

МІНІСТЕРСТВО ОСВІТИ ТА НАУКИ УКРАЇНИ
КИЇВСЬКИЙ ІНСТИТУТ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ

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МЕТОДИЧНІ ВКАЗІВКИ ДО САМОСТІЙНОЇ РОБОТИ
СЛУХАЧІВ ІНТЕНСИВНОГО КУРСУ ВИВЧЕННЯ
АНГЛІЙСЬКОЇ МОВИ
(для військовослужбовців Національної гвардії України
(СМР 2 «Функціональний» за мовним стандартом НАТО STANAG 6001)
(частина друга)

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Методичні вказівки до самостійної роботи слухачів інтенсивного курсу вивчення англійської мови (для військовослужбовців Національної гвардії України (СМР 2 «Функціональний» за мовним стандартом НАТО STANAG 6001 (частина друга) / А.В. Труш, М.С. Сергієнко, І.В. Мартинов. Київ: Київський інститут Національної гвардії України, 2026. 59 с.

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ПЕРЕДМОВА

Запропоновані методичні вказівки до самостійної роботи розроблено з метою поглиблення знань, закріплення сформованих умінь і подальшого розвитку мовної компетентності слухачів інтенсивного курсу вивчення англійської мови для військовослужбовців Національної гвардії України (СМР 2 (2+) «Функціональний» згідно вимог мовного стандарту НАТО STANAG 6001.

Основна мета методичних вказівок — забезпечення слухачів необхідними матеріалами для самостійного практичного відпрацювання навичок англійської мови у фахово зумовлених комунікативних ситуаціях, а також сприяння розвитку здатності спілкуватися англійською мовою з іноземними колегами під час участі у миротворчих, гуманітарних та бойових операціях.

Всі матеріали було дібрано згідно тематики, структури та цільових задач навчальної програми інтенсивної мовної підготовки військовослужбовців НГУ. Дібрані завдання спрямовані на вдосконалення граматичних структур, розширення активного словникового запасу, розвитку мовленнєвих стратегій та засвоєння стандартної термінології, характерної для НАТО та інших міжнародних військових формувань.

Самостійна робота охоплює комплексне опрацювання основних аспектів мовної компетентності таких як: читання, аудіювання, говоріння, письмо з урахуванням мовних особливостей військового середовища. Практичні завдання супроводжуються рекомендаціями щодо організації самостійної мовної практики. Слухачі інтенсивного курсу повинні систематично відстежувати власний навчальний прогрес, для саморефлексії запропоновано список питань для самоаналізу. Особливий акцент зроблено на вмінні застосовувати набуті мовні знання у типових комунікативних ситуаціях професійного спрямування.

Методичні вказівки складаються зі передмови, систематизованих теоретичних навчальних матеріалів, комплексу практичних завдань за всіма видами мовленнєвої діяльності, списку використаних джерел та питань для самооцінювання.

CHAPTER I. THEORETICAL COMPONENT

Опанування основних граматичних правил є фундаментом для ефективного використання англійської мови у професійному військовому середовищі. Чітке розуміння структур і вживання граматичних форм дозволяє слухачам впевнено виконувати комунікативні завдання, передбачені рівнем СМР 2, включаючи складання звітів, ведення діалогів, участь у брифінгах, отримання та передання наказів.

Знання та вміння правильно утворювати стверджувальні, заперечні та питальні речення у різних часових формах є фундаментальними для ефективної комунікації англійською мовою у професійному військовому середовищі. Засвоєння цих структур дозволяє не лише розуміти накази та рапорти, а й точно формулювати власні повідомлення у письмовій та усній формі.

Present simple (Теперішній простий час)

Значення і вживання:

- Регулярні дії, звички
- Загальні факти, закони природи
- Розклад, інструкції

Приклад: Soldiers start their training at 0600 hours every day.

Формула утворення:

Тип речення	Формула	Приклад
Стверджувальне	S + V (V-s для he/she/it)	The commander gives orders.
Заперечне	S + do/does + not + V1	He does not give the briefing today.
Питальне	Do/Does + S + V1	Does the unit move out at dawn?

Нотатка:

У 3-й особі однини додається **-s/-es**: *he reports, she watches*

Допоміжне дієслово: **do/does**

Past simple (Минулий простий час)

Значення і вживання:

- Завершені дії в минулому
- Події, що сталися у визначений час

Приклад: They arrived at the base yesterday at 1800.

Формула утворення:

Тип речення	Формула	Приклад
Стверджувальне	S + V2 (друга форма дієслова)	The soldiers patrolled the area.
Заперечне	S + did not + V1	We did not complete the mission.
Питальне	Did + S + V1	Did you see the enemy vehicle?

Нотатка:

- **Regular verbs:** add -ed (*clean* → *cleaned*)
- **Irregular verbs:** have unique forms (*go* → *went*, *take* → *took*)

Future Simple (Майбутній простий час)

Значення і вживання:

- Прогнози, рішення, обіцянки, наміри
- Дії, що відбудуться у майбутньому

Приклад: The unit will move to a new position tomorrow.

Формула утворення:

Тип речення	Формула	Приклад
Стверджувальне	S + will + V1	We will deploy next week.
Заперечне	S + will not (won't) + V1	They won't join the operation.
Питальне	Will + S + V1	Will the captain lead the mission?

Нотатка:

- Допоміжне дієслово **will** використовується з усіма особами

Present Continuous (Теперішній тривалий час)

Значення і вживання:

- Дії, що відбуваються зараз
- Тимчасові дії, заплановані події

Приклад: The soldiers are training in the field now.

