

Laura-Diana CIZER

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**ENGLISH LANGUAGE
IN USE FOR NAVY STUDENTS
Vol. II**

Colecția „Nautica”

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PREFACE

The extensive scientific research and teaching activities carried out by the two authors tenured faculty members at the Romanian Naval Academy “Mircea cel Bătrân”, Constanța are reflected in this coursebook, which is designed to meet the needs of students and teaching staff in the maritime field. It also serves as a reference tool for professionals in the sector who wish to improve their maritime English communication skills.

This course, which contributes to the development of oral communication skills in English within specific contexts, addresses current needs in foreign language teaching and provides opportunities to practice English in varied contexts that are relevant from both an academic and professional standpoint.

Owing to its coherent structure, the material is accessible and easy to use for both individual study and classroom instruction. The information is presented in a logical sequence, which enhances clarity. The learning units focus on the interconnection between the components of “listening,” “grammar,” “vocabulary,” and “speaking,” thereby effectively supporting progress in the learning process. At the same time, the authors emphasize practical exercises, which help build confidence in using English.

Progressive learning and the effective development of communication skills are supported by the book’s organization into thematic units, such as “Compare and Contrast I (People)”, “Compare and Contrast II (Places)”, “Compare and Contrast III (Events)”, “Giving Instructions”, and “Giving Directions”. Each learning unit aims to reinforce specific skills, with the authors striking a balance between listening, analysis, and oral expression activities.

The coursebook also serves as a valuable resource for both the learning and teaching processes, offering modern teaching tools that are easy to integrate into classroom activities. The volume is supplemented by practical exercises, checklists for effective spoken communication, exam focus, answer key, and audioscripts, which enhance its educational value and usefulness in the learning process. In addition, the extensive list of references, featuring diverse, relevant, and up-to-date sources in the field, reflects the scientific quality of the book as well as its well-founded approach.

The balanced integration of the essential components of English language learning into a structure centered on real-life communication situations highlights the originality and usefulness of this work. Emphasis is placed on listening comprehension, on the assimilation and correct use of grammatical elements (such as adjectives (degrees of comparison); sentence structure; imperatives; modal verbs; time connectives; adverbs, etc.) and

vocabulary, as well as on oral expression. By introducing grammatical concepts in context, their understanding and immediate application are facilitated. Moreover, the selection of vocabulary and linguistic structures is appropriate for the target level and aligns with current requirements for English language instruction.

Another important element is the inclusion of authentic and varied contexts, such as expressing similarities and differences, comparing and contrasting people, places, events and ceremonies, steps in preparing for a mission abroad, organizing a successful military event, renting an apartment and a car, making travel arrangements, joining the military forces, preparing for a room inspection, conducting a flag-raising ceremony, etc. These give the course a strong practical focus. Furthermore, the interactive exercises and review sections help to gradually reinforce skills and make the learning process more accessible and dynamic.

Therefore, ***English Language in Use for Navy Students (vol. 2)*** represents a valuable contribution to the field of English language teaching, as evidenced by qualities such as the relevance of the topics, the practical nature of the content, and the clear organization of the material. Ultimately, it serves as a useful and well-structured tool for developing oral communication skills in the maritime field and contributes to the improvement of contemporary teaching practices.

Assoc. Prof. Alina Gălbează (Buzarna-Tihenea)

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FOREWORD

Dear learner,

Welcome (again) to *English Language in Use for Navy Students (vol.2)*!

This volume builds on the first one (which focused on narration and description), and continues the English language training you began in the first volume, moving you further along the path toward achieving **English language proficiency in military (naval) contexts**.

While Volume 1 focused on developing the fundamental skills of **narration and description**, Volume II expands your ability to perform other expected essential tasks, such as **comparing and contrasting, giving instructions, and providing directions**.

As in the first volume, this book is carefully tailored to the unique linguistic needs of military personnel, ensuring that you can communicate effectively in both professional and everyday contexts.

The structure of this second volume emphasizes **practical and relevant language training in English**. As such, each unit combines listening practice, grammar in context, vocabulary building, and speaking tasks that encourage you to actively use what you have learned. All in all, these activities reflect real-life naval and military scenarios, preparing you to respond quickly, clearly, and confidently in English.

Unit Breakdown

Unit 1: Compare and Contrast I (People). Comparison and contrast are essential skills for clear and analytical communication. In this unit, you will practice describing similarities and differences between people, roles, and responsibilities within naval contexts. This will help you articulate assessments and evaluations more confidently.

Unit 2: Compare and Contrast II (Places). Building on your comparative skills, this unit focuses on places, such as naval facilities, mission sites, or geographic areas. You will learn how to highlight both their distinct and similar features, supporting clear reporting.

Unit 3: Compare and Contrast III (Events). Events often need to be analyzed and reported in detail. This unit trains you to compare and contrast different naval or military events, ensuring your comparisons are accurate, structured, and meaningful.

Unit 4: Instructions. Clear and precise instructions are vital in the Navy. This unit will strengthen your ability to give and follow step-by-step directives, ensuring smooth execution and minimizing misunderstandings in operational settings.

Unit 5: Directions. Being able to give and understand directions is a practical necessity both on land and at sea. In this unit, you will develop the language to navigate and guide others effectively within military bases, or in various other environments.

Unit 6: Checklists for Effective Spoken Communication. Successful communication goes beyond grammar and vocabulary. Practical application is key to mastery. This unit comprises a series of checklists to be used when assessing your abilities to compare, contrast, give instructions, provide directions, and apply conversational strategies. This builds upon the narration and description skills developed in Volume I, ensuring you cover a full range of communicative tasks.

In conclusion, *English Language in Use for Navy Students, Volume II* is more than a textbook – it is the next step in your professional language development. By engaging with its activities, you will not only reinforce and extend the skills from the first volume, but also demonstrate the broader English **language competencies** required for operational success. Ultimately, this book will equip you with the tools to excel both in the classroom and in your naval/military career.

The Authors

UNIT 1 – COMPARE AND CONTRAST I (PEOPLE)



Objectives

- ✓ to develop strategies for comparing and contrasting individuals;
- ✓ to enhance skills in expressing similarities and differences;
- ✓ to strengthen spoken fluency and accuracy in everyday conversations

Note to the student:



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

- confidently describe people's physical appearance, and lifestyle using a variety of adjectives;
- compare and contrast two or more individuals, pointing out both similarities and differences;
- use linking words and comparative structures to make your descriptions clear and coherent;
- participate effectively in discussions that involve choosing, recommending, or evaluating people for specific roles or tasks.



Language functions: describing people's physical and personal characteristics; comparing and contrasting (similarities/differences); expressing preferences and opinions; giving reasons and justifications.



1.1 LISTENING PRACTICE

Comparing and contrasting is an important skill for language exams in English. In speaking and writing tasks, you are often asked to describe two people, and show how they are similar or different. The focus will be on using clear and simple language to describe, connecting your ideas logically, and giving reasons for your opinions or choices. By learning to compare and contrast confidently, you will be able to take part in real conversations where people need to describe, recommend, or evaluate others, and also to support decisions in a military environment.

You will listen to a short recording in which the speaker compares and contrasts two of their superior officers.



Scan the QR codes and listen to the recordings.



TASK 1 Answer the following multiple-choice questions (a, b, c or d) by choosing the best answer.

1. In what way are the two officers similar?

- a) both are in their early 20s
- b) both have gray hair
- c) both are short in stature
- d) both hold administrative roles

2. How do the two officers differ in age?

- a) one is in his late 40s and the other in his early 30s
- b) one is in his late 60s and the other in his early 20s
- c) one is in his late 20s and the other in his early 60s
- d) both are roughly the same age

3. What is the hair color of the younger officer?

- a) gray
- b) brown
- c) blonde
- d) black

4. What is the primary role of the Army officer?

- a) ensuring the company functions smoothly while supervising subordinate officers
- b) managing administrative tasks for a larger team and coordinating many personnel
- c) training and mentoring individual platoon leaders in daily routines
- d) planning missions and evaluating operational strategies for all units

5. What is the primary role of the Coast Guard officer?

- a) managing a smaller unit and reporting to higher command
- b) supervising a large team and handling administrative and management responsibilities
- c) directly training platoon leaders and soldiers in operations
- d) leading daily field missions and tactical planning

6. How is the Army officer's personality described?

- a) difficult to relate to and formal
- b) relatable, outgoing, and approachable
- c) reserved and humorous
- d) older and authoritative

7. How is the Coast Guard officer's personality described?

- a) harder to connect with personally and less relatable
- b) younger and more outgoing
- c) informal and humorous
- d) relatable and approachable like the Army officer

You will listen to a cadet comparing and contrasting two superior officers.



Let's Start!

Scan the QR code and listen to the recording.



Task 2. Read the questions carefully and choose the correct answer (a, b, c, or d).

1. Which physical similarity is mentioned between Colonel Lyons and Lieutenant Colonel Rose?

- a) They both share the same posture and fitness levels.
- b) They are described as being approximately equal in height.
- c) They have identical hairstyles and hair color.
- d) They are portrayed as looking almost indistinguishable.

2. How are the professional responsibilities of the two officers contrasted?

- a) Colonel Lyons commands at the brigade level, while Lieutenant Colonel Rose handles staff duties.
- b) Lieutenant Colonel Rose leads battalion commanders, whereas Colonel Lyons manages only company leaders.
- c) Both officers supervise identical groups but with different approaches.
- d) Colonel Lyons oversees daily logistics, whereas Lieutenant Colonel Rose directs emotional support.

3. In terms of hierarchy, what is Lieutenant Colonel Rose's relationship to Colonel Lyons?

- a) He works independently and makes decisions without consulting Lyons.
- b) He reports to Lyons for guidance on duties and weekly tasks.
- c) He commands Lyons when brigade matters become critical.
- d) He acts as Lyons's equal, dividing responsibilities equally.

4. How are their leadership styles differentiated in the description?

- a) Colonel Lyons is depicted as relaxed and detail-oriented, whereas Rose is seen as uptight.
- b) Rose emphasizes soldier morale, while Lyons concentrates on minor procedures.
- c) Lyons focuses on well-being and overall command, while Rose stresses daily processes and details.
- d) Both are portrayed as equally strict, though in different contexts.

5. Which aspect of personality does the speaker emphasize when contrasting the two officers?

- a) Colonel Lyons is portrayed as uptight, while Rose is more relaxed and hands-off.
- b) Lyons is described as humorous, whereas Rose is seen as cold and distant.
- c) Both are equally approachable, though their seriousness differs slightly.
- d) Lyons tends to micromanage, while Rose takes a broader, strategic perspective.

You will listen to a cadet comparing and contrasting his platoon leader and his company commander.



Scan the QR code and listen to the recording.



Task 3 Read each question carefully and choose the correct answer (a, b, c, or d).

1. Which physical characteristic distinguishes the company commander from the platoon leader?

- a) The company commander is described as slightly shorter in stature.
- b) The platoon leader is portrayed as weaker and less physically fit.
- c) The company commander has lighter hair than the platoon leader.
- d) Both are tall but differ in overall endurance.

2. How is the scope of authority contrasted between the two officers?

- a) The company commander oversees the entire company, while the platoon leader manages only one platoon.
- b) The platoon leader supervises multiple companies, whereas the commander focuses on one unit.

- c) Both share equal authority but in different geographical zones.
- d) The company commander directs four squads exclusively, while the platoon leader oversees executive staff.

3. Which of the following best describes the company commander's responsibilities?

- a) He commands only his own platoon of four squads.
- b) He is accountable for squad leaders, platoon leaders, the executive officer, and all enlisted personnel.
- c) He manages logistics but leaves personnel issues to the platoon leader.
- d) He provides emotional support while the platoon leader handles administration.

4. How does the description compare their personalities?

- a) Both are presented as approachable, serious when needed, but capable of humor.
- b) The commander is humorous, while the platoon leader is consistently rigid.
- c) The platoon leader is approachable, whereas the commander is portrayed as detached.
- d) They differ sharply, one being relaxed and the other perpetually uptight.

5. Which statement accurately reflects the difference in responsibility between the two officers?

- a) The company commander carries significantly more responsibility than the platoon leader.
- b) Both officers share identical levels of responsibility, only at different times.
- c) The platoon leader has more administrative duties than the commander.
- d) Responsibility is equal but distributed based on personal strengths.

You will listen to a cadet comparing and contrasting two professors, Dr. Tovlin and Dr. French.



Scan the QR code and listen to the recording.



Task 4 Read the questions carefully and choose the correct answer (a, b, c, or d).

1. In terms of profession, what do Dr. Tovlin and Dr. French have in common?

- a) Both are described as teaching in the criminal justice field.
- b) Both previously worked for the same county police department.
- c) Both specialize in forensic psychology.
- d) Both currently hold administrative positions at the university.

2. Which statement best contrasts their physical appearance?

- a) Dr. Tovlin is bearded with long gray hair, while Dr. French is clean-shaven with short brown hair and glasses.
- b) Both wear glasses and maintain a professional haircut.
- c) Dr. French is described as older with gray hair, while Dr. Tovlin has short brown hair.
- d) Both have similar appearances, but Tovlin dresses less formally.

3. How do their backgrounds in law enforcement differ?

- a) Dr. Tovlin served as a police officer, whereas Dr. French worked as an investigator.
- b) Dr. Tovlin worked as an investigator, while Dr. French served as a police officer.
- c) Both had identical careers as detectives in Forsyth County.
- d) Dr. French had a background in administration, while Dr. Tovlin specialized in patrol work.

4. What distinction is made regarding their classroom attire?

- a) Dr. Tovlin typically wears jeans and a t-shirt, while Dr. French prefers business casual.
- b) Both wear formal suits, but with different color schemes.
- c) Dr. French favors casual attire, while Dr. Tovlin prefers formal wear.
- d) Their clothing is not mentioned as a factor of contrast.

5. How are their teaching personalities described in contrast?

- a) Dr. Tovlin is more direct, sarcastic, and humorous, while Dr. French is professional and traditional.
- b) Dr. Tovlin is formal and reserved, whereas Dr. French is humorous and sarcastic.

- c) Both professors are depicted as lighthearted and equally humorous.
- d) Dr. French is stricter, while Dr. Tovlin is described as indifferent.

6. Which of the following best summarizes the difference in grading methods?

- a) Dr. Tovlin uses exams, while Dr. French relies on essays and discussion posts.
- b) Both rely exclusively on midterms and finals.
- c) Dr. French uses projects and oral exams, while Dr. Tovlin prefers quizzes.
- d) Neither relies on written assessments for evaluation.

You will listen to a cadet comparing and contrasting two professors, Dr. Saree and Dr. J.P.



Scan the QR code and listen to the recording.



Task 5 Read each question carefully and choose the correct answer (a, b, c, or d).

1. What area of teaching unites both Dr. Saree and Dr. J. P.?

- a) They are both active in the political science field.
- b) They each lecture in the criminal justice department.
- c) Both specialize in international business studies.
- d) They share responsibilities in the field of education theory.

2. How do their clothing styles differ in the classroom?

- a) Dr. Saree opts for button-up shirts with collars and dress pants, while Dr. J.P. is more casual with t-shirts, blazers, and khakis.
- b) Both consistently appear in formal suits, but Dr. J.P. prefers darker colors.
- c) Dr. J.P. is more formal with button-ups, whereas Saree leans toward casual t-shirts.
- d) Their clothing preferences are not described as a source of contrast.

3. In terms of personality, what similarity is emphasized?

- a) Both are approachable and willing to support students through academic challenges.
- b) Dr. J.P. is approachable, while Dr. Saree maintains strict professional distance.
- c) Both are formal and unapproachable during class time.
- d) Dr. Saree is supportive, whereas Dr. J.P. is more demanding and inflexible.

4. Which contrast is highlighted in their teaching styles?

- a) Dr. Saree prioritizes slide-based lectures, while Dr. J.P. stresses textbook work and quizzes.
- b) Both rely exclusively on interactive debates and group projects.
- c) Dr. J.P. uses detailed lectures, whereas Saree emphasizes independent assignments.
- d) Their teaching approaches are described as nearly identical, with few distinctions.

You will listen to a description where the speaker will be comparing and contrasting two of his instructors, Lieutenant Colonel Perkel and Sergeant Major Bauman.



Scan the QR code and listen to the recording.



Task 6 Read each question carefully and choose the correct answer (a, b, c, or d).

1. What role do both Lieutenant Colonel Perkel and Sergeant Major Bauman share at the University of North Georgia?

- a) They serve as instructors in the internship department guiding cadets in study-abroad opportunities.
- b) They both teach criminal justice courses related to policing.
- c) They act as academic advisors for engineering and science majors.
- d) They manage the university's military fitness training program.

2. Which contrast is highlighted regarding their physical appearance?

- a) Perkel is tall with long hair and a beard, while Bauman is shorter with no facial hair and short gray hair.
- b) Bauman is tall and bearded, while Perkel is shorter with a clean shave.
- c) Both are described as short and muscular with dark brown eyes.
- d) Their appearance is presented as nearly identical, except for hair color.

3. How do their clothing styles differ in the classroom?

- a) Perkel generally wears collared shirts, blazers, and trousers, while Bauman prefers polos and trousers.
- b) Both are consistently dressed in formal military uniforms.
- c) Bauman dresses in suits, while Perkel is usually in casual polos.
- d) Clothing differences are not discussed as a form of contrast.

4. What technological ability is mentioned as a point of difference?

- a) Perkel is described as more technologically capable than Bauman.
- b) Bauman is more adept with technology than Perkel.
- c) Both are equally proficient in technology use.
- d) Neither is presented as familiar with technology.

5. Which contrast is noted in their personalities?

- a) Bauman is portrayed as more relaxed, while Perkel is slightly more uptight yet well-intentioned.
- b) Both are described as overly strict and unapproachable.
- c) Perkel is depicted as humorous, while Bauman is indifferent to students.
- d) Bauman is portrayed as stricter, while Perkel is more laid-back.

6. What similarity is emphasized in their overall approach to students?

- a) Both are caring, professional, and invested in their students' success.
- b) Both are indifferent toward students, focusing only on course material.
- c) Both are described as demanding but neglectful of student needs.
- d) Both are portrayed as casual and unprofessional in demeanor.

You will listen to three cadets comparing and contrasting their peers.

1. This speaker is comparing and contrasting two classmates, Austin and Gabe, in terms of appearance, clothing, and academic lives.



Scan the QR code and listen to the recording.



Task 7 Read each question carefully and choose the correct answer (a, b, c, or d).

1. In terms of stature, which statement best differentiates the two peers?

- a) Austin is slightly taller than Gabe.
- b) Gabe has a marginal height advantage over Austin.
- c) Austin and Gabe are of identical height.
- d) Austin appears taller due to his posture.

2. Regarding body build, which description accurately reflects their contrast?

- a) Gabe is bulkier and more muscular than Austin.
- b) Austin's frame is leaner but taller.
- c) Austin exhibits greater muscularity compared to Gabe.
- d) Both have similar body compositions.

3. Considering clothing preferences, which pair correctly matches each person's typical attire?

- a) Gabe – black Gymshark shorts; Austin – khaki shorts and high tops.
- b) Austin – khaki shorts and sneakers; Gabe – shorter black shorts.
- c) Gabe – khaki shorts with high-top sneakers; Austin – short black Gymshark shorts.
- d) Both – khaki shorts and ballet shoes.

4. Which statement best captures the contrast in footwear choices between Austin and Gabe?

- a) Both favor athletic sneakers.
- b) Austin prefers ballet shoes, whereas Gabe opts for high-top sneakers.
- c) Gabe wears ballet shoes, while Austin prefers running shoes.
- d) Neither is particular about footwear style.

5. How do their academic performances compare?

- a) Austin consistently outperforms Gabe.
- b) Gabe maintains better grades overall.
- c) Both are exemplary students with straight A's.
- d) Neither maintains high academic standing.

6. Which extracurricular involvement do they share?

- a) Both participate in athletics.
- b) Both were involved in theater.
- c) Only Austin was in theater.
- d) Neither participated in artistic activities.

2. In this recording, the speaker compares and contrasts two peers, Scotty and Morgan, focusing on their looks, clothing styles, and personal interests.



Scan the QR code and listen to the recording.



Task 8 Read each question carefully and choose the correct answer (a, b, c, or d).

1. In terms of height, how do the two peers differ?

- a) Scotty is slightly shorter than Morgan.
- b) Morgan is shorter than Scotty.
- c) Both are of the same height.
- d) Scotty appears taller due to his posture.

2. Which detail best distinguishes facial hair between them?

- a) Scotty has a mustache, while Morgan has a beard.
- b) Scotty is clean-shaven, whereas Morgan has stubble.
- c) Scotty has a beard, while Morgan sports a mustache.
- d) Both maintain full beards.

3. Which clothing combination accurately matches each person?

- a) Scotty – jeans, boots, and a gold chain; Morgan – polo and sneakers.
- b) Scotty – hat, polo, pants, and sneakers; Morgan – jeans, boots, and a t-shirt with a gold chain.
- c) Morgan – hat and polo; Scotty – t-shirt and boots.
- d) Both – wear jeans, boots, and gold chains regularly.

4. Regarding accessories, what sets Morgan apart?

- a) He always wears a hat.
- b) He wears a gold chain outside his t-shirt.
- c) He prefers sunglasses and a wristwatch.
- d) He avoids any jewelry.

5. Which statement best contrasts their main interests?

- a) Scotty enjoys singing at bars, while Morgan competes in golf tournaments.
- b) Morgan travels to perform music, while Scotty focuses on improving his golf game.
- c) Both spend weekends traveling for performances.
- d) Morgan recently began golfing with Scotty.

6. How do their personal lives differ currently?

- a) Scotty recently became a father, while Morgan remains focused on performing.
- b) Morgan just had a baby, while Scotty continues to sing.
- c) Both are balancing new parenthood with their hobbies.
- d) Neither has any major life changes.

7. Which leisure is Morgan much into?

- a) Golf courses and tournaments.
- b) Bars, clubs, and musical venues.
- c) Home-based family gatherings.
- d) Outdoor sports events.

3. You will hear a description of two university peers, Rylan and Joseph, on how they differ in appearance, studies, and hobbies.



Scan the QR code and listen to the recording.



Task 9 Read each question carefully and choose the correct answer (a, b, c, or d).

1. In terms of height, how do the two peers differ?

- a) Rylan is slightly taller than Joseph.
- b) Joseph is marginally taller than Rylan.
- c) Both are the same height.
- d) Joseph is considerably shorter than Rylan.

2. Which statement best distinguishes their hair color?

- a) Rylan has darker hair, whereas Joseph's hair is a lighter brown.
- b) Both have dark brown hair.

- c) Rylan's hair is lighter than Joseph's.
- d) Joseph's hair is black, while Rylan's is blonde.

3. Which statement best represents the difference in their academic focus?

- a) Rylan studies criminal justice, while Joseph pursues engineering.
- b) Joseph and Rylan are both majoring in criminal justice.
- c) Rylan is focused on engineering, while Joseph is pursuing criminal justice.
- d) Both are undecided on their majors.

4. Which statement best applies to their academic dedication?

- a) Joseph is more grade-conscious than Rylan.
- b) Rylan appears more attentive to his academic performance.
- c) Both show minimal concern for grades.
- d) Neither student prioritizes academics.

5. How do their interests in cars differ?

- a) Both only care about how cars look.
- b) Rylan enjoys car restoration, while Joseph focuses on aesthetics.
- c) Joseph repairs vehicles, whereas Rylan collects them.
- d) Both are uninterested in automobiles.

6. Which extracurricular activity distinguishes Rylan from Joseph?

- a) Rylan plays video games competitively.
- b) Rylan participates in the Marine Corps program.
- c) Rylan performs in university theater.
- d) Rylan manages a car club.

7. How do their leisure preferences contrast?

- a) Both prefer physical fitness and video games equally.
- b) Joseph spends more time gaming, while Rylan engages in military training.
- c) Rylan plays video games, while Joseph trains with the Marines.
- d) Both avoid leisure activities.



