazine tonight?.

1) You want your friend to take your library book back today, (go to)

.....

2) You want your friend to send your best wishes to Vicky soon, (write to)

.....

3) You want to use your friend's calculator this afternoon, (use)

.....

4) You want your friend to give a photo to Daniel tomorrow, (see)

.....

5) You want your friend to give you a lift to the festival, (drive)

.....

6) You want your friend to give a message to her sister soon, (phone)

## UNIT XVI. Will have done

1. *Paul wants to be an artist. He's reading about a famous artist called Winston Plummer.*

Winston Plummer was a great artist, who had a wonderful career. He won lots of prizes before he was twenty. By the age of twenty-five he had had his own exhibition. He was the subject of a TV documentary by the time he was thirty. By the age of thirty-five he had become world-famous. He made millions of pounds from his pictures before he was forty.

Paul is daydreaming about his own future career. What is he thinking?

► I hope I'll have won lots of prizes before I'm twenty.

1. Perhaps..... my own exhibition by the age of twenty-five.
2. I wonder if..... by the time I'm thirty.
3. Maybe.....by the age of thirty-five.
4. I hope..... by the age of forty.

2. *How good is your maths? Can you work out the answers?*

► It's quarter to six. Melanie is putting something in the oven.

It needs to be in the oven for an hour and a half. When will it have cooked?

It will have cooked at quarter past seven.

1. It's seven o'clock in the evening, and Andrew is starting to write an essay. He writes one page every fifteen minutes. He plans to finish the essay at midnight. How many pages will he have written?

He will have written..... pages.

2. It's Monday morning, and Sarah is traveling to work. It's twenty miles from her home to the office. How far will she have travelled to and from work by the time she gets home on Friday?

.....

3. Matthew is doing press-ups - one every two seconds. How many will he have done after five minutes?

.....

## UNIT XVII. Was going to

1. Complete the sentences. They are all about being just too late.

Use was/were going to with these verbs: go, get, see, pick

► The train left just as Mike was going to get on it.

1. I'm afraid the shop closed just as we .....in.

2. The phone stopped ringing just as Melanie..... it up.

3. We.....a film about the Mafia, but the tickets were sold out.

2. Trevor is always making excuses for not doing things. Complete his sentences.

► put up the shelves / not have any screws

Sorry, I was going to put up the shelves, but I didn't have any screws.

1 paint the door / not feel very well

Sorry. ....

2 repair the lamp / forget

Oh, yes.....

3 wallpaper the bedroom / not have time

Well, .....

### Test: Tenses - future

1. Read the telephone conversation. Then look at the answers below and write the correct answer in each space.

Amy: When (►) will..... I see you again?

Simon: I don't know. I'm (1)..... to be busy this week. And I'll  
(2)..... going to London on Saturday.

Amy: Oh. But you (3)..... be here for my party, won't you?

Simon: No, I (4)..... get back until Sunday evening.

Amy: I (5)..... going to invite you.

Simon: Well, I'm sorry I can't come.

Amy: What (6)..... you doing in London?

Simon: Oh, I'm just going (7)..... see one or two people.

Look, I must go. I'm cooking something that I think is (8).....to boil over.

|            |           |          |          |     |          |          |            |         |
|------------|-----------|----------|----------|-----|----------|----------|------------|---------|
| 0.a) am    | b) do     | c)going  | d) will  | 5.  | a)be     | b) have  | c) was     | d) will |
| 1.a) being | b) going  | c) shall | d) will  | 6.A | a) are   | b) going | c) to      | d) will |
| 2.a) be    | b) do     | c) for   | d) to    | 7.A | a) be    | b) for   | c) is      | d) to   |
| 3.a) are   | b) do     | c) was   | d) will  | 8.A | a) about | b) might | c)probably | d) will |
| 4.a) about | b) aren't | c) be    | d) don't |     |          |          |            |         |

2. *Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.*

They're probably going to knock the building down.

.....V.....

We are be going to get a dog soon.

.....be.....

1. The bus is leaves at eight twenty.

.....

2. The doors of the theatre are about to open.

.....

3. The meeting will be start at half past seven.

.....

4. The festival is for to take place in June.

.....

5. My friend will be calling here tomorrow morning.

.....

6. We were going to eat in the restaurant, but it was full.....
7. I have to register for my course before the classes will begin.....
8. I will to have finished lunch by two o'clock.  
.....

3. Put in a form of the verb. Use the Future Continuous (**will be doing**), the Future Perfect (**will have done**) **or** was/were going to.

► It's quite a long way, isn't it? We'll have walked (walk) about five miles by the time we get

back, I'd say.

1. It'll be better if you don't ring at one o'clock. We..... (have) lunch then.
2. I.....(drive) over and see you, but there's something wrong with the car.
3. I've got loads of work. I expect I..... (work) all night. And I'm not looking forward to it.
4. I'll have much more time next week because I..... (do) all my exams then.
5. We..... (buy) that computer game, but they don't make it for the kind of computer we've got.
6. I know you'll put on a wonderful show. You..... (have) so much practice by the time you perform it that it's sure to be brilliant.

## UNIT XVIII. Who and what is subject and object

1. Read about the situations and answer each question in a single phrase.

► The morning after his party, Tom was cleaning up. David came along and took away some empty bottles for him. Nick had just woken up after spending the night on Tom's sofa. He watched them for a while.

a) Who helped Tom? David      b) Who did Nick help? No one.

1 Nick wants to marry Rita. She's been out with him a few times, but really she's in love with Tom. Unfortunately he isn't in love with her.

a) Who is Nick in love with? .....      b) Who is in love with Tom?.....

2 Mark met Sarah at the airport. The plane was two hours late. On the way out they passed Mike standing at a bus stop, but they didn't notice him.

a) Who met Sarah?.....      b) What was Mike waiting for?.....

3 There was an accident at the crossroads. A lorry crashed into a van that was waiting at the lights. The van slid forward and crashed into a car. The van driver had to go to hospital.

a) What hit the van?.....      b) What did the van hit?.....

2. People aren't giving you enough information. Ask questions with **who** or **what**.

Something has happened. ~ Oh? What has happened?

I've invited someone to tea. ~ Well? Who have you invited?

1. Somebody is having a party. - Oh, really? .....

2. I was reading something. ~ Oh? .....

3. I've learnt something. ~ Go on, tell me.....

4. We should do something. - Yes, I know, but.....

5. Someone is looking for you. - Oh? .....

6. I'm looking for someone. - Maybe I can help.....

7. Rachel is planning something. ~ Is she? .....

8. Somebody has moved in next door. - Oh, really? .....
9. Something is worrying me. ~ Well, tell me .....
10. I want to meet someone. ~ What do you mean? .....

3. *Harriet is visiting her grandmother, Mrs Evans. It's Mrs Evans's birthday. She can't hear very well, and she sometimes gets confused. Complete her questions. Use **which, whose, how many** and **how much**.*

|   | Harriet:                        | Mrs Evans:                               |
|---|---------------------------------|------------------------------------------|
| ► | So ten people have sent cards.  | Pardon? How many people have sent cards? |
| ► | I met David's friend yesterday. | What? Whose friend did you meet?         |
| 1 | You can keep those photos.      | Photos? Which                            |
| 2 | Those flowers look lovely.      | Do they? Which                           |
| 3 | Fifty pounds went missing.      | Missing? How much                        |
| 4 | I passed Mark's house earlier.  | Pardon? Whose                            |
| 5 | The doctor has four children.   | Really? How many                         |
| 6 | Doctors earn lots of money.     | I don't know. How much                   |
| 7 | Mike's uncle has died.          | What's that? Whose                       |
| 8 | Trevor's wife is coming later.  | Oh? Whose                                |

### Test: Questions

1. *Put the words in the right order and ask the question.*

► everyone / is / ready

Is everyone ready?

- been / have / where / you

.....

- do / postcards / sell / you

.....

- belong / calculator / does / this / to / who

.....

- are / here / how / long / staying / you

.....

- is / like / new / office / what / your

.....

- are / flights / full / of / the / which

.....

- carnival / does / start / the / time / what

.....

- decided / has / holiday / Nancy / on / what

## 2. Put in the correct question word or phrase.

► What did you buy? ~ A box of chocolates.

- .....is this building? ~ It's about two hundred years old.
- .....does your team play in? - Red.
- .....bag are you carrying? ~ Judy's.
- .....money do you earn? ~ About £500 a week.
- .....hand do you write with? ~ My right hand.
- .....of shop do you work in? ~ A toy shop.
- .....first stepped on the moon? ~ Neil Armstrong, wasn't it?
- .....is your mother? ~ She's much better, thank you.
- .....is it to the post office? ~ About two hundred meters.
- .....do you take a holiday? ~ Once a year.
- ...name will you give the baby? ~ We haven't thought of one yet.

3. Write the sentences correctly.

- ~~Would like you to go sailing?~~ Would you like to go out?  
~~Do you be a student here?~~ .....  
~~How many cakes have eaten you?~~ .....  
~~Enjoyed you your walk?~~ .....  
~~Where your friends have gone?~~ .....  
~~What kind music do you like?~~ .....  
~~Does Peter plays tennis?~~ .....  
~~What has it happened~~ .....