Формула утворення:

Тип речення	Формула	Приклад
Стверджувальне	S + am/is/are + V-ing	I am writing the report.
Заперечне	S + am/is/are + not + V-ing	She is not attending the briefing.
Питальне	Am/Is/Are + S + V-ing	Are they patrolling the area now?

Нотатка:

- Вказівники часу: *now, at the moment, currently*
- Форми "to be" узгоджуються з підметом: *I am, he/she/it is, we/you/they are*

Present Perfect (Теперішній доконаний час)

Значення і вживання:

- Дія завершилася, але має результат у теперішньому
- Досвід, нещодавні події

Приклад: I have already completed the security check.

Формула утворення:

Тип речення	Формула	Приклад
Стверджувальне	S + have/has + V3	They have arrived at the checkpoint.
Заперечне	S + have/has not + V3	We have not finished the operation.
Питальне	Have/Has + S + V3	Has he sent the situation report?

Нотатка:

- **have** → I, you, we, they
- **has** → he, she, it
- Дієслово у формі **V3**: *seen, done, taken, checked*

Past Continuous (Минулий тривалий час)

Значення і вживання:

- Дія, яка відбувалась у певний момент у минулому
- Фонова дія для іншої, коротшої дії

Приклад: They were patrolling the area when the alarm sounded.

Формула утворення:

Тип речення	Формула	Приклад
Стверджувальне	S + was/were + V-ing	I was writing a report at that time.
Заперечне	S + was/were + not + V-ing	He was not listening to the orders.
Питальне	Was/Were + S + V-ing	Were you monitoring the communication?

Нотатка:

- **was** → I, he, she, it
- **were** → you, we, they
-

Future Continuous (Майбутній тривалий час)

Значення і вживання:

- Дії, які будуть відбуватись у визначений час у майбутньому

Приклад: This time tomorrow, the unit will be moving through the zone.

Формула утворення:

Тип речення	Формула	Приклад
Стверджувальне	S + will be + V-ing	We will be monitoring the area all night.

Тип речення	Формула	Приклад
Заперечне	S + will not be + V-ing	They will not be using the old equipment.
Питальне	Will + S + be + V-ing	Will you be participating in the exercise?

Додаткові патерни (за потреби):

- **Present Perfect Continuous** – *has/have been + V-ing*

He has been working on the report all day.

- **Past Perfect** – *had + V3*

They had left before the attack started.

- **Future Perfect** – *will have + V3*

By next week, we will have finished the construction.

Порівняльна таблиця Present, Past, Future Simple:

Час	Ствердження	Заперечення	Питання
Present Simple	I work	I do not work	Do you work?
Past Simple	He trained	He did not train	Did he train?
Future Simple	They will deploy	They will not deploy	Will they deploy?

CHAPTER I. PRACTICAL PART

Army daily life

Task 1. Complete the questions. Use What, Where or When.

1. *What* time do you have breakfast?
2. ...do the recruits go at 11 am?
3. ...do we have dinner - at 9 pm?
4. ...do the soldiers do at 6am?
5. ...time do you have lunch?

Task 2. Write the questions. Then write the answers.

1. he/getup? *What time does he get up? He gets up ta six oc' lock.*
2. he / have breakfast?
3. he / start training?
4. he / eat lunch?

Task 3. Complete. Use the past simple.

1. He *joined* the army when he was twenty. (join)
2. He .. the NCO school at the age of twenty-two. (enter)
3. They... overseas when he was in the army. (serve)
4. We both ... from West Point. (graduate)
5. They... the officers' course. (attend)

Task 4. Complete. Use the past simple negative.

1. He *didn't join* the army when he was twenty. (join)
2. He .. the NCO school at the age of twenty-two. (enter)
3. They... overseas when he was in the army. (serve)
4. We both ... from West Point. (graduate)
5. They... the officers' course. (attend)

Task 5. Write questions.

1. I enjoyed the party. What about you? *Did you enjoy the party?*
2. We had a good meal at the restaurant. What about you?
3. We went to Hakim's wedding. What about Hamsa?
4. Terry played for the Rockets. What about Martin and Steve?
5. I stayed at home yesterday. What about you?

Task 6. Put the words in order.

1. did | do | Sunday? | last | you | What | What did you do last Sunday?
2. did | celebrate | Hassim | birthday? | How | his
3. did | leave | last Saturday? | José and his friends | What time
4. did | do What | yesterday? | your mother and father
5. did | go last night? | Where | you

Task 7. Complete the Gaps – Daily Routine (Present Simple)

Instructions: Complete the following paragraph with the correct form of the *Present Simple* tense using the verbs in brackets.

Text:

Every morning, a soldier usually (*wake up*) at 05:30. He (*put on*) his uniform and (*go*) to physical training. After that, he (*have*) breakfast in the canteen. Then he (*check*) his equipment and (*attend*) a briefing. In the afternoon, he (*train*) with his unit or (*practice*) shooting. In the evening, he (*clean*) his gear and (*go*) to bed at 22:00

Task 8. Chronological Reordering – A Day on Duty (Past Simple)

Instructions: The following events are from a soldier's day on duty, but they are out of order. Rearrange them chronologically and rewrite the full story using the *Past Simple*.

Sentences:

- He reported to the commander.
- He wrote a short patrol report.
- He had lunch with his unit.

- He left the base at 07:00.
- He observed a suspicious vehicle.
- He returned to base at 16:00.

Now write the correct version using the past simple in 6 full sentences.

Task 9. Interview a Partner – Then Write a Report

Instructions: Work in pairs. Ask your partner about their *typical day* in the army and *one memorable day* (e.g. patrol, training exercise, guard duty).