1.2 GRAMMAR POINTS. GRAMMAR IN CONTEXT



Understanding Compare and Contrast Structures



LANGUAGE PRACTICE



TASK 10 Below is a list of words and phrases. Decide whether each one is used to show similarity (Compare) or show difference (Contrast). Write each word in the correct column.

on the other hand	similar	however	alike
in contrast	both	wheres	similarly likewise differ

COMPARE	CONTRAST



TASK 11 Read the following sample sentences, and place the structures used to express similarities and differences, respectively, in the right rubric.

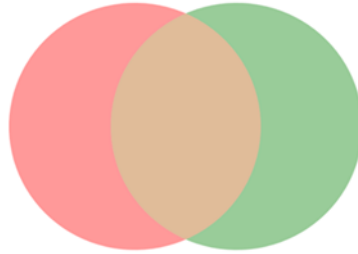
Both Lieutenant Smith and Commander Jones are experienced naval officers. However, Lieutenant Smith specializes in navigation, whereas Commander Jones focuses on engineering and ship maintenance. Both are highly respected by their crew and demonstrate strong leadership skills. In contrast, Lieutenant Smith often participates in field operations, while Commander Jones spends more time planning and coordinating missions.

☐ Comparing:	
☐ Contrasting:	

Bring additional examples to the above description.



TASK 12 Use a Venn diagram to compare and contrast Lieutenant Smith and Commander Jones.





Structures for Comparing and Contrasting People

This table provides useful structures and examples for expressing similarity and contrast in a military and naval context. You may use these examples as models to build your own sentences about people, roles, and responsibilities in professional and operational situations.

Function	Structure	Example Sentence
Expressing Similarity	Both ... and ...	Both Captain Martin and Lieutenant Johnson are experienced leaders.
	Just like ... = share	Just like Andrew, Gabrielle is highly disciplined.
	Similar to ...	Her leadership style is similar to his.
	Likewise, ...	She values teamwork; likewise, her colleague encourages cooperation.
	Similarly, ...	He is calm under pressure; similarly, she remains composed.
	(be) the same as ...	Her approach to leadership is the same as his.
	alike = resemble	The two officers are alike in their professionalism.
	in the same way	She motivates her team in the same way as her supervisor.
	comparable to ...	His experience is comparable to hers.
Expressing Contrast	Whereas ...	Gabrielle is calm, whereas Andrew is more assertive.
	... whereas ...	She prefers planning, whereas he relies on quick decisions.
	While ...	While the professor is strict, the assistant is more relaxed.
	On the other hand, ...	She focuses on theory. On the other hand, he emphasizes practice.
	In contrast, ...	She is soft-spoken. In contrast, her colleague is very direct.
	However, ...	He is experienced; however, she brings more innovation.
	Although ...	Although both are effective teachers, their methods differ .
	(be) different from	Her leadership style is different from his.
	Unlike ...	Unlike her colleague, she prefers working independently.
	(be) distinct from	His teaching style is distinct from hers.
	In opposition to ...	In opposition to his formal attitude, she is approachable.
	On the contrary, ...	He avoids teamwork. On the contrary, she encourages it.
	Rather than ...	Rather than lecturing, she prefers discussion.
	Conversely, ...	She focuses on detail. Conversely, he looks at the bigger picture.
	Contrary to ...	Contrary to his reserved nature, she is expressive.



LANGUAGE PRACTICE

TASK 13 Read the text below. Fill in the blanks with the correct expression for similarity.

I am going to compare two of my superior officers, Captain Gabrielle Martin and Lieutenant Andrew Johnson.

1. _____ Captain Martin _____ Lieutenant Johnson are professional and disciplined officers. 2. _____ Lieutenant Johnson, Captain Martin leads an active lifestyle. 3. _____, this is reflected in her posture and overall appearance. They have strong leadership skills 4. _____ and 5. _____ professionalism and responsibility. In this respect, they are 6. _____.

Their leadership qualities are 7. _____ to each other, as they both lead by example.

Furthermore, Captain Martin values teamwork and clear communication, and Lieutenant Johnson acts in the 8. _____ way.

In conclusion, Captain Gabrielle Martin and Lieutenant Andrew Johnson 9. _____ many important qualities and 10. _____ one another in their dedication to duty.



TASK 14 Read the description below. Fill in the blanks with the correct expression for differences.

I am going to contrast two of my superior officers, Captain Gabrielle Martin and Lieutenant Andrew Johnson.

Captain Martin has a slim build, 1. _____ Lieutenant Johnson has a more athletic appearance. 2. _____ Captain Martin has soft facial features, Lieutenant Johnson has more sharply defined ones.

Captain Martin focuses mainly on communication and reporting. 3. _____, Lieutenant Johnson is more involved in operational duties. 4. _____ Captain Martin adopts a calm and diplomatic leadership style, Lieutenant Johnson is more assertive and dynamic.

5. _____ officers are effective leaders, their approaches 6. _____ from one another.

Captain Martin focuses on organization and planning, 7. _____ Lieutenant Johnson relies on decisiveness and presence.



Task 15 Read the description below. Fill in the blanks with the correct expression for similarities and differences.

I am going to compare and contrast two of my superior officers, Captain Gabrielle Martin and Lieutenant Andrew Johnson.

1. _____ Captain Martin _____ Lieutenant Johnson are respected and professional officers. 2. _____ Lieutenant Johnson, Captain Martin leads an active lifestyle. 3. _____, this is visible in her posture and energy at work. They 4. _____ professionalism and discipline in common and are 5. _____ in their commitment to duty.

Their leadership qualities are 6. _____ to each other, as they both lead by example.

Moreover, Captain Martin values teamwork and clear communication, and Lieutenant Johnson does so 7. _____ the same way.

Captain Martin has a slim build, 8. _____ Lieutenant Johnson has a more athletic appearance. 9. _____ Captain Martin adopts a calm and diplomatic leadership style, Lieutenant Johnson is more assertive and dynamic.

10. _____ both officers are effective leaders, their styles 11. _____ from one another.

Captain Martin focuses on communication, 12. _____ Lieutenant Johnson relies more on decisiveness and presence.



Adjectives and Adverbs: Degrees of Comparison

Comparison of adjectives is essential for **clear and precise communication**. It allows speakers to **describe differences and similarities** between people, roles, and abilities. In professional contexts such as the military or navy, comparison helps in **evaluating performance, experience, and leadership**, and in making **objective judgments**. Using comparative and superlative forms correctly improves **accuracy, clarity, and effectiveness** in both spoken and written communication.

The tables below summarize the theory and main rules for forming and using degrees of comparison.

Forms			
Degree	Use	Structure	Example
Positive	No comparison	Adjective	The officer is disciplined.
Comparative	Compare 2 people	adj + -er /	This sailor is stronger than his mate.
		more + adj	The captain is more experienced than the lieutenant.
Superlative	Compare 1 person to a group	the + adj + -est	The cadet is the bravest in his platoon.
		the most + adj	He is the most respected officer in the unit.
Equality	Same degree	as + adj + as	The two officers are as disciplined as one another.
Inferiority	Lower degree	less + adj + than	The cadet is less experienced than the sergeant.

Comparison Structures (Cues)		
Function	Structure	Example
Compare 2 people	X is more/-er than Y	The sailor is stronger than his colleague.
Contrast	X is less ... than Y	The cadet is less experienced than the officer.
Similarity	X and Y are equally ...	Both officers are equally disciplined.
Superiority in group	X is the most ... in	She is the bravest cadet in the class.

Tip!

When comparing people, always check:

How many people? (2) → comparative / (3 or more) → superlative



Adverbs

Comparison of adverbs is essential for clear communication.

◆ 1. Comparative Structure

Use **than** after comparative forms:

- The ship moved faster **than** the supply vessel.
- The team reacted more quickly **than** before.

◆ 2. Superlative Structure

Use **the** before superlatives:

- This was **the most efficiently** conducted operation.
- He responded **the fastest** during the emergency drill.

◆ 3. Equality Comparison

Structure: **as + adverb + as**

- The crew worked as efficiently as the previous shift.
- The cadet reacted as quickly as his instructor.

◆ 4. Negative Comparison

Structure: **not as + adverb + as**

- The communication system did not function as reliably as expected.

⚓ Operational Context Practice Sentences

1. During the multinational exercise, Romanian officers coordinated more effectively than before.
2. The captain reacted the fastest during the emergency simulation.
3. The sonar system performed better after maintenance.
4. The ship navigated more safely in calm waters than in rough seas.

The tables below summarize the theory and main rules for forming and using degrees of comparison of adverbs.

⚓ Comparison of Adverbs

1. General Rules				
Type of Adverb	Positive	Comparative	Superlative	Rule
Short adverbs (1 syllable)	fast	faster	fastest	Add -er / -est
Adverbs ending in -ly	carefully	more carefully	most carefully	Use more / most
Irregular adverbs	well	better	best	Irregular forms
	badly	worse	worst	
	far	farther/ further	farthest/ furthest	

2. Detailed Table			
Degree	Structure	Example (General)	Example (Naval Context)
Positive	base form	The radar works efficiently.	The crew responded quickly.
Comparative	-er / more + adverb	The engine runs faster.	The frigate moved faster than the patrol boat.
Superlative	-est / most + adverb	She works most efficiently.	The commander reacted the most decisively during the drill.

3. Detailed Table			
Degree	Structure	Example (General)	Example (Naval Context)
Positive	base form	The patrol boat moved fast in the fleet.	The destroyer sailed fast.
Comparative	-er / more + adverb	The cadets trained harder than usual during the drill.	The crew worked harder during the storm.
Superlative	-est / most + adverb	She works the most efficiently in her team.	The watch started at the earliest time ever.

4. Detailed Table Adverbs Ending in -ly			
Degree	Structure	Example (General)	Example (Naval Context)
Positive	base form	The vessel moved safely through the channel.	The ship docked safely in calm waters.
Comparative	-er / more + adverb	The officer checked the map more carefully this time.	The officer checked the coordinates more carefully this time.
Superlative	-est / most + adverb	The team performed most professionally during the NATO exercise.	The crew operated the system the most efficiently this week.

5. Irregular Adverbs			
Degree	Structure	Example (General)	Example (Naval Context)
Positive	base form	The vessel moved far through the rough sea.	The ship docked safely in calm waters.
Comparative	-er / more + adverb	The officer reacted better on this occasion.	The navigator performed better under pressure.
Superlative	-est / most + adverb	The vessel traveled the farthest than ever expected.	The radar functioned the worst during this storm.



LANGUAGE PRACTICE



TASK 16 Complete the sentences using the correct form of the adjective in brackets and the appropriate structure of similarity.

1. Naval cadets are expected to be (disciplined)
2. The submarine crew must remain (alert) the surface fleet when navigating hostile waters.
3. Both submarine commanders are (decisive) during high-risk underwater operations.
4. The new radar operator is (efficient) the senior technician during night shifts.
5. The cadets in Alpha and Bravo units are (disciplined) during inspection.
6. The marine engineer is (skilled) his supervisor in handling engine failure.
7. Both officers remained (calm) the captain under enemy fire.
8. The new recruits are (motivated) the experienced sailors during joint drills.



TASK 17 Complete the sentences using the correct comparative structure.

1. Of all the cadets in the academy, Lieutenant Harris is the(capable).
2. The (well) the crew trains under pressure, the (confident) they perform during real combat situations.
3. The officer is extremely (disciplined) during strategic briefings.
4. The captain is (experienced) the lieutenant in naval negotiations.
5. The cadet is (brave) in his platoon.
6. Both officers are (loyal) to their command.
7. The recruit is (prepared) the rest of his squad for emergency drills.
8. The admiral is (respected) officer in the entire navy.



TASK 18 Complete the sentences using the correct comparative structure.

Complete the sentences using the comparative form of the adverbs in brackets.

(comparative + than / much / far / considerably / slightly, etc.)

1. During the multinational maritime exercise, the Romanian crew coordinated _____ the previous rotation.
2. When the emergency signal was activated at night, the bridge team reacted _____ they had during the daytime simulation.
3. After the technical upgrade, the radar system identified potential threats _____ before the maintenance procedures were completed.
4. In rough sea conditions, the frigate maneuvered _____ the patrol vessel accompanying it.
5. During the final evaluation, the cadets completed the navigation task _____ they had in the mid-term assessment.
6. In the crisis briefing, the commanding officer explained the evacuation procedures _____ his deputy had done earlier.
7. Thanks to additional training, the engineering department solved the mechanical failure _____ during the previous incident.
8. In the joint NATO drill, communication between units flowed _____ in last year's exercise.
9. After repeated simulations, the rescue team executed the extraction plan _____ at the beginning of the training program.
10. During combat simulation, the squad leader responded to unexpected developments _____ the rest of the unit.



TASK 19 Complete the sentences using the correct comparative or superlative form of the adverb in brackets.

1. During the joint naval exercise, the Romanian crew coordinated _____ (efficiently) than during the previous deployment.
2. Out of all the radar operators, Lieutenant Marinescu identified the target _____ (quickly).
3. In crisis negotiations, the senior commander communicated _____ (well) than his deputy.
4. Of all the units involved in the mission, the special forces team reacted _____ (decisively).
5. After the maintenance upgrade, the engines operated _____ (smoothly) than before.

6. Among all the cadets in the academy, she performs _____ (well) under pressure.
7. During the storm, the frigate maneuvered _____ (carefully) than the patrol boat.
8. In the entire fleet, this destroyer travels _____ (fast).
9. After repeated simulations, the rescue team executed the extraction plan _____ (effectively) than during the first drill.
10. Of all communication officers, he explains tactical procedures _____ (clearly).
11. The submarine advanced _____ (far) than the supply vessel during the long-range mission.
12. In that multinational exercise, information circulated _____ (securely) of all previous operations.
13. During the emergency drill, the cadets reacted _____ (calmly) than expected.
14. Out of the entire bridge crew, the navigation officer calculated distances _____ (accurately).
15. In extreme weather conditions, the support ship moved _____ (slowly) than the combat vessel.
16. Of all the junior officers, she adapts _____ (easily) to unexpected developments.
17. During last year's deployment, the engineering department worked _____ (hard) than ever before.
18. In the final stage of the operation, the commander responded _____ (promptly) of all participants.
19. After cybersecurity training, data was transmitted _____ (safely) than before.
20. Among all units involved in the live-fire exercise, the artillery team reacted _____ (badly).



1.3 WORD BANK: OTHER WAYS TO SAY IT. BOOSTING ADJECTIVES

People-focused common adjectives and their best alternatives:

😊 Good
kind 😊 friendly 😊 thoughtful 🗣️ compassionate ❤️ helpful 🧑🧑 honest 🤝 trustworthy 🧡 caring
🌸 Nice
pleasant 😊 amiable 😊 gentle 🌸 polite 🧑 charming ✨ agreeable 👍 considerate 🧡 warm 🌞
💪 Big (body/presence)
tall and broad 🏋️ sturdy 🧱 strong 💪 muscular 🦾 robust 🧑 burly 🍷 💪 hefty 📦
👁️ Eyes
bright-eyed ✨ 👁️ expressive 🗣️ 👁️ sparkling ✨ clear-eyed 👁️ wide-eyed 🧑 piercing 🎯 👁️ alert 👁️ ⚡ thoughtful-eyed 🧑 👁️
🦵 Tall
towering 🏰 statuesque 🦵 long-legged 🦵 lofty 🌤️ elevated posture 🧑 📶
🌸 Fat
plump 🍎 chubby 😊 rounded 🍷 full-figured 🌸 curvy ~heavyset 🧑
🧒 Short
petite 🌸 compact 📦 diminutive 🧒 small-statured 🌱 tiny 🧑

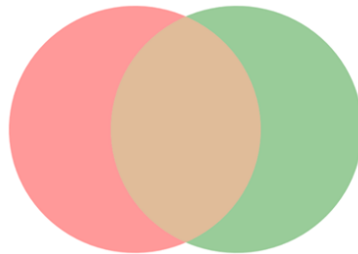


1.4 SPEAKING PRACTICE: Your turn!

Assignment:

Compare and contrast two people (for example, Abraham Lincoln vs. John F. Kennedy). Follow the instructions below:

1	Make 3 – 4 comparison and contrast sentences using structured phrases.
2	Create a Venn diagram to compare and contrast.
3	Organize your ideas in 6 – 8 sentences comparing and contrasting.
4	Share your findings.



UNIT 2 – COMPARE AND CONTRAST (PLACES)



Objectives

- ✓ to identify similarities and differences between two or more places (e.g., cities, countries, military units in terms facilities and equipment, etc.)
- ✓ to compare and contrast places using appropriate comparative language;
- ✓ to express personal preferences and justify choices;
- ✓ to use graphic organizers to organize information about places.

Note to the student:



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

- identify and describe the similarities and differences between two or more places;
- compare physical features of places using appropriate vocabulary;
- organize information clearly using tools like Venn diagrams;
- communicate your comparisons effectively in writing, speaking, or visual presentations.



Language functions: expressing similarity, difference, and preference

2.1 LISTENING PRACTICE

2.1.1 Comparing and contrasting places is an essential skill in English exams. In speaking and writing tasks, you may be asked to describe two locations, highlighting their similarities and differences. The focus is on using clear language, linking your ideas logically, and giving reasons for your opinions or preferences. Practicing this skill helps you describe, recommend, or evaluate places effectively, both in real-life situations and in academic or professional contexts.

Now do the following tasks:

You will hear a retired military officer comparing and contrasting two military units/bases in terms of location, size, objectives, equipment and facilities, and personnel.



Scan the QR code and listen to the recording.



Task 1 Choose the best answer.

1. Which statement correctly describes the difference between the naval and land units?

- a) The naval unit carries out sea operations, while the land unit handles ground missions.
- b) Both units focus on ground operations, but the naval unit has more personnel.
- c) Both units perform maritime missions, but the land unit has specialized officers.
- d) The naval unit uses vehicles, while the land unit operates ships.

2. According to the speaker, both units

- a) provide advancement, although the skills needed differ.
- b) operate on land, but one is larger.
- c) have long missions, but one focuses on navigation.
- d) use ships and weapons specific to their tasks.

You will hear a travel enthusiast comparing and contrasting two holiday destinations in terms of location, facilities, tourist attractions and things to do.



Scan the QR code and listen to the recording.



TASK 2. Answer the following questions.

1. Which statement correctly describes a difference between the two vacations?

- a) In both vacations, traveling was easier because private transport was used.
- b) Traveling in Brasov was easier because the writer used their own car, while in Paris public transport made getting around slightly harder.
- c) Both vacations involved using mostly public transport.
- d) Traveling in Paris was easier because taxis were used everywhere.

2. Which statement correctly describes a difference between the two vacations?

- a) In both places, the writer went hiking and climbed mountains.
- b) In Paris, the writer relaxed in nature, while in Brasov sightseeing was the main activity.
- c) In Brasov, the writer went hiking, relaxed in nature, and used a cable car, while in Paris the focus was sightseeing, shopping, and trying new food.
- d) Both vacations involved the exact same activities.

You will hear an officer comparing and contrasting two military branches in terms of their missions, equipment and personnel, and main activities.



Scan the QR code and listen to the recording.



TASK 3 Answer the following questions.

1. Which statement correctly describes a difference between the Army and the Navy?

- a) The Army operates on land while the Navy works at sea.
- b) The Army handles ground missions while the Navy handles maritime missions.
- c) Both branches perform similar missions in different places.
- d) The Navy focuses on sea defense while the Army focuses on land defense.

2. Which statement correctly describes a similarity between the Army and the Navy?

- a) Both branches participate in missions in their own environments.
- b) Both focus only on land operations and training exercises.
- c) Both operate mainly at sea using ships and submarines.
- d) Both conduct only sea patrols and navigation exercises.

You will hear a student comparing and contrasting life on a military base to life outside it in terms of accommodation, leisure activities, facilities, cost of living, and transportation.



Scan the QR code and listen to the recording.

TASK 4 Choose the best answer.



1. Which statement correctly describes a difference between life on a military base and in the city?

- a) On base, housing is usually provided, while in the city people rent or buy accommodation.
- b) On base, people rent or buy housing, while in the city accommodation is provided.

- c) Both on base and in the city, housing is usually provided to residents.
- d) On base, there is no accommodation, while in the city all housing is free.

2. Which statement correctly describes a difference in leisure opportunities?

- a) On base, activities are structured in gyms and recreation areas, while in the city people choose among theaters, parks, and restaurants.
- b) On base, people have complete freedom for leisure, while in the city activities are structured and organized.
- c) Both on base and in the city, leisure activities are limited and organized by authorities.
- d) On base, residents choose freely among theaters, parks, and restaurants, while in the city activities are structured.

You will listen to a PR officer comparing and contrasting two workplaces, namely a job in the military and a civilian one in terms of timetable, wages, perks, tasks, and responsibilities.



Scan the QR code and listen to the recording.



TASK 5 Choose the best answer.

1. Which statement correctly describes a difference between military and civilian jobs?

- a) Military jobs are flexible and independent, while civilian jobs follow strict timetables.
- b) Military jobs have strict timetables and require discipline, while civilian jobs offer more flexible schedules.
- c) Both military and civilian jobs have strict timetables and similar discipline.
- d) Military jobs are completely flexible, while civilian jobs are highly structured.

2. Which statement correctly describes a difference in wages and perks?

- a) Military jobs provide housing and healthcare, while civilian jobs offer higher salaries.
- b) Military jobs provide higher salaries, while civilian jobs offer housing and healthcare.

- c) Both military and civilian jobs give the same benefits and salaries.
d) Military jobs offer only pay, while civilian jobs provide full benefits.



2.2 GRAMMAR POINTS. GRAMMAR IN CONTEXT



Structures for Expressing Similarities and Differences

This table provides useful structures and examples for expressing similarity and contrast when discussing places in a military or naval context. It is designed to help learners describe, compare, and analyze different locations such as bases, ports, and facilities. Use these examples as models to create your own sentences that highlight the unique features, functions, and purposes of various places within professional and operational settings.

Function	Structure	Example Sentence
Expressing Similarity	Both... and...	Both a naval base and an air force base provide housing, training, and operational facilities for personnel.
	Just like... / Similar to...	Just like an aircraft carrier, a naval station serves as a hub for maritime operations.
	Likewise, ...	A military academy develops leadership skills. Likewise, a naval college prepares officers for command at sea.
	Similarly, ...	A shipyard supports naval construction. Similarly, an airfield supports aircraft maintenance and operations.
	The same as...	A naval dockyard is the same as an army logistics base in that both supply and maintain equipment.
	Alike / In the same way	A command center and an operations room are alike in their focus on coordination and decision-making.
	Comparable to...	A naval harbor is comparable to an airport in its role as a transport hub for missions.
	In common...	Both ports and military bases have checkpoints and security protocols in common.

	Resembling...	A naval training camp resembles an army boot camp in its rigorous daily routine.
Expressing Contrast	Whereas...	Whereas a naval base is located by the sea, an army base is usually inland.
	While...	While a submarine base is built underground for secrecy, an airbase is open and expansive.
	On the other hand, ...	A naval shipyard focuses on vessels. On the other hand, an airfield is dedicated to aircraft.
	In contrast, ...	A coastal base has direct access to the sea. In contrast, a desert base relies on land convoys for supplies.
	However, ...	Both naval and air bases house personnel. However, their infrastructure differs significantly.
	Although...	Although both academies train officers, the naval academy emphasizes navigation while the air force academy stresses aeronautics.
	Different from...	A naval command center is different from an army headquarters in its focus on maritime operations.
	Unlike...	Unlike a forward operating base in the desert, a naval port is designed for long-term support and resupply.
	Distinct from...	A nuclear submarine base is distinct from a conventional naval station in its level of security and secrecy.
	In opposition to...	In opposition to urban bases, remote island bases offer isolation and limited access.
	On the contrary, ...	Some say all military bases are alike. On the contrary, each base is adapted to its environment and mission.
	Rather than...	Rather than being built inland, naval bases are always established near the coast.
	Conversely, ...	A land border checkpoint restricts movement on the ground. Conversely, a naval checkpoint monitors sea traffic.
	Contrary to...	Contrary to civilian ports, naval harbors are highly restricted and fortified.
	Differing from...	A naval training base differs from an airbase in the type of equipment and exercises conducted.



LANGUAGE PRACTICE



TASK 6 Complete each sentence using an appropriate structure of similarity from the list above.

1. _____ a submarine command center and a land-based headquarters require constant surveillance and secure communication systems.
2. _____ an aircraft carrier, a naval base functions as a strategic hub for operations and logistics.
3. A coastal radar station tracks maritime traffic. _____, an air defense unit monitors aerial threats.
4. A naval academy develops discipline and leadership. _____, a military college prepares officers for command responsibilities.
5. A naval dockyard is _____ an army supply depot in that both maintain and repair operational equipment.
6. A destroyer and a frigate are _____ in their primary mission of escort and protection.
7. A naval harbor is _____ an international airport due to its role in coordinating departures and arrivals.
8. Secure perimeters and surveillance systems are features that naval bases and airbases have _____.
9. _____ a boot camp, a naval training facility enforces strict routines and physical conditioning.
10. A missile control room operates _____ a command bunker when it comes to rapid decision-making under pressure.



TASK 7 Complete each sentence using an appropriate structure of contrast from the list above.

1. _____ a naval base is located along the coastline, an army base is typically situated inland.
2. _____ a submarine operates underwater for stealth, a destroyer remains visible on the surface.
3. A shipyard specializes in vessel construction. _____, an airbase is focused on aircraft deployment.
4. A tropical naval station relies on sea routes for supply. _____, a desert base depends heavily on land transport.

5. Both installations house military personnel. _____, their operational priorities are fundamentally different.
6. _____ both academies train officers, the naval academy emphasizes maritime navigation and strategy.
7. A nuclear submarine facility is _____ a conventional dockyard because of its strict security protocols.
8. _____ a forward operating base designed for temporary missions, a naval port is structured for long-term deployment.
9. Some assume all military bases follow identical layouts. _____, each installation adapts to its environment and mission.
10. _____ civilian commercial ports, naval harbors are heavily fortified and restricted.



TASK 8 Choose the correct option (A, B, C, or D).

1. _____ a naval dockyard focuses on ship maintenance, an airbase specializes in aircraft operations.
 - a) similarly
 - b) whereas
 - c) likewise
 - d) in the same way
2. Both a destroyer _____ a frigate are designed for escort missions.
 - a) and
 - b) whereas
 - c) however
 - d) unlike
3. A submarine operates covertly underwater. _____, an aircraft carrier remains highly visible.
 - a) likewise
 - b) similarly
 - c) in contrast
 - d) the same as

4. _____ a military academy, a naval college emphasizes discipline and leadership training.
- a) unlike
 - b) similar to
 - c) on the contrary
 - d) whereas
5. Coastal bases rely on sea supply routes. _____, inland bases depend on ground transport.
- a) conversely
 - b) similarly
 - c) in common
 - d) alike
6. A command center and an operations room are _____ in their focus on coordination.
- a) whereas
 - b) alike
 - c) however
 - d) contrary
7. _____ both installations provide housing for personnel, their operational structures differ significantly.
- a) although
 - b) likewise
 - c) similarly
 - d) in the same way
8. A naval harbor is comparable to an airport _____ both serve as transport hubs.
- a) whereas
 - b) in opposition to
 - c) in that
 - d) on the contrary
9. _____ civilian ports, naval harbors enforce strict security protocols.
- a) likewise
 - b) contrary to
 - c) similarly
 - d) in common
10. Secure checkpoints and surveillance systems are features both airbases and naval stations have _____.

- a) whereas
- b) however
- c) in common
- d) distinct from



Task 9 Use an appropriate similarity or contrast word and fill in the gaps.

1. _____ a submarine base is hidden for strategic reasons, a naval harbor is generally visible and accessible.
2. A shipyard builds and repairs vessels. _____, an airfield maintains and services aircraft.
3. _____ an army logistics base, a naval dockyard supplies and repairs equipment.
4. Some believe all military bases operate the same way. _____, each base is adapted to its mission.
5. A coastal radar system monitors sea traffic. _____, an air defense radar tracks aircraft.
6. _____ both academies train officers, the naval academy focuses more on maritime strategy.
7. A nuclear submarine facility is _____ a conventional naval station due to its heightened security measures.
8. A forward operating base is temporary. _____, a naval base is designed for long-term deployment.
9. Both the frigate _____ the corvette participated in the joint exercise.
10. Secure infrastructure and restricted access are characteristics the two installations have _____.



2.3 WORD BANK: OTHER WAYS TO SAY IT. BOOSTING ADJECTIVES

Common Adjectives (Place-focused) and their best alternatives:



ancient, historic	old
beautiful	pretty
budget-friendly	affordable
dull	boring
bustling	busy
charming	nice
contemporary	modern
compact	small
cosmopolitan	international
crowded	full of people
exciting	fun
costly, luxurious	expensive
dilapidated	run-down
famous	well-known
fantastic	great
fascinating	interesting
huge	very big
lively, vibrant	active
inexpensive	cheap
popular	liked by all people
picturesque, scenic	pretty
tranquil	peaceful
polluted	dirty
secluded	unexplored
stunning	breathtaking
touristy	full of tourists

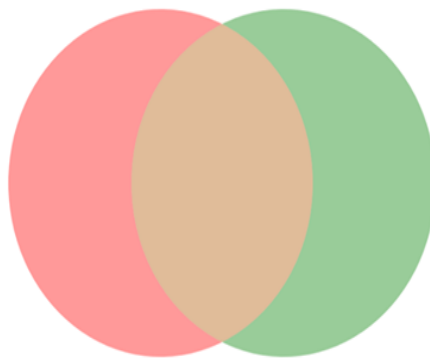




2.4 Speaking Practice: You turn!

Assignment: Compare and contrast two places (for example, Paris vs. London). Follow the instructions below:

1	Make 3 – 4 comparison and contrast sentences using structured phrases.
2	Create a Venn diagram to compare and contrast.
3	Organize your ideas in 6 – 8 sentences comparing and contrasting.
4	Share your findings.



UNIT 3 – COMPARE AND CONTRAST (EVENTS)

	Objectives ✓ to identify and describe key features of different events, including type, participants, location, formality, and main activities ✓ to compare and contrast military and civilian ceremonies, recognizing similarities and differences ✓ to express and bring reasons for personal opinions or preferences about events using appropriate language for comparison and contrast
---	---

Note to the student:

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

- compare and contrast military and civilian ceremonies by recognizing similarities and differences;
- use appropriate language to justify opinions about which events are more meaningful, formal, or enjoyable;
- express personal preferences politely using specific details from listening texts;
- develop speaking and writing skills to communicate comparisons and contrasts clearly.



Language functions: comparing and contrasting events; expressing opinions; justifying reasons, and politely sharing preferences.

Being able to **compare and contrast events** is an important skill in both exams and real life. It helps you **understand similarities and differences**, organize information clearly, and express your own opinions with reasons. Listening carefully for details will allow you to compare events on your own, notice patterns, and explain your ideas clearly in speaking or writing.

You will hear two people describing the military and civilian ceremonies they attended.



3.1 LISTENING PRACTICE

Military events, such as graduations from military courses, are important because they recognize achievements, discipline, and service, and bring together colleagues, family, and superiors.

Listening Activity: Military Ceremonies

You will hear two speakers describing military ceremonies.



Scan the QR code and listen to the recording.

Let's Start!



TASK 1 Choose the best answer.

1. What is the main idea expressed by the first speaker?

- a) The event was a casual gathering to celebrate new recruits joining the Air Force.
- b) The ceremony was an informal social event with family and friends participating on stage.
- c) The ceremony was a formal graduation event for military officers completing the Air War College program.
- d) The ceremony focused on promoting soldiers to higher ranks without any academic component.



TASK 2 Choose the best answer.

1. What is the main idea expressed by this second speaker?

- a) The commissioning ceremony was a casual university event for students to celebrate the end of the school year.
- b) The commissioning ceremony marked college graduates officially joining the Army as second lieutenants.
- c) The event was a friendly competition between different branches of the military at the university.
- d) The commissioning ceremony was held to honor retired military officers returning to school.

TASK 3 Now listen to the recording again (FIRST SPEAKING) and focus on vocabulary and details. Choose the best answer.

1. What is the meaning of the phrase “military bearing”?

- a) A type of medal given to soldiers
- b) The way soldiers show discipline and proper posture
- c) The directions soldiers march
- d) Military ranking order

2. The word “commandant” most likely refers to:

- a) A soldier in basic training
- b) The leader of a military school or institution
- c) A local government official
- d) A civilian instructor

3. The meaning of the word “formal” is:

- a) Serious and disciplined in manner
- b) Relaxed and informal
- c) Loud and entertaining
- d) Friendly and casual

4. The expression “maintain respect” means:

- a) To show proper behavior and politeness during the event
- b) To speak loudly to be noticed
- c) To stand up and cheer
- d) To relax and enjoy freely

5. Who was the guest speaker at the ceremony?

- a) A general from the Army
- b) The president of the university
- c) The Commandant of the Air War College
- d) A family member of a graduate

6. Who was allowed to attend the ceremony?

- a) Citizens from the local community
- b) Only family, friends, and soldiers
- c) Only Air Force officers
- d) Government officials and media

7. What did the graduates do during the ceremony?

- a) Gave speeches to the audience
- b) Marched and sang the Air Force song
- c) Presented awards to guests
- d) Performed a short play

8. What academic degree did graduates receive after completing the Air War College?

- a) Doctorate in Political Science
- b) Bachelor's degree in military training
- c) Master's degree in Strategic Studies
- d) Certificate in defense management

TASK 4 Now listen to the recording again (SECOND SPEAKER) and focus on vocabulary and details. Choose the best answer.

1. The word “commissioning” most likely means:

- a) Joining the Army as an officer
- b) Completing a college project
- c) Receiving a job offer
- d) Being promoted to general

2. The phrase “high-ranking” in the text refers to:

- a) People with important military positions
- b) Students graduating with honors
- c) Guests who arrived late
- d) People who sing the national anthem

3. The term “dress military uniform” means:

- a) The camouflage uniform used for training
- b) The formal outfit worn for special events
- c) The uniform used for physical exercise
- d) The standard clothing for daily classes

4. The word “atmosphere” in this context means:

- a) The layer of air around the Earth
- b) The overall feeling or mood of the event
- c) The weather during the ceremony
- d) The smell in the gymnasium

5. Where did the ceremony take place?

- a) In an outdoor stadium
- b) In the university's gymnasium
- c) At a nearby military base
- d) In a rented conference hall

6. When did the ceremony happen?

- a) In May 2025
- b) In January 2024
- c) In September 2022
- d) In December 2023

7. Who delivered the main speech at the event?

- a) The university president
- b) A colonel in the Army
- c) A local politician
- d) A retired veteran

8. What was the purpose of the commissioning ceremony?

- a) To celebrate the end of basic training
- b) To honor retired military officers
- c) To officially make college graduates second lieutenants in the Army
- d) To promote current captains to majors

Civilian events, like graduations and weddings, are important because they celebrate major life milestones and bring family and friends together. They help people share meaningful moments and create lasting memories.

Listening Activity: Civilian Ceremonies

Now, you will listen to two speakers describing civilian ceremonies.



Scan the QR codes and listen to the recordings.



TASK 4. Listen to each speaker and complete the table with the information you hear.

Information Category	Speaker 1	Speaker 2
Type / Name of Ceremony		
Date / Time		
Place / Location		
Indoor / Outdoor		
Level of Formality		
Main Participants		
Other Participants / Guests		
Attire / Dress Code		
Atmosphere / Mood		
Reason for Celebration		
Opening of the Ceremony		
Speeches / Special Roles		
Main Event Activities		
Closing of the Ceremony		
Activities After the Ceremony		
Importance / Meaning of the Event		



TASK 5 Listen again to Speaker 1 (Graduation) and Speaker 2 (Wedding). For each feature mentioned by the speakers, mark ☒ Same, or ✗ Different

Feature	Same / Different	Notes (optional)
Type of event		
Location (city/state)		
Indoor/Outdoor		
Level of formality		
Main participants		
Attire		
Atmosphere / Mood		
Speeches / Special roles		
Main activities		



TASK 6 Use the table above to draw comparisons between the two events in 4–6 sentences either in speaking or in writing. Use the appropriate structures for comparing and contrasting the events.



Scan the QR code and listening to the recording.



Task 7 Choose the best answer.

1. How does the speaker distinguish between the two ceremonies in terms of purpose?

- a) One served an official function, whereas the other had greater personal significance.
- b) Both ceremonies were mainly intended to celebrate personal achievements.
- c) One focused on education, while the other focused on family relationships.
- d) Both ceremonies had an equally formal purpose.

2. According to the speaker, how did the locations and participants differ?

- a) Both ceremonies took place on school premises.
- b) The military ceremony took place on a base with participants in full-dress uniforms, whereas the graduation was held at school and brought together students, teachers and families.
- c) The graduation took place on a military base, while the military ceremony was held at school.
- d) Both events involved participants wearing full-dress uniforms.

3. Which statement best reflects the contrast introduced by “unlike”?

- a) The military ceremony included speeches, salutes and official protocols, unlike the graduation, which included speeches, awards and civilian celebrations.
- b) The graduation included speeches and official protocols, unlike the military ceremony, which included awards.
- c) The military ceremony included awards, unlike the graduation, which included salutes.
- d) Both ceremonies included only speeches.

4. Which feature is shared by both ceremonies?

- a) Official protocols
- b) Awards
- c) Speeches
- d) Full-dress uniforms

5. What overall contrast does the speaker make in the conclusion?

- a) The military ceremony was larger, while the graduation was smaller.
- b) The military ceremony was more formal, while the graduation was more emotional.
- c) The graduation was more formal, whereas the military ceremony was more emotional.
- d) Both ceremonies were equally formal and emotional.

6. What does the speaker mainly emphasize when comparing the two ceremonies?

- a) Although both ceremonies were important, they differed in purpose, setting and atmosphere.
- b) Since both ceremonies were important, they were almost identical.
- c) The ceremonies differed only in location.
- d) The ceremonies differed only in the activities performed.

7. The connector “whereas” is used to show that:

- a) the two situations are similar.
- b) one event happened before the other.
- c) two contrasting situations are being compared.
- d) one event caused the other.

8. Which pair of elements is contrasted through the structure “while” in the conclusion?

- a) location and participants
- b) activities and uniforms
- c) formality and emotional impact
- d) speeches and awards



3.2 GRAMMAR POINTS. GRAMMAR IN CONTEXT

Comparing and Contrasting: Events

This table provides useful structures and examples for expressing similarity and contrast when discussing events in a military or naval context. It is designed to help you describe, compare, and analyze different operations, ceremonies, and activities. Use these examples as models to create your own sentences that highlight the features, purpose, and significance of various events within professional and operational settings.

Function	Structure	Example Sentence
Expressing Similarity	Both... and...	Both a naval commissioning ceremony and an army commissioning ceremony celebrate the induction of new officers.
	Just like... / Similar to...	Just like a ship launch, an aircraft maiden flight marks a milestone in military operations.
	Likewise, ...	A military parade demonstrates discipline. Likewise, a naval review showcases order and tradition.
	Similarly, ...	A naval graduation emphasizes training achievements. Similarly, an air force graduation honors newly qualified officers.
	The same as...	A promotion ceremony is the same as a medal presentation in that both recognize service and achievement.
	Alike / In the same way	A joint exercise and a war game are alike in preparing personnel for operational scenarios.
	Comparable to...	A naval exercise is comparable to a field training exercise in the army in terms of planning and coordination.
	In common...	Both military funerals and memorial services have rituals in common that honor fallen personnel.
	Resembling...	A Navy change-of-command ceremony resembles a formal inauguration in its ceremonial structure.
Expressing Contrast	Whereas...	Whereas a naval parade occurs on the waterfront, an army parade typically takes place on a training ground.
	While...	While a commissioning ceremony marks the start of an officer's service, a retirement ceremony honors the end of service.
	On the other hand, ...	A submarine launch is a highly technical event. On the other hand, a regimental review is ceremonial and symbolic.

	In contrast, ...	A naval drill focuses on shipboard procedures. In contrast, an air force drill emphasizes aircraft operations.
	However, ...	Both naval and army exercises test readiness. However, their environments and equipment differ significantly.
	Although...	Although military and civilian ceremonies celebrate achievement, the protocols and traditions differ greatly.
	Different from...	A medal ceremony is different from a promotion ceremony in its purpose and focus.
	Unlike...	Unlike a civilian parade, a military parade follows strict hierarchical order and commands.
	Distinct from...	A naval war game is distinct from an army field exercise in the scale of maritime coordination required.
	In opposition to...	In opposition to informal gatherings, military ceremonies maintain formal protocols and dress codes.
	On the contrary, ...	Some think all ceremonies are alike. On the contrary, each event has its own objectives and traditions.
	Rather than...	Rather than personal celebrations, military events emphasize collective achievement and honor.
	Conversely, ...	A training exercise is planned for skill development. Conversely, a ceremonial event is designed for recognition and morale.
	Contrary to...	Contrary to popular belief, not all military events are public; many occur behind closed doors.
	Differ from...	A naval commissioning differs from a promotion ceremony in its participants and procedural steps.



LANGUAGE PRACTICE



TASK 8 Complete each sentence using the words in parentheses to show similarity. Use structures like *both...and*, *as...as*, *the same as*, *similar to*, *alike*, etc.

1. The naval exercises organized last year and those held this year are _____ in terms of scale and coordination.
2. Participating in an international maritime drill is _____ demanding _____ taking part in a national exercise.
3. The rescue operations conducted by the two allied fleets were _____ efficient in critical situations.
4. The opening ceremony of the naval event was _____ the one organized during the previous NATO exercise.
5. Both the live-fire exercise _____ the search-and-rescue mission required precise timing and coordination.
6. The joint training sessions carried out by the two units were executed _____ despite different command structures.
7. The schedule of the multinational exercise was _____ strict _____ the one followed during last year's operation.
8. The emergency response procedures applied during both incidents were _____ in complexity and execution.
9. The performance of the crews during the recent naval event was _____ impressive _____ their performance in previous drills.
10. The closing ceremonies of the two international events looked remarkably _____.



TASK 9 Complete the sentences using comparative or contrast structures: *while*, *whereas*, *unlike*, *different from*, *more/less...than*, *in contrast to*, etc.

1. _____ a naval review, a military parade highlights discipline and coordination among units.
2. A joint naval exercise is _____ a multinational air force drill in terms of strategic planning.
3. A commissioning ceremony is _____ a retirement ceremony, as they mark opposite stages of a military career.
4. _____ a ship launch represents a technical achievement, a medal ceremony focuses on individual recognition.
5. Both a naval drill _____ a field exercise are designed to improve operational readiness.

6. A submarine deployment is _____ from a surface fleet mission due to its covert nature.
7. _____ a ceremonial event, a combat exercise involves real-time decision-making and tactical execution.
8. A naval graduation ceremony is _____ an army graduation in celebrating the completion of training.
9. _____ a public parade, some military exercises are conducted in restricted areas.
10. A change-of-command ceremony is _____ a formal inauguration in structure and symbolism.



TASK 10 Complete the sentences by choosing the correct comparative or similarity structure.

1. _____ a naval commissioning ceremony, a graduation ceremony marks an important milestone in a person's career.
2. A military parade is _____ a naval review in terms of discipline and organization.
3. _____ a training exercise prepares personnel for real situations; a ceremonial event focuses on tradition and protocol.
4. A medal ceremony is _____ a promotion ceremony, as both recognize achievement and service.
5. _____ a live-fire drill involves real weapons; a simulation exercise uses virtual scenarios.
6. Both a ship launch _____ an aircraft maiden flight celebrates major operational milestones.
7. A joint military exercise is _____ complex _____ a national training event due to coordination between forces.
8. _____ civilian celebrations, military events follow strict rules and formal procedures.
9. A retirement ceremony is _____ from a commissioning ceremony because they mark different stages of service.
10. A naval exercise and an army field training exercise are _____ in purpose, focusing on readiness and coordination.



3.3 WORD BANK: Useful Language for Comparing & Contrasting Ceremonies

1. Expressing an Opinion

- In my opinion, ...
- I think ...
- I believe ...
- From my perspective, ...
- As far as I can tell, ...

Example:

In my opinion, the graduation seems more meaningful to families because of the emotional farewells.



2. Comparing and Contrasting

- Both ceremonies ...
- In both cases, ...
- On the other hand, ...
- Unlike the graduation, the wedding ...
- While the wedding is ..., the graduation is ...
- One difference is ...

Example:

While the wedding is more relaxed and celebratory, the graduation is very formal and structured.



3. Justifying / Giving Reasons

- This is because ...
- This is mainly due to ...
- The reason I think so is ...
- According to the speaker, ...
- One reason is that ...

Example:

I think the graduation is more meaningful to families because the speaker mentioned that parents often take pictures and hug their children after the ceremony.



4 Expressing Preferences

- I would prefer to attend ... because ...
- I would choose ... since ...
- I like ... more than ... because ...
- I think I would enjoy ... more because ...

Example:

I would prefer to attend the wedding because the atmosphere seems more relaxed and there is dancing and food for everyone.



5 Being Polite / Not Too Categorical

- I think ..., but I can see why someone might prefer ...
- In my view ..., although others might feel differently
- Personally, ..., but it depends on the person

Example:

Personally, I would enjoy the wedding more, but I can see why families might find the graduation more meaningful.



6 Linking Ideas / Sequencing

- First, ...
- Then, ...
- After that, ...
- Finally, ...
- In addition, ...
- Moreover, ...

Example:

First, the ceremony is very formal. Then, after receiving diplomas, graduates take pictures and throw their hats in the air.



3. 4 SPEAKING PRACTICE. Your turn!

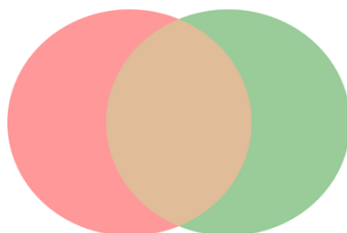


Assignment 1: Compare and contrast a military and civilian ceremony you attended. (e.g., military wedding vs. civilian wedding, military funeral vs. civilian funeral, etc.).

Follow the instructions below:

INSTRUCTIONS:

1	Make 3–4 comparison/contrast sentences using structured phrases.
2	Create a Venn diagram to compare and contrast.
3	Organize your ideas in 5–6 sentences comparing and contrasting.
4	Share your findings.



Assignment 2:

1. Choose one festival (Text A, B, C or D) and complete the table with the required information.

Festival	Snake	Bun	Land Diving	May Day
Where?				
When?				
Why?				
What happens?				
Special food?				

Festivals:

Text A Read the text and complete the table.

The Snake Festival

Every year on the first Thursday in May the small town of Cocullo in Italy sees thousands of visitors. They are all arriving to see the annual Snake Festival. The festival is held on Saint Dominic's Day. St Dominic lived in the town in the 11th century. At that time there were many snakes in the town and many people died of snakebites. Saint Dominic got rid of the snakes and the people of Cocullo hold this festival every year to remember him. For some weeks before the festival, people collect snakes and then, on St Dominic's Day, they put all the snakes on a statue of St Dominic. At midday they carry the statue and the snakes in a procession through the town. At the front of the procession is a band playing music and at the back are women in costume who give sweets and bread shaped like snakes to the people who are watching. At the end of the procession there are fireworks.

Text B Read the text and complete the table.

The Land Diving Festival

Pentecost Island in Vanuatu is famous for the Land Diving Festival, which takes place every Saturday in May. This festival celebrates the harvest, but there is an old story which says that it began when a woman had an argument with her husband and ran off into the forest. He followed her and she climbed a tree to get away. He climbed the tree after her and she jumped down. He jumped after her and was injured. She was unhurt because she had tied a vine to her ankle which stopped her hitting the ground. Now the men of the island hold this festival every year. They build a wooden tower, 20 to 30 metres high. They climb the tower and tie vines to their ankles. Then they jump off the tower. The people below sing and dance to encourage them. The islanders believe that the higher you jump, the better the harvest will be. In the 1980's the New Zealander AJ Hackett developed the modern sport of bungee jumping, based on this festival.

Text C Read the text and complete the table.

The Hong Kong Bun Festival

This festival is held on the island of Cheung Chau in Hong Kong in early May every year, around the time of Buddha's birthday. The festival celebrates the god Pak Tai, who drove pirates and illness away from the island. In the festival, the islanders pray for safety from pirates and illness. The festival lasts for seven days. For three of those days everyone on the island is vegetarian. There is a procession through the village with lion dances, dragon dances and musicians. In the procession children in colourful costumes are carried high above people's heads. The islanders make three 20-metre-high bamboo towers and cover these with buns. At midnight on the last day people light fires and then climb the towers to get the buns. They wear bags on their backs to collect the buns and when they come down from the towers, they give them to everyone who is watching. Then everyone celebrates with fireworks.

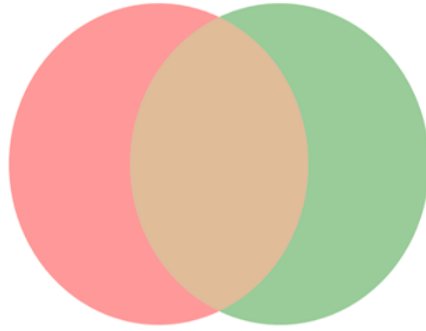
Text D Read the text and complete the table.

May Day

The first of May is called May Day in the UK. This is a very old festival held to celebrate the first day of summer. Many towns and villages still hold traditional May Day celebrations. Some towns and villages decorate the streets and houses with flowers. In others, there is dancing and the people put up a Maypole. This is a tall pole with coloured ribbons hanging from the top. The dancers take a ribbon each and dance around the pole. As they dance, the ribbons make a colourful pattern around the Maypole. It is also traditional to choose a May Queen and crown her. She wears a white dress and a crown of flowers and walks at the front of a procession through the streets. In Padstow, a village in the south-west, two men dress up as horses and everyone follows them through the streets singing an old song. In another village there is a 'Cheese Rolling' competition. Everyone goes to the top of a very steep hill. A big round cheese is rolled down the hill and everyone tries to chase it. The winner gets free cheese for twenty years!

(adapted from source: <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/lesson-plans/intermediate-b1/festivals>)

2. Share your information with your group.
3. Discuss in your group: Compare and contrast two festivals. Use this Venn diagram to point out similarities and differences better.



4. Reflection Time: If you could pick one festival, which would it be, and why?

UNIT 4 – GIVING INSTRUCTIONS



Objectives

- ✓ to understand spoken instructions related to routine duties, procedures, or daily activities
- ✓ to identify the main steps and key details in instructions
- ✓ to give detailed instructions for routine and daily tasks
- ✓ to order a sequence of instructions in a logical and coherent way

Note to the student:

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

- give clear, step-by-step instructions for routine and familiar tasks;
- use sequencing language (e.g., *first*, *then*, *next*, *finally*) to organize your instructions logically;
- clarify and check understanding when giving or receiving instructions;
- follow and carry out spoken instructions accurately in predictable and familiar contexts;
- use appropriate tone and vocabulary for formal and informal situations.



Language functions: giving instructions; sequencing actions; giving commands; following orders; expressing modality (obligation, interdiction, necessity/lack of necessity, possibility, recommendation/advice).



4.1. LISTENING PRACTICE

Giving clear instructions is an important communication skill. It requires using the right sequence of steps, clear language, and helpful details. As you listen to the following recordings, pay attention to how the speakers organize their ideas, the words they use to show order (such as *first*, *next*, *then*, *finally*), and how they make their instructions easy to follow. Be ready to identify key steps and consider what makes the instructions clear and effective.

In the following listening activities, you will hear three people giving instructions on how to perform various tasks.

4.1.1 Understanding the Steps in Preparing for a Mission Abroad

You'll hear a cadet listing the necessary steps in order to prepare for a mission abroad.



Scan the QR code and listen to the recording.



TASK 1 Choose the best answer.

1. Which step comes first when preparing for a mission abroad?

- a) decide what kind of gear to bring
- b) identify the location and continent of your mission
- c) choose your mode of transportation
- d) find out how many people are going with you

2. What is the purpose of the second step in the preparation process?

- a) to select the cheapest airline company
- b) to decide where you'll stay
- c) to determine what and how much to pack
- d) to create a return plan

3. Which step involves checking whether you'll be staying in a hotel, base, or Airbnb-type accommodation?

- a) Step 1
- b) Step 2
- c) Step 3
- d) Step 5

4. Why is Step 4 – arranging transportation – important in the process?

- a) to avoid paying extra baggage fees
- b) so that you don't miss your flight or ride
- c) to decide what kind of accommodation to book
- d) to determine the mission duration

5. What is typically the final step in preparing for a mission abroad, according to the instructional sequence?

- a) packing cold-weather clothing
- b) finding out how you're coming back
- c) booking a hotel
- d) deciding what shoes to bring

6. Which of the following best outlines the initial steps to prepare for a mission abroad?

- a) First, find out the duration of the mission to know what to pack; second, determine the country and continent you're going to; third, arrange your transportation; fourth, confirm your accommodation type.
- b) Start by confirming where you're staying; next, arrange how you'll get there; then find out the weather; finally, decide which country you're traveling to.
- c) First, identify the destination by country and continent; second, determine the mission length and weather to guide packing; third, check your accommodation type (hotel, base, Airbnb); fourth, plan both your arrival and return transportation.
- d) Begin by packing your clothes and gear; then figure out the length of your stay; next, book your flights; finally, check who's traveling with you.



4.1.2 Organizing a Successful Military Event

You'll hear another cadet pointing out the steps to go through in order to organize a successful military event.



Scan the QR code and listen to the recording.



TASK 2 Choose the best answer.

1. What are the key stages involved in organizing a successful military event?

- a) First, create a detailed plan including discussion with superiors, event timing, venue, and attire; second, implement by booking caterers, notifying personnel, and handling logistics and payments; third, coordinate setup on event day; fourth, oversee the event's execution and services; finally, manage cleanup and venue restoration.
- b) Begin with briefing officers and selecting uniforms; next, supervise setup on the event day; then, contact vendors and arrange payments; after that, run the event and monitor catering; and finally, organize venue cleanup.
- c) Start with venue setup and catering coordination; then brief the officers on the agenda and dress code; next, clean up after the event; then monitor event progress; finally, notify personnel about event details.
- d) Initially, organize operations on the event day by arranging logistics and setup; next, plan catering and inform guests; then decide on location, uniforms, and timing; finally, clean the venue.



4.1.3 Renting an Apartment

You'll hear a cadet giving instructions on how to rent an apartment.



Scan the QR code and listen to the recording.



TASK 3 Choose the best answer.

1. What are the correct steps to follow when searching for a place to live?

- a) The first step is to decide if you want roommates or to live alone; second, choose the exact apartment you want without searching around; third, call the landlord to set a visit; fourth, pick a location near your job or school; and last, decide whether to rent.
- b) Begin by choosing your preferred neighborhood; next, find roommates to share the costs before searching for apartments; then, contact the landlord directly to book a viewing; after that, look online for apartments; lastly, decide if you want to rent or continue searching.
- c) Start by figuring out if you want an apartment or a house; second, pick a place close to your job or school; third, search online for apartments without involving roommates; fourth, schedule a visit with the property manager; and fifth, make a rental decision.
- d) First, decide on the location near your work or school; second, determine if you want to live alone or share with roommates; third, search for affordable apartments either by driving around or browsing online; fourth, contact the property manager to schedule a visit; and finally, decide whether to rent the apartment or keep looking.



4.1.4 Renting a Car

You'll hear a cadet indicating the necessary steps when renting a car.



Scan the QR code and listen to the recording.



TASK 4 Choose the best answers.

1. What is the proper sequence of steps to follow when renting a car?

- a) First, decide your destination and distance to choose the right vehicle size; second, determine how long you need the car; third, check with the rental company about insurance options; fourth, verify your driver's license, age, and driving history; and finally, choose which rental agency to use based on benefits.
- b) Start by picking a rental agency; next, decide how long you need the vehicle; then, check if you have a driver's license and meet age requirements; after that, choose the car size depending on distance; lastly, ask about insurance coverage.
- c) Begin by figuring out how long you want to rent the car; second, pick the rental company; third, select a car based on how far you're going; fourth, check your driving record and license; and fifth, ask about insurance.
- d) First, choose the rental agency; second, decide on the car size; third, verify your driver's license and age; fourth, ask about insurance; and fifth, determine how long you will rent the car.

Listen to the recording again.



TASK 5 Choose the best answer.

1. What is the first step when renting a car?

- a) ask about insurance options
- b) decide where you're going and how far
- c) check your paperwork and license
- d) choose the rental agency

2. Why is it important to know the distance of your trip before renting a car?

- a) to estimate fuel costs
- b) to decide whether to get a large vehicle or one with better gas mileage
- c) to find the closest rental agency
- d) to meet the age requirement

3. What should you do after deciding your destination and distance?

- a) pick a rental agency
- b) check if you qualify for a rental
- c) decide how long you need the rental car
- d) buy your own insurance

4. At which step do you need to ask about insurance options?

- a) first step b) second step c) third step d) fifth step

5. What is the fourth step in the car rental process?

- a) decide rental duration
- b) choose the rental agency
- c) check paperwork and requirements
- d) select the right vehicle size

6. Which of the following is listed as the final step in the process?

- a) choose a rental agency c) decide trip distance
- b) review insurance policies d) confirm rental duration

7. Why should you check your paperwork before renting a car?

- a) to compare agency benefits
- b) to see if you meet the requirements like driver's license, age, and record
- c) to get better gas mileage
- d) to find discounts on long-term rentals



4.1.5 Making Travel Arrangements

You'll hear another cadet talking about the steps to take when making your own travel arrangements.



Scan the QR code and listen to the recording.



TASK 6 Choose the best answer.

1. What is the correct order of steps to make your own travel arrangements for a vacation abroad?

- a) First, notify family members about the trip; second, research flights and lodging; third, pay for your travel and stay; fourth, pack based on the season; and fifth, arrive early at the airport.
- b) Begin by packing appropriate clothing for the weather; next, research flights and hotels; then, pay for tickets and accommodation; after that, tell family members about the trip; lastly, get to the airport on time.
- c) Start by researching affordable flights, hotels, and tours; second, pay for all travel-related expenses including tickets, baggage, and accommodation; third, inform family members so they can prepare financially; fourth, pack suitable clothing based on the weather; and finally, arrive on time at the airport ready for possible flight changes.
- d) Start by paying for flights and hotels; then, pack clothes according to the forecast; next, research tours and accommodation; after that, inform your family; and finally, get to the airport on time.

Listen to the recording again.



TASK 7 Choose the best answer.

1. What is the very first step in making travel arrangements for a vacation abroad?

- a) packing proper clothing
- b) paying for services
- c) researching flights, hotels, and tours
- d) arriving early at the airport

2. Which step involves budgeting for dining out and souvenirs?

- a) Step 1 b) Step 2 c) Step 3 d) Step 4

3. When should family members be informed about the trip?

- a) before researching flights and hotels
- b) after paying for services
- c) when packing clothing
- d) at the airport

4. In which step do you prepare clothing and gear for the weather and season?

- a) Step 1 b) Step 2 c) Step 3 d) Step 4

5. What is the final step in making travel arrangements?

- a) informing family members
b) being on time at the airport
c) buying souvenirs
d) booking tours

6. Why does the text suggest being on time at the airport?

- a) to avoid losing luggage
b) in case the flight is postponed or sped up
c) to shop for souvenirs early
d) to save money on baggage fees



4.1.6 Joining the Military Forces

You will hear a cadet mentioning the right steps to follow when planning to join the military.



Scan the QR code and listen to the recording.



TASK 8 Choose the best answer.

1. What is the correct set of steps to follow when planning to join the military forces, either as enlisted or as an officer?

- a) For enlisted, begin by researching which branch Army, Navy, Air Force, or Marines is right for you; then visit a local recruiter to discuss roles and opportunities; next, complete required events like basic training. For officers, apply to a university with an ROTC program, complete both academic and

military coursework over four years, earn your degree, and commission as an officer.

b) For enlisted, start by picking a recruiter and signing a contract; next, choose a branch that interests you; then attend basic training. For officers, enroll in any university and later apply for military training; complete it, then choose your service branch and graduate.

c) For enlisted, sign up online with the branch of your choice, then attend boot camp. For officers, choose a university, complete a military course after graduation, and then find a branch to join.

d) For enlisted, choose your job and attend basic training before speaking to a recruiter. For officers, apply to the military directly after graduating from college, then complete ROTC if offered later.

Listen to the recording again.



TASK 9. Choose the best answer.

1. What are the two main routes to join the military forces?

- a) Enlisted and cadet
- b) Officer and reserve
- c) Enlisted and officer
- d) Recruit and veteran

2. What is the first step in the enlisted route?

- a) Attend basic military training
- b) Research different military branches
- c) Talk to a recruiter
- d) Join ROTC

3. Where should you go after researching branches for the enlisted route?

- a) College campus
- b) Recruiting station
- c) ROTC office
- d) Basic training camp

4. What role does the recruiter play in the enlisted process?

- a) Assigning you directly to a branch
- b) Helping set up events like basic training
- c) Granting your military commission
- d) Choosing your university

5. What is the most common path for becoming an officer?

- a) Basic military training
- b) ROTC at a university
- c) Enlisting first, then promoting
- d) Directly applying to the army

6. What must officer candidates complete before commissioning?

- a) Two years of service
- b) A specialized boot camp
- c) Four years of college courses and ROTC training
- d) An interview with recruiters



4.1.7 Preparing for a Room Inspection

You will hear a cadet talking about how to prepare in order to pass a room inspection in the military.



Scan the QR code and listen to the recording.



TASK 10 Choose the best answer.

1. What is the correct order of steps to prepare for a military room inspection?

- a) Begin by checking your closet for clean shoes and matching clothes; second, polish your dress shoes; third, open the blinds and dust your furniture; next, inspect your uniform; and last, vacuum and clean the entire room.
- b) First, open and raise the blinds halfway to let in sunlight; second, dust and clean all surfaces and vacuum the floor; third, organize the closet so clothes match your roommate's and polish your dress shoes; fourth, inspect for smudges, stains, or leftover debris in the room; and finally, check your uniform to ensure all items are properly placed and meet standards.

c) Start by reviewing your uniform and making sure ribbons and name tapes are accurate; second, clean and vacuum your room; third, open the blinds; fourth, polish your shoes and check the closet; and fifth, wipe down mirrors and inspect your shower and sink.

d) First, dust your room and polish your shoes; second, vacuum the floor and check your closet; third, clean your uniform and align clothing with your roommate's; fourth, wipe down mirrors and the sink; fifth, open the blinds halfway.



4.1.8 Conducting a Flag-Raising Ceremony

You will hear a cadet from the University of North Georgia giving the steps involved in conducting an important ceremony at his institution.



Scan the QR code and listen to the recording.



TASK 11 Choose the best answer.

1. What is the correct order of steps for conducting a flag-raising ceremony at the University of North Georgia?

a) First, meet at Memorial Hall; then practice with the detail; next, attach the flags and raise them when the cannon sounds; afterward, salute and secure the hitch; finally, close the gate and return to the barracks.

b) Begin by raising the flags as soon as you arrive at the pole; then clip both the U.S. and Georgia flags; next, march back to Gaylord Hall to practice; afterward, salute and close the gate; finally, return to the barracks.

c) Start by arriving early at Gaylord Hall to rehearse with the detail; next, march the flag to Memorial Hall; then clip the U.S. and Georgia state flags to the pole without raising them; once the cannon fires and reveille plays, raise the flags and tie them off; after saluting, close the gate and walk back to the barracks.

d) The first step is to clip the flags to the pole; second, march them to Memorial Hall; third, practice with the team at Gaylord Hall; fourth, raise the flag before reveille; and fifth, return to barracks without saluting.



4.2 GRAMMAR POINTS. GRAMMAR IN CONTEXT



SEQUENCERS FOR GIVING INSTRUCTIONS

Sequencers are expressions that help guide a reader or listener through a text or presentation. They clarify the structure, signal transitions, and highlight important points. Here's a breakdown of commonly used signposting words for different purposes:

● Basic Sequencers (Common & Essential)	● Sequencers Indicating Specific Order or Steps	● Sequencers for Time Order or Chronology
• First, • Second, • Third, • Next, • Then, • After that, • Finally, • In the end, • At last, • To begin with, • To start with,	• Step one / Step two / Step three... • The first step is to... • The next step is to... • The final step is to... • Initially, • Subsequently, • Thereafter, • Eventually,	• Before that, • Afterwards, • Earlier, • Later, • Once..., • As soon as..., • When..., • Until..., • By the time..., • At the same time, • Meanwhile,

● Sequencers for Conditional or Dependent Actions	● Advanced/Professional Sequencers (for Written Instructions or Briefings)
Useful when instructions require one step before another can be taken.	Use these to sound more formal or technical (ideal for written orders).
• Once you have..., • After you've..., • Before doing that, ... • Only after..., • When that's done, ... • Make sure you... before...	• In the first place, • Prior to that, • Following that, • Proceeding to the next step • As a final point

LANGUAGE PRACTICE



TASK 12 Put the instructions below in the right order according to the images and use the appropriate sequencers to connect the sentences.

The first one has been done for you as an example.

Method for Conducting a Fire Drill Onboard

1. announce the fire drill over the ship's public address system, ensuring all crew members are informed. First, you announce the fire drill over the ship's public address system, ensuring all crew members are informed.

_. the drill reinforces the crew's preparedness and ensures compliance with safety regulations.

_. the firefighting team assemble at the designated muster station to receive instructions from the officer in charge.

_. the officer in charge assesses the team's performance and provides immediate feedback on areas of improvement.

_. the officer documents the fire drill in the ship's logbook, noting any observations or recommendations for future drills.

_. other crew members simulate their secondary roles, such as closing watertight doors or shutting down ventilation systems in affected areas.

_. the team practice deploying fire hoses and extinguishers, ensuring proper handling and positioning techniques

_. the entire crew participates in a debrief session to discuss what went well and any challenges encountered during the drill.

_. the emergency response team simulates locating the source of the fire using the ship's fire control plan

_. crew members immediately don their firefighting equipment, such as fire-resistant suits, helmets, and gloves, as per their assigned roles.



TASK 13 Read the following scenario:

☞ **"You are briefing a junior soldier on how to set up and secure a temporary observation post (OP)."**

The instructions below are jumbled. Your job is to put them in the correct order and add appropriate sequencing language.

 Jumbled Instructions

- Dig shallow foxholes around the perimeter.
- Camouflage the tent using netting and natural materials.
- Position the radio and check for signal.
- Set up the tent and sleeping area.
- Establish a guard schedule and assign shifts.
- Unload equipment from the vehicle.
- Identify a suitable location with good visibility and cover.
- Conduct a radio check with HQ.
- Place tripwire flares around the OP.
- Assign fire sectors to each team member.



TASK 14 Rewrite the entire procedure using sequencing words (first, then, next, after that, once you've done that, finally, etc.)



TASK 15 Below are parts of the instructions for preparing for a mission abroad. They are out of order and sometimes mixed together. Read each step carefully and then number them 1 to 5 in the order you think they should be completed.

- ___ Check if you'll be staying in a hotel, a military base, or an Airbnb-type situation.
- ___ Find out how long the mission is so you know how much to pack and whether you'll need cold-weather or wet-weather gear.
- ___ Figure out your return details and who is going with you.
- ___ Determine whether you're traveling by plane, boat, or car, and plan your timing accordingly.
- ___ Identify your destination: which country and continent you're going to.



TASK 16 Below are specific tasks. Match each of them to the correct step.

Detail	Matches Step #
Bring a rain jacket or Gore-Tex* depending on the weather forecast	
Book a flight or arrange for an Uber to the airport	
Pack enough clothes for two weeks in cold weather	
Check if you're traveling alone or with others	
Confirm if your accommodation has laundry facilities	
Find your mission location on a map	

*waterproof material



SENTENCE STRUCTURE

[Sequencer] + [Adverb] + [Imperative Verb] + [Object]*

This structure is perfect for giving safety and procedural instructions, such as those used on a military firing range for cadets or trainees.

⚙ Grammar Instruction Table — Military Firing Range Commands

Component	Explanation / Function	Examples
[Sequencer]	Used to show the order of actions or steps. Common examples: <i>First, Next, Then, After that, Finally, Before firing</i>	<i>First</i> , check your weapon for an obstruction. <i>ext</i> , load one magaz into the rifle.
[Adverb]* (optional)	Adds precision, manner, or time to the instruction. Examples: <i>carefully, slowly, safely, immediately, firmly</i>	Then, <i>carefully</i> aim at the center of the target. After that, <i>firmly</i> switch off the safety lock.
[Imperative Verb]	The action command — tells the cadet what to do. Examples: <i>check, load, aim, fire, secure, report, follow, ensure</i>	Finally, <i>fire</i> three rounds when the command is given. Always <i>follow</i> range instructions immediately.
[Object]	The target, item, or focus of the action. Examples: <i>your weapon, the magazine, the target, the safety lock, instructions</i>	Before firing, inspect <i>your weapon</i> for any fault. After each drill, clean <i>your weapon</i> thoroughly.

 Usage Notes

- Imperatives (commands) don't need subjects — “you” is implied.
Example: “Check your weapon” = *You check your weapon.*
- Sequencers help express the correct order of safety procedures.
- Adverbs make the instructions precise and sound professional — essential in military contexts.



LANGUAGE PRACTICE



TASK 17 Complete these sentences with the appropriate sequencer:

1., safely check your weapon before loading it.
2., carefully insert the magazine into the rifle.
3., switch off the safety mechanism only on command.
4., steadily take aim at your assigned target.
5. firing, ensure the range officer has given permission.
6. stop firing if you hear the ceasefire command.
7. each round, record your shot grouping on the scorecard.
8., unload your weapon and place it on the bench with the barrel up.
9. report any weapon malfunction directly to your instructor.
10. leaving the firing line, verify that your weapon is clear and safe.



TASK 18 The sentences below are shuffled. Read them carefully and reorder them from 1 to 10 to create a logical, step-by-step sequence. Use sequencing connectors such as: *First, Next, Then, After that, Finally.*



Abandon Ship Drill Procedure

- A. When instructed, move in an orderly line toward the assigned muster station.
- B. Check your buddy's life jacket to ensure it is properly fastened.
- C. Carefully enter the lifeboat and sit down to maintain balance.
- D. Inspect the life jacket for any damage or missing straps.
- E. Secure all straps tightly around your chest and waist.
- F. Do not run or push while approaching the lifeboat area.
- G. Wait for the officer's command before boarding the lifeboat.
- H. Place the life jacket over your head with the reflective tape facing out.
- I. Listen carefully to the abandon ship signal and stop all tasks immediately.
- J. Locate your personal flotation device or life jacket as quickly as possible.

Sequencer	Number of the sentence	Corresponding Letter



IMPERATIVES. Grammar Theory

Aspect	Explanation	Example
Definition	The imperative form is used to give orders, instructions, warnings, or advice. It usually begins with the base form of the verb and has no subject, because the subject “you” is implied.	<i>Stand at attention. Maintain formation on deck.</i>
Form/ Structure	[Base Verb] + [Object/Complement] Optionally use polite forms or modifiers: <i>please, now, immediately, carefully.</i>	<i>Check the safety pin before firing. Please secure all hatches before departure.</i>
Negative Form	To make the imperative negative, use “Do not” or “Don’t” before the verb.	<i>Do not leave your post without permission. Don’t cross the flight deck during operations.</i>
Softening Commands (Polite Imperatives)	When addressing officers or giving less direct orders, we can soften the command using <i>please</i> or modal verbs like <i>let’s</i> (for collective actions).	<i>Please report to the navigation room. Let’s check the weather radar before setting course.</i>
Uses – Commands & Orders	Common on ships, drills, or training grounds, used by superiors to direct action.	<i>Man your battle stations! Lower the anchor! Secure the vessel for heavy seas!</i>
Uses – Instructions & Procedures	Used in written or spoken procedures for training, safety, or emergencies.	<i>Adjust your life jacket straps. Follow the emergency lighting toward the exit. Check communication systems before reporting ready.</i>
Uses – Warnings & Alerts	Imperatives can warn of danger or signal immediate action.	<i>Brace for impact! Stay clear of the propeller area! Keep off restricted decks!</i>
Uses – Advice or Encouragement	Used to motivate or recommend good practice among cadets or crew.	<i>Stay focused during navigation drills. Keep calm and follow the chain of command.</i>
Common Sequencers for Procedures	Use sequencing adverbs to make instructions clear and structured: <i>First, Next, Then, After that, Finally.</i>	<i>First, check your weapon. Then, adjust the safety switch. Finally, store it in the locker.</i>
Contextual Tone Range	Imperatives can sound authoritative, professional, or supportive depending on tone, vocabulary, and context.	<i>Move quickly to the muster station!</i> (order) <i>Please take your position at the helm.</i> (polite instruction)

Typical Naval Imperatives

Command Type	Example	Purpose/Use
Direct Order	<i>Stand by for inspection!</i>	Military command or operational order
Prohibition	<i>Do not enter the engine room!</i>	Warning or safety restriction
Procedural Step	<i>Start the radar calibration sequence.</i>	Technical or step-by-step instruction
Collective Action	<i>Let's review the damage control plan.</i>	Cooperative directive
Safety Instruction	<i>Wear your helmet at all times on deck.</i>	Drill or safety protocol
Emergency Alert	<i>Abandon ship immediately!</i>	Emergency, life-saving directive



LANGUAGE PRACTICE

TASK 19 Complete the instructions. Fill in the blanks with the correct imperative verb from the box below.

 **Verb box:** *stand – start – stretch – maintain – count – complete – take – wait – record – encourage*

CFA Drill – Give the Right Command!

1. First, _____ quietly in formation along the side of the gym hall.
2. Next, _____ your arms and legs to warm up for two minutes.
3. Then, _____ the push-up test when the instructor gives the signal.
4. After that, _____ proper form throughout the entire repetition.
5. _____ each repetition out loud so your spotter can confirm it.
6. _____ at attention until all cadets finish their push-ups.
7. Then, _____ a one-minute rest before continuing with sit-ups.
8. After that, _____ the sit-up test following the instructor's count.
9. _____ your total repetitions on the fitness checklist.
10. Finally, _____ your teammates after they complete the test.



MODALITY (obligation, interdiction, necessity/lack of necessity, possibility, recommendation/advice)



MODALITY Military / Naval Context

Function / Meaning	Modal Verbs & Structures Explanation/ Use	Example (Military / Naval English)
1. Obligation / Duty	must, have to, need to, be required to Expresses something necessary, mandatory, or ordered by regulation or command.	<i>Cadets must arrive at the gym hall by 0600 hours. All personnel have to wear safety helmets on deck. Officers are required to check equipment before sailing.</i>
2. Interdiction / Prohibition	must not, cannot, may not, be not allowed to Expresses an order not to do something, a strict rule or restriction.	<i>Sailors must not smoke near fuel storage areas. You cannot enter the engine room without clearance. Cadets are not allowed to use phones during inspection.</i>
3. Necessity / Lack of Necessity	need to / don't need to, have to / don't have to need to: expresses necessity. Don't need to/don't have to: means it's not necessary, but not forbidden.	<i>You need to complete the safety briefing before boarding. You don't have to attend the evening drill if you are on leave.</i>
4. Possibility / Ability	can, could, may, might, be able to expresses permission, ability, or possibility (depending on context).	<i>Cadets can use the simulator to practice navigation. The weather may delay tomorrow's sea trials. We could adjust the route to avoid the storm.</i>
5. Recommendation Advice	should, ought to, had better, could (suggestion) used to give professional advice, recommendations, or best practices.	<i>You should check your gear before every drill. Officers ought to lead by example in all situations. You'd better wear ear protection during firing practice.</i>

Quick Reference Summary

Function	Strong Modals	Neutral / Polite Modals	Negative / Opposite
Obligation	must, have to	need to	don't have to (no obligation)
Prohibition	must not	may not	—
Necessity	need to	ought to	need not, don't need to
Possibility	can, may	could, might	cannot
Advice / Recommendation	should	ought to, had better	shouldn't



LANGUAGE PRACTICE



TASK 20 Use the appropriate modals to fill in the blanks. Use *must, have to, should, could, may, mustn't, can, don't have to, need to, ought to* according to the meaning in brackets.

- All cadets _____ wear life jackets when working on deck. (*obligation*)
- You _____ keep your weapon pointed downrange at all times. (*duty / obligation*)
- Sailors _____ smoke near the fuel tanks; it's strictly forbidden. (*prohibition*)
- During a storm, the crew _____ secure all loose equipment immediately. (*necessity*)
- You _____ attend the morning briefing tomorrow if you are off duty. (*lack of necessity*)
- The weather is clear, so we _____ begin the navigation exercise earlier than scheduled. (*possibility*)
- If the alarm sounds, you _____ go directly to your assigned muster station. (*order / obligation*)
- Cadets _____ check their uniform before inspection; otherwise, points will be deducted. (*recommendation / advice*)
- You _____ enter the restricted area without the officer's clearance. (*prohibition*)
- The engineering team _____ finish the maintenance before sunset to ensure readiness. (*necessity / obligation*)



TASK 21 As a detailer, you have to instruct a plebe on how to prepare their room for an inspection. Use at least 5 different modals from the above table in order to give them clear and instructions.

- 1.
- 2.
- 3.
- 4.
- 5.



4. 3 WORD BANK: IMPERATIVE VERBS (ACTION WORDS). TIME CONNECTIVES (SEQUENCING WORDS). ADVERBS. DESCRIPTIVE AND FUNCTIONAL WORDS

This word bank is designed to help you review useful vocabulary for several common speaking topics. It contains vocabulary to support giving a clear set of instructions.

● Imperative Verbs (Action Words)

These words start steps and give direct orders:

- Preparation/Action: cut, mix, stir, pour, shake, fold, add, combine, prepare, chop, slice, peel.
- Positioning: place, put, set, arrange, lay, insert, remove.
- Care/Details: check, watch, measure, weigh, heat, cool, melt, spread.
- Movement: move, turn, lift, push, pull, rotate, slide.

● Time Connectives (Sequencing Words)

These words organize the order of steps:

- Beginning: First, Firstly, To begin, Start by, Initially,
- Middle: Next, Then, Secondly, After that, Following this, Meanwhile, While....,
- Ending: Finally, Lastly, In the end, To finish,

● Adverbs (How to Perform Actions)

These words specify how to perform an action:

- speed: quickly, slowly, rapidly, gradually.
- care: carefully, gently, patiently, carefully, safely.
- method: firmly, lightly, thoroughly, partially, completely.

● Descriptive & Functional Words

- measurements/amount: roughly, precisely, slightly, heavily.
- safety/notes: important, warning, caution, safely, securely.



4. 4 SPEAKING PRACTICE: Your turn!

Assignments:

1. Why is it important to follow steps in a logical order when preparing for something like *(choose one from the box below)*?

a mission abroad a military event renting an apartment
renting a car making travel arrangements
joining the military forces a room inspection
a flag-raising ceremony

2 Which step do you think is the most important, and why?



UNIT 5 – GIVING DIRECTIONS

	Objectives ✓ to understand spoken directions related to moving around a military base ✓ to give and understand clear, simple instructions in routine professional and everyday situations ✓ to give simple, clear directions to locations on a military base (e.g. offices, facilities, checkpoints) ✓ to use sequencing language to organize instructions ✓ to use directional vocabulary
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Note to the student:

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

- give and follow clear directions to specific locations or destinations;
- use appropriate prepositions and directional phrases (e.g., *go straight ahead, turn left, across from, next to*);
- ask for clarification and confirm understanding when giving or receiving directions;
- describe routes using landmarks, distances, and reference points;
- use polite and clear language suitable for both formal and informal situations.



Language functions: giving directions; sequencing actions; clarifying and checking understanding; confirming understanding; using appropriate language register



5.1 LISTENING PRACTICE

Giving clear directions is a key communication skill, especially in oral exams. In many professional contexts — including military settings — you may be required to explain routes accurately, confidently, and in a logical order. The ability to guide someone clearly from one point to another demonstrates not only language control, but also precision, organization, and situational awareness. Therefore, developing this skill will help you communicate with clarity and authority, whether you are describing a route on a military base or in a civilian environment.

You will hear three cadets giving instructions on how to get around in a military base.



Scan the QR code and listen to the recording.



TASK 1 Choose the best answer.

1. Where does the route to the library begin?

- a) At the Airmen's Gate on Chumper Street
- b) At the library on Airmen's Gate street
- c) At the base exchange on Military Drive
- d) At the Burger King on Fairchild Street

2. What is the correct instruction for reaching the library?

- a) Turn right after one block and it will be straight ahead
- b) Walk one block straight ahead and it will be on your left
- c) Walk four blocks straight ahead and it will be on your right
- d) Take a left at the gate and it will be on your right

3. What can you do once you arrive at the library?

- a) Get to the gate and possibly turn left again
- b) Get clothing items and possibly have lunch or dinner
- c) Get directions and possibly walk one more block
- d) Get books and possibly have coffee or tea

4. What is the first step after reaching the library to continue the route?

- a) Go straight and take a right on Military Drive
- b) Take a left and go straight on Fairchild Street
- c) Turn right and stop at the snack station
- d) Go back and turn left on Chumper Street

5. After turning right on Military Drive, what comes next?

- a) Go straight and turn right on Fairchild Street
- b) Go four blocks and turn right on Selfridge East Gate
- c) Go one block and turn left on Selfridge East Gate
- d) Go one block and turn left on Chumper Street

6. What is the instruction involving Selfridge East Gate or Avenue?

- a) Take one block and then turn left at Chumper Street
- b) Take one block and then turn right at Fairchild Street
- c) Take the whole road and then turn right at Military Drive
- d) Take the whole road and then turn left at Fairchild Street

7. What happens after turning left at Fairchild Street?

- a) You will see Military Drive and take a left
- b) You will see Bong Avenue and take a right
- c) You will see the library and go straight
- d) You will see the gate and turn back

8. Where is the base exchange located?

- a) On the left side of the road after Bong Avenue
- b) On the right side of the road after Military Drive
- c) On the left side of the road after Chumper Street
- d) On the right side of the road after Fairchild Street

9. What can you get at the base exchange?

- a) Coffee and tea that you might drink
- b) Books and snacks that you might want
- c) Military clothing items that you might need
- d) Directions and maps that you might use

10. What is located further down the same road after the base exchange?

- a) A Burger King on the left for lunch or dinner
- b) A library on the right for books or snacks
- c) A gate on the left for entry or exit
- d) A street on the right for turning back



Scan the QR code and listen to the recording.



TASK 2 Choose the best answer.

1. Where does the route begin?

- a) At Highway 90 Gate near Luke Boulevard
- b) At Gateway Club on Luke Boulevard
- c) At Parade Grounds on Bong Avenue
- d) At the Commissary on Selfridge Avenue

2. What is the first movement after starting?

- a) Turn right onto Wilford Hall Loop
- b) Go straight and turn left onto Wilford Hall Loop
- c) Turn left onto Luke Boulevard immediately
- d) Go straight and turn right onto Kinley Avenue

3. What happens at Luke Boulevard the first time?

- a) You turn left and continue towards Kinley Avenue
- b) You go straight and pass MC Court Street
- c) You turn right and reach the Gateway Club
- d) You turn right and continue to Parade Grounds

4. After reaching the Gateway Club, where do you go next?

- a) Head south and turn left onto Kinley Avenue
- b) Head north and turn right onto Bong Avenue
- c) Head straight and turn left onto Luke Boulevard
- d) Head south and turn right onto Trumper Street

5. What is the correct action at Trumper Street?

- a) Turn left and continue on Kinley Avenue
- b) Turn right after continuing on Kinley Avenue
- c) Turn right and stop at Luke Boulevard
- d) Turn left after passing Bong Avenue

6. How do you reach Parade Grounds?

- a) Turn left at Bong Avenue after Trumper Street
- b) Turn right at Bong Avenue after Trumper Street
- c) Go straight at Bong Avenue after Kinley Avenue
- d) Turn right at Luke Boulevard after Bong Avenue

7. What is the next step after Parade Grounds?

- a) Turn left onto Luke Boulevard and go straight
- b) Continue on Bong Avenue and turn right onto Luke Boulevard
- c) Turn right onto Trumper Street and continue straight
- d) Continue on Kinley Avenue and turn left again

8. What do you do at Kinley Avenue the second time?

- a) Turn left immediately after reaching Kinley Avenue
- b) Continue straight and turn right at Bong Avenue
- c) Continue and then turn right at Trumper Street
- d) Continue and then turn left after MC Court Street

9. What happens at the end of MC Court Street?

- a) You turn left onto Dimstead Avenue
- b) You turn right onto Dimstead Avenue
- c) You go straight onto Selfridge Avenue
- d) You turn left onto Luke Boulevard

10. How do you reach the final destination, the Commissary?

- a) Turn left onto Selfridge Avenue after Dimstead Avenue
- b) Continue straight on Dimstead Avenue to the end
- c) Turn right onto Selfridge Avenue after Dimstead Avenue
- d) Turn left onto Kinley Avenue after Selfridge Avenue



Scan the QR code and listen to the recording.



TASK 3 Choose the best answer.

1. Where does the route begin?

- a) At Selfridge Avenue near George Avenue
- b) At the reception center on Carswell Avenue
- c) At Selfridge Westgate near Barnes Avenue
- d) At the mini mall near Defense Language Institute

2. What is the first instruction after starting?

- a) Continue straight onto Selfridge Avenue
- b) Turn right onto Carswell Avenue immediately
- c) Turn left onto Barnes Avenue directly
- d) Continue straight onto George Avenue

3. Which streets do you pass before reaching Carswell Avenue?

- a) Barnes Avenue and Carswell Avenue
- b) George Avenue and Barnes Avenue
- c) Selfridge Avenue and George Avenue
- d) Carswell Avenue and Barnes Avenue

4. What do you do at Carswell Avenue?

- a) Turn left and continue to the drill pad
- b) Go straight and pass the reception center
- c) Turn right to reach the reception center
- d) Turn left and go towards the mini mall

5. What is the function of the reception center?

- a) You can buy supplies such as food or cleaning
- b) You can receive information about the base
- c) You can go towards the Defense Language Institute
- d) You can pass the drill pad and PRT zones

6. What is the next step after leaving the reception center?

- a) Continue on Carswell Avenue and take a left
- b) Turn right onto Selfridge Avenue directly
- c) Continue straight to the mini mall area
- d) Turn left onto Barnes Avenue immediately

7. What do you pass on the way to the Defense Language Institute?

- a) The reception center and mini mall
- b) George Avenue and Barnes Avenue
- c) The drill pad and PRT zones
- d) Selfridge Avenue and Carswell Avenue

8. What do you do after reaching the Defense Language Institute?

- a) Turn right on Carswell Avenue and continue
- b) Turn left on Selfridge Avenue and go straight
- c) Continue straight on Barnes Avenue directly
- d) Turn left on George Avenue and continue

9. How do you get back towards the reception center?

- a) Turn right on Selfridge Avenue and go straight
- b) Continue on Carswell Avenue and turn right
- c) Turn left on Carswell Avenue and go past it
- d) Continue on George Avenue and turn left

10. What can you do at the mini mall?

- a) Receive information about the base
- b) Pass the drill pad and PRT zones
- c) Buy supplies such as food or cleaning
- d) Turn left onto Selfridge Avenue





5.2 GRAMMAR POINTS. GRAMMAR IN CONTEXT



Giving Directions in English



Core Language Structures

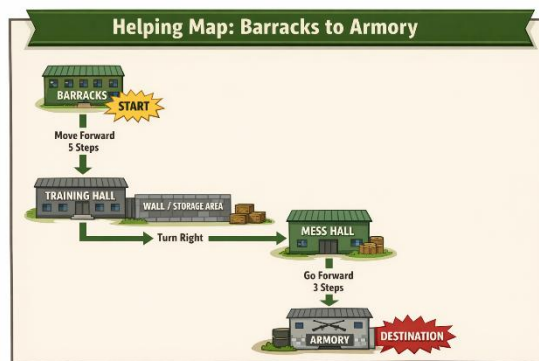
Element	Grammar Focus	Function in Directions	Example
Imperative Verb	<i>Base form of verb (no subject)</i>	Gives orders or clear instructions	<i>Turn left at the main gate.</i>
Sequencers	<i>First, then, next, after that, finally</i>	Shows logical order of instructions	<i>First, pass the guard tower; then, proceed straight ahead.</i>
Prepositions of Place	<i>at, on, in, under, above, behind, in front of, next to, between</i>	Describe where something or someone is	<i>The command post is behind the radar tower.</i>
Prepositions of Movement	<i>to, into, onto, across, through, along, past, toward, around</i>	Describe how/where someone moves	<i>March across the deck and turn right toward the bridge.</i>
Directional Adverbs	<i>left, right, straight, back, forward, upward, downward</i>	Give orientation and spatial direction	<i>Move straight ahead until you reach the control room.</i>



PRACTICE

TASK 5 Apply the five steps of the communication framework to create your own command based on this scenario.

Scenario: Guide a cadet from the barracks to the armory.



TASK 6 Analyze these sample commands.

1. For each command, identify whether the five steps of the communication framework are present.
2. Write notes about missing or unclear elements in the "Notes/Issues" column.
3. Discuss how each command could be improved using all five steps.

1. Report to the drill yard for morning parade.
2. Line up at the obstacle course and prepare for inspection.
3. Collect your training manuals from the supply room.
4. Move to the classroom and take your assigned seats.
5. Check your uniforms and polish your shoes before inspection.

Sample Command	Gain Attention	Give First Command	Clarify Position/ Path	Provide Checkpoints	Confirm Understanding	Notes / Issues
1						
2						
3						
4						
5						

1. Which steps are included?
2. Which steps are missing or unclear?
3. How could the command be improved to follow all five steps?



TASK 7 Rewrite each original command so it includes all five steps.

Original Command	Revised Command Using 5 Steps
1. "Go to the dorm."	
2. "Meet me there."	
3. "Walk forward and then turn left."	

Write here!

Key Prepositions for Military and Naval Settings

Preposition	Type	Meaning / Use	Example
at	place	a specific point or location	<i>Meet me at the main gate.</i>
in	place	enclosed space or area	<i>The officers are in the operations room.</i>
on	place	surface or deck level	<i>The captain is on the bridge.</i>
under	place	lower level / below something	<i>The tools are under the control panel.</i>
behind	place	at the back of	<i>The fuel station is behind the hangar.</i>
in front of	place	before or facing something	<i>Stand in front of the flagpole.</i>
next to / beside	place	immediately adjacent	<i>The radio room is next to the navigation deck.</i>
between	place	in the middle of two points	<i>The barracks are between the mess hall and the motor pool.</i>
across (from)	movement/place	on the opposite side	<i>The infirmary is across from the administration office.</i>
along	movement	following a route	<i>March along the perimeter fence.</i>
through	movement	entering and passing inside	<i>Go through the main corridor to reach the engine room.</i>
toward	movement	in the direction of	<i>Move toward the assembly area.</i>
around	movement	circling something	<i>Walk around the deck to complete your patrol.</i>



PRACTICE



TASK 8 Fill in the blanks with the correct prepositions of place.

1. First, exit the barracks and turn left ____ the communications center.
2. Walk straight ahead ____ you reach the flagpole.
3. The armory is ____ your right, ____ the vehicle maintenance bay.
4. Proceed ____ the main gate and march along the outer fence.
5. After that, go ____ the yard and enter the briefing room.
6. The commander's office is ____ the second deck, ____ the operations room.
7. Move ____ the rear of the ship and report ____ the engineering section.
8. Stand ____ your squad leader during formation.
9. Run ____ the training track twice before reporting back.
10. Finally, stop ____ the muster point ____ the command building.



THEORETICAL FRAMEWORK: COMMON DIRECTIONAL PHRASES & MOVEMENT VERBS

Category	Definition / Function	Common Verbs & Phrases	Example
1. Verbs of Basic Movement	Describe simple physical action or change of position.	<i>go, walk, run, move, turn, stop, follow, return</i>	- Go straight to the main gate. - Turn left at the control tower.
2. Verbs of Directional Movement	Show the direction in which the subject is moving. Often used with prepositions.	<i>go to, move toward, head for, proceed to, come back, go across, go through, march along, climb up/down, move around</i>	- Proceed to the operations room immediately. - Go through the hangar and turn right.
3. Verbs of Commanded Movement (Military Use)	Used for orders and coordination of soldiers or sailors. Imperative form commonly used.	<i>advance, retreat, deploy, assemble, fall in, fall out, line up, report to, stand by, maneuver</i>	- Assemble on the flight deck for inspection. - Stand by for further instructions.
4. Phrases for Giving Directions (Imperative Form)	Instructional expressions showing exact movement steps or orientation. Usually start with an imperative verb.	<i>Turn left/right, Go straight ahead, Keep going, Stop at, Continue past, Cross, Go around, Enter, Exit, Climb down/up</i>	- Continue past the armory until you see the flagpole. - Climb down the ladder to the lower deck.
5. Orientation & Positioning Phrases	Specify an object's location or direction in relation to another.	<i>in front of, behind, next to, beside, between, opposite, across from, on the left/right side, nearby</i>	- The commander's office is opposite the operations room. - The life rafts are on the right side of the deck.
6. Sequential Directional Language (for Procedures)	Used to express step-by-step or chronological order in following instructions.	<i>First, Next, Then, After that, Finally, Before that, Afterwards</i>	- First, check the compass; then, set your heading to 270 degrees. - After that, proceed along the marked corridor.
7. Verbs of Transport & Navigation (Advanced)	Typically used by naval officers or pilots to describe maneuvering vehicles or vessels.	<i>navigate, steer, pilot, approach, depart, dock, anchor, disembark</i>	- The helmsman will steer the ship toward the harbor. - Anchor the vessel near the supply pier.



PRACTICE



TASK 9 Fill in the blanks with the correct word or phrase below.

proceed to • assemble • opposite • steer • first • climb down • move toward • stand by • go through • anchor

1. All cadets must _____ the briefing room before the morning drill starts.
2. The commander's office is _____ the operations room, next to the communication centre.
3. _____, check the compass; then set your heading to 270 degrees.
4. The helmsman must _____ the ship carefully toward the harbour entrance.
5. During the emergency drill, sailors must _____ on the flight deck for inspection.
6. After you leave the control tower, _____ the hangar and turn right at the end.
7. The fire team should _____ the engine room immediately.
8. The officer ordered the crew to _____ for further instructions.
9. Use the ladder to _____ to the lower deck.
10. The vessel will _____ near the supply pier until the operation is complete.



TASK 10 Fill in the blanks with the correct word or phrase below.

line up • turn right • next to • navigate • after that • retreat • go across • depart • keep going • report to

1. All sailors must _____ in front of the main gate before inspection.
2. At the end of the corridor, _____ and continue toward the medical room.
3. The armoury is _____ the security office, on the left side of the building.
4. During the exercise, the officer had to _____ the vessel through difficult waters.
5. _____, proceed to the briefing room and wait for further instructions.
6. If the situation becomes dangerous, the unit may have to _____ to a safer position.
7. To reach the training area, _____ the courtyard and enter the second building.
8. The ship will _____ from the harbour at 0600 hours.
9. _____ until you see the flagpole, then stop at the checkpoint.
10. After the drill, all cadets must _____ their squad leader.

Common Directional / Movement Verb Patterns

Verb Pattern	Meaning / Usage	Example Sentence
go + [preposition + place]	Indicates direction or destination	<i>Go through the corridor to the control room.</i>
turn + [direction]	Specifies which way to move	<i>Turn left at the first intersection.</i>
move/proceed + [adverb of direction]	Formal or orderly movement	<i>Proceed forward to the command center.</i>
come/ return + [to/from + place]	Movement back or toward speaker	<i>Return to the briefing room immediately.</i>
head + [for/toward + destination]	Set course or move intentionally toward	<i>Head for the evacuation point.</i>
cross + [place]	Move from one side to another	<i>Cross the parade ground to reach the mess hall.</i>
climb + [up/down + object]	Vertical movement	<i>Climb up the ladder to the bridge deck.</i>
march/run/ walk + [along/through/ past]	Military or controlled movement	<i>March along the perimeter fence.</i>
deploy /assemble /fall in	Tactical formation movement	<i>Fall in behind your unit for drill formation.</i>

Examples of Complete Directional Phrases in Context

1. *Proceed straight across the hangar and turn left toward the engine room.*
2. *Go up the stairs to the second deck, then report to the navigation officer.*
3. *March past the barracks until you reach the flagpole.*
4. *Move toward the aft section of the ship and stand by for inspection.*
5. *Turn right after the main gate and continue along the outer fence.*
6. *Head for the emergency exit located beside the fuel storage area.*
7. *Climb down the ladder carefully to reach the lower compartment.*
8. *Run across the parade ground and assemble next to the armory.*
9. *Proceed through the corridor, past the radio room, and stop near the operations center.*
10. *Circle around the obstacle and return to your original position.*

Usage Notes

- Imperatives are standard when giving military directions: “Turn,” “Go,” “Proceed,” “Move.”
- Always include prepositions of movement or place to clarify route and position.
- Sequencing words add clarity to multi-step navigation or procedures.
- Maintain clear tone, pace, and repetition in spoken commands for field efficiency.



PRACTICE

TASK 11 Match each directional / movement verb with its correct function or meaning. Write the corresponding letter (A–H).

No.	Verb	Meaning / Function
1	Proceed	A. Move from one side of an area to the other
2	Turn	B. Vertical movement up or down
3	March	C. Go forward to a destination or place in an orderly manner
4	Climb	D. Move in a particular direction (left, right, around)
5	Cross	E. Move in synchronized steps as a group (military)
6	Head	F. Move intentionally toward a destination
7	Assemble	G. Come together at a specific place for duty
8	Retreat	H. Move back from a position or location



TASK 12 Complete each military or naval command using one of these verbs:

go, turn, proceed, cross, climb, move, head, assemble, march, return

- _____ straight ahead until you reach the main gate.
- _____ left at the corridor leading to the command center.
- _____ across the bridge carefully — the deck may be slippery.
- _____ up the ladder to the upper deck when the officer signals.
- _____ your troops at the muster station before departure.
- _____ toward the operations room and await further orders.
- _____ quickly to your stations; the drill is about to begin.
- _____ in formation along the pier for the arrival ceremony.
- _____ to the ship after completing your maintenance task.
- _____ through the main hatch and report to the captain.



5.3 WORD BANK: Vocabulary Related to Landmarks, Infrastructure, Distances, and Reference Points



Vocabulary for Locations / Facilities on Base Landmarks

- accounting & finance
- administration building
- barracks
- base exchange (bx)
- base housing (building)
- base supply
- briefing room
- (logistics) building
- chapel
- commissary
- confidence course
- dorms
- drill pad
- education center services
- equipment room
- gate
- gate / checkpoint
- gym
- Hall
- Headquarters (hq)
- library
- medical center
- mess / dining hall
- mini mall
- multimedia center
- museum
- office
- parade grounds
- park
- processing center
- reception center
- storage / warehouse
- training area
- training complex
- vehicle park / motor pool
- visitor center

Infrastructure

- barrier / fence
- bridge / overpass / underpass
- corner / edge / junction
- corridor / walkway / pathway
- crossroad / intersection / junction
- cul-de-sac / dead-end
- curb / pavement / sidewalk
- driveway
- entrance / exit
- fork in the road
- gate / checkpoint
- junction
- lane (left-hand/right-hand/the bus lane)
- level crossing
- pedestrian crossing / zebra crossing
- road / street / avenue / lane
- roundabout / traffic circle
- speed bump
- taxi rank
- traffic sign / signpost
- trail / footpath
- tunnel
- underpass

Distances

- short distance / long distance
- near / far
- meters / kilometers

Reference Points/ Cardinal Points

- North (N)
- South (S)
- West (W)
- East (E)

Functional Phrases for Giving Directions

- Check in at the ... before proceeding
- Do not enter
- Don't take the first road
- Follow the signs to ...

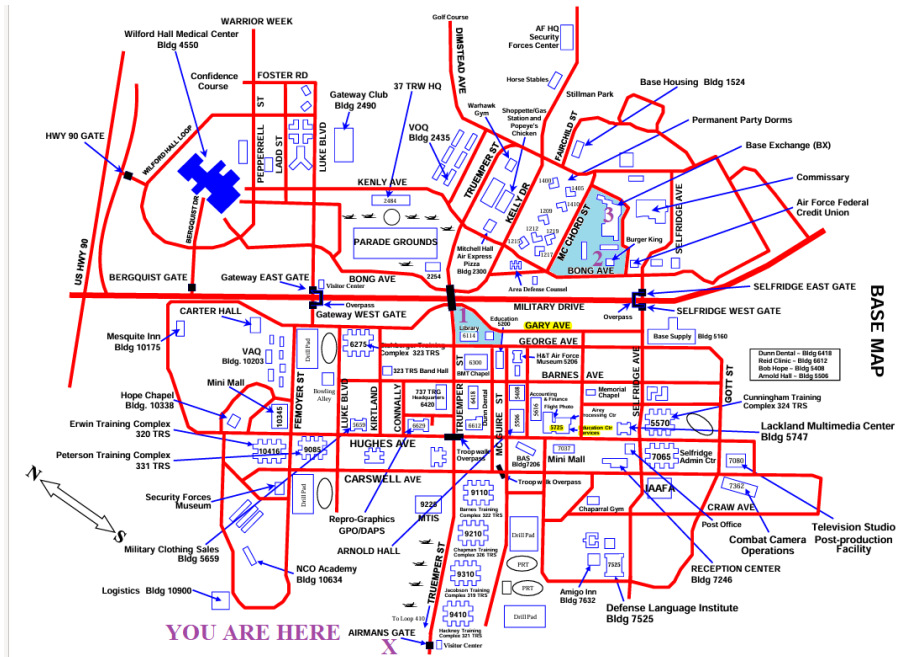
- Go across the roundabout
- Go on for about ... 2 minutes/100 metres
- Go straight along the road until you reach ...
- Go straight on until you come to... the crossroads/junction, etc.
- Go straight on until you get to ...the first set of lights, etc.
- Take the first/second turning/road/street on your left/right
- The ... is next to/opposite/behind ...
- Turn left/right at the ...
- You'll see/You'll come to a (bank). Then, ...
- You can't miss it!



5. 4 SPEAKING PRACTICE: Your turn!

Assignments:

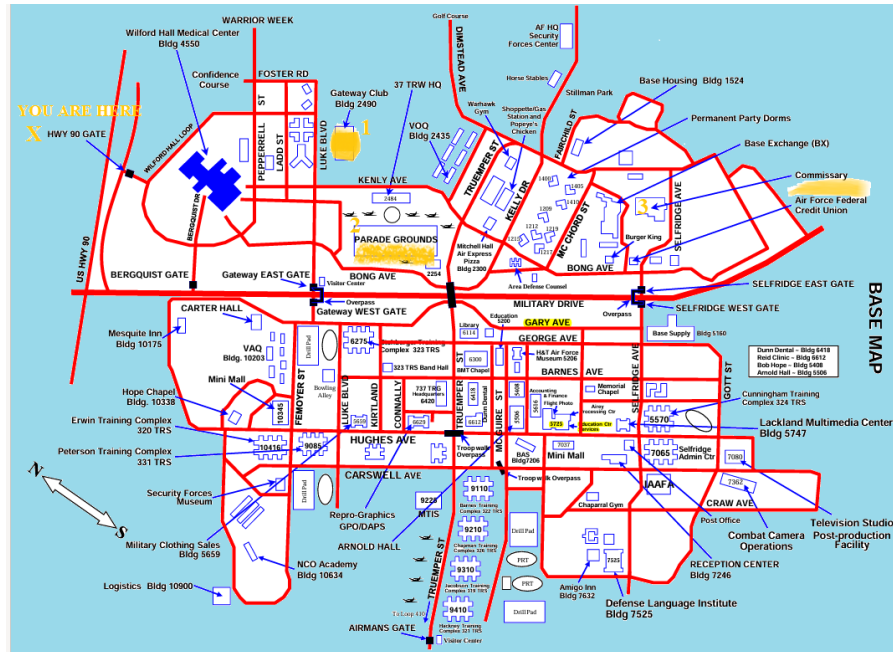
1. Look at this map:



Indicate a possible route from the **Airmans Gate** to:

- | |
|----------------------------|
| 1. the library |
| 2. then, to Burger King, |
| 3. and finally, to the BX. |

2. Look at this map:

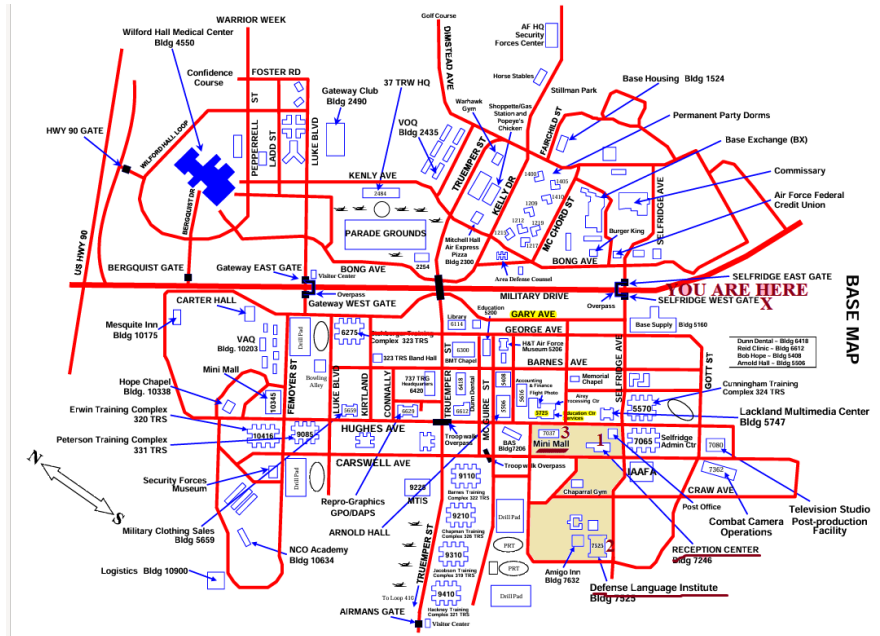


Map 2

Indicate a possible route from Highway (HWY) 90 Gate to:

1. the Gateway Club Building (Bldg)
2. then, to the Parade Grounds,
3. and finally, to the Commissary.

3. Look at this map:



Map 3

Indicate a possible route from Selfridge West Gate to:

1. the Reception Center
2. then, to DLI (Defense Language Institute) Bldg
3. and finally, to the Mini Mall.

UNIT 6 – CHECKLISTS AS (SELF) – ASSESSMENT TOOLS FOR EFFECTIVE SPOKEN COMMUNICATION



Objectives

- ✓ to help learners become more aware of the key elements of effective spoken communication
- ✓ to guide students in organizing their ideas, monitoring their language use, and evaluating their performance in a structured and objective way

Note to the student:

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

- identify strengths and areas for improvement;
- develop greater control over structure and clarity;
- build confidence through guided self-assessment;
- improve performance in oral exams and professional contexts.



6.1 CHECKLIST FOR COMPARING AND CONTRASTING PEOPLE



Objectives

- ✓ to raise awareness of effective task fulfilment in terms of grammar accuracy and vocabulary range, fluency and coherence of ideas, and professional tone
- ✓ to give and receive effective peer feedback
- ✓ to apply checklist independently
- ✓ to improve speaking skills
- ✓ to organize ideas and language functions coherently using structured schemata when comparing and contrasting people

◆ Task Fulfilment	☐ I can compare two officers or cadets clearly. ☐ I can express differences in experience, leadership, efficiency. ☐ I can express similarities in experience, leadership, efficiency. ☐ I can complete my comparison without long pauses.
◆ Accuracy	☐ I can correctly use comparative adjectives (<i>more experienced, stronger, better</i>). ☐ I can correctly use comparative adverbs (<i>more efficiently, faster</i>). ☐ I can use than correctly. ☐ Errors do not impede understanding because they are rare and minor.
◆ Range	☐ I can use more than basic adjectives (not only “good/better”). ☐ I can use at least one irregular form correctly (<i>better, worse</i>). ☐ I can use precise professional vocabulary (decisive, adaptable, resilient). ☐ I can use a variety of structures (comparatives, superlatives, equality forms).
◆ Fluency & Coherence	☐ My ideas are logically connected. ☐ I use simple linking words (<i>because, while, compared to</i>). ☐ My speech flows naturally.



6.2 CHECKLIST FOR COMPARING AND CONTRASTING PLACES

	Objectives ✓ to develop structured analytical comparison of places using clear evaluation criteria ✓ to use the checklist as a strategic tool to ensure clarity, logical organization, and completeness of comparisons
--	---

◆ Task Fulfilment	☐ I can compare two locations clearly (location, size, population, points of interest, infrastructure, activities, or size, personnel, facilities, equipment, etc.). ☐ I can explain which location is more suitable and why.
◆ Accuracy	☐ I can use correctly comparative adjectives (<i>larger, more strategic</i>). ☐ I can use correctly comparative adverbs (<i>operates more efficiently</i>). ☐ I can use “the” correctly with superlatives. ☐ I can use correctly structures for comparing and contrasting. (<i>both, like, similar to, unlike, different from</i>)
◆ Range	☐ I avoid repeating “better” too often. ☐ I can use basic military vocabulary accurately.
◆ Fluency and Coherence	☐ My comparison is logically organized. ☐ I can clearly identify what criteria I am comparing and contrasting against. ☐ I avoid vague statements.



6.3 CHECKLIST FOR COMPARING AND CONTRASTING EVENTS



Objectives

- ✓ to apply the checklist as a strategic framework to ensure logical sequencing in comparisons of events
- ✓ to enhance objective and structured spoken performance when comparing and contrasting past or planned events

◆ Task Fulfilment	☐ I can compare two exercises or ceremonies clearly. ☐ I can express similarities and differences and account for them.
◆ Accuracy	☐ I can use comparative forms correctly (<i>more complex, better organized</i>). ☐ I can use superlatives correctly (<i>the most successful</i>). ☐ I can use correct word order.
◆ Range	☐ I can use low-frequency adverbs (<i>most effectively, far more efficiently</i>). ☐ I can correctly use irregular forms (<i>better conducted, worse coordinated</i>). ☐ I can use a variety of grammar structures.
◆ Fluency and Coherence	☐ I can speak without frequent hesitation. ☐ My message is understandable.



6.4. CHECKLIST FOR GIVING INSTRUCTIONS



Objectives

- ✓ to apply the checklist as a framework to ensure instructions are complete, logical, and easily followed
- ✓ to organize instructional discourse effectively using logical order, linking words (first, next, then, finally), and procedural markers

◆ Task Fulfilment	☐ I can clearly state the objective of the instructions. ☐ I can explain steps in logical order (first → then → finally). ☐ The listener can follow my instructions without confusion. ☐ I can clarify instructions if asked.
◆ Accuracy	☐ I can correctly use the imperative form (<i>Check the radar. Secure the area.</i>). ☐ I can correctly use sequencing markers: <i>first, then, after that, finally.</i> ☐ I can correctly use modal verbs when necessary: <i>must, have to, should, need to</i> ☐ I can correctly use conditionals (Type 1): <i>If visibility decreases, switch to manual navigation./In case of fire, activate the emergency protocol.</i> ☐ I use time clauses accurately: <i>Before entering the area.../After completing the inspection.../While monitoring the radar...</i> ☐ My errors do not block understanding.
◆ Range	☐ I avoid unnecessary repetition. ☐ I can use clear operational vocabulary. ☐ I can give specific instructions (not vague ones).
◆ Fluency and Coherence	☐ I speak at a steady pace. ☐ I avoid long pauses or hesitation. ☐ My pronunciation is clear and intelligible.



6.5. CHECKLIST FOR GIVING DIRECTIONS



Objectives

- ✓ to apply the checklist as a tool to ensure directions are logically sequenced, complete, and easy to follow
- ✓ to develop the ability to provide clear, accurate directions for navigation or movement in a given space

♦ Task Fulfilment	☐ I can clearly identify the starting point and destination. ☐ I can give directions in logical order. ☐ I can explain alternative routes. ☐ My listener can visualize the route to the destination without confusion. ☐ I complete the explanation without major communication breakdown.
♦ Accuracy	☐ I can correctly use the imperative form: <i>Turn left. Continue straight ahead. Cross the bridge.</i> ☐ I can correctly use prepositions of place and movement: <i>next to, opposite, behind, between, along, through, across, toward</i> ☐ I can use sequencing markers: <i>First, Then, After that, Finally</i> ☐ Errors do not block understanding.
♦ Range	☐ I can give specific landmarks (radar tower, main gate, control tower). ☐ I avoid vague expressions like “over there.” ☐ I can specify distance when necessary (about 200 meters, at the second intersection). ☐ I can use operational vocabulary accurately (checkpoint, perimeter, hangar, dock, restricted zone).
♦ Fluency and Coherence	☐ I can speak clearly and at a steady pace. ☐ I avoid long pauses or reformulations. ☐ My pronunciation is understandable in a multinational context. ☐ I can clarify misunderstandings effectively.

EXAM FOCUS: SPEAKING PRACTICE



Objectives

- ✓ to compare and evaluate different situations confidently for 2–3 minutes
- ✓ deliver clear procedural instructions without hesitation
- ✓ give accurate directions using natural spoken English
- ✓ use discourse markers and transition phrases effectively
- ✓ maintain interaction through clarification and follow-up responses
- ✓ demonstrate communicative competence rather than memorized proficiency.



NOW PRACTICE!

1.

• COMPARE & CONTRAST PEOPLE

Task 1 — Compare two people

You are talking to an instructor about leadership. Compare two people you have worked with or studied with: for example, two officers, two teachers, two colleagues or two team leaders.

You should say:

- who they are;
- what they have in common;
- how they are different;
- which person is easier to work with and why.

Follow-up questions:

1. What qualities should a good leader have?
2. Is experience more important than communication skills?
3. Do you prefer a strict leader or a friendly leader?

• COMPARE & CONTRAST PLACES

Task 2 — Compare two places

Compare two places connected to your training or military life: for example, your naval academy and a training base, or your hometown and a port city.

You should say:

- where the two places are;
- what activities people do there;
- what is similar about them;

- what is different about them.

Follow-up questions:

1. Which place is more useful for professional training?
2. Which place is more comfortable to live in?
3. What facilities should a good training base have?

• COMPARE & CONTRAST EVENTS

Task 3 — Compare two events

Compare two events you have attended: for example, a military ceremony, a sports competition, a training exercise, a briefing or a school event.

You should say:

- when and where the events took place;
- who participated;
- what happened during each event;
- which event was more important or more interesting and why.

Follow-up questions:

1. Why are ceremonies important in the military?
2. What makes a training exercise successful?
3. Do you prefer formal events or practical activities?

2.

INSTRUCTIONS

Task 1 — Give safety instructions

You are a senior cadet. Give instructions to a new student before an emergency drill on board a ship.

You should include:

- what the student must do first;
- where they must go;
- what equipment they must take;
- what they must not do during the drill.

Useful language:

- First, you must...
- Then, proceed to...
- Make sure you...
- Do not...

Follow-up questions:

1. Why are emergency drills important?
2. What mistakes can happen during a drill?
3. How can officers make instructions clearer?

Task 2 — Explain how to prepare for inspection.

Explain to a new cadet how to prepare for a morning inspection.

You should include:

- how to prepare the uniform;
- how to arrange personal equipment;
- where and when to assemble;
- how to behave during inspection.

Useful language:

- Before the inspection, you should...
- Check that...
- Line up...
- Stand still and listen carefully.

Follow-up questions:

1. Why is discipline important during inspections?
2. What should cadets do if they are late?
3. How can preparation reduce stress?

Task 3 — Give instructions for using basic equipment

Explain how to use a simple piece of equipment, such as a life jacket, radio, compass or fire extinguisher.

You should include:

- what the equipment is used for;
- how to check it before use;
- how to use it step by step;
- what safety rule is most important.

Useful language:

- First, check...
- Next, hold...
- After that, press / turn / adjust...
- Finally, report any problem.

Follow-up questions:

1. Why is it important to check equipment before using it?
2. What equipment should every sailor know how to use?
3. What can happen if instructions are not followed?

3.
DIRECTIONS

Task 1 — Give directions inside a naval base.

A visitor is at the main gate of the naval base and needs to reach the operations room. Give clear directions.

You should include:

- where to go from the main gate;
- which buildings or landmarks to pass;
- where to turn;
- where the operations room is located.

Useful language:

- Go straight ahead...
- Turn left / right at...
- Continue past...

- The room is opposite / next to...

Follow-up questions:

1. What landmarks are useful when giving directions?
2. What should you do if someone does not understand your directions?
3. Is it easier to give directions with a map? Why?

Task 2 — Explain a route on board a ship.

Explain how to get from the main deck to the engine room on board a ship.

You should include:

- where to start;
- which stairs, corridor or ladder to use;
- what signs or doors to look for;
- where to stop or report.

Useful language:

- Start from...
- Go along the corridor...
- Climb down the ladder...
- The engine room is on the lower deck.

Follow-up questions:

1. Why must sailors know the layout of a ship?
2. What areas on a ship can be dangerous?
3. What should a sailor do if they get lost on board?

Task 3 — Direct a team during a movement exercise

You are leading a small team during a training exercise. Give directions from the assembly point to the checkpoint.

You should include:

- where the team starts;
- the route they must follow;
- where they must stop;
- what they must do when they arrive.

Useful language:

- Move toward...
- Go across...
- Continue along...
- Stop at the checkpoint and report to...

Follow-up questions:

1. Why is clear communication important during movement exercises?
2. What problems can appear when a team follows directions?
3. How can a leader check that everyone understood the route?



Note: Use the above self-evaluation grids to assess how well you complied with the objectives for the speaking tasks. Tick the box that best reflects your performance.



ANSWER KEY

UNIT 1 COMPARE AND CONTRAST I (PEOPLE)

LISTENING PRACTICE

Task 1. 1. c, 2. b, 3. b, 4. a, 5. b, 6. b, 7. a

Task 2. 1. b, 2. a, 3. b, 4. c, 5. a

Task 3. 1. a, 2. a, 3. b, 4. a, 5. a

Task 4. 1. a, 2. a, 3. b, 4. a, 5. a, 6. a

Task 5. 1. a, 2. a, 3. a, 4. a

Task 6. 1. a, 2. a, 3. a, 4. a, 5. a, 6. a

Task 7. 1. b, 2. c, 3. c, 4. b, 5. c, 6. b

Task 8. 1. a, 2. c, 3. b, 4. b, 5. b, 6. a, 7. b

Task 9. 1. b, 2. a, 3. c, 4. b, 5. b, 6. b, 7. B

GRAMMAR POINTS. GRAMMAR IN CONTEXT. LANGUAGE PRACTICE

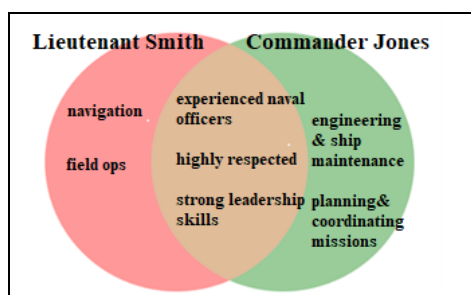
Task 10

COMPARE	CONTRAST
similar; alike; both; similarly; likewise	on the other hand; however; in contrast; whereas; differ

Task 11

☐ Comparing:	both; more
☐ Contrasting:	however; whereas; in contrast; while

Task 12



Task 13

1. **Both** Captain Martin **and** Lieutenant Johnson are professional and disciplined officers. 2. **(Just) Like** Lieutenant Johnson, Captain Martin leads an active lifestyle. 3. **Similarly**, this is reflected in her posture and overall appearance. They have strong leadership skills 4. **in common** and 5. **share** professionalism and responsibility. In this respect, they are 6. **similar**.

Their leadership qualities are 7. **similar** to each other, as they both lead by example.

Furthermore, Captain Martin values teamwork and clear communication, and Lieutenant Johnson acts in the 8. ____ way.

In conclusion, Captain Gabrielle Martin and Lieutenant Andrew Johnson 9. **share** many important qualities and 10. **resemble** one another in their dedication to duty.

Task 14

I am going to contrast two of my superior officers, Captain Gabrielle Martin and Lieutenant Andrew Johnson.

Captain Martin has a slim build, 1. **whereas** Lieutenant Johnson has a more athletic appearance. 2. **While** Captain Martin has soft facial features, Lieutenant Johnson has more sharply defined ones.

Captain Martin focuses mainly on communication and reporting. 3. **In contrast**, Lieutenant Johnson is more involved in operational duties. 4. **Whereas** Captain Martin adopts a calm and diplomatic leadership style, Lieutenant Johnson is more assertive and dynamic. 5. **Although** both officers are effective leaders, their approaches 6. **differ from** one another.

Captain Martin focuses on organization and planning, 7. **while** Lieutenant Johnson relies on decisiveness and presence.

Task 15

1. **Both** Captain Martin **and** Lieutenant Johnson are respected and professional officers. 2. **Like** Lieutenant Johnson, Captain Martin leads an active lifestyle. 3. **Similarly**, this is visible in her posture and energy at work. They 4. **have** professionalism and discipline common and are 5. **similar** in their commitment to duty. Their leadership qualities are 6. **similar** to each other, as they both lead by example. Moreover, Captain Martin values teamwork and clear communication, and Lieutenant Johnson does so 7. **in** the same way. Captain Martin has a slim build, 8. **whereas** Lieutenant Johnson has a more athletic appearance. 9. **While** Captain Martin adopts a calm and diplomatic leadership style, Lieutenant Johnson is more assertive and dynamic. 10. **Although** both

officers are effective leaders, their styles 11. **differ** from one another. Captain Martin focuses on communication, 12. **while** Lieutenant Johnson relies more on decisiveness and presence.

TASK 16

1. Naval cadets are expected to be **as disciplined as their instructors**.
2. The submarine crew must remain **as alert as** the surface fleet when navigating hostile waters.
3. Both submarine commanders are **as decisive as each other** during high-risk underwater operations.
4. The new radar operator is **as efficient as** the senior technician during night shifts.
5. The cadets in Alpha and Bravo units are **equally disciplined** during inspection.
6. The marine engineer is **as skilled as** his supervisor in handling engine failure.
7. Both officers remained **as calm as** the captain under enemy fire.
8. The new recruits are **as motivated as** the experienced sailors during joint drills.

TASK 17

1. Of all the cadets in the academy, Lieutenant Harris is the **most capable**.
2. The **better** the crew trains under pressure, the **more confidently** they perform during real combat situations.
3. The officer is extremely **disciplined** during strategic briefings.
4. The captain is **more experienced than** the lieutenant in naval negotiations.
5. The cadet is **the bravest** in his platoon.
6. Both officers are **equally loyal** to their command.
7. The recruit is **better prepared than** the rest of his squad for emergency drills.
8. The admiral is **the most respected** officer in the entire navy.

TASK 18

1. During the multinational maritime exercise, the Romanian crew coordinated **more effectively than** the previous rotation.

2. When the emergency signal was activated at night, the bridge team reacted **much faster than** they had during the daytime simulation.
3. After the technical upgrade, the radar system identified potential threats **far more accurately than** before the maintenance procedures were completed.
4. In rough sea conditions, the frigate maneuvered **more carefully than** the patrol vessel accompanying it.
5. During the final evaluation, the cadets completed the navigation task **more successfully than** they had in the mid-term assessment.
6. In the crisis briefing, the commanding officer explained the evacuation procedures **more clearly than** his deputy had done earlier.
7. Thanks to additional training, the engineering department solved the mechanical failure **much more quickly than** during the previous incident.
8. In the joint NATO drill, communication between units flowed **more smoothly than** in last year's exercise.
9. After repeated simulations, the rescue team executed the extraction plan **far more effectively than** at the beginning of the training program.
10. During combat simulation, the squad leader responded to unexpected developments **more decisively than** the rest of the unit.

TASK 19

1. During the joint naval exercise, the Romanian crew coordinated **more efficiently** than during the previous deployment.
2. Out of all the radar operators, Lieutenant Marinescu identified the target **the most quickly**.
3. In crisis negotiations, the senior commander communicated **better** than his deputy.
4. Of all the units involved in the mission, the special forces team reacted **the most decisively**.
5. After the maintenance upgrade, the engines operated **more smoothly** than before.
6. Among all the cadets in the academy, she performs **the best** under pressure.
7. During the storm, the frigate maneuvered **more carefully** than the patrol boat.
8. In the entire fleet, this destroyer travels **the fastest**.
9. After repeated simulations, the rescue team executed the extraction plan **more effectively** than during the first drill.
10. Of all communication officers, he explains tactical procedures **the most clearly**.

11. The submarine advanced **farther** than the supply vessel during the long-range mission.
12. In that multinational exercise, information circulated **the most securely** of all previous operations.
13. During the emergency drill, the cadets reacted **more calmly** than expected.
14. Out of the entire bridge crew, the navigation officer calculated distances **the most accurately**.
15. In extreme weather conditions, the support ship moved **more slowly** than the combat vessel.
16. Of all the junior officers, she adapts **the most easily** to unexpected developments.
17. During last year's deployment, the engineering department worked **harder** than ever before.
18. In the final stage of the operation, the commander responded **the most promptly** of all participants.
19. After cybersecurity training, data was transmitted **more safely** than before.
20. Among all units involved in the live-fire exercise, the artillery team reacted **the worst**.

1.4 SPEAKING PRACTICE: Students' own answers

UNIT 2 COMPARE AND CONTRAST II (PLACES) LISTENING PRACTICE

Task 1. 1. a, 2. a

Task 2. 1. b, 2. c

Task 3. 1. b, 2. b

Task 4. 1. a, 2. a

Task 5. 1. b, 2. a

GRAMMAR POINTS. GRAMMAR IN CONTEXT

LANGUAGE PRACTICE

Task 6.

1. Both a submarine command center and a land-based headquarters; 2. Just like; 3. Similarly; 4. Likewise; 5. the same as; 6. alike; 7. comparable to; 8. in common; 9. Similar to / Resembling; 10. in the same way as

Task 7.

1. Whereas; 2. While; 3. On the other hand; 4. In contrast; 5. However; 6. Although; 7. distinct from / different from; 8. Unlike; 9. On the contrary; 10. Contrary to

Task 8

1. b, 2. a, 3. c, 4. b, 5. a, 6. b, 7. a, 8. c, 9. b, 10. c

Task 9

1. Whereas / While;; 2. Similarly / Likewise;; 3. Similar to / Just like; 4. On the contrary; 5. Likewise / Similarly;; 6. Although;; 7. distinct from / different from; 8. In contrast / Conversely; 9. and; 10. in common

2.4. Speaking Practice: You turn! Students' own answers.

UNIT 3 COMPARE AND CONTRAST (EVENTS)**LISTENING PRACTICE****Task 1**

1. c

Task 2

1. b

Task 3**Listening 1**

1. b, 2. b, 3. a, 4. a, 5. c, 6. b, 7. b, 8. c

Listening 2

1. a, 2. a, 3. b, 4. b, 5. b, 6. a, 7. b, 8. c

Task 4

Information Category	Speaker 1	Speaker 2
Type / Name of Ceremony	High school graduation	Wedding
Date / Time	May 2023; started around 5:00 p.m.	July (year not specified)
Place/ Location	First Baptist Church, Woodstock, Georgia	Country club in North Carolina
Indoor/ Outdoor	Indoors	Both (ceremony outside, dinner inside)
Level of Formality	Very formal	Formal ceremony; more relaxed dinner
Main Participants	High school graduates	Bride and groom
Other Participants / Guests	Family members, friends, superintendent, principal, teachers, school faculty	Bridesmaids, groomsmen, pastor, family and friends
Attire / Dress Code	Formal attire (suits and dresses)	Bride in wedding dress; groom in tuxedo; guests in suits and dresses
Atmosphere / Mood	Happy, proud, excited; graduates eager to finish	Serious and formal during ceremony; relaxed and celebratory at dinner
Reason for Celebration	Completion of high school	Marriage of two people
Opening of the Ceremony	Graduates walk in while people clap	Wedding ceremony led by a pastor

Speeches / Special Roles	Superintendent, principal, teachers, valedictorian	Toasts by best man and maid of honor
Main Event Activities	Graduates walk across stage, receive diploma, take pictures	Ceremony, dinner, eating, drinking, dancing
Closing of the Ceremony	Graduates throw hats in the air	Dinner and celebration continue
Activities After the Ceremony	Taking pictures, hugging family, saying goodbye	Eating, drinking, dancing, giving toasts
Importance / Meaning of the Event	Meaningful milestone; possibly last time seeing classmates	Signifies two people becoming partners for life

Task 5

Feature	Same / Different	Notes (optional)
Type of event	✗ Different	Graduation vs. Wedding
Location (city/state)	✗ Different	Graduation: Woodstock, Georgia; Wedding: North Carolina
Indoor/Outdoor	✗ Different	Graduation: Indoors; Wedding: Ceremony outdoors, dinner indoors
Level of formality	✗ Different	Graduation: very formal throughout; Wedding: formal ceremony, relaxed dinner
Main participants	✗ Different	Graduation: graduates; Wedding: bride and groom
Attire	☑ Same	Both: formal attire (suits/dresses, bride & groom have special clothing)
Atmosphere / Mood	✗ Different	Graduation: proud, happy, excited; Wedding: serious/formal ceremony, celebratory dinner
Speeches / Special roles	✗ Different	Graduation: superintendent, principal, teachers, valedictorian; Wedding: pastor officiates, best man & maid of honor give toasts
Main activities	✗ Different	Graduation: walk across stage, get diploma, throw hats; Wedding: ceremony, dinner, eating, drinking, dancing, toasts

Task 6

Suggested Answers

- ☐ Both ceremonies are formal, and guests dress nicely. ☑
- ☐ Unlike the graduation, the wedding takes place partly outdoors. ✗
- ☐ While the graduation is very structured, with graduates walking across the stage, the wedding is more relaxed, especially during the dinner. ✗
- ☐ The main participants are different: graduates versus bride and groom. ✗

GRAMMAR POINTS. GRAMMAR IN CONTEXT. LANGUAGE PRACTICE

Task 7

1. similar; 2. as ... as; 3. the same as; 4. similar to; 5. and; 6. alike; 7. as ... as; 8. the same; 9. as ... as; 10. alike

TASK 8.

Like; 2. similar to; 3. different from; 4. Whereas; 5. and; 6. different; 7. Unlike; 8. similar to; 9. Unlike; 10. similar to

TASK 9.

1. Like; 2. similar to; 3. While; 4. the same as; 5. Whereas; 6. And; 7. more ... than; 8. Unlike; 9. Different; 10. alike

3. 4. Speaking Practice: You turn!

Assignment 1. Students' own answers.

Assignment 2.

1.

Festival	Snake	Bun	Land Diving	May Day
Where?	Cocullo, Italy	Cheung Chau Island, Hong Kong	Pentecost Island, Vanuatu	UK
When?	First Thursday in May	Early May, around Buddha's birthday	Every Saturday in May	First May
Why?	To remember St. Dominic	To celebrate Paktai who drove away pirates and illness	To celebrate harvest	To celebrate the first day of summer
What happens?	People collect snakes, put them on the Saint's statue, carry it in a procession, play music, wear costumes, have fireworks	Processions with lion and dragon dances, bamboo towers covered with buns, people climb towers, and fireworks	Men jump from a tall wooden tower with vines tied to their ankles while people sing and dance	Dancing around the Maypole, processions, choosing a May Queen, cheese rolling
Special food?	Sweets and snake-shaped bread	Buns	Not mentioned	Cheese

3. Students' own answers.
4. Students' own answers.

UNIT 4 – GIVING INSTRUCTIONS

TASK 1

1. b, 2. c, 3. c, 4. b, 5. b, 6. c

TASK 2

1. a

TASK 3

1. d

TASK 4

1. a

TASK 5

1. b, 2. b, 3. c, 4. c, 5. c, 6. a, 7. b

TASK 6.

1. c

TASK 7

1. c, 2. b, 3. b, 4. d, 5. b, 6. b

TASK 8.

1. a

TASK 9

1. c, 2. b, 3. b, 4. b, 5. b, 6. c

TASK 10

1. b

TASK 11

1. c

4.2 GRAMMAR POINTS. GRAMMAR IN CONTEXT. LANGUAGE PRACTICE

TASK 12

Method for Conducting a Fire Drill Onboard

1. First, the designated officer announces the fire drill over the ship's public address system, ensuring all crew members are informed.
2. Next, crew members immediately don their firefighting equipment, such as fire-resistant suits, helmets, and gloves, as per their assigned roles.
3. Then, the firefighting team assembles at the designated muster station to receive instructions from the officer in charge.
4. Following this, the emergency response team simulates locating the source of the fire using the ship's fire control plan.

5. Afterwards, the team practices deploying fire hoses and extinguishers, ensuring proper handling and positioning techniques.
6. Meanwhile, other crew members simulate their secondary roles, such as closing watertight doors or shutting down ventilation systems in affected areas.
7. Subsequently, the officer in charge assesses the team's performance and provides immediate feedback on areas of improvement.
8. Later, the entire crew participates in a debrief session to discuss what went well and any challenges encountered during the drill.
9. Finally, the officer documents the fire drill in the ship's logbook, noting any observations or recommendations for future drills.
10. In conclusion, the drill reinforces the crew's preparedness and ensures compliance with safety regulations.

TASK 13

-5...Dig shallow foxholes around the perimeter.
-4...Camouflage the tent using netting and natural materials.
-7...Position the radio and check for signal.
- 3...Set up the tent and sleeping area.
-10... Establish a guard schedule and assign shifts.
-2... Unload equipment from the vehicle.
-1.... Identify a suitable location with good visibility and cover.
-8... Conduct a radio check with HQ.
-6... Place tripwire flares around the OP.
-9... Assign fire sectors to each team member.

TASK 14

First, identify a suitable location with good visibility and cover.
Then, unload equipment from the vehicle.
Next, set up the tent and sleeping area.
After that, camouflage the tent using netting and natural materials.
Once you've done that, position the radio and check for signal.
Then, conduct a radio check with HQ.
Afterwards, dig shallow foxholes around the perimeter.
Next, place tripwire flares around the OP.
Then, assign fire sectors to each team member.
Finally, establish a guard schedule and assign shifts.

TASK 15

- _3_ Check if you'll be staying in a hotel, a military base, or an Airbnb-type situation.
- _2_ Find out how long the mission is so you know how much to pack and whether you'll need cold-weather or wet-weather gear.
- _5_ Figure out your return details and who is going with you.
- _4_ Determine whether you're traveling by plane, boat, or car, and plan your timing accordingly.
- _1_ Identify your destination: which country and continent you're going to.

TASK 16

- Bring a rain jacket or Gore-Tex depending on the weather forecast 2
- Book a flight or arrange for an Uber to the airport 4
- Pack enough clothes for two weeks in cold weather 2
- Check if you're traveling alone or with others 5
- Confirm if your accommodation has laundry facilities 3
- Find your mission location on a map 1

LANGUAGE PRACTICE

TASK 17

1. **First**, safely check your weapon before loading it.
2. **Next**, carefully insert the magazine into the rifle.
3. **Then**, switch off the safety mechanism only on command.
4. **After that**, steadily take aim at your assigned target.
5. **Before** firing, ensure the range officer has given permission.
6. **Immediately** stop firing if you hear the ceasefire command.
7. **After each round**, record your shot grouping on the scorecard.
8. **Finally**, unload your weapon and place it on the bench with the barrel up.
9. **Always** report any weapon malfunction directly to your instructor.
10. **Before** leaving the firing line, verify that your weapon is clear and safe.

TASK 18

1. I; 2. J; 3. D; 4. H; 5. E; 6. B; 7. A; 8. F; 9. G; 10. C

LANGUAGE PRACTICE

TASK 19

1. stand
2. stretch
3. start

4. maintain
5. count
6. wait
7. take
8. complete
9. record
10. encourage

LANGUAGE PRACTICE

TASK 20

1. must / have to – *All cadets must wear life jackets when working on deck.*
2. must – *You must keep your weapon pointed downrange at all times.*
3. mustn't – *Sailors mustn't smoke near the fuel tanks; it's strictly forbidden.*
4. need to / have to – *During a storm, the crew need to secure all loose equipment immediately.*
5. don't have to – *You don't have to attend the morning briefing tomorrow if you are off duty.*
6. may / could – *The weather is clear, so we may begin the navigation exercise earlier than scheduled.*
7. must – *If the alarm sounds, you must go directly to your assigned muster station.*
8. should / ought to – *Cadets should check their uniform before inspection; otherwise, points will be deducted.*
9. cannot / may not / mustn't – *You mustn't enter the restricted area without the officer's clearance.*
10. have to / must – *The engineering team have to finish the maintenance before sunset to ensure readiness.*

TASK 21. Students' own answers.

UNIT 5 DIRECTIONS

LISTENING PRACTICE

TASK 1

1. a, 2. c, 3. d, 4. a, 5. c, 6. d, 7. b, 8. a, 9. c, 10. a

TASK 2

1. a, 2. b, 3. c, 4. a, 5. b, 6. b, 7. b, 8. d, 9. b, 10. c

TASK 3

1. c, 2. a, 3. b, 4. c, 5. b, 6. a, 7. c, 8. b, 9. c, 10. c

GRAMMAR POINTS. GRAMMAR IN CONTEXT. PRACTICE

TASK 4

- c) Start at Airmen's Gate near Westgate.
- d) Go straight onto Selfridge Avenue.
- f) Pass George Avenue and Barnes Avenue.
- h) Turn left onto Military Drive.
- a) Continue straight along Military Drive.
- b) Turn right and follow the road toward Selfridge East.
- e) Follow the curve in the road toward the Base Exchange.
- g) Continue toward the Base Exchange building.

PRACTICE

TASK 5

Scenario: Guide a cadet from the Barracks to the Armory (with signposting)

Step 1: Gain Attention

"Cadet, attention! Listen carefully, we are moving to the Armory."

Step 2: Give the First Command

"First, move forward 5 steps from the Barracks toward the Training Hall."

Step 3: Clarify Position or Path

"Next, when you reach the Training Hall, turn right at the Wall/Storage Area and continue toward the Mess Hall."

Step 4: Provide Checkpoints

"Then, stop briefly at the Mess Hall to confirm your position, and afterwards, go forward 3 steps to reach the Armory."

Step 5: Confirm Understanding

"Finally, repeat these steps back to me before moving, and report immediately when you arrive at the Armory."

TASK 6

3. ✗ Missing ☒ "Collect" ✗ Supply room mentioned, no landmarks ✗ Missing ✗ Missing Attention, checkpoints, and confirmation missing

4. ✗ Missing ☒ "Move" / "Take seats" ✗ Classroom mentioned, no path ✗ Missing ✗ Missing Attention, checkpoints, and confirmation missing

5. ✗ Missing ☒ "Check" / "Polish" ✗ No location or details for steps ✗ Missing

✗ Missing Attention and confirmation missing; could include step sequence

TASK 7

1. Original Command: "Go to the room."

Revised Command Using 5 Steps:

1. Gain Attention: "Cadet, attention! Prepare to move to the supply room."
2. Give First Command: "First, move forward 4 steps from your current position."
3. Clarify Position or Path: "Proceed past the blue chair on your right and head toward the second door on the left."
4. Provide Checkpoints: "Stop at the door with the red marker in front of it."
5. Confirm Understanding: "Repeat these instructions back to me before moving and report once you reach the room."

2. Original Command: "Meet me there."

Revised Command Using 5 Steps:

1. Gain Attention: "Cadet, attention! We need you at the command center."
2. Give First Command: "First, exit the Barracks and move forward 6 steps."
3. Clarify Position or Path: "Turn right at the Training Hall and continue straight toward the Mess Hall."
4. Provide Checkpoints: "Pause briefly at the Mess Hall to ensure you're on the correct path, then continue 3 steps forward to the command center."
5. Confirm Understanding: "Repeat these steps back to me and report immediately when you arrive."

3. Original Command: "Walk forward and then turn left."

Revised Command Using 5 Steps:

1. Gain Attention: "Cadet, attention! Follow my directions carefully."
2. Give First Command: "First, walk forward 5 steps from your current location."
3. Clarify Position or Path: "Next, when you reach the corner by the storage crate, turn left toward the Training Hall."
4. Provide Checkpoints: "Continue straight until you reach the blue marker by the door."
5. Confirm Understanding: "Finally, repeat these instructions back to me and report once you reach the designated spot."

TASK 8

1. *First, exit the barracks and turn left toward the communications center.*
2. *Walk straight ahead until you reach the flagpole.*
3. *The armory is on your right, next to the vehicle maintenance bay.*

4. *Proceed through the main gate and march along the outer fence.*
5. *After that, go across the yard and enter the briefing room.*
6. *The commander's office is on the second deck, above the operations room.*
7. *Move toward the rear of the ship and report at the engineering section.*
8. *Stand behind your squad leader during formation.*
9. *Run around the training track twice before reporting back.*
10. *Finally, stop at the muster point in front of the command building.*

TASK 9

1. proceed to 2. opposite 3. First 4. steer 5. assemble 6. go

Task 10

1. line up 2. turn right 3. next to 4. navigate 5. After that 6. retreat
7. go across 8. depart 9. Keep going 10. report to

TASK 11

1. C 2. D 3. E 4. B 5. A 6. F 7. G 8. H

TASK 12

- Go; 2. Turn; 3. Cross; 4. Climb; 5. Assemble; 6. Head; 7. Move 8. March;
9. Return; 10. Proceed



AUDIOSCRIPTS

UNIT 1 COMPARE AND CONTRAST I

Task 1 So, comparing and contrasting two of my **superior officers**, my officers are both alike in that they are shorter in stature, but they are different in that one is in his late 60s and one is in his early 20s. One of my officers has brown hair, however my other officer has gray hair. My officer for the army his duty is to make sure that his company is being run well and that he manages all the other officers such as the executive officer and his platoon leaders. However, the duty for the Coast Guard he has more administrative and management responsibilities as he has more people to guide and he has more officers also to guide. Personality-wise, my army officer is more outgoing and he's younger so he's more relatable and personal. However, my Coast Guard officer is older, so it is more difficult to get to know him on a personal level and share the same humor.

Task 2 Two of my superior officers are Colonel Lyons and Lieutenant Colonel Rose. Physically, they're both around the same height, but their jobs are completely different. And while yes, they have both brown hair, they do not act in the same way whatsoever. Colonel Lyons is in charge of the brigade as the commanding officer. He is in charge of the battalion commanders and every company commander. He is in charge of everyone, whereas Lieutenant Colonel Rose is in charge of brigade staff. And he answers to Colonel Lyons whenever he needs a description of duties for the following week or a task to be completed. Personality wise, Colonel Lyons is a little more uptight, whereas Lieutenant Colonel Rose is more relaxed and hands-off as a leader. He also tends to focus more on the day-to-day process and the nitty-gritty and the details of a duty or job that must be completed, which contrasts with Colonel Lyons, who focuses on the emotional and physical well-being of his soldiers.

Task 3 Two of my superior officers are my platoon leader and my company commander. My company commander is a slightly shorter man, but both of these officers have dark hair and are very physically fit. My company commander is in charge of everyone inside of my company, so that includes squad leaders, platoon leaders, the executive officer, and even down to the regular enlisted. My platoon leader is only in charge of my platoon that I'm in, so that would be four squad leaders and the people designated in those squads. I would say that the company commander has a lot more responsibility. Personality wise, I would say they are both very interesting to talk to, and while they can be very serious at times, they know that it's okay to try to have a laugh every now and again.

Task 4 Two professors that I will be comparing and contrasting are Dr. Tovlin and Dr. French. Dr. Tovlin and Dr. French are similar in that they both teach classes in the criminal justice field, but they are different in their appearance. Dr. Tovlin has a long gray beard and long gray hair and does not wear glasses. However, Dr. French has clean shaving, he wears glasses and he has short brown hair. Dr. Tovlin was an investigator for the Forsyth Police Department as Dr. French was a police officer for the Lumpkin County Police Department. The clothing style difference is that Dr. Tovlin wears blue jeans and a t-shirt and Dr. French wears more business casual clothes when teaching class. Their personalities are different in that Dr. Tovlin is more direct and he is more sarcastic and humorous when teaching class and Dr. French is more professional and more of a teacher's personality. Their teaching styles are similar in that they both use slideshows in their lectures and they both use pictures and videos from their own work experience to help teach the class. Their teaching style is different in that how they use to grade homework assignments. Dr. French will use essays and discussion posts to help grade during his class as Dr. Tovlin will use midterm and final exams to grade the class.

Task 5 Two professors I have at the University of North Georgia are Dr. Saree and Dr. JP. These two professors are very similar because they both teach within the political science field. Dr. Saree wears mostly button-up shirts with collars and dress pants, while Dr. JP is a little more casual and would wear a t-shirt with maybe a blazer and khakis. Personality wise, they are both very personable and willing to work with you through any issue you have in their class. Teaching style, Dr. Saree is very, very focused on slides and lecturing to you during class, while Dr. JP is more focused on individual work in the textbook and quizzing you on your knowledge.

Task 6 Two instructors that I have met in my time at the University of North Georgia are Lieutenant Colonel Perkel and Sergeant Major Bauman. They're instructors for the internship department at our university, so all cadets can possibly go abroad over the summer or semester to accomplish their degree. Physically, Lieutenant Colonel Perkel is a tall, imposing gentleman who has a beard and long wispy hair as he is retired from the military. He also has dark brown eyes and typically dresses in business casual with a collared shirt and a blazer and nice trousers. Sergeant Major Bauman is a little shorter and he does not have any facial hair and shorter gray hair that he keeps to military standard. He also appears to be a little more muscular, but he is not as

technologically savvy as Lieutenant Colonel Perkel. His clothing style is a little different from Lieutenant Colonel Perkel's in that he wears only a polo and trousers most of the time. Personality wise, Sergeant Major Bauman is a little more relaxed and less uptight as compared to Lieutenant Colonel Perkel, but Lieutenant Colonel Perkel still means well and wants only the best for the students. Their personalities are similar, that they care a lot about each student and they are ultimately very professional.

Task 7 My **two peers** are Austin and Gabe. Their physical appearance, Gabe is a little bit taller. However, Austin is a little bit more bulky and more muscular. Their clothing wise, Gabe tends to wear khaki shorts with high top sneakers, and Austin chooses to wear New Balance shoes. Austin also wears shorter black Gymshark shorts. Academic performance, they are similar in that they both make straight A's and are at the top of their class. They also both were in theater.

Task 8 Two of **my peers** are Scotty and Morgan. Scotty is a little shorter. He has a beard and shorter black hair and he always wears a hat and a polo and pants with sneakers. Morgan, he has shorter hair, a mustache, and he always wears jeans and boots, as well as a t-shirt and he has a gold chain that he wears on the outside of his t-shirt. Their hobbies include, for Morgan, he is a performer. He loves to sing on the weekends and travel around the country singing in his free time, as well as going out to various bars and clubs and getting into trouble there. Scotty is a semi-professional golfer and so he focuses on working on his golf game and going to tournaments whenever he can, but he just had a baby, so he has to focus on his new family right now.

Task 9 Two of **my peers** at my university are Rylan and Joseph. Rylan is a slightly shorter man with darker hair while Joseph is slightly taller with lighter brown hair. Academically, I would say Rylan slightly is more in tune with grades because he's focusing on an engineering degree while Joseph is focusing on a criminal justice degree. Their hobbies include they both enjoy cars and working out while Rylan will focus more on restoring cars. Joseph is more focused on the idea of what cars look like. Rylan also participates in the Marine Corps program in his free time, while Joseph simply plays video games.

UNIT 2 COMPARE AND CONTRAST II (PLACES)

Task 1 I know two **military units** that share some similarities but also some differences.

One is a naval unit located near the coast, while the other is a land unit. While the naval unit focuses on maritime missions, the land unit focuses on ground operations.

In terms of size and personnel, the naval unit has specialized sailors and officers, while the land unit has infantry soldiers. Their schedules are also different because naval missions can last longer than missions on land.

Regarding facilities and equipment, unlike the naval unit which uses ships and navigation systems, the land unit operates vehicles and weapons specific to land combat.

When it comes to career opportunities, both units offer advancement, but the skills required are different depending on the environment.

Overall, although these two military units differ in several aspects, they also have some elements in common.

Task 2 I have been on two very different **vacations**: one in my country Romania, and one abroad, in Paris, France.

In Romania, I stayed in a small guesthouse in Braşov, whereas in Paris I stayed in a hotel. The accommodation in Braşov was cheaper than in Paris; at the same time, the room in Braşov was as comfortable as the one in Paris.

As far as transportation was concerned, getting around was easier than in Paris because I used my own car while travelling in Paris was slightly more difficult because I mostly used public transport.

Both in my country and in Paris, I did a wide range of activities. However, in Braşov, I went hiking, I relaxed in nature, and I climbed up the mountains by cable car. In Paris, I did a lot of sightseeing, and shopping, and I tried new food.

In conclusion, both vacations were enjoyable, but the one abroad was more exciting, while the one in my country was more relaxing.

Task 3 In my opinion, **the Army and the Navy** have different but equally important roles. The Army focuses more on land operations, such as defending territory and participating in ground missions. On the other hand, the Navy operates at sea, protecting maritime borders and supporting international missions.

When it comes to equipment and personnel, the Army uses tanks, armored vehicles and infantry units, while the Navy uses ships, submarines and naval aircraft. The training is also different because each branch prepares soldiers for specific environments.

In terms of activities, both the Army and the Navy participate in missions, but in different environments: on land and at sea, respectively. They also differ in that the Navy carries out sea patrols, navigation training and

rescue operations whereas the Army is involved in patrols, training exercises and combat missions on land.

Overall, both branches are essential for national security, but they operate under very different conditions and their personnel is required different skills.

Task 4 When **living on a military base**, accommodation is usually provided whereas living outside the base involves renting or buying.

Leisure activities are different as well. On base, activities are often structured, and take place in recreation centers or gym halls while in the city you have more freedom to choose among theaters, restaurants, pubs, parks, and so on.

Life on a military base is very organized and disciplined, and there are facilities like gyms, canteens and training areas. In contrast, life in the city is more flexible, but also more expensive.

On base, transportation is limited, but everything is within walking distance. In the city, there are more options like cars, buses and taxis, but traffic can be much more stressful.

Overall, life on base is more controlled and secure, while city life offers more independence but also comes with more challenges.

Task 5 A **military job** is very different from a **civilian one**.

In the military, the timetable is strict, and discipline is more important than in civilian jobs where the schedule can be more flexible.

Regarding wages and perks, military jobs often include benefits like housing and healthcare whereas civilian jobs may offer higher salaries, but more perks such as service phones or cars.

Tasks and responsibilities also differ. Military personnel must follow orders and be ready for missions, while civilians usually have more independence.

In conclusion, the military offers more stability and structure, but it can be more demanding. On the contrary, civilian jobs offer more freedom, but sometimes less security.

UNIT 3 COMPARE AND CONTRAST III (EVENTS)

Tasks 1, 2 & 3.

Speaker 1: I will be doing graduation from the **Air War College**, this was my dad that I was in the audience participating in, this was in May 2024, this was in Montgomery, Alabama inside the War College auditorium in Maxwell Air Force Base. The ceremony was very formal, it was a military base, this was the family, people came in from out of town for this, there was other countries there, too, people from all across

the world participated in this, but there was one hundred and fifty graduates plus several hundred family members. Only soldiers participated in this event, this was a very formal event, all the soldiers were in their formal dress attire. This was celebratory because they were graduating from a one-year-long academic course. But again, this was very formal, so people in the audience had to maintain respect. The soldiers had to maintain military bearing. Again, this was only the soldiers participating, so not even any guest speakers. Only the commandant for the Air War College was the guest speaker. And there was no outside people allowed, only family, friends, and soldiers. During the event, everybody had to sit down and they didn't do a formal walk-in. They just, everybody just sat down. We all met them in the auditorium. They sang the Air Force song, because this was an Air Force installation, so the Air Force was hosting everybody there, despite my dad being in the Army. So, the graduates had to sing the Air Force song, then they walked across the stage, shake some hands, and they overall had to maintain military bearing, so they were still technically marching, even on stage. So again, this was very formal. This was to signify graduating Air War College. Every branch in the United States military has a war college. This is a requirement to become a colonel. And when you graduate, you do get a Master's Degree in strategic studies. And so, this is a very big accomplishment because a lot of these people have had a very long career of challenges and they get a nice Master's Degree.

Speaker 2: My military ceremony is a **commissioning ceremony**. This is a ceremony to commission previous college students into the actual Army as second lieutenants. I attended this ceremony May of 2025. It was at my university. It was indoors at our school's gymnasium. The ceremony was very formal. Everyone attending wore nice dresses and suits, and everyone participating in the ceremony wore their dress military uniform. The atmosphere was exciting but formal at the same time. The main participants and guests were the people commissioning into the army and the high ranking army officials at our school. We had a guest speaker who was a colonel in the army. He gave a speech to all the people commissioning and going into the army. The event is to make these college students who are graduating actual people in the army, which are second lieutenants. This is very important because these people worked hard for four years in college and now their hard work is paying off.

Task 4

Speaker 1: All right, so I'll be talking about my **civilian** ceremony. I'll be doing my **high school graduation**. I graduated from Sequoia High School in May of 2023. It started at about 5 p.m. There's about seven high schools in my county, so each school got a different time slot. Mine was just in the evening. This was inside First Baptist Church in Woodstock, Georgia. This was indoors, so it was in a big church held about...Probably about 2,000 to 3,000 people. There was about 550 people in my class, along with several thousand of the family members. This was definitely considered formal. The entire family was there, including my grandparents, my aunts, my uncle. Everybody was in formal attire, suits, dresses. If not suits and dresses, definitely formal. The atmosphere was definitely more proud. Everyone's happy to be there. They're happy to celebrate.

The graduates, they're really just ready to graduate. They don't really care about the ceremony as much. They're just happy to be done with high school. So the atmosphere I'd definitely say is happy and excited, definitely eager for the graduates. The participants were obviously the high school graduates. There was guests. The superintendent for the county, for the school district, he was there, he gave a speech. Family and friends from out of town came in for this, and then of course school faculty were there to watch and also to run the ceremony. The... as I said in the form of the attire was very formal and during the ceremony... it started off with we, the graduates walk in the, uh everybody's clapping everybody's welcoming the graduates and then they do an official speech to mark the occasion The superintendent starts off and the principal goes maybe a couple teachers after that and then the valedictorian does a speech.

After the speeches we walk across the stage one by one in alphabetical order we collect our diploma we take a picture and then we go back to our seats. After that, we wait for every everybody to go. They close the official ceremony, we throw our... we take our hats off, we throw them in the air. After that everybody meets outside to take pictures with their family, you know, hug people, say goodbye... it's definitely a time where that might be the last time we see a lot of those people. And so it's definitely very meaningful to parents. It's definitely very important to graduates. That was my experience for a civilian graduation.

Speaker 2: My **civilian** ceremony would be a **wedding**. I attended this last July in a country club in North Carolina. It was both indoors and outdoors event. The ceremony took place outside and the dinner took place inside. The ceremony was pretty serious and formal, but also very

nice and uh the dinner was more relaxed it was more everybody was drinking having fun dancing around the main people were the bride and the groom they were the two people getting married along with their bridesmaids and the groomsmen and they pastor officiated the wedding. The bride wears a very nice, elegant, fancy dress, and the groom wears a nice tuxedo. Everyone else dresses pretty nice in dresses in suits. During the dinner afterwards, everyone eats, drinks, and dances to celebrate the marriage. And some people give a toast, which is a nice speech about the bride and groom. Usually, the best man and the maid of honor give a speech. This is pretty important because it signified two people becoming partners for life. This was celebratory because they were graduating from a one-year-long academic course. But again, this was very formal, so people in the audience had to maintain respect. The soldiers had to maintain military bearing. Again, this was only the soldiers participating, so not even any guest speakers. Only the commandant for the Air War College was the guest speaker. And there was no outside people allowed, only family, friends, and soldiers. During the event, everybody had to sit down and they didn't do a formal walk-in. They just, everybody just sat down. We all met them in the auditorium. They sang the Air Force song, because this was an Air Force installation, so the Air Force was hosting everybody there, despite my dad being in the Army. So, the graduates had to sing the Air Force song, then they walked across the stage, shake some hands, and they overall had to maintain military bearing, so they were still technically marching, even on stage. So again, this was very formal. This was to signify graduating Air War College. Every branch in the United States military has a war college. This is a requirement to become colonel. And when you graduate, you do get a master's degree in strategic studies. And so this is a very big accomplishment because a lot of these people have had a very long career of challenges and they get a nice master's degree.

Task 7 Two ceremonies

I took part in two important ceremonies: a military ceremony and a school graduation.

Navy Day was a military ceremony that had a formal purpose, while the graduation was more personal.

Whereas the military ceremony took place on a base, with all participants wearing their full-dress uniforms, the graduation ceremony was held on school premises, and got students, teachers and families together.

The activities were also different. Unlike the military ceremony where there were speeches, salutes and official protocols, at school graduation, we had speeches, awards and civilian celebrations.

In conclusion, both ceremonies were important, but the military one was more formal, while the graduation was more emotional.

UNIT 4 INSTRUCTIONS

Task 1 So, in four to five steps on how to prepare for a **mission abroad**, the first step is to find out where exactly you're going, are you going to, what country are you going to, and what continent you are going to. The second step is to find out the duration of this mission abroad so that you know how much to pack and what exactly to pack. This would mean checking your location for the weather, is it going to be colder, is it going to be sunny, or is it going to be raining, or maybe there's snow.

So that will depend on if you bring wet weather gear, if you bring a Gore-Tex or rain jacket, or what type of boots that you bring so that your feet stay dry and warm. The third step would be to find out where exactly you're staying at in the city, are you staying in a hotel, are you staying on a military base or are you staying in a Airbnb type situation. The third step would be to find out how are you getting there, are you getting there through an airplane or a boat, or maybe you're driving. This is important to make sure that you are following a time schedule so that you don't miss your flight, or you don't miss the time that Uber is supposed to pick you up.

The fourth step would be to figure out how are you coming back, or who all you are going with. Are you going with yourself, or are you going with other colleagues.

Task 2 The first step in organizing a **successful military event** would be the planning period. This is when you brief your superior officers on what the event should entail and understand what their limits and guidelines are.

Also during this period I would find the venue and the time period in which the party will take place and the uniform required for the military personnel attending. The second part is execution. This is calling catering companies, calling venues and disseminating information out to subordinates on when and where this event is happening as well as letting them know what uniform they need to wear. Also, it is during this time that the venue is paid for as well as the catering company.

The third step would be the operational step and this usually happens on the day of the event where you have a group of people come in and set up. This could be the catering company coming in or the venue coming in or even subordinates from the unit coming to help set up tables, bring in supplies from the catering company, help set up the food, but ultimately it's at the discretion of the officer in charge.

The fourth and finally, my apologies, the fourth step would be to actually host the event and make sure everything goes smoothly. Readily checking in on the catering services and the venue to see if they need anything as well as making sure the bathrooms are still successful as well as the trash is not overfilled.

The final step would be the cleanup and that could be from the unit or the catering company if you paid them, but making sure that the venue is entirely clean and nothing is left behind so charges aren't given out after the event ends.

Task 3 The first step would be to figure out where **you want to live**. Are you looking for an apartment near your job or your school? The next step would be to figure out do you need an individual apartment or are you going to live with roommates and split the cost? A good third step would be to search around the area, with or without your roommates that you've picked out, and find an affordable apartment or complex for you to live in. So you could do this by searching around the town in the car or you could even search online sources on the internet.

The fourth step would be to call the property manager or owner and schedule a in-person visit to this apartment to see if you would like it. And the fifth step would be to make a decision whether or not you would like to rent this apartment or move on and find a different one.

Task 4 The first step to make when **renting a car** is to determine where you go where are you going, and how far you are going. This is important to determine the type of vehicle that you will need. If you're going a shorter distance, it may be better to have a car that gets better gas mileage even though it may be smaller. If you're going a longer distance, it may be more useful to get a bigger vehicle so you are more comfortable and have more space for your luggage. The second step would, to be figure out how long you need to rent this vehicle for. Do you need to rent it for 1 week or maybe one month? The third step would be to ask the rental car company if they offer their own insurance that you can use or if you need your own driver's insurance.

The 4th step would be to see if you have the appropriate paperwork such as a driver's license or if you meet the age requirement and if you're driving record in history allows you to own a car.

The 5th and final step would be to determine where you are renting the car from. Certain agencies will offer benefits that maybe another agency does not have.

Task 5 The proper steps to make one's own **travel arrangements** for a vacation abroad would be to begin with research and planning for the cheapest flights and the cheapest hotels, as well as possible tours in that location that you are going to. The second step is quite simple, but probably the most stressful, and that's for paying for all the services. This is travel to and from the airport, as well as checked baggage, the flight tickets, as well as the stay in a hotel, and properly budgeting for dining out as well as gaining souvenirs and bringing them back. The 3rd step is letting the family members know that you are asking them to go on a trip with you as they need to start preparing themselves to bring money as well for dining out and getting souvenirs. The 4th step is packing the proper, clothing and gear dependent upon the weather and season. As if it's more rainy and cold, I might want to pack longer pants as well as a coat or rain jacket. And the 5th and final step to making travel arrangements for a country or vacation in a country abroad would be to be on time at the airport, ready to go in case the flight does get postponed or sped up.

Task 6 Couple steps on how to **join the military forces**. For the military forces, you have 1 of 2 you have 2 routes, enlisted or officers. For the enlisted route, your first step would be to do some research on what branch would be for you. The army, the navy, marine corps, maybe even air force. From there, you would go to your local recruiting station, and talk to the individuals who work there about enlisting and what your job could be. From there, those individuals will help you set up events you must attend, like basic military training, and from there, you're set. For the officer route, most do the ROTC*, which is a reserve officer training core. Most universities offer ROTC, so finding a university that you like and an ROTC program that you like is very important. The next step in this would be successful and study for your college courses and your military classes and finish your 4 years of schooling, get your degree, and commission as an officer.

**Reserve Officers' Training Corps – a college-based program that combines academic education with military leadership training to prepare students for service as commissioned officers in the military.*

Task 7 The first step in preparing for a **room inspection** is to open the blinds and then raise the blinds halfway so that there is sunlight coming into the room. The second step would be to clean and dust all furniture items or desk or utilities in your room to free them of dust, dirt, stains, or debris. And then also in this step, you will vacuum the floors to pick up

all of the dust or debris that was put onto the floor. The 3rd step is to check your closet to make sure that your clothes are mirroring your roommates and to also make sure that they are hung up in your closet as you would wear them. You also in this step, we'll check your shoes to make sure they are clean and free of dirt and debris on the bottom. You will also polish your dress shoes for your uniform in this step. The 4th step would be to do a final check of your room to make sure that there are no smudges on your mirrors, stains in your sink or on your shower, and that there is no dirt or debris on any desk, furniture item, or on the floor. The 5th and final step would be to check your uniform and make sure that your measurements for your rank, name tape, or ribbons and cord are to the standard specified by the military.

Task 8 The steps to **raise the flag** during the flag raising ceremony at the University of North Georgia begin with by showing up on time and typically a little early to Gaylord Hall to practice beforehand with the detail instructed to raise the flag that morning. After practice has been completed, the second step will begin and that is marching the flag down to Memorial Hall into the pole. Once there, the NCOIC or non commissioned officer in charge will have the gate opened, and the flag will be marched towards the pole. The 3rd step is to clip the US as well as the Georgia state flag to the pole, but do not raise it quite yet. Once the cannon goes off and reveille begins, the flag will be raised to the top of it and then tied off down on the hitch.

After it's tied off, the detail in charge of putting the flag on the pole will render hand salutes, and then they will drop their salutes and exit. And in the final step of raising the flag, they will close the gate to the memorial area and walk back to the barracks.

UNIT 5 DIRECTIONS

Task 1 I am at the Airmen's Gate on Truemper Street. In order to get to the library, you are going to walk four blocks straight ahead on Airmen's Gate and the library will be on your right. At the library, you can get books and they might have a snack station where you can get a coffee or tea.

In order to get to the Base Exchange, you are going to go straight at the library and take a right on Military Drive. You are going to go right on Military Drive for one block, and you will turn left on Selfridge East Gate.

You are going to take the whole road for Selfridge East or Avenue, and then, turn left at Fairchild Street. Once and then when you take a left, you

will see Bong Avenue, and then, you will take a right and you will be at the Base Exchange.

The Base Exchange will be on the left side of the road and there you can get any military clothing items that you might need and then you can go straight down that road, and there will be the Burger King also on your left where you can get lunch or dinner.

Task 2 I am at Highway 90 Gate and I will head straight and turn left onto Wilford Hall Loop and continue straight from that point towards Luke Boulevard. At Luke Boulevard I will turn right and arrive at my first destination, the Gateway Club, building 2490. Once I've turned right onto Luke Boulevard, I head south towards Kenley Avenue and turn left. Once I turn left, I will continue on Kenley Avenue until I reach Truemper Street and turn right. Once I turn right, I'll make another right at Bong Avenue and I'll reach my second destination which is Parade Grounds. I'll continue on Bong Avenue, and turn right onto Luke Boulevard and head straight until I turn right again onto Kenley Avenue. At Kenley Avenue, I will continue on it until I pass MC Chord Street where I'll take a left. Once I reach the end of MC Chord Street, I'll take a right onto Dimstead Avenue, and then one more right onto Selfridge Avenue, and arrive at my third and final destination, the Commissary.

Task 3 I am at Selfridge Westgate. From the Westgate, continue straight onto Selfridge Avenue. You will be going past George Avenue and Barnes Avenue until you reach Carswell Avenue, where you would take a right to the reception center, which is Building 7246. At this reception center, you can receive information about the base. From the reception center, you will leave it and continue on Carswell Ave, taking a left and passing by the drill pad and PRT zones, going towards the Defense Language Institute Building 7525. From there, you can take a left on Selfridge Avenue, continue straight towards the reception center, take a left on Carswell Avenue, go past the reception center, and go to the mini mall. At this mini mall, you can buy supplies such as food or maybe even for cleaning.

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