4. Read about each situation and write down the question.

- You want to know if it is raining.

Is it raining?

- You need to ask Polly where she lives.

Where do you live?

1. You would like to ask Nancy where she bought her coat.

.....

2. You want to ask Susan if Amy can swim.

.....

3. You want to ask Simon which band he likes best.

.....

4. On the phone you want to know who you are speaking to.

.....

5. You need to know how much video recorders cost.

.....

6. You are asking permission to come in.

.....

7. You need to find out how long the journey takes.

.....

8. You want to ask Adrian what he locked the door for.

.....

9. You want to ask what happens next.

.....

10. You want to suggest that you all go out together.

.....

5. Write the questions to which the underlined words are the answers.

► Christopher is going to London by train.

How is Christopher going to London?

1. The Smiths have got three cars.

.....

2. Janet works at the supermarket.

.....

3. Andrea is learning English because she will need it in her job.

.....

4. The film was really romantic.

.....

5. The meeting will take place next Tuesday.

.....

6. Tessa switched off the computer.

.....

7. Mr Johnson's burglar alarm was ringing.

.....

8. Anna went to the dance with Martin.

.....

## UNIT XIX. Reported speech

1. Put in **tell** or **say**. All the experts say the earth is getting warmer.

Did you tell Mark and Sarah how to find our house?

1. The Sales Manager is going to.....everyone about the meeting.
2. Vicky, why don't you just.....what the matter is?
3. They.....they're going to build a new Disney World here.
4. What did Natasha.....about her holiday plans?
5. Could you.....me the way to the train station, please?
6. The company should.....its employees what's going on.
7. You shouldn't..... lies, you know, Matthew.
8. Did you.....anything to Melanie about the barbecue?

2. When do we change the tense? Put in **is** or **was**. Sometimes both are possible.

I heard today that the house is for sale. I wonder who will buy it.

I saw David yesterday. He said he was on his way to visit his sister.

1. This wallet is made of plastic not leather. Why did you tell me it.....leather?
2. We had to hurry yesterday morning. Just as we arrived at the station, we heard an announcement that the train.....about to leave.
3. I saw Emma just now. She said her tooth.....still aching.
4. I'm surprised Matthew lost. I thought he.....much better at tennis than Daniel.
5. When he spoke to reporters yesterday, Mr Douglas said that Zedco..... now in a much better financial position.

3. Asking for information. You need information. Ask for it using **Could you tell me...?** or **Do you know ...?**

► Where are the toilets? (tell) Could you tell me where the toilets are?

Can I park here? (know) .....

How long does the film last? (tell) .....

How often do the buses run? (know) .....

Are we allowed to smoke? (know) .....

What time is the flight? (tell) .....

How much does a ticket cost? (tell) .....



4. *Reported questions. These people are at the tourist information centre. What do they want to know?*

She wants to know what the most interesting sights are.

He wants to know if the centre has got a town plan.

- 1.....
- 2.....
- 3.....
- 4.....

### Test: Reported speech

1. *Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.*

You promised you wouldn't be late..... /.....

Susan thought 'T-het-I can't understand what's happening.'

.....that.....

Do you know me what time the coach leaves?.....

1. Robert wanted to know if did the price included breakfast.....
2. Anna insisted on showing us her photos.....
3. Someone asked us whether that we had eaten lunch.....
4. Nancy told me she had started the job the week before. ....
5. Nigel said me he wanted to come with us.....
6. My friend said she did liked her new flat.....
7. Martin asked us for not to wake the baby.....

2. *Decide which word is correct.*

► What did that man say to you ?

- a) at you b) for you c) to you d) you

1 I rang my friend in Australia yesterday, and she said it..... raining there.

- a) is b) should be c) to be d) was

2 The last time I saw Jonathan, he looked very relaxed. He explained that he'd been on holiday the..... week.

- a) earlier b) following c) next d) previous

3 I wonder..... the tickets are on sale yet.

- a) what b) when c) where d) whether

4 I told you..... switch off the computer, didn't I?

- a) don't b) not c) not to d) to not

5 Someone..... me there's been an accident on the motorway.

- a) asked b) said c) spoke d) told

6 When I rang Tessa some time last week, she said she was busy..... day.

- a) that b) the c) then d) this

7 When he was at Oliver's flat yesterday, Martin asked if he .....use the phone.

- a) can b) could c) may d) must

8 Judy..... going for a walk, but no one else wanted to.

- a) admitted b) offered c) promised d) suggested

3. Read the news report and write the missing words. Use one word only in each space. Sometimes there is more than one possible answer.

Police have warned people (►)to watch out for two men who have tricked their way into an old woman's home and stolen money. The men called on Mrs Iris Raine and said (1).....were from the water company and wanted to check (2).....her water was OK. They asked if (3).....would mind letting them into her house. The woman didn't ask (4).....see their identity cards. She said she (5).....know about any problem with the water.

The men explained that they (6).....just discovered the problem but that it was very simple and (7).....take long to check. The woman asked (8).....the service was free, and they said yes. They (9).....to know where the water tank was. While one man ran water in the kitchen, the other went upstairs and took several hundred pounds from a drawer in a bedroom. The men then left saying that they would return the (10).....day to have another look.

4. Complete each sentence by reporting what was said to you yesterday. Use said and change the tense in the reported speech.

► Polly: I'm really tired.

When I saw Polly yesterday, she said she was really tired.

1 Tessa: I feel quite excited.

When I saw Tessa yesterday, .....

2 Nigel: I can't remember the code word.

When I saw Nigel yesterday, .....

3 Robert: I won't be at the next meeting.

When I saw Robert yesterday,.....

4 The twins: We've got a problem.

When I saw the twins yesterday, .....

5 Michelle: I've been swimming.  
When I saw Michelle yesterday, .....

6 Your friends: We would like to be in the show.  
When I saw my friends yesterday, .....

7 Adrian: I don't need any help.  
When I saw Adrian yesterday, .....

8 Susan: My sister is coming to see me.  
When I saw Susan yesterday, .....

*5. Report the sentences. They were all spoken last week. Use the verbs in brackets.*

► Anna to Janet: Don't forget to sign the form, (remind)

Anna reminded Janet to sign the form.

► Robert: What time will the office close this evening? (ask)

Robert asked what time the office would close that evening.

1. A policeman to Christopher: Stop shouting, (tell)

.....

2. Tessa: It was me. I ate all the cake yesterday, (admit)

.....

3. Adrian: I'm sorry I was rude, (apologize)

.....

4. Simon to Susan: Would you like to join me for lunch? (invite)

.....

5. Martin to Nancy: Did someone ring you an hour ago? (ask)

.....

6. Peter: I really must leave, (insist)

.....

## UNIT XX. So and neither

1. Andrew has just met Jessica at a party. They are finding out that they have a lot in common. Put in the structures with **so** and **neither**.

|   |          |                                     |                                       |
|---|----------|-------------------------------------|---------------------------------------|
|   | Andrew   | I haven't been to a party for ages. |                                       |
| ► | Jessica: | Neither I have                      | I hate crowded rooms.                 |
| ► | Andrew   | Yes, so do I.                       | I'm not a party-goer, really.         |
| 1 | Jessica  | No,                                 | I can't make conversation.            |
| 2 | Andrew   |                                     | You know, I'm a quiet sort of person. |
| 3 | Jessica  | And                                 | I lead a pretty quiet life.           |
| 4 | Andrew   | Well,                               | I haven't got many friends.           |
| 6 | Andrew   | Oh, good                            | friend                                |

2. Look at the table and complete the sentences.

|         | Mark | Claire | Melanie | Emma |
|---------|------|--------|---------|------|
| Music   | v    | x      | x       | v    |
| Travel  | v    | v      | x       | x    |
| Skiing  | x    | v      | v       | x    |
| Cooking | x    | x      | v       | v    |

Claire can ski, and **so can Melanie.**

Mark isn't keen on cooking, and neither is Claire.

Melanie doesn't like traveling much, and.....

Mark has got lots of CDs, and.....

Emma can't ski, and .....

Claire isn't a music lover, and .....

Melanie cooks quite often, and .....

Mark travels quite a lot, and .....

*3. I think so, etc. Complete these short conversations. Put in structures with so or not and use the words in brackets.*

Laura: Does the library open on Saturdays? (think)

Trevor: Yes, I think so. But I'm not absolutely certain.

Harriet: You can't go out for an evening meal wearing shorts, (guess)

Mike: I guess not. I'd better put some trousers on.

Sarah: Will there be a lot of people at the concert tonight? (expect)

Mark: .....There aren't usually very many.

Daniel: Are you going to apply for the job? (suppose)

Vicky: .....It's the only one available.

David: Do you think it's going to rain? (hope)

Melanie: Well,..... I'm just about to go out.

Nick: Will the match take place in this weather? (think)

Tom: .....In fact, I'm sure it won't.

Claire: Is my coat ready, please? (afraid)

Assistant: .....We've having problems with the machine.

### **Test: Questions, negatives and answers**

*1. Read the conversation. Then look at the answers below and write the correct answer in each space.*

Judy: (►) **Shall** we go to the party tonight?

Lisa: (1)..... giving a party?  
 Judy: Susan. You know her, (2).....you?  
 Lisa: I'm (3).....sure. Has she got long dark hair?  
 Judy: Yes, she (4).....And she's quite tall. (5).....  
 you spoken to her?  
 Lisa: No, I don't think (6)..... But I know who  
 you mean. There are two sisters, Susan and Janet. They're twins, aren't  
 (7)..... ?  
 Judy: Yes, that's right.  
 Lisa: (8).....one is Susan?  
 Judy: Oh, I (9).....know. They both look the same. I can't always  
 tell them apart.  
 Lisa: No, (10).....can I. In any case, I haven't been invited to the party.  
 Judy: That (11).....matter.  
 Lisa: OK. (12).....go to it then, shall we?

0► a) Do b) Shall c) Would

- |    |            |            |          |     |            |          |          |
|----|------------|------------|----------|-----|------------|----------|----------|
| 11 | a) What's  | b) Who's   | c) Whose | 77  | a) it      | b) not   | c) they  |
| 22 | a) don't   | b) know    | c) so    | 88  | a) What    | b) Which | c) Who   |
| 33 | a) isn't   | b) no      | c) not   | 99  | a) don't   | b) no    | c) not   |
| 44 | a) got     | b) has     | c) so    | 110 | a) Neither | b) not   | c) so    |
| 55 | a) Haven't | b) Having  | c) Not   | 111 | a) doesn't | b) isn't | c) not   |
| 66 | a) it      | b) neither | c) so    | 112 | a) Could   | b) Let's | c) Shall |

2. *What would you say? Use the word in brackets, and use a question form in each sentence.*

► You want to suggest a game of cards, (have)

Shall we have a game of cards?

You are asking Tessa where her house is. (live)

.....

You want Janet to tell you what she is thinking, (about)

.....

You are inviting a friend to come to your room, (like)

.....

You are surprised that your friend missed the football match on television, (watch)

.....

You are asking permission to take a photo, (may)

.....

You are looking for Polly. You are asking her friend for information, (seen)

.....

You are asking Nigel about the number of letters he has written, (how)

.....

You are asking Nancy about the people coming to her party, (who)

.....

You are asking Martin's wife if he cooks every day or once a week, (often)

.....

You are asking about the weather tomorrow, (will)

.....

3. *Each of these replies is wrong. Write the correct reply.*

► Is it going to snow? ~ ~~I'm not thinking it.~~ **I don't think so.**

Has the computer arrived? ~~No, not.~~ .....

Don't you like curry? • ~~Yes, I hate it.~~ .....

Will you be in tonight? ~ ~~Yes, I expect.~~ .....

Horrible weather. ~ ~~It isn't very nice, isn't it?~~ .....

Would you like a sweet? ~ ~~Yes, right.~~ .....

I'm quite tired now. ~ ~~Too am I.~~ .....

You might catch my cold. - ~~I don't hope to.~~ .....

The first train didn't stop. ~ ~~Neither the Second.~~ .....

4. *Rupert is at a job interview. Someone is asking him questions.  
Write the questions.*

- |   |              |                                                     |
|---|--------------|-----------------------------------------------------|
| ► | Interviewer: | Where do you live?                                  |
|   | Rupert:      | Oh, I live in Longtown.                             |
| 1 | Interviewer: | _____                                               |
|   | Rupert:      | I'm twenty-three.                                   |
| 2 | Interviewer: | _____                                               |
|   | Rupert:      | Yes, I went to college.                             |
| 3 | Interviewer: | _____                                               |
|   | Rupert:      | My interests? I don't have any, really.             |
| 4 | Interviewer: | _____                                               |
|   | Rupert:      | Which company? Oh, I work for BX Electric.          |
| 5 | Interviewer: | _____                                               |
|   | Rupert:      | Nothing. There's nothing I don't like about my job. |

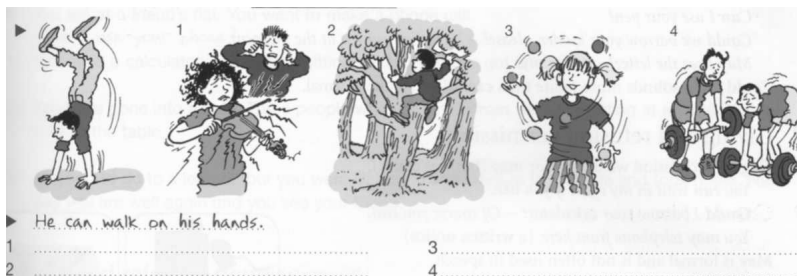
5. *Put in the missing word.*

- How does this phone work? ~ You press this button.
- The new building looks awful. ~ I agree. It.....look very nice.
- Could you give me a receipt, please? ~ Yes, of.....
- This chair isn't very comfortable. ~ And..... is this bed.
- Didn't you watch 'Frankenstein' last night? -....., I hate horror films.

- What's this wood.....? ~ I'm going to make a table.
- I didn't say the wrong thing,..... I? ~ Well, you weren't very polite.
- Will there be any free gifts? ~ No, there.....
- Have they sent you some money? ~ No, I'm afraid.....
- Don't drop those plates,.....you? ~ OK, I'll be careful.
- How..... is it to the station? ~ About half a mile.
- Do those shoes fit you? ~ Yes, I think
- Why.....we have a picnic? ~ Yes, good idea.
- .....foot is hurting? ~ My right one.
- I feel a bit cold actually. ~ Yes,.....do I.
- Who.....eaten their ice-cream? ~ Oh, it's mine. I'm just going to eat it.
- .....of these magazines would you like? ~ This one, please.

## UNIT XXI. Modal verbs

1. Look at the pictures and say what they **can** or **can't** do. Use these words: **climb trees, juggle, lift the weights, play the violin, walk on his hands**



2. **Can** and **be able to**. Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using **can** or a form of **be able to**. Sometimes there is more than one possible answer.

Harriet: Hello, David. I'm sorry I haven't (►) been able to come (come) and see you before.

I've been really busy lately. How are you?

David: I'm OK, thanks. (1)..... (I / walk) around now. The doctor says (2)..... (I / go) back to work soon. It'll be nice (3)..... (get) out again. I hate being stuck here like this. I haven't (4)..... (do) anything interesting.

### 3. **Could** and **was/were able to**

► Which is closer to the meaning of the sentence 'Years ago I could run a marathon'?

a) ...I ran a marathon at one particular time in the past.

b) v I was once fit enough to run a very long way.

1 Which of these sentences is correct? I was ill, so I couldn't go to the party.

I was ill, so I wasn't able to go to the party.

a) ... Only the first one. b) ...Only the second one. c) ... Both of them.

2 Which is closer to the meaning of the sentence 'Sarah was able to leave work early yesterday'? ...Sarah left work early yesterday.

...Sarah had the opportunity to leave work early yesterday, but we don't know if she took it.

4. Put in **could** or **was/were able to**. Sometimes either is possible. Use a negative if necessary.

► Suddenly all the lights went out. We couldn't see a thing.

a) The computer went wrong, but luckily Emma..... put it right again.

b) There was a big party last night. You..... hear the music half a mile away.

c) I learnt to read music as a child. I..... read it when I was five.

d) People heard warnings about the flood, and they..... move out in time.

e) The train was full. I.....find a seat anywhere.

5. **Might be** and **might be doing**. Vicky and Rachel are at college. They're looking for their friend Natasha. Complete the conversation. Use **may** or **might** and the verb in brackets. Sometimes you need to use the continuous.

Vicky: I can't find Natasha. Have you seen her?

Rachel: (►)She. might be (she / be) in the music room. (►)She may be practicing (she / practise).

Vicky: No, she isn't there. I thought (1)..... (she / be) with you.

Rachel: It's a nice day. (2)..... (she / be) on the lawn.

(3)..... (she / sit) out there reading the paper. Or (4).....(she / have) a coffee.

(5)..... (you / find) her in the canteen.

Emma: No, I've looked there.

Rachel: Well, here comes Jessica. (6)..... (she / know).

6. **May** and **might**. Add a sentence with **may** or **might** (both are correct).

I'm not sure if it's going to rain. It might rain.

I don't know if we'll see an elephant. We may see one.

- I can't say whether Daniel will win .....
- I haven't decided if I'm having a holiday.....
- I don't know if we'll get an invitation.....
- I've no idea whether Sarah will be late.....
- I'm not sure if my friends are visiting me.....

7. Put in **mightn't** or **couldn't**.

I've got one or two things to do, so I mightn't have time to come out tonight.

David **couldn't** work as a taxi driver. He can't drive.