Use these questions to guide you:

- What time do you usually wake up?
- What duties do you perform daily?
- What happened during your memorable day?
- How did you feel?

Then write a short report (around 80–100 words) combining information from both Present Simple (daily routine) and Past Simple (special day).

Task 10. True or False? (Present Simple vs Past Simple)

Instructions: Read the statements below. Write T (True) or F (False) and correct the false ones using the correct verb tense.

1. Soldiers *train* in the gym yesterday.
2. We *have* breakfast at 0700 every day.
3. I *cleaned* my weapon every morning.
4. The commander *gives* a briefing yesterday.
5. They *patrol* the area every afternoon.

Corrected example:

1. F – Soldiers *trained* in the gym yesterday.

Task 11. Read the text and answer the questions.

On exercises and operations, soldiers carry their individual weapon, ammunition, water, food and protective clothing. Depending on the tactical situation, riflemen wear either fighting order or marching order. Fighting order weighs about ten

kilos and includes all the equipment the soldier needs to survive for two to three days: individual weapon, extra ammunition, and grenades, webbing, digging tool, water bottle, combat rations and washing and shaving kit.

Marching order weighs another seven kilos and includes a rucksack or bergen, beret, gloves, sleeping bag, spare clothes and a towel. For protection, soldiers are issued with a Mark 6 combat helmet. In combat situations, soldiers may also be issued with body armour and a radio headset.

1. In what situations do you think fighting order is worn?
2. How much does marching order weigh?
3. When do you think marching order is worn?
4. Is the list of equipment similar to your country's armed forces?

CHAPTER II. THEORETICAL COMPONENT

Modal Verbs (must, must not, can, can't, may, must never, must always)

Значення: виражають обов'язок, заборону, дозвіл чи рекомендацію.

Форма: Modal verb + base verb (інфінітив без "to")

Modal Verb	Значення	Приклад
must	обов'язок	You must wear your helmet.
must not	сувора заборона	You must not touch your weapon.
can	можливість	You can leave after the inspection.
can't	заборона	You can't fire outside the red flags.
may	дозвіл	You may proceed if cleared. (рідко у військових текстах)
must never	категорична заборона	You must never point at anyone.
must always	сталий обов'язок	You must always assume it's loaded.

Навчальний акцент: Важливо навчити розрізняти ступінь строгості – **must** vs **should** vs **can**.

Imperatives (Наказовий спосіб)

Значення: використовується для інструкцій, наказів, порад.

Форма: основна форма дієслова без підмета (you)

Тип наказу	Приклад
Позитивний	Obey all instructions.
Негативний	Never touch your weapon.

Особливість: Імперативи часто використовуються у військових інструкціях разом з модальними дієсловами.

Passive Voice (Present Simple Passive)

Значення: використовується, коли дія важливіша за виконавця.

Форма: am / is / are + past participle (V3)

Активний стан	Пасивний стан
The officer checks the weapons.	The weapons are checked by the officer.
The commander inspects the team.	The team is inspected by the commander.

Приклади з тексту:

- You **are inspected** before leaving the range.
- Targets **are assigned** to you.

Навчальний акцент: Пояснити пасив у контексті наказів, інструкцій, коли особа-виконавець не важлива.

Zero Conditional (if + present, present)

Значення: використовується для загальних істин і правил.

Форма: If + Present Simple, Present Simple

Приклад умови	Приклад результату
If someone is in front of the firing line,	you must not touch your weapon.
If you leave the range,	you must be inspected.

Навчальний акцент: Розуміння причинно-наслідкових зв'язків у безпекових правилах.

Vocabulary & Word Formation (Nouns, Adjectives)

Значення: Вивчення технічної лексики + морфологія (основи словотвору)

Типи:

- **Nouns:** helmet, muzzle, inspection, protection
- **Adjectives:** waterproof, heavy, assigned, safe

Прикметник	Іменник	Значення
assigned	assignment	призначений / завдання
inspected	inspection	перевірений / перевірка
safe	safety	безпечний / безпека

CHAPTER II. PRACTICAL PART

Range Standing Orders

Task 1. Read and analyse the information.

1. While you are here you must obey all instructions given to you by the range personnel.
2. You must never touch your weapon while personnel are down range or in front of the firing line.
3. Firers must always point the muzzle of their weapon down range whenever on the Firing Point. The firing finger must not be on the trigger area.
4. You must only aim for the targets assigned to you.
5. The two red range flags, located on the far left and right, are the range left and right limits. Never fire or point your weapons outside the limit of these poles.
6. You must wear hearing protection and kevlar helmets on this range at all times.
7. When you leave the firing line, give all live rounds and empty cases to the ammunition point.
8. You must not leave the range before you are inspected for live rounds and empty cases.

Task 2. Decide whether the statements below are True or False. Correct the false statements.

1. You can touch your weapon if no one is shooting, even if someone is in front of the firing line.
2. You must always aim your weapon only at your assigned targets.
3. It is optional to wear hearing protection.
4. The range limits are marked with red flags.
5. You can leave the range without being inspected, as long as you return your ammo.

Task 3. Vocabulary Matching. Match the words from the text to their definitions.

Word / Phrase	Definition
Firing Point	A. A place from where you shoot
Muzzle	B. The front end of a firearm
Assigned	C. Given a task or role
Ammunition Point	D. Place to collect bullets/casings

Task 4. Complete the following sentences using the correct words from the box:
(muzzle, assigned, kevlar, trigger, inspected)

1. Never place your finger on the _____ unless ready to fire.
2. You should always wear your helmet made of _____.
3. Weapons must be pointed down range, with the _____ in a safe direction.
4. Only aim at your _____ targets.
5. You cannot leave the range before being _____.

Task 5. Correct the grammar and factual mistakes in these sentences.

1. I can point my rifle outside the red flags if no one is there.
2. It's OK to leave the firing line with live ammo in your pocket.
3. The firing point is the safe place to rest the weapon on someone.
4. Wearing hearing protection is optional on range day.
5. You may fire when someone is fixing targets.

Task 6. Complete the sentences. Use must always, must never or must only. Rules on weapons handling

1. You must always assume that a weapon is loaded.
2. You... examine the weapon to make sure that it is not loaded.
3. You... point a weapon at anyone - even in fun.
4. You... rest a loaded weapon on your foot or against your body.
5. You... play with the trigger.
6. Your finger ... be on the trigger when you are ready to shoot!
7. You ... keep the safety catch on.

8. You... aim for the targets assigned to you.

Task 7. Find the appropriate word for each definition.

- A device worn to protect the head during combat. _____
 - A set of straps used to carry equipment on the body. _____
 - Supplies of bullets or shells. _____
 - A soldier armed with a rifle. _____
 - The state of being prepared for combat with necessary gear. _____
 - A large backpack for carrying equipment. _____
 - A protective vest worn to shield against bullets. _____
 - A portable communication device worn on the head. _____
 - Food supplies for soldiers in the field. _____
 - A tool used for digging or entrenching. _____
 - A portable sleeping cover used outdoors. _____
 - Clothing designed to protect against environmental and combat risks. _____
-
- A weapon carried by an individual soldier, such as a rifle. _____
 - The location where someone or something is left or delivered. _____
-
- Land without significant elevation changes. _____
 - The planned time at which an operation/journey will begin. _____
 - The amount of space between two points is usually measured in meters or kilometres. _____
 - The act of collecting someone or something from a location. _____
 - A network of lines used on maps to locate positions using coordinates. _____
-
- The area where a mobile phone can connect to a network for calls and data. _____
-
- To finish the first part of a journey or route. _____

Task 8. Fill in the Blanks

1. Before going on the mission, the soldiers checked their _____ for any damages.
2. A _____ is essential for communication between units during combat.
3. In case of an emergency, the _____ provides food for two to three days.
4. To stay warm at night, the soldier unrolled _____
5. _____ protects soldiers from enemy fire
6. The team marked the _____ on the map where they would start their journey.
7. After getting through _____, the soldiers reached an area of smooth, open ground.
8. The _____ for the convoy is set for 08:00 tomorrow.
9. The group was relieved to find _____ and called headquarters for an update.
10. They calculated the _____ between their location and the next checkpoint.
11. The helicopter's _____ is approximately 14:45.
12. After completing the mission, they headed to the _____ to be collected by the transport vehicle.
13. The commander confirmed the _____ where the supplies would be delivered.
14. The vehicle was scheduled to _____ the team at the meeting point.

Task 9. Reading the text

Despite the positive trends in the growth of the field of production and supply of military ammunition at the front, there are still reasons for dissatisfaction among the military. Among them are:

Insufficient ventilation. The existing military uniform does not provide sufficient ventilation, which leads to overheating during physical activity, which in turn reduces productivity and causes discomfort.

Problems with waterproofing. The material from which the form is made may not be waterproof enough, which leads to getting wet. This factor reduces fighting capacity and increases the risk of developing diseases.

Fasteners and zippers. The quality of fasteners and zippers can often be so low that it leads to their rapid wear and tear.

Color and masking. The military often complains that the color of their uniform does not meet camouflage standards in a certain environment. The form is either too light or too dark, which immediately reduces the effectiveness of masking.

Seam quality. The poor quality of the seams leads to their constant tearing. Such a problem becomes especially critical for form elements that are subject to increased load.

Not enough pockets. The small number and inconvenient location of pockets can impair access to necessary equipment and ammunition. And quick access to the necessary things can be decisive in critical situations.

Form weight. Military uniform sets are often too heavy to carry, thereby increasing the burden on soldiers during movement and combat operations. In the production of forms, lighter materials should be used, which could reduce fatigue and increase mobility.

Term of service. Most of the military complain about the too short service life of the uniform. Even taking into account the availability of quality materials, frequent use of the mold in extreme conditions leads to its deterioration, which causes an urgent need for frequent changes.

1. What are the main problems that military personnel have with the current military uniform?
2. How does ventilation in military uniforms affect soldiers' productivity?
3. What problems are caused by the waterproofing and quality of fasteners in the uniforms?
4. How does the color and camouflage of the uniform impact the effectiveness of military operations?

5. Why is the weight of the uniform and its service life a concern for military personnel?

Basic combat training (BCT)

Task 10. Reading Comprehension.

Basic Combat Training (BCT) in the US Army lasts for ten weeks. The first three weeks [Phase 1(Red)] concentrate on developing physical fitness, team thinking and behaving and thinking like a soldier. Drill & Ceremony training begins in Week 1, and classroom instruction focuses on the seven "Army Core Values". During Week 2, recruits start learning unarmed combat, map reading and land navigation in two-man groups, Tactical Combat Casualty Care, and do training on obstacle courses, both individually and as part of a team. In Week 3, trainees learn about Nuclear, Biological and Chemical Defense, Landmines, and their standard-issue weapons, and do a one night Field Training Exercise (FTX) called Hammer. In each Phase, the recruits have to do the Army Physical Fitness Test (APFT) to higher standards, and at the end of each Phase pass tests on what they have learned. In the four weeks of Phase I (White), recruits go through Basic Rifle Marksmanship and combat training. They do obstacle course tasks, Tactical Foot Marches, and more PT and drilling. The trainees must pass marksmanship tests with their weapons and optical sights in full kit. The FTX in Week 6 tests them on squad tactics, TC3 and NBC attacks. In the last part of training [Phase III (Blue)], recruits do more training on weapons and learn about subjects like convoy operations. They have to complete the 10 km and 15 km Tactical Foot Marches, and a Final APFT test, which they must pass before moving on to FTXs and Military Operations in Urban Terrain (MOUT) training. Week 2 of Phase I finishes with a special 96 hour FTX: the Forge, which tests everything done on the course, and which recruits must pass. In the final week of training, they practice for graduation, which takes place at the end of the week. Advanced Individual Training: Advanced individual training (AIT) depends on the soldier's Military Occupational Speciality (MOS). Infantry soldiers have a combined BCT and AIT at one school called One Station Unit

Training (OSUT), generally held at Fort Benning, Georgia. At Infantry School ALT a soldier learns how to maintain

and use small arms, anti-armour and indirect fire weapons systems; learns to operate and maintain vehicles; conduct land reconnaissance; learns about minefield safety; learns how to operate communications equipment; and how to prepare fighting positions and construct barriers.

Special Forces Training: Army Special Forces 'Green Beret' candidates complete BCT and AIT for Infantry. Then they train for three weeks at the Army Airborne School. After this school, there is a special four-week preparation course at Fort Bragg, North Carolina. This concentrates on physical fitness and land navigation to prepare the soldier for the Special Forces selection course, the first real phase of SF training. If you pass the selection process, you can join the Special Forces Qualification Course (SFQC), which has five phases and can last up to 62 weeks. If you complete this course, you qualify as a Special Forces soldier. Then you will have Live Environment Training (LET), which is Immersion Training in foreign countries, and this varies in length.

Key Terms from U.S. Army Training

Term	Definition
Basic Combat Training (BCT)	The first stage of training for new Army recruits, lasting 10 weeks.
Phase I (Red Phase)	The initial 3 weeks of BCT focusing on physical fitness and soldier mindset.
Army Core Values	The seven guiding principles of U.S. Army behavior and ethics.
Drill & Ceremony	Marching and military formations used to build discipline and coordination.
Tactical Combat Casualty Care (TC3)	Training in how to give medical care during combat situations.
Obstacle Course	A series of physical challenges designed to test strength, endurance, and teamwork.
Field Training Exercise (FTX)	A realistic training scenario in the field, simulating combat situations.
Hammer FTX	The first major FTX in BCT during Red Phase.

Term	Definition
NBC Defense	Training for Nuclear, Biological, and Chemical defense situations.
APFT (Army Physical Fitness Test)	A test measuring a soldier's physical condition in push-ups, sit-ups, and running.
Basic Rifle Marksmanship (BRM)	Training in aiming and shooting rifles accurately.
Tactical Foot March	Long-distance marches carrying full gear to build endurance and combat readiness.
Anvil FTX	A mid-course field test focusing on squad tactics and combat skills.
Military Operations in Urban Terrain (MOUT)	Training for combat and movement in city-like environments.
Forge (FTX)	A 96-hour field training event testing everything learned during BCT.
Advanced Individual Training (AIT)	Training focused on the soldier's chosen military job (MOS).
One Station Unit Training (OSUT)	A combined BCT and AIT for Infantry soldiers.
Indirect Fire Weapons	Weapons like mortars or artillery that do not require direct line-of-sight.
Reconnaissance	Gathering information about enemy positions or terrain.
Special Forces Qualification Course (SFQC)	A long, multi-phase course to become a Green Beret.

CHAPTER III. THEORETICAL COMPONENT

Passive voice

What is the Passive Voice? The passive voice is used when the focus is on the action or the receiver of the action, rather than on who performs it. Structure:

Subject + form of "to be" + past participle (+ by agent [optional])
--

Examples from the text:

- *“Graduation is held at the end of the week.”*
- *“Recruits are tested on squad tactics.”*

When to use it in military English:

- To describe standard procedures.
- To avoid focusing on the subject (the person who does the action), especially when it's general or unknown.

Active vs Passive:

Active Voice	Passive Voice
Instructors teach Tactical Combat Care.	Tactical Combat Care is taught by instructors.
The Army conducts the fitness test.	The fitness test is conducted by the Army.

Task 1. Rewrite the sentences in the passive voice using words from the text.

Examples:

1. *The Army conducts the Final APFT test in the last phase.*
→ *The Final APFT test is conducted by the Army in the last phase.*
2. *The instructors teach Tactical Combat Casualty Care.*
→ *Tactical Combat Casualty Care is taught by the instructors.*

1. The Army holds graduation at the end of the week.
2. Trainers teach Basic Rifle Marksmanship.
3. The course includes a 96-hour FTX.
4. They conduct land navigation training.

5. Recruits complete MOUT training in Phase III.

Modal Verbs (must / can / should) What are Modal Verbs?

Modal verbs express necessity, possibility, permission, or advice. Common Modals in Military Contexts:

Modal	Use	Example from the text
must	Obligation, requirement	"Recruits must pass marksmanship tests."
can	Possibility, ability, permission	"You can join the SFQC after selection."
should	Advice, recommendation	"Soldiers should be prepared for NBC attacks."

Structure: Subject + modal verb + base verb (infinitive without "to")

Examples:

- You *must* pass the APFT to graduate.
- Soldiers *can* use optical sights during rifle training.
- You *should* train regularly for the fitness test.

Task 2. Fill in the blanks with the correct modal verb: must, can, or should.

1. Recruits _____ pass the APFT to move to the next phase.
2. You _____ learn to operate communication equipment at Infantry School.
3. Soldiers _____ complete a 10 km Tactical Foot March in Blue Phase.
4. Instructors _____ test recruits on their NBC defense skills.
5. You _____ join the SFQC only if you pass the selection process.

Time Connectors / Sequence Words. What are Time Connectors?

Words that link events in time and help organize sequences in instructions or narratives. Common Connectors from the Text:

Connector	Use	Example from the text or task
Before	An event earlier in time	"Recruits do combat training before graduation."

Connector	Use	Example from the text or task
After	An event later in time	<i>“After the Forge, trainees do MOUT training.”</i>
During	While something is happening	<i>“During Week 2, they learn land navigation.”</i>
When	At the moment something happens	<i>“When they pass, they move on.”</i>
Then	To indicate the next step	<i>“They do PT. Then, they attend classes.”</i>

Task 3. Match each part of the sentence with the correct time connector: After, Then, Before, When, During

Sentence A	Sentence B
1. _____ the Forge, recruits must complete all FTXs.	A. they begin land navigation training.
2. _____ Week 2, recruits learn to work in pairs.	B. recruits prepare for Special Forces.
3. _____ they pass the APFT, they move on to MOUNT training.	C. they are trained in unarmed combat.
4. _____ they complete the selection process,	D. the course finishes with graduation.
5. _____ Phase III ends,	E. they continue weapons training.

Relative Clauses (who / which / that). Relative Clauses give extra information about a noun without starting a new sentence.

Common Relative Pronouns:

Word	Refers To	Example
who	People	<i>“A recruit who passes the test joins the next phase.”</i>
which	Things / ideas	<i>“The Forge, which is 96 hours long, is very demanding.”</i>
that	People or things	<i>“The obstacle that tests endurance is very challenging.”</i>

Structure: Noun + relative pronoun + extra information. Examples:

- “The APFT is a test **that** includes push-ups and running.”
- “Soldiers **who** complete OSUT become infantrymen.”
- “The equipment **which** is used in training is standard issue.”

Task 4. Combine the sentences using who, which, or that.

- | |
|--|
| <ol style="list-style-type: none">1. Recruits complete the Forge. The Forge is a 96-hour FTX.
→ The Forge, which recruits complete, is a 96-hour FTX.2. Soldiers finish OSUT. They become qualified Infantrymen.
→ Soldiers who finish OSUT become qualified Infantrymen. |
|--|

1. The soldier passed the SFQC. He joined Special Forces.
2. The equipment was tested in the field. It belongs to the infantry school.
3. The obstacle course was tough. It tested their endurance.
4. The instructor trains recruits. He teaches land navigation.
5. The APFT is a fitness test. It includes push-ups and running.

CHAPTER III. PRACTICAL PART

Battalion organisation

NATO	UK Army	UK Royal Air Force (RAF)	UK Royal Navy	US Army	US Air Force	US Navy
OF10	Field Marshal	Marshal of the RAF	Admiral of the Fleet	General of the Army	General of the Air Force	Fleet Admiral
OF 9	General	Air Chief Marshal	Admiral	General	General	Admiral
OF 8	Lieutenant-General	Air Marshal	Vice-Admiral	Lieutenant General	Lieutenant General	Vice-Admiral
OF 7	Major General	Air Vice Marshal	Rear Admiral	Major General	Major General	Rear-Admiral (upper half)
OF 6	Brigadier	Air Commodore	Commodore Captain (over 6 years in rank)	Brigadier General	Brigadier General	Rear Admiral (lower half)
OF 5	Colonel	Group Captain	Captain (under 6 years in rank)	Colonel	Colonel	Captain
OF 4	Lieutenant-Colonel	Wing Commander	Commander	Lieutenant Colonel	Lieutenant Colonel	Commander
OF 3	Major	Squadron Leader	Lieutenant-Commander	Major	Major	Lieutenant Commander
OF 2	Captain	Flight Lieutenant	Lieutenant	Captain	Capitan	Lieutenant
OF 1	Lieutenant	Flying Officer	Sub-Lieutenant / Acting Sub-Lieutenant	First Lieutenant	First Lieutenant	Lieutenant Junior Grade
	Second Lieutenant	Pilot Officer / Acting Pilot Officer	Midshipman	Second Lieutenant	Second Lieutenant	Ensign
OR9	Warrant Officer Class I (RSM)	Warrant Officer / Master Aircrew	Warrant Officer Class I	Command Sergeant Major / Sergeant Major	Command Chief Master Sergeant / Chief Master Sergeant	Command Master Chief / Master Chief Petty Officer
OR8	Warrant Officer Class II (CSM)	*	*	Master Sergeant	Senior Master Sergeant	Senior Chief Petty Officer
OR7	Staff Sergeant / Colour Sergeant	Flight Sergeant / Chief Technician	Chief Petty Officer	Sergeant First Class	Master Sergeant	Chief Petty Officer
OR6	Sergeant (3 years seniority)	Sergeant	Petty Officer	Staff Sergeant	Technical Sergeant	Petty Officer First Class
OR5	Sergeant			Sergeant	Staff Sergeant	Petty Officer Second Class
OR4	Corporal	Corporal	Leading Rating	Corporal	Senior Airman / Sergeant	Petty Officer Third Class
OR3	Lance Corporal	*	*	Private First Class	Airman First Class	Seaman
OR2	Private (Classes 1-3)	Junior Technician / Senior Aircraftsman / Leading Aircraftsman	Able Rating / Ordinary Rating	Private E-2	Airman	Seaman Apprentice
OR1	Private (Class 4)	Aircraftsman	Junior Rating	Private E-1	Airman Basic	Seaman Recruit

Task 1. Match the units with the commanders.

1 division	a lieutenant colonel
2 brigade	b lieutenant
3 battalion	c major general

4 company	d corporal
5 platoon	e brigadier
6 section	f major

Task 2. Circle the correct words.

1. A battalion is commanded by / made up of a lieutenant colonel.
2. Each section is equipped with / has a strength of eight men.
3. A brigade comprises/is assigned to three or four battlegroups.
4. The support company is equipped with / commanded by machine guns.
5. On operations, the battlegroup is made up of / assigned ot a brigade.

Task 3. Write Platoon commander or Clerk.

1. He is responsible for the training and fitness of his men. Platoon commander
2. His duties include processing travel claims and applications for leave.
3. He si responsible for the welfare of his men.
4. He often takes his men on training exercises...
5. When deployed with the battalion on operations, his remit includes casualty reporting.
6. On operations, he is also responsible for registration of prisoners of war.
7. It's his job to make sure that his men are fully prepared for operations.
8. When on operations, his duties include sentry guard and conducting security patrols.

Task 3. Read the newspaper article and write true or false.

Yesterday's football tournament managed to raise enough money for six new beds at the local hospital. In the first match, the UN Police team beat Médecins Sans Frontières by three goals to two. At half time the doctors were winning two - nil but the police fought back in the second half and started attacking. Their centre forward scored all three goals in the last half an hour - the third in the 89th minute.

In the second match played between the International Press and the local Fire Station, the journalists won one - nil in a boring game where neither side had many opportunities to shoot a goal. The journalists won thanks to a last-minute penalty.

The third match of the day between the Local Police and the Red Cross ended in a nil - nil draw. It was an exciting match with both sides attacking and plenty of opportunity to shoot at goal. Both teams were unlucky they didn't manage to score.

1. *The doctors won their match. False*
2. The score of the first match was 3-2. _____
3. The second match was really exciting _____
4. The Fire Station scored at the end of the game _____
5. There wasn't a winner of the third match _____
6. There were no goals in the third match. _____

Task 4. Study the examples.

Firers must always point the muzzle of their weapon down range.

You must never touch your weapon while personnel are down range.

You must only aim for the targets assigned to you.

must always / must never / must only + infinitive

Now rewrite the rules with **must always / never / only**.

1. Do not point a weapon at anyone - even in fun.
2. You must never point a weapon at anyone - even in fun.
3. Point a weapon in a safe direction.
4. Do not rest the muzzle of a loaded weapon on your foot or against your body.
5. Do not carry loaded weapons in a vehicle.
6. When you pick up a weapon, examine it and check that it is not loaded.

CHAPTER IV. THEORETICAL COMPONENT

Grammar Focus: -ed / -ing Adjectives

These adjectives describe **feelings** and **things that cause feelings**:

-ed adjectives	describe how someone feels
bored, interested, tired	I feel... / He was...
-ing adjectives	describe what causes the feeling
boring, interesting, tiring	It is... / The film was...

Examples:

- I was *bored* during the meeting.
- The meeting was *boring*.
- She is *interested* in art.
- The book is *interesting*.
- We were *tired* after the run.
- That job sounds *tiring*.

Present Perfect Continuous

Explanation: We use the *Present Perfect Continuous* to talk about an action that started in the past and is still continuing now, or just finished with a visible result.

have/has + been + verb-ing

Subject	have/has	been	Verb+ing
I/you/we/they	have been	working	
he/she/it	has been	studying	

Examples:

- I have been working all day.
- She has been learning English for two years.
- We have been waiting since 10 a.m.
- He is tired because he has been running.
- What have you been doing?

CHAPTER IV. PRACTICAL PART

Culture

Task 1. Match each film genre with its correct description. Then write a sentence about what kind of film it is.

Film Genre	Description Letter	Sentence Example
1. A horror movie	___	It's a horror movie. It's really scary.
2. A romantic comedy	___	
3. A science-fiction film	___	
4. A historical drama	___	
5. A thriller	___	
6. A martial arts movie	___	

Descriptions:

- A. It's usually set in the past and has amazing costumes.
- B. It's often set in space and has special effects.
- C. It mixes love and humour and usually has a happy ending.
- D. It's full of action, fighting, and acrobatics.
- E. It tries to scare the viewer with monsters, ghosts, or danger.
- F. It has a lot of tension and a complicated plot.

Task 2. Search on YouTube or another resource (e.g. BBC Learning English or Voice of America Learning English) for a short film review or trailer (2–3 minutes).

While listening, answer:

1. What kind of film is it?
2. Is it set in the past, present, or future?
3. What is the main feeling of the film (exciting, sad, funny, etc.)?
4. Did you hear any of these: *special effects, explosions, love story, space, car chases*?

Task 3. Write about your favourite film (5–8 sentences). Use at least 3 key words or phrases from the list.

Use this guide:

- The name of the film is...
- It is a _____ (genre).
- It is set in _____.
- I like it because it...
- My favourite scene is...
- It made me feel _____.

Keywords to include: e.g. has a happy ending, has amazing costumes, is really scary, is quite violent, has car chases

Task 4. Prepare to speak for 1–2 minutes on one of the following topics. You can practise recording yourself on your phone or speaking with a classmate/tutor.

Choose ONE:

- A film that made you laugh
- A film that made you cry
- A film with great action scenes
- A film you didn't enjoy

Use phrases like:

- It's about...
- The story is set in...
- The acting was...
- I felt...
- I think it was (predictable / boring / exciting / interesting)

Task 5. Read the sentences and write True or False. Correct the false ones.

1. A romantic comedy is always violent.
2. A thriller usually has a complicated plot.

3. A musical has a lot of fighting.
4. A science-fiction film can be set in space.
5. A historical drama usually has amazing costumes.
6. An action movie is always really boring.

Example:

1. False – A romantic comedy is funny and has a love story.

Appearances. Describing people

Physical characteristics

General Appearance

Smart, elegant, well-dressed, scruffy, untidy-looking / messy-looking, good-looking, unattractive. beautiful, ravishingly beautiful, handsome, pretty, cute,

Intellectual Ability

intelligent, bright, clever, smart, shrewd, able, gifted, talented, brainy, stupid, foolish, half-witted, silly, brainless, dumb, quick-witted,

<u>Height</u>	<u>Build</u>	<u>Age</u>	<u>Facial hair</u>
tall, tallish, short, shortish, medium height	frail, stocky, slim, thin, plump, fat, skinny, well-built, obese, overweight, well-formed, portly, stout, plump, fattish, slim, thin;	young, elderly, middle-aged, teenager, in his/her 20s, 30s, 40s; in his/her early/late/mid- 20s	Beard, goatee, moustache, sideburns, five o'clock shadow; he is bearded/unshaven/ clean-shaven; He has a bushy beard/moustache

	she has an hour-glass figure; shapely, chubby, robust		
<u>Face</u>	<u>Eyes</u>	<u>Hair</u>	<u>Clothes</u>
round, oval, square, with scars, wrinkles, freckles, sun-tanned, pale, dark-skinned, fair-skinned; he has a wrinkled face, thin/full lips, sensuous mouth, pointed/round/ double chin; pointed/upturned/ straight/crooked/ Roman nose	big round blue eyes; large, small, bright, narrow, almond-shaped, beady, piercing, expressive, deep-set, laughing, happy, sad	bald, straight, curly, spiky, wavy, he has a crew cut, dark-haired, fair-haired, She is a brunette/blonde; receding hairline, pony tail, braids, bun, thick, thin, styled, salt and pepper	casual, scruffy, shabby, smart, tidy, messy

Task 1. Start with a general impression:

height and build

The body can also be a general description of main features.

Are the legs long and slender, or short and muscular?

What about weight - overweight, underweight, sturdy?

Long, elongated/delicate neck, or no neck at all? Short or long arms?

Focus on detail: (hair and complexion)

What color is the hair?

Instead of using words like brown, blonde, black, red and so on, you may want to use words like chocolate, honey-wheat, raven-black, fiery orange.

If the hair was brown, was it light brown, dark brown, shiny, matted, sweaty? If it was blonde, what type of blonde; honey-blonde, white-blonde, ash-blonde, dirty-blonde?

Was the person's red hair more orange than red? Or was it buttery orange?

The ethnicity?

Notice the person's probable ethnic origin - African, Mexican, Asian, Caucasian.

Describe the face and eyes.

Close your eyes and visualize the person's features. This can be a little more difficult, but here are some pointers. One of the most obvious things when looking at a person can be any significant birth marks, scars, shape of face, freckles, etc. If they have no obvious markings, look at the eyes. Again, try to substitute words like blue, green, brown, hazel for words like steely blue, royal blue, sky/baby blue, or jade green, ivy green, apple green. If the eyes are brown, or brown hazel, you can say honey colored, or light chocolate with flecks of green. What kind of green? Clear, misty, dark, emerald?

What sort of hazel: Grey-green, brown-green?

Recall the other features.

Eyebrows, nose and lips. Were the eyebrows thin and arched? Were they thick and straight? Dark or light? Expressive or dull?

The nose: Was the nose short, long, thin, wide? Was the bridge straight, concave, convex? Roman nose, pug nose? The lips, were they full or thin, cherry red, or soft pink? Were they open in smiles, or cruel?

Are there any scars, tattoos, or piercings to mention? Focus on features that stand out. Do not make a long list. You are not taking inventory.

Describe the personality/character.

Is this person selfish and inconsiderate or selfless and compassionate? Quick-tempered or calm and easy-going?

Give examples to explain what you mean. For example:

“Margaret was a wonderful person to go on holiday with. She was very considerate and unselfish and never made us do anything we didn’t want to do. She

had a great sense of humour and kept us amused the whole time with her stories. She was generous and took us out to several meals at good restaurants.”

Task 2. Physical description

You received a letter from a friend. She thinks she knows John, the person you spoke about in your last letter to her. She asked you to describe John. In a letter, describe John. Give physical characteristics.

You witnessed a robbery in the bank yesterday. The Military Police would like you to describe the thief. Describe the thief. Give physical characteristics.

Your friend emailed you yesterday. He asked you to describe the bartender in the Officers` Mess, Barbara, because he thinks he met Barbara when he was in Saint-Jean. In an email, give a physical description of Barbara.

Your attaché is coming to Montreal by plane. The corporal from the Orderly Room will go to the airport to pick up the attaché. In an email to the corporal, describe the attaché.

You received a letter from a friend. She asked you to describe your boss. In a letter to your friend, describe the physical characteristics of your boss.

You are meeting some friends of your family at the airport, but they don't know what you look like. Write an email to them describing yourself.

Character traits

Useful vocabulary

careful, hard-working, worried, cheerful, broadminded, active, curious, secretive, sociable, gregarious, easy-going,	aggressive, passive, tough, careless, cautious, practical, sensible, independent, strong-minded, shