

Laura-Diana CIZER

Gabriela EFTIMESCU

**ENGLISH LANGUAGE
IN USE FOR NAVY STUDENTS**

Colecția „Nautica”

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PREFACE

In the contemporary globalized and technologized environment, adequate knowledge and use of the English language is paramount to the development of professional lives, as it grants the access to valuable and continuously-evolving resources, facilitates communication in internationalized settings, and enhances employability on a highly competitive labor market. This coursebook *English Language in Use for Navy Students* contributes to the development of a specialized linguistic framework essential for the accurate comprehension and coherent expression of concepts in maritime English. Moreover, the coursebook is not limited to specialized language issues; it also focuses on the enhancement of general English communication skills, across a broad range of international contexts.

Characterized by strong practical relevance, the course is primarily designed to support the development of maritime English proficiency and to contribute to the professional training of specialists working in the maritime sector, where precise and efficient communication is vital. For this purpose, the course comprises eight learning units. The first seven units are organized in a consistent manner, each encompassing listening practice activities, grammar in context elements, word banks, and speaking practice. The eighth unit – i.e., “Conversational Strategies and Cues” – addresses the FORTE tip, common fillers and hesitation devices, strategies and techniques to make answers longer, and methods for improving narrative and descriptive skills. Additionally, the course features an “Exam Focus” section dedicated to narrations and descriptions, along with an answer key, audio scripts and references.

Its specialized content – covering both general and maritime English – as well as its didactic methodology give the course an innovative and interactive character. The practical activities typical of the maritime field are designed to develop English receptive and productive skills. Moreover, the course supports the acquisition and consolidation of grammar elements in a contextualized manner, relevant to the communication in the maritime sector.

The course reflects the latest developments in the maritime field by incorporating well-informed, current English maritime terminology and

drawing on recent, diverse and scientifically robust sources. Its methodological rigor is strengthened by the use of authentic materials, which are organized in a coherent and clear manner. These materials are accompanied by relevant practical exercises that play an essential part in the reinforcement of specialized terminology, and foster the development of linguistic skills in professional contexts. This approach also supports effective teaching and learning processes, ensuring the adequate implementation of knowledge.

This course is further characterized by coherence, balance and clarity, which facilitate comprehension for its target audience and demonstrate a well-structured didactic approach aligned with its proposed objectives. Therefore, *English Language in Use for Navy Students* provides solid and timely content, anchored in the contemporary demands of the maritime field, and adequately meeting the students' needs for developing linguistic and communication skills.

Associate Professor, PhD. Alina Buzarna -Tihenea (Gălbează)

Faculty of Letters

Ovidius University of Constanta

FOREWORD

Dear learner,

Welcome to *English Language in Use for Navy Students*!

This is a comprehensive guide designed to enhance your proficiency in English with a focus on **speaking** skills through listening. It has been tailored specifically for your language needs in order to meet the unique requirements for Navy personnel.

This guide is structured in two volumes (Book 1 and Book 2) and aims to provide practical and relevant language training, ensuring you are well-equipped for both everyday interactions and professional communications within naval and military contexts.

Unit Breakdown

Unit 1: We begin our language journey by laying the foundation for effective communication. Here, you will practice introductory exchanges, explore basic grammar, and gain essential vocabulary for building a personal profile — all essential tools for initiating meaningful interactions with fellow service members and civilians alike. As you advance through the units, you will engage in targeted listening exercises, build vocabulary, and practice grammar in context, strengthening both fluency and precision in English.

Unit 2: Narration (Present). Continuing our journey with present tense narration, this unit focuses on helping you articulate current events and ongoing activities. You'll learn how to describe your daily duties, current activities, and immediate needs in a clear and concise manner.

Unit 3: Narration (Future). This unit extends your exploration into new language territories beyond the present tenses into future narration. This is critical when it comes to expressing immediate actions, personal and official plans, and intentions. These language structures are fundamental for mission/job planning and help you discriminate among nuances in futurity.

Unit 4: Narration (Past). Building on the present tense from Unit 2, this unit transitions to narrating past events. You'll practice recounting previous missions, past experiences, and ceremonial events, enhancing your ability to provide detailed and accurate accounts.

Unit 5: Description (People). Describing people is the core of this unit. You'll develop the ability to characterize individuals accurately, including their physical appearance, clothing style and professional roles. This is essential for handling routine and unpredicted situations (incidents, etc.) within personal and professional interactions.

Unit 6: Description (Places). In this unit, we shift our focus to describing places. You'll learn to give detailed descriptions of various locations, whether they are naval bases, ships, or foreign ports. This skill is crucial for effective communication in military as well as routine and familiar settings.

Unit 7: Description (Events). This unit focuses on expanding your ability to describe military and civilian events, which is a common topic in daily conversations and/or professional contexts. Tapping into your previously acquired narrative skills, this unit will equip you with additional tools that will enable you to focus on specific events in a more detailed manner.

Unit 8: Conversational Strategies and Cues is a unit that gives practical advice on how to employ various demonstrational techniques, essential words and phrases in order to naturally manage realistic language tasks.

Exam Focus: Narration &Description

English Language in Use for Navy Students closes with **Exam Focus** which aims at integrating narration and description skills. You will be tested on your ability to seamlessly narrate events and describe places and people, demonstrating a comprehensive understanding of these fundamental language functions. The **Exam Focus** prepares you for real academic assessments, emphasizing various situational speaking and comprehension strategies. It will ensure that you are well-prepared to communicate effectively in all situations you may encounter as a Navy professional.

Unit Structure

Each unit integrates listening practice with structured grammar exercises, vocabulary banks, and “Your Turn!” speaking activities at the end of each unit. This will provide you with the opportunity to practice speaking by applying what you have learned throughout the unit. These practical instances are intended to simulate real-life scenarios, building your confidence to respond quickly and effectively in English.

The final components such as ***Answer Key*** and ***Audioscripts*** further enhance your learning journey in full autonomy by supporting both your independent review and comprehension check.

Overall, *English Language in Use for Navy Students* is more than just a language textbook; it is a vital tool for your professional development. By mastering the skills outlined in this book, you will enhance your ability to perform your academic and professional duties with accuracy and clarity, ensuring operational success and effective teamwork.

Ultimately, *English Language in Use for Navy Students* will support your success in communicating clearly, strategically, and confidently in any English-speaking environment.

The Authors

UNIT 1 – GETTING STARTED! GETTING TO KNOW YOU

	Objectives ✓ to learn language strategies in order to offer personal details ✓ to perfect questioning skills ✓ to improve communication abilities
---	--

Note to the student:

 Upon completion of this unit, you will be able to:

- confidently handle most normal, casual conversations on concrete topics such as job procedures, family, personal background and interests, travel, and current events.



Language functions: giving/asking for information; stating facts.



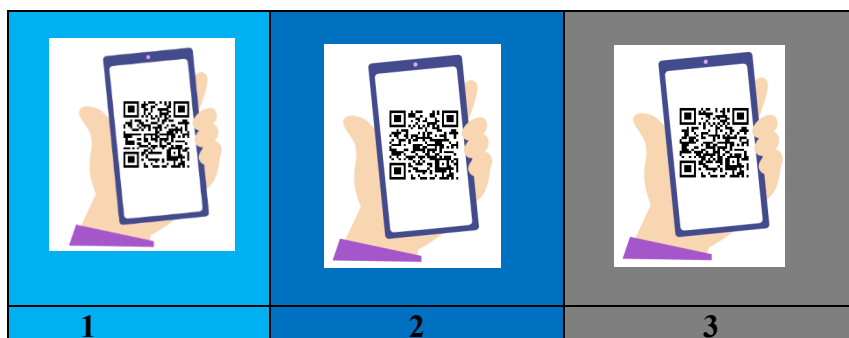
1.1. LISTENING PRACTICE

Discussing personal life and sharing personal information can be a way to build connections and foster relationships. It involves talking about one's background, interests, experiences, and values. When sharing personal information, it is important to consider the context and the level of trust with the audience. Balancing openness with discretion ensures that the information shared is appropriate and comfortable for both the speaker and the listener. This practice can enhance mutual understanding and create a more genuine and relatable interaction.

You will hear three young men talking about their personal lives.

Scan the QR codes and listen to the recordings.





TASK 1. Complete the chart below with detailed information that the speakers give about themselves.

TOPIC	SPEAKERS		
	CALEB 1	GABRIEL 2	AUSTIN 3
native town			
family			
current occupation			
skills/abilities			
duties/responsibilities			
likes & dislikes			
educational background			



1.2. GRAMMAR POINTS. GRAMMAR IN CONTEXT



WORD ORDER



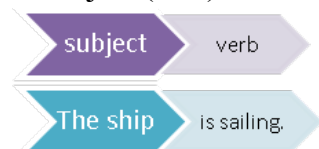
SENTENCE STRUCTURE

Word order and sentence structure are essential for language communication since they can determine the meaning of a sentence, and help you emphasize certain aspects of the sentence. They also allow your speech and writing to sound more natural.

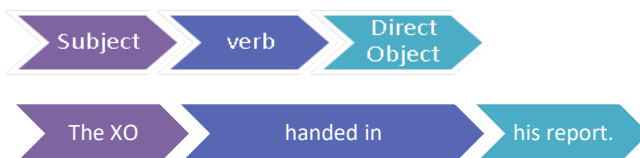
SVOMPT rule is one of the most important rules in English. In other words:



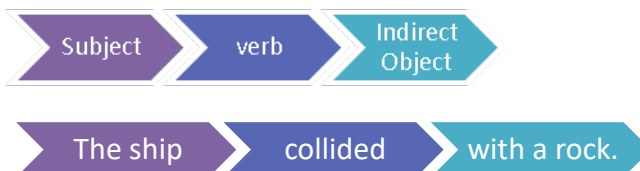
It shows the way an English sentence is created. A sentence usually begins with a subject (*who*), followed by the verb (*what*);



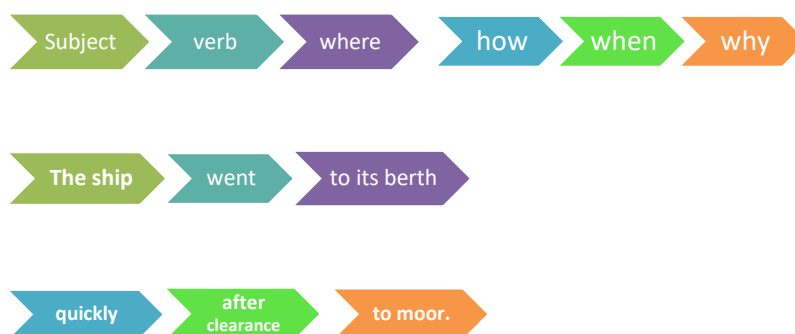
Also part of the *what* element is the object (often required by the verb); therefore, the verb and its direct object must be kept together, they are not to be separated.



Some verbs may also take an indirect object (object that usually comes after a preposition).



After the basic structure, the other elements can be added in this exact following order: where, how, when, and why.



However, not all sentences will have these elements; there will be a selection of them.

Finally, pay attention to the position of frequency adverbs (between S and V) and of time/adverbial phrases or frequency (either at the end or beginning of the sentence).



PRACTICE



TASK 1. Unscramble the words to form correct sentences about naval military students:

1. uniforms / students / wear / naval / neatly / military.
2. sea / the / spend / time / cadets / training / at.
3. is / strong / required / a / mindset / in / navy / the.
4. attend / naval / language / students / English / courses / technical.
5. communication / for / skills / important / are / very / missions / naval.
6. simulator / a / practice / navigation / use / cadets / in / room.
7. learn / maritime / also / about / naval / weather / students.
8. code / military / students / signals / study / and.
9. the / honor / navy / teaches / values / and / loyalty.
10. become / future / cadets / leaders / trained / are / to.



TASK 2. Put the words in the correct order to form meaningful sentences about naval military students.

1. training / students / physical / rigorous / undergo / military / every / day / naval.
2. study / law / navigation / naval / maritime / and / engineering / they.
3. qualities / cadets / are / for / essential / naval / discipline / and / teamwork.
4. exercises / sea / trials / and / students / in / field / the / participate.
5. officers / of / many / dream / becoming / commanding / students / naval.
6. ships / aboard / equipment / operate / to / learn / naval / students / complex.
7. is / their / education / leadership / of / training / a / part / core.
8. NATO / exercises / students / attend / international / often / with / partners/naval/military.
9. morning / classes / early / drills / academic / and / their / schedule/ includes.
10. in / navy / officers / graduation / commissioned / the / are / they / upon / as.



TASK 3. Make sentences by putting the words below in the right order.

- a. usually / students / PT training /in /All /have /the morning / their.
- b. reporting /never /class / Students/ without/ leave / first / it.
- c. study program / Students / at the end / their / receive / diploma / of / a.
- d. firing range / How / you / have been practicing / in the / so far / many times?
- e. dormitories / sleep /in / the / Midshipmen / when / base / on.
- f. whenever / to go / Students / outside / base / premises / want / ask / they / permission /for / the.
- g. Have /the / learned / in / to give / procedures / first aid / case emergency / you / of/?



BASIC VERBS: TO BE

One of the most important verbs in English is the *to be* verb. It is used to describe something or someone. In English, it can be used to say different things according to the context.

However, the most common use of the *to be* verb is to talk about names, ages, feeling, nationalities, and professions, especially when talking in the present tense.

Present simple		
I	You/We/They	He/She/It
am	are	is
Present Perfect Simple		
I/ You/We/They	He/She/It	
have been	has been	

This verb is used in a variety of contexts. Here are some of its uses.

No	Uses	Examples
1.	linking verb (between the subject and the predicative)	I <i>am</i> a naval officer. My work <i>is</i> very stimulating.
2.	to show existence, location	Where's the instructor now? She's at the shooting range.
3.	to express age, size, price	She's 40. Her boots <i>are</i> size 9. "How much <i>is</i> this piece of equipment? It's \$90."
4.	to talk about time, weather, distance, and measurements	It's 1030. It's hot and sunny in summer. The sea <i>is</i> not far away.
5.	Auxiliary verb, to form the present continuous	My native town <i>is</i> Bucharest, but I <i>am</i> living in Constanta.



PRACTICE



TASK 4. Make 10 (true) sentences about yourself. Use the verb BE and suitable adverbs of frequency:

every now and then, seldom, rarely, usually, eventually, frequently, hardly ever, occasionally, always, often, never, daily, monthly, yearly, sometimes, regularly, every day, normally, etc.

Personal Statements

Examples:

1. I am always dedicated to my duties in the Navy.
2. I am usually on time for briefings.
3. I am frequently involved in strategic planning.



TASK 5. Write about places in your area or country. Use the verb BE in the present tense (the negative, affirmative, and interrogative forms). You can use the prompts below.

Example: In Romania, there are many beautiful places to visit. The Carpathian Mountains are always stunning in the winter.

Facts about my country

1. Carpathian Mountains – stunning/majestic/rugged/breathtaking
2. castles – historic/ancient/impressive/well-preserved
3. thermal spas – open/ relaxing/rejuvenating/luxurious/therapeutic
4. museums – historical/ fascinating to explore/ diverse/interactive
5. local markets – expensive/ vibrant/ bustling/diverse/authentic
6. festivals – lively/colorful/traditional/joyful/festive
7. capital city – bustling/ dynamic/cosmopolitan/vibrant/diverse
8. small villages – peaceful/charming/quaint/scenic/idyllic
9. rivers – kayaking/fishing/ tranquil/scenic/meandering
10. public transportation – efficient/reliable/convenient, well-connected
11. city nightlife – exciting/vibrant/ lively/eclectic/dynamic



EXPRESSIONS WITH THE VERB “TO BE”

When speaking about your personal profile, using the expressions with the verb *to be* is crucial, because it helps to clearly and effectively convey important information about your identity, background, skills, and attributes.

Here are some common expressions with *to be* that you might use, along with their importance:

Expression	Example	Importance
I am [rank] [your name]	I am Lieutenant John Smith.	This introduces who you are and is the most basic element of your personal profile.
I am from [place]	I am from San Diego, California.	This provides information about your geographical background, which can be relevant in understanding your cultural context and experiences.
I am a [profession/ role]	I am a naval officer.	This states your current profession or role, which is essential in professional settings and networking.
I am [age] (years old).	I am 30 (years old).	Age can provide context for your experience level, especially in certain professional or social situations.
I am interested in [interest/ hobby]	I am interested in maritime security and naval strategy.	Sharing your interests helps build connections on a personal level and can also highlight your personality and character.
I am skilled at [skill]	I am skilled at navigation, leadership, and crisis management.	Mentioning your skills showcases your capabilities and what you can bring to a job or project.
I am passionate about [passion]	I am passionate about serving my country and ensuring the safety of our maritime borders.	This demonstrates your dedication and can make you stand out by showing what drives and motivates you.
I am experienced in [field/area]	I am experienced in leading diverse teams during high-stakes missions.	Highlighting your experience in a specific field helps establish your credibility and expertise.

Expression	Example	Importance
I am fluent in [language]	I am fluent in English and proficient in Mandarin.	Language proficiency can be a key asset in many professional settings, particularly in global or multicultural environments.
I am looking for [opportunity]	I am looking for opportunities to further my education in naval warfare and strategy.	Clearly stating what you are seeking helps others understand your current goals and how they might assist you.

All in all, these expressions are important because they provide a well-structured and concise way to present vital information about yourself. This helps others quickly understand who you are, what you do, and what you are looking for, facilitating effective communication and connection in both personal and professional contexts.



Other useful expressions may be:

- *Be about to*: it is used to talk about things which are going to happen very soon: I *am about to* graduate from the Naval Academy.
- *Be able to*: it is used to talk about abilities, often in places where it is not possible to use *can*: After completing the advanced training program, I will *be able to* effectively lead complex naval operations.

* *Be able to* is a more formal alternative to *can*: I am very sorry, but I *am not able to* give you that information. (or, less formal: I cannot give you that information.)

* We use *couldn't* or, more formally, *wasn't/weren't able to* in negative clauses: I *wasn't able to* finish my work assignment in under four hours. (or I *couldn't* finish my work ...)

- *Be due to*: it is used to talk about things that are expected or planned to happen at a certain time, often used with a time expression: I'm *due to* report to the new naval base next Monday for my first assignment.
- *Be likely to*: it is used to talk about how probable things are: I'm *likely to* get promoted within the next year.

* The negative of *be likely to* and *be likely that* is formed either with *not* or with *unlikely*: Given my extensive experience in naval strategy, it *is not likely*

that I will need further training in tactical operations. *Unlikely* is more formal: Given my strong commitment to my current role, *it is unlikely that* I will transfer to a different naval base anytime soon.

- *Be supposed to*: it is used to talk about obligations and arrangements: I *am supposed to* complete a series of simulations before the end of the week to prepare for the upcoming deployment.



PRACTICE



TASK 6. Fill in the gaps with the appropriate expressions using the verb TO BE.

Lieutenant Commander Sarah Mitchell 1. _____ complete her tenth year of service in the Navy. She 2. _____ be promoted to the rank of Commander for her exceptional leadership skills and dedication. More precisely, her promotion 3. _____ within the next six months. Known for her resilience, she 4. _____ back down from challenging missions, always ensuring her team 5. _____ perform at their best. She 6. _____ take over a new strategic role at the naval base in Norfolk, where she is expected to implement innovative training programs. Despite the demanding nature of her career, Sarah 7. _____ maintain a balance between her professional responsibilities and personal life, often participating in community service activities and mentoring young recruits.



Idioms

These are expressions or phrases where the meaning is not directly deducible from the individual words used. They are a type of figurative language that conveys a meaning different from the literal interpretation of the words.

When speaking about yourself in the context of your work, using idioms with *to be* can add depth and color to your personal profile.

Here are some idiomatic expressions that might fit well in such contexts:

- be crystal clear: very clear or very obvious

She made it crystal clear that she was in charge.

- be (dead) set upon (something): to be very determined to do or have something

She's dead set upon having a successful career in the Navy.

- be all in: showing a lot of determination and willingness to take a big risk in order to achieve something

He wants the war to end but he is committed and all in.

- be (one's) calling card: something that describes or shows a person's typical qualities

Precision and unwavering discipline in every mission are his calling card in the Navy.

- be (out) on the razzle: out enjoying oneself or celebrating

After weeks at sea, the crew were thrilled to be out on a razzle, enjoying their shore leave.

- be a dab hand at: someone who is very good at a particular activity

Seaman Johnson's a dab hand in the galley (=good at cooking), isn't he?

- be a (something) through and through: in every way

Captain Smith is a dedicated naval officer through and through, embodying the core values of honor, courage, and commitment in every aspect of his life and career.

- be (stuck) in a rut: too fixed in one particular type of job or activity, and needing to change

After months of plain administrative duties, Petty Officer Jenkins felt like he was stuck in a rut, and started longing for the excitement of new challenges and assignments.

- be a foodie: a person who loves food and is very interested in different types of food

Chief Petty Officer Harper is a foodie through and through, always on the lookout for the best local cuisine whenever the ship docks in a new port.

- be a fence-sitter: someone who supports both sides in a disagreement because they cannot make a decision or do not want to annoy or offend either side

A good leader cannot be a fence sitter when it comes to making decisions or committing.

- be in (something) for the long haul: to be involved in an activity or for a time, rather than just a few days, weeks, etc.

Although he knew that the upcoming deployment would be challenging, Commander Evans was in it for the long haul, and he would see his mission through to its successful completion.

- be in the thick of things: very involved in an activity or a situation
During the battle, Sergeant Davis was in the thick of things, leading his squad through the heaviest firefight.
- be on the same page: to be thinking in a similar fashion
Before the mission, the commander ensured that all platoon leaders were on the same page to avoid any miscommunication in the field.
- be in charge: in control or with overall responsibility
Captain Harris was in charge of coordinating the naval strike, making critical decisions under intense pressure.
- be a team player: a person who plays or works well as a member of a team
In the navy, it's essential to be a team player; every sailor's effort contributes to the success of the mission.
- be on point: perfect
The sniper team needs to be on point, ready to take the shot as soon as the target appears.
- be in one's element: in a place or situation where one is comfortable and does well
Lieutenant Parker was in his element during the reconnaissance mission, navigating the dense jungle with ease.
- be up to speed: fully informed or having enough information
The new recruits were quickly brought up to speed on the ship's protocols to ensure they could perform their duties effectively.
- be ahead of the curve: more advanced or modern than others
The navy's new cyber defense program is ahead of the curve, preventing potential threats before they can breach our systems.
- be in/on the front line: play a very important part in defending or achieving something
Corporal Johnson was on the front line during the amphibious assault, facing the enemy head-on as they stormed the beach.

Using these idioms/phrases in a personal profile not only adds depth and personality but also reflects your familiarity with common expressions in a Navy context, showcasing both your communication skills and your understanding of the field.



PRACTICE



TASK 7. Lt. Sarah Johnson's profile showcases a range of idiomatic expressions to provide a vivid and engaging portrait of Lt. Sarah Johnson's experiences and attributes in the Navy. **Which are those?**

Fill in the gaps with the appropriate idiomatic expression:

I am committed to my role as a naval officer, and my approach to leadership is (1): ensure mission success while fostering a supportive team environment. From the outset of my career, I have been (2) advancing my skills and contributing meaningfully to our naval strategies. Even during the toughest missions, I give my all and am not afraid to be (3), whether it's managing a high-stakes operation or leading a critical drill. My attention to detail and strategic thinking are (4), reflecting my dedication to excellence in every aspect of my work. I might be (5)of naval engagements and high-profile exercises, but I never lose focus on what's important. I am a (6) navigation and tactical planning, skills that have been honed over years of hands-on experience. Whether in a submarine or on a carrier, I am a naval officer (7), committed to the principles of teamwork and discipline.

Despite the occasional feeling of (8) with repetitive training routines, my passion for innovation keeps me motivated. As I am a (9), I appreciate the culinary aspects of naval life, which add an enjoyable dimension to our rigorous schedule.

While I may have been a (10) on some strategic decisions early in my career, I have since learned the value of decisiveness and commitment. I am (11), dedicated to advancing my career and contributing to the Navy's success.

I thrive being (12) during complex missions, ensuring that I am always (13) with my team. As the officer in charge, I am responsible for coordinating efforts and leading effectively.

Being a (14) is essential to my role; I work hard to ensure that everyone is (15) and contributing to our objectives.

In every operation, I am in my element, using my expertise to stay (16) and keep our strategies innovative.

I make sure to be (17) with the latest advancements, ensuring that our team remains at the cutting edge of naval operations.



BASIC VERBS: HAVE (GOT)

HAVE GOT (have/has + got) is used to talk mainly about possessions or personal attributes,

*The ship's crew **have (got)** the necessary experience for this mission.*

*The captain **has (got)** a new set of binoculars.*

It's also used for timetabled events:

*We **'ve got** a drill scheduled for 0800 hours tomorrow.*

*We **have** a drill scheduled for 0800 hours tomorrow.*

*The fleet **has (got)** a refueling operation at dawn.*

or illnesses:

*The sailor **has (got)** a nasty cold, so he's off duty for a few days.*

*Several crew members **have (got)** seasickness.*

It is used for abstract things too:

*We **'ve got** a serious issue with the navigation systems.*

*We **have** a serious issue with the navigation systems.*

*The fleet **has (got)** a reputation for always being on time.*

Remark: HAVE GOT is more used in British English, and HAVE is more American. In British English, HAVE GOT is used more in speaking while HAVE more in writing, because it is more formal.

The question and negative forms are different with have – the auxiliary do/does needs to be used.

Have you got the new orders from the Admiral?

We haven't got enough fuel for the entire journey.

Do you have the new orders from the Admiral?

We don't have enough fuel for the entire journey.

You've got it now!



PRACTICE



TASK 8. HAVE GOT can be used in personal introductions.
Put the following sentences under the right heading:

I've got strong leadership skills, which I've developed over my years in the Navy.
I've got extensive training in underwater demolition.
I've got a passion for naval history and tactics.
I've got a family back home, but I'm committed to my duty.
I've got a keen interest in maritime law.
I've got a knack for troubleshooting complex mechanical systems.
I've got five years of experience in naval engineering.
I've got a background in naval intelligence.
I've got a degree in maritime logistics.

1. Introducing oneself:
2. Discussing skills or attributes:
3. Sharing personal information:

HAVE GOT can be used in various naval contexts to convey experience, readiness, and command.



TASK 9. Provide the right headings for the following sentences:

Expressing responsibility or command – A
Talking about equipment or resources – B
Providing status updates – C
Discussing readiness and availability – D

1.
We've got the latest sonar technology on board. The ship's got all the necessary supplies for a long deployment. We've got a full complement of weapons and ammunition.
2.
We've got everything in place for the upcoming operation. The crew's got everything they need to complete their mission. We've got all systems ready for the next patrol.
3.
I've got the latest intel report from HQ. We've got confirmation that the enemy fleet is on the move. The captain's got new orders for us, effective immediately.
4.
I've got command of this vessel until the captain returns. The XO's got the bridge while I conduct the inspection. We've got orders to secure this area by dawn.



BASIC VERBS: TO DO. Phrasal verbs, idioms and other expressions using 'do'.

The English verbs *do* and *make* are frequently confused, so particular attention has to be paid to the expressions below. Although here are some guidelines to help determine which word to use, it is best to learn these expressions by heart. The best approach is to practice.

The following phrases can help you convey your experience, skills, and dedication during personal introductions in a professional setting.

DO	MAKE
a job	a decision
Research	a difference
Training	progress
a course	a career
one's best	connections
a favor	an effort
a tour (of duty)	a commitment
Paperwork	plans
Well	an impact
an internship	time

The following phrases and expressions are commonly used in naval environments, focusing on various aspects like operations, decision-making, maintenance, and communication.

DO	MAKE
a drill	a decision
a sweep (of an area)	a report
Maintenance	contact
reconnaissance	preparations
one's duty	a call (judgment)
Repairs	repairs
the briefing	a run way (for)
a head count	way
Training	an announcement
a patrol	a note



PRACTICE



TASK 10. Put in the correct form of “make” or “do”.

1. I a job that requires attention to detail and precision.
2. I plans that align with both short-term missions and long-term goals.
3. I training in leadership and crisis management.
4. I always time for continued learning and professional development.
5. We need to a fire drill before the end of the week.
6. We maintenance on the engines every month.
7. I aim to an impact in every role I take on.
8. I always my best to ensure mission success.
9. I'm always willing to a favor for a fellow sailor.
10. The captain must a decision on our next course of action.
11. a report on the ship's status and submit it to HQ.
12. In my current role, I a lot of paperwork related to logistics.
13. I'm the one who quick decisions under pressure.
14. I joined the Navy because I wanted to a difference.
15. I always an effort to mentor junior officers.
16. The team will reconnaissance before the main operation begins.
17. Every sailor must their duty, no matter the circumstances.

18. Before we set sail, let's a head count of all personnel.
19. Our mission is to contact with the allied fleet.
20. New recruits must training in damage control.
21. We a patrol of the coastline every night.
22. We need to preparations for an extended deployment.
23. The officer had to a call under intense pressure.
24. We need to repairs to the radar system immediately.
25. way for the admiral as he comes aboard.



BASIC VERBS: LIKE + vb+ing

Do you often get stuck on the simple phrases 'I like it' or 'I don't like it' when expressing your preferences? You are not alone. Typically, these phrases are our go-to options, serving as our linguistic comfort zone. However, they often fail to encapsulate the depth and nuance of our feelings. So, in order to diversify your language use, check out these alternative ways to express your likes or dislikes.

I'm (really) into it.	It's not my cup of tea.
It appeals to me.	I'm not a fan of it.
I'm fond of it.	It doesn't appeal to me.
It captivates me.	I'm not keen on it.
I have a soft spot for it.	It leaves me cold.
I'm smitten with it.	I don't care for it.
It's to my liking.	It's not up my alley.
I have a penchant for it.	I have an aversion to it.
It's my cup of tea.	It doesn't sit well with me.
I'm head over heels for it.	I'm not into it.
It resonates with me.	It doesn't float my boat.
It tickles my fancy.	I find it off-putting.
I'm partial to it.	It doesn't tickle my fancy.
I take a shine to it.	It's not to my taste.
I fancy it.	I'm not partial to it.
I enjoy it.	I hate/loathe it.
I love it.	I can't stand it.
I am passionate about it.	It drives me crazy.
I am a fan of it.	It's not my thing.
I am interested in it.	

Using varied expressions like the ones above opens up a world of nuances in our communication. For example, "I'm really into it" conveys a deeper

level of involvement or interest, while “I’m smitten with it” indicates a sudden, often intense, liking. Resorting to these diverse ways of expressing fondness can accurately reflect the range and depth of our feelings, making our interactions more vibrant and engaging.



PRACTICE

TASK 11. Use *like* synonym words to provide answers to the following questions and to express your positive preferences in unique and interesting ways.

1. How do you feel about naval strategy and tactics?
.....
2. What do you think about leading rescue missions?
.....
3. Do you have a favorite ship from your past deployments?
.....
4. What fascinates you the most in naval operations?
.....
5. Is there a particular naval tradition you cherish?
.....
6. How do you feel about life at sea?
.....
7. Do you enjoy long-range reconnaissance missions?
.....
8. What specific skill do you excel in within the Navy?
.....
9. Which type of duty do you prefer on board?
.....
10. What aspect of naval aviation excites you the most?
.....
11. Which of the Navy’s values do you feel connected with most?
.....
12. Is there a unique aspect of naval life you find intriguing?
.....
13. Do you have a favorite type of vessel?
.....

14. Have you recently developed an interest in a new naval subject?
.....

15. Would you like to take on a command role one day?
.....

16. How do you feel about the daily drills on the ship?
.....

17. What do you love most about serving in the Navy?
.....

18. What drives your commitment to your naval career?
.....

19. Are you interested in the latest naval technologies?
.....

20. Is there a particular area of naval studies you want to explore?
.....



TASK 12. Use *don't/doesn't like* synonym words to provide answers to the following questions indicate a negative regard for something in unique and interesting ways.

1. How do you feel about administrative work on shore?
.....

2. Do you enjoy working with sonar technology?
.....

3. What do you think about serving in submarines?
.....

4. Are you interested in taking on a logistics role?
.....

5. How do you feel about desk work in the naval headquarters?
.....

6. What do you think of participating in ceremonial duties?
.....

7. Would you like to work in naval intelligence?
.....

8. Are you interested in participating in joint military exercises with other nations?

9. How do you feel about enforcing naval regulations strictly?
.....
10. Do you enjoy planning and strategy sessions?
.....
11. How do you feel about small boat operations?
.....
12. What's your take on prolonged deployments?
.....
13. Do you enjoy navigating through calm seas?
.....
14. Would you like to be part of the public affairs team?
.....
15. How do you feel about serving on smaller, fast-attack craft?
.....
16. Do you enjoy working on bureaucratic tasks?
.....
17. How do you feel about following strict protocols?
.....
18. How do you feel about the constant drills on board?
.....
19. Would you like to be involved in naval research and development?
.....
20. How do you feel about working night shifts on board?
.....



QUESTION FORMATION

Questions are an essential part of communicating in English. Here are the basics of question formation:

Question formation in English is different from the formation of other sentences in two main ways. First, the beginning word order is reversed. So, to make questions, we often put the verb before the subject. This is called inversion.

If there is a question word (why, what, where, how, etc.), it goes before the verb. This is true for sentences with BE, sentences that have *auxiliary verbs*

(e.g. They are waiting. She has finished.) and sentences with *modal verbs* (can, will, should, might, etc.).

Second, for other verbs, we use *auxiliary (helping) verbs*. For example, in the present simple, we use the auxiliary verb DO/DOES in the question while in the past tense, we use the auxiliary DID.

Question word	Helping verb (auxiliary)	Subject	Main verb	Rest of the sentence
What time	does	the ship	leave	the port?
Where	Is	the engine control room	located	?
How often	Do	you	conduct	safety drills on board?
	Do	you	perform	equipment checks before each shift?
	Are	you		responsible for monitoring radar signals?
Who	is			in charge of comms during emergencies?
How often	Do	you	participate	in training drills at sea?
Where	Is	the emergency evacuation point	located	on your vessel?
When	does	the next watch rotation	start	?
How	Do	you	prepare	a vessel for entering a foreign port?



WORD ORDER IN QUESTIONS



Wh - word	Does	every naval officer	need	certification in maritime law?
What	Is	the current speed		of the vessel?
When	Did	you	perform	a fire drill on board?
What kind of cargo	Is		transported	on a naval supply ship?
What		safety measures	must be taken	before refueling at sea?



PRACTICE



TASK 13. Read the following information about Austin's personal profile. Ask questions to which the underlined words are the answers.

Hi. My name is Austin Gazaway. I'm from Cumming, Georgia, which is a state in the United States. I have two older sisters who are/were both adopted from Vietnam, as well as two dogs and one cat. Currently, I am a student at North Georgia University, Dahlonega, Georgia, as well as I work as sales associate for Columbia Sportswear and Outdoors. I mostly spend my time working out, or going to the river to fish, as well as I enjoy spending quality time with my friends and family. I received a high school diploma, and I'm currently working on an international affairs degree with a focus on European countries.



TASK 14. Underline and correct the *errors* which distort the meaning of the following sentences.

- a. I am married since 5 years.
- b. I am a single child in my family.
- c. I finished highscool.
- d. I am currently writing my final license.
- e. I work on a starship.
- f. We have little men in our unit.
- g. We had sticks and fries.
- h. I'm doing sectors.
- i. We wake up at 05:45 and we do refreshments.
- j. I'm studying English for three years.
- k. I have a specialization in navigation, hydrography and naval equipment.



TASK 15. Complete the feedback sheet: *Find someone who...*

Go around the class asking each person, one at a time, if the statements listed on the chart are valid/apply to them. If yes, you enter their name(s) next to your finding. You can only ask each person three questions. You must try to fill out the whole chart, and you have 10 minutes to do it.

After completing the activity, take a moment to answer these questions:

1. Did you find anything surprising about any of your mates?

Answer: _____

2. Was there anyone with a similar interest or experience to yours?

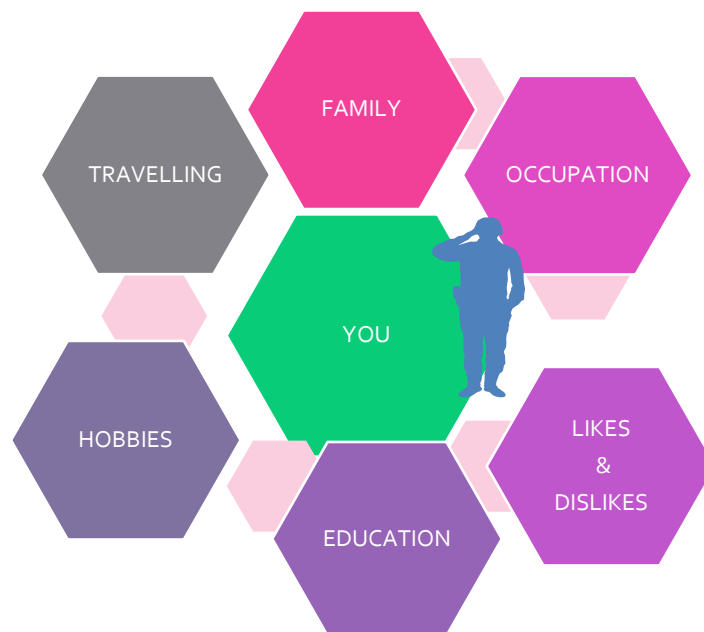
Answer: _____

<i>likes travelling</i>	<i>has got two siblings</i>	<i>has been on an international mission</i>	<i>had a favorite teacher who influenced their studies</i>	<i>will try a new activity or sport this year</i>
<i>has visited a different country</i>	<i>can speak more than two languages</i>	<i>enjoys cooking or baking</i>	<i>would like to start their own business someday</i>	<i>is planning to travel somewhere in the next year</i>
<i>has a pet at home</i>	<i>graduated from a military highschool</i>	FIND SOMEONE WHO	<i>enjoys reading or studying a specific subject</i>	<i>loves hiking or outdoor activities</i>
<i>likes to play a musical instrument</i>	<i>was born in a different town or city</i>	<i>has a favorite movie they've seen 10+ times</i>	<i>has a unique hobby or interest</i>	<i>has a favorite book, movie, or podcast for relaxation</i>



1.3. WORD BANK: CREATING PERSONAL PROFILES

Talking about family, occupation, recreation, education, hobbies, or travelling can be fun and expressive, especially when you have the right vocabulary to share what you love! Here's some vocabulary terms and phrases organized by themes to help you describe your personal profile in detail. These words and phrases should help you comfortably discuss your family, academic/work life, educational background, interests, and travel plans.



FAMILY

siblings (brother, sister); baby brother/sister; only child; middle child; younger child; spouse; newly weds; get married; marry someone; extended family; immediate family ; offspring; relatives ;

OCCUPATION

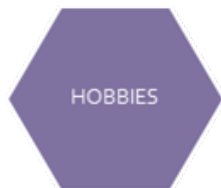
work as.../in.../for.../ aboard ship/ at sea; get a job; be commissioned; apply for; be responsible for; my main task; be skilled in; work schedule/routine; hold the rank of ...; have the position of ...; detailer

LIKES & DISLIKES

like; enjoy; love; adore; be keen on; be fond of; interested in; passionate about; dislike; hate; resent; (not) be into; don't mind; It's all the same to me; (not) a great fan of

EDUCATION

high school diploma; attend; graduate from; (under)graduate degree/Bachelor's degree ; Master's degree; doctorate (PhD); student union; on campus; tutor; have a major in; major in; hold a degree in ...; be awarded; be presented with; earn a degree in... at/from...; language certificate; certificate of attendance; BSc paper/thesis; pass an exam; take/sit for an exam; fail; (outstanding/good/poor) academic performance; be good at; quiz/test paper; finals; valedictorian; class of ...;



take up; pastime; leisure; enthusiast; recreation; amateur; pursuit; outdoor hobbies (sports and physical activities); nature; music; reading; watching movies; regularly; every chance I get; a weekend activity; an everyday habit; relaxation

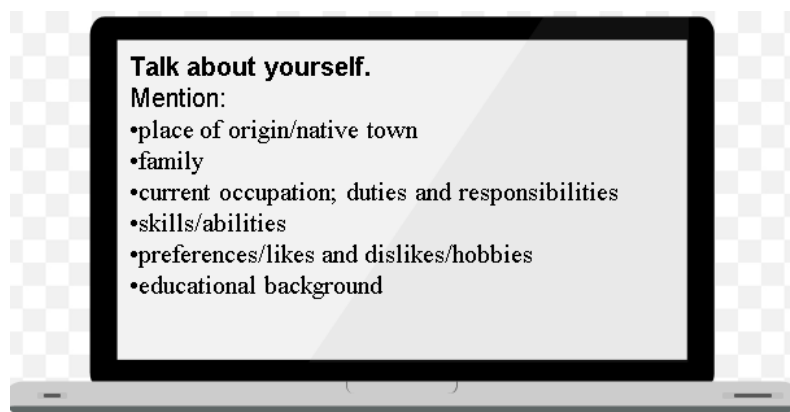


to travel, to go abroad, to go on a trip, to enjoy traveling, to be interested in other cultures, to love discovering new places, to go sightseeing, to try local food / cuisine, to meet new people, adventure, journey, experience, memory, favorite destination, dream holiday, dream trip, last year, last summer, a few years ago, I went to..., I visited..., I traveled to..., I stayed in... (a hotel, a hostel, with friends, etc.), unforgettable, amazing, exciting, tiring, relaxing trip, delicious, strange food, different, friendly, helpful people, sunny, rainy, cold, hot weather, we went hiking, swimming, sightseeing, shopping, one of the highlights was..., I would love to go back one day



1.4. SPEAKING PRACTICE: Your turn!

Assignment:



Before starting the activity above, see **CONVERSATIONAL STRATEGIES: Getting Started: The FORTE Tip.**

UNIT 2 – NARRATION (PRESENT)



Objectives

- ✓ to narrate current activities
- ✓ to enlarge on vocabulary related to hometown, daily routine, military ceremonies, holidays, and humanitarian aid operations
- ✓ to use signposting words
- ✓ to use present tenses adequately

Note to the student:



Upon completion of this unit, you will be able to confidently talk about:

- your place of origin;
- your typical day, including your morning routine, work/study schedule, and evening activities following the chronological order;
- official events in the military context;
- celebrations that carry major significance;
- the role of the military in providing humanitarian aid and disaster relief, as well as challenges faced in such missions and the importance of military support in times of crisis.



Language functions: narrating in the present; describing places and events; stating facts; sequencing events



2.1. LISTENING PRACTICE

2.1.1. Hometown is a place of your living. It is a city or a town which you belong to since birth, or your birthplace. Basically, describing your hometown is useful for your conversational English: one question can be certainly about your hometown. Therefore, you should be prepared about this ahead in your speaking. It is one of the most comfortable topics to talk about as you are attached to your land and you know it well.

You will hear three people talking about their native cities.

Now do the following tasks:



Scan the QR code and listen to the recording.



TASK 1. Complete the gaps with the exact word or a short phrase heard on the recording.

The speaker lives in the city of 1., state of Tennessee. As compared to other American cities, it is very 2. Among its points of interest there is the Bass Pro Pyramid which is 3. world's biggest pyramid. Here, people can get 4., go shopping for 5., or for hunting, fishing 6. Another tourist attraction is the 7. river which goes through the city. People can get on 8. or jet skis, and they can go 9. on this river. The city is also famous not only for its 10. and 11. music, but also for its 12.



Scan the QR code and listen to the recording.



TASK 2. Find the significance of the following pieces of information.

- a) St. Mary's County, Maryland – _____
- b) 100,000 – _____
- c) spread out – _____
- d) Historic St. Mary's City – _____
- e) a naval air base museum – _____
- f) a Chinese establishment – _____
- g) go out and explore – _____



Scan the QR code and listen to the recording.





TASK 3. Complete the gaps with the exact word or a short phrase heard on the recording.

So, I'm from Cumming 1. It's a very large city that's about an hour north of 2., Georgia, which is the capital of the state I live in. A description of it would include lots of 3. and So, a lot of families have boats and they go out on weekends and go fishing or just spend the 4. on the water because there's not a 5. nearby. There's also a lot of 6. as well as a big highway that connects to many 7. towns that have malls and other 8. tourist attractions. If I had a 9. off in Cumming Georgia, I would go to the lake and possibly 10. a pontoon boat with my friends, and go 11. all day, and just have a good time, and possibly take some food out there, and maybe find an 12. and just have a good time with one another.



2.1.2. Daily Routine.

In the military, maintaining a **daily routine** is crucial for discipline, efficiency, and operational readiness. It ensures that service members are physically fit, mentally prepared, and capable of performing their duties effectively. A structured routine also fosters teamwork and cohesion, as everyone follows the same schedules and standards, reinforcing a sense of order and reliability that is essential for mission success.

You will hear three people talking about their daily schedules as cadets while on campus.



Scan the QR code and listen to the recording.



[https://en.wikipedia.org/wiki/Georgia_\(U.S._state\)](https://en.wikipedia.org/wiki/Georgia_(U.S._state))

The following are the daily activities that the speaker does as a cadet at the University of North Georgia.



**TASK 4. Put his daily activities in the right chronological order.
The first has been done for you as an example.**

A	get breakfast	
B	be released	
C	have labs	
D	wake up	1
E	go to class	
F	have PT	
G	do reveille	



Scan the QR code and listen to the recording.



<https://ung.edu/student-life/index.php>



TASK 5. Answer the following questions.

- a) What time does the cadet wake up? _____
- b) What does he do after he wakes up? _____
- c) Why does the whole battalion form up on their drill field? _____
- d) How long is PT conducted? _____
- e) How does the cadet spend his afternoons? _____



The following is a typical day in a cadet's life.



Scan the QR code and listen to the recording.



TASK 6. Choose the correct answer.

- 1. What time does the cadet wake up in the morning?
a) 0600 b) 0540 c) 0630 d) 0500
- 2. At what time does Reveille play, and the U.S. flag rises up?
a) 0600 b) 0540 c) 0630 d) 0700
- 3. What activities does physical training for the brigade usually consist of?
a) running around the campus and swimming
b) swimming, running around campus and weightlifting
c) running around campus or body weight exercises
d) various body weight exercises and jogging
- 4. When does the cadet typically have his first class of the day?
a) 0800 b) 1000 c) 1200 d) 1300
- 5. What subject does the cadet usually have in the afternoon?
a) Computer Science b) Military Science
c) Social Science d) Science Lab

6. At what time does the military science lab typically end?
a) 1700 b) 1515 c) 1pm d) 1500
7. How long does it take the cadet to usually eat dinner with friends?
a) one hour c) forty-five mins
b) thirty mins d) one hour and thirty mins
8. What does the cadet usually do between 1800 - 2000?
a) He has dinner with his friends.
b) He works on his homework assignments.
c) He works out at the gym.
d) He goes to bed.
9. The cadet usually goes to the gym at about
a) 6 pm b) 8 am c) 8 pm d) 10 pm
10. When does the cadet usually go to bed?
a) 8pm b) 10pm c) 8:30pm d) midnight



2.1.3. Military Ceremonies

Life in the **military** is marked by **ceremonies**. Each ceremony is firmly rooted in military history and provides an opportunity to show respect to the U.S. flag, country and fellow Airmen, Soldiers, Sailors and Marines from the past and present who have served their country. These are formal events held on significant occasions in order to honor traditions achievements, and milestones. They also provide individuals and groups with a sense of accomplishment and continuity, and foster unity within. Additionally, celebrations offer a respite from daily routines, promoting emotional well-being and reinforcing good rapport and camaraderie.

You will hear three cadets talking about the most common ceremonies that are held on a military installation that they attended.



Scan the QR code and listen to the recording.



TASK 7. Choose the best answer.

1. What is the primary purpose of the reveille ceremony at the University of North Georgia?
 - a) To celebrate the start of the academic day with a musical performance.
 - b) To honor the United States of America and the state of Georgia by raising their flags.
 - c) To practice military formations and discipline.
 - d) To conduct a physical training session for the battalion or brigade.
2. Who takes part in the reveille ceremony at the University of North Georgia?
 - a) Only the person responsible for raising and lowering the US and North Georgia flags.
 - b) One person holding the flags, two people in front, two people in the back, and a battalion or brigade.
 - c) The entire student body of the University of North Georgia.
 - d) Only the military instructors and teaching staff.
3. The following are steps in the expected protocol on paying proper respect during the reveille and retreat ceremonies. Put them in the right chronological order. What is the correct order of events in the reveille ceremony at the University of North Georgia?
 - a) Grab the flags from Gaylord Hall, unlock the gate at the flagpole, inward face towards the flagpole, attach the flags, march in formation, hear the cannon, raise the flags, battalion salutes, drop salute, leave the flagpole area.
 - b) March in formation, unlock the gate at the flagpole, attach the flags, grab the flags from Gaylord Hall, inward face towards the flagpole, hear the cannon, raise the flags, battalion salutes, drop salute, leave the flagpole area.
 - c) Grab the flags from Gaylord Hall, march in formation, unlock the gate at the flagpole, inward face towards the flagpole, attach the flags, hear the cannon, raise the flags, battalion salutes, drop salute, leave the flagpole area.

- d) Grab the flags from Gaylord Hall, unlock the gate at the flagpole, march in formation, inward face towards the flagpole, attach the flags, hear the cannon, raise the flags, battalion salutes, drop salute, leave the flagpole area.
- 3. What is the primary purpose of the retreat ceremony at the University of North Georgia?
 - a) To lower the flags and honor them with appropriate respect and protocol.
 - b) To practice military formations and discipline.
 - c) To conduct an evening physical training session for the battalion or brigade.
 - d) To prepare for the next day's reveille ceremony.



Scan the QR code and listen to the recording.



<https://ung.edu/campuses/dahlonge/traditions-dahlonge.php>



TASK 8. Choose the best answer.

1. Why does the Memorial Retreat ceremony at the University of North Georgia take place?
 - a) To practice military formations and discipline.
 - b) To honor UNG graduates and students who died in combat and recently passed alumni.
 - c) To prepare the cadets for future military service.
 - d) To conduct a physical training session.
2. Who takes part actively in the Memorial Retreat ceremony at the University of North Georgia?
 - a) Only the Cadet Blue Ridge Rifle Team.
 - b) The Cadet Blue Ridge Rifle Team, the Cadet Color Guard, and other cadets.
 - c) The entire student body of the University of North Georgia.
 - d) Only the military instructors and staff.

3. What is the correct order of events in the Memorial Retreat ceremony at the University of North Georgia?
 - a) Read the names of fallen and recently passed alumni, fire the 21 Gun Salute, lower the flag, take the flags off the flagpole, march back to the designated location.
 - b) Fire the 21 Gun Salute, read the names of fallen and recently passed alumni, lower the flag, take the flags off the flagpole, march back to the designated location.
 - c) Lower the flag, read the names of fallen and recently passed alumni, fire the 21 Gun Salute, take the flags off the flagpole, march back to the designated location.
 - d) Read the names of fallen and recently passed alumni, lower the flag, fire the 21 Gun Salute, take the flags off the flagpole, march back to the designated location.
4. How does the Memorial Retreat ceremony at the University of North Georgia end?
 - a) The Cadet Blue Ridge Rifle Team disperses immediately after the 21 Gun Salute.
 - b) The Cadet Color Guard lowers the flag, takes the flags off the flagpole, and marches back
 - c) to their designated location.
 - d) The entire ceremony concludes with a final trumpet sound.
 - e) The names of the fallen and recently passed alumni are read again.



Scan the QR code and listen to the recording.



<https://www.flickr.com/photos/uofnorthgeorgia/53688015514/in/album-72177720316578750/>



TASK 9. Choose the best answer.

1. How often do the cadets at the University of North Georgia participate in the tattoo ceremony?

a) Once a year	c) Every semester
b) Twice a year	d) Every month

2.1.4. Holidays

Broadly categorized into federal, religious, and cultural observances, **holidays** in the United States are an important aspect of American culture, providing opportunities for celebration, reflection, and community gatherings. U.S. holidays play a vital role in bringing people together, fostering a sense of national identity, and honoring the diverse cultural and historical fabric of the country.

You will hear three people talking about three different U.S. holidays that they take pleasure in celebrating.



Scan the QR code and listen to the recording.



TASK 10. Choose the best answer.

1. Those who can dress up in costumes for Halloween are:
 - a) only children
 - b) only kids 'parents
 - c) all people
 - d) all kids
2. After the dressing up, you will
 - a) go trick-or-treating for sweets
 - b) decorate your house with Halloween decorations
 - c) usually go and buy lots of candy
 - d) put up purple and orange lights
3. The usual Halloween decorations are
 - a) pumpkins and skeletons
 - b) horror rides and scary costumes
 - c) skeletons and spiders
 - d) frightening items
4. The most popular Halloween attraction for young people is:
 - a) horror rides
 - b) scary costumes
 - c) candy from neighbors
 - d) haunted houses
5. Halloween comes
 - a) before Thanksgiving
 - b) after Thanksgiving
 - c) after Christmas
 - d) between Thanksgiving and Christmas



Scan the QR code and listen to the recording.



TASK 11. Complete the gaps with the exact word or a short phrase heard on the recording.

The holiday in the United States is 1. or Independence Day. This holiday celebrates the independence of the United States from the Kingdom of Great Britain. Most people will celebrate this by being with 2. or 3. either at a party, or they will go to a 4. show where certain companies will 5. large fireworks displays for 30 minutes or 6. sometimes. This usually also coincides with some sort of 7. with hamburgers, hot dogs, maybe mac and cheese, and usually 8. .



Scan the QR code and listen to the recording.



TASK 12. Choose the best answer.

1. According to the speaker, the essence of Thanksgiving is
- a) to celebrate with various desserts such as pecan and apple pies.
 - b) about family gatherings around a traditional meal, with historical roots in the meal shared by pilgrims and Native Americans.
 - c) getting a week off as a college student to watch American football games on this occasion.

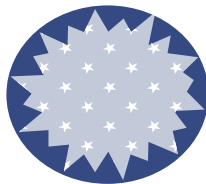
d) cooking and eating turkey, pies, greens and potatoes till people get stuffed and sleepy.

2. What type of entertainment is prominently associated with Thanksgiving?

- a) American football
- b) various games
- c) performances by famous artists
- d) various shows

3. What type of side dishes are commonly served with the main Thanksgiving meal?

- a) apple or pecan pies
- b) stuffed turkey
- c) greens and potatoes
- d) various pies



2.1.5. Basic Military Training (BMT) serves as the foundation for all service members, instilling core values, discipline, and essential combat skills. Through structured instruction and physical conditioning, cadets are prepared to meet the demands of the army life and thus, they begin their journey toward the military regimen. They undergo rigorous instruction and practical exercises to handle future complex TASKs and contribute effectively to their units and the overall mission.

You will hear three people talking about different sorts of specialized training they did as cadets.



Scan the QR code and listen to the recording.



<https://ung.edu/news/articles/2019/06/cadets-to-participate-in-summer-training-programs.php>



TASK 13. Choose the best answer.

1. The speaker has to go through the cadet summer training (CST) in Fort Knox, Kentucky because he needs
 - a) To be tested on night and day land navigation
 - b) To fulfill a requirement for commissioning as 2nd Lieutenant
 - c) To gain combat medical qualifications
 - d) To practice his shooting skills at the range
2. Overall, CST is about
 - a) the various types of food available during this program
 - b) the rigorous challenges and evaluations faced by cadets
 - c) the different locations where it is held
 - d) the history of Cadet Summer Training in the U.S. Army
3. How are cadets' leadership skills evaluated during CST?
 - a) By being in charge of a squad or platoon
 - b) By shooting at the range
 - c) By navigating by day and by night
 - d) By competing against 6,000 other cadets
4. How long does CST last?
 - a) 35 months b) 35 days c) 30 days d) 5 days
5. What is the typical temperature during CST?
 - a) Over 95 degrees F c) Over 35 degrees F
 - b) Over 25 degrees F d) Over 45 degrees F
6. What is mentioned as a particularly unpleasant aspect of CST?
 - a) The disgusting meals that were served to cadets
 - b) The very high temperatures cadets were exposed to
 - c) The tear gas exercise in chemical chamber
 - d) The competition against the other 6,000 cadets

You will listen to a cadet talking about the FROG week for freshmen cadets at the University of North Georgia.



Scan the QR code and listen to the recording.



<https://www.flickr.com/photos/uofnorthgeorgia/53116950693/in/album-72177720310481647/>



TASK 14. Choose the best answer.

1. What does FROG stand for?
 - a) Freshman Readiness Orientation Group
 - b) Freshman Recruit Orientation Group
 - c) First Recruit Officer Group
 - d) Freshmen Resource Officer Guide
2. How long does FROG week last?
 - a) three days b) four days c) five days d) six days
3. During FROG week, which of the following activities do cadets NOT participate in?
 - a) learning US Army PT drills
 - b) setting standards for rooms and uniforms
 - c) field trips to local sites
 - d) gathering necessary field gear
4. Who teaches the freshman cadets during FROG week?
 - a) university professors c) army officials
 - b) older cadets d) parents
5. Which of the following is part of the training provided by older cadets?
 - a) teaching cadets how to cook
 - b) showing cadets where to put ribbons on their uniforms
 - c) conducting outdoor survival skills classes
 - d) guiding cadets through a research project
6. What happens at the end of FROG week?
 - a) Cadets go on a field training exercise.
 - b) A large formation with the entire brigade takes place.
 - c) Cadets take a final written exam.
 - d) Freshmen cadets are promoted to older cadets.

7. Who is allowed to attend the final formation at the end of FROG week?
- a) only cadets
 - b) only family members
 - c) parents and other family members of the FROGs
 - d) university faculty and staff

Listen to a cadet talking about the Cadet Basic Leadership Course (CVLC) at the University of North Georgia.



Scan the QR code and listen to the recording.



[https://ung.edu/military-](https://ung.edu/military-college-admissions/academics/national-service-leadership-track/index.php)

[college-admissions/academics/national-service-leadership-track/index.php](https://ung.edu/military-college-admissions/academics/national-service-leadership-track/index.php)



TASK 15. Choose the best answer.

1. What does the acronym CBLC stand for?
 - a) Basic Leadership Training Course
 - b) Cadet Basic Leadership Course
 - c) Cadet Leadership Development Course
 - d) Commander's Basic Leadership Course
2. Who typically participates in the CBLC?
 - a) freshmen, sophomore, and junior cadets
 - b) only freshmen cadets
 - c) only senior cadets
 - d) only cadets aiming for officer positions
3. What is the purpose of completing the CBLC?
 - a) to earn college credits
 - b) to obtain NCO ranks and to qualify for officer positions
 - c) to graduate from the university
 - d) to complete physical fitness requirements
4. What is the duration of the CVLC?
 - a) three days
 - b) four days
 - c) five days
 - d) six days

5. Which of the following is NOT an activity included in the CVLC?
- a) leading PRT drills
 - b) leading academic classes
 - c) raising and lowering the flag for reveille and retreat
 - d) practicing D&C (marching and parade techniques)
6. How are cadets judged during the CVLC?
- a) based on their academic performance
 - b) based on their leadership abilities, marching, cadences, and flag duties
 - c) based on their physical endurance only
 - d) based on their ability to follow orders
7. What does D&C refer to in the context of the CVLC?
- a) Discipline and Control
 - b) Drill and Ceremony
 - c) Deployment and Command
 - d) Discipline and Cadence
8. What time do cadets typically wake up during the CVLC?
- a) 06:00 AM
 - b) 04:30 AM
 - c) 07:00 AM
 - d) 05:30 AM



2.1.6. Humanitarian aid operations involve providing essential assistance to communities affected by disasters, conflicts, or crises. The military plays a crucial role in these operations by offering logistical support, medical aid, and security. Military involvement ensures the efficient delivery of supplies, the establishment of safe zones, and the restoration of infrastructure. The military's resources and expertise in rapid response and coordination are vital in stabilizing affected areas and supporting the efforts of humanitarian organizations. These operations highlight their capacity to contribute to global relief efforts beyond traditional combat roles.

You will hear three cadets talking about the military's contribution to assisting civilians in crisis situations.



Scan the QR code and listen to the recording.

Listen to a cadet speaking about the role of the Army National Guard during times of disaster.



TASK 16. Choose the best answer.

1. What role does the Army National Guard play during major disasters?
 - a) providing food and water only
 - b) assisting local populations in distress
 - c) assisting with emergency medical care and maintaining order
 - d) rebuilding infrastructure after disasters
2. Which branch of the military is specifically mentioned by the speaker?
 - a) U.S. Army Reserves
 - b) Army National Guard
 - c) U.S. Navy
 - d) U.S. Air Force
3. What is the Army National Guard dependent upon for funding and activation?
 - a) The federal government
 - b) One of the 50 states
 - c) The Department of Defense
 - d) The U.S. Army
4. During the COVID-19 pandemic, which of the following tasks did the National Guard assist with?
 - a) managing food distribution
 - b) assisting with evacuations
 - c) assisting medical staff in hospitals and vaccinating individuals
 - d) providing military strategy to local governments

5. What role did combat medics from the National Guard play during the pandemic?
- a) assisting nurses and doctors in hospitals
 - b) conducting research on new vaccines
 - c) managing Covid-19 testing sites
 - d) providing logistical support for supply chains
6. What did the National Guard help to maintain during the COVID-19 pandemic?
- a) the economy
 - b) international relations
 - c) order within the country
 - d) government budgets
7. Why was the assistance from the National Guard deemed necessary during the COVID-19 pandemic?
- a) because of the overwhelming number of people needing medical care and the potential for chaos
 - b) because local law enforcement was unavailable
 - c) because the military was responsible for the vaccine distribution
 - d) because of international aid request

You will listen to two cadets talking about the roles of the United States National Guard and Coast Guard during emergencies and disasters.



Scan the QR code and listen to the recording.



TASK 17. Choose the best answer.

1. What type of events does the National Guard typically respond to?
 - a) public festivals
 - b) natural disasters and riots
 - c) political rallies
 - d) routine traffic control
2. In which situations might the National Guard assist local law enforcement?
 - a) flood evacuations
 - b) riots
 - c) earthquake response
 - d) water rescues

3. How does the National Guard typically assist during hurricanes?
- a) evacuating civilians and rescuing those trapped in their homes
 - b) coordinating international aid
 - c) leading search and rescue missions at sea
 - d) enforcing evacuation orders
4. Where does the National Guard provide food and other forms of aid during a natural disaster?
- a) in designated safe areas
 - b) in local police stations
 - c) in unaffected residential neighborhoods
 - d) in military bases only
5. Which of the following TASKs would the National Guard perform during a riot?
- a) clearing blocked roads after a flood
 - b) supporting the police to prevent chaos
 - c) assisting firefighters with wildfires
 - d) administering first aid to civilians

Now listen to another cadet talking about the responsibilities and emergency responses of the United States Coast Guard.



Scan the QR code and listen to the recording.



TASK 18. Choose the best answer.

1. What are the two main regions where the Coast Guard operates?
- a) The Pacific Ocean and Gulf of Mexico
 - b) The Atlantic and Pacific coasts only
 - c) Both U.S. coasts and the Great Lakes
 - d) Coastal cities and islands
2. How does the Coast Guard respond when a boat runs out of gas on a lake?
- a) They send police to tow the boat.
 - b) They dispatch a small boat to refuel or assist the stranded vessel.
 - c) They rely on local marinas for assistance.
 - d) They send divers to rescue stranded passengers.

3. What is the approximate length of a Coast Guard small “boat” used for assistance?
- a) 45 to 47 feet
 - b) 50 to 60 feet
 - c) 35 to 40 feet
 - d) 20 to 30 feet
4. In which situation might the Coast Guard use a helicopter instead of a small boat?
- a) when towing a small vessel
 - b) when someone is stranded on a boat that cannot move due to lack of fuel
 - c) when providing general coastal surveillance
 - d) for regular patrols of the great lakes
5. What is the primary function of the Coast Guard as mentioned by the speaker?
- a) coordinating disaster response with the national guard
 - b) protecting civilians during riots
 - c) guarding U.S. coastlines and responding to water-based emergencies
 - d) patrolling inland waterways only



2.2. GRAMMAR POINTS. GRAMMAR IN CONTEXT



PRESENT TENSES

Make sure you answer questions or express yourself using the right tense. These are the **four present tenses** in English, and how they are formed, together with their **time markers**:

Quick Reference Chart



- subject (I, You, He, She, It, We, They)

PRESENT TENSES	STRUCTURE	TIME MARKERS
PRESENT SIMPLE	Statements (.): + verb (1) * S/he/It + verb + -s/-es	EVERY + segments of time: (day/month/year/ summer/Monday, etc.) daily, weekly, yearly/annually, etc. moments of the day: in the morning/afternoon/evening at night ON ... (days of the week) American English: on the weekend, OR on weekends (in general) British English: at the weekend, OR at weekends (in general) Adverbs of frequency 100% always usually frequently often 50% sometimes occasionally rarely seldom hardly ever 0% never
	Questions (?): Do + + verb? Does + s/he/it + verb?	
	Negatives (-): + do not/don't + verb * does not/doesn't + verb	
PRESENT CONTINUOUS	Statements (.): + am/are/is + verb +ING	now at the moment right/just now for the time being currently at present today
	Questions (?): Am/Are/Is + + verb+ING?	
	Negatives (-): am not/are not/is not verb +ING 'm not/aren't/isn't	
PRESENT PERFECT SIMPLE	Statements (.): + have/has** + verb 3/verb +ED **S/He/It	NO time reference, focus on action/result

PRESENT TENSES	STRUCTURE	TIME MARKERS
	Questions (?): Have/Has** +  + verb 3/verb+ ED? Negatives (-):  + have not/has not** + verb 3/verb +ED	Or since for ever: Have you ever...? never always (not) yet already so far before until now just now first time recently = lately over the last week these few months today this + segment of time How long...? once/twice/three times/several times
PRESENT PERFECT CONTINUOUS	Statements (.):  + have/has** + been + verb+ ING Questions (?): Have/Has** +  + been + verb+ ING? Negatives (-):  + have not/has** not + been + verb + ING	this week / month / year / today / all day since for recently



Indecisive about when to use the four present tenses in English?

Here's how they are used in specific examples:

PRESENT TENSES	USAGES	EXAMPLES
PRESENT SIMPLE	talk about general facts that we think are true and permanent at the present time	I live in a big city. I really love my job.
	talk about regular or habitual events (+ frequency adverbs)	I always start work at 07:30.
	giving instructions or directions (+ ordering words)	First, you ...and then you....
	describe a series of actions – one action after another, especially in stories, summaries of stories or reviews	The ship leaves the harbor, patrols the coast, spots a suspicious vessel, approaches it, and inspects the crew.
PRESENT CONTINUOUS	action happening right now	I am reading these rules.
	action that is temporary	I'm living in Constanta until I graduate from the Naval Academy.
	action that is new, different, or changed. (+ expressions like “these days”, or “at the moment”).	I'm reading a lot these days because I'm preparing my final exams.
	action happening repeatedly, usually an annoying habit	I'm always missing my deadlines.
PRESENT PERFECT SIMPLE	describe your experience	I have been on a mission twice. He's received three important promotions in his career.
	talk about change that has happened over a period of time	My English has really improved since I came back from the Erasmus+ mobility.
	list the accomplishments (but no specific time)	I have learned how to climb aloft.
	say that an expected action has not happened	I haven't finished my BSc paper yet.
	talk about several different actions which have occurred in the past at different times	I have had four quizzes and five tests so far this semester.

PRESENT TENSES	USAGES	EXAMPLES
	describe a recent action or ask if something has happened recently	I haven't finished my assignment yet. Have you completed your watch yet?
	talk about things that have or haven't happened in our lives, without referring to a specific time.	Have you ever been to the engine room?
	talk about actions or situations that started in the past and continue in the present.	How long have you been in the Navy? I've been married for 2 years.
	talk about a finished activity in the recent past. (even though the activity is finished, we can see the result in the present)	I have just finished my dog watch.
PRESENT PERFECT CONTINUOUS	a single activity that began at a point in the past and is still continuing	I've been going to Spain on holiday every year since 1987.
	ask and answer questions about the duration of an activity	How long have you been a cadet?
	emphasize the length of time	He has been sleeping for days.



PRACTICE



TASK 1. Lieutenant Sam Jones works onboard the ship and he describes his daily schedule. Provide the verbs and put them in the simple present tense.

MY DAILY ROUTINE

- At 0600, I _____ up to the ship's morning reveille and quickly _____ ready for the day.

Example: At 0600, I wake up to the ship's morning reveille and quickly get ready for the day.

2. By 0615, I _____ to the mess hall for a quick breakfast with the other officers.
3. At 0645, I _____ the daily morning briefing with the ship's command staff to review the day's objectives.
4. By 0730, I _____ an inspection of his assigned areas, ensuring everything _____ shipshape and in compliance with regulations.
5. At 0830, I _____ a training session for junior crewmembers, focusing on emergency procedures.
6. By 1000, I _____ the maintenance logs and _____ upcoming repairs with the engineering team.
7. At 1130, I _____ a navigation meeting to confirm the ship's course and address any operational concerns.
8. Around 1230, I _____ to the mess hall for lunch, taking the opportunity to talk casually with the crew.
9. At 1300, I _____ a security drill, simulating potential threats to maintain the crew's readiness.
10. By 1430, I _____ time in my quarters updating reports and I _____ my activities in the ship's logs.
11. At 1600, I _____ in a strategy session with other officers to discuss long-term mission objectives.
12. By 1700, I _____ a weapons systems check, and I _____ all equipment is functional and properly calibrated.
13. At 1830, I _____ the crew for dinner, where we _____ stories and _____ camaraderie.
14. Around 1930, I _____ some personal time: I often _____ books or _____ my emails in my cabin.
15. By 2100, I _____ a final walkthrough of the ship, and I specifically _____ in with night shift personnel.
16. At 2200, I _____ for the night, ready to start again at dawn.



TASK 2. Read Lieutenant Jones' statements again and describe his daily schedule.

Example: At 0600, I wake up to the ship's morning reveille and quickly get ready for the day.

1. At 0600, Lieutenant Jones wakes up to the ship's morning reveille and quickly gets ready for the day.

Leadership and management are complementary yet distinct functions. Make up sentences about things that managers and leaders do differently.



TASK 3. Use the simple present affirmative and negative forms, in the 3rd person singular.

Examples:

1. focus / process: A manager focuses on processes.
2. follow / rules / challenge: A leader doesn't just follow the rules – he challenges them.
3. *check / schedule*
4. *micromanage / team*
5. *give / instructions*
6. *inspire / others*
7. *create / detailed plans*
8. *wait for / orders*
9. *control every detail*
10. *solve / short-term problems*
11. *encourage / innovation*
12. *not/embrace / risk easily*
13. *look at / big picture*
14. Your own example: _____



TASK 4. Provide the necessary verbs to describe the schedule for tomorrow's official tour of the ship, and use present simple to express OFFICIALLY SCHEDULED FUTURE EVENTS.

0800 – 0830: Welcome Briefing

0830 – 0900: Deck Tour (ship's main deck, navigation bridge and weaponry systems)

0900 – 0930: Bridge and Operations Room Visit (ship's navigation systems and communication protocols)

0930 – 1000: Engine Room and Propulsion Systems (ship's propulsion systems, power generation, and machinery)

1000 – 1030: Weaponry and Defense Systems (ship's armament and defense systems); Weapons Demonstration; Discussion on ship's defense strategies

1030 – 1100: Living Quarters and Mess Areas - insight into life aboard the ship.

1100 – 1130: Medical and Emergency Facilities - health care and emergency situations

1130 – 1200: Q&A and Closing Remarks

1200: Departure



TASK 5. Describe this midshipman's personal schedule for the next weekend.

Example: Next weekend, I (*attend*) a leadership seminar at the academy.

I am attending

I (*prepare*) _____ my presentation on naval strategy, which I (*work*) _____ on with a few classmates.

On Saturday afternoon, we (*visit*) _____ a nearby naval base for a tour of the new ships, and I (*look forward*) _____ to learning more about the latest advancements in shipbuilding.

In the evening, I (*meet up*) _____ with some friends for a study session, as we all (*gear up*) _____ for our upcoming exams.

On Sunday, I (*plan*) _____ to take some time off for rest and relaxation, but I will probably be reviewing my notes and practicing drills for the upcoming midshipman training.

It's going to be a packed weekend, but I am excited for the experiences ahead!



TASK 6. Re-express these NEWSPAPER HEADLINES related to maritime/naval events to include verbs in the present simple.

Headline 1: COLLISION AT SEA, MINOR DAMAGE

Example: *Naval Vessel Collides with Commercial Ship, Minor Damage Reported*

Headline 2: UNEXPECTED DEPARTURE OF FERRY

Headline 3: ENGINE FAILURE ONBOARD

Headline 4: EXPLOSION ROCKS NAVAL BASE

Headline 5: OIL LEAK REPORTED

Headline 6: STORM DAMAGE TO PORT

Headline 7: NAVAL PATROL IN AREA

Headline 8: RESCUE OPERATION UNDERWAY

Headline 9: DELAYED ARRIVAL OF SUPPLY SHIP

Headline 10: INVESTIGATION LAUNCHED INTO COLLISION



TASK 7. Read this excerpt from the movie review *Greyhound* (2020), and fill in the missing verbs. Choose from:

focus	lead	follow	take	face
keep	battle	work	highlight	
help	showcase	open	experience	

Greyhound U.S. Navy Captain Ernest Krause, played by Tom Hanks, as he a convoy of Allied ships across the Atlantic during World War II. The film with Krause who command of the USS *Keeling*, a

destroyer tasked with protecting a vital convoy from German U-boats. The convoy relentless attacks, and Krause must navigate through dangerous waters while dealing with the emotional and strategic pressure of keeping his crew safe.

The film heavily on naval tactics, with Krause using his knowledge to outmaneuver the U-boats while managing crew morale and maintaining the convoy's safety. The audience the constant threat of submarine attacks. The pacing of the film the tension high, with little time for rest as the crew the weather, the U-boats, and their own doubts. Throughout the film, the crew together to carry out complex operations, from launching depth charges to coordinating anti-submarine attacks. The film the struggles of leadership. Krause's calm but firm approach him guide the crew through each crisis, showing the importance of decisive leadership in the face of danger.

The film's fast-paced, action-driven narrative the brutal realities of naval warfare and the high stakes involved in protecting the convoy.

Greyhound is all about teamwork, survival, and leadership under pressure, making it an engaging and intense maritime thriller.

Lt John Smith is taking on a new job in the Navy. Because of this, he's doing other things that he normally does not do.



TASK 8. Use the continuous present to express TEMPORARY ACTIONS/BEHAVIORS (+adverbs/ adverbials phrases indicating limited present time). Choose verbs from:

meet	participate	conduct
attend		get to know
lead	coordinate	set up

In his first week at work, Lt John Smith _____ with his commanding officer to discuss his new role and responsibilities.

He _____ in a series of orientation sessions to familiarize himself with the base and its facilities.

He _____ a thorough review of the current operational procedures and protocols.

Lt Smith _____ briefings on the latest strategic initiatives and missions assigned to his unit.

He _____ his team members by organizing one-on-one meetings to understand their strengths and areas of expertise.

He _____ a training exercise to assess the team's readiness and to introduce his leadership style.

Lt Smith _____ with logistics to ensure all necessary supplies and equipment are in optimal condition.

He _____ his office and reviewing the communications systems to ensure efficient information flow.



TASK 9. Use present continuous and *always* to show disapproval of actions which happen too often in the speaker's opinion and it becomes irritating, annoying.

Example:

1. Ships often experience delays due to mechanical issues. (*break down*)
Ships **are always breaking down** at the worst possible times, which causes major setbacks.
2. The crew faces frequent fatigue due to insufficient rest. (*complain*)
3. Maintenance teams repair the same equipment over and over again. (*fix*)
4. Commanders often change the mission parameters unexpectedly. (*shift*)
5. Weather conditions frequently cause delays. (*get delayed*)
6. Operational routines are constantly disrupted by external factors. (*be interrupted*)
7. Communication issues arise during critical operations. (*break down*)



TASK 10. Which tense: Present simple or present continuous?

In maritime operations, delays (*happen*) regularly due to mechanical issues. However, we always (*face*) these delays, and it (*become*) increasingly frustrating. Crew members often (*complain*) about insufficient rest, which (*lead*) to fatigue. The situation always

..... (*worsen*) because they constantly (*voice*) their concerns. Maintenance teams (*try*) to fix equipment, but problems (*seem*) to reoccur, and this always (*irritate*) the crew members. Commanders (*change*) mission parameters unexpectedly, which constantly (*disrupt*) our planning. Lastly, poor weather conditions always (*seem*) to delay our progress, and it (*become*) a pattern that's difficult to ignore.



TASK 11. Put the verbs in italics in the simple or continuous present:

The crew (*work*) hard every day to ensure the ship operates smoothly. Right now, the captain (*stand*) on the bridge and (*monitor*) the navigation systems. The engineers (*inspect*) the engine room while the deck crew (*prepare*) the ropes for docking. At the same time, the radio officer always (*communicate*) with nearby vessels to ensure safety. Every morning, the crew (*follow*) a strict schedule. The sailors (*check*) the weather reports and (*plan*) the day's activities accordingly. Currently, the lookout (*observe*) the horizon and (*report*) any potential hazards. Safety drills (*take*) place weekly to keep everyone prepared for emergencies. The captain always (*ensure*) that everyone on board know their duties and stay alert at all times. Right now, the officers (*review*) the latest navigation charts while the crew (*carry out*) routine maintenance tasks. The teamwork on board (*help*) the ship sail efficiently and safely through any challenges they encounter.



TASK 12. Comment on these situations using the continuous present tense.

It's noon. The cook is in the ship's galley.

Example: The cook is preparing lunch for the crew.

1. The crew is in the mess hall, sitting at the tables with food on their plates.
2. The crew is on deck and have to clean every surface of it for inspection.
3. The captain is on deck with his crew and are about to go on a mission.
4. The sailors have received new equipment to use it in order to improve their navigational skills.

5. The radar is out of order and the maintenance team has arrived. They have brought the spare components.
6. The captain has announced a fire drill. The deckhands are on deck now.
7. The officers are on a mission and they have just received the weather reports.
8. The OOW is on the bridge and is extremely cautious.
9. The crew is involved in a drill to practice emergency procedures in order to ensure readiness in case of a real situation.
10. The navigator has a chart before his eyes and has just received the latest GPS data to help him stay on the right course.
11. The engineers are in front of an engine that is now out of order, and they want to make it functional again.
12. The communications officer has an important message that needs to be sent to the headquarters.
13. The medical team is with a badly injured sailor now.
14. The radar operator is on the lookout.



TASK 13. Say what this sailor has done during the day by putting the verbs in the simple present perfect.

1. This morning, the sailor the nets to prepare for fishing. (*repair*)
2. So far today, they through rough waters to reach a calmer bay. (*navigate*)
3. Already, the sailor the ship's engine to ensure everything is running smoothly. (*check*)
4. Recently, they with the crew about the upcoming voyage. (*speak*)
5. In the last few hours, the sailor dolphins near the boat. (*spot*)
6. Just now, they the sails before heading to rest in his hammock. (*secure*)



TASK 14. Use the prompts below to list several activities that the seamen have not done this week because they have prepared for their upcoming mission. Put the verbs in the simple present perfect:

Example: *this week/not visit/family/busy*

1. This week, the seaman *has not visited* their family because they *have been busy preparing for the mission*.
2. *so far / not go out / ready for mission*
3. *over the past few days / not watch / any TV shows / spend time reviewing navigation charts*
4. *recently /not sleep much / stay up late to ensure equipment / in perfect condition*
5. *since Monday / not work/personal projects / mission details*
6. *this week / not do any shopping / choose to stock ship*
7. *in the last few days / not relax or take any breaks*
8. *lately / not have time to exercise / pack essential tools and gear*
9. *today / not read any books for leisure / prioritize mission briefing documents*
10. *so far this week / not grant shore leave / station on the vessel for final arrangements.*



TASK 15. Use the present perfect tense to show the present result of a past event.

Example: The ship's ready for departure now because the crew has secured the ship's cargo.

1. The entire team is now fully informed about the objectives because the captain _____.
2. The vessel is running smoothly again because the engineers_____.
3. The ship is prepared to detect any incoming threats because the lookout _____.
4. The hull now looks clean and resistant to corrosion because the sailors _____.
5. The charts are now laid out on the command table because the navigation team _____.
6. The contact with the base is reliable now because the radio operators _____.
7. Everyone onboard feels more confident in their roles because the ship's crew _____.
8. The galley is stocked and ready to feed the crew because _____.



TASK 16. List five special things you have done this month.

1.
2.
3.
4.
5.



TASK 17. Rephrase the following sentences using the pattern:

It's + [time phrase] + since + [past tense].

Example: I haven't been on patrol for five days. → *It's five days since I last went on patrol.*

1. We haven't docked at a port in three weeks. → _____.
2. The crew hasn't completed a drill in a month. → _____.
3. The radar hasn't been calibrated in two days. → _____.
4. They haven't launched the lifeboats in over a year. → _____.



TASK 18. Use the continuous present perfect to indicate a recent action that explains a present result. In pairs, ask and answer the questions below.

Example: Q: Why are you looking through the binoculars?

A: I've been scanning the horizon for enemy ships.

1. **Q: Why are you wearing that life jacket?**
A: _____
2. **Q: Why are your hands covered in grease?**
A: _____
3. **Q: Why is the deck wet?**
A: _____
4. **Q: Why are the sails flapping so much?**
A: _____
5. **Q: Why are you out of breath?**
A: _____



TASK 19. Put the verbs in the right present tense (simple, continuous, present perfect simple, present perfect continuous)

Life aboard a naval ship (1. *operate*) like a finely tuned machine, where every crew member (2. *play*) a critical role in ensuring the mission's success. The captain (3. *command*) the vessel with precision, and sets the tone for the day.

Each morning, the officers (4. *conduct*) a briefing to discuss objectives, and (5. *ensure*) everyone understands their responsibilities. Meanwhile, the sailors (6. *clean*) the deck since dawn, maintaining the ship's readiness and appearance. Below deck, the engineers (7. *repair*) key components of the engine to guarantee smooth operation during the voyage.

As the ship (8. *move*) through open waters, the navigation officer (9. *plot*) the course, carefully aligning it with the mission plan. At the same time, the radar operator (10. *identify*) an approaching vessel, prompting the communications officer to verify its intent by transmitting a coded message. The crew (11. *prepare*) for a safety drill, reinforcing their knowledge of emergency protocols. For weeks, they (12. *train*) rigorously to ensure they can respond to any situation with confidence.

During midday, the cooks (13. *prepare*) meals to sustain the crew, while the medics (14. *examine*) personnel during routine health checks. The maintenance team (15. *inspect*) the auxiliary systems, ensuring they are ready for any unforeseen circumstances. Outside, deckhands (16. *tie down*) equipment to prevent damage from the increasing swell of the sea.

As evening approaches, the officers (17. *review*) mission objectives in the wardroom, and (18. *strategize*) for the next day. Meanwhile, the marines onboard (19. *practice*) boarding maneuvers, sharpening their skills for potential encounters. The logistics team (20. *restock*) essential supplies, ensuring the ship remains self-sufficient for the duration of the mission.

This seamless coordination of tasks, executed with diligence and expertise, (21. *ensure*) that life aboard the ship (22. *remain*) both disciplined and effective, even amidst the challenges of the open sea.



Say More Than “Big” – Boost Your Adjectives!

In English, using the same word – especially adjectives – over and over again (like “big”) can make your speaking or writing sound repetitive and less engaging. To express your ideas clearly and sound more fluent, it’s important to use a **variety of words** that are **more specific** or **descriptive**.



TASK 20. Read the passage, and replace the overused word “big” with more precise and vivid synonyms, to improve your vocabulary and speaking fluency.

*Haunted houses are really **big** during this holiday. They are **big** for high school students, college students. And these haunted houses are really **big** attractions and can bring in a lot of money and a lot of tourists to them. Halloween is a **big** holiday for America, and it starts off three other holidays.*
Here are some suggested replacements:

crowd-pulling	high-profile	important
lucrative	major	massive
	popular	
successful	thriving	well-known

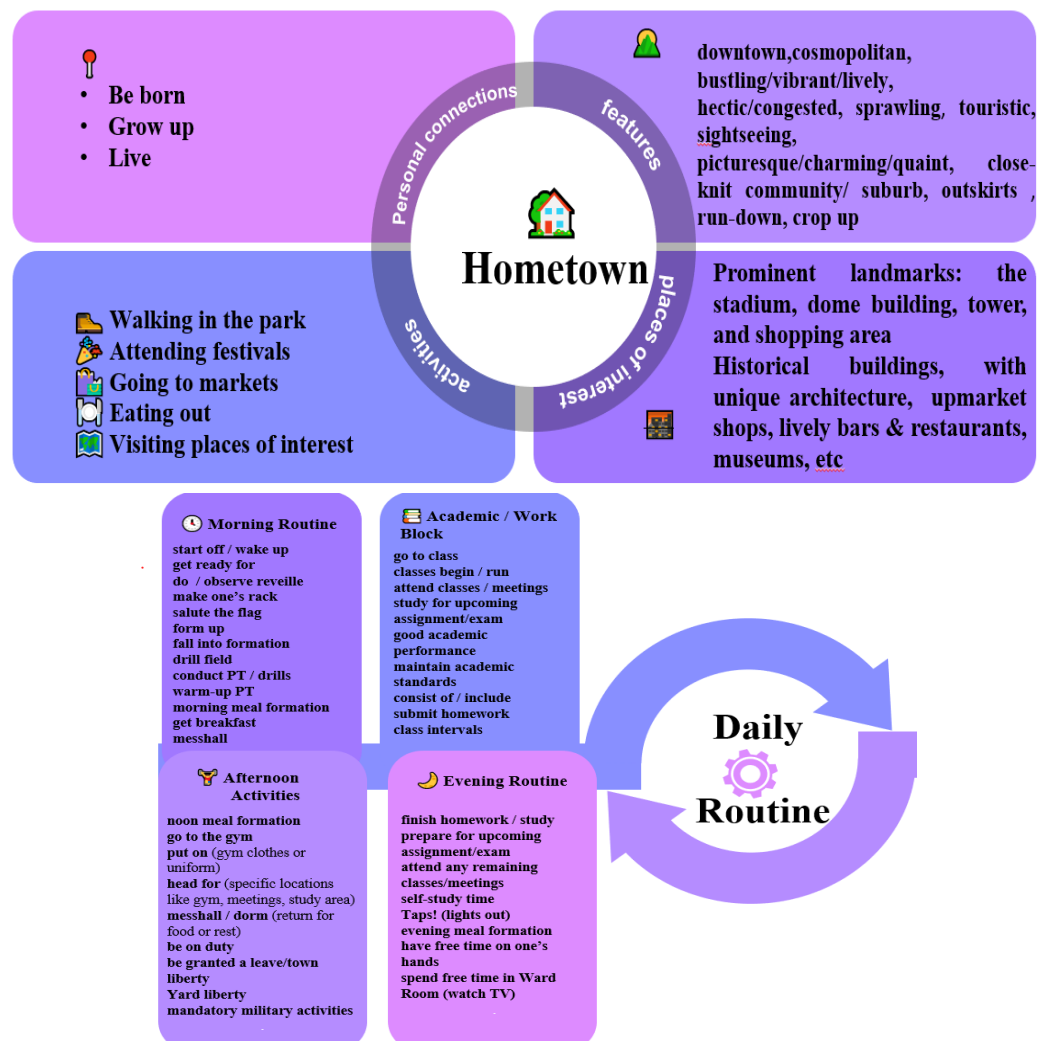


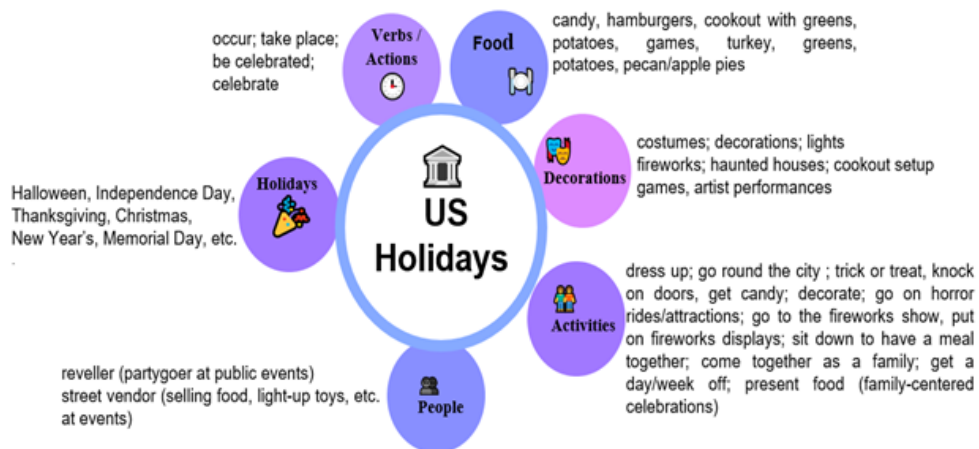
TASK 21. Point out the differences in meaning of the above alternatives. Complete the table like in the example:

Adjective	Meaning
crowd-pulling	attracting lots of people
high-profile	
Important	
Lucrative	
Major	
Massive	
Popular	
Successful	
Thriving	
well-known	

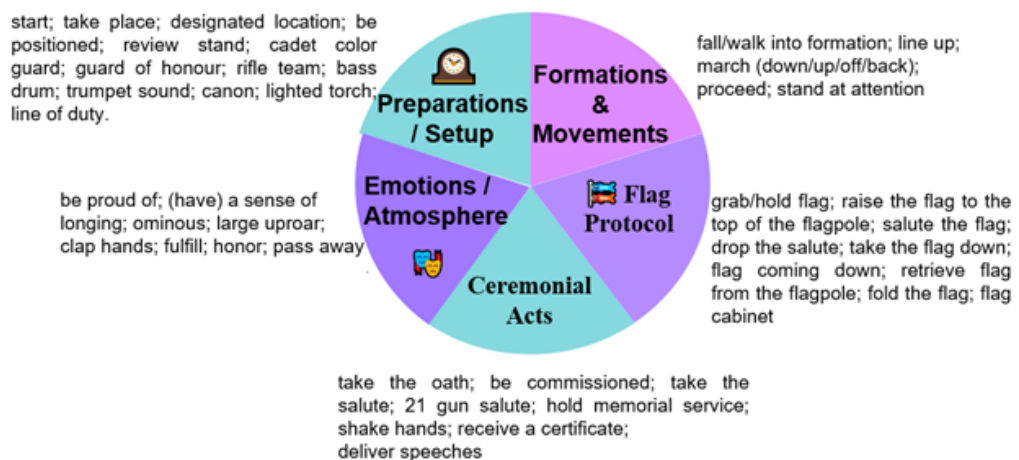


2.3. WORD BANK: Vocabulary Related to Hometown, Daily Routine, Military Ceremonies, Holidays, Basic Training, Humanitarian Aid Operations.





Military Ceremony







Speaking Practice, using mind mapping as foundation



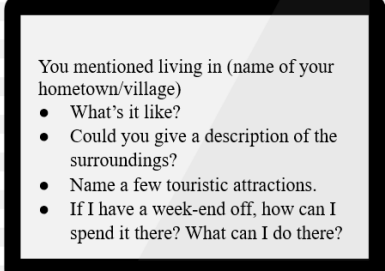
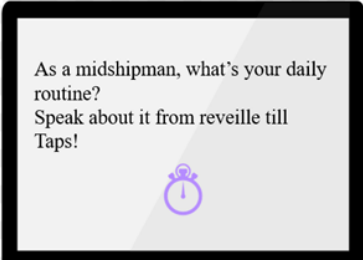
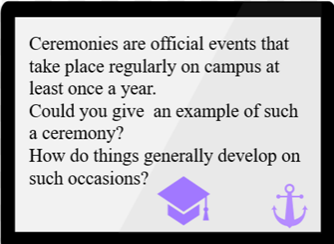
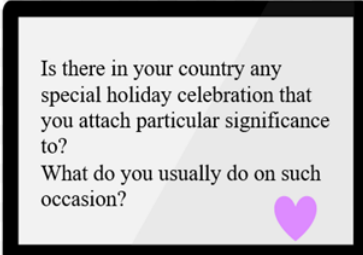
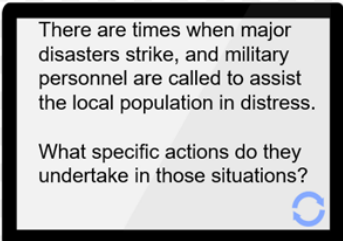
TASK 1	 Choose one of the above mind maps and expand it by adding synonyms, antonyms, or related words.
TASK 2	Pair Interview: Describe Your Hometown  In your pairs, interview each other using questions inspired by the mind map. Example prompts: • “What are the main landmarks in your hometown?” • “How would you describe the atmosphere—lively, quiet, or something else?” • “What’s your favorite activity to do there?” Then introduce your partner’s hometown to the class.
TASK 3	“If You Visit My Hometown...” Plan a short visit for a friend. Explain: • What your friend should see (landmarks, buildings) • What to do (festivals, markets, restaurants) • Why the place is worth visiting
TASK 4	Explain It to a New Recruit You are explaining your daily routine to a new recruit who is unfamiliar with daily expectations at your academy/base/school.  Use the vocabulary and phrases from the “Daily Routine” mind map. Include at least one activity from each time block. Start like this: “First, you’ll hear reveille. Then, make your rack and prepare for PT...” Emphasize clarity and sequencing (<i>First, Then, After that, Next, Finally</i>)
TASK 5	“Which Part of a Military Ceremony Is Most Meaningful?” Split into teams, choose one section of the Military Ceremony mind map, and defend it. Focus on: • Group 1: Preparations/Setup • Group 2: Flag Protocol • Group 3: Ceremonial Acts • Group 4: Emotions & Atmosphere As a group, prepare and present arguments about why your part is the most meaningful or symbolic.

	 Be sure to use vocabulary and examples from the mind map to support your points.
TASK 6	Holiday Roleplay: “Planning a Community Celebration” In groups, students roleplay as organizers planning a public holiday event. You must decide: • which holiday you’re celebrating • what food, decorations, and activities to include • who is involved (vendors, performers, etc.) •  Use specific vocabulary from the mind map while discussing plans aloud.
TASK 7	Emergency Response Briefing You are an emergency response leader, and you have to give a briefing to your team before a mission.  Using specific vocabulary from the mind map: • Choose a type of disaster (e.g., flood, earthquake, conflict zone) • Describe the people affected (e.g., stranded, vulnerable groups) • Outline emergency response actions and operational considerations
TASK 8	“Who Needs Help First?” Prioritization Debate “Who should be rescued first and why?” Work in pairs or small groups to rank different groups of people in need based on urgency. Example categories: • Stranded at sea; Conflict zones; Urban disaster zones; Rural communities  Using language from the mind map, present and defend your order.



2.4. Speaking Practice: You turn!

Assignments:

Assignment 1:  You mentioned living in (name of your hometown/village) • What's it like? • Could you give a description of the surroundings? • Name a few touristic attractions. • If I have a week-end off, how can I spend it there? What can I do there?	Assignment 2:  As a midshipman, what's your daily routine? Speak about it from reveille till Taps!
Assignment 3:  Ceremonies are official events that take place regularly on campus at least once a year. Could you give an example of such a ceremony? How do things generally develop on such occasions?	Assignment 4:  Is there in your country any special holiday celebration that you attach particular significance to? What do you usually do on such occasion?
Assignment 5:  There are times when major disasters strike, and military personnel are called to assist the local population in distress. What specific actions do they undertake in those situations?	

UNIT 3 – NARRATION (FUTURE)



Objectives

- ✓ to narrate future events, expressing personal or general plans, intentions, and schedules
- ✓ to use language to make predictions or educated guesses about future events, both certain and uncertain
- ✓ to discuss expectations, goals, or deadlines, particularly for personal or professional planning
- ✓ to narrate sequences of future events in logical order, using sequencing language
- ✓ to discuss future events dependent on certain conditions

Note to the student:

Upon completion of this unit, you will be able to:

- narrate future events clearly, expressing personal or general plans, intentions, and schedules;
- make predictions or educated guesses about future events, distinguishing between certain and uncertain outcomes;
- discuss expectations, goals, and deadlines, particularly in the context of personal and professional planning;
- organize and narrate sequences of future events in a logical order, using appropriate sequencing language;
- articulate conditional statements to discuss future events that depend on specific conditions being met.



Language functions: using future tenses; expressing uncertainty and probability; sequencing future events; stating conditions for future actions; setting future goals and expectations; expressing immediate future actions.

PLANNING IS KEY ...



3.1. LISTENING PRACTICE

3.1.1. Future Plans

You will hear three people talking about their future plans.

Scan the QR codes and listen to the recordings.

		
Speaker 1 – A	Speaker 2 – B	Speaker 3 – C



TASK 1. Match the extracts as you hear them with the right speaker as indicated below:

Speaker 1 – A; Speaker 2 – B; Speaker 3 – C

There may be more than one correct answer.

Which speaker will ...

No	Extract	Speaker(s)
1	work for a US Coast Guard unit	
2	change his military branch in four years' time	
3	successfully complete summer training	
4	be commissioned as a 2nd Lieutenant in the US Army	
5	be married with children	
6	finish college in two years	
7	be commissioned as a 2nd Lieutenant in the US Coast Guard	
8	be a commissioned officer in the military intelligence	
9	take part in life-saving operations	
10	leave the military service	A

3.1.2. Travel Plans for Upcoming Vacation

You will listen to people making travel plans for their upcoming vacation.

Scan the QR code and listen to the recording.



TASK 2. Choose the best answer.

1. The speaker's future plans in Romania include visiting
 - a) his best friends Gabe and Caleb
 - b) the English department at the Romanian Naval Academy
 - c) several attractive places in this country
 - d) Colonel Popa at the Romanian Naval Academy



Scan the QR code and listen to the recording.



TASK 3. Choose the best answer.

1. When is the speaker planning to go to Puerto Rico?
 - a) Early July
 - b) Mid July
 - c) Late July
 - d) Early June
2. What activities does he plan to do in Puerto Rico?
 - a) flying planes, swimming, and sunbathing
 - b) swimming, zip lining, and exploring city centers
 - c) sightseeing, sunbathing, and visiting museums
 - d) swimming, surfing, and sailing



Scan the QR code, listen to the recording.



TASK 4. Choose the best answer.

1. Which beach activities are included in his vacation plans?
 - a) building sandcastles and collecting seashells
 - b) deep sea fishing and surfing
 - c) jet skiing and parasailing
 - d) sunbathing and beach volleyball
2. In addition to beach activities, what other types of sites will he visit in Panama City Beach?
 - a) zoos and aquariums
 - b) amusement parks and water parks
 - c) historic sites and museums
 - d) shopping malls and restaurants

3.1.3. Potential Military Threats

You will listen to people talking about possible military threats and challenges they envisage in the current global geopolitical context.



Scan the QR code, listen to the recording.



TASK 5. Choose the best answer.

1. The future threat identified by the speaker comes from China because they
 - a) have outgrown their regional sphere of influence.
 - b) are focusing excessively on their regional dominance.
 - c) are adopting more and more Western international practices and norms.
 - d) intend to expand their influence through a global development strategy.
2. The military is also facing a threat to lower atmosphere satellites because they
 - a) are expensive and difficult to maintain.
 - b) are hard to detect by the enemy.
 - c) are easy targets and can be easily shot down.
 - d) are becoming obsolete due to new technology.
3. Why are analog systems being considered by the military for tracking and navigation?
 - a) They are cheaper than digital systems and can go back in time.
 - b) They cannot be shot down or disrupted by the enemy.
 - c) They are more accurate than satellite systems.
 - d) They are easier to use with maps and compasses.

** BRI or B&R, known in China as the One Belt One Road and sometimes referred to as the New Silk Road, is a global infrastructure development strategy adopted by the Chinese government in 2013 to invest in more than 150 countries and international organizations. The BRI is composed of six urban development land corridors linked by road, rail, energy, and digital infrastructure and the Maritime Silk Road linked by the development of ports.*



Scan the QR code and listen to the recording.



TASK 6. Choose the best answer.

1. What is the military threat that the speaker mentions?
- a) the emergent power of China
 - b) the expanding field of cybersecurity
 - c) the financial resources on the rise
 - d) the growing need for defense



Scan the QR code and listen to the recording.



TASK 7. Choose the best answer.

1. In the speaker's opinion, the AI poses a threat mainly because it might steal:
- a) your social media accounts
 - b) your properties
 - c) your bank accounts
 - d) your identity





3.2. GRAMMAR POINTS. GRAMMAR IN CONTEXT



FUTURITY

Tense/Form	Use	Examples (Naval Context)
1. Will (Simple Future)	spontaneous decisions, offers, future facts, strong predictions	I will take the leadership course after graduation.
2. Be going to	planned intentions or something about to happen (based on current evidence)	I'm going to apply for the Surface Warfare Officer program.
3. Present Continuous	arranged future events, often with specific time/place	I'm meeting my coordinator to discuss my graduation paper tomorrow.
4. Present Simple	timetabled/scheduled events (especially official programs)	The course starts on July 10th.
5. Future Continuous	action in progress at a certain point in the future	At this time next month, I will be sailing through the Strait of Gibraltar.
6. Future Perfect	action completed before a specified time in the future	By the end of this semester, I will have completed all my training.
7. Future Perfect Continuous	duration of action continuing up to a future point	By the time I graduate, I will have been studying navigation, hydrography and naval equipment for four years.

Tense	Time References	Example Sentence
1. Future Simple	tomorrow, soon, next week, in a few days, later	The commander will inspect the cadets tomorrow.
2. Be Going to Future	this evening, soon, in the near future, later today	The crew is going to repair the radar this evening.
3. Future Continuous	at this time tomorrow, during, all day tomorrow	The ship will be sailing through the channel at this time tomorrow.
4. Future Perfect Simple	by tomorrow, by next week, by then, before noon	The midshipmen will have completed their navigation course by next week.
5. Future Perfect Continuous	for (duration) by..., by the time, for hours	The cadets will have been marching for two hours by the time the sun rises.



PRACTICE



TASK 8. Write one (true) sentence about your own future using each tense.



TASK 9. How do you use each one?

spontaneous decisions, career predictions	A
clear goals already thought out (e.g., future branch, specializations)	B
fixed dates, timetables (e.g., exams, ship departures)	C
describing ongoing duties in the future	D
emphasizing long-term effort or dedication	E
upcoming interviews, deployments, or meetings	F
highlighting career milestones or achievements before graduation	G

1. Will → _____
2. Going to → _____
3. Present continuous → _____
4. Present simple → _____
5. Future continuous → _____
6. Future perfect → _____
7. Future perfect continuous → _____



TASK 10. Match each sentence (1–18) with what it expresses (A–F).

1. I will serve aboard a frigate after I graduate. __ a) _
2. I will be standing watch duty during the night shift. _____
3. We're going to study satellite navigation next term. _____
4. Officer training starts at 0800 sharp every day. _____
5. By July, I will have completed my officer commissioning course. _____
6. I'm meeting my career advisor on Thursday. _____
7. This time next year, I will be sailing across the Atlantic. _____
8. He's going to take the combat survival course in January. _____
9. I will volunteer for deployment if there's an opportunity. _____
10. Our ship leaves port at 0600 hours tomorrow. _____
11. I'm starting my final exams next Monday. _____
12. In six months, we will be preparing for a NATO mission. _____
13. I think I will be promoted within two years. _____
14. By 2030, we will have launched four new ships. _____
15. The naval exercises begin on October 5th. _____
16. We're sailing to the northern patrol zone next week. _____
17. I will have qualified for command duty before deployment. _____
18. I'm going to apply for the Naval Aviation Program. _____

Uses:

- a) **Simple Future (Will):** Offers, decisions, predictions
- b) **Future Continuous:** Ongoing action at a future point
- c) **Going to:** Planned intentions or logical outcomes
- d) **Present Continuous:** Fixed arrangements with time reference
- e) **Present Simple:** Official or scheduled events
- f) **Future Perfect:** Completed action before a future point



TASK 11. Fill in the blanks with the correct form of the verb in parentheses. Use the most appropriate future form for the context.

1. By this time next week, I ____ (complete) my navigation simulation assessment.
2. After graduation, I ____ (apply) for the Surface Warfare Officer track.
3. We ____ (leave) the academy at 0500 hours for the port visit on Friday.
4. The vessel ____ (depart) from the naval base at exactly 0600 tomorrow.
5. In three years, I ____ (serve) aboard a guided-missile destroyer.
6. By the time I'm promoted, I ____ (log) over 1,000 hours of sea duty.
7. When I commission, I ____ (train) for nearly five years.
8. I ____ (meet) my division officer tomorrow to go over my deployment options.
9. She ____ (study) at the Naval Postgraduate School starting this fall.
10. They ____ (not finish) the maintenance checks before we sail unless we start now.
11. Our ship ____ (arrive) in the Mediterranean by the end of next week.
12. The crew ____ (prepare) for the exercise all week by the time the inspectors arrive.
13. If I pass my upcoming test, I ____ (be) eligible for officer candidacy.
14. This time next year, I ____ (operate) with an allied task force overseas.



If/When Clauses

In English, **if clauses** (using words and phrases like *provided (that)*, *as long as*, *on condition that*, *in case*, *supposing (that)*, *assuming (that)*, *unless*, *whether or not*.) and **time clauses** (using words like *when*, *before*, *after*, *until*, *as soon as*) **DO NOT** usually take the simple future tense (will + verb) to talk about the future.

INSTEAD, they use the present simple, or sometimes, present perfect to refer to future events.

Clause Type	Tense Used in Subordinate Clause	Reason	Example
If clauses	Present Simple	to express future condition	If she calls, I will answer.
Time clauses	Present Simple	to indicate a future time reference	When he arrives, we will start.
Time clauses	Present Perfect (sometimes)	for actions completed before future event	After she has finished, we leave.
Never use	Simple Future (will + verb)	not used in subordinate time/if clauses	If he will come (incorrect)



PRACTICE



TASK 12. Underline and correct the errors in the following sentences. ✕ ☑

- ✕ If the midshipmen will arrive late, they will miss the drill.
☑ _____.
- ✕ The cadets will salute the officer when he will enter the room.
☑ _____.
- ✕ They pass the inspection if they will clean their rooms properly.
☑ _____.
- ✕ When we will hear the bell, we will fall in formation.
☑ _____.
- ✕ If he won't follow the given orders, he gets punished.
☑ _____.
- ✕ If we won't wake up early, we won't attend the briefing.
☑ _____.
- ✕ When the midshipmen will arrive onboard the ship, the drill will begin.
☑ _____.

8. ✗ If the cadets will not wear their uniforms properly, they will receive demerits.

☒ _____.

9. ✗ The cleaning starts when the supervisor will give the order.

☒ _____.

10. ✗ He gets extra duty if he will skip physical training.

☒ _____.

11. ✗ We will move to the parade field when the commander will call us.

☒ _____.

12. ✗ They won't complete the TASK if they won't follow the chain of command.

☒ _____.

13. ✗ If we will not study, we fail the navigation test.

☒ _____.

14. ✗ You will not get promoted if you won't meet the standards.

☒ _____.

15. ✗ When the ship will moor, the midshipmen will disembark in order.

☒ _____.



3.3. WORD BANK: PLANS (Synonyms and Collocations)



Say More Than "Plan" – Boost Your Synonyms!



 Avoid the overuse of the word “**plan**” by using rich synonyms from the mind map to build flexibility and awareness in speaking.



TASK 13. Replace the word “**plan**” by its synonyms.

A Midshipman’s Future Career Plans

*“As a midshipman approaching graduation, I have developed a clear **plan** for my naval career. My **plan** includes gaining experience in navigation and leadership during my first two years at sea. I have drafted a **plan** that involves applying for specialized training programs and seeking mentorship from senior officers. After presenting my **plan** to my advisor, they gave me valuable feedback and encouraged me to prepare a contingency if my initial **plan** does not proceed as expected.*

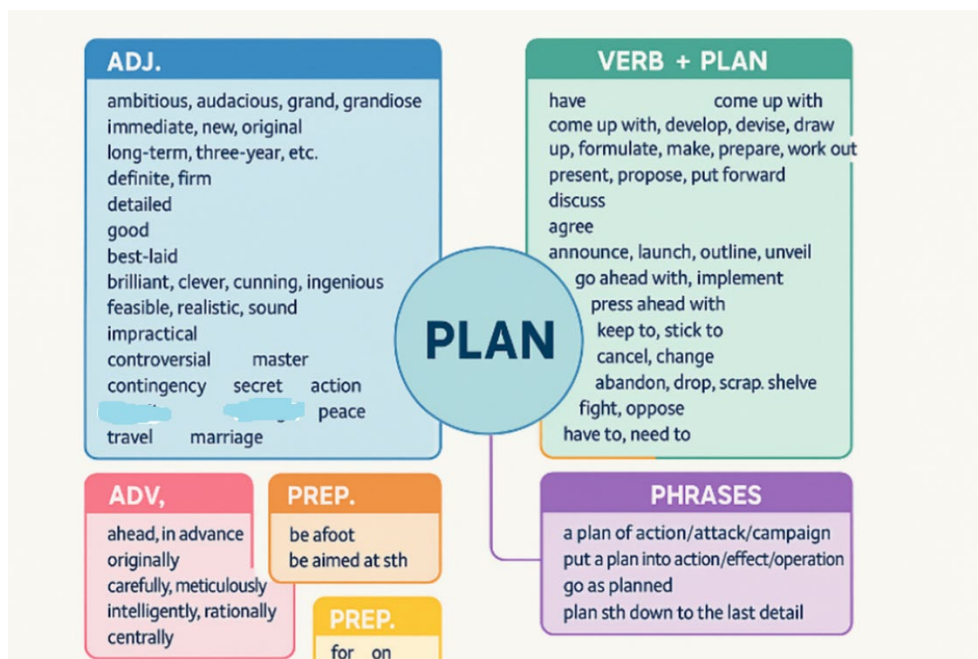
*I have set milestones within my **plan** to review my progress every six months and make adjustments as necessary. The first part of my **plan** is to do well in my current duties and build a strong academic reputation. I’ve heard from other midshipmen that it’s important to remain flexible and adapt your **plan** when new opportunities arise.*

*I’m also considering an alternative **plan** in case the major of my choice becomes unavailable. This backup **plan** includes further education and leadership roles in logistics or operations. I believe that a successful naval career depends on having a well-thought-out **plan**, but also being ready to revise it when needed.*

*Ultimately, if my **plan** works as intended, I hope to become a commanding officer within 10 years. However, if circumstances change, I am prepared to develop a new **plan** based on what I learn along the way.”*



Collocations (words that commonly go together) for the noun “**plan**” and the verb “**plan**”.



TASK 14. Using the mind map above, choose the words that best collocate with PLAN.

ADJECTIVES

1. The military presented an plan to modernize the naval fleet over the next five years.
2. The officers developed a plan to respond quickly to any emergency.
3. Some critics called the proposal a plan because it seemed unrealistic.
4. The leadership approved a plan aimed at strengthening international alliances.
5. What are your plans?
6. Due to budget cuts, the plan for expanding the base was postponed indefinitely.
7. The general praised the team for their plan that covered every possible scenario.
8. Many were surprised by the plan to deploy new technology on ships.
9. The navy revealed a plan that will guide operations for the next decade.

10. The controversial plan sparked debates among officials and analysts.
11. Do you have any plans if the scheme doesn't work?
12. Let's stick to our plan.
13. Launching the missiles contravened the plan agreed by both sides.

VERBS

1. The DoD a new plan for reducing its carbon footprint.
2. The admiral a clear plan of action to respond to the security threat.
3. Before the mission, the officers the plan into action carefully.
4. The navy a contingency plan to deal with possible emergency scenarios.
5. The leadership decided to the plan due to unforeseen problems.
6. Intelligence reports that a plan was afoot in the region.
7. The new strategy is at improving naval communications.
8. After months of preparation, they finally to launch the plan.
9. I like to plans well in advance.
10. Due to budget cuts, the Navy had to its plan to upgrade the coastal radar systems this year.

PHRASES

1. The officers reviewed the plan of before the joint exercise started.
2. Everything went exactly as
3. The team worked together to plan the operation to the last detail.
4. Despite challenges, the operation seemed to as planned without any major issues.
5. To change anything in this organization, we'll need a plan of

ADV.

1. The military operation was planned to avoid unnecessary casualties and minimize risk to civilians.
2. The team had planned every element of the weather protocol, down to wind speed tolerances.
3. The naval exercises were planned, which led to confusion among the crews and multiple scheduling errors.
4. The admiral emphasized that future missions must be and professionally planned, based on sound judgment and intelligence.
5. The strategy was planned at the command headquarters and disseminated to all divisions simultaneously.
6. The defense response had been planned weeks in advance but was later adapted due to new threats.
7. The evacuation plan was not only effective but also executed, with zero civilian casualties reported.
8. The entire campaign had been planned, with each unit receiving precise orders and contingency protocols.

9. The plan failed because it was not rationally thought through and relied too on assumptions.
10. The engineers and officers worked to ensure the plan's success, collaborating across departments.

PREP

1. I had planned staying here for two or three years.
2. The commander proposed a detailed plan securing the harbor.
3. The units agreed a joint training operation next month.
4. A plan cyber defense has been in development for years.
5. The emergency response team put the evacuation plan action within minutes.
6. That was a brilliant plan countering surprise attacks.
7. The new operational strategy was a plan the chief naval advisor.
8. The officers prepared a five-step plan the amphibious landing.
9. The plan..... attack was approved by the defense minister.
10. They worked on a new plan modernize surveillance systems.



Speaking Practice, using mind mapping as foundation

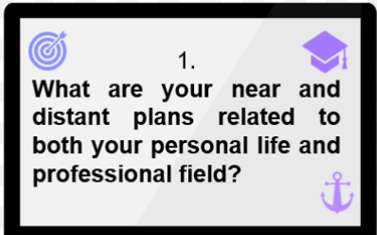
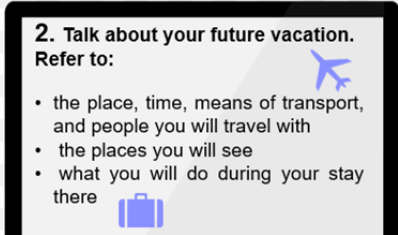


TASK 1	“Future Planner” – Interview Game 🎯 Practice future tense with “plan” collocations. Pair up. One student (A) is the interviewer, the other is the midshipman planning their future (B). Student A. Ask questions like: <i>What are your immediate plans after graduation? /Have you developed a long-term career plan? /Do you have a contingency plan if things don't go as expected? etc.</i> Student B. Respond using phrases like: <i>I've drawn up five-year plan.../If things go wrong, I'll stick to my original plan.../My plan is to..., etc.</i>
TASK 2	Plan the Mission – Group TASK 🎯 Collaboratively develop and present a plan using target vocabulary. In your groups, draw up a detailed, feasible, and strategic plan, using at least 5 collocations. Then, present your plan to the class. At the end of the presentation, questions will be asked: <i>“Is that a realistic plan?”/ “What's your contingency plan if it fails?”</i>, etc.



3.4. SPEAKING PRACTICE. Your turn!

Assignments:

Assignment 1:	Assignment 2:
	
Assignment 3:	
	

UNIT 4 – NARRATION (PAST)



Objectives

- ✓ to develop students' ability to narrate past events with clarity and coherence
- ✓ to help students use appropriate verb tenses, time expressions, and sequencing language when recounting past events
- ✓ to enable students to describe completed actions, ongoing past actions, and experiences from the past
- ✓ to build students' confidence in expressing cause and effect within past narratives

Note to the student:

Upon completion of this unit, you will be able to:

- narrate past events fluently, using appropriate verb forms for completed actions and ongoing actions;
- use a variety of time expressions to clearly indicate when past events occurred;
- organize a sequence of past events in a logical and coherent order.
- explain the cause and effect of past events, demonstrating understanding of how to link events meaningfully;
- share personal stories or experiences from the past, using vivid and accurate language to convey emotions and details.



Language functions: describing actions or events that happened at specific times in the past; using time expressions to indicate when events took place (e.g., yesterday, last year, in 2010); sequencing past events logically (e.g., first, next, then, finally); using past perfect and past continuous to show the sequence or overlap of events; expressing cause and effect related to past events (e.g., because, as a result, therefore); describing personal experiences and significant moments in the past.



4.1. LISTENING PRACTICE

4.1.1. Reasons for joining the military

Joining the military is a significant life choice, and the **reasons** behind it can be deeply personal. Moreover, the factors that influence such a major life decision and these motivations might vary from person to person.

Let's explore the different motivations individuals had for enlisting.

You will hear real stories and perspectives about why three cadets decided to pursue a military career.



Scan the QR code and listen to the recording.



TASK 1. Choose the best answer.

1. What was the speaker's main motivation for joining the military?
 - a) to gain leadership experience by joining Army ROTC
 - b) to continue a family tradition of military service
 - c) to act on encouragement from his girlfriend and parents
 - d) to work in a water-based environment using patrol boats
2. Why did the speaker specifically choose the Coast Guard over other military branches?
 - a) He wanted to serve in a branch with faster promotion opportunities.
 - b) He preferred a role that would keep him near his college campus.
 - c) He felt connected to water-based environments from personal experience.
 - d) He was encouraged by family members who had served in the Coast Guard.



Scan the QR code and listen to the recording.



TASK 2. Choose the best answer.

1. What were the speaker's main reasons for joining the military?
 - a) to gain access to advanced training and overseas travel
 - b) to fulfill a personal goal and receive help with education costs
 - c) to follow a recommendation from friends who had served
 - d) to join a branch that allows for faster entrance into college
2. What step did the speaker take to help achieve the goal of joining the army?
 - a) applying to a university known for its navy officer program
 - b) working hard in high school to qualify for financial assistance
 - c) attending a college with a strong army training program
 - d) enlisting immediately after finishing high school



Scan the QR code and listen to the recording.



TASK 3. Choose the best answer.

1. What were the speaker's main reasons for deciding to join the military?
 - a) to gain access to a well-ranked college and secure a degree
 - b) to follow the example set by relatives who served before him
 - c) to accept a scholarship opportunity from a military institution
 - d) to pursue a goal that he had been focused on since early high school

2. What step did the speaker take to work toward a military career?
- a) He applied for early enlistment during high school.
 - b) He enrolled in a Navy preparatory program.
 - c) He chose a senior military college known for officer training.
 - d) He prepared early by applying himself during high school to reach his goal.



4.1.2. Last Vacations

Vacations are the perfect opportunity to relax, explore new places, and spend time with the people we care about. Vacations help us recharge, connect with others, and create lasting memories.

Everyone uses their time off differently — some travel far, while others prefer to stay closer to home. Also, how we spend our weekends is a common topic in English-speaking exams and conversations.

You'll hear three different people describing how they spent their last vacation.

Scan the QR codes and listen to the recording.

		
Speaker 1 – A	Speaker 2 – B	Speaker 3 – C



TASK 4. For questions 1–10, choose from the list Speaker 1, Speaker 2, or Speaker 3. Each speaker may be chosen more than once.

Speakers:

Speaker 1 – talks about a vacation in New Smyrna Beach, Florida

Speaker 2 – talks about a vacation in Sarasota, Florida

Speaker 3 – talks about a family wedding in Niagara Falls

What speaker(s) ...

1. visited a location outside of their home state? → Answer: Speaker ____
2. described doing something playful or sporty during the trip?
→ Answer: Speaker ____
3. stayed in accommodation provided by family? → Answer: Speaker ____
4. spent most of their vacation outdoors? → Answer: Speaker ____
5. mentioned buying or collecting items for siblings or children?
→ Answer: Speaker ____
6. described their activities in detail? → Answer: Speaker ____
7. gave souvenirs to other people? → Answer: Speaker ____
8. spent time with their partner on the trip?
→ Answer: Speaker ____ and Speaker ____
9. brought home T-shirts as souvenirs?
→ Answer: Speaker ____ and Speaker ____
10. went to a beach destination? → Answer: Speaker ____ and Speaker ____



4.1.3. Last Weekend

Weekends are an important part of most people's routines — a time to relax, see friends or family, or catch up on things we don't have time for during the week. Because of this, how we spend our weekends is a common topic in English-speaking exams and conversations.

You will hear different people talking about their last weekend. Listen carefully to what they did, how they felt about it, and any special details they mention.



Scan the QR code and listen to the recording.



TASK 5. Choose the best answer.

1. Where did the speaker spend most of his time during the weekend?
 - a) staying with a friend in Athens
 - b) enjoying water activities at a lake with friends
 - c) going out in a college town in Milledgeville
 - d) driving between Athens and Milledgeville
2. What did the speaker do during the day at the lake?
 - a) went swimming and relaxed at a beach
 - b) rode boats and jet skis with friends
 - c) camped overnight by the shore
 - d) played sports and had a picnic



Scan the QR code and listen to the recording.



TASK 6. Choose the best answer.

1. Why did the narrator go to Dahlonega, Georgia last weekend?
 - a) to relax with friends during a university break
 - b) to join a local sports competition
 - c) to take part in brigade events
 - d) to start studying at the university

2. What was the tattoo ceremony most likely?
- a) a military event as part of brigade tradition
 - b) a student-run concert for visiting alumni
 - c) a charity activity for suicide prevention
 - d) a celebration held after the weightlifting contest
3. What was the primary goal of the courageous challenge?
- a) to train for future military service
 - b) to compete for school athletic awards
 - c) to support mental health awareness
 - d) to practice cheering in a group setting
4. What can be inferred about the speaker's feelings toward Sunday?
- a) He appreciated the heat and the long hours.
 - b) He was grateful for the chance to relax.
 - c) He planned to spend the day with the alumni.
 - d) He was disappointed the weekend was ending.
5. What challenge did the speaker face during the Saturday parade?
- a) standing outdoors in front of the generals
 - b) performing the parade before visitors from all over the state
 - c) standing outdoors in hot weather for a long time
 - d) performing speeches before visiting alumni



Scan the QR code and listen to the recording.



TASK 7. Choose the best answer.

1. Where did the narrator spend their last weekend?
- a) at a nature reserve near North Georgia
 - b) at the University of North Georgia
 - c) shopping at Walmart and other stores
 - d) hiking in the countryside

2. Which is central to his weekend habits?
- a) going on nearby, expensive outings, like Walmart or dollar stores
 - b) attending school-related events and meetings
 - c) relaxing or socializing with close people
 - d) taking long trips and sightseeing



4.1.4. **Unexpected incidents** can happen anywhere – at school, or at home, and anytime – during regular or special days. Some are funny, some serious, and others just strange.

In military institutions, where discipline and structure are part of daily life, unusual events can feel even more surprising or memorable.

You will hear two cadets talking about their unusual experiences that happened at their military institution.



Scan the QR code and listen to the recording.



TASK 8. Choose the best answer.

1. What was the unusual event mentioned by the speaker?
 - a) a wild animal was spotted on his campus
 - b) the scheduled parade was suddenly cancelled
 - c) a wild animal was brought by the students to the drill field
 - d) the representatives of the Animal Control came to the campus
2. How was the situation handled?
 - a) They took no immediate action, just observed.

- b) They allowed the ostrich to roam freely on campus.
 - c) They described the event as unusual but not life threatening.
 - d) They contacted an animal service.
3. Judging by his tone, the speaker sounds _____.
- a) calm b) frustrated c) anxious d) scared



Scan the QR code and listen to the recording.



TASK 9. Choose the best answer.

1. What was the unusual event that took place at the speaker's university?
 - a) flooding b) a fire c) a sprinkler d) an alarm
2. When did the incident occur?
 - a) on an early Saturday morning b) on a Sunday afternoon
 - c) on an early Sunday morning d) on a weekday morning
3. How did the institution respond to the emergency?
 - a) by sounding the fire alarms and evacuating residents
 - b) by calling emergency services and evacuating residents
 - c) by evacuating residents and saving their belongings
 - d) by evacuating residents sealing off various dorms all over the campus



4.1.5. Important Decisions. Whether they involve responsibilities on duty, or times, personal matters like leaving a job or balancing commitments, decisions are often challenging. Soldiers and leaders must carefully consider their choices, balancing duty with fairness and responsibility as they can affect not only the mission, but also personal relationships and daily life.

In the following listening activities, you will hear three people talking about the different decisions they made in the army that also had personal importance.



Scan the QR code and listen to the recording.



TASK 10. Choose the best answer.

1. What decision did the speaker make?
 - a) to participate in the PT session
 - b) to replace the squad leader in the PT session
 - c) to talk with the First Sergeant about the PT session
 - d) to become the team leader
2. What was the speaker's reason for his decision?
 - a) He wanted to demonstrate his responsibility and commitment to the first sergeant.
 - b) He knew that NCOs' participation in the PT session was mandatory.
 - c) He had a lot of free time on his hands that allowed him to participate in the PT session.
 - d) He thought that participation in the PT session would be worth his time.



Scan the QR code and listen to the recording.



TASK 11. Choose the best answer.

1. What decision did the speaker make?
 - a) to quit working at the golf course
 - b) to speak to his boss before leaving
 - c) to give a reason for his departure
 - d) to leave in two weeks for training
2. What was the reason for his decision?
 - a) He had a very demanding job for the summer.
 - b) He had his one-month training coming up in two weeks.
 - c) He wanted a better recommendation for his next job.
 - d) He was asked by his employer to step down.
3. How did his employer react to the speaker's decision?
 - a) He was unsupportive of the speaker's decision.
 - b) He respected the speaker's decision.
 - c) He was happy about it.
 - d) He asked the speaker to leave.
4. What was the outcome of the speaker's decision?
 - a) He left Fort Knox, Kentucky.
 - b) He started working at a new job.
 - c) He lived in Kentucky for almost a week.
 - d) He received a good job reference.
5. How did the narrator feel about the choice he had made?
 - a) satisfied b) undecided c) regretful d) upset



Scan the QR code and listen to the recording.



TASK 12. Choose the best answer.

1. What decision did the speaker have to make?
 - a) to discipline one of his subordinates
 - b) to report the superior officer
 - c) to ignore the complaint against his subordinate
 - d) to choose between the officer and his subordinate
2. What made the decision difficult for the speaker?
 - a) His subordinate did not properly execute the given orders.
 - b) He knew both the superior officer and the subordinate involved.
 - c) He had to file a complaint against an officer of higher rank.
 - d) He thought the officer was a very unpleasant person to deal with.
3. In the context of the recording, “mouthing off to a superior officer” means that the subordinate _____.
 - a) talked with his mouth full
 - b) hit his superior in the mouth
 - c) talked back disrespectfully
 - d) kept his mouth shut when asked
4. What punishment did the soldier receive?
 - a) verbal warning
 - b) written reprimand
 - c) no punishment at all
 - d) formal correction



4.1.6. First Day in the Military

Starting life at a military institution can be a major turning point. The **first day** often brings new routines, strict expectations to which cadets must adapt, and strong emotions to overcome. It’s a time of change — emotionally and physically — as they begin to adjust to a new environment and expectations.

In the following listening activities, you will hear three cadets reflecting on their first day and what it was like to be in a new military environment.



Scan the QR code and listen to the recording.



TASK 13. Choose the best answer.

1. Frog Week was the simulated week of military basic training that all the _____ went through.
 - a) older classmen
 - b) incoming freshmen
 - c) military institutions
 - d) juniors and seniors
2. What did the upperclassmen do when the cadets arrived?
 - a) helped them park their vehicles and find their rooms
 - b) shaved the cadets' hair
 - c) yelled at them to unload and move fast
 - d) made them run around the vehicles
3. What made the first day physically different for the speaker?
 - a) He had to run all day.
 - b) He had a shaved head.
 - c) He got all of his stuff.
 - d) He met a lot of people.
4. What is the speaker's overall view of the experience?
 - a) It was a simulated military experience.
 - b) There was a lot of stress he had to deal with.
 - c) It shaped who he is today.
 - d) It made him stronger than he is today.



Scan the QR code and listen to the recording.



TASK 14. Choose the best answer.

1. Where did the speaker spend his first day?
 - a) The Romanian Naval Academy
 - b) The Erasmus Office
 - c) Colonel Popa's office
 - d) The English Department
2. How did he feel on his first day?
 - a) uninterested
 - b) curious
 - c) nervous
 - d) comfortable
3. What was one of the main challenges the narrator faced?
 - a) being comfortable introducing himself to the people he had met
 - b) meeting the English department at the Romanian Naval Academy
 - c) touring the campus of the Romanian Naval Academy
 - d) talking to Erasmus students at the Romanian Naval Academy
4. What cultural difference did the narrator notice?
 - a) Romanian professors are more formal.
 - b) Americans are less forward in introductions.
 - c) Romanians are reserved when talking with foreigners.
 - d) Americans are more open in introductions.



Scan the QR code and listen to the recording.



TASK 15. Choose the best answer.

1. On his first day at his institution the speaker was _____.
 - a) excited about exploring college.
 - b) calm and ready for the experience.
 - c) very nervous about starting.
 - d) confident in meeting new people.
2. One of the speaker's main concerns on the first day was finding his
 - a) classrooms
 - b) professors
 - c) institution
 - d) home

3. Which of the following was NOT a challenge for the speaker?

- a) meeting new people
- b) introducing himself to all his professors
- c) being away from home for the first time
- d) remembering people's names



4.2. GRAMMAR POINTS. GRAMMAR IN CONTEXT



PAST TENSES (PAST TENSE SIMPLE, PAST TENSE CONTINUOUS, PAST PERFECT SIMPLE & PAST PERFECT CONTINUOUS)

Tense	Formation	Usage	Example Sentence
Past Simple	Subject + verb (past form)	completed action or event at a specific time in the past	The midshipmen completed their drill yesterday.
Past Continuous	Subject + was/were + verb-ing	action in progress at a specific moment in the past	The crew was repairing the ship when the storm hit.
Past Perfect Simple	Subject + had + past participle	action completed before another past action or time	The captain had issued the orders before the enemy appeared.
Past Perfect Continuous	Subject + had been + verb-ing	action ongoing before another past action, emphasizing duration	The sailors had been training for hours before the inspection started.

Tense	Time References	Example Sentence
Past Simple	yesterday, last night/week, ago, in 2010, then	The ship left the harbor last week.
Past Continuous	at 8 p.m. yesterday, while, as, during, all evening	The officers were conducting drills during the afternoon.
Past Perfect Simple	before, by the time, already, just, until then, prior to	The team had completed the briefing before the mission began.
Past Perfect Continuous	for (duration) before, how long, since, all day, up to that point	They had been cleaning the deck for two hours before the captain arrived.



PRACTICE



TASK 16. Fill in the blanks with the correct form of the verbs in Past Simple or Past Continuous.

Naval Operations Last Week

Last Monday, the fleet **(1. prepare)** ___ for a major training exercise when the weather suddenly **(2. turn)** ___ stormy. While the officers **(3. discuss)** ___ the plan to proceed, the radar operators **(4. detect)** ___ an unidentified vessel approaching the coast.

As the captain **(5. give)** ___ orders to track the vessel, the crew **(6. secure)** ___ all equipment on deck. Meanwhile, the communication officer **(7. try)** ___ to contact headquarters, but the signal **(8. be)** ___ weak due to the bad weather.

The training exercise **(9. start)** ___ as planned early Tuesday morning. Ships **(10. maneuver)** ___ in formation, and the navy pilots **(11. practice)** ___ simulated attacks. However, by mid-afternoon, the admiral **(12. notice)** ___ some navigation errors, so he **(13. call)** ___ an urgent meeting to revise the plan.

While the meeting **(14. take)** ___ place, some ships **(15. patrol)** ___ the perimeter to ensure no real threats **(16. approach)** ___.

The officers **(17. agree)** ___ to adjust the schedule and **(18. focus)** ___ more on defensive tactics the next day.

Last Wednesday evening, the exercise **(19. end)** ____ successfully. The commanders **(20. evaluate)** ____ the outcomes, and they **(21. plan)** ____ to implement the new strategies in future operations.



TASK 17. Fill in the blanks with the correct form of the verbs in Past Perfect Simple or Past Perfect Continuous.

Naval Mission Review

Before the fleet **(1. depart)** ____ for the exercise, the officers **(2. plan)** ____ the operation for several months. They **(3. review)** ____ all possible scenarios and **(4. consider)** ____ the risks carefully. By the time the ships **(5. leave)** ____ the harbor, the crew **(6. train)** ____ intensely for weeks. The engineers **(7. work)** ____ on repairing the radar system, which had been malfunctioning for several days.

When the commander **(8. arrive)** ____ on board, the team **(9. already/prepare)** ____ all the equipment needed for the mission.

They **(10. coordinate)** ____ with allied forces beforehand to ensure smooth communication.

During the first two days at sea, the fleet **(11. navigate)** ____ through difficult waters. The crew **(12. experience)** ____ rough weather conditions and **(13. maintain)** ____ constant vigilance.

By the time the mission **(14. end)** ____, the officers **(15. evaluate)** ____ the success of the exercise and **(16. identify)** ____ areas for improvement. They **(17. discuss)** ____ their plans for the next operation since the previous exercise had concluded.



TASK 18. Complete the passage by putting the correct past tense form of the verb in each blank.

A Day in the Life of a Midshipman

Last Monday, the midshipmen **(1. assemble)** _____ in the academy courtyard at 0600 for morning formation. Before the instructors arrived, they **(2. rehearse)** _____ their marching drills. Some cadets **(3. practice)** _____ their steps in pairs since dawn.

While the sun **(4. rise)** _____, the commanding officer **(5. inspect)** _____ uniforms and checked attendance. One cadet **(6. admit)** _____ he **(7. leave)** _____ his notebook in the dormitory. After formation, the group **(8. move)** _____ to the classroom where a lecture on naval navigation **(9. begin)** _____. The instructor **(10. explain)** _____ how weather conditions **(11. affect)** _____ historical missions. During the lecture, some students **(12. take)** _____ notes, while others **(13. review)** _____ their charts from the previous week's lesson. By lunchtime, they **(14. complete)** _____ their academic sessions. Since they **(15. study)** _____ all morning, the break was a welcome relief. In the afternoon, midshipmen **(16. participate)** _____ in a seamanship lab. While they **(17. demonstrate)** _____ knot-tying techniques, the instructor **(18. emphasize)** _____ how improper knots could cause failure during shipboard operations. Later, a few cadets **(19. work)** _____ on group presentations for their leadership course before returning to the dorms. One cadet **(20. not speak)** _____ in front of a group that large before. As the day **(21. draw)** _____ to an end, the midshipmen **(22. reflect)** _____ on how much they **(23. learn)** _____ and how far they **(24. come)** _____ since the beginning of their training.

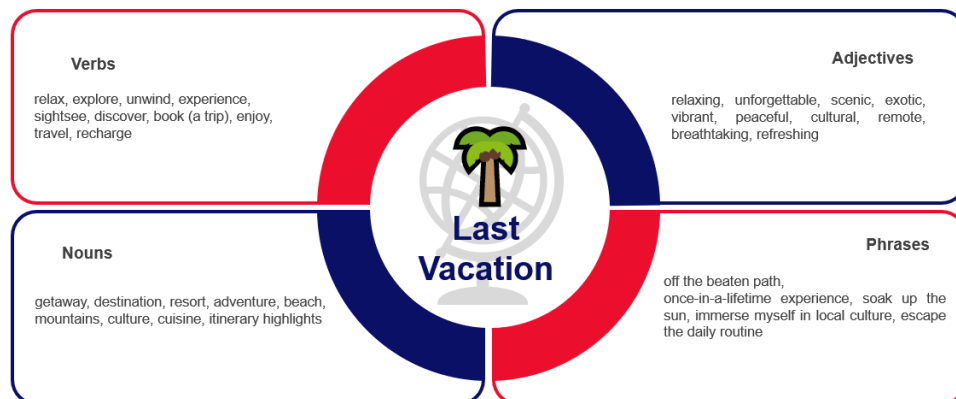
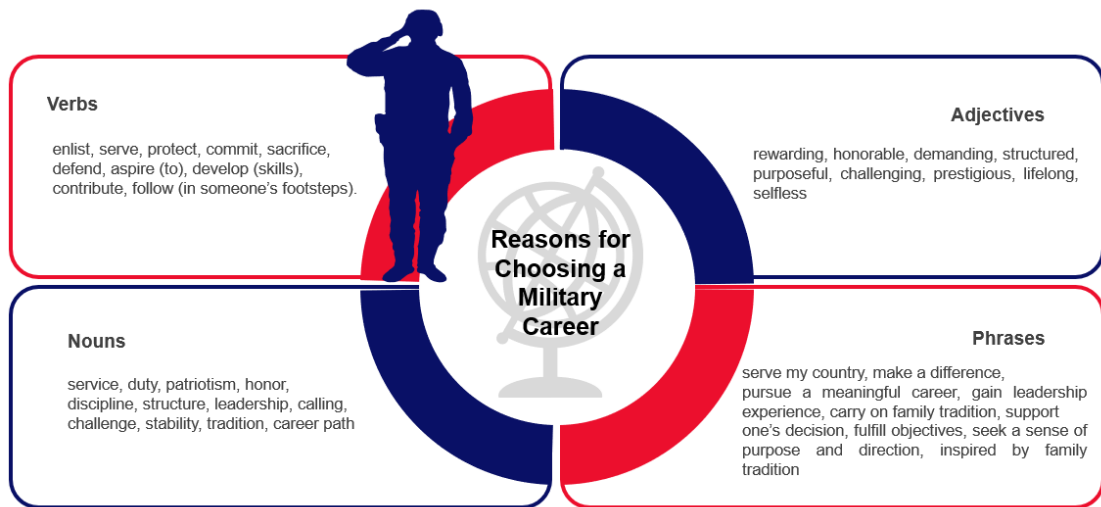


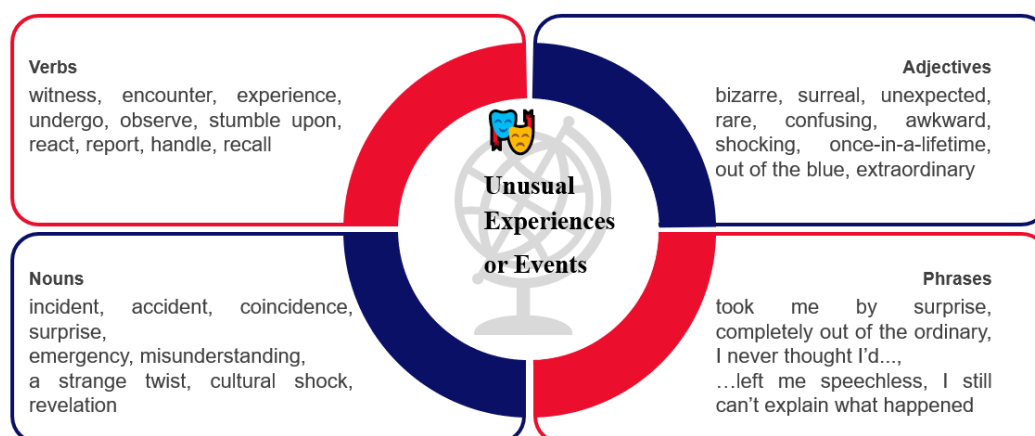
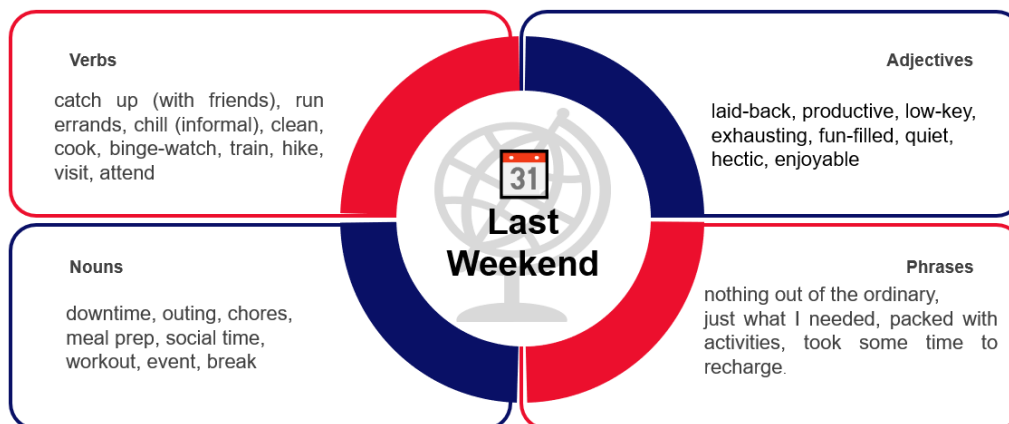
4.3. WORD BANK (Vocabulary Related to Past Experiences)

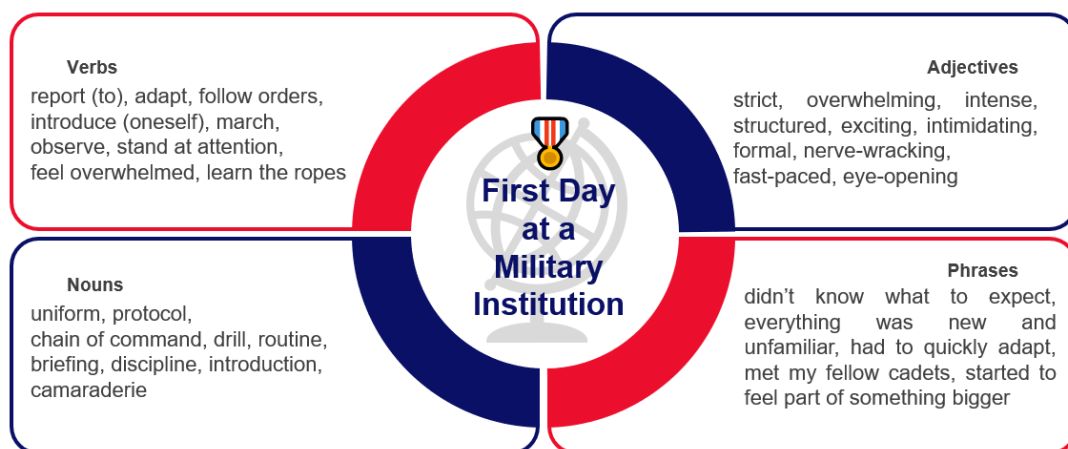
These word banks are designed to help you review useful vocabulary for several common speaking topics.

Each one includes helpful verbs, nouns, adjectives, and phrases to support you in expressing your ideas more clearly and effectively.

You don't need to use every word, but try to recognize, understand, and practice the ones that relate to your own experiences — such as explaining your reasons for choosing a military career, or describing events like recent vacations, weekends, unusual situations, or first-time experiences.







Speaking Practice, using mind mapping as foundation

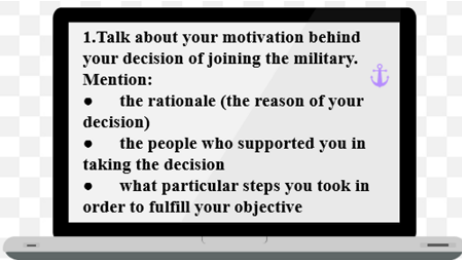
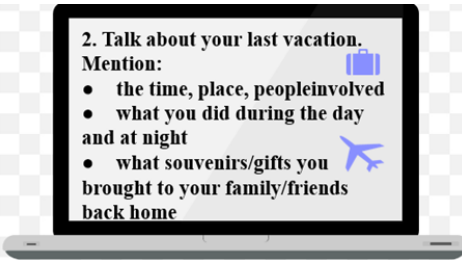
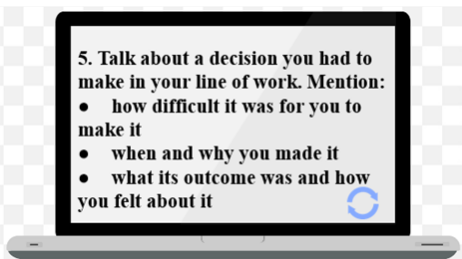
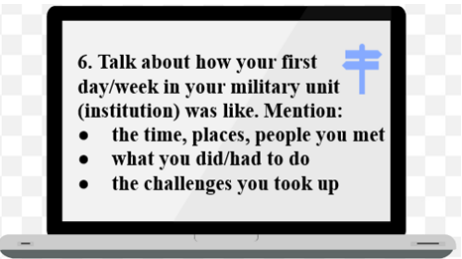


TASK 1	Choose one of the above mind maps and expand it by adding synonyms, antonyms, or related words.
TASK 2	Pair Interview: Describe Your Hometown In your pairs, interview each other using questions inspired by the mind map. Example prompts: • “What are the main landmarks in your hometown?” • “How would you describe the atmosphere – lively, quiet, or something else?” • “What’s your favorite activity to do there?” Then introduce your partner’s hometown to the class.



4.4 SPEAKING PRACTICE: Your turn!

Assignments:

 1. Talk about your motivation behind your decision of joining the military. Mention: • the rationale (the reason of your decision) • the people who supported you in taking the decision • what particular steps you took in order to fulfill your objective	 2. Talk about your last vacation. Mention: • the time, place, people involved • what you did during the day and at night • what souvenirs/gifts you brought to your family/friends back home
 5. Talk about a decision you had to make in your line of work. Mention: • how difficult it was for you to make it • when and why you made it • what its outcome was and how you felt about it	 6. Talk about how your first day/week in your military unit (institution) was like. Mention: • the time, places, people you met • what you did/had to do • the challenges you took up
 7. Talk about an important event that took place in your military unit (institution). Mention: • name, date, location • participants • the activities performed during the event	

UNIT 5 – DESCRIPTIONS (PEOPLE)

Objectives



- ✓ to learn language strategies for describing people
- ✓ to express personal opinions about people's appearance
- ✓ to develop fluency in talking about people in conversations
- ✓ to expand vocabulary for character description

Note to the student:

Upon completion of this unit, you will be able to:

- confidently take part in everyday conversations about people, especially when describing their appearance;
- express your opinions about a person's physical appearance;
- speak more fluently and naturally in discussions or interviews;
- use a broader range of vocabulary to describe physical traits.



Language functions: describing people; expressing and justifying opinions; asking and answering questions about people; keeping the conversation going.



5.1. LISTENING PRACTICE

5.1.1. Describing People's Physical Appearance

Describing someone's appearance is a common part of conversations and speaking tasks. Therefore, being able to describe a person's **physical appearance** is a useful communication skill in both everyday situations and formal speaking tasks. It is important to give clear and detailed descriptions to help listeners visualize the person and understand your perspective. This includes features like height, build, hair and eye color, clothing style, and distinctive traits such as glasses or tattoos.

You will hear three cadets describing their instructors and student leaders at their military institution.



Scan the QR code and listen to the recording.



TASK 1. Choose the best answer.

1. Which statement most accurately summarizes the cadet's appearance and leadership style?
 - a) He is a tall cadet with brown eyes, always dressed in uniform, and leads with strict discipline.
 - b) He is casually dressed, wears glasses, and is described as a capable and positive leader.
 - c) He is below average height, has black hair, and shows little interest in leadership.
 - d) He is an older cadet with gray hair and is known for a highly aggressive leadership style.



Scan the QR code and listen to the recording.



TASK 2. Choose the best answer.

1. What is most distinctive about Colonel Kirk's physical appearance?
 - a) He is a very short man with snow white hair and bright blue eyes.
 - b) He is a short man with dark gray hair and green eyes.
 - c) He is about five foot four, has white hair, and wears glasses.
 - d) He is slightly below average height, with bright blue eyes and a shaved head.

2. What does the cadet say about Colonel Kirk's clothing style?
 - a) He wears a military uniform or dress at all times.
 - b) His usual attire is American shorts and a sweatshirt.
 - c) He sometimes dresses in civilian clothes but mostly wears uniform.
 - d) His clothing style is formal, but not always military.
3. Which best describes Colonel Kirk's leadership and teaching style?
 - a) Approachable and understanding b) Demanding but fair
 - c) Unfriendly and formal d) Reserved and strict



Scan the QR code and listen to the recording.



TASK 3. Choose the best answer.

1. What is mentioned about Colonel Perkel's physical appearance?
 - a) He is brown haired, and brown eyed, and about six foot two.
 - b) He has a longer face, is bald, with dark eyes and average height.
 - c) He has brown eyes, very short, brown hair, and he's very tall.
 - d) He has brown hair, a round face and blue eyes.
2. What kind of clothing does Colonel Perkel usually wear?
 - a) military uniform or dress clothes
 - b) casual clothing
 - c) business or business casual
 - d) civilian and military clothing
3. How does the cadet describe Colonel Perkel's leadership style?
 - a) strict and formal b) approachable and honest
 - c) casual and indecisive d) formal and unapproachable
4. What does the cadet mean when he says "he'll always give it to you straight"?
 - a) The colonel tells them the truth directly and honestly.
 - b) The colonel gives them a lot of extra homework to do.
 - c) The colonel likes to examine them very thoroughly.
 - d) The colonel makes long lectures on important topics.



5.1.2. Describing Significant People in Someone's Life

Talking about someone important in your life is also a common topic in conversations and speaking tasks. When talking about **significant** people, it is important to describe how they look and who they are. Giving details about appearance, style, and personality makes your description more vivid and personal, and also help other people understand what makes this person so significant in your life.

You will hear three speakers describing important people from their life – all of whom who have had a strong influence on them.



Scan the QR code and listen to the recording.



TASK 4. Choose the best answer.

1. What is mentioned about Tyler's physical appearance?
 - a) He is six feet tall, weighs 170 pounds, and has short brown hair and brown eyes.
 - b) He is 20, under six feet, has blue eyes and short brown hair.
 - c) He is in his 20s, average height, with blond hair and green eyes.
 - d) He is tall, thin, with long hair and a clean-shaven face.
2. What is said about Tyler's hairstyle?
 - a) It is short and unkempt.
 - b) He has a crew cut with a beard.
 - c) It is short and military standard.
 - d) His hair is styled in a modern fade.

3. What is Tyler's distinctive feature mentioned by the speaker?
 - a) He is about 170 pounds.
 - b) He has a sharp jawline.
 - c) He is 20 years of age.
 - d) He has a crew cut.
4. Which is NOT among Tyler's hobbies and interests?
 - a) spending time with his girlfriend
 - b) hiking
 - c) going out on the lake
 - d) spending time with his friends



Scan the QR code and listen to the recording



TASK 5. Choose the best answer.

1. How is the grandmother described physically?
 - a) She is five foot two, slender, and 70 years old.
 - b) She is tall, with dark hair and green eyes.
 - c) She is of medium height, with curly brown hair.
 - d) She is short, with gray hair and brown eyes.
2. What is said about her hair?
 - a) She has jet black hair, cut very short around her ears.
 - b) She wears her hair long and wavy.
 - c) Her hair is dyed black and shoulder-length.
 - d) She has jet black hair that falls past her shoulders.
3. What is the speaker's grandmother interested in?
 - a) travels to Africa
 - b) books
 - c) her closest friends
 - d) her children



Scan the QR code and listen to the recording.



TASK 6. Choose the best answer.

1. Which of the following best describes Rylan's physical appearance and interests?
- a) A tall university student with short, light brown hair and green eyes, passionate about running.
 - b) A moderately short young man with dark brown hair, blue eyes, and a mole, who enjoys fitness and cars.
 - c) A lean athlete with red hair and hazel eyes, interested in becoming a military.
 - d) A broad-shouldered student with black hair and brown eyes, preparing for a university career.



5.1.3. Describing Favorite Artists

Talking about someone you admire—such as a **favorite artist** – is another common topic in conversations and speaking tasks because artists often inspire us through their work, personality, or public image. Describing what they look like, how they express themselves, and what makes their work unique will show how you see them through your eyes and understand your personal connection to their art.

You will hear three people talking about their favorite artist.



Scan the QR code and listen to the recording.





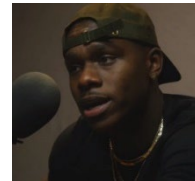
TASK 7. Choose the best answer.

1. Which of the following best describes Tate McRae based on the speaker's description?

- a) A Canadian pop singer with brown hair and green eyes, known for her height and wearing a hockey glove while performing.
- b) An American pop singer with blonde hair and brown eyes, who plays guitar and enjoys playing hockey.
- c) A Canadian hockey player with short black hair, blue eyes, and a strong build, who also performs pop music.
- d) A tall American pop singer with dark brown eyes and brown hair, who travels and performs all around the world.



Scan the QR code and listen to the recording.



TASK 8. Choose the best answer.

1. Which of the following best describes the artist DaBaby?

- a) A 25-year-old rapper from Atlanta with brown hair, a serious personality who's very much into gaming.
- b) A 25-year-old African American rapper from North Carolina with a big smile and a strong connection to family and fans.
- c) A rising rock artist from North Carolina known for his big smile and black hair, standing at about 5'7".
- d) A tall rapper from Charlotte with a shaved head, who often raps about his family and fans.



Scan the QR code and listen to the recording.



TASK 9. Choose the best answer.

1. Which combination best describes Project Pat's appearance and style?
 - a) slim build, black hair, wears sunglasses
 - b) tall with athletic build, blue eyes, always wears a cap
 - c) bigger build, brown shaved hair, gold grills and a bandana
 - d) short, blond hair, no distinctive features.
2. What is Project Pat currently known for?
 - a) starting a clothing line
 - b) acting in movies
 - c) preaching the Christian faith to prisoners
 - d) touring with his brother
3. What is the relationship between Project Pat and Juicy J?
 - a) They are cousins and grew up in New York.
 - b) They are brothers from Memphis.
 - c) They are unrelated musicians who collaborate online.
 - d) Juicy J is Project Pat's stage manager.



5.2. GRAMMAR POINTS. GRAMMAR IN CONTEXT



The Royal Order of Adjectives

The Royal Order of Adjectives is a conventional sequence in English that dictates the order in which multiple adjectives appear before a noun. When using two or more adjectives to describe a noun, they usually follow this fixed order:

Determiner → Quantity → Opinion → Size → Age → Shape → Color →
Origin → Material → Purpose → Noun

OSASCOMP is a helpful mnemonic to remember the correct order of adjectives in English, especially when describing.

Each letter stands for the type of adjective that usually comes in this fixed order:

O	opinion	expresses a judgment or personal feeling	<i>beautiful, kind, rude, delightful</i>
S	size	describes how big or small something is	<i>tall, short, large, tiny</i>
A	age	tells how old someone or something is	<i>young, old, middle-aged, ancient</i>
S	shape	describes the form or outline.	<i>slim, round, square, narrow</i>
C	color	describes appearance (hair, eyes, skin, clothes)	<i>blonde, dark, blue-eyed, red-haired</i>
O	origin	tells where someone or something is from	<i>Italian, African, Brazilian, Chinese, Romanian</i>
M	material*	says what something is made of	<i>silk, denim, cotton, leather</i>
P	purpose	explains what it's for or adds a defining trait	<i>working (woman)</i>

**Less common for people, but may appear in clothing descriptions.*

☒ **An Example (Describing a person):**

My three lovely tall young slender blonde Swedish ballet-dancing friends. However, using all eight types of adjectives before a noun may sound unnatural, overly descriptive, or even ridiculous. Regardless, OSASCOMP still matters. It is not about using every category, but about knowing the correct order when you do use two or more.

Native speakers rarely use more than 3, or 4 adjectives in a row, but the order still matters when they do.



PRACTICE



TASK 10. Rearrange the adjectives.

1. ☒ A/An old kind Italian man
☐ _____
2. ☒ Her two slim lovely young sisters
☐ _____
3. ☒ That blue tall quiet American guy
☐ _____
4. ☒ The confident stylish three Nigerian women
☐ _____
5. ☒ My long dark beautiful curly-haired friend
☐ _____
6. ☒ An energetic small red-haired teenage dancer
☐ _____
7. ☒ Their Brazilian charming two exchange students
☐ _____
8. ☒ A wrinkled elderly pale sad woman
☐ _____
9. ☒ Some dressed silk elegant middle-aged men
☐ _____
10. ☒ His broad-shouldered handsome young German trainer
☐ _____



TASK 11. Choose the correctly ordered sentence.

1. Which sentence uses the correct order of adjectives?

- a) A French handsome tall young man walked in.
- b) A handsome tall young French man walked in.
- c) A young tall handsome French man walked in.
- d) A tall French handsome young man walked in.

2. Choose the sentence that follows proper adjective order:

- a) She met a red-haired friendly little British girl.
- b) She met a friendly little red-haired British girl.
- c) She met a little red-haired British friendly girl.
- d) She met a British red-haired little friendly girl.

3. Which version is correct?

- a) My two athletic tall American students were late.
- b) My athletic two tall American students were late.
- c) My two tall athletic American students were late.
- d) My tall athletic two American students were late.

4. Identify the correctly ordered sentence:

- a) That old charming Spanish painter retired.
- b) That charming Spanish old painter retired.
- c) That charming old Spanish painter retired.
- d) That Spanish charming old painter retired.

5. Pick the correct sentence:

- a) We invited three funny young Canadian exchange students.
- b) We invited funny young Canadian three exchange students.
- c) We invited Canadian three funny young exchange students.
- d) We invited young three Canadian funny exchange students.

6. Which sentence is correct?

- a) Her sweet long-haired little cousin is here.
- b) Her long-haired little sweet cousin is here.
- c) Her little sweet long-haired cousin is here.
- d) Her sweet cousin long-haired little is here.

7. Choose the best sentence:

- a) A beautiful German tall elegant woman arrived.
- b) An elegant beautiful tall German woman arrived.
- c) A tall beautiful German elegant woman arrived.
- d) A beautiful elegant tall German woman arrived.

8. Find the properly ordered version:

- a) His two angry young muscular British coaches quit.
- b) His angry muscular young two British coaches quit.
- c) His two young muscular angry British coaches quit.
- d) His two angry muscular young British coaches quit.

9. Pick the correct sentence:

- a) That blonde smiling elegant Swedish actress is famous.
- b) That elegant blonde Swedish smiling actress is famous.
- c) That smiling elegant blonde Swedish actress is famous.
- d) That Swedish blonde elegant smiling actress is famous.

10. Which sentence is correct?

- a) Some short polite old Japanese gentlemen were speaking.
- b) Some polite short Japanese old gentlemen were speaking.
- c) Some polite old short Japanese gentlemen were speaking.
- d) Some polite short old Japanese gentlemen were speaking.



Relative Clauses

Relative clauses are a powerful and natural way to describe people in more detail without overloading the sentence with stacked adjectives. They allow you to add extra information about a person.

In people descriptions, they usually follow a noun (like *man*, *woman*, *student*, etc.) to add more information.

1. Who (used for people – subject)	The midshipman who won the first prize was granted a leave. She's the detailer who is in charge of plebes.	◆ adds role, achievement, or behavior.
2. Whom (more formal – object)	The captain whom everyone admires is retiring next month. He's the senior technician whom the crew respects deeply.	◆ often replaced by "who" in speech.
3. Whose (shows possession)	The cadet whose compass broke during training still completed the task. The instructor whose voice commands attention walked into the hall.	◆ shows connection or characteristic.
4. That (used like "who" in defining clauses)	An officer that leads by example earns trust. He's the kind of recruit that never gives up.	◆ used interchangeably with "who" in many cases, especially in defining clauses.

There are 2 **types of relative clauses**:

1. Defining (essential) – tells you which person you’re talking about
2. Non-defining – gives extra details (use commas)

Examples of Non-Defining Relative Clauses

1. Using “who”	<i>Captain R., who has served for over 25 years, is respected throughout the fleet.</i> <i>Commander Lee, who leads the cybersecurity unit, gave today’s briefing.</i>	☒ These give additional background about someone already identified.
2. Using “whom”	<i>Lieutenant S., whom the cadets admire, was recently promoted.</i> <i>Rear Admiral Thomas, whom I met at the academy banquet, is known for his strategic thinking.</i>	☒ More formal; often replaced by “who” in spoken English.
3. Using “whose”	<i>Ensign C., whose attention to detail is exceptional, handles navigation logs.</i> <i>Petty Officer R, whose father also served, received the Honor Pin.</i>	☒ Adds a possessive detail about the person.

Quick Reminder

Key Features for:

Defining clauses:	Non-defining clauses:
• No commas • Often uses who, that, whose, or whom • The sentence is not complete without it • Can be used in spoken or written English • “That” is often used instead of “who” (especially in informal speech)	• Always in commas • Don’t change the identity of the person (just add info) • Help you vary sentence structure and sound more fluently



PRACTICE



TASK 12. Combine the two sentences using a relative clause. Decide if it's defining or non-defining.

Example: *The officer has completed five missions. He trains new recruits.*

→ *The officer **who has completed five missions** trains new recruits.*

1. Midshipman Jones received a commendation. He stayed calm during the storm.
2. The cadets admire Lieutenant Ray. He teaches strategic operations.
3. Commander Alvarez is respected. His leadership style is firm but fair.
4. Captain Lee served in the Pacific Fleet. He will speak at the graduation.
5. The recruit failed the fitness test. He was not allowed to join the mission.



TASK 13. Rewrite using a Relative Clause: Change the phrase in brackets into a relative clause.

Example: *The officer [with red hair] → The officer **who has red hair***

1. The cadet [born in Texas] _____
2. The instructor [known for strict drills] _____
3. The midshipman [wearing the ceremonial sword] _____
4. The admiral [retired in 2020] _____
5. The recruit [everyone laughed at] _____



Sentence Structures for People Descriptions

When describing people, you can use a **variety of grammatical structures** to make your descriptions longer, clearer, and more natural — not just adjectives, or relative pronouns.

Structure	Use It to Describe	Example
with / without	physical traits, gear, clothing, features	A midshipman with sharp posture and polished boots
Prepositional phrase	background, location, unit	A cadet from the engineering division
- ing phrase	current action or habit	A midshipman reviewing charts in the library
- ed phrase	past condition or experience	A lieutenant decorated for service in the Pacific
Appositive	extra noun-based detail	Commander Lewis, the head of naval science, gave the lecture.



PRACTICE



TASK 14. Complete each sentence using the structure given in parentheses.

1. A petty officer with _____ (with/without)
2. A sailor from _____ (prepositional phrase)
3. A marine _____ (- ing phrase)
4. A commander _____ (- ed phrase)
5. Lieutenant Harris, _____, gave the order. (appositive)



TASK 15. Complete these sentences using suitable adjectives.

broad wide muscular lean husky solid

1. He had a chest and arms.
2. She was and muscular from years of training.
3. He had a frame — shoulders, arms, and a chest.

**wrinkled standing at broad sturdy stooped husky
middle-aged**

4. He was a, man, six feet, with a chest and shoulders. His face and heavy boots gave him a tired, look.

wrinkled thin narrow elderly gray slightly

5. She was, stooped, with, hair, skin, and shoulders.



TASK 16. Upgrading sentences. Replace basic adjectives with more specific or vivid ones.

Example: Original: He was **tall** and **strong**.

Improved: He was *towering* and *muscular*.

1. She was **short** and **fat**. → _____
2. He was **thin** and **old**. → _____
3. He has a **big** nose. → _____
4. The **old** woman had **white** hair. → _____
5. He has **short** hair and **brown** eyes → _____
6. She has a **big** frame and **short** legs. → _____
7. He has **small, dark** eyes. → _____
8. He stood with **wide** shoulders and a **slouched** posture. → _____
9. Her **long, curly** hair fell over her shoulders. → _____
10. The **tall** man had a **thin** neck and **narrow** shoulders. → _____



5.3. WORD BANK: Vocabulary for Describing Physical Appearance

◆ age:	young, elderly, middle-aged, mature, aged, senior, teenage, adolescent, in one's 20s/30s, early 20s, mid-20s, late 20s
◆ height	standing at (+ height measurement), tall, short, petite, lanky, stocky, average-height, towering, diminutive, stout
◆ build	lean, slim, fit, thin, skinny, average-weight, plump, chubby, heavy, overweight, obese, hefty, pudgy, portly, rotund, husky
◆ distinctive features	freckles, scars, moles, birthmarks, wrinkles, sunspots, tattoo
BODY PARTS	
◆ hair	curly, straight, wavy, short, long, thick, thin, greasy, shiny, messy, dyed, silky, frizzy
◆ facial hair	beard, mustache, stubble, sideburns, goatee, patchy, thick, sparse, well-groomed, scruffy, five o'clock beard
◆ forehead	broad, narrow, high, prominent, wrinkled, sweaty, smooth, lined, shiny, flat, furrowed
◆ eyebrows	bushy, thin, arched, thick, straight, well-groomed, wild, expressive, dark, light, sharp
◆ eyes	bright, dull, narrow, wide, sleepy, piercing, sparkling, bloodshot, round, almond-shaped, watery, round, hooded, wide-set, close-set, slanted, droopy, blue, green, hazel, amber, emerald, large/big, small
◆ eyelashes	long, short, curled, thick, sparse, clumped, natural, dark, fluttering
◆ cheeks	rosy, sunken, chubby, flushed, hollow, round, soft, freckled, smooth, puffy
◆ nose	pointed, flat, hooked, crooked, small, large, straight, narrow, bulbous, upturned
◆ ears	small, large, pierced, floppy, round, pointed, bat-like, red, soft, prominent, flappy
◆ mouth	wide, small, tight, soft, firm, dry, curved, expressive, pursed

◆ lips	full, thin, soft, red, pinkish, pale, glossy, smooth, plump
◆ teeth	white, yellow, crooked, straight, gapped, even, stained, chipped, missing
◆ chin	pointed, round, square, cleft, double, firm, weak, strong, dimpled, narrow
◆ neck	long, short, slender, thick, muscular, stiff, graceful, swan-like
◆ chest / breast	broad, narrow, flat, full, muscular, hairy, smooth, toned, exposed, scarred, tattooed
◆ shoulders	broad, narrow, sloped, square, rounded, hunched, bony, muscular, strong, stooped
◆ arms	muscular, long, short, hairy, tanned, tattooed, thin, strong, bony
◆ legs	long, short, muscular, hairy, smooth, toned, thick, thin, strong
◆ clothing style	is dressed in a tailored suit, wearing a ... dress/skirt, casual in jeans and a T-shirt, sporty outfit with sneakers and tracksuit, chic in a little black dress, vintage-inspired look, smart-casual blazer and trousers, streetwear with hoodie and branded sneakers, patterned clothing, accessorized with (hat/scarf/jewelry)



5.4. SPEAKING PRACTICE: Your turn!

Assignments:

1. Describe one of the instructors/tutors/professors in your military unit/institution. Mention his/her: • physical appearance (weight; build; age; hair and eye colors; hair form/style; distinctive features, etc.) • clothing style • leadership/teaching style
2. Describe an important person in your life. Mention: • your relationship with the person • his/her physical appearance (weight; build; age; hair and eye colors; hair form/style; distinctive features, etc.) • his/her hobbies and interests
3. Describe your favorite artist (musician, actor/actress, painter, comedian, etc.). Mention: • his/her physical appearance (weight; build; age; hair and eye colors; hair form/style; distinctive features, etc.) • his/her particular talent • his/her personality traits that you like most

UNIT 6 – DESCRIPTIONS (PLACES)



Objectives

- ✓ provide basic descriptions of familiar or everyday places (e.g., workplace, town, home, etc.)
- ✓ use appropriate vocabulary to describe key features of places
- ✓ express opinions or feelings about the place using present and past tenses, and appropriate language

Note to the student:



Upon completion of this unit, you will be able to:

- describe familiar places using appropriate vocabulary related to location, appearance, and key features;
- use descriptive language (adjectives, etc.) to give clear, basic details about a place;
- express personal opinions about places using appropriate vocabulary;
- understand and respond to questions about places in both spoken and written form;
- produce spoken and written descriptions about various places such as a workplace, facility, landmark, or favorite location.



Language functions: giving factual information; describing surroundings; describing places and buildings; describing characteristics and using adjectives; sequencing and describing events; expressing likes and dislikes; expressing advantages and disadvantages; giving opinions and personal reactions; giving locations.



6.1. LISTENING PRACTICE

6.1.1. Describing Military Units

Being able to describe **physical spaces** clearly and in full detail is an important language skill in both spoken and written exam tasks. Also, being able to describe places is useful in both military and civilian contexts. For example, you may need to describe your workplace, explain where facilities are located, or understand instructions and briefings that involve movement through an area.

You will hear three cadets describing three specific locations: a military base, a university campus, and an exam setting.



Scan the QR code and listen to the recording.



TASK 1. Choose the best answer.

- Where is the 5th Infantry Division based?
 - in Hawaii, United States
 - in a jungle in the U.S.
 - on a training site
 - in a hospital in Hawaii
- Which of the following facilities is not mentioned in the description?
 - hospitals
 - offices
 - barracks
 - hangars
- Which group of personnel is not explicitly listed as working in the unit?
 - infantrymen
 - engineers
 - aviators
 - doctors
- What is notable about the training sites mentioned?
 - They are located in the desert.
 - They are located in the jungle.
 - They are located near the hospitals.
 - They are located inside the barracks.
- How is the range of jobs at the unit described?
 - All staff are in administrative roles.
 - Only combat personnel work there.
 - There are various jobs supported by offices.
 - There are no medical services provided.



Scan the QR code and listen to the recording.



TASK 2. Choose the best answer.

1. What is the name of the speaker's institution?
 - a) The University of North Georgia
 - b) North Georgia Military University
 - c) The University of Georgia
 - d) Military University of North Georgia
2. How many military barracks are on campus?
 - a) one
 - b) two
 - c) three
 - d) none
3. What kind of classes are held in the military leadership center?
 - a) tactical military knowledge classes
 - b) physical education and training classes
 - c) tactical classes practiced in the woods
 - d) History and leadership classes
4. What is Radar Ridge used for?
 - a) Tactics practice in the woods for UNG cadets
 - b) Classroom theoretical instruction for UNG cadets
 - c) Main physical training for UNG cadets
 - d) Secondary physical training for UNG cadets
5. What is Pine Valley used for?
 - a) housing cadets in barracks
 - b) attending military classes
 - c) practicing tactics in the woods
 - d) physical training for cadets



Scan the QR code and listen to the recording.



TASK 3. Choose the best answer.

1. Where is the speaker's military unit located?
 - a) on the Gulf Coast
 - b) on the coast of North Carolina
 - c) in Charleston, South Carolina
 - d) in a small boat station inland
2. What kind of Coast Guard station is Charleston described as?
 - a) a small rescue operation base
 - b) a small deep-sea patrol station
 - c) a small boat station
 - d) a small docking station
3. What types of missions are carried out at the station?
 - a) border patrol and smuggling
 - b) search and rescue and law enforcement
 - c) Coast Guard exchanges at sea
 - d) anti-piracy missions in international waters
4. Where do petty officers and the officer on duty work?
 - a) in the armory
 - b) in the offices
 - c) in the garage
 - d) in the barracks
5. What do they store in the armory?
 - a) tools for repairing small boats
 - b) uniforms and rations
 - c) ammunition and weapons
 - d) mechanical tools



6.1.2. Describing Military Facilities

As part of a speaking task, you may need to describe not only your workplace, but also different parts of a **facility**, explain what services or departments are available in a building. That's why it's essential to understand common vocabulary and clear structures used to describe spaces and their functions.

You will hear three cadets describe various facilities found in familiar places such as a military base, a university campus, or the Coast Guard.



Scan the QR code and listen to the recording.



TASK 4. Choose the best answer.

1. What kind of facility does the speaker describe?
 - a) a medical school
 - b) a training gym
 - c) a hospital on base
 - d) a base for soldiers
2. Who receives training at this facility?
 - a) family members
 - b) medically qualified soldiers
 - c) visiting doctors from Japan
 - d) patients admitted with a cold
3. What kind of medical issues are treated at the hospital?
 - a) only serious injuries needing surgical interventions
 - b) mostly diseases that need immediate surgery
 - c) cold, runny nose, and surgery
 - d) only colds, and other potential diseases
4. Who can receive medical care at the facility, according to the speaker?
 - a) only soldiers admitted with injuries
 - b) any soldier currently stationed on base
 - c) soldiers, their family members, and foreign soldiers
 - d) only military personnel from the US and Philippines



Scan the QR code and listen to the recording.



TASK 5. Choose the best answer.

1. What facility does the speaker describe?
 - a) the locker room and bathroom at his university
 - b) the indoor walking track at his university
 - c) the basketball court at his university
 - d) the Recreation Center at his university
2. What is the locker room mainly used for?
 - a) resting b) changing c) working out d) working
3. What can be found upstairs?
 - a) a baseball court and basketball courts
 - b) a walking track and exercise bikes
 - c) lower body working equipment
 - d) a locker room and a bathroom
4. What is located below the track?
 - a) the gym b) the lockers c) the courts d) the offices



Scan the QR code and listen to the recording.



TASK 6. Choose the best answer.

1. What is the facility described?
 - a) the cutter b) the galley c) the Coast Guard d) the mess hall
2. Which is NOT a name for the galley?
 - a) cutter b) dining hall c) chow d) mess hall
3. How many people are always on board, according to the speaker?
 - a) 12 b) 24 c) 7 d) 20

4. When is the galley expected to operate?
- | | |
|-------------------------------------|--------------------------------|
| a) when the cutter is at shore | c) when the cutter is underway |
| b) when there are minimum 12 people | d) when needed day and night |
5. What are some additional services offered in the galley?
- | | |
|---------------------|-------------------------|
| a) 24/7 food | c) coffee and snacks |
| b) coffee and water | d) navigation equipment |



6.1.3. Describing Memorable Places

During the speaking tasks you should be able not only to describe places in detail, but also to explain why they matter to you. **Memorable places** may be: a location that left a strong impression on someone, it could also be a place where something important happened, a destination that felt inspiring, or simply somewhere unique in terms of atmosphere, people, or purpose. So, create a vivid description, and mention why the place was unforgettable.

You will hear three people talking about places that left a strong impression on them – places they will never forget.



Scan the QR code and listen to the recording.



TASK 7. Choose the best answer.

1. What is the place described in the recording?
- | | |
|--------------------------|----------------------------------|
| a) a museum in Constanța | b) a pub near the marina |
| c) a plaza in Old Town | d) a bar at the archaeology site |

2. Why is it called the Green Pub?
 - a) because of the green signs hanging there
 - b) because it serves green drinks from the bar
 - c) because of the green plants on the ceiling
 - d) because it is close to the green park in the old town
3. How does the writer feel about the music?
 - a) It was nice.
 - b) It was average.
 - c) It was very good.
 - d) It was slow.
4. What was the speaker's overall impression of the Green Pub?
 - a) The pub is a place with average service, and a few interesting features such as greenery, bright lights, and cozy couches.
 - b) The pub creates a really interesting atmosphere with nice people, very good music, and excellent service.
 - c) The pub has green leaves and flashing lights, and is mainly popular with local citizens and is not welcoming to travelers.
 - d) The pub has an interesting environment with special decorations, loud music, and is a place not very welcoming to visitors.



Scan the QR code and listen to the recording.



TASK 8. Choose the best answer.

1. Why is the Calvert Marine Museum important to the speaker?
 - a) It contains fish, jellyfish, a shark skeleton and four otters.
 - b) It's located in a famous US city situated on a river bank.
 - c) It combines marine exhibits and local waterman history.
 - d) It has a concert area for famous performers all over the world.

2. According to the speaker, what kind of historical content is found in the museum?

- a) details about oyster fishing, digging up the seabed, and catching crabs
- b) details about the recreation of the large shark skeleton on display
- c) details about how to raise oysters and crabs by dredging the seabed
- d) details about the shark, fish, oyster and crab evolutions

3. Which of the following best describes the organizational structure of the speaker's description of the museum?

- a) chronological, starting from the museum's origin to its modern-day use
- b) cause and effect, showing how marine life led to concerts
- c) spatial, moving from indoor exhibits to the outdoor concert area
- d) problem-solution, explaining how the museum preserved local history



Scan the QR code and listen to the recording.



TASK 9. Choose the best answer.

1. The place that the speaker will always remember is

- a) the state of Tennessee
- b) the city of Memphis
- c) the Mississippi River
- d) the pyramids

2. What does the speaker say about the Bass Pro Shop Pyramid?

- a) It has all kinds of lights that can be seen day and night.
- b) It hosts live music of all kinds every night.
- c) It is one of the biggest pyramids in the world.
- d) It is in the top three biggest pyramids.

3. Which music genre is NOT mentioned in connection with Memphis?

- a) gospel
- b) jazz
- c) country
- d) rock and roll

4. What is a unique feature of the bridge mentioned by the speaker?

- a) It is made of glass and steel.
- b) It lights up at night.
- c) It lights up by day and by night.
- d) It is the oldest in Tennessee.



6.2. GRAMMAR POINTS. GRAMMAR IN CONTEXT



The Royal Order of Adjectives when Describing Places

It refers to the standard sequence in which multiple adjectives are arranged before a noun in English.

Just like when describing people, when describing places, you'll typically use a subset of this order – focusing especially on adjectives that convey size, shape, age, color, origin, etc.

Full Royal Order of Adjectives:

1. **Determiner** (a, the, some, this, my)
2. **Opinion** (lovely, strange, beautiful)
3. **Size** (small, large, vast)
4. **Shape** (round, square, narrow)
5. **Age** (ancient, modern, new)
6. **Color** (red, green, gray)
7. **Origin** (French, tropical, urban)
8. **Material** (stone, wooden, concrete)
9. **Purpose** (residential, religious, commercial)
10. **Noun**

So, when describing **a place**, you'll often use adjectives in this rough order:

Opinion	charming	impressive	quiet	sprawling	village
Size	small	wide	narrow		boulevard
Shape	round				neighborhood
Age	old	modern	ancient	new	street
Color	white	gray	green		building
Origin	Italian	French			pool
Material	stone	marble			
Purpose	urban	residential	swimming		

Of course, you don't need to use all categories — native speakers typically use 2, or 3 adjectives. But when more are used, the order matters for fluency and clarity.



PRACTICE



TASK 10. Put the adjectives in the correct order.

Example:

(stone / ancient / circular / a(n) tower → an ancient circular stone tower

1. (a / red / brick / tall) building → _____
2. (historic / large / a(n) / Italian) piazza → _____
3. (a / wooden / small / cozy) cabin → _____
4. (high-tech / new / spacious / a(n)) office → _____
5. (stone / fortified / medieval / a(n)) city → _____
6. (luxurious / modern / a(n) / beachfront) resort → _____



TASK 11. Choose the correct sentence.

1. A. We visited a small old lovely coastal village.
B. We visited a lovely small old coastal village.
2. A. I stayed in a wooden beautiful large mountain lodge.
B. I stayed in a beautiful large wooden mountain lodge.
3. A. I walked through a narrow ancient cobblestone alley.
B. I walked through an ancient cobblestone narrow alley.
4. A. We took pictures of a round large red stone statue.
B. We took pictures of a large round red stone statue.

Vocabulary practice for towns and cities.

Below you will find the necessary words that you would need to use when talking about towns and cities.



Scan this QR code, watch the video and do the following tasks:



TASK 12. Name as many buildings and places in a town or city:



TASK 13. Think of other vocabulary that you can use when talking about these places _____



TASK 14. Name the good and bad things that a town or city may have so you might talk about the advantages or disadvantages of a city and that would concern some of these aspects:

Good things	Bad things
✓ ...	• ...
➤ adjectives for describing a town or city in terms of	
Advantages	Disadvantages
...	...

- Now find the adjective that can be used to refer to **a place**:
 - that is relaxing and calm _____
 - that gathers different types of people living together _____
 - has an older style: _____
 - is exciting and has also a lot of activities _____
 - that is very boring _____
 - that is beautiful and you can take a lot of photos there _____
- Mention some adjectives that can be used to refer to the size of a city/town: _____
- Mention some adjectives that can be used to refer to the location of a city/town: _____



TASK 15. Match each adjective to its correct definition.

1	ancient	a place with a rich mix of cultures and languages	A
2	bustling	very full of people; crowded	B
3	polluted	a place that has a long history	C.
4	charming	modern; up to date	D.
5	contemporary	visited by many tourists	E.
6	compact	not very big; contained within a small area	F.
7	cosmopolitan	dirty; contaminated	G.
8	touristy	nice; very pleasing	H.

1	2	3	4	5	6	7	8



TASK 16. Fill in the blanks in the paragraph below by choosing the correct adjective from the box to describe the city.

**ancient, charming, bustling, polluted,
contemporary, compact, cosmopolitan, touristy**

The city I visited last summer was truly _____. Its _____ streets were full of life, with people everywhere enjoying the cafés and shops. Despite being quite _____, the city was surprisingly clean and well-maintained. The _____ and _____ architecture blended old and new styles perfectly, giving the city a unique character. It was also very _____, with people from all over the world living and working there. However, some parts of the city felt very _____ because of the number of tourists, and a few areas were noticeably _____.



Modifiers and Intensifiers in Place Descriptions

Modifiers and intensifiers are linguistic elements that alter or enhance the meaning of adjectives and adverbs.

A modifier is a word (or group of words) that changes, limits, or adds detail to another word (often a noun, adjective, or verb). This includes intensifiers, but also quantifiers, qualifiers, and limiters.

An intensifier is a specific type of modifier that increases or amplifies the strength or degree of an adjective or adverb. Intensifiers usually don't add new meaning – just emphasis. In other words, a modifier is a big umbrella under which intensifiers, adjective modifiers, adverb modifiers or quantifiers go, while an intensifier is a subcategory of modifiers focused on emphasis or degree.

In place descriptions, modifiers and intensifiers shape not just how a location is described but how it is emotionally received. They operate on both semantic (meaning) and pragmatic (use/context) levels, giving nuance to physical environments through language.

However, avoid overuse as using too many strong intensifiers can reduce their effect. For example, a sentence such as: *The beach is absolutely, incredibly, totally amazing.* becomes too much.

Also, not all modifiers and intensifiers can be combined with every adjective. This is because of collocational constraints – certain words naturally “go together” in English, while others sound unnatural or awkward. For example, “absolutely secure” is natural, but “very secure” is less common or awkward in formal writing.

To sound fluent, it is important to notice which combinations are used frequently in real-world English.

1. Strong Intensifiers	
Intensifier	Examples
absolutely	The cliffs are absolutely stunning.
totally	The forest is totally silent at night.
utterly	The village is utterly peaceful.
completely	The garden is completely serene.
immensely	The square is immensely lively.
exceptionally	The café is exceptionally cozy.
remarkably	The museum is remarkably well-preserved.
unbelievably	The beach is unbelievably clean.
2. Informal/Conversational Intensifiers	
super	The area is super vibrant at night.
crazy	The view is crazy beautiful. (very informal)
insanely	The hike was insanely hard but worth it.
wicked (BrE)	The pub has a wicked atmosphere.
3. Formal/Literary Intensifiers	
profoundly	The setting is profoundly tranquil.
exquisitely	The town is exquisitely picturesque.
breathhtakingly	The cliffs are breathtakingly high.
hauntingly	The ruins are hauntingly beautiful.
awe-inspiringly	The desert is awe-inspiringly vast.

Moderate/Neutral Modifiers	
Modifier	Example
somewhat	The neighborhood is somewhat quiet.
reasonably	The park is reasonably spacious.
noticeably	The temperature is noticeably cooler here.
relatively	The city is relatively modern.
kind of / sort of	It's kind of isolated, but beautiful place. (informal)



PRACTICE



TASK 17. Use an appropriate modifier or intensifier (stronger or weaker) to fit the sentences.

1. The beach was ____ beautiful.
2. The market was ____ crowded.
3. The mountain view was ____ breathtaking
4. The path to the chalet felt ____ narrow.
5. The plaza is ____ charming.
6. The garden is ____ peaceful.
7. The tower was ____ tall.
8. The museum was ____ fascinating.
9. The trail was ____ hard to climb.
10. The room was ____ dark and quiet.



TASK 18. Match the modifier/intensifier with the best adjective. Make all reasonable combinations.

Modifiers / Intensifiers

1. absolutely
2. somewhat
3. exquisitely
4. crazy
5. fairly
6. utterly
7. relatively
8. super
9. remarkably
10. kind of

Adjectives

- A. breathtaking
- B. peaceful
- C. busy
- D. decorated
- E. remote
- F. stunning
- G. quiet
- H. lively
- I. tall
- J. hidden



TASK 19. Fill in the blanks in the paragraph with suitable modifiers or intensifiers from the box. Pay attention to meaning, tone, and degree of intensity. Some words may be used more than once.

remarkably		fairly	somewhat
	absolutely	super	exquisitely
crazy	relatively	kind of	
	truly	utterly	

The military base is (1) ___ large, stretching across acres of (2) ___ flat terrain. The training grounds are (3) ___ busy during drills, filled with the sounds of activity and orders being shouted. Barracks are (4) ___ quiet during downtime, offering soldiers a chance to rest. The command center is (5) ___ secure, equipped with (6) ___ designed technology and communication systems.

Inside the military base, the armory is (7) ___ secure, housing a vast collection of weapons and equipment, meticulously organized and (8) ___ maintained. The mess hall is (9) ___ lively during meal times, bustling with soldiers sharing stories and laughter. Training facilities, including the shooting range, are (10) ___ state-of-the-art, designed to prepare troops under realistic conditions. The medical center is (11) ___ equipped, providing top-notch care with calm, (12) ___ quiet rooms for recovery. Near the perimeter, the vehicle depot is (13) ___ busy, with armored vehicles lined up, ready for deployment at a moment's notice.

Lastly, the communication tower stands (14) ___ tall, ensuring constant contact with units in the field and command headquarters. Surrounding the base is a (15) ___ remote perimeter, making it (16) ___ hidden from civilian eyes. Despite the constant movement, some areas feel (17) ___ peaceful, especially the observation towers that overlook the vast landscape.

All in all, the base combines efficiency with resilience, making it a (18) ___ formidable stronghold.



TASK 20. For each sentence below, decide whether the modifier–adjective combination is natural or unnatural in English. If it sounds unnatural, suggest a better alternative.

1. The military base is very secure.
2. The armory is utterly maintained.
3. The command center is absolutely critical to operations.
4. The medical center is super equipped for emergencies.
5. The training grounds are completely busy today.
6. The perimeter is kind of remote.
7. The observation post is insanely peaceful.
8. The mess hall is really lively during meal times.
9. The shooting range is fairly state-of-the-art.
10. The communication tower is totally tall.



Quantifiers in Place Descriptions

Quantifiers are words used to show quantity or amount. In describing places, they help us express how many or how much of something exists (e.g., buildings, people, attractions, space).

According to the noun type (countable – C, or uncountable – U), we can use:

- many, a few, several, some, a lot of, etc. (C);
- much, some, a lot of, etc. (U).



PRACTICE



TASK 21. Fill in the blanks with a suitable quantifier.

1. There are ___ parks near the river where families like to picnic.
2. The market has ___ fresh produce stalls open every morning.
3. There isn't ___ traffic on the roads early in the morning.
4. The city has ___ historic monuments worth visiting.
5. There are ___ cafés scattered along the beach promenade.
6. We saw ___ tourists exploring the old town square.
7. There is ___ pollution in the industrial area.
8. ___ shops in this neighborhood sell handmade crafts.
9. The neighborhood has ___ green spaces for children to play.
10. There isn't ___ parking space available during weekends.



TASK 22. Rewrite sentences using a different quantifier but keep the meaning.

Example: There are **many** restaurants near the lake. → There are **several** restaurants near the lake.

1. There were **many** parks near the river.
2. There wasn't **much** pollution there.
3. **Several** cafés lined the promenade.
4. There are **some** tourists visiting that day.
5. There are **a few** parks in the city center.
6. There isn't **much** noise at night.
7. There are **several** shops along the main street.
8. There is **a lot of** traffic during rush hour.
9. There are **some** cafés near the beach.
10. The town has **many** historic buildings.
11. There is **little** pollution in the countryside.
12. We saw **a few** tourists at the museum.
13. The area had **several** green spaces.
14. There wasn't **much** parking available downtown.



6.3. WORD BANK: Vocabulary for Describing Places



1. General Place Types

city, town, village, suburb, neighborhood, countryside, capital, region, area, district



2. Natural Features

mountain, hill, valley, river, lake, forest, beach, desert, coast, waterfall, island, ocean, sea, cliff, cave



3. Man-Made Features

building, skyscraper, apartment, bridge, road, square, monument, statue, tower, castle, wall, gate, church, temple, market, plaza, harbor, lighthouse, tunnel, park, garden

- beautiful, charming, picturesque, colorful, modern, ancient, historic, traditional, scenic, breathtaking, majestic

- clean, dirty, well-maintained, ruined, broken, new, old, restored, abandoned, dusty



- large, small, tiny, vast, wide, narrow, spacious, compact, long, high, low

- peaceful, lively, noisy, crowded, quiet, bustling, vibrant, serene, chaotic, welcoming, mysterious



5. Weather and Climate

- sunny, rainy, cloudy, foggy, humid, hot, warm, cold, freezing, breezy, stormy, mild



6. Activity & Human Presence

people walking, children playing, tourists taking photos, vendors selling, cars passing, music playing, street performers, locals chatting



6.4. SPEAKING PRACTICE: Your turn!

1.
Describe your *military unit (institution)*.

Mention:

- its name and location
- the buildings and facilities available
- the people working/studying there

2.
Describe a (health/sports/recreation, etc.)
facility at your unit.

Mention:

- its purpose
- the services provided
- the beneficiaries

3.
Describe a *place* that you will never forget.

Mention:

- its name, location and size
- particular features
- points of interest

UNIT 7 – DESCRIPTIONS (EVENTS)



Objectives

- ✓ to learn and apply key descriptive words and phrases related to people, settings, actions, and emotions
- ✓ to identify and use key elements of an event
- ✓ to organize information logically (sequencing)
- ✓ to use appropriate tenses and grammar
- ✓ to describe personal involvement and reactions

Note to the student:

Upon completion of this unit, you will be able to:

- describe past events clearly and in a logical sequence using appropriate time markers and connectors;
- explain reasons, causes, and outcomes related to events;
- express your personal involvement, feelings, and reactions to events;
- use past tenses (past simple, past continuous and past perfect simple) accurately;
- use functional vocabulary and descriptive language relevant to the context of the event;
- maintain coherence and cohesion in your spoken or written descriptions.



Language functions: describing events, festivals, ceremonies, etc.; introducing the event; sequencing the event (showing order); describing actions and activities; explaining reasons or causes; describing characteristics and using adjectives; giving opinions; describing feelings and reactions; concluding the description.



7.1. LISTENING PRACTICE

7.1.1. Talking About Formal Events

Being able to clearly and confidently describe **formal events** – such as ceremonies, commemorations, or institutional gatherings – is an essential skill for oral communication in both military and civilian contexts, as well as a common task in oral and written exams. You will be often expected to talk about personal experiences, structured events, or common institutional practices.

You will hear two cadets describing two different formal ceremonies at their military institutions. They'll be talking about what typically happens during the events, where they are held, who takes part, and what the ceremony includes.



Scan the QR code and listen to the recording.



TASK 1. Choose the best answer.

1. When is the awards ceremony usually held at the military institution?
 - a) during the first semester, from August to December
 - b) during the second semester, from January through May
 - c) at the end of the academic year, in June
 - d) during the summer break, in July and August
2. Where is the awards ceremony typically hosted?
 - a) in a large auditorium next to the gymnasium
 - b) in one of the conference rooms above the dining hall
 - c) outside on the campus lawn near the main building
 - d) in the school's main lecture hall on the ground floor

3. Which groups use the same conference room for events other than the awards ceremony?
- a) the university's sports teams and the faculty association
 - b) student government and the R Corps of Cadets program
 - c) the R Corps of Cadets program and fraternities
 - d) the local veterans' club and the alumni association
4. Approximately how many cadets participate in the awards ceremony to receive scholarships or awards?
- a) around 20 cadets selected from all academic departments
 - b) about 20 cadets chosen for scholarships and awards
 - c) over 20 cadets from various programs and clubs
 - d) twelve cadets who are nominated by their professors
5. What distinguishes the scholarships and awards given at the ceremony?
- a) They all come from a single donor organization.
 - b) They are all academic awards given by the military.
 - c) They come from various donors and are not all the same.
 - d) They are sports scholarships for athletic achievements.
6. How is the conference room prepared for the awards ceremony?
- a) Tables are arranged with banners and digital screens.
 - b) Chairs are placed in rows facing a podium with a microphone.
 - c) Tables are set with white tablecloths, flowers, plates, and utensils.
 - d) The room is decorated with flags and military memorabilia.
7. What happens during the ceremony after attendees are seated?
- a) Everyone watches a video about the institution's history.
 - b) Cadets meet their donors and then a presentation begins.
 - c) A live band plays music while the audience eats.
 - d) The president presents all awards without introductions.
8. What information is shown in the PowerPoint presentation for each award recipient?
- a) their GPA, hometown, and a personal photo
 - b) their military rank, course schedule, and hobbies
 - c) their origin, their major, and the award received
 - d) their family background, scholarship amount, and future plans

9. How does the awards ceremony conclude?
- a) with a group photo of all cadets and donors
 - b) by announcing the next year's award schedule
 - c) the president's speech to close the event
 - d) cadets' performance of a musical number for the audience



Scan the QR code and listen to the recording.



TASK 2. Choose the correct answer.

1. What is the main purpose of the contracting ceremony?
 - a) to award scholarships to high-performing cadets
 - b) to recognize cadets who completed officer training
 - c) to celebrate cadets who have signed their military contracts
 - d) to introduce new professors to the cadet program
2. How often does the contracting ceremony take place?
 - a) once a year, at the start of the academic year
 - b) twice a year, toward the end of each semester
 - c) every month, before field training
 - d) only when new cadets enroll in the program
3. Where is the ceremony held?
 - a) in the university auditorium
 - b) at the student center
 - c) on the drill field
 - d) inside the academic building
4. What do cadets do during the ceremony?
 - a) deliver speeches and receive certificates
 - b) sign documents in front of their peers
 - c) shake hands with school and military leaders
 - d) march in formation and receive medals
5. Who usually speaks at the event?
 - a) only the president of the university
 - b) visiting generals from the armed forces
 - c) a professor of military science or other invited speakers
 - d) cadets themselves giving personal reflections

6. What happens after cadets shake hands with officials?
- a) They return to their seats and listen to speeches.
 - b) They are given official badges.
 - c) They receive training schedules.
 - d) They participate in a short drill exercise.



7.1.2. Recalling Ceremonies.

Being able to describe past events clearly and in detail is also key component of most oral language exams. Whether you're asked about a military ceremony, a personal milestone, or a special event at your institution, you need to describe what happened, where, when, who was involved, and why it was important.

You will hear a cadet talking about the ceremony he participated in at his military institution.



Scan the QR code and listen to the recording.



TASK 3. Choose the best answer.

1. When did the breaking ground ceremony take place?
 - a) in the spring semester, around March
 - b) in the fall semester, around September
 - c) in the summer, just before the academic year began
 - d) in winter, near the end of the semester
2. Where was the ceremony held?
 - a) on the main parade grounds behind the academic buildings
 - b) inside the Military Leadership Center's auditorium
 - c) on the drill field used by the Corps of Cadets
 - d) at the main campus entrance

3. Who attended the event as participants?
 - a) only cadets and their families
 - b) donors, sponsors, alumni, students, faculty, and the Corps of Cadets
 - c) members of the military and local government officials
 - d) only faculty, staff, and the president
4. What type of speeches were given during the ceremony?
 - a) personal stories by cadets about past training
 - b) speeches from school leaders and military staff
 - c) opening remarks from guest speakers outside the institution
 - d) informal talks from alumni and student representatives
5. What symbolic action marked the start of construction?
 - a) a ribbon-cutting by the president and sponsors
 - b) a formal salute by cadets
 - c) a march around the site led by the commandant
 - d) important attendees using shovels to break the ground
6. What did the ground-breaking action represent?
 - a) the completion of the leadership program
 - b) the announcement of a new academic course
 - c) a commitment to building the Military Leadership Center
 - d) a traditional farewell to outgoing cadets



7.2. GRAMMAR POINTS. GRAMMAR IN CONTEXT



Sequencing Words / Time Connectors in Describing Events

When describing present or past events clearly and logically, especially in formal settings (e.g. ceremonies, training, or personal experiences), it's essential to use sequencing words—also called time connectors—to help the listener follow the order of actions.

These words show the chronological flow of what happened. They also help you structure your ideas, avoid repetition, and sound more fluent and organized.

Sequencing Word	When to Use	Example
First,	to introduce the first step	First, the cadets assembled on the parade ground.
To begin with,	to start the sequence	To begin with, guests were seated in the auditorium.
Then,	to show what happened next	Then, the awards were presented.
Next,	to continue the sequence	Next, the commanding officer gave a short speech.
After that,	to show something following another	After that, cadets were called up by name.
Meanwhile,	to indicate two events happening at the same time	Meanwhile, the band played ceremonial music.
Subsequently,	to express something that happened afterward	Subsequently, photos were taken with the honorees.
Eventually,	to indicate a final result after a process	Eventually, the crowd moved to the reception area.
Finally,	to conclude a sequence	Finally, the national anthem was played.
At the end,	to describe the final part	At the end, the guests applauded the graduates.
In the end,	to summarize what occurred after everything	In the end, everyone agreed it was a meaningful event.
As a result,	to show consequence of prior action	As a result, cadets felt proud and motivated.



PRACTICE



TASK 4. The following detailed actions from a formal military ceremony are presented out of order. Rearrange them into a logical sequence and insert appropriate sequencing words.

- ___ the entire audience rose to their feet as the national anthem echoed across the drill field.
- ___ guests and cadets gathered near the flagpole to witness the lowering of the national colors.
- ___ guests were welcomed at the entrance and directed to their designated seats arranged in neat rows facing the stage.
- ___ all attendees were seated, and the Commandant delivered an opening speech emphasizing leadership and duty.
- ___ each cadet's name was called, and they proceeded to the podium to receive a certificate of achievement from high-ranking officials.
- ___ the ceremony came to a close with the cadets' march and sailors' hymn performed by the military band, bringing a ceremonial sense of formal closure.
- ___ during the interlude between speeches and awards, a slideshow displayed moments from the cadets' training and academic journey.
- ___ the audience applauded enthusiastically, recognizing the cadets' dedication and performance.
- ___ guests were invited to an outdoor informal reception where they could meet the cadets and take commemorative photographs.
- ___ a moment of silence was held in remembrance of fallen service members, followed by the playing of a lone bugle.



TASK 5. Fill in the blanks with suitable sequencing connectors.

1. _____, guests began arriving at the venue, where they were greeted with soft music and light refreshments.
2. _____, everyone was seated, and the groom took his place at the altar, visibly nervous but excited.
3. _____, the wedding procession began, led by the bridesmaids and groomsmen walking down the aisle in pairs.

4. _____, the bride made her grand entrance, escorted by her father, as everyone stood and the music swelled.
5. _____, the officiant welcomed everyone and gave a short speech about the significance of the occasion.
6. _____, the couple exchanged vows they had written themselves, creating a deeply personal and emotional moment.
7. _____, they placed the rings on each other's fingers, followed by the official pronouncement of marriage.
8. _____, as the couple kissed, a string quartet began playing, and the guests applauded warmly.
9. _____, the newlyweds walked down the aisle together and joined their guests for the cocktail hour.
10. _____, the formal reception began with toasts, dinner, dancing, and plenty of celebration.



Past Tenses – Review

Describing ceremonies in the past requires careful attention to verb tenses to ensure the narrative flows logically and clearly. The following overview explains the main past tenses used to describe such events effectively.

Tense	Usage	Example
☒ Past Simple	for completed actions or sequences.	The ceremony started at 10 a.m. Guests arrived early.
☒ Past Continuous	to describe background actions or atmosphere.	People were chatting while the music was playing . The audience was waiting for the bride to enter.
☒ Past Perfect	for events that happened before other past events.	By the time the speech began, everyone had taken their seats.
☒ Past Perfect Continuous	to emphasize the duration of an action that was ongoing before another past event.	The band had been playing for ten minutes before the guests arrived. The guests had been waiting patiently when the ceremony finally started.



TASK 7. Select the correct past tense verb.

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6. The speeches _____ at exactly 9:30.
a) began c) had begun
b) were beginning d) had been beginning
7. The commander _____ about the history of Navy Day before the ceremony started.
a) told c) was telling
b) had told d) had been telling
8. The official guests _____ for several minutes when the announcement started.
a) waited c) had waited
b) were waiting d) had been waiting
9. The crowd _____ when the school band played the anthem.
a) stood c) had been standing
b) had stood d) were standing
10. Some of the cadets _____ decorations for their recent achievements.
a) received c) had received
b) were receiving d) had been receiving
11. The cadets _____ rehearsals all week before the big event.
a) were doing c) had done
b) did d) had been doing
12. They _____ for this event for over two months.
a) prepared c) had prepared
b) were preparing d) had been preparing
13. By the time the ceremony began, everyone _____ their seats.
a) took c) had taken
b) was taking d) had been taking
14. The ceremony _____ with the traditional torches retreat, lighting the way as everyone left.
a) ended c) had ended
b) was ending d) had been ending
15. After the performance, the cadets _____ to their units.
a) returned c) had returned
b) were returning d) had been returning



7.3. WORD BANK: Vocabulary for Describing Events

1. Types of Events

•festival, concert, celebration, wedding, parade, fair, party, ceremony, competition, protest, conference, meeting, workshop, exhibition, performance, tournament, show, launch, graduation



2. Time & Duration

•yesterday, last week, over the weekend, in the evening, during the day, early in the morning, for three hours, all day long, throughout the night, from start to finish



3. Verbs (What Happened)

started, began, took place, was held, lasted, finished, ended, celebrated, performed, watched, enjoyed, attended, hosted, danced, sang, played, cheered, clapped, laughed, shouted presented, introduced, announced, awarded, participated, competed



4. Descriptive Adjectives



Positive: exciting, fun, unforgettable, colorful, lively, enjoyable, inspiring, amazing, spectacular, moving, energetic, well-organized, magical, emotional

Negative or Neutral: boring, loud, crowded, disappointing, poorly organized, chaotic, dull, overwhelming, too long, repetitive

5. People Involved

•audience, guests, participants, performers, organizers, speakers, attendees, hosts, winners, judges, fans, staff, volunteers



1. Introducing the event: <i>I'd like to tell you about...</i> <i>The event took place...</i> <i>It happened on...</i> <i>Last week/month/year, I...</i>	2. Sequencing the event (showing order): <i>First, ...</i> <i>Then, ...</i> <i>After that, ...</i> <i>Next, ...</i> <i>Finally, ...</i>	3. Describing actions and activities: <i>We watched...</i> <i>People were doing...</i> <i>I participated in...</i> <i>There was a performance/show/celebration.</i> <i>The speakers talked about...</i>
4. Explaining reasons or causes: <i>The event was organized because...</i> <i>It happened to celebrate...</i> <i>People came to see...</i> <i>The purpose of the event was to...</i>	6. Sequence and Linking Phrases 	5. Describing feelings and reactions: <i>I felt excited/nervous/happy.</i> <i>It was surprising/interesting/amazing.</i> <i>I really enjoyed it.</i> <i>I was impressed by...</i>
6. Giving opinions about the event: <i>In my opinion, it was...</i> <i>I think the event was...</i> <i>It was better/worse than I expected.</i> <i>The event was well-organized/boring/fun.</i>		7. Concluding the description: <i>Overall, it was a great experience.</i> <i>I would definitely go again.</i> <i>It was an unforgettable day.</i>

7. Reactions and Feelings

I was thrilled / amazed / impressed/ overwhelmed / touched

It was more than I expected.

Everyone had a great time.

The atmosphere was electric

I didn't want it to end.





7. 4. SPEAKING PRACTICE: Your turn!

Assignment 1

Talk about a civilian ceremony you have attended, seen, or heard about (such as a graduation, wedding, national holiday celebration, awards ceremony, etc.).

Make sure you mention the following:

Where and when did the ceremony take place?
Describe the space: was it indoors or outdoors?
Formal or informal?
What was the atmosphere like?
Who were the main participants and guests?
Were there any officials, speakers, or special invitees?
What did the people wear or do to mark the occasion?

What happened during the ceremony? (e.g., speeches, awards, performances)

What was the purpose of the event?
Why was it important or meaningful?



Assignment 2



Talk about a military ceremony you have witnessed, attended, or studied (such as a promotion ceremony, change of command, military parade, swearing-in ceremony, or commemorative event).

Make sure you mention the following:

Where and when did the ceremony take place?
Was it held at a military base, a public square, or another location?
What was the general atmosphere (formal, solemn, celebratory)?
Who took part in the ceremony? (e.g., soldiers, officers, veterans, officials, civilians)
What roles or functions did they have during the event?
Were there any notable uniforms, formations, or rituals?
What activities or moments stood out? (e.g., speeches, flag raising, anthems, marching)
What was the main purpose or meaning of the ceremony?

UNIT 8 – CONVERSATIONAL STRATEGIES AND CUES



Objectives

- ✓ to develop an understanding of effective spoken communication in everyday and academic contexts
- ✓ to gain awareness of the role of conversational strategies and cues in successful long turns and interactions
- ✓ to build confidence and fluency in initiating, maintaining, and closing conversations
- ✓ to strengthen ability to communicate clearly, naturally, and appropriately in various conversational situations



8.1. GETTING STARTED: THE *FORTE* TIP



Objectives

- ✓ to use ready-made framework to keep conversations flowing, especially in personal or semi-formal introductions
- ✓ to ensure smooth transition between topics naturally
- ✓ to demonstrate increased confidence in initiating and sustaining brief conversations on personal topics
- ✓ to ask and answer relevant open-ended questions based on each FORTE topic such as family, occupation, recreation, travelling, and education

Note to the student:

Upon completion of this unit, you will be able to:

- recall and explain the meaning of each category in the FORTE strategy;
- use the strategy to give short personal narratives;
- sustain short conversations using follow-up questions based on the FORTE themes;
- demonstrate conversational fluency and confidence through speaking activities;
- avoid awkward silences, pausing, dead air, or hesitation.



Language functions: asking/talking about family members, describing relationships; talking about jobs, expressing likes/dislikes, giving details; talking about hobbies, making small talk, expressing preferences; describing past travel experiences, giving opinions, asking for details; talking about studies, describing schools or training, educational systems, etc.

Introducing oneself is a recurring task in any speaking exam. Generally, self-introductions are commonly used to ease you into the test, allowing you to speak on a familiar topic – yourself. This helps reduce anxiety. However, these introductions are not just formalities – they demonstrate your ability to organize your thoughts, use appropriate vocabulary, and communicate clearly.

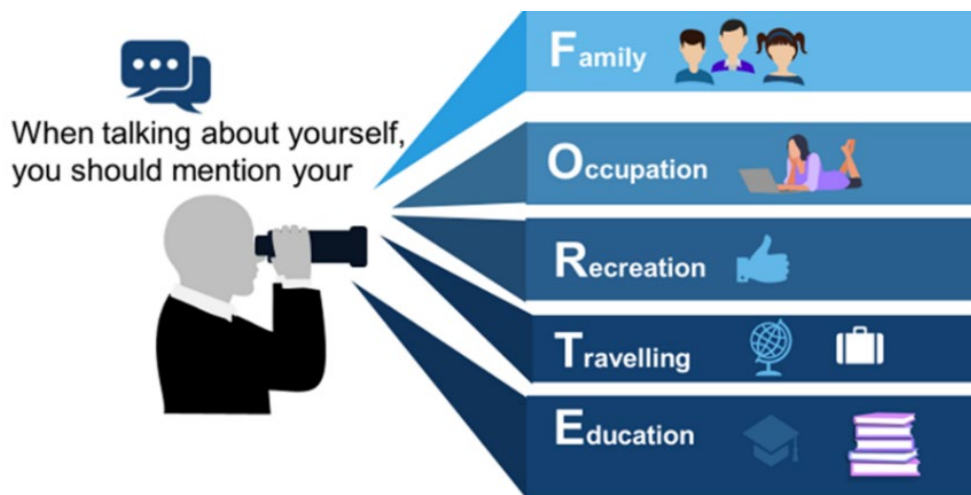


Most of the time, speaking about yourself smoothly and naturally can be surprisingly difficult.

Even though we know ourselves best, many don't prepare or practice talking about themselves in a structured, fluent way, especially in a second language. Besides, without a clear structure, it's easy to jump between ideas or forget important points (e.g., background, job, hobbies), leading to confusion or hesitation. Then, a practical recommendation is to use the FORTE tip.

It might prove to be a helpful strategy to organize your ideas and keep the conversation flowing, as FORTE stands for: Family, Occupation, Recreation, Travel, and Education – five common topics you can use to talk about yourself or ask/answer questions when speaking with others.

Using this approach will help you provide relevant information, demonstrate your language ability, and avoid hesitation during the exam.



Speaking Practice, using mind mapping as foundation



TASK 1	FORTE Speed Chat 🎯 Write one personal question for each FORTE category. FORTE Category Your Question 1. Family e.g., <u>Do you have any siblings?</u> 2. Occupation _____ 3. Recreation _____ 4. Travel _____ 5. Education _____ 💬 Now, exchange with a partner and answer each other's questions.
TASK 2	FORTE Elevator Pitch 🎯 Create a short 30–60 second “elevator pitch” about yourself using FORTE elements. Challenge: Time limit – must fit all 5 topics briefly and clearly. 💬 After FORTE presentations or interviews, give each other structured feedback using a checklist: Did they cover all 5 topics? Was the information clear and interesting? Was the language fluent and appropriate?

So, mastering the self-introduction, then, is not only key to starting strong, but also to building confidence for the rest of the exam.



8.2. “BUYING TIME”: USING COMMON FILLERS AND HESITATION DEVICES



Objectives

- ✓ to identify common English fillers and hesitation phrases used in natural speech
- ✓ to understand the communicative purpose of using hesitation devices in conversations (e.g., buying time, organizing thoughts, reducing pressure)
- ✓ to use a range of hesitation expressions appropriately in structured speaking tasks
- ✓ to demonstrate improved fluency in short monologues or responses by using hesitation techniques

Note to the student:

Upon completion of this unit, you will be able to:

- use fillers and hesitation phrases when speaking in English, especially during moments of uncertainty or while thinking;
- use common expressions like “well”, “let me think”, and “you know” to sound more natural and fluent in conversation;
- organize your ideas more clearly, using pauses and hesitation phrases to connect your thoughts smoothly;
- handle speaking tasks more effectively in exams by staying calm, fluent, and in control – even under pressure;
- reflect on your use of fillers and self-monitor during speaking tasks.



Language functions: pausing to think without losing the floor; delaying response to organize thoughts; clarifying or reformulating ideas; transitioning smoothly between ideas.

Have you ever faced really challenging questions during the oral exams?

What do you do when asked a difficult question?

Do you...

A) Say nothing?

B) Start talking fast, hoping something good comes out?

C) Remain cool, calm, and control the situation?

D) Say uhhhhhhhhhhh mmmmmmmmm uhhhhh errr?

A few extra seconds can be the difference between the perfect response and a clumsy one.

Of course, the right answer is C.

In the event you are asked a question that you cannot respond to straight away during your speaking exam, you should avoid awkward silences and instead use a phrase designed to fill the void. It is essential to continue speaking even if you still need to think of what you want to say. But how do we do that?



Here's the solution: sometimes, it's simply a matter of using the right phrases to buy time to think, time to grasp a concept, or time to formulate your thoughts. They actually show the examiner you are comfortable controlling the situation and not panicking.

COMMON FILLERS
AND
HESITATION DEVICES

“BUYING TIME”

Well...

Um...

Actually...= As a matter of fact,

... = In fact, ...

You know/see

I see...

Let's see (now).

I/You mean ...

I see what you mean.

Now let me think/see.

It's like this, you see...

I'll have to think about it.

I'll tell you what.

COMMON FILLERS
AND
HESITATION DEVICES

“BUYING TIME”

Frankly, ...= To be (quite) honest/frank, ...

The thing is ...

That sort/ kind of thing.

Sort of.

Let's say ...

What I'm trying to say is ...

What I would say is ...

(Now) where should I start?

That's a very good/ interesting question.

How shall I put it?

Let's put it this way ...

The best way I can answer is ...



PRACTICE



TASK 1. Group the above common fillers and hesitation phrases under the correct function. Some may fit more than one group!

Functions:	
1. Pausing to Think	
2. Clarifying or Rephrasing	
3. Softening or Hedging	
4. Organizing or Starting an Answer	
5. Emphasizing Honesty or Directness	
6. Engaging the Listener/Conversational Devices	



TASK 2. Match each question (1-10) with the correct answer (A-J). Each response uses a phrase to buy time before giving an answer.

1. Why did we change course so suddenly?	A. "What I'm trying to say is, unexpected weather conditions slowed down our progress significantly."
2. Do you think the enemy will attack at night?	B. "I'll have to think about it. The crew needs clear guidance, so we should explain it step by step."
3. What's the status of the damaged engine?	C. "How shall I put it? We've reinforced our defenses, but another ambush would still be a serious threat."
4. Should we engage or hold our position?	D. "Let's see (now). If we engage now, we risk heavy losses, but waiting could cost us the advantage."
5. How do we explain this tactical decision to the crew?	E. "Let's put it this way... If we lose communication, we stick to the pre-planned fallback positions."

6. Why wasn't the enemy detected sooner?	F. "The thing is, coordination issues arise when multiple units act independently—better training will help."
7. Are we prepared for another ambush?	G. "Now let me think... The engineers are working on it, but they need more time to assess the full damage."
8. What's our best option if communication is lost?	H. "Um... it's possible, but their usual pattern suggests they'll wait until dawn."
9. How can we improve coordination between ships?	I. "That's a very interesting question. It seems their stealth technology was more advanced than we anticipated."
10. Why did the last mission take longer than expected?	J. "Well... we received updated intelligence that forced us to reroute immediately."



TASK 3. Write your own alternative responses using the phrases provided above.



TASK 4. Preparing for an important oral interview?
Which of the above-mentioned phrases might best help you buy some time? Why?



8.3. STRATEGIES AND TECHNIQUES TO MAKE ANSWERS LONGER



Objectives

- ✓ to identify strategies commonly used to expand spoken responses
- ✓ to demonstrate the ability to use appropriate discourse markers and linking phrases to extend and connect ideas in speech
- ✓ to apply expansion techniques to develop fuller, more structured responses
- ✓ to produce extended answers on familiar topics with coherence and fluency

Note to the student:

Upon completion of this unit, you will be able to:

- identify practical strategies for making your answers longer, such as giving examples, adding reasons, comparing ideas, or expressing opinions;
- use linking words and phrases to develop your answers clearly and fluently;
- apply expansion techniques during speaking tasks to turn short or simple responses into more detailed and structured answers;
- speak confidently for 60–90 seconds on familiar topics by expanding your ideas without losing coherence or fluency;
- reflect on your performance.



Language functions: giving explanations; giving examples; expressing opinions; justifying opinions; comparing and contrasting; speculating; adding information; sequencing and organizing ideas.



This is actually one of the most common problems that people have when taking the speaking test: **How do you get to speak more?** It is always advisable to extend your answers during the test; therefore, in order to speak more you definitely need more information. At such point, we often struggle with what kind of information that can be added.



PRACTICE

Here are the nine pieces of information you may want to include in your speech to make your answers longer.



Scan the QR code, listen and familiarize yourself with nine practical strategies to expand your answers during the speaking test.



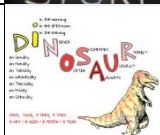
TASK 1.

a) Identify both the type of strategy and the examples shown in the video clip, and write down the answers in the right column.

b) Provide ONE more strategy that has NOT been mentioned in the video clip, and the corresponding example to illustrate it.

! The first one has been set as an example for you.

No.	STRATEGY TYPE	EXAMPLES
1	 <u>feelings & opinions</u>	<i>"I like shopping because I love trying on new clothes and I always feel more confident when I wear a new outfit".</i>
2		
3	 _____	
4	 _____	
5	 _____	
6	 _____	

7	 _____	
8	 _____	
9	 _____	
10	<i>(your own answer)</i>	<i>(your own example)</i>



TASK 2. Try to enlarge upon the answers to the following questions using the above-mentioned strategies:

1. What do you like to do in your spare time?
2. How long have you worked/studied here?
3. Do you live in a house or in a flat?
4. Do you play sports?
5. Do you like your job?
6. Do you work or study?
7. Is your hometown a nice place to visit for tourists?
8. Do you get along with your brothers/sisters/family?
9. What do you do at the weekends?
10. Do you enjoy studying English? Why?





8.4. HOW TO IMPROVE YOUR NARRATIVE AND DESCRIPTIVE SKILLS



Objectives

- ✓ to develop greater confidence and competence in narrative and descriptive writing within military and professional settings
- ✓ to understand the structure and components of effective narratives, including setting, sequence of events, and outcomes
- ✓ to apply appropriate language features – such as descriptive vocabulary, military terminology, and complex sentence forms – in order to enhance clarity and engagement
- ✓ to improve the ability to convey information accurately, vividly, and in full detail
- ✓ to strengthen overall communication skills by producing structured, precise, and context-appropriate written texts suitable for military use

Note to the student:



Upon completion of this unit, you will be able to:

- produce more detailed and vivid narratives and descriptions that accurately describe military operations, environments, or procedures;
- use descriptive adjectives, adverbs, and military-specific vocabulary to enhance clarity and professionalism;
- construct well-organized texts using complex sentence structures and logical sequencing of events;
- emphasize key actions or facts using techniques such as cleft sentences, inversion, and emphatic forms;
- revise and improve written accounts to meet the standards expected in military communication and reporting.



Language functions: describing and narrating events and situations; sequencing actions and events; emphasizing information; describing people, places, and equipment; reporting discoveries or outcomes.

One way to improve your narrative and descriptive skills is by learning how to expand and enrich basic descriptions with precise details, vivid language, and structured flow of ideas.

Let's begin with an example. Below, you will find two versions of the same short mission report. The first version is a basic summary. The second version includes added descriptive elements, military terminology, and several advanced sentence structures.



PRACTICE



TASK 1. Read both versions carefully. Then, analyze what language features were added to improve the second version and practice rephrasing short sentences to strengthen your own narrative and descriptive skills.

Mission Accomplished!	
Basic version	Improved version (containing details)
1. The patrol boat left the harbor at 0600 hours.	1. The <i>grey patrol boat quietly</i> left the <i>foggy harbor at exactly 0600 hours, as scheduled</i> .
2. The crew had checked the equipment before departure.	2. The <i>disciplined crew, who had completed a full inspection of the navigation and safety equipment</i> , felt ready for the mission.
3. It was raining when they started their mission.	3. It was <i>raining steadily</i> when they began their <i>routine patrol along the eastern coastline</i> .
4. While the radar operator was scanning the area, the captain gave new orders.	4. While the <i>focused radar operator</i> was <i>carefully scanning the wide area</i> , the captain, <i>who stood confidently on the bridge</i> , issued <i>new tactical orders</i> .
5. They had been following a suspicious vessel for two hours.	5. They had been <i>closely following a suspicious and unregistered vessel that had been moving erratically</i> for nearly two hours.
6. Suddenly, the target changed direction.	6. <i>Without warning</i> , the target <i>suddenly</i> changed direction, heading toward <i>restricted waters</i> .

7. The crew responded quickly and adjusted course.	7. The crew <i>reacted immediately and skillfully</i> adjusted the course to intercept the <i>unknown ship</i> .
8. By the time they reached the vessel, it had stopped moving.	8. By the time they reached the vessel, <i>which was old and rusted</i> , it had already stopped moving <i>in open waters</i> .
9. They boarded the ship and found unauthorized cargo.	9. The <i>boarding team, trained in maritime security operations</i> , climbed aboard and discovered <i>unauthorized cargo hidden below deck</i> .
10. The operation had ended by sunset.	10. The mission, <i>which had started in the early morning darkness</i> , had successfully ended <i>by the calm sunset</i> .



TASK 2. What was added? Find relevant examples for each of the following:

- Descriptive adjectives: _____
- Adverbs which add nuance to the action: _____
- Relative sentences: _____
- Military terms and expressions: _____



TASK 3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do NOT change the given word.

- The patrol boat left the harbor at 0600 hours. **BEGAN**
The patrol boat
- The crew had checked the equipment before departure. **LEAVING**
Before
- It was raining when they started their mission. **DURING**
They began
- The radar operator scanned the horizon as the captain issued new orders. **SCANNING**
While the radar operator
- They had been following a suspicious vessel for two hours. **TRACKING**
For two hours, they.....

6. Suddenly, the target changed direction. **UNEXPECTEDLY**
 The target
7. The crew responded quickly and adjusted course. **CHANGED**
 As soon as the
8. By the time they reached the vessel, it had stopped moving. **ALREADY**
 When they
9. They boarded the ship and found unauthorized cargo. **AFTER**
 They found
10. The operation had ended by sunset. **COMPLETED**
 By sunset, the



One way to improve your descriptive writing is by learning how to enrich basic sentences with specific details, vivid vocabulary, and organized ideas. This skill is especially valuable when describing institutions such as a naval academy.



TASK 4. Read the text below:

The Naval Academy

The Naval Academy is a military unit, which is surrounded by tall fences and displays maritime symbols, has a solid, symmetrical structure made of concrete and glass. Its main building, which features the national flag and the academy's emblem, faces a spacious square used for ceremonies and morning inspections. Along the paved paths, there are carefully maintained green spaces with benches where midshipmen can relax between class intervals. Inside the building, bright hallways lead to modern classrooms that are equipped with interactive whiteboards, projectors, and charts. The simulation room, which is located on the second floor, contains advanced navigation equipment and radar systems that replicate real-life conditions at sea.

There is also a computer lab where students practice communication protocols and cybersecurity operations. The dormitory wing, which houses both male and female midshipmen, includes clean, functional rooms with shared bathrooms and study desks. Next to it, the sports facility offers a gym with professional fitness equipment, as well as an indoor pool used for survival training. The mess hall, which serves balanced meals prepared by military staff, is open three times a day and follows a strict nutritional plan. All in all, these facilities create a professional learning environment that reflects the high standards of naval education.



TASK 5. Based on the text that you have just read, complete the following sentences so that the meaning is similar to the original sentences.

1. Surrounded by tall fences and maritime symbols, the Naval Academy unit.....
2. The spacious square for ceremonies and inspections.....
3. Cadets can rest.....
4. Modern classrooms, which include digital tools.....
5. On the second floor, cadets train.....
6. Students train in digital skills.....
7. Male and female cadets live.....
8. The gym and pool, located near the dormitory.....
9. Balanced meals are.....
10. All these features contribute to.....



Other ways of rephrasing: adding emphasis

The cadets completed the survival drill under extreme weather conditions.	<i>It was the survival drill that the cadets completed under extreme weather conditions.</i>	♦ Emphasis on the survival drill
They trained for months before being assigned to the maritime security team.	<i>For months, they trained before being assigned to the maritime security team.</i>	♦ Emphasis on duration
The captain gave the evacuation order just before the storm hit.	<i>It was the captain who gave the evacuation order just before the storm hit.</i>	♦ Emphasis on the agent
The radar technician spotted the unidentified vessel at 0400 hours.	<i>At 0400 hours was when the radar technician spotted the unidentified vessel.</i>	♦ Emphasis on time
The ship remained undetected thanks to its advanced stealth system.	<i>It was thanks to its advanced stealth system that the ship remained undetected.</i>	♦ Emphasis on cause
They followed the standard protocol despite the emergency.	<i>They did follow the standard protocol, despite the emergency.</i>	♦ Emphasis with emphatic <i>did</i> (action confirmation)
The cadet who reacted fastest received a commendation.	<i>It was the cadet who reacted fastest that received a commendation.</i>	♦ Emphasis on cadet (person who received)
After the mission ended, they realized the extent of the threat.	<i>Only after the mission ended did they realize the extent of the threat.</i>	♦ Inversion to emphasize timing (after the mission)



PRACTICE



TASK 6. Complete the sentences using the prompts in parentheses to rewrite with emphasis by using cleft sentences (*It was / It is*), inversion, fronting, or emphatic *do/does/did* as needed.

1. The cadets completed the survival drill under extreme weather conditions.

→ (*Emphasize: survival drill*)

→ It was _____ that the cadets completed under extreme weather conditions.

2. They trained for months before being assigned to the maritime security team. → (*Emphasize: for months*)

→ _____ they trained before being assigned to the maritime security team.

3. The captain gave the evacuation order just before the storm hit.

→ (*Emphasize: the captain*)

→ It was _____ who gave the evacuation order just before the storm hit.

4. The radar technician spotted the unidentified vessel at 0400 hours. → (*Emphasize: 0400 hours*)

→ At _____ was when the radar technician spotted the unidentified vessel.

5. The ship remained undetected thanks to its advanced stealth system.

→ (*Emphasize: thanks to its advanced stealth system*)

→ It was _____ that the ship remained undetected.

6. They followed the standard protocol despite the emergency.

→ (*Emphasize: action confirmation with did*)

→ They _____ follow the standard protocol, despite the emergency.

7. The cadet who reacted fastest received a commendation. → (*Emphasize: the cadet*)

→ It was _____ that received a commendation.

8. They realized the extent of the threat only after the mission ended.

→ (*Emphasize: only after the mission ended — inversion*)

→ Only after the mission ended _____ the extent of the threat.



Using the Five Senses to Describe a Place



Why use the five senses in description?

When describing a place, using the five senses helps create **vivid, memorable, and engaging** writing. Instead of simply stating facts, you invite the reader to **experience** the place — to see, hear, smell, taste, and feel it.

This technique is especially useful in travel writing, creative essays, and reports on real-world locations like **London's famous markets** (e.g., Camden Market, Borough Market, Portobello Road Market).



The Five Senses in Descriptive Writing/Speaking

Sense	Purpose in Description	Questions to Ask
Sight	creates a visual image, helps the reader picture the place.	What does the place look like? Colors? Shapes?
Hearing	adds atmosphere, gives a sense of energy, calm, or activity.	What sounds can be heard? Voices? Music?
Smell	triggers memory and emotion, makes the place more lifelike.	Are there food smells, flowers, old wood?
Taste	useful in markets, restaurants, or food-related places.	Can you taste local food? Is it spicy, sweet?
Touch	adds texture and realism, creates a physical connection.	What can you touch or feel (warm sun, fabric)?



Describing a London Market using the Five Senses

◆ **Basic sentence:** *I visited Camden Market last weekend.*

◆ **Expanded version using the five senses:**

As I stepped into Camden Market, my eyes were instantly drawn to the explosion of colors — vivid murals, eclectic stalls, and handmade crafts glittering in the afternoon sun. Laughter, music, and the distant roar of traffic filled the air, blending into a lively city soundtrack. The scent of sizzling street food — from spicy Thai noodles to sweet churros — drifted through the crowd, making it impossible not to stop and sample something. I tasted a freshly baked falafel wrap, bursting with herbs and spice, the pita still warm in my hands.

My fingers brushed against vintage denim jackets and smooth leather bags, while the cool breeze of the canal reminded me that I was still outdoors, surrounded by London's unique energy.

Why this is important:

Describing a place using sensory language helps your writing:

- **engage the reader** emotionally and imaginatively
- **stand out** in creative writing and academic tests
- **showcase vocabulary** and **advanced level sentence structure**.



PRACTICE: Guided Sensory Description – London Markets



TASK 7. Read the following text:

Welcome to vibrant, bustling London – and step into a sensory adventure through some of its most iconic and captivating markets.

Let's begin in the charming and picturesque neighborhood of Notting Hill, where the famous Portobello Market stretches along a lively, colorful street. On weekdays, the air is filled with the sweet, earthy aroma of ripe fruits and the crisp, fresh scent of vegetables, neatly arranged in stalls that dazzle with their rainbow of colors. But it's on Saturdays that the market truly comes alive. The narrow lanes buzz with energy as hundreds of eclectic shops and stalls open their doors, overflowing with vintage clothes, quirky accessories, and fashion finds from every era. The sound of bargaining voices, rustling

fabrics, and the distant strum of a street musician's guitar blend into a vibrant urban symphony.

Portobello Road is also a treasure hunter's paradise. The scent of old books and polished wood hangs in the air among the antique stalls, where visitors can touch weathered typewriters, delicate porcelain, and jewelry with a story. But don't sleep in – this place gets crowded and energetic early, with footsteps echoing on the cobbled pavement and a constant murmur of curious voices.

Now, let your appetite guide you to the Borough Market, nestled beside London Bridge Station, along the south bank of the serene, silver-blue River Thames. This is a paradise for food lovers, where the air is rich with the mouthwatering scent of sizzling sausages, baking bread, and aromatic spices from every corner of the globe.

Under the old iron arches, you'll find crusty golden loaves, lush fruits glistening in the morning sun, creamy cheeses, and the salty tang of fresh fish. Thursdays through Saturdays, the market pulses with life and flavor – a feast not just for the stomach, but for all five senses.

Head east and discover Brick Lane, the heart of London's vibrant Bangladeshi community. Here, the streets are filled with the spicy, fragrant scent of curry, the bold patterns of traditional fabrics, and the sound of sizzling pans from family-run eateries. Open every Sunday, the market offers a kaleidoscope of handmade crafts, vintage clothes, bold artworks, and bohemian jewelry. The air feels thick with creativity and culture, as Asia meets London in a warm, aromatic, and chaotic embrace.

Finally, immerse yourself in the bohemian soul of Camden, nestled in north London, along a quiet, tree-lined canal. This is the place for lovers of the unconventional and the extraordinary. The market overflows with vivid colors, leather jackets with silver studs, gothic dresses, and psychedelic prints. The scent of incense mixes with sweet pastries and street food from every continent. Music pours out of quirky pubs, the walls are covered in urban art, and laughter rings through the winding alleys. While open every day, weekends are especially electrifying – a thrilling explosion of sound, sight, and sensation.

So, next time you're in London, don't just visit – feel, taste, see, hear and smell the soul of the city through its extraordinary markets. Happy exploring – and happy shopping!



TASK 8. Use the chart below to explore and compare the sensory experiences of four different London markets: Portobello Market, Borough Market, Brick Lane, and Camden Market. For each market, describe what a visitor might see, hear, smell, taste, and feel based on the reading text. Be sure to use vivid adjectives and sensory language.

Sense	Portobello Market	Borough Market	Brick Lane	Camden Market
Sight (👁️)				
Hearing (👂)				
Smell (👃)				
Taste (👅)				
Touch (👐)				



Head-to-Toe Technique (for Describing People)

One useful method is the “head-to-toe” technique. As the name suggests, this approach helps you describe a person by moving logically from the top of the body (head) to the bottom (feet).

This makes your description easier to follow and helps you remember what to include – such as hair, face, clothes, body type, and posture. It’s especially useful in speaking exams when you need to give structured and complete answers under pressure.



PRACTICE

TASK 9. Choose a person to describe. Using the head-to-toe checklist, describe this person orally, starting from the head and moving down, giving as many details as possible.

Detailed Head-to-Toe Description Checklist		
Feature	Included? ✓	Notes/Details
build / body type		tall, short, slim, muscular, average
hair		color, length, style, texture (curly, straight, wavy)
forehead & face shape		shape of face (round, oval, square), forehead features
eyes		color, size, shape, expression (bright, tired)
eyebrows		thick, thin, arched, straight
nose		size, shape (small, big, pointed, flat)
mouth/lips		shape, size, smile/frown, any distinctive features
teeth		visible when speaking or smiling (if relevant)
cheeks		rosy, pale, sunken, freckles
chin & jawline		rounded, pointed, strong, soft
facial hair		beard, mustache, stubble, clean-shaven
skin tone & complexion		fair, dark, olive, smooth, wrinkled
headwear/accessories		hat, cap, glasses, earrings, necklace
neck & shoulders		neck length/thickness, shoulder width, posture
arms & hands		long/short, etc.
legs & feet		long/short legs, shoes type, boots, socks
other distinctive details		tattoos, scars, bags, accessories, unusual features
clothing style		



Checklists as speech organizers

Checklists are powerful tools that help organize information clearly and systematically. They ensure important details are not forgotten, especially when describing something complex like a person, place, or event.

In exams and real-life communication, checklists help you give complete, organized, and detailed answers that impress listeners and show your language skills clearly. You not only stay focused and cover all necessary points but also you can self-check your work or get feedback more effectively.



TASK 10. Sort it out! Below is a mixed list of description categories and details. Decide if each one belongs to describing a Place or an Event. Circle the right answer.

Aspect	Details to Include (Examples)	Category
Location	Where is it? City, country, nearby landmarks?	Place/Event
Type of place / event	Park, restaurant, city, beach, museum / Party, meeting, concert, wedding, festival, sports	Place/Event
Size	Large, small, crowded, spacious	Place/Event
Appearance	Colors, style, cleanliness, architecture	Place/Event
Surroundings	Nature, buildings, streets, noise level	Place/Event
Atmosphere/Mood	Calm, lively, quiet, busy, friendly/ Happy, tense, exciting, relaxed	Place/Event
Activities Available/Happening	Things to do: walking, shopping, sports, eating/Speeches, dancing, games, performances	Place/Event
People	Who usually goes there? Tourists, families, students? / Who was there? Friends, family, celebrities, crowd	Place/Event
Weather/Climate	Sunny, rainy, cold, humid	Place/Event
Personal Impression/Experience	How do you feel there? Comfortable, excited, bored? What did you enjoy or dislike?	Place/Event
Date and Time	When did it happen? Morning, evening, season	Place/Event
Purpose	Why was it held? Celebration, work, awareness, fun	Place/Event
Decorations/Setup	How was it arranged? Colors, themes, seating	Place/Event
Food and Drink	Was there food? What kind?	Place/Event
Your Role / Participation	Were you a guest, organizer, performer?	Place/Event



TASK 11. Based on all of the above, create your own checklists for describing a place and an event. Work with a partner or in a small group to share your checklists. Discuss what you included and why.

Checklist for Describing a Place
Details to include (examples)

Aspect

Location
Type of place
Size
Appearance
Surroundings
Atmosphere / Mood
Activities Available
People
Weather / Climate
Personal Impression

Checklist for Describing an Event
Details to include (examples)

Aspect

Type of Event
Date and Time
Location
People Attending
Purpose
Activities
Atmosphere / Mood
Decorations / Setup
Food and Drink
Your Role / Participation
Personal Experience



Moving Beyond Common Words

When describing people, places, or events, relying on common adjectives like *important, nice, good, beautiful* or basic verbs like *go, be, have* can make your language feel bland and repetitive. These words don't give a vivid picture or strong impression to the listener or reader.



TASK 12. In the paragraphs below replace the overused words with richer alternatives provided.

kind	thoughtful	walks	heads to work	works at
neat and modern	large	positive outlook	attentive	
lifts your mood	shows	genuine	meets for coffee	
warm	communicates easily with people	key		

A. Mary is a **nice** woman who always **has** a **good attitude**. She is very friendly and has blue eyes and also a **beautiful** smile. She **goes** to work every day and **has** a job in a **big** office. Her clothes are always **nice**, and she **is** very **good** at talking to people. She **is** also a **good** listener and **makes you feel better** when you are sad. People say she **has** an **important** role in the company. On weekends, she **goes** to the park or **has** coffee with friends. Everyone who knows her thinks she is a really **good** person.

features many	perfect	occasionally	gather	spot	ancient
large	enjoy coffee	several	tunes	unwind	charming
watch the world go by	popular lovely	bustling	perform		
in the heart of	have lunch	come to	comfortable		
soak up the sunshine	in perfect condition				

B. The town square is a **nice place in the middle of** the city. It **has** a **big** fountain and **some beautiful** benches. There are **a lot of good** cafes where people **go to drink coffee** or **eat lunch**. The buildings around it are **very old** but still **look good**. The square is always **busy**, especially during the afternoon. On weekends, families **go there to enjoy the nice weather**. There are **sometimes** musicians who **play nice songs**. It is a **good** place **to relax** and **watch people**.

important	several	held	overall	
brought many people together		shared a meal		large
audience	were awarded	pleasant	meaningful and enjoyable	
drew a lot of attention	positive	in good spirits	exchanged	
words	thoughtful and well-delivered	felt proud of the occasion		

C. Last month, we **had** a **big** ceremony at the base. It was a **nice** event with many people. The weather was **good**, and the parade **was very interesting**. **Some** soldiers **got** medals, and there were **some good** speeches delivered. The atmosphere was **good**. Everyone was **happy** and everyone **was proud**. After the ceremony, we **had** food and **talked** to each other. **Yeah**, it was a **good** day.

EXAM FOCUS: NARRATIONS AND DESCRIPTIONS



Objectives

- ✓ to describe a place, person, or object using clear and vivid sensory details (sight, sound, smell, taste, touch), relevant to military or general contexts
- ✓ to use a range of adjectives and descriptive phrases to convey atmosphere and mood in both formal and informal writing tasks (e.g., describing a mission site, a military base, a historical location)
- ✓ to organize their description logically, using appropriate connectors (e.g., *first, then, next, finally*) and paragraphing to structure their ideas clearly.
- ✓ to demonstrate appropriate vocabulary range, including topic-related terminology and general descriptive expressions (e.g., *rugged terrain, sharp scent, steady noise, compact equipment*).
- ✓ to be able to write a coherent and chronological narrative, recounting a real or imaginary event, using past tenses accurately (Past Simple, Past Continuous, Past Perfect).
- ✓ to include all key narrative components: setting, characters, sequence of events, climax, and resolution – within a clear and logical framework.
- ✓ to use time markers and linking expressions to sequence events logically (e.g., *after that, meanwhile, eventually, suddenly, as soon as*).
- ✓ to demonstrate awareness of tone and audience, adapting the style of narration according to the task (e.g., report-style narrative, diary entry, personal account, story).

Note to the student:

Upon completion of this test, you will be able to:

- accurately assess your descriptive and narrative abilities in spoken English;
- to increase your awareness regarding your accuracy, structure, tone, and vocabulary used;
- to apply your knowledge of English in realistic, every-day, military and professional contexts.



Language functions: describing (giving detailed information about a place, person, object, or event using sensory language); sequencing and organizing information (presenting ideas or events in a logical, structured order); narrating events (recounting real or imaginary past events in a logical and engaging way); using appropriate tone and style (adapting the language, register, and format to suit the audience and purpose); giving details / elaborating (expanding on ideas using adjectives, adverbs, and precise vocabulary); expressing emotions or reactions (within narratives, especially personal accounts); explaining (when justifying choices in a description or narration).



PRACTICE

1. Any journey into the military life starts off with the Basic Military Training. Therefore, BMT is compulsory for all future military personnel as they learn the basics of the life in the military. Tell:

- when and where it took place
- what you did during your BMT
- and describe the person who was in charge of your training

2. There are many higher education institutions that support their students' academic, professional and personal development. Therefore, students are provided with the opportunity to gain theoretical or hands-on training through courses or internship opportunities. Talk about one such experience that you had. Mention:

- what kind of experience it was, when and where it took place
- how long it lasted, what activities you performed there
- and give a full physical description of one person whom you met there

3. People have celebrated plenty of significant events during their life time. Talk specifically about one special event with profound meanings and value to you. Mention:

- its significance, when and where it took place
- what happened and what you did on that day
- and describe the place

 **Note:** Use this self-evaluation grid to assess how well you met the objectives for the three writing tasks. Tick the box that best reflects your performance.

Self-Evaluation Grid – Descriptive & Narrative Speaking Tasks

Evaluation Criteria	Achieved	Partially Achieved	Needs Improvement
I described a place, person, or object using vivid sensory details (sight, sound, smell, taste, touch).	☐	☐	☐
I used a variety of adjectives and descriptive phrases to create atmosphere and mood.	☐	☐	☐
I used relevant vocabulary, including military or topic-specific terms.	☐	☐	☐
I organized my writing logically using connectors (e.g., first, then, next, finally).	☐	☐	☐
I wrote a coherent narrative with clear structure (beginning, middle, climax, resolution).	☐	☐	☐
I used past tenses correctly (Past Simple, Past Continuous, Past Perfect).	☐	☐	☐
I used time markers and linking expressions to show the sequence of events.	☐	☐	☐
I adapted tone and style based on the task (formal, informal, personal, report-style).	☐	☐	☐
I included all key narrative elements (setting, characters, events, climax, outcome).	☐	☐	☐
I gave enough details to fully describe people, places, and events.	☐	☐	☐
I expressed emotions and personal reactions when appropriate.	☐	☐	☐
I explained or justified my choices, actions, or experiences clearly.	☐	☐	☐



ANSWER KEY

UNIT 1 GETTING STARTED! GETTING TO KNOW YOU

TASK 1.

1. Naval military students wear neatly uniforms.
2. Cadets spend time training at the sea.
3. A strong mindset is required in the Navy.
4. Naval students attend technical English language courses.
5. Communication skills are very important for naval missions.
6. Cadets practice navigation in a simulator room.
7. Naval students also learn about maritime weather.
8. Military students study signals and code.
9. The navy teaches values, honor and loyalty.
10. Cadets are trained to become future leaders.

TASK 2.

1. Naval military students undergo rigorous physical training every day.
2. They study navigation, maritime law, and naval engineering.
3. Discipline and teamwork are essential qualities for naval cadets.
4. The students participate in field exercises and sea trials.
5. Many naval students dream of becoming commanding officers.
6. Students learn to operate complex equipment aboard naval ships.
7. Leadership training is a core part of their education.
8. Naval military students often attend international exercises with NATO partners.
9. Their schedule includes early morning drills and academic classes.
10. Upon graduation, they are commissioned as officers in the navy.

TASK 3.

- a. All students usually have their PT training in the morning.
- b. Students never leave class without reporting it first.
- c. Students receive a diploma at the end of their study program.
- d. How many times have you been practicing in the firing range so far?
- e. Midshipmen sleep in the dormitories when on base.

- f. Students ask for permission whenever they want to go outside the base premises.
- g. Have you learned the procedures to give first aid in case of emergency?

TASK 4. Suggested answers:

I am usually very punctual to work. Every now and then, I am a bit late due to traffic. I am frequently busy with meetings, and I am often required to travel. I am always prepared for my presentations, but I am hardly ever nervous. I am never unprofessional, and I am regularly praised for my dedication. Occasionally, I am allowed to work from home, which I enjoy. I am seldom absent, and I am rarely taking sick days. I am sometimes overwhelmed, but I am eventually able to manage my workload. I am daily involved in team projects, and I am monthly reviewing our progress. I am yearly receiving performance evaluations, which I find helpful.

I am always dedicated to my duties in the Navy. I am usually on time for briefings and am frequently involved in strategic planning. Every now and then, I am assigned to special missions overseas. I am rarely found relaxing during working hours, as I am often busy coordinating with my team. I am never late for my shifts and am hardly ever absent without a valid reason. I am regularly inspecting the crew and occasionally conducting training drills. Seldom am I seen without my uniform, and I am sometimes required to make quick decisions under pressure. I am eventually promoted for my hard work and am monthly attending leadership meetings. I am yearly evaluated for my performance and am daily interacting with my colleagues and superiors.

TASK 5. Suggested answer:

In Romania, there are many beautiful places to visit. The Carpathian Mountains are always stunning in the winter. The castles are not too far from the modern cities. The thermal spas are open year-round. The historical museums are fascinating to explore. The local markets are not very expensive. The festivals are held every month everywhere. The capital city, Bucharest, is bustling with activity. The small villages are peaceful and charming. The rivers are perfect for kayaking and fishing. The public transportation system is very efficient. The rural areas are not popular during the winter season. The cultural centers are great for learning about history. The nightlife in the city is exciting and vibrant. Isn't it worth visiting/living there?

TASK 6.

- 1. is about to
- 2. is likely to
- 3. is due
- 4. is unlikely to

5. is able to
6. is supposed to
7. is able to

TASK 7.

1. crystal clear
2. dead set upon
3. to be all in
4. my calling card
5. out on the razzle
6. dab hand at
7. through and through
8. being stuck in a rut
9. foodie
10. fence-sitter
11. in it for the long haul
12. on point
13. team player
14. in the thick of things
15. ahead of the curve
16. on the front line
17. up to speed

TASK 8.

Introducing oneself
I've got five years of experience in naval engineering. I've got a background in naval intelligence. I've got a degree in maritime logistics.
Discussing skills or attributes:
I've got strong leadership skills, which I've developed over my years in the Navy. I've got extensive training in underwater demolition. I've got a knack for troubleshooting complex mechanical systems.
Sharing personal information:
I've got a family back home, but I'm committed to my duty. I've got a passion for naval history and tactics. I've got a keen interest in maritime law.

TASK 9.

- | |
|---------------|
| 1. - B |
| 2. - D |

3. - C

4. - A

TASK 10.

1. do; 2. make; 3. do; 4. make; 5. do; 6. do; 7. make; 8. do; 9. do; 10. make;
11. make; 12. do; 13. makes; 14. make; 15. make; 16. do; 17. do; 18. do; 19.
make; 20. do; 21. do; 22. make; 23. make; 24. make; 25. make

TASK 11. Suggested Answers:

1. *I'm really into it/ analyzing enemy movements and planning counterstrategies.*
2. *The challenge of coordinating a successful search and rescue operation/It appeals to me.*
3. *I'm fond of the destroyer HMS Defender; it was my first command.*
4. *The intricacies of joint amphibious assaults captivate me.*
5. *I have a soft spot for the tradition of crossing the equator; it really brings the crew together.*
6. *I'm smitten with it/the vastness of the open ocean and the sense of freedom it provides.*
7. *The challenge of gathering intel deep in enemy waters is definitely to my liking.*
8. *I have a penchant for celestial navigation, especially when GPS is down.*
9. *Handling the ship's radar systems is my cup of tea.*
10. *I'm head over heels for carrier-based night flying operations; the adrenaline rush is unmatched.*
11. *The value of commitment resonates with me, especially when leading a crew through tough times.*
12. *The detailed process of charting unknown waters tickles my fancy.*
13. *I'm partial to submarines, particularly for their stealth and strategic importance.*
14. *I've taken a shine to maritime cybersecurity and its growing role in modern warfare.*
15. *I fancy it/ the idea of commanding a fleet during a high-stakes mission.*
16. *I enjoy conducting damage control drills; they're crucial for maintaining readiness.*
17. *I love the camaraderie and the sense of purpose that comes with every mission we undertake.*
18. *I am passionate about advancing our capabilities in naval warfare.*
19. *I'm a fan of it/ the latest developments in anti-submarine warfare technology.*
20. *I'm interested in exploring advancements in unmanned underwater vehicles.*

TASK 12. Suggested answers:

1. *It's not my cup of tea; I prefer being out at sea.*
2. *I'm not a fan of it; I find it a bit too technical for my liking.*
3. *It doesn't appeal to me; the confined spaces make me uncomfortable.*
4. *I'm not keen on it; I prefer being in the thick of operations.*
5. *It leaves me cold; I miss the action and excitement of being on a ship.*
6. *I don't care for it; I'd rather focus on tactical missions.*
7. *It's not up my alley; I prefer direct engagement over analysis.*
8. *I have an aversion to it; the diplomatic aspects can be frustrating.*
9. *It doesn't sit well with me; I believe in a more flexible approach.*
10. *I'm not into it; I'd rather be executing the plans than discussing them.*
11. *It doesn't float my boat; I prefer the stability of larger vessels.*
12. *I find it off-putting; being away from family for extended periods is tough.*
13. *It doesn't tickle my fancy; I prefer the challenge of rougher conditions.*
14. *It's not to my taste; I'm more interested in operational roles.*
15. *I'm not partial to it; I prefer the capabilities of larger ships.*
16. *I loathe it; paperwork and red tape are my least favorite parts of the job.*
17. *I can't stand it; sometimes, I think flexibility is more important than rigid rules.*
18. *It drives me crazy; they're necessary, but they can be repetitive.*
19. *It's not my thing; I'm more hands-on and I prefer direct action.*
20. *I'm not a fan of it; they disrupt my sleep cycle and affect my health.*

TASK 13.

1. What's his name?
2. Where does he come from?
3. Does he have any siblings?
4. What country are his sisters adopted from?
5. What is Austin's current occupation?
6. What does he do for a living?
7. How does he mostly spend his time?
8. Why does he go to the river?
9. Whom does he enjoy spending quality time with?
10. What is he currently working on?

TASK 14.

- a. I have been married since 2003.
- b. I am the only child in my family.
- c. I graduated high school.
- d. I am currently writing my final thesis.
- e. I work on a ship.
- f. We have few men in our unit.

- g. We had steaks and fries.
- h. I'm cleaning a specific area in our unit.
- i. We wake up at 5:45 and we do gym exercises.
- j. I have been studying English for three years.
- k. I am majoring in...

TASK 15. Students' own answers.

UNIT 2 NARRATION IN THE PRESENT

TASK 1.

1. Memphis 2. big 3. the ninth 4. get food 5. clothes 6. materials 7. Mississippi
8. boats 9. fishing 10. rock and roll 11. gospel 12. barbecue.

TASK 2.

- a) St. Mary's County, Maryland – the speaker's hometown
- b) 100,000 – city population
- c) spread out – what the city is like/overall impression of the city/how the speaker refers to his city
- d) Historic St. Mary's City – (main) touristic attraction
- e) a naval air base museum – another touristic attraction
- f) a Chinese establishment – place to eat in the city
- g) go out and explore – activities to do in the city

TASK 3.

1. Georgia; 2. Atlanta; 3. lakes and streams; 4. day; 5. beach; 6. restaurants;
7. neighboring; 8. various; 9. weekend; 10. rent; 11. out; 12. island

TASK 4.

- A-4; B-7; C-6; D-1; E-5; F-3; G-2

TASK 5.

- a) at around 0540; b) puts on shoes and full PT uniform and heads outside for reveille; c) to observe reveille and salute the flag as Reveille the song plays; d) about ten minutes; e) doing some shopping, hanging out with friends, or finishing up some homework for an upcoming assignment.

TASK 6.

1. b; 2. c; 3. c; 4. d; 5. b; 6. a; 7. a; 8. c; 9. c; 10. b

TASK 7.

- 1.b; 2. b; 3. c; 4. a

TASK 8.

1. b; 2. b; 3. a; 4. b

TASK 9.

1. b; 2. b; 3. d; 4. c; 5. c; 6. c; 7. d; 8. c; 9. b; 10. a

TASK 10.

1. c; 2. a; 3. d; 4. d; 5. a

TASK 11.

1. July 4th; 2. friends; 3. family; 4. fireworks 5. put on; 6. 2/two hours;
7. cookout; 8. alcoholic beverages

TASK 12.

1. b; 2. a; 3. c

TASK 13.

1. b; 2. b; 3. a; 4. b; 5. a; 6. c

TASK 14.

1. b; 2. c; 3. c; 4. b; 5. b; 6. b; 7 c

TASK 15.

1. b; 2. a; 3. b; 4. c; 5. b; 6. b; 7. b; 8. d

TASK 16.

1. c; 2. b; 3. b; 4. c; 5. a; 6. c; 7. a

TASK 17.

1. b; 2. b; 3. a; 4. b

TASK 18.

1. c; 2. b; 3. a; 4. b; 5. c

GRAMMAR POINTS. GRAMMAR IN CONTEXT. PRACTICE**TASK 1.**

1. wake up; 2. head to; 3. attend; 4. perform; 5. oversee; 6. review; 7. take part; 8. return; 9. conduct; 10. spend; 11. participate; 12. supervise; 13. join; 14. take, read or do; 15. conduct; 16. retire.

TASK 2.

1. At 0600, Lieutenant Jones wakes up to the ship's morning reveille and quickly gets ready for the day.
2. By 0615, he heads to the mess hall for a quick breakfast with the other officers.
3. At 0645, he attends the daily morning briefing with the ship's command staff to review the day's objectives.
4. By 0730, he performs an inspection of his assigned areas, ensuring everything is shipshape and in compliance with regulations.
5. At 0830, he oversees a training session for junior crew members, focusing on emergency procedures.
6. By 1000, Lieutenant Jones reviews the maintenance logs and discusses upcoming repairs with the engineering team.
7. At 1130, he takes part in a navigation meeting to confirm the ship's course and address any operational concerns.
8. Around 1230, he returns to the mess hall for lunch, taking the opportunity to converse casually with the crew.
9. At 1300, he conducts a security drill, simulating potential threats to maintain the crew's readiness.
10. By 1430, he spends time in his quarters updating reports and logging his activities in the ship's records.
11. At 1600, he participates in a strategy session with other officers to discuss long-term mission objectives.
12. By 1700, he supervises a weapons systems check, ensuring all equipment is functional and properly calibrated.
13. At 1830, Lieutenant Jones joins the crew for dinner, sharing stories and building camaraderie.
14. Around 1930, he takes some personal time, often reading or writing letters in his cabin.
15. By 2100, he conducts a final walkthrough of the ship, checking in with night shift personnel.
16. At 2200, he retires for the night, ready to start again at dawn.

TASK 3.

1. A manager checks the schedule.
2. A leader doesn't micromanage the team.
3. A manager gives instructions.
4. A leader inspires others.
5. A manager creates detailed plans.
6. A leader doesn't wait for orders.
7. A leader doesn't control every detail.
8. A manager solves short-term problems.

9. A leader encourages innovation.
10. A manager doesn't embrace risk easily.
11. A leader looks at the big picture.

TASK 4. Suggested Answers:

0800 – 0830: Welcome Briefing

The tour begins with a welcome briefing in the ship's main lounge.

0830 – 0900: Deck Tour

Visitors go on the ship's main deck to observe the exterior of the vessel, including the navigation bridge and weaponry systems.

0900 – 0930: Bridge and Operations Room Visit

Next, the group heads to the ship's bridge where the navigator describes the ship's navigation systems and communication protocols.

0930 – 1000: Engine Room and Propulsion Systems

Afterward, the tour moves to the engine room, where the chief engineer explains the ship's propulsion systems, power generation, and machinery used to keep the ship operational.

1000 – 1030: Weaponry and Defense Systems

Then visitors proceed to the weapons deck to view the ship's armament and defense systems. The ship's weapon specialist demonstrates how various weapons are operated and discusses the ship's defense strategies.

1030 – 1100: Living Quarters and Mess Areas

The tour guide invites the visitors to the ship's living quarters, including the crew's mess area, sleeping quarters, and recreational spaces, and provides insight into life aboard the ship.

1100 – 1130: Medical and Emergency Facilities

The tour includes a visit to the ship's medical center and emergency response facilities. The medical officer explains visitors how the ship handles health care and emergency situations.

1130 – 1200: Q&A and Closing Remarks

The tour concludes with a Q&A session, where visitors can ask any remaining questions. The tour guide makes the closing remarks, and thanks all participants for attending the tour.

1200: Departure

The tour officially concludes, and the tour guide escorts visitors off the ship.

TASK 5.

Next weekend, I am attending a leadership seminar at the academy. I am preparing my presentation on naval strategy, which I am working on with a few classmates. On Saturday afternoon, we are visiting a nearby naval base for a tour of the new ships, and I am looking forward to learning more about the latest advancements in shipbuilding. In the evening, I am meeting up

with some friends for a study session, as we *are all gearing up* for our upcoming exams. On Sunday, I *am planning* to take some time off for rest and relaxation, but I will probably be reviewing my notes and practicing drills for the upcoming midshipman training. It's going to be a packed weekend, but I am excited for the experiences ahead!

TASK 6.

1. Ferry DEPARTS unexpectedly
2. Engine FAILS onboard
3. Device EXPLODES at naval base
4. Tanker LEAKS oil
5. Storm DAMAGES port
6. Navy PATROLS area
7. Coast guard RESCUES crew
8. SUPPLY ship ARRIVES late
9. Authorities INVESTIGATE collision

TASK 7.

Greyhound **follows** U.S. Navy Captain Ernest Krause, played by Tom Hanks, as he **leads** a convoy of Allied ships across the Atlantic during World War II. The film **opens** with Krause who **takes** command of the USS *Keeling*, a destroyer tasked with protecting a vital convoy from German U-boats. The convoy **faces** relentless attacks, and Krause must navigate through dangerous waters while dealing with the emotional and strategic pressure of keeping his crew safe.

The film **focuses** heavily on naval tactics, with Krause using his knowledge to outmaneuver the U-boats while managing crew morale and maintaining the convoy's safety. The audience **experiences** the constant threat of submarine attacks. The pacing of the film **keeps** the tension high, with little time for rest as the crew **battles** the weather, the U-boats, and their own doubts.

Throughout the film, the crew **works** together to carry out complex operations, from launching depth charges to coordinating anti-submarine attacks. The film **highlights** the struggles of leadership. Krause's calm but firm approach **helps** him guide the crew through each crisis, showing the importance of decisive leadership in the face of danger.

The film's fast-paced, action-driven narrative **showcases** the brutal realities of naval warfare and the high stakes involved in protecting the convoy. *Greyhound* is all about teamwork, survival, and leadership under pressure, making it an engaging and intense maritime thriller.

TASK 8.

In his first week at work, Lt John Smith is meeting with his commanding officer to discuss his new role and responsibilities.

He is participating in a series of orientation sessions to familiarize himself with the base and its facilities.

He is conducting a thorough review of the current operational procedures and protocols.

Lt Smith is attending briefings on the latest strategic initiatives and missions assigned to his unit.

He is getting to know his team members by organizing one-on-one meetings to understand their strengths and areas of expertise.

He is leading a training exercise to assess the team's readiness and to introduce his leadership style.

Lt Smith is coordinating with logistics to ensure all necessary supplies and equipment are in optimal condition.

He is setting up his office and reviewing the communications systems to ensure efficient information flow.

TASK 9.

1. The crew is always complaining about lack of sleep, which leads to reduced performance.
2. Maintenance teams are always fixing the same parts, but the issues keep recurring.
3. Commanders are always shifting the mission details.
4. We are always getting delayed because of unexpected storms that seem to appear without warning.
5. Operational procedures are always being interrupted by external factors.
6. Communication is always breaking down during key moments, causing confusion and delays.

TASK 10.

In maritime operations, delays **happen** regularly due to mechanical issues. However, we **are always facing** these delays, and it **is becoming** increasingly frustrating. Crew members often **complain** about insufficient rest, which **leads** to fatigue. The situation **is always worsening** because they **are constantly voicing** their concerns. Maintenance teams **try** to fix equipment, but problems **seem** to reoccur, and this **is always irritating** the crew members. Commanders **change** mission parameters unexpectedly, which **is constantly disrupting** our planning. Lastly, poor weather conditions always **seem** to delay our progress, and **it's becoming** a pattern that's difficult to ignore.

TASK 11.

The crew **work** hard every day to ensure the ship operates smoothly. Right now, the captain **is standing** on the bridge and **is monitoring** the navigation systems. The engineers **are inspecting** the engine room while the deck crew **are preparing** the ropes for docking. At the same time, the radio officer always **communicates** with nearby vessels to ensure safety.

Every morning, the crew **follow** a strict schedule. The sailors **check** the weather reports and **plan** the day's activities accordingly. Currently, the lookout **is observing** the horizon and **is reporting** any potential hazards. Safety drills **take** place weekly to keep everyone prepared for emergencies. The captain always **ensures** that everyone on board **knows** their duties and **stays** alert at all times. Right now, the officers **are reviewing** the latest navigation charts while the crew **are carrying out** routine maintenance TASKs. The teamwork on board **helps** the ship sail efficiently and safely through any challenges they encounter.

TASK 12.

1. The crew is eating. /is having lunch.
2. The crew is cleaning the deck for inspection./ They are scrubbing the surfaces to ensure everything is spotless for inspection.
3. The captain is giving a briefing. He is explaining the mission details to the crew before they depart.
4. The sailors are training with new equipment. They are practicing with the latest navigation tools to improve their skills.
5. The maintenance team is repairing the radar system. They are replacing faulty components to ensure full operational capability.
6. The deckhands are preparing for a drill. /They are getting ready for a fire-fighting exercise.
7. The officers are looking at the weather reports./ They are analyzing potential storms that might affect the mission.
8. The OOW is standing watch on the deck. He is keeping an eye out for any potential threats or changes in the environment.
9. The crew is conducting a drill. They are practicing emergency procedures to ensure readiness in case of a real situation.
10. The navigator is charting the course. He is updating the ship's position using the latest GPS data.
11. The engineers are fixing the engine. They are working on repairing a malfunction to get the ship back in full operation.
12. The communication officer is transmitting a message. He is relaying important information to the headquarters.
13. The medical team is treating a sailor. They are providing first aid for an injury sustained during a training exercise.

14. The radar operator is scanning the horizon. He is looking for any ships or obstacles in the vicinity.

TASK 13.

1. has repaired; 2. have navigated; 3. has already checked; 4. have spoken; 5. has spotted; 6. has secured

TASK 14.

1. This week the seaman has not visited their family because they have been busy preparing for the mission.
2. So far, they have not gone out with friends, focusing instead on mission readiness.
3. Over the past few days, the seaman has not watched any TV shows, as they've spent their time reviewing navigation charts.
4. Recently, they have not slept much, staying up late to ensure all equipment is in perfect condition.
5. Since Monday, the seaman has not worked on any personal projects, dedicating all their energy to the upcoming mission.
6. This week, they have not done any shopping, choosing instead to stock the ship with supplies.
7. In the last few days, the seaman has not relaxed or taken any breaks, staying focused on the preparations.
8. Lately, they have not had time to exercise, as they've been packing essential tools and gear.
9. Today, they have not read any books for leisure, because they have prioritized mission briefing documents instead.
10. So far this week, the seaman has not been granted any shore leave, as they've been stationed on the vessel for final arrangements.

TASK 15. Suggested Answers:

1. *The entire team is now fully informed about the objectives because the captain has reviewed the mission briefing.*
2. *The vessel is running smoothly again because the engineers have repaired the engine.*
3. *The ship is prepared to detect any incoming threats because the lookouts have inspected the radar system.*
4. *The hull now looks clean and resistant to corrosion because the sailors have painted it.*
5. *The charts are now laid out on the command table because the navigation team has plotted the course.*
6. *The contact with the base is reliable now because the radio operators have tested the communication equipment.*

7. *Everyone onboard feels more confident in their roles because the ship's crew has undergone training drills.*
8. *The galley is stocked and ready to feed the crew because the chef has prepared meals in advance.*

TASK 16. Students' own answers.

TASK 17.

1. → It's three weeks since we last docked at a port.
2. → It's a month since the crew last completed a drill.
3. → It's two days since the radar was last calibrated.
4. → It's over a year since they last launched the lifeboats.

TASK 18.

1. I've been practicing safety drills.
2. I've been fixing the engine.
3. I've been hosing it down.
4. I've been adjusting them in the wind.
5. I've been running laps around the ship.

TASK 19.

1. operates; 2. plays; 3. commands; 4. conduct; 5. ensure; 6. have been cleaning; 7. have repaired; 8. moves; 9. is plotting; 10. has identified; 11. is preparing; 12. have been training; 13. have been preparing; 14. have been examining; 15. has inspected; 16. are tying down; 17. are reviewing; 18. are strategizing; 19. have been practicing; 20. has restocked; 21. ensures; 22. remains.

TASK 20. (Suggested Answer):

*Haunted houses are really **popular** during this holiday. They are a **major attraction** for high school students and college students. These haunted houses are often **high-profile events** and can bring in a lot of money and tourists. Halloween is a **significant** holiday in America, and it kicks off three other **important** celebrations.*

TASK 21. Suggested Answers:

adjective	meaning
crowd-pulling	attracting large numbers of people
high-profile	receiving a lot of attention; widely publicized
important	having cultural or emotional weight
lucrative	profitable, earning a lot of money

major	very important
massive	large in scale or meaning
popular	liked or enjoyed by many people
successful	achieving goals or attracting many people
thriving	doing very well; growing and successful
well-known	recognized or famous

UNIT 3 NARRATION (FUTURE)

TASK 1.

N	Extract	Speaker(s)
1	work for a US Coast Guard unit	C
2	change his military branch in four years 'time	A
3	successfully complete summer training	B
4	be commissioned as a 2nd Lieutenant in the US Army	A
5	be married with children	A, B, C
6	finish college in two years	B
7	be commissioned as a 2nd Lieutenant in the US Coast Guard	C
8	be a commissioned officer in the military intelligence	A
9	take part in life-saving operations	C
10	leave the military service	A

TASK 2. 1. c

TASK 3. 1. c; 2.b

TASK 4. 1. b; 2. c

TASK 5. 1. d; 2. c; 3. b

TASK 6. 1. b

TASK 7. 1. d

GRAMMAR POINTS. GRAMMAR IN CONTEXT. PRACTICE

TASK 8. Students' own answers.

TASK 9.

1. Will → spontaneous decisions, career predictions
2. Going to → clear goals already thought out (e.g., future branch, specializations)
3. Present continuous → upcoming interviews, deployments, or meetings
4. Present simple → fixed dates, timetables (e.g., exams, ship departures)
5. Future continuous → describing ongoing duties in the future
6. Future perfect → highlighting career milestones or achievements before graduation
7. Future perfect continuous → emphasizing long-term effort or dedication

TASK 10.

No.	Tense/Use
1	a) Simple Future (Will)
2	b) Future Continuous
3	c) Going to
4	e) Present Simple
5	f) Future Perfect
6	d) Present Continuous
7	b) Future Continuous
8	c) Going to
9	a) Simple Future (Will)
10	e) Present Simple
11	d) Present Continuous
12	b) Future Continuous
13	a) Simple Future (Will)
14	f) Future Perfect
15	e) Present Simple
16	d) Present Continuous
17	f) Future Perfect
18	c) Going to

TASK 11. Multiple answers accepted depending on context:

1. will have completed; 2. am going to apply 3. are leaving; 4. departs; 5. will be serving; 6. will have logged; 7. will have been training; 8. am meeting; 9.

is going to study / is studying; 10. will not finish / won't finish; 11. will have arrived; 12. will have been preparing; 13. will be; 14. will be operating.

If/When Clauses

TASK 12.

1. ☒ If the midshipmen arrive late, they will miss the drill.
2. ☒ The cadets will salute the officer when he enters the room.
3. ☒ They will pass the inspection if they clean their rooms properly.
4. ☒ When we hear the bell, we will fall in formation.
5. ☒ If he doesn't follow the given orders, he will get punished.
6. ☒ If we don't wake up early, we won't attend the briefing.
7. ☒ When the midshipmen arrive onboard the ship, the drill will begin.
8. ☒ If the cadets do not wear their uniforms properly, they will receive demerits.
9. ☒ The cleaning starts when the supervisor gives the order.
10. ☒ He will get extra duty if he skips physical training.
11. ☒ We will move to the parade field when the commander calls us.
12. ☒ They won't complete the task if they don't follow the chain of command.
13. ☒ If we don't study, we will fail the navigation test.
14. ☒ You will not get promoted if you don't meet the standards.
15. ☒ When the ship moors, the midshipmen will disembark in order.

TASK 13.

A Midshipman's Future Career Plans Presentation with Synonym Suggestions

As a midshipman approaching graduation, I have developed a clear **plan** (*Suggestion: strategy, roadmap, blueprint*) for my naval career. My **plan** (*Suggestion: strategy, approach, scheme*) includes gaining experience in navigation and leadership during my first two years at sea. I have drafted a **plan** (*Suggestion: blueprint, proposal, design*) that involves applying for specialized training programs and seeking mentorship from senior officers. After presenting my **plan** (*Suggestion: proposal, project, scheme*) to my advisor, they gave me valuable feedback and encouraged me to prepare a contingency if my initial **plan** (*Suggestion: strategy, approach, roadmap*) does not proceed as expected.

I have set milestones within my **plan** (*Suggestion: program, schedule, roadmap*) to review my progress every six months and make adjustments as necessary. The first part of my **plan** (*Suggestion: scheme, approach, strategy*)

is to do well in my current duties and build a strong reputation. I've heard from other midshipmen that it's important to remain flexible and adapt your **plan** (*Suggestion: strategy, proposal, approach*) when new opportunities arise.

I'm also considering an alternative **plan** (*Suggestion: backup strategy, contingency, proposal*) in case the major of my choice becomes unavailable. This backup **plan** (*Suggestion: contingency, project, approach*) includes further education and leadership roles in logistics or operations. I believe that a successful naval career depends on having a well-thought-out **plan** (*Suggestion: strategy, roadmap, scheme*) but also being ready to revise it when needed.

Ultimately, if my **plan** (*Suggestion: strategy, blueprint, roadmap*) works as intended, I hope to become a commanding officer within 10 years. However, if circumstances change, I am prepared to develop a new **plan** (*Suggestion: strategy, approach, proposal*) based on what I learn along the way.

TASK 14.

ADJECTIVES

1. ambitious; 2. detailed; 3. controversial; 4. strategic; 5. immediate; 6. long-term; 7. meticulous; 8. audacious; 9. new; 10. secret; 11. contingency; 12. original; 13. peace

VERBS

1. unveiled; 2. outlined; 3. put; 4. prepared; 5. abandon; 6. was afoot; 7. aimed at; 8. launch; 9. make; 10. shelve

PHRASES

1. plan of; 2. as planned; 3. to the last detail; 4. go as planned; 5. a plan of action

ADV.

1. carefully; 2. meticulously; 3. poorly; 4. rationally; 5. centrally; 6. originally; 7. carefully; 8. meticulously; 9. rationally; 10. jointly

PREP

1. on; 2. for; 3. on; 4. for; 5. into; 6. against; 7. by; 8. for; 9. of; 10. on

UNIT 4 NARRATION (PAST)

TASK 1. 1.b; 2.c

TASK 2. 1.b; 2.c

TASK 3. 1.b; 2.c

TASK 4

1. Speaker 1 and Speaker 2
2. Speaker 1 and Speaker 2
3. Speaker 1 and Speaker 2
4. Speaker 2 and Speaker 3
5. Speaker 1 and Speaker 2
6. Speaker 2
7. Speaker 1, Speaker 2, and Speaker 3
8. Speaker 1
9. Speaker 1
10. Speaker 3

TASK 5. 1. a; 2. b

TASK 6. 1. c; 2. a; 3. c; 4. b; 5. c

TASK 7. 1. b; 2. c

TASK 8. 1. a; 2. d; 3. a

TASK 9. 1. a; 2. c; 3. b

TASK 10. 1. a; 2. a

TASK 11. 1. a; 2. b; 3. b; 4. d; 5. a

TASK 12. 1. a; 2. b; 3. c; 4. a

TASK 13. 1. b; 2. c; 3. b; 4. c

TASK 14. 1. a; 2. c; 3. a; 4. b

TASK 15. 1. c; 2. a; 3. d

GRAMMAR POINTS. GRAMMAR IN CONTEXT. PRACTICE

TASK 16.

1. was preparing; 2. turned; 3. were discussing; 4. detected; 5. gave; 6. was securing; 7. was trying; 8. was; 9. started; 10. were maneuvering; 11. were practicing; 12. noticed; 13. called; 14. was taking; 15. were patrolling; 16. were approaching; 17. agreed; 18. focus; 19. ended; 20. evaluated; 21. planned

TASK 17.

1. departed; 2. had been planning; 3. had reviewed; 4. had been considering; 5. left; 6. had been training; 7. had been working; 8. arrived; 9. had already prepared; 10. had coordinated; 11. had been navigating; 12. had been experiencing; 13. had maintained; 14. ended; 15. had evaluated; 16. had identified; 17. had been discussing

TASK 18.

1. assembled; 2. were rehearsing; 3. had been practicing; 4. was rising; 5. inspected; 6. admitted; 7. had left; 8. moved; 9. began; 10. explained; 11. had affected; 12. were taking; 13. were reviewing; 14. had completed; 15. had been studying; 16. participated; 17. were demonstrating; 18. emphasized; 19. were working; 20. had not spoken; 21. drew; 22. reflected; 23. had learned; 24. had come

UNIT 5 – DESCRIPTIONS (PEOPLE)

TASK 1. 1. b

TASK 2. 1. a; 2. a; 3. a

TASK 3. 1. a; 2. c; 3. b; 4. a

TASK 4. 1. a; 2. c; 3. b; 4. d

TASK 5. 1. a; 2. a; 3. b

TASK 6. 1. b

TASK 7. 1. a

TASK 8. 1. b

TASK 9. 1. c; 2. c; 3. b

GRAMMAR POINTS. GRAMMAR IN CONTEXT. PRACTICE

TASK 10.

1. A kind old Italian man
2. Her two lovely slim young sisters
3. That tall quiet blue American guy
4. The three stylish confident Nigerian women
5. My beautiful long dark curly-haired friend
6. An energetic small red-haired teenage dancer
7. Their two charming Brazilian exchange students
8. A sad pale wrinkled elderly woman
9. Some elegant middle-aged silk-dressed men
10. His handsome young broad-shouldered German trainer

TASK 11.

1. b; 2. b; 3. c; 4. c; 5. a; 6. c; 7. d; 8. a; 9. c; 10. d

TASK 12.

1. Midshipman Jones, who stayed calm during the storm, received a commendation. (Non-defining)
2. Lieutenant Ray, who teaches strategic operations, is admired by the cadets. (Non-defining)
3. Commander Alvarez, whose leadership style is firm but fair, is respected. (Non-defining)
4. Captain Lee, who served in the Pacific Fleet, will speak at the graduation. (Non-defining)
5. The recruit who failed the fitness test was not allowed to join the mission. (Defining)

TASK 13.

1. The cadet **who was born in Texas**
2. The instructor **who is known for strict drills**
3. The midshipman **who is wearing the ceremonial sword**
4. The admiral **who retired in 2020**
5. The recruit **whom everyone laughed at** (or: **who everyone laughed at** — informal)

TASK 14. Suggested Answers:

1. *A petty officer with a crisp salute and calm demeanor*
2. *A sailor from the communications deck*

3. *A marine **checking** supplies in the storage bay*
4. *A commander **trained in** arctic survival tactics*
5. *Lieutenant Harris, **the officer in charge of** logistics, gave the order.*

TASK 15.

1. He had a muscular/broad chest and arms.
2. She was lean and muscular from years of training.
3. He had a husky frame — wide shoulders, solid arms, and a broad/muscular chest.
4. He was a sturdy, middle-aged man, standing at six feet, with a broad chest and husky shoulders. His wrinkled face and heavy boots gave him a tired, stooped look.
5. She was elderly, slightly stooped, with thin gray hair, wrinkled skin, and narrow shoulders.

TASK 16.

1. She was **petite** and **plump**.
2. He was **lean** and **wrinkled**.
3. He has a **prominent** nose.
4. The **elderly** woman had **silvery** hair
5. He has **cropped** hair and **hazel** eyes.
6. She has a **broad** frame and **compact** legs.
7. He has **deep-set, intense** eyes.
8. He stood with **strong, stooped** shoulders and a **hunched** posture.
9. Her **flowing, wavy** hair fell over her shoulders.
10. The **towering** man had a **slender** neck and **slim** shoulders.

UNIT 6 DESCRIPTIONS (PLACES)

TASK 1. 1. a; 2. d; 3. b; 4. b; 5. c

TASK 2. 1. a; 2. c; 3. a; 4. d; 5. c

TASK 3. 1. c; 2. c; 3. b; 4. b; 5. c

TASK 4. 1. c; 2. b; 3. c; 4. c

TASK 5. 1. d; 2. b; 3. b; 4. c

TASK 6. 1. b; 2. a; 3. a; 4. d; 5. c

TASK 7. 1. b; 2. c; 3. c; 4. b

TASK 8. 1. c; 2. a; 3. c

TASK 9. 1. b; 2. c; 3. b; 4. b

GRAMMAR POINTS. GRAMMAR IN CONTEXT. PRACTICE

TASK 10.

1. a tall red brick building
2. a large historic Italian piazza
3. a small cozy wooden cabin
4. a spacious new high-tech office
5. a fortified medieval stone city
6. a luxurious modern beachfront resort

TASK 11.

1. B.
2. B.
3. A.
4. B.

TASK 12.

Name as many buildings and places in a town or city: **Town hall, Museum, Central market, Train station, Bus station, Harbor / port, Gardens, Parks, University, Church, Town square.**

TASK 13.

Other vocabulary that you can use when talking about these places: **infrastructure, facilities, street art, cost of living, public transport, citizens / residents, beggars, trash / rubbish, crime rate, friendly people, pollution, scenic views, mountains / coast.**

TASK 14.

Good	Bad
good transportation friendly and helpful people beautiful parks and gardens museums and cultural activities universities and places to study scenic areas and photo spots	traffic problems, old transportation high crime rate pollution rubbish trash on the streets beggars poverty expensive living costs

- Adjectives used to describe a place:
 - that is relaxing and calm: **peaceful**
 - that gathers different types of people living together: **cosmopolitan**
 - has an older style: **traditional, ancient, old**
 - is exciting and has a lot of activities: **exciting, busy**
 - that is very boring: **boring**
 - that is beautiful and you can take a lot of photos there: **scenic, beautiful**
- Adjectives used to refer to the size of a city/town: **small, compact, big, mega city, sprawling, growing**
- Adjectives used to refer to the location of a city/town: **central, coastal, mountainous, in the north/south/east/west, in the center of the country, in the eastern part of the city.**

TASK 15.

1. C; 2. B; 3. G; 4. H; 5. D; 6. F; 7. A; 8. E

TASK 16.

The city I visited last summer was truly **charming**. Its **bustling** streets were full of life, with people everywhere enjoying the cafés and shops. Despite being quite **compact**, the city was surprisingly clean and well-maintained. The **ancient** and **contemporary** architecture blended old and new styles perfectly, giving the city a unique character. It was also very **cosmopolitan**, with people from all over the world living and working there. However, some parts of the city felt very **touristy** because of the number of tourists, and a few areas were noticeably **polluted**.

TASK 17. Answers may vary.

1. incredibly beautiful; 2. fairly crowded; 3. absolutely breathtaking; 4. felt somewhat narrow; 5. exceptionally charming; 6. profoundly peaceful; 7. remarkably tall; 8. quite fascinating; 9. insanely hard; 10. noticeably dark and quiet.

TASK 18.

1. A, F, B, J, I
2. G, E, J, B
3. D, F, B
4. C, H, F
5. G, E, B, J
6. A, B, J, G
7. I, G, E, B
8. H, C, F
9. I, B, F, H

10. J, E, B, H, G

TASK 19.

1. (remarkably/absolutely/truly) large
2. (fairly/somewhat/relatively) flat
3. (super/crazy/absolutely/really) busy
4. (somewhat/fairly/relatively/kind of) quiet
5. (absolutely/utterly/completely) secure
6. (exquisitely/remarkably/perfectly) designed
7. (utterly/absolutely/completely) secure
8. (remarkably/excellently/perfectly) maintained
9. (super/really/very/crazy) lively
10. (absolutely/completely/utterly) state-of-the-art
11. (exquisitely/perfectly/exceptionally) equipped
12. (fairly/somewhat/relatively/kind of) quiet
13. (crazy/super/really) busy
14. (remarkably/absolutely/surprisingly) tall
15. (relatively/somewhat/fairly) remote
16. (kind of/somewhat/a little) hidden
17. (utterly/completely/absolutely) peaceful
18. (truly/absolutely/remarkably/genuinely) formidable

TASK 20.

1. ✗ unnatural — correction: absolutely secure / completely secure
2. ✗ unnatural — correction: meticulously maintained / well maintained
3. ☒ natural — no correction needed
4. ✗ unnatural — correction: well-equipped / fully equipped
5. ✗ unnatural — correction: very busy / extremely busy
6. ☒ natural — no correction needed
7. ✗ unnatural — correction: surprisingly peaceful / utterly peaceful
8. ☒ natural — no correction needed
9. ✗ unnatural — correction: fairly modern / somewhat advanced
10. ✗ unnatural — correction: remarkably tall / extremely tall

TASK 21. Answers may vary.

1. a few; 2. several; 3. much; 4. many; 5. some; 6. a lot of; 7. much; 8. some;
9. a lot of / several / many; 10. much

TASK 22.

1. a few; 2. a lot of; 3. a few; 4. a lot of; 5. several; 6. a lot of; 7. a few; 8. much; 9. several; 10. several; 11. much; 12. several; 13. many; 14. a lot of

UNIT 7 DESCRIPTIONS (EVENTS)

TASK 1. 1. b; 2. b; 3. c; 4. b; 5. c; 6. c; 7. b; 8. c; 9. c

TASK 2. 1. c; 2. b; 3. c; 4. c; 5. c; 6. a

TASK 3. 1. b; 2. c; 3. b; 4. b; 5. d; 6. c

GRAMMAR POINTS. GRAMMAR IN CONTEXT. PRACTICE**TASK 4.**

- _3_. the entire audience rose to their feet as the national anthem echoed across the drill field.
- _8_. guests and cadets gathered near the flagpole to witness the lowering of the national colors.
- _1_. guests were welcomed at the entrance and directed to their designated seats arranged in neat rows facing the stage.
- _2_. all attendees were seated, and the Commandant delivered an opening speech emphasizing leadership and duty.
- _6_. each cadet's name was called, and they proceeded to the podium to receive a certificate of achievement from high-ranking officials.
- _9_. the ceremony came to a close with the cadets' march and sailors' hymn performed by the military band, bringing a ceremonial sense of formal closure.
- _5_. during the interlude between speeches and awards, a slideshow displayed moments from the cadets' training and academic journey.
- _7_. the audience applauded enthusiastically, recognizing the cadets' dedication and performance.
- _10_. guests were invited to an outdoor informal reception where they could meet the cadets and take commemorative photographs.
- _4_. a moment of silence was held in remembrance of fallen service members, followed by the playing of a lone bugle.

1. **First**, guests were welcomed at the entrance and directed to their designated seats arranged in neat rows facing the stage.
2. **Then**, all attendees were seated, and the Commandant delivered an opening speech emphasizing leadership and duty.
3. **Next**, the entire audience rose to their feet as the national anthem echoed across the drill field, reinforcing the solemn tone of the ceremony.
4. **After that**, a moment of silence was held in remembrance of fallen service members, followed by the playing of a lone bugle.
5. **Meanwhile**, during the interlude between speeches and awards, a slideshow displayed moments from the cadets' training and academic journey.
6. **Subsequently**, each cadet's name was called, and they proceeded to the podium to receive a certificate of achievement from high-ranking officials.
7. **Then**, the audience applauded enthusiastically, recognizing the cadets' dedication and performance.
8. **Afterward**, guests and cadets gathered near the flagpole to witness the lowering of the national colors.
9. **At the end**, the ceremony came to a close with the cadets' march and sailors' hymn performed by the military band.
10. **Finally**, guests were invited to an outdoor informal reception where they could meet the cadets and take commemorative photographs.

TASK 5. Suggested answers:

1. To begin with; 2. Next; 3. Then; 4. Soon after; 5. After that; 6. Subsequently; 7. Following this; 8. Meanwhile; 9. At the end; 10. Finally.

TASK 6.

1. began; 2. assembled; 3. were tuning; 4. issued; 5. had already taken; 6. was playing;
7. rose; 8. saluted; 9. stood; 10. were fully raised; 11. marched off

TASK 7.

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

UNIT 8 CONVERSATIONAL STRATEGIES AND CUES

8.1. GETTING STARTED: THE FORTE TIP

TASK 1 & 2. Students' own answers.

8.2. "BUYING TIME": USING COMMON FILLERS AND HESITATION DEVICES

TASK 1.

1. Pausing to Think	Well... / Um... / Let's see (now). / Now let me think / see. / I'll have to think about it.
2. Clarifying or Rephrasing	I/You mean ... / I see what you mean. / What I'm trying to say is ... / How shall I put it? / Let's put it this way ...
3. Softening or Hedging	Let's say ... / Sort of. / That sort/kind of thing. / The thing is ... / I'll tell you what.
4. Organizing or Starting an Answer	That's a very good/interesting question. / (Now) where should I start? / The best way I can answer is ...
5. Emphasizing Honesty or Directness	Frankly... / To be (quite) honest/frank... / In fact... / Actually... / As a matter of fact...
6. Engaging the Listener / Conversational Devices	You know / see / I see... / It's like this, you see...

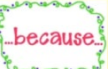
TASK 2.

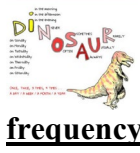
1-J; 2-E; 3-G; 4-B; 5-H; 6-I; 7-C; 8-E; 9-F; 10-A

TASK 3 & TASK 4. Students' own answers.

8.3. STRATEGIES AND TECHNIQUES TO MAKE ANSWERS LONGER

TASK 1.

No.	STRATEGY TYPE	EXAMPLES
1	 feelings & opinions	<i>"I like shopping because (in my opinion), I love trying on new clothes and I always feel more confident when I wear a new outfit".</i>
2	 <u>contrasting detail</u>	<i>How long have you worked there? "I've worked there for three years, but I'm going to change careers next year".</i>
3	 <u>combining detail</u> with/also = ..., too.	<i>Do you live in a flat or in a house? I live in a house with my two brothers and my mom. I've also got a dog and a cat. = I've got a dog and a cat, too.</i>
4	 <u>Past</u> <u>comparisons</u> used to	<i>Do play sports? Yes, I do. I play football. I used to play basketball, but now I play football because all my friends are into it. be into smth. = like very much = be keen on</i>
5	 <u>adding reasons</u>	<i>Do you like your job? Yes, I do. I really love my job because I get to help people with their problems every day.</i>
6	 <u>future</u>	<i>Do work or study? I'm at university at the moment, but I'm graduating next year, and I will get a job in advertising.</i>
7	 contrasting opposite opinions	<i>Is your hometown a nice place for tourists to visit? Yes, it is. Because it has a really nice beach although it is getting really busy these days.</i>
8	 <u>giving examples</u>	<i>Do you get along with your brothers? No, I don't. Because we aren't into the same things. Like/For example,/ For instance, when we are both watching, we always fight what show to watch/ over the remote control.</i>

9	 frequency	What do you do at the weekend? I usually watch TV and play computer games, but sometimes I <u>go out for</u> a drink with my friends because we like catching up.
10	(your own answer)	(your own example)

TASK 2. Students' own answers.

8.4. HOW TO IMPROVE YOUR NARRATIVE AND DESCRIPTIVE SKILLS

TASK 2.

- **Descriptive adjectives:** *grey, foggy, disciplined, focused, old, rusted, unknown, unauthorized, early, calm*
- **Adverbs which add nuance to the action:** *quietly, exactly, steadily, carefully, confidently, closely, suddenly, immediately, skillfully*
- **Relative sentences:** *who had completed..., that had been moving..., who stood..., which was old..., which had started...*
- **Military terms and expressions:** *routine patrol, tactical orders, restricted waters, boarding team, unauthorized cargo, open waters*

TASK 3.

1. At 0600 hours, the patrol boat **began** its mission.
2. Before **leaving**, the crew had checked all the equipment.
3. They began their mission **during** the rain.
4. While the radar operator was **scanning** the area, the captain issued new orders.
5. For two hours, they had been **tracking** a suspicious vessel.
6. The target **unexpectedly** changed its direction.
7. As soon as the situation **changed**, the crew responded quickly and adjusted their course.
8. When they reached the vessel, it had **already** stopped moving.
9. **After** they boarded the ship, they discovered unauthorized cargo.
10. By sunset, the operation had been **completed**.

TASK 5.

1. Surrounded by tall fences and maritime symbols, the Naval Academy unit **has a strong, symmetrical design made of glass and concrete**.
2. The spacious square for ceremonies and inspections **stands in front of the main building with the flag and emblem**.

3. Cadets can rest **on the benches placed in the green areas along the paved paths.**
4. Modern classrooms, which include digital tools, **are reached through the building's bright hallways.**
5. On the second floor, cadets train **using advanced navigation and radar systems that simulate life at sea.**
6. Students train in digital skills **inside a computer lab dedicated to naval communication and cybersecurity.**
7. Male and female cadets live **in simple but clean rooms equipped for study and rest.**
8. The gym and pool, located near the dormitory, **are used for fitness and survival training.**
9. Balanced meals are **served three times daily by the military staff according to a strict meal plan.**
10. All these features contribute to **a learning environment that meets high naval standards.**

PRACTICE

TASK 6.

1. It was **the survival drill** that the cadets completed under extreme weather conditions.
2. **For months** they trained before being assigned to the maritime security team.
3. It was **the captain** who gave the evacuation order just before the storm hit.
4. At **0400 hours** was when the radar technician spotted the unidentified vessel.
5. It was **thanks to its advanced stealth system** that the ship remained undetected.
6. They **did** follow the standard protocol, despite the emergency.
7. It was **the cadet who reacted fastest** that received a commendation.
8. Only after the mission ended **did they realize** the extent of the threat.

TASK 8.

Sense	Portobello Market	Borough Market	Brick Lane	Camden Market
sight (👁)	colorful fruit and vegetable stalls, vintage clothes, quirky accessories, antique items, cobbled streets	crusty golden loaves, glistening fruits, creamy cheeses, fish stalls, old iron arches	bold traditional fabrics, handmade crafts, bohemian jewelry, colorful artworks	gothic dresses, silver-studded jackets, psychedelic prints, street art-covered walls, vibrant stalls
hearing (👂)	bargaining voices, rustling fabrics, street musician's guitar, echoing footsteps, constant murmur	buzzing crowd, sizzling food, chatter, clanging of metal under the arches	sizzling pans, lively conversations, bustling atmosphere	loud music from pubs, laughter in alleys, voices mingling with rhythmic beats
smell (👃)	sweet fruits, fresh vegetables, scent of old books and polished wood	sizzling sausages, baking bread, aromatic spices, salty fish	spicy curry, fragrant herbs, warm street food	incense, pastries, exotic street food aromas from every continent
taste (👅)	street food treats, possibly fresh produce	fresh bread, cheeses, international dishes, sweet and savory flavors	flavorful curries, handmade snacks	pastries, multicultural street food, sweet and spicy flavors
touch (✋)	weathered typewriters, delicate porcelain, smooth jewelry, textured fabrics	crusty bread, soft cheese, smooth fruit skins	textured traditional fabrics, handmade crafts	leather jackets, fabric textures, carved jewelry, rough and smooth artisan goods

Task 10.

Aspect	Details to Include (Examples)	Category
Location	Where is it? City, country, nearby landmarks?	Place/Event
Type of place / event	Park, restaurant, city, beach, museum / Party, meeting, concert, wedding, festival, sports	Place/Event
Size	Large, small, crowded, spacious	Place/Event
Appearance	Colors, style, cleanliness, architecture	Place/Event
Surroundings	Nature, buildings, streets, noise level	Place/Event
Atmosphere/Mood	Calm, lively, quiet, busy, friendly/ Happy, tense, exciting, relaxed	Place/Event
Activities Available/Happening	Things to do: walking, shopping, sports, eating/Speeches, dancing, games, performances	Place/Event
People	Who usually goes there? Tourists, families, students? / Who was there? Friends, family, celebrities, crowd	Place/Event
Weather/Climate	Sunny, rainy, cold, humid	Place/Event
Personal Impression/Experience	How do you feel there? Comfortable, excited, bored? What did you enjoy or dislike?	Place/Event
Date and Time	When did it happen? Morning, evening, season	Place/Event
Purpose	Why was it held? Celebration, work, awareness, fun	Place/Event
Decorations/Setup	How was it arranged? Colors, themes, seating	Place/Event
Food and Drink	Was there food? What kind?	Place/Event
Your Role / Participation	Were you a guest, organizer, performer?	Place/Event

Task 11. Students' own answers.

Task 12.

A. Mary is a **kind** woman who always **shows a positive outlook**. She is very friendly and has blue eyes and also a **warm** smile. She **heads** to work every day and **works at a large** office in the city. Her clothes are always **neat and modern**, and she **communicates easily with people**. She's an **attentive** listener and **lifts your mood** when you are sad. People say she **plays a key role** in the company. On weekends, she **walks** to the park or **meets** friends **for coffee**. Everyone who knows her says she's a **genuine** person.

B. The town square is a **charming spot located in the heart of** the city. It **features a large** fountain and **several comfortable** benches. There are **many popular** cafes where people **gather to enjoy coffee or have lunch**. The buildings around it are **ancient** but still **in perfect condition**. The square is **bustling**, especially in the afternoon. On weekends, families **come to soak up the sunshine**. **Occasionally**, there are musicians who **perform lovely** tunes. It is a **perfect** place to **unwind** and **watch the world go by**.

C. Last month, we **held an important** ceremony at the base. It was a **worthwhile** event that **brought many people together**. The weather was **pleasant**, and the parade **drew a lot of attention**. **Several soldiers were awarded** medals, and the speeches were **thoughtful and well delivered**. The atmosphere was **positive**. Everyone was **in good spirits**, and everyone **felt proud of the occasion**. After the ceremony, we **shared a meal** and **exchanged words**. **Overall**, it was a **meaningful and enjoyable** day.



AUDIOSCRIPTS

UNIT 1 GETTING STARTED! GETTING TO KNOW YOU

Task 1.

Speaker 1: Hi. My name is Caleb Snyder. I am from Jackson, Tennessee. I have five siblings. I have 3 brothers and two sisters, and my current occupation is a college student in the state of Georgia, in the USA. My skills and abilities include leadership, and I am also an H-FAC and Electrician Technician. My preferences/likes and dislikes are sports, working out, football and basketball, and my educational background consists of a high school diploma and I'm almost graduated with college. So, kind of like that.

Speaker 2: Hi. My name's Gabriel Horton. I'm from Saint Mary's County, Maryland, which is a state in the US. I have one brother and one sister who are both older. I'm currently a college student, but I work part-time during summer for a carpet-cleaning business. I like working out, running, and I like sports. I have a high school diploma.

Speaker 3: Hi. My name is Austin Gazaway. I'm from Cumming, Georgia, which is a state in the United States. I have two older sisters who are/were both adopted from Vietnam, as well as two dogs and one cat. Currently, I am a student at North Georgia University, Dahlonega, Georgia, as well as I work as sales associate for Columbia Sportswear and Outdoors. I mostly spend my time working out, or going to the river to fish, as well as I enjoy spending quality time with my friends and family. I received a high school diploma, and I'm currently working on an international affairs degree with a focus on European countries.

UNIT 2 NARRATION IN THE PRESENT

Task 1.

So, living in Memphis, Tennessee is a very big city comparative to the rest of cities in America. So, for some tourist attractions, you have the Bass Pro Pyramid, which is the ninth biggest pyramid in the world. And in this pyramid, you can get food, you can go shopping for clothes, or you can get

outdoor hunting, fishing materials that you might need. There's also the Mississippi River that flows through this city, and you can get on boats or jet skis, and you can go fishing on this river. Memphis is also home to rock and roll music and gospel music, and is also known for its barbecue.

Task 2.

So, I'm from St. Mary's County, Maryland. It's a county of about 100,000 people. It's quite spread out between a couple towns. Some areas are urban, suburban, and then rural. The farther south you go, the more rural it gets. I happen to live in the southern section. A few tourist attractions: near the southern end there is a historic city of where British settlers landed originally when they founded America. It's called Historic St. Mary's City. There is also a naval air base, which has a museum, a lot of planes and descriptive material. On a weekend off, I would go out and explore and find places to eat, whether it's a Mexican place or a Chinese establishment.

Task 3.

So, I'm from Cumming Georgia. It's a very large city that's about an hour north of Atlanta, Georgia, which is the capital of the state I live in. A description of it would include lots of lakes and streams. So, a lot of families have boats and they go out on weekends and go fishing or just spend the day on the water because there's not a beach nearby. There's also a lot of restaurants as well as a big highway that connects to many neighboring towns that have malls and other various tourist attractions. If I had a weekend off in Cumming Georgia, I would go to the lake and possibly rent a pontoon boat with my friends, and go out all day and just have a good time and possibly take some food out there and maybe find an island and just have a good time with one another.

DAILY ROUTINE

Task 4.

As a cadet at the University of North Georgia, my **daily routine** starts off at about 0540 in the morning when I wake up. We then will get ready and go and do reveille, which takes place at 0630 in the morning. After reveille, we have our PT, which ends at about 0750 to 8 o'clock in the morning. Then from there we will go get breakfast or go to class. Our classes can run all day or we may only have one class during the day. And then on Mondays we will have labs, which take place at 1530 to 1700 in the afternoon. And then after that we are released to do whatever we might want to do with the rest of the day.

Task 5.

As a cadet, I wake up at around 0540 in the morning, put on my shoes and my full PT uniform and head outside for reveille. The entire battalion will form up on our drill field at the university and we will observe reveille and salute the flag as Reveille the song plays. After that we conduct PT until about 0750 to 8 o'clock. From there, we are released to classes, whether that's one class, five or no classes. From there, I usually spend my afternoons doing some shopping, hanging out with friends, or finishing up some homework for an upcoming assignment.

Task 6.

As a cadet at the University of North Georgia, my daily routine consists of waking up at 0540 in the morning, and putting on my uniform for physical training. At 0630, reveille will play and the United States of American flag will rise up and we salute. After that, the entire brigade will conduct physical training and that usually consists of running around campus or various body weight exercises. After the physical training, classes will begin. I typically have class in the afternoon at 1pm and that will be military science, usually followed by military science lab at 1515. At 1700, military lab will end and then I usually go and eat dinner with my friends till about 1800 and then, I will usually go work on homework or write essays for assignments, maybe even attend an occasional meeting that I have during the week, but around 2000 or 2030, I will go to the gym and exercise on my own time before going to bed around 2200.

CEREMONIES

Task 7.

One of the many ceremonies that the University of North Georgia has to offer is that of **reveille and retreat**. Reveille is at 0630 every morning and that consists of raising the United States of America flag and the state of Georgia flag. Now that ceremony starts is you grab the flags from one of our buildings known as Gaylord Hall and then you walk into formation with one person in the middle holding the two flags and then two people in the front and two people in the back and you will march down to the flagpole and there you will stop in front of the flagpole and then you unlock the gate to go inside and then you will walk to the flagpole and then you will inward face towards the flagpole and attach the two flags where the American flag is on top and the state of Georgia flag is on the bottom. And then, Reveille will go off which there is a cannon and then there is a trumpet sound that goes with that and after you hear the cannon you will proceed to raise the flag to the top of the flagpole. And then, while this is going on there is a battalion or brigade that

is on the drill field or at one of our other PT places at Radar Ridge and they will be saluting the flag and then after the flags have been raised to the top of the flagpole, you will drop your salute and then you will leave the flagpole area. And then for retreat you will march down there and you will take the flags down the flagpole and you will fold them and then the same thing occurs there where you will salute or put your hand over your heart as the flags are coming down from the flagpole. And then, after the flags are retrieved from the flagpole and they are folded, you will walk in the same formation where there is one person in the middle, two in front and two in the back, and you will walk back to the building known as Gaylord Hall, and put the flags back into the cabinet where they belong.

Task 8.

As the cadet at UNG, one of the most important ceremonies is **Memorial Retreat**. Memorial Retreat takes place at the flagpole, similar to regular retreat. By our flagpole, there is a list of names of all soldiers who have graduated from UNG or UNG students who have died in combat, so we take this time to honor them. We will read through all of their names and all of the names of alumni who have recently passed away. After the names have been read from the list, the Cadet Blue Ridge Rifle Team – which is our precision drill team – will fire rounds, called the 21 Gun Salute. After that has taken place, the Cadet Color Guard will come out, take the flagpole down, take the flags off the flagpole, and march back to their designated location.

Task 9.

One of the unique ceremonies at the University of North Georgia that the cadets do twice a year once in a semester is the **tattoo ceremony**. The tattoo ceremony takes place in the hours of darkness, and it usually starts around 2100. The seniors will be positioned in front of the review stand as this is a ceremony for them and they're about to graduate and officially take their oath as officers in the United States Army. But there are some cadets who are not commissioning who also will be present during this formation and be recognized during the ceremony. When the ceremony begins, a bass drum starts tapping and it plays a cadence as the entire brigade walks down to the drill field and marches with lighted torches down to the drill field. It gives an ominous feeling and a sense of longing. As they march down to the field, the professor of military science will begin speaking, talking about the various duties and activities that a second lieutenant must adhere to and fulfill in their line of duty. After the professor has finished his speech, the president of the university will then speak, talking about his expectations and how proud he is of every single student that is graduating as a cadet. Then, the seniors will line up and shake the hands of the professor of military science, the president,

as well as the professor they have chosen from their degree to shake their hand. This could be an Economics professor or a Political Science professor. It's whatever the degree calls for and the students want. There they receive the gold bar, which is the first rank that an officer wears as a second lieutenant. The gold is important because University of North Georgia is in Dahlonega. Dahlonega is historically known as a site for gold to be mined. So, it has even more meaning to the cadets. There, they receive a certificate, as well as a large uproar from the brigade as each of them cross and their family members clap for them as they pass through.

HOLIDAYS

Task 10.

So, one celebration that America has occurs in the month of October and that celebration is called **Halloween**. Halloween is a celebration where kids and their parents or any adults, it doesn't matter, they can dress up in costumes. And these costumes can be anything that they want. It can be someone from their favorite movie, it can be someone from a book or a video game, or it could even be a famous person like a movie actor or a politician. And after you dress up, you will go around your town or your city and you will go to your neighbor's houses or certain businesses. And you will knock on their door and say *Trick or Treat* and usually you will get candy. Also, houses and businesses will decorate with Halloween decorations. These can be pumpkins, skeletons, spiders, anything that has a scary connotation behind it. Purple and orange lights are also used to help decorate. And people will also throw in horror rides or have horror attractions. Haunted houses are really big during this holiday. They are big for high school students, college students. And these haunted houses are really big attractions and can bring in a lot of money and a lot of tourists to them. Halloween is a big holiday for America, and it starts off three other holidays. So, you have Halloween, Thanksgiving and then Christmas. So, it's one of the first holidays in that span of three months.

Task 11.

Another holiday we have in the United States is **July 4th, or Independence Day**. This holiday celebrates the independence of the United States from the Kingdom of Great Britain. Most people will celebrate this by being with friends or family, either at a party, or they will go to fireworks show where certain companies will put on large fireworks displays for 30 minutes or 2 hours sometimes. This usually also coincides with some sort of cookout with hamburgers, hot dogs, maybe mac and cheese, and usually alcoholic beverages.

Task 12.

Another holiday that is celebrated in the United States is **Thanksgiving**. Thanksgiving is a celebration of when the pilgrims and the Native Americans sat down together and had a meal together. So, the idea behind it is people coming together. So, families will come together this one day and will have a nice meal whether that's lunch or dinner, but what makes the holiday truly special is that as a student – from kindergarten through high school or even college students – you get the entire week off which is always an added bonus but also it is a big day for American football. There are various games being played with big performances during the intermission or half time of those games from very famous artists. But the main food that's presented during this holiday is typically a turkey as well as various greens or potatoes and usually pecan pie or some sort of apple pie for dessert. But after the end of the day, everyone is pretty stuffed and very sleepy because turkey does that.

BASIC MILITARY TRAINING

Task 13.

As a contracted cadet, I'm going to have to commission into the United States Army as a second lieutenant, eventually. What this means is I will have to attend **cadet summer training** in Fort Knox, Kentucky in the summer after my junior year of college. At cadet summer training, I will be tested on night and day land navigation, as well as shooting at the range, as well as combat medical qualifications, and eventually be evaluated on my leadership on field training exercises, in which I will be in command of a unit, whether that is a squad-sized element or a platoon-sized element. At cadet summer training, over 6,000 cadets in the nation are there with you, and you are all competing against one another in order to get the most desired job among your colleagues. It lasts 35 days long, and you eat very the gross meals throughout the entire time, and it's super hot because it's summer in the south in the United States. It got up to over 95 degrees, almost every 95 degrees Fahrenheit* every single day. We also went through a chemical chamber in which they launched tear gas against us, and we had to stay in there for a certain amount of time, but it was around five minutes. That was possibly the worst part of cadet summer training.

*35 degrees Celsius

Task 14.

Oh, I got it. For the freshmen cadets at the University of North Georgia, before starting their first semester, they must go through **FROG week**. FROG stands for Freshman Recruit Orientation Group, and it is five days long. These five days consist of waking up, learning how to do US Army standard PT drills

and exercises. It consists of gathering and getting needed gear for the field, and it consists of setting standards for your rooms and uniforms. So many classes are taught during FROG week by the older cadets. The older cadets teach how to put on your uniform correctly, where to put things on your uniform like ribbons, and how your room should look, and how the standard is. At the end of FROG week, there is a large formation with the entire brigade, where parents can show up and see their FROGS and congratulate them.

Task 15.

So, one specialized training course at the University of North Georgia offers two cadets as **CBLC**, which stands for **Cadet Basic Leadership Course**. In this course, cadets usually just finish their freshman year, but they can also include sophomore, junior cadets. They go through this course in order to get their NCO, right? So, NCO ranks can include squad leaders or PSGs, which are platoon leaders, and you can also get a senior NCO rank after you complete this course. Also, if you want to officer position in the core cadets, you have to go through this course. This course is about five days long, and it consists of waking up at around 0530 in the morning, and you try and perfect your ability to lead PRT* drills and to lead the PT exercises. You will also practice raising the flag and lowering it for reveille and retreat, and you will also go through D&C**, which is marching and parade and how to lead those successfully. You were judged on your ability to lead other cadets and squad elements or platoon elements. They judge your ability to lead based on how you march, if you know cadences, and how well you test on the D&C and the flag details.

* PRT – physical readiness training

** D&C – drill and ceremony

HUMANITARIAN AID OPERATIONS

Task 16.

There are times when major disasters strike and military people are called to assist the local population in distress. Specifically, in the United States, the Army National Guard, which is dependent upon one of the 50 states to be funded and raised, will go to various locations. Specifically, during the COVID -19 pandemic, many National Guard units that included combat medics would go and assist the various nurses and doctors in the hospitals to help with how many people were being administered because of how many people were getting sick and how many people were sadly passing away. They also helped with vaccinating individuals as quickly as possible and keeping the order within the country as it could become very chaotic very quickly.

Task 17.

The United States National Guard is very state dependent. Most of the time they help out with natural disasters such as hurricanes, floods, tornadoes, or even riots. For disasters like hurricanes, the National Guard is usually sent to help evacuate civilians from a certain area, rescue them from their homes that they are trapped in, or administer food and aid in designated safe areas. During a riot, the National Guard is present to reinforce the police and make sure things do not get out of control.

Task 18.

The United States Coast Guard guards the coast, both the east and west coast, and on the Great Lakes inside of America. And some disasters that can happen in these bodies of water can be if an individual gets stranded out at sea or on a lake or runs out of gas and cannot operate their vessel anymore. So, the Coast Guard will react to these disasters by sending out a small boat. A small boat is a Coast Guard vessel that ranges from 45 to 47 feet, and they will send these vessels out to fill up a boat if it runs out of gas, or they can send out a helicopter to rescue someone if they are stuck and their boat doesn't have gas and they can't move.

UNIT 3 NARRATION (FUTURE)**Task 1.**

Speaker 1: My future plans related to my professional field will be commissioning as a second lieutenant into the United States Army. In the US Army, I will be in the artillery branch for about four years, and then after I will transition to the military intelligence branch and do that for six to eight years after. After I get out of the military, I will then seek a Masters of Business Administration and go into the private sector in business. My future plans related to my personal life are to eventually get married and have children and eventually grow a family and settle down.

Speaker 2: So, my near plans for my personal life and my professional field: I plan to hopefully pass the next two years of college and get a good score at cadet summer training. This would allow me to get into the military intelligence branch of the army when I commission as a senior. I also plan to get married, start a family and eventually settle down.

Speaker 3: My future plans for my personal life in my professional field until that within a year I graduate college and after I graduate college I hope to become a second lieutenant in the United States Coast Guard and there I hope to work at a small boat station where I can help with search and rescue missions so I will help rescuing people that are lost at sea or if their vessels

run out of gas. In my personal life, after I graduate college, I plan on getting married and having a family.

Task 2.

In my **future vacation**, I will go to Constanta, Romania from May 10th through July 19th. I plan to travel by plane with Gabe and Caleb my two closest friends; we plan to visit the capital as well as visit Transylvania and see the beautiful beaches of Constanta. During my stay in Constanta, I will be interning with the Romanian Naval Academy and working directly under Colonel Popa, as well as helping out with the English department, in whatever way they need.

Task 3.

So, for my future vacation, I'm planning on going to Puerto Rico. I'll be doing this in late July, going by plane. I'll be traveling with my best friend Sam. So, we're planning to see San Juan and a lot of the Puerto Rican beaches. We'll be doing a lot of swimming, zip lining, and exploring of the major urban centers.

Task 4.

So, for my future vacation I will be going to Panama City Beach, Florida. I will be going with my two friends Gabe and Austin. And there we will be deep sea fishing, surfing, and we will also go hang gliding. We will go see historic sites and we will go see museums and such at the beach.

Task 5.

Challenges and threats that the military will face in 10 to 20 years from the current time would be the rising military and economic power that comes from the People's Republic of China. They have a lot of funding and are globalizing very quickly through the Belt Road Initiative, which means they are gaining more access to more resources and growing their sphere of influence across continents and not just a region.

This is a threat to the United States specifically because they are challenging the world global order and the Western thought of how international practices should be pursued and the military should be ready for any sort of threat coming from China.

There is also another threat of lower atmosphere satellites being shot down. They are easy targets and can easily be seen by the enemy, so the military is having to go back in time and go to more analog systems of tracking as well as navigation because the navigational systems could be and possibly be shot down. So, we are having to turn towards using maps and compasses.

Task 6.

A challenge and a threat the military will face in 10 to 20 years from now would be the ever-growing field of cyber security. The US, China and a lot of major powers are investing a lot of resources and money into cyber security, not only for protection, but also for attacks to gain information and to protect it.

Task 7.

In my opinion, a challenge and threat that the military will face in 10 to 20 years from now will be the growing use of artificial intelligence or AI. This can be a threat and a challenge to the military because AI can help recognize faces and it can steal information from your social media accounts or bank accounts or anything that is important to your identity and governments and militaries can use this AI to get your information and steal your identity and this can become a problem and steal all of your records and you can lose your money or your house or you can have identity fraud.

UNIT 4 NARRATION (PAST)**Task 1.**

My **motivation** and my reasoning to join the military is because I have family members that were in the military. I have family members that served in the American Air Force, Coast Guard, and Army. So, to kind of carry on that family tradition, I particularly chose the Coast Guard because I grew up on the lake. So, the majority of my weekends were spent on the water. So to be able to be in the Coast Guard, my day-to-day obligations would be on the water working on a small boat or a patrol boat. The people who supported my decision are my girlfriend and my parents and everyone else in my family. And the particular steps that I took to fulfill this objective is going to college and participating in Army ROTC at the University of North Georgia, as this helps get my degree and also allows me to go to Officer Candidate School.

Task 2.

My motivation behind joining the military was to fulfill my service with the country as well as to pay for school. The U.S. Army gave me a scholarship which would pay for my degree and thus made it easier for me to receive it and it only makes sense to serve in the Army. After the people who supported this decision were my family as well as my friends as they know it's been a big dream of mine to serve in the Army and the particular steps I took was to go to the University of North Georgia where they have an excellent Army program and they train the best of the best as well as applying myself in high school to get the scholarship to be able to go to college.

Task 3.

My motivation for joining the military has mostly to do with family service. My father and both of my grandfathers on both sides of my family served in the military. And I also felt somewhat of a uh obligation to give back. And this is how I chose to, to give back to the United States. So, the people who supported my decision was um all of my family and um to get to this goal, uh I've had this goal probably since I was about 14 years old when I first started in high school. Um I applied to uh the University of North Georgia, which is a senior military college in the US and I got accepted. So, once I graduate, I commissioned as an officer in the US Army.

Task 4.

Speaker 1: My last **vacation** was in the state of Florida. I went to New Smyrna Beach. the people involved was myself, my girlfriend and her grandparents. we went about the second week of the month of May. the place that we stayed at was her grandparents' condo. They owned a condo that was right across the street from the beach. My last vacation was in the state of Florida. I went to New Smyrna Beach. The people involved was myself, my girlfriend, and her grandparents. We went about the second week of the month of May. The place that we stayed at was her grandparents' condo. from the beach. During the day we would wake up around 9 in the morning and have breakfast and then around 11 we would go to the beach and at the beach we would play in the ocean, mess around in the waves, we would throw the football together, souvenirs and gifts that we brought home from the beach. We got matching shirts and we took pictures at every scenic place that we went to.

Speaker 2: The last **vacation** I went on was with my girlfriend. We went to Sarasota in Florida, which is about two hours south of Tampa. And what we did during the day was we would go to the beach for five hours, and then at night we would go back to the house we were staying at, and we would make dinner, and then we would usually go out afterwards. The gifts we brought home for family and friends were: we brought a lot of seashells back for our siblings, as well as we brought back some T-shirts and hats, as well as well as for the older people.

Speaker 3: The last **vacation** I went on was to Niagara Falls. Niagara Falls is on the border between, the United States and Canada. I went there for my sister's wedding. That was about, let's see, that was in September people involved my family and my extended family, not only, on my side but on, my sister's husband's side. So, during the day, we would walk around the city, it was quite cold so we had to bring coats, we would walk around the city, see certain gift shops and we went to Niagara Falls on the American side during the day and the night. while I was there, I bought a hat, a keychain and a shot

glass. the keychain is currently on my, on my car keys in the US and the shot glass was a gift for my girlfriend.

Task 5.

So, my **last weekend** included my roommate and I, we went down to the city of Athens in the State of Georgia in America. And when we went to Athens, we met up with a mutual friend and stayed at his house. The next morning, we woke up and we went to a lake, called Lake Aoni. And at this lake, we met up with several friends and we had boats and jet skis and we spent the whole day on the boats and jet skis hanging out and talking later that night, we all went to one of our buddy's house and we showered and got dressed and then, we went to another city in Georgia called Milledgeville. And there, there is a college and we hung around the college town and went to all the bars and partied.

Task 6.

My last weekend I spent in Dahlonaga, Georgia at the University of Newark, Georgia being a member of the Boar's Head Brigade. We have to participate in closed weekends where we conduct ceremonies and parades around the town. So, on Friday, we performed the tattoo ceremony. And in the Saturday morning, we performed the courageous challenge, weightlifting competition where we rooted on for fellow students and cheered on as loud as we possibly could to raise money for suicide awareness. We also participated in a ceremony and parade in front of a bunch of alumni as well as visitors from all over Georgia. There were plenty of generals there but it was very hot and we had to stand out in the heat the entire time. But luckily, we got Sunday off to go back home or just hang with friends.

Task 7.

My last weekend was spent at the University of North Georgia. On my weekends, I usually like to relax because during the week I'm doing activities. So, on the weekends, I usually spend it with friends or my girlfriend. Usually, we go to Walmart or some sort of dollar store or a cheap store just to kind of have something to do. Besides that, I watch movies or play video games or maybe we even go outside on a hike or *like* a nature walk.

Task 8.

So, something **unusual** or an incident that occurred at my military institution is that in the month of November we have a drill field where we do our marches, parades, and ceremonies. And on this drill field there was an ostrich. The ostrich was just walking around, minding its business, but that's quite unusual to have a wild animal of that nature on our campus. So, the actions

that we're taking were the institution called Animal Control, and Animal Control came to the campus and grabbed this ostrich and took it back to where it belonged.

Task 9.

An unusual incident that occurred at the University of North Georgia was when an entire hall started flooding. The sprinklers somehow malfunctioned and started spewing water everywhere. It turns out there was an electrical fire that no one had taken notice of, and it caused the fire alarms to go off. When the entire hull was flooded on Sunday morning at 2 a.m. the entire building was evacuated and the fire department was called, as well as campus security. The actions taken after this was relocation of all the students living on that floor to various dorms on campus. Some students even had to go live off campus with friends because nothing was salvageable in their rooms.

Task 10.

A **decision** that I had to make in my line of work is regarding to an instance where the first sergeant of our military company wanted all of his NCOs, who are noncommissioned officers, to go and PT at the hours of 8 at night, which was 2000. This was not mandatory, so you had the decision to go or not go. I made the decision to go and I made it because I wanted to be responsible and I wanted to show the first sergeant that I was a good NCO. So, the outcome of this was I got to be promoted and I got to replace a squad leader. So, I got promoted from a team leader to a squad leader because a squad leader decided that this PT in her free time was not worth her time and she did not want to go.

Task 11.

One decision I had to make in my line of work was to resign and quit my job at a golf course. It was a pretty difficult decision to make, but ultimately it was for the better. I made this decision last summer and I chose to do this because I was leaving in two weeks for Cadet Summer Training in Fort Knox, Kentucky where I would be gone for over a month. The outcome was my employer respected me for it because I came to him up front and gave him a valid reason why I should leave and I feel good about it because he ultimately gave me a good recommendation for the next job I would eventually work at.

Task 12.

One decision I had to make in my line of work was whether or not to punish one of my soldiers that I was in control of. So, about a year ago I was a squad leader and one of my soldiers had a complaint put against him about mouthing off to a superior officer. This was a difficult decision because individually I

know both of the people involved and I know that the superior officer was not a very nice person and often complained. So, I eventually decided not to punish this person, but just to give them a verbal warning, and I think that was the correct decision.

Task 13.

My **first day** at my military institution started off with the beginning of Frog Week. Frog Week is when all the incoming cadets, incoming freshmen, they go through a simulated week that is like military basic training. When you first get there, you have older classmen, sophomores, juniors, or seniors. They run out to your vehicle and they will yell at you to get all of your stuff from your vehicle and put it into your room as fast as possible. I remember my first day at my military institution was very stressful. I did not know anyone there. My hair was shaved so I was bald. I was nervous, but ultimately it was a great experience and it made me the person who I am today.

Task 14.

My first day at the Romanian Naval Academy in Constanta, Romania, was an interesting one. I was very nervous as an American visiting a new place, and I didn't know many people at all. But I did meet the English department as well as many administrative professionals who work with Colonel Popa and the Erasmus students. The first day I toured the campus and met various faculty members throughout, including the navigational professors and the engineering ones. The challenges were obviously meeting these people and being comfortable in introducing myself. In America, we're not as forward as Romanians are, but I slowly grow out of this.

Task 15.

So, my first day at my institution was my first day of classes. I would say this was very nerve-wracking as it was somewhat of a first day of school. I had to find out what building for my classes are located and which room that they're in. Beyond that, I had to meet new people and I tried to introduce myself to all my professors so they knew me by name. I feel like this was very challenging because it was my first time attending a college course and being away from home.

UNIT 5 DESCRIPTIONS (PEOPLE)

Task 1.

So, **one of my instructors** at my military institution is a cadet. This cadet is a captain for the Coast Guard Specialty Unit on campus. His physical

appearance: he is 5 feet and 9 inches. He weighs 180 pounds. This person is 21 years of age and they have brown hair and the brightest blue eyes that you will ever see. His hairstyle is short and to the military standard. The distinctive features are that this person wears glasses. Their clothing style is typical of any American shorts and a sweatshirt. And their leadership style is that of a good leader.

Task 2.

One of the instructors at the University of North Georgia is the professor of military science. His name is Colonel Kirk and he's been teaching there for three years. His physical appearance would include that he's a very short man. He only is about five foot four, which means five feet and four inches. He has snow white hair. He is around 52 years old and has bright blue eyes. His hair is to the military standard. His clothing style would be the military uniform as I don't see him except for only in military uniforms or dress. His leadership style and teaching style is very approachable and a very understanding leader.

Task 3.

One of the instructors I have at my military institution is Colonel Perkel. Colonel Perkel leads the cadet abroad program. I would say he's about six two or six feet and above. He has brown hair and say brown eyes. He has coiffed hair slightly longer than military standard because he's retired. I'd say he has a slightly longer face and a slower cadence of speech. His clothing style is usually around business or business casual including a collared shirt and a blazer and I'd say he's a very approachable leader, but we'll always give it to you straight.

Task 4.

An important person in my life is Tyler. Tyler is one of my friends from my university. His physical appearance is: he is about six feet tall and he is about 170 pounds. Tyler is 20 years of age and he has brown hair and brown eyes. His hair is short and to military standard. His distinctive features are that he has a sharp jawline. His hobbies and interests include hiking, hanging out with his girlfriend and being out on the lake.

Task 5.

An important person in my life is my grandmother. My relation: she's my grandmother. Her physical appearance would be: she's five foot two and she's very slender and she is 70 years old. She has jet black hair and brown eyes and she keeps her hair cut very short around her ears. Her hobbies and interests include traveling to Europe, as well as reading and spending time with her grandchildren.

Task 6.

An important person in my life is my roommate at my university named Rylan. I would say he's about 5'5"* and he's 20 years old with dark brown, close to black hair and blue eyes. He has military standard hair that slightly goes up and he has a mole on his face. He really enjoys working on cars and working out. His future includes being in the United States Marines, so he's very into doing bodyweight exercises.

* 5 ft. 5 in. = five feet (and) five inches

Task 7.

My favorite artist is Tate McRae. She is a Canadian singer and she loves hockey. Her height, she's very tall. She is around five foot ten and she's very slender. She is 21 years old, as well as she has brown hair and green eyes. She sings mostly pop music and she wears a hockey glove on her right hand when she performs. Her personality traits include hanging out with friends, as well as traveling and touring around the world while she performs concerts.

Task 8.

One of my favorite artists is a musician who goes by the stage name of DaBaby. His first name and last name are Jonathan Kirk. He came up into the rap game out of Charlotte, North Carolina. He's about 5'9", he's 25 years old, he's black hair and he's African American. I'd say his distinctive feature is his smile. He's very, very happy all the time. I'd say that he's very much a family man and that comes through in his music, and he really cares about his fans.

Task 9.

So, my favorite artist is a musician. This musician goes by the name of Project Pat. Project Pat is from Memphis, Tennessee and he also has a brother who goes by the stage name of Juicy J. Project Pat is about six feet and two inches tall. He has a bigger build. In his age he is in his late 30s, early 40s. He has brown shaved hair and he has brown eyes. His distinctive features are that he has gold grills on his teeth and he wears a bandana around his head. His particular talent is his ability to rhyme and rap and put words together. His personality trait is that he's very outgoing. He cares about his fan base and he cares about people in general. As of right now, currently, he is most notable for preaching the Christian faith to people that are incarcerated in prison.

UNIT 6 DESCRIPTIONS (PLACES)

Task 1.

My **military unit** is the 5th Infantry Division of the United States Army. It is located in Hawaii in the United States. The buildings and facilities available are barracks as well as numerous amounts of training sites in the jungle and multitude of hospitals as well as offices for varying jobs. The people working there are mostly military personnel, but it includes infantrymen, artillerymen, as well as aviators and doctors.

Task 2.

My institution is the University of North Georgia. There are three military barracks on this campus, and one military leadership center, which we get sitting down classes in on tactics and general military knowledge.

Beyond that, we have two training sites, Pine Valley and Radar Ridge. Radar Ridge is a secondary physical training location for the UNG cadets, and Pine Valley is where we practice tactics in the woods.

Task 3.

So, my military unit is in Charleston, South Carolina. This is a Coast Guard Station and it primarily hosts patrol and small boat vessels. So, you have stations and then you have small boat stations. So, Charleston is more of a small boat station and it deals with search and rescue missions and law enforcement aspects such as drug bust or apprehending individuals that break international water laws or something of that nature. The location of it is right on the coast of South Carolina and the buildings and facilities available: there are barracks where the people that live on base live. There's a Coast Guard Exchange which deals with Coast Guard uniforms or anything that you might need on base or for your small boat. And this is a three-story building and on the other two stories they have offices for the officer on duty, or the other petty officers working at this station. Another building that this station has is an armory and a garage. In the armory they have all the weapons and ammunitions that they will need for their daily missions and in the garage, they have everything that they need to repair their small boats or their cutters as well as any miscellaneous mechanical things needed to fix any of the buildings or the barracks that are in this station.

Task 4.

One **facility** at my unit would be the hospital that is on base for all soldiers. Its purpose is for the medically qualified soldiers to train as well as provide care for injured or soldiers who are suffering from any sort of disease. And that could also include soldiers from other countries that are being transported

to this base from Japan or the Philippines because they need specific help. The service is provided begin with general health care. So, anything from having a cold or a runny nose to potentially needing surgery and this is provided to anyone that gets admitted to the base. The beneficiaries would be not only soldiers, but family members of soldiers as well as soldiers from other countries or regions.

Task 5.

The University of North Georgia's Recreation Center is a facility at my institution. This facility has a locker room slash bathroom where most individuals will change into workout clothes. They have upper body and lower body working out equipment, and it is a two-floor building.

On the second floor behind most of the workout equipment there is a small indoor walking track and a few exercise bikes. Below that track is four basketball courts that are constantly in use with all of the students at the University of North Georgia.

Task 6.

So, facilities with the Coast Guard. The Coast Guard primarily has boats and vessels which are known as cutters and one facility on this cutter is known as the galley. The galley can also be referred to as the dining hall or the mess hall or chow and the purpose of the galley is to feed everyone on board. 24 seven there will always be a minimum of 12 people whether the cutter is underway on the water or if it is at shore and dock there will always be a minimum of 12 people so the galley's purpose is to feed these people. Services provided on besides food can also be like coffee or snacks or a place for people to unwind or talk about their day at the end of their shift.

Task 7.

A place that I will never forget is located in Old Town Constanta. It is called the Green Pub. It is located near the plaza, very close to the archaeology museum, as well as the marina. Some particular features about it: it's called the Green Pub because it has green foliage and leaves hanging from the ceilings, and embedded in those leaves are purple and red lights that flash and create a really cool scene for young adults, as well as older citizens of Romania, as well as travelers from various countries. At this place, there are tables everywhere and couches, as well as a bar where one might be able to indulge themselves in adult beverages, and it created a really interesting atmosphere for someone like me who is not from Constanta. The people were very nice, and the music was very good, as well as the service there was very excellent. I recommend anybody to go to the Green Pub.

Task 8.

One place I'll never forget is in my hometown in the US, it's a marine museum called Calvert Marine Museum. The area where I live is on a river and has a vast history with marine animals. At this museum you can see fish, jellyfish, and even four otters, as well as a large recreation of a shark skeleton. Beyond animals, this place also has a section dedicated to history and waterman history such as oystering, dredging, and crabbing. Outside of this building there is also somewhat of a concert hall where individuals who are famous in the US will go and perform a concert.

Task 9.

A place that I will never forget is in the state of Tennessee in America. The name of that city is Memphis. Memphis is in the top three biggest cities in my state of Tennessee. The location of it is on the southwest side of Tennessee and it is next to the Mississippi River. Some features and points of interest are the Bass Pro Shop. The Bass Pro Shop Pyramid is one of the biggest pyramids in the world and there is also a bridge that goes over the Mississippi River that at night lights up with all kinds of lights. It is also especially known for its roots in gospel music, rock and roll music, country music and southern style barbecue.

Tasks 12, 13 & 14.

Hello, and welcome to today's video lesson from the IELTS Coach. Today we are going to look at IELTS vocabulary practice for towns and cities.

So, welcome back to this lesson. As I said, we are going to look at some necessary words that you would need to use when talking about towns and cities. So, these could be used in the speaking exam for Part One, Part Two, or Part Three. And at the end of the vocabulary list, we will give some examples of questions that you may be asked containing this vocabulary, or where the answers should contain some of this vocabulary.

So, let's start with some of the buildings and places in a town or city. We have a town hall, which is usually a government building where they hold regular meetings. Museums – obviously, most towns or cities will have a museum where you can learn about the history of the area. A central market, train station, bus station – obviously, either big cities or even small towns will have these.

Most of these things we can also see if it's a coastal town: a harbor or a port, usually on the coast or perhaps a river might have a port as well. There are gardens and parks in many small towns and cities. Universities, churches, and a town square, which is an open area for people to gather in that town or city. Obviously, there are other places within a town or city, so think of other vocabulary that you can use when talking about these places. Now, let's look

at good and bad things that a town or city may have. So, you might talk about the advantages or disadvantages of a city, and that would concern some of these things.

So, for example, transportation – your city might have good transportation, good public transport, or it may be a bad thing. It may be dangerous, it may be old. Talking about transportation.

The people – most often, we talk about how friendly and helpful the people in a town or city are. And think of the synonyms when we talk about people: citizens, residents, and things like that.

Crime and laws – obviously, usually when we talk about negative things, there is a high crime rate in this particular city.

Pollution is a negative, as well as rubbish and trash. If you're describing a place that you did not like because it was polluted or there was a lot of crime or a lot of rubbish.

Beggars – people asking for money – a lot of poor people in the town. Okay, another negative aspect if we're talking about a town or city.

Street art may be considered negative, may be considered positive depending on your opinion about that.

The facilities of a town, the infrastructure, and things like transportation and prices and costs. Is it a cheap or expensive city? Okay, so when we talk about some of these things, they can be good and they can be bad. So that's why we have it in this list.

Now, let's look at adjectives used to describe a place. Adjectives for describing a town or city. It's a modern city, old or ancient – okay, the opposite of modern.

Dangerous – if it's a dangerous town or a dangerous city because of the crime. Peaceful – it's relaxing and calm and peaceful.

Cosmopolitan – cosmopolitan means a lot of different types of people live in that town or city.

Traditional – it's an older-style, traditional place to be.

Exciting – with a lot of activities – or the opposite, of course, is boring.

Busy – and it's a scenic town. If we're describing an old town on the coast, perhaps it's quite scenic and a beautiful place to take photos.

So, as with all of the words here in all of the sections, there are other adjectives used to describe a town or city. Think of those – your own town or a town that you like. Think of appropriate words you can use to describe it.

Finally, we're going to look at location and size. Especially in Part Two speaking, where it is. Okay, you often have to describe where the place is.

So, for location, it's central – it's in the center of the country. Or, the market is in the center. Okay, it's a central location within the city.

North or south, eastern or western. So, know the differences there – different ways to give the directions. It is in the north of the city, or it is in the eastern part of the city.

Coastal – I mentioned before – if it's on the coast near the beach, then it's a coastal town. Or, it could be in a mountainous area. It could be located in the mountains.

It could be a very big city, so we could say a mega city, or a small compact city. It may be spread out, okay, spread out over a large area – similar to sprawling.

The city is growing and getting larger and larger. Or, it's quite a small, compact city, so it's walkable. It's easy to walk around the city and cover it on foot. You don't need to take other types of transport.

So, there we have the different vocabulary for describing towns and cities. Obviously, there are a lot more words that you could use, but think about the questions in Part One and Part Two especially, where you might have to use some of this vocabulary.

For example, Part One: Can you describe your hometown? What is most interesting about your hometown? How can I travel around your hometown? So, talking about your hometown – obviously, we could use this kind of language.

With Part Two, there's a few more varieties of questions. Could be: Describe your hometown. Or: Describe a place you enjoyed visiting. Describe a city that you did not like visiting.

So, it could be positive, could be negative, but the language we use is going to be similar if we're talking about small towns or big towns or cities.

So, think about this vocabulary. Learn some of this vocabulary, and practice using it when you do your next speaking exam practice. [...]

UNIT 7 DESCRIPTIONS (EVENTS)

Task 1.

So, one of the several important events that take place at my military institution is the **awards ceremony**. The awards ceremony is usually hosted in the second semester of the school year, so that would be January through May. The location of this ceremony is in one of our conference rooms above our dining hall. This conference room has, it hosts several different kinds of luncheons or dinners for all the groups on campus, whether it's for the R Corps of Cadets program or fraternities. The participants for this award ceremony range from about 20 cadets, and these cadets are chosen to receive scholarships and awards that help pay for their schooling. These scholarships and awards are not all the same, they're all from different people and scholarship donors. So, an account of the activities performed at this event is

when you walk into the building, the tables are laid out with a clean white tablecloth with a bouquet of flowers, and then you have eating utensils and plates on the table. And the ceremony has everyone eat together and meet their scholarship or award donors, and then a presentation happens where each cadet that receives an award has a PowerPoint that says where they're from, what's your major, and what award that they were given. And then, the ceremony ends with the president of the school giving a speech.

Task 2.

An important event that took place at my military institution was the **contracting ceremony**. The contracting ceremony happens twice a year towards the end of each semester and it is to celebrate the individual cadets who have signed their contract and set themselves up to be future military officers. So, this happens on our drill field, chairs are laid out and the participants sit in these chairs and are called up individually and shake the hands of our professor of military science, the president of our university and our sergeant major. After this, we sit back down and we listen to a speech or two by a professor of Military Science or any other speaker that we have.

Task 3.

An important event that took place at our military institution was the **breaking of ground ceremony** on the new Military Leadership Center. It happened in the fall semester around September on a Saturday located on the drill field where the Corps of Cadets conducts ceremonies and parades. The participants in this event were donors and sponsors, as well as alumni, active students, faculty, as well as the entire Corps of Cadets. The activities performed during the event were multiple speeches given by various members of the school including the president of the school and the professor of military science and the commandant of cadets. At the end of the speeches, the Corps of Cadets circled around a trough of dirt and various important individuals like donors and sponsors and the president as well as some cadets took a shovel and broke the ground and that was the signaling that the new Military Leadership Center was going to be built regardless of what was going to happen in the future.

UNIT 8 CONVERSATIONAL STRATEGIES AND CUES

8.3. STRATEGIES AND TECHNIQUES TO MAKE ANSWERS LONGER

TASK 1.

Hi, today I'll give you nine awesome tricks to expand your answers during the IELTS speaking test.

Now this is one of the most common problems that people have when taking the IELTS speaking test.

And if you've watched any of my previous videos, you'll know that I've always advised to extend your answers during the test. But I've had students ask me how do you speak more or how do you expand your answers?

In order to speak more, you need more information, but we often struggle to what kind of information we can add. So, I'll give you nine tricks to the sorts of information you can add when you're speaking during the test.

The first piece of information you can add is **to add your feelings and opinions**. Say how you feel about the question you were just asked. It would also make your answer more interesting.

Let's look at an example: *What do you like to do in your spare time?*

Now, if you're asked this question, there is an easy way to answer the question and that would be the short answer.

You can just say *I like shopping*, but remember this is an English language exam and the examiner is testing you on your ability to speak fluently in English, so you need a longer answer, which can be as such: *I like shopping because I love trying on new clothes and I always feel more confident when I'm wearing a new outfit.*

In this way, you can add your feelings and opinions associated with a question and have a much longer answer.

Now, let's look at the next way.

The second trick is **to add a contrasting detail**, and you can do this by simply using the word *but* to contrast details, let's look at an example.

How long have you worked here?

The short answer to this could be: *I've worked there for three years*, instead you can have a longer answer by using the word *but* and adding a contrasting detail such as: *I've worked there for three years, but I'm going to change careers next year.*

The next trick to expand your idea is **to combine details**. So instead of giving a very short answer, you can add in some extra details with *and*, *with* or *also*.

Let's look at an example for this. Question: *Do you live in a flat or a house?*

You can answer this in very short saying: *I live in a house.*

If you want a longer answer, you can say: *I live in a house with my two brothers and my mum. We've also got a dog and a cat.*

Do you notice how you're adding details by combining a number of information using the words *with* and *also*?

For the next trick, you can **add past comparisons** to your answer.

So talk about what you used to do and how that has changed now in the present. This also shows your grasp of tense.

Let's look at an example. Question: *Do you play sports?*

The short answer would be: *I play football.* Instead you could say: *I used to love basketball, but now I play football because that's what my friends are into.*

OK, trick #5 is **to add reasons** to your answer. So try to explain why you think or do something in the test.

You can do this using *because* or *so*. Let's look at an example for this.

Question: *Do you like your job?*

It's very easy to answer this question in a *yes* or *no*, so you can simply just answer saying: *Yes, I love my job*, but it won't really show your expertise in the English language, so the examiner expects you to speak as much as you can so he or she can judge you better.

A longer answer can be: *I really love my job because*, so you're adding a reason, *because I get to help people with their problems every day.*

The next trick is **to talk about the future** or add something, add an information that relates to the future.

If something will change in the future, you can use one of the future structures like *will* or *be going to*.

Let's look at an example for this and it will be clearer.

Question: *Do you work or study?*

A short answer would be: *I am at university at the moment*, but instead you can add something about the future and give a much longer answer saying *I am at the university at the moment but I'm graduating next year and I will hopefully get a job in advertising.*

The next trick is **to add contrast opposite opinions**. You might be asked a question where you have to talk about your opinion or another person's opinion.

Use words like *even so* or *although* to show that you have considered both sides of the opinion.

Let's look at an example for this. Question: *Is your hometown a nice place for tourists to visit?* A short answer would be: *Yes, it has a really nice beach.*

A longer answer can be: *Yes, it has a really nice beach, although it is getting really busy these days, so it's not as pristine as it used to be.*

So, do you notice how a contrasting piece of information is adding length to your answer?

OK, moving on to trick #8: **give examples**.

This is probably the easiest way to add information or add volume to your answers. Real life examples are always the easiest things to talk about because you can talk about them naturally and in more detail.

Let's look at an example question.

Do you get along with your brothers? A short answer would be: *No, we're not in the same things.*

But if you want to answer in length, you can say: *No, we're not into the same things like, for example when we are both watching TV, we always fight about what show to watch.* So, you add an example.

The last trick would be **frequency**.

What that means is that you explain how often or how rarely you do something. You can use words like *usually*, *never*, *always*, and *more often than not*. Let's see an example for this question.

What do you do at the weekends?

Now you can answer simply by saying: I watch TV and I play computer games.

But if you want to extend your answer you can say: *I usually watch TV and play computer games, but sometimes I go out for a drink with my friends.*

So, those were the nine tricks for expanding your answers during the IELTS speaking test, but it's very important that you keep practicing, practicing and practicing as much as you can. [...]

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