- a) We're going to need lots of glasses. We..... have enough, you know.
- b) Mark..... be in the office tomorrow. He thinks he's getting a cold.
- c) We..... possibly have a dog, living in a small flat like this.
- d) How can you work with all this noise? I..... work in such conditions.
- e) Don't come tomorrow because I..... be in. I'm not sure what I'm doing.

8. A reporter is interviewing Mrs Miles for a TV news programme. Complete the conversation. Put in **must**, **can't** or **might**.

*Mrs Miles:* My name's Nora Miles, and I'm going to do a parachute jump.

*Reporter:* Mrs Miles, you're seventy-three, and you're going to jump out of an aeroplane.

You (►) must be mad. You (1).....be serious.

*Mrs Miles:* It really (2)..... be wonderful to look down from the sky. I've always wanted to try it.

*Reporter:* But anything could happen. You (3).....be injured or even killed. I wouldn't take the risk.

*Mrs Miles:* Well, young man, your life (4).....be much fun if you never take risks. You ought to try it. You never know - you (5)..... enjoy it.

*Reporter:* Enjoy it? You (6).....be joking!

9. **Have to.** Complete the conversations. Use the words in brackets and a form of **have to**.

David's broken his leg. He's had to go (he's / go) to hospital.

Oh no! How long will he have to stay (will / he / stay) there?

I don't know. I parked my car outside the hairdresser's, and while I was in there, the police took the car away. I've got it back now. But.....(I / pay) a lot of money.

How much .....(you / pay)?

Two hundred pounds!

That door doesn't shut properly.....(you / slam) it every time.

.....(you / will / fix) it then, won't you?

You're always taking exams. Why.....(you / take) so many?

We're in a new house now .....(we / move). The old place was too small.

Nick: Did it take you long to find a house?

No, we found one easily. .... (we / not / look) very hard. But it was in bad condition.....(we've / do) a lot of work on it.

My brother.....(start) work at five o'clock in the morning.

That's pretty early. What time.....(he / get) up?

Half past three.

10. **Must and have to.** Write a sentence with **must**, **have to** or **has to**.

► The sign says: 'Passengers must show their tickets.'

So passengers have to show their tickets.

► The children have to be in bed by nine.

Their parents said: You must be in bed by nine.

Laura has to get to work on time.

Her boss told her:.....

The police told Nick: 'You must keep your dog under control.'

So Nick .....

The pupils have to listen carefully.

The teacher says: .....

The new sign says: 'Visitors must report to the security officer.'

So now .....

*11. Put in **must** or **have to/has to**. Choose which is best for the situation.*

► I have to go to the airport. I'm meeting someone.

You.....lock the door when you go out. There've been a lot of breakins recently.

1.Danie.....go to the bank. He hasn't any money.

2.I.....work late tomorrow. We're very busy at the office.

3.You really.....make less noise. I'm trying to concentrate.

4.I think you.....pay to park here. I'll just go and read that notice.

5.You really.....hurry up, Vicky. We don't want to be late.

6.I.....put the heating on. I feel really cold.

*12. Put in **must**, **mustn't** or **needn't**.*

► Laura: You needn't take an umbrella. It isn't going to rain.

Trevor: Well, I don't know. It might do.

Laura: Don't lose it then. You mustn't leave it on the bus.

1 Vicky: Come on. We.....hurry. We.....be late.

Rachel: It's only ten past. We.....hurry. There's lots of time.

2 Claire: My sister and I are going a different way.

Guide: Oh, you.....go off on your own. It isn't safe. We keep together in a group.

3 David: I'll put these cups in the dishwasher.

Melanie: No, you.....put them in there. It might damage them. In fact, we.....wash them at all. We didn't use them.

4 Secretary: I .....forget to type this letter.

Mark: Yes, it.....go in the post today because it's quite urgent. But the report isn't so important. You.....type the report today.

13. **Don't have to.** An old woman is talking to a reporter from her local newspaper. She is comparing life today with life in the past. Complete her sentences using **don't have to**, **doesn't have to** or **didn't have to**.

► We had to make our own fun in the old days. There wasn't any television then. These days people don't have to make their own fun.

1. There's so much traffic now. You have to wait ages to cross the road. In those days you.....

2. I had to work long hours when I was young. But children today have it easy.

3. They..... My father had to work in a factory when he was twelve. Just imagine! Today a twelve-year-old child.....

4. There's so much crime today, isn't there? People have to lock their doors now. It was better in the old days when people.....

5. We had to wash our clothes by hand. There weren't any washing-machines, you know. Nowadays people.....

14. **Didn't need to or needn't have?** Write the sentences using **didn't need to** or **needn't have**.

► The previous owners had already decorated the flat, so

We didn't need to decorate it ourselves (we / decorate / it / ourselves).

1 Luckily we were able to sell our old flat before we bought the new one, So..... (we / borrow / any money).

2 It was very hot yesterday, so I watered all the flowers. And now it's pouring with rain..... (I / bother).

3 We've done the journey much more quickly than I expected. .... (we / leave / so early).

4 A friend had already given me a free ticket to the exhibition, So..... (I / pay / to go in).

5 Service was included in the bill, so..... (you / tip / the waiter). It was a waste of money.

15. **Should and ought to.** Put in **should, shouldn't, ought or oughtn't.** (Look for the word to.)

Vicky: I can't come out tonight, Rachel. I (►) ought to do some more work. I'm behind with everything. I've got so much to do.

Rachel: You (1).....worry so much, Vicky. Don't panic. You (2).....to relax sometimes. You (3) .....take a break.

Vicky: I know I (4)..... panic, but I do. I can't help it.

Rachel: Anyway, you're doing OK, aren't you? Your results have been good.

You (5).....be pleased. You (6).....to invent problems for yourself.

16. **Had better.** What would you say in these situations? Add a sentence with **'d better (not)** and the words in brackets.

► Vicky doesn't feel well. She's got a headache. What might you say to her? (an aspirin)

You 'd.. better take an aspirin.

1. You and Daniel are meeting Rachel. You've both arrived, but she isn't there yet.

She \_\_\_\_\_ is \_\_\_\_\_ usually late,(wait).....

2. Ilona is leaving her bike outside the swimming-pool. You know it won't be safe if

she \_\_\_\_\_ leaves \_\_\_\_\_ it \_\_\_\_\_ unlocked, \_\_\_\_\_ (lock) .....

3. Some friends are going to visit you today. Your room is in a mess. What do you think?(tidy).....

4. Nick is giving you a lift in his old sports car. There's a speed limit, and there's a police car behind you. (too fast) .....

5. There's an exam tomorrow. Neither you nor Rachel have done any work for it (some revision) .....

17. **Be supposed to.** Add a sentence using **be (not) supposed to** and these words: *leave it outside, report to the police, stand in a queue, take two before meals, watch it*

► You shouldn't bring your bike in here. You are supposed to leave it outside.

1. I've got some pills.....

2. Foreign visitors can't travel freely here.....

3. Be careful waiting for a bus in England.....

4. This film isn't for under-sixteens.....

18. **Should, ought to, had better and be supposed to.** Complete the conversation. Use **should, ought to, had better or be supposed to** and the verbs in brackets. Usually there is more than one correct answer.

Vicky: What time (►) Are we **supposed** to be (we / be) at the coffee morning?

Rachel: The invitation says ten o'clock.

Vicky: Well, it's ten now. (1).....(we / hurry).

(2).....(we / not / be) late.

Rachel: Oh, it won't matter if we're a bit late.

Vicky: I think it would be rude, wouldn't it? I don't think people

(3)..... (arrive) late when they've been invited to something.

Rachel: You worry too much. (4).....(you / not / take) everything so seriously, Vicky. It's a coffee morning, not a job interview.

(5).....(we / not / get) there exactly on time.

19. **Will and would.** Complete the conversation. Put in **will, won't, would or wouldn't**.

Emma: We (►).**won't** be here next September. It's hard to believe, isn't it? In a few months our student days (1).....be over.

Matthew: It (2)..... be long now. I wish I had a job. Then I

(3)..... know where I was going.

Emma: Who knows what the future (4)..... bring?

Matthew: Why don't we get married, Emma? Then at least we

(5)..... be together.

Emma: I don't think so, Matthew. It (6)..... be a good idea.

Matthew: I couldn't live without you, Emma.

Emma: I really (7) .....like to believe you, Matthew

*20. Some other uses of **will** and **would**. Complete the conversations. Put in **will**, **won't**, **would** or **wouldn't** with these verbs:*

Give, go, help, let, like, open, stand

► Vicky: Have you noticed how thin Jessica has got?

Rachel: She's on a diet. She won't it anything accept carrots.

1 Harriet: Mike and I.....you get everything ready.

Mike: Yes, we're quite willing to lend a hand.

2 Laura: You're late. I thought you were going to leave work early today.

Trevor: Sorry. The boss.....me go.

3 Mark: Sarah and I.....you a lift, Mike.

Sarah: Yes, we're going your way.

4 Harriet: I heard Rita has quarrelled with her boyfriend.

Melanie: That's right. If he's invited to the party, she..... 5

Vicky: I've had enough of table tennis for one day.

Rachel: OK. Maybe Daniel .....a game with me.

6 Trevor: What's wrong with the washing-machine?

Laura: When I tried to use it earlier, the door .....

7 Mike: This lamp is always falling over.

### **Test.**

*1. Decide which word is correct.*

► Could..... I have some more tea, please?

a) Could b) Shall c) Will d) Would

1. Everyone's asleep. We.....make a noise.

a) couldn't b) mustn't c) needn't d) wouldn't

2 .....you like to go for a ride with us?

a) Do b) Should c) Will d) Would

3. I wonder if this is the right way. It..... not be.  
 a) can b) could c) might d) must
4. I don't think I want to see this film. ~ Oh, I think you.....  
 enjoy it.  
 a) can b) shall c) will d) would
5. I'm quite happy to walk. You..... drive me home.  
 a) don't b) haven't c) mustn't d) needn't
- 6 ..... I show you the way? ~ Oh, thank you.  
 a) Do b) Shall c) Will d) Would
7. It's late. I think we..... better go.  
 a) had b) have c) should d) would
8. We all tried to push the van, but it..... move.  
 a) can't b) couldn't c) won't d) wouldn't

*2. Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (✓). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.*

I won't be able to come to the meeting. ..✓....

We didn't needn't have watered the garden because it's raining.  
 .....Didn't.....

1. Would you like to be in the team? .....
2. Did people have to bring their own sleeping-bags? .....
3. I could to ski when I was quite young. ....
4. Would you mind for checking these figures? .....
5. We may be go swimming tomorrow. ....
6. I knew that I would be sorry later. ....
7. If you had fallen, you could have been hurt yourself. ....
8. We're not supposed to use this entrance. ....
9. You don't have to do all the work yourself. ....
10. Anna wasn't be allowed to take photos. ....

3. Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► Perhaps Susan knows the address, (may)

Susan may know the address.

1 We should be careful, (ought)

.....

2 I managed to finish all my work, (able)

.....

3. I realize that it was a terrible experience for you. (must)

.....

4. The best thing for you to do is sit down, (better)

.....

5. The report must be on my desk tomorrow morning, (has)

.....

6. It is possible that Joanne did not receive my message, (might)

.....

7. It's impossible for Martin to be jogging in this weather, (can't)

.....

8. Tessa wants a cup of coffee, (like)

.....

9. It was not necessary for Nancy to clean the flat, (didn't)

.....

4. Say what the speaker is doing. After each sentence write one of the phrases from the box.

**asking for advice    giving an order    making a suggestion    refusing permission**

**asking permission    inviting    offering food**

**expressing a wish    making a request    offering to help**

► Will you have a piece of cake?

offering food.....

May I sit down?

.....  
You must report to me every day.

.....  
What jobs should I apply for?

.....  
Would you like to spend the day with us?

.....  
Shall I do the washing-up?

.....  
Shall we sit outside?

.....  
I'm sorry. You can't park here

.....  
Could you fill in this form, please?

.....  
We really must have a nice big party

5. Here is some information for visitors to New York City. Write the missing words. Use one word only in each space.

Before you travel to the US, you (►) must find out what documents you need. You'll probably (1).....to get a visa, but there are different rules for different nationalities. For example, you (2).....need to show that you have enough money with you. But there's one rule you can be sure about: everyone (3).....to show their passport. The roads in New York are very

busy, but don't worry - you (4).....get around cheaply and easily by subway. Remember that you are not (5)..... to smoke on public transport or in shops. And don't forget either that you are (6).....to tip taxi drivers and waiters. New York is not the most dangerous city in the US, but you really (7)..... walk along empty streets at night. And it is safer if you are(8).....to travel around in a group.

Таблиця основних нестандартних (неправильних) дієслів

| <i>Infinitive</i> | <i>Past Indefinite</i> | <i>Past Participle</i> | <i>Translation</i> |
|-------------------|------------------------|------------------------|--------------------|
| <b>to arise</b>   | <b>arose</b>           | <b>arisen</b>          | виникати           |
| <b>to be</b>      | <b>was, were</b>       | <b>been</b>            | бути               |
| <b>to bear</b>    | <b>bore</b>            | <b>born</b>            | носити, виношувати |
| <b>to become</b>  | <b>became</b>          | <b>become</b>          | ставати            |
| <b>to begin</b>   | <b>began</b>           | <b>begun</b>           | починати (ся)      |
| <b>to break</b>   | <b>broke</b>           | <b>broken</b>          | ламати, розбивати  |
| <b>to bring</b>   | <b>brought</b>         | <b>brought</b>         | приносити          |
| <b>to build</b>   | <b>built</b>           | <b>built</b>           | будувати           |
| <b>to choose</b>  | <b>chose</b>           | <b>chosen</b>          | вибирати           |
| <b>to come</b>    | <b>came</b>            | <b>come</b>            | приходити          |
| <b>to cost</b>    | <b>cost</b>            | <b>cost</b>            | коштувати          |
| <b>to cut</b>     | <b>cut</b>             | <b>cut</b>             | різати, рубати     |
| <b>to deal</b>    | <b>dealt</b>           | <b>dealt</b>           | мати справу        |
| <b>to do</b>      | <b>did</b>             | <b>done</b>            | робити             |
| <b>to draw</b>    | <b>drew</b>            | <b>drawn</b>           | малювати; тягти    |
| <b>to drive</b>   | <b>drove</b>           | <b>driven</b>          | везти; керувати    |
| <b>to eat</b>     | <b>ate</b>             | <b>eaten</b>           | їсти               |
| <b>to fall</b>    | <b>fell</b>            | <b>fallen</b>          | падати             |

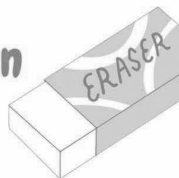
|                  |                         |                         |                    |
|------------------|-------------------------|-------------------------|--------------------|
| <b>to feed</b>   | <b>fed</b>              | <b>fed</b>              | годувати           |
| <b>to feel</b>   | <b>felt</b>             | <b>felt</b>             | відчувати          |
| <b>to fight</b>  | <b>fought</b>           | <b>fought</b>           | битися; боротися   |
| <b>to find</b>   | <b>found</b>            | <b>found</b>            | знаходити          |
| <b>to freeze</b> | <b>froze</b>            | <b>frozen</b>           | замерзати          |
| <b>to get</b>    | <b>got</b>              | <b>got</b>              | діставати (ся)     |
| <b>to give</b>   | <b>gave</b>             | <b>given</b>            | давати             |
| <b>to go</b>     | <b>went</b>             | <b>gone</b>             | іти                |
| <b>to grow</b>   | <b>grew</b>             | <b>grown</b>            | рости; вирощувати  |
| <b>to have</b>   | <b>had</b>              | <b>had</b>              | мати               |
| <b>to hear</b>   | <b>heard</b>            | <b>heard</b>            | чути               |
| <b>to hold</b>   | <b>Held</b>             | <b>held</b>             | тримати            |
| <b>to keep</b>   | <b>kept</b>             | <b>kept</b>             | зберігати; тримати |
| <b>to know</b>   | <b>knew</b>             | <b>known</b>            | знати              |
| <b>to lay</b>    | <b>laid</b>             | <b>laid</b>             | класти             |
| <b>to lead</b>   | <b>led</b>              | <b>led</b>              | вести; очолювати   |
| <b>to learn</b>  | <b>learnt (learned)</b> | <b>learnt (learned)</b> | вивчати            |
| <b>to leave</b>  | <b>left</b>             | <b>left</b>             | залишати           |
| <b>to let</b>    | <b>let</b>              | <b>let</b>              | дозволяти          |
| <b>to lie</b>    | <b>lay</b>              | <b>lain</b>             | лежати             |

|                  |               |               |                      |
|------------------|---------------|---------------|----------------------|
| <b>to lose</b>   | <b>lost</b>   | <b>lost</b>   | втрачати; програвати |
| <b>to make</b>   | <b>made</b>   | <b>made</b>   | робити               |
| <b>to mean</b>   | <b>meant</b>  | <b>meant</b>  | означати             |
| <b>to pay</b>    | <b>paid</b>   | <b>paid</b>   | платити              |
| <b>to put</b>    | <b>put</b>    | <b>put</b>    | класти; ставити      |
| <b>to read</b>   | <b>read</b>   | <b>read</b>   | читати               |
| <b>to ring</b>   | <b>rang</b>   | <b>rung</b>   | дзвонити             |
| <b>to rise</b>   | <b>rose</b>   | <b>risen</b>  | підійматися          |
| <b>to run</b>    | <b>ran</b>    | <b>run</b>    | бігти                |
| <b>to saw</b>    | <b>sawed</b>  | <b>sawn</b>   | пиляти               |
| <b>to say</b>    | <b>said</b>   | <b>said</b>   | казати               |
| <b>to see</b>    | <b>saw</b>    | <b>seen</b>   | бачити               |
| <b>to send</b>   | <b>sent</b>   | <b>sent</b>   | надсилати            |
| <b>to set</b>    | <b>set</b>    | <b>set</b>    | встановлювати        |
| <b>to show</b>   | <b>showed</b> | <b>shown</b>  | показувати           |
| <b>to sink</b>   | <b>sank</b>   | <b>sunk</b>   | тонутути             |
| <b>to sit</b>    | <b>sat</b>    | <b>sat</b>    | сидіти               |
| <b>to sow</b>    | <b>sowed</b>  | <b>sown</b>   | сіяти                |
| <b>to speak</b>  | <b>spoke</b>  | <b>spoke</b>  | говорити             |
| <b>to split</b>  | <b>split</b>  | <b>split</b>  | розщеплювати         |
| <b>to spread</b> | <b>spread</b> | <b>spread</b> | поширювати           |

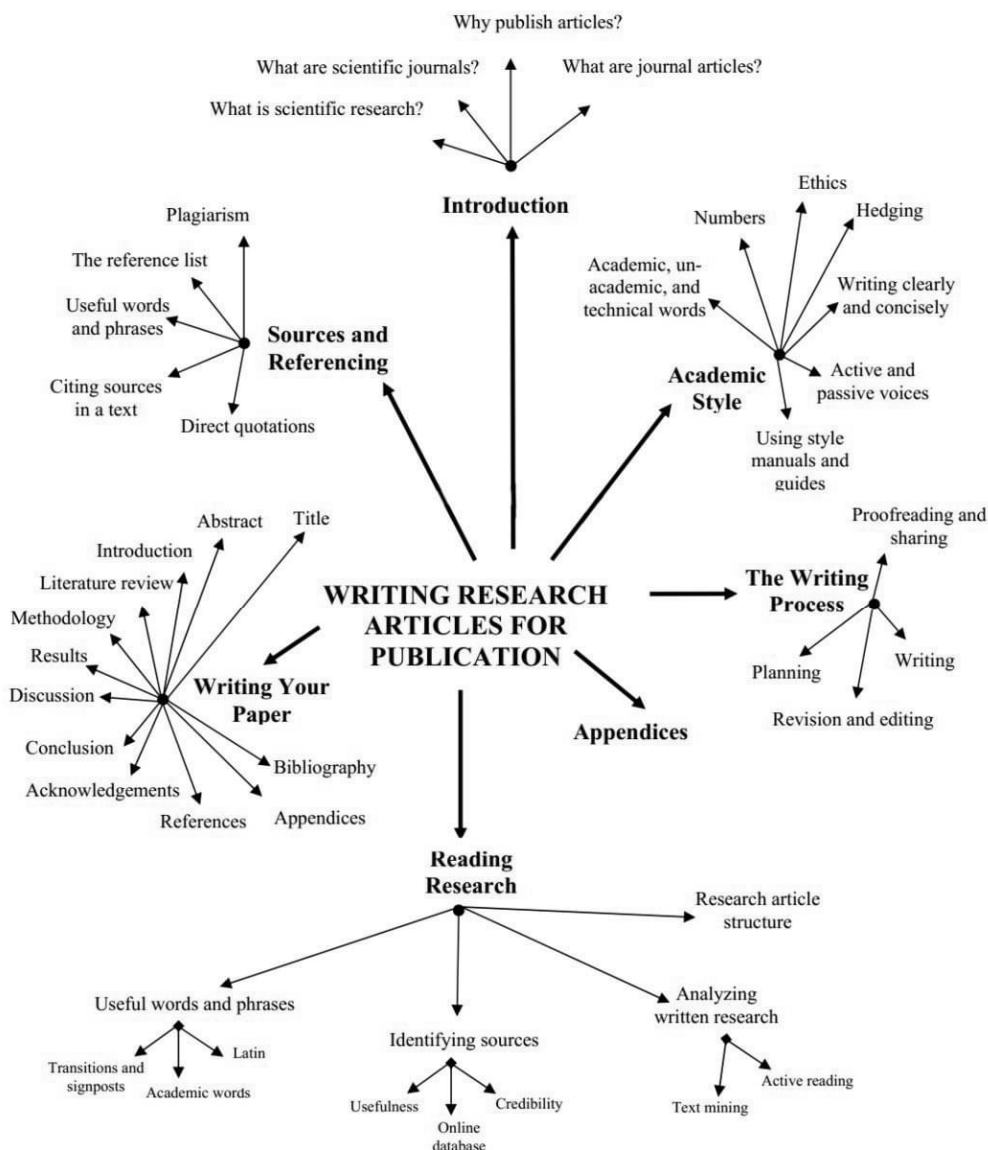
|                      |                   |                   |               |
|----------------------|-------------------|-------------------|---------------|
| <b>to stand</b>      | <b>stood</b>      | <b>stood</b>      | стояти        |
| <b>to take</b>       | <b>took</b>       | <b>taken</b>      | брати         |
| <b>to teach</b>      | <b>taught</b>     | <b>taught</b>     | вчити         |
| <b>to tell</b>       | <b>told</b>       | <b>told</b>       | розповідати   |
| <b>to think</b>      | <b>thought</b>    | <b>thought</b>    | думати        |
| <b>to understand</b> | <b>understood</b> | <b>understood</b> | розуміти      |
| <b>to wear</b>       | <b>wore</b>       | <b>worn</b>       | носити (одяг) |
| <b>to withstand</b>  | <b>withstood</b>  | <b>withstood</b>  | протистояти   |
| <b>to write</b>      | <b>wrote</b>      | <b>written</b>    | писати        |



## Mistakes Writers Make When Editing Their Own Work



- **Skippping the Break:** After completing a draft, writers often jump straight into editing without taking a break. A little distance from the work can help you see it more objectively.
- **Overlooking Typos and Grammar Errors:** Sometimes, writers get so focused on larger issues that they overlook simple typos, grammar mistakes, and punctuation errors.
- **Neglecting Structure and Organization:** Editing isn't just about fixing grammar; it's about ensuring your content flows logically. Neglecting to review the overall structure and organization can lead to confusing or disjointed writing.
- **Being Too Attached to Words:** Writers might become attached to certain phrases or sentences they've written, even if they don't contribute to the clarity or effectiveness of the piece. It's important to be willing to delete or rewrite sections that aren't serving the purpose.
- **Overcomplicating Language:** Some writers try to impress with overly complex vocabulary or sentence structures. This can lead to confusion for readers. Clear and concise writing is usually more effective.
- **Lack of Proofreading:** Editing should involve both substantive changes and proofreading. Skipping the proofreading step can result in minor yet noticeable errors slipping through.
- **Ignoring Feedback:** If you're seeking feedback from others, ignoring or dismissing their input defeats the purpose. Constructive criticism can greatly improve your work.
- **Not Reading Aloud:** Reading your work aloud can help you catch awkward phrasing, repetitive words, and other issues that might not be as evident when reading silently.
- **Inconsistent Tone or Voice:** Maintain a consistent tone and voice throughout your piece. Sudden shifts can confuse readers and disrupt the flow.
- **Rushing the Process:** Editing takes time. Rushing through it might mean missing important improvements that could elevate your writing.



# PhD Thesis Writing Process: A Systematic Approach—How to Write Your Introduction

**Qais Faryadi**

Future Expert Solutions, Creative Research and Innovations, Kuala Lumpur, Malaysia  
Email: user@magnesium4you.com

**How to cite this paper:** Faryadi, Q. (2018). PhD Thesis Writing Process: A Systematic Approach—How to Write Your Introduction. *Creative Education*, 9, 2534-2545. <https://doi.org/10.4236/ce.2018.915192>

**Received:** October 23, 2018

**Accepted:** November 17, 2018

**Published:** November 20, 2018

Copyright © 2018 by author and Scientific Research Publishing Inc. This work is licensed under the Creative Commons Attribution International License (CC BY 4.0). <http://creativecommons.org/licenses/by/4.0/>



**Open Access**

## Abstract

Thesis writing is a skill that every PhD candidate must acquire to convey his or her research findings clearly. The main objective of this paper is to facilitate the thesis writing process so that PhD candidates understand what a PhD thesis is and can write their thesis correctly and scientifically. The methodology used in this research was descriptive as it discusses and describes the various parts of thesis writing process and explains how to do it in a very simple and understanding language. As thus, this article outlines the various steps of thesis writing to guide the PhD candidate so that the task of PhD thesis writing becomes manageable and less daunting. This research is a useful roadmap especially for students of the social sciences studies. Further, in this paper, research procedure and thesis writing strategies are explained in a simple manner. This paper adopts a how-to approach when discussing a variety of relevant topics, such as thesis introduction, types of introductions, introduction statements, problem statement, research questions, hypothesis and contributions of the study. This paper has 5 parts: Introduction, Literature Review, Methodology, Results and Conclusion. The introduction chapter is discussed in this paper. I will discuss the rest as a series in the future.

## Keywords

Thesis Writing Process, Learning and Teaching, PhD, Social Science, Research Methodology, Introduction

## 1. Introduction

Before you write your introduction, you must know what a research is first. It makes every stage of writing easier. Research is defined as a premeditated investigation using scientific methodology (*quantitative, qualitative, experimental, observation and so on*) to solve a serious problem (*not ordinary problem*), thus

## Editorial

# Ten Simple Rules for Making Good Oral Presentations

Philip E. Bourne

Continuing our "Ten Simple Rules" series [1–5], we consider here what it takes to make a good oral presentation. While the rules apply broadly across disciplines, they are certainly important from the perspective of this readership. Clear and logical delivery of your ideas and scientific results is an important component of a successful scientific career. Presentations encourage broader dissemination of your work and highlight work that may not receive attention in written form.

## Rule 1: Talk to the Audience

We do not mean face the audience, although gaining eye contact with as many people as possible when you present is important since it adds a level of intimacy and comfort to the presentation. We mean prepare presentations that address the target audience. Be sure you know who your audience is—what are their backgrounds and knowledge level of the material you are presenting and what they are hoping to get out of the presentation? Off-topic presentations are usually boring and will not endear you to the audience. Deliver what the audience wants to hear.

## Rule 2: Less is More

A common mistake of inexperienced presenters is to try to say too much. They feel the need to prove themselves by proving to the audience that they know a lot. As a result, the main message is often lost, and valuable question time is usually curtailed. Your knowledge of the subject is best expressed through a clear and concise presentation that is provocative and leads to a dialog during the question-and-answer session when the audience becomes active participants. At that point, your knowledge of the material will likely become clear. If you do not get any questions, then you have not been following the other rules. Most likely,

your presentation was either incomprehensible or trite. A side effect of too much material is that you talk too quickly, another ingredient of a lost message.

## Rule 3: Only Talk When You Have Something to Say

Do not be overzealous about what you think you will have available to present when the time comes. Research never goes as fast as you would like. Remember the audience's time is precious and should not be abused by presentation of uninteresting preliminary material.

## Rule 4: Make the Take-Home Message Persistent

A good rule of thumb would seem to be that if you ask a member of the audience a week later about your presentation, they should be able to remember three points. If these are the key points you were trying to get across, you have done a good job. If they can remember any three points, but not the key points, then your emphasis was wrong. It is obvious what it means if they cannot recall three points!

## Rule 5: Be Logical

Think of the presentation as a story. There is a logical flow—a clear beginning, middle, and an end. You set the stage (beginning), you tell the story (middle), and you have a big finish (the end) where the take-home message is clearly understood.

## Rule 6: Treat the Floor as a Stage

Presentations should be entertaining, but do not overdo it and do know your limits. If you are not humorous by nature, do not try and be humorous. If you are not good at telling anecdotes, do not try and tell anecdotes, and so on. A good entertainer will captivate the audience and increase the likelihood of obeying Rule 4.

## Rule 7: Practice and Time Your Presentation

This is particularly important for inexperienced presenters. Even more important, when you give the presentation, stick to what you practice. It is common to deviate, and even worse to start presenting material that you know less about than the audience does. The more you practice, the less likely you will be to go off on tangents. Visual cues help here. The more presentations you give, the better you are going to get. In a scientific environment, take every opportunity to do journal club and become a teaching assistant if it allows you to present. An important talk should not be given for the first time to an audience of peers. You should have delivered it to your research collaborators who will be kinder and gentler but still point out obvious discrepancies. Laboratory group meetings are a fine forum for this.

## Rule 8: Use Visuals Sparingly but Effectively

Presenters have different styles of presenting. Some can captivate the audience with no visuals (rare); others require visual cues and in addition, depending on the material, may not be able to present a particular topic well without the appropriate visuals such as graphs and charts. Preparing good visual materials will be the subject of a further Ten Simple Rules. Rule 7 will

**Citation:** Bourne PE (2007) Ten simple rules for making good oral presentations. *PLoS Comput Biol* 3(4): e77. doi:10.1371/journal.pcbi.0030077

**Copyright:** © 2007 Philip E. Bourne. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Dr. Philip E. Bourne is a Professor in the Department of Pharmacology, University of California San Diego, La Jolla, California, United States of America. E-mail: bourne@sdsc.edu

### The NATO Phonetic Alphabet

|         |          |         |       |
|---------|----------|---------|-------|
| ALFA    | BRAVO    | CHARLIE | DELTA |
| ECHO    | FOXTROT  | GOLF    | HOTEL |
| INDIA   | JULIET   | KILO    | LIMA  |
| MIKE    | NOVEMBER | OSCAR   | PAPA  |
| QUEBEC  | ROMEO    | SIERRA  | TANGO |
| UNIFORM | VICTOR   | WHISKEY | X-RAY |
| YANKEE  | ZULU     |         |       |

## GLOSSARY

ABCs [ABBREV-U9]: an acronym used to refer to the steps of giving first aid.

accuracy [N-UNC-U2]: the ability to hit the target without making mistakes.

affirmative [PROCEDURE WORD-U6]: a term that means "yes". aim [V-T-U1]: to point a weapon at something or somebody.

airway [N-C-U9]: the passage that carries air from the mouth to the lungs.

ammo pouch [N-C-U10]: a cloth pocket that holds bullets.

AN/PRC-148 [N-C-U6]: a radio that is held in one hand. It is used by militaries around the world.

anti-personnel [ADJ-U5]: (a weapon) designed to harm people in particular.

anti-personnel [ADJ-U5]: (a weapon) designed to harm people in particular.

A-ration [N-C-U8]: a meal for soldiers that is cooked in a dining facility or a field kitchen.

arctic [ADJ-U14]: (a place) with very cold weather most of the time.

arm [N-C-U13]: a part of the military with a specific purpose.

army [N-UN-U12]: the military forces of a nation.

armored [ADJ-U5]: (a vehicle)

covered with a strong material that protects it.

armored division [N-C-U13]: a part of the army that use armored vehicles, such as tanks.

artillery piece [N-C-U4]: a large weapon that is usually moved on wheels.

assault rifle [N-C-U21]: an automatic or semi-automatic rifle used in military operations.

assault weapon [N-C-U2]: a gun that is used in military operations.

automatic [ADJ-U2]: (a weapon) able to fire multiple bullets with one trigger press.

backpack [N-C-U6]: a sack worn on the back and used to carry things. barracks [N-C-U7]: buildings where soldiers sleep and live.

barrel [N-C-U2]: a tube-like part of a gun through which the bullet travels when the firearm is shot.

battle [N-C-U4]: a fight between two armies.

battlefield medicine [N-UNC-U9]:

the treatment of wounded soldiers on or close to the battlefield.

bayonet [N-C-U10]: a knife attached to the end of a rifle. billet IN-C-U7]: a building where soldiers sleep and live.

biological attack [ADJ-U5]: using germs or disease-causing material to hurt people.

blend into [PHRASAL V-U10]: to look the same as the surrounding area or people.

dosed checkpoint IN-C-U15): a checkpoint that limits or denies access to a route, much like a

roadblock.

combat identification panel IN-C-161: a device mounted on military vehicles to allow them to be told apart from the enemy during battle.

combat patrol [N-C-U13]: a military unit given the job of destroying or capturing the enemy or the enemy's properties.

combat search and rescue (CSAR) IN-UN-C-U14]: a search and rescue mission carried out in or near a combat zone.

command detonation [ADJ-U1]:

(mode) when a mine is set off by the operator.

mode) when a the operator.

compass man (N-C-U13): the member of a patrol who assists in navigation by keeping the group on course.

console display IN-C-U8): the dual piece of a central control or instrument panel.

convoy IN-C-U12): a group of vehicles traveling together for safety and support.

convoy commander [N-C-U12]: the leader in charge of an entire convoy operation.

copilot-gunner [N-C-U10]: the member of an aircraft crew who assists the pilot by operating an aircraft's weaponry.

CornerShot [N-C-U4]: a firearm that bends in the middle, allowing the shooter to fire around a corner.

friendly fire [N-UNC-U6]: when one injures one's own unit while trying to harm the enemy.

fully-automatic firearm [N-C-U3]: a weapon that automatically fires bullets and ejects the spent shells until the trigger is released.

fuselage [N-C-U91]: the main part of an aircraft, to which the wings and tail are attached.

Gatling-style [ADJ-U9]: (weapon)

using multiple barrels that rotate in a cycle after each round is fired. global positioning system (GPS)

[N-C-U9]: an electronic device that uses satellites in order to allow the operator to navigate a terrain.

ground clearance [N-UNC-U6]: the measurement from the lowest hanging part under a vehicle to the ground.

hasty checkpoint [N-C-U15]: a temporary location where a military unit can inspect people or vehicles passing through an area.

helmet mounted display [N-C-U10]: a device that allows an aircraft pilot or gunner to aim weaponry at a target in the direction his/her head is facing.

high mobility multi-purpose wheeled vehicle (HMMWV) [N-C-U6]: a widely-used military vehicle that is able to perform a variety of duties including troop transport, medical aid, and being a weapons platform.

holding area [N-C-U15]: an enclosed location near a checkpoint where a person or vehicle can be inspected more closely by a military unit.

hostile element [N-C-U15]: any part of an enemy unit.

humanitarian [N-C-U11]: someone devoted to the well-being of other people.

improvised explosive device (IED) [N-C-U1]: a homemade bomb made and deployed in ways different from those in standard military action.

U5: a troop transport that is fitted with enough armor and weaponry to engage in direct-fire battle. infrared homing [ADJ-U2]: a guidance system that uses the electromagnetic radiation given off by a target to track it.

insurgent [N-C-U15]: a member of the enemy force.

interpreter [N-C-U15]: someone who can translate one language into another.

land mine [N-CrUDI]: an explosion device usually detonated by contact.

laser-guided missile (IN-C-U9): a projectile that is fired at a target using a laser beam to aim it. lateral attack (IN-C-U6): an asset above or below.

from the side, as opposed to from

launch (V-T or I-U2): to propel with force.

man-portable (ADJ-U2]: can be transported by a person, without the help of a vehicle.

mandate [N-C-U11: a command or instruction given by a figure of authority.

Longbow looter in the andante track helicopter in the Apache group.

Low-velocity cannon v-C-U4), common which trek shells at a lord, speed for short ranges. machine gun [N-C-U3): an

Automatic firearm that can shoo bullets one after the other very quickly.

magazine IN-C-U3): the part of a gun where cartridges are stored n off before use.

man-portable (ADJ-U2]: can be r of transported by a person, without the help of a vice.

mandate [N-C-U11): a command or instruction given by a figure of authority.

march column [N-C-U12]: the line of vehicles that makes up a convoy. mine clearing machine [N-C-U1]: a vehicle that creates a safe path for soldiers through a minefield.

mine plow IN-C-U11: a device used to push land mines out of the path of a tank.

minefield [N-C-U11: an area in which a military has used land mines. minefield

dispersal system IN-C-U9): a system used to quickly lay land mines over a wide area, by way of fired artillery or dropped bombs.

mobile support unit [N-C-U8]: a vehicle- or aircraft-mounted defense system used to protect ground troops.

motor pool [N-C-U5]: a group or fleet of vehicles.

MP7 [N-C-U4]: a submachine gun that uses armor-piercing ammunition similar to that used by modern rifles.

night vision [N-UNC-U10]: A device with night vision gives the operator the ability to see in a dark environment.

nose-mounted [ADJ-U10]: (device)

attached to an aircraft's most forward point (the nose).

objective IN-C-U13]: a goal that one works toward.

objective area IN-C-U14): the location at which a military unit's mission is aimed.

Photopia IN. C-U15): Something solar way of

peace accord [N-C-U11]: an agreement between warring groups to stop fighting.

peacekeeping [ADJ-U11]: (mission or force) with the objective of upholding peace among hostile groups.

penetrating weapon [N-C-U2]: a weapon designed to break into or pierce a target.

periscope [N-C-U7]: a device that uses mirrors to allow the operator to view an environment from an indirect line of sight.

rescue escort (RESCORT) [N-C-U14]: an aircraft that provides fire support to a combat search and rescue mission on route to and from the objective area.

risk management assessment [N-C-U12]: a detailed description of a convoy route's physical dangers. roadblock [N-C-U15]: a barricade or obstruction preventing access to a route.

rounds per minute [PHRASE-U3]:

the speed at which a gun can fire cartridges over the course of one minute.

run-flat tire [N-C-U7]: a tire that is designed to keep being useful to a vehicle after it has been punctured.

scout [V-T or I-U13]: to explore or observe in order to gain information.

search and rescue (SAR) [N-UNC-U14]: missions to recover personnel isolated from their unit and perhaps in danger.

self-destruct [V-I-U1]: (e.g. mine) destroy itself.

shoulder-launched weapon [N-C-U2]: a weapon that fires a projectile (usually a missile or rocket) at a target and is small enough to be carried by a single person.

shrapnel [N-UNC-U1]: the fragments from an explosive; also, the metal balls in certain artillery shells.

slat armor [N-UNC-U7]: a defensive covering used on certain military vehicles, that is able to detonate explosive rounds before they hit the vehicle's hull.

slew-to-cue [ADJ-U8]: (turret) able to shift into position automatically when the operator selects a target on a console display.

sling [N-C-U9]: a construction used for lifting and carrying an object. special-pur-

pose weapon [N-C-U4]: a firearm that combines more than one function, such as a rifle with a grenade launcher attached.

U2s: a weapon that tries a proper (usually a missile or rocket) at a target and is small enough to be carried by a single person.

shrapnel [N-UNC-U1]: the fragments from an explosive; also, the metal balls in certain artillery shells.

slat armor [N-UNC-U7]: a defensive covering used on certain military vehicles, that is able to detonate explosive rounds before they hit the vehicle's hull.

slew-to-cue (ADJ-U8): (turret) able to shift into position automatically when the operator selects a target on a console display.

sling [N-C-U9]: a construction used for lifting and carrying an object. special-pur-

pose weapon [N-C-U4]: a firearm that combines more than one function, such as a rifle with a grenade launcher attached.

submachine gun [N-C-U4]: a firearm that combines the automatic fire of a machine gun and the cartridge of a pistol.

suppressive fire [N-UNC-U3]: the discharge of weapons at the enemy to keep them from seeing, tracking, or firing at a target. surface-to-air missile [N-C-U5]: a projectile fired from a device on the ground with the purpose of destroying an aircraft.

surveillance [N-UNC-U13]: the close observation of a person or group.

tactical group [N-C-U13]: a military unit that carries out an operation. tactical

transport [N-UNC-U9]: the movement of personnel or equipment by way of a ground vehicle or aircraft.

tandem cockpit [N-C-U10]: an aircraft cockpit which seats two crew members, one behind the other.

Operate after a fixed amount time has passed.

used to impede or stop the sire spike IN-Geor stature.

dare movement of a vehicle by puncturing its tires.

TOW IN C-U21: an anti-tank guider missile that can be launched from; variety of different platforms.

tracking patrol IN-C-U13): a military group that follows an enemy unit, gathering information about the enemy, the route, and the terrain as they track.

trigger [N-C-U3]: a part of the firearm that causes it to fire when pressed.

shout tire on trey that to, bigger IN-C-03k a part of the pressed.

cream that causes it to fire wan iripod IN Ciude to Molcture vin, gun, missile, or other weapon win-engine (No separate Carcian, powered by two separate engine, unmanned aerialece herho IN C.up, an aircraft operated remotely wis no personnel on board.

utility helicopter IN-C-U9]: a helicopter used for many purposes (transport, suveil-lance, air or ground assault, etc.).

vehicle commander IN-C-U71: the leader of a Stryker IFV who also serves as its gunner.

victim-initiated ADJ-U11: (e.g. mine) operated unintentionally by the person it is meant to harm.

XM29 OICW [N-C-U4]: a prototype assault rifle that fires airburst munitions to damage hidden targets.

### *Список використаної літератури:*

1. Бех П.О. Англійська мова. – К.:Либідь, 1996. – 266 с.
2. Біліченко А.М., Вощевська О.В. Scientific English. - К.: Формат, 2013. - 134с.
3. Верба Г.В., Верба Л.Г. Довідник з граматики англійської мови. – К.: Освіта, 1994. – 234 с.
4. Гужва Т. 101 розмовна тема. – К.: Тандем, 2000. – 214 с.
5. Коваленко А.Я. Загальний курс науково-технічного перекладу. – К.: “Інкос”, 2002. – 317с.
6. Куліш Л.І., Друянова Є.О. Прискорений курс англійської мови. – 4-е вид. – К.: Чумацький шлях, 2001. – 303 с.
7. Моос Б.Е. Reader for students of Agricultural Technical Schools. – К.: Вища школа, 2009. – 150 с.
8. Пінська Е.В. Business English. – К.: Знання, 2008. – 260 с.
9. Бахов І. С. English Grammar Practice. Практикум з граматики англійської мови. – 2-ге вид., переробл. і допов. – К. : МАУП, 2006. – 216 с. – Бібліогр.: с. 214.
10. John Taylor & Jenny Dooley. Command and control. Express Publishing, 2011. 38 p.
11. [www.scrip.org/journal.ce](http://www.scrip.org/journal.ce)
12. [www.EnglishGrammar.org](http://www.EnglishGrammar.org)

В умовах глобалізації світової економічної системи, до якої входить і наша держава, розвитку ринкових відносин та новітніх інформаційних технологій в Україні постає потреба у високоосвічених фахівцях, які б володіли іноземними мовами і, насамперед, англійською — мовою міжнародного бізнесу й науково-технічного прогресу.

У посібнику зібрано лексичний та граматичний матеріал для самостійної підготовки, спрямований на формування професійної комунікативної компетентності, підвищення рівня мовної грамотності та практичного оволодіння навичками службової комунікації іноземною мовою.

## КИЇВСЬКИЙ ІНСТИТУТ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ



КИЇВ  
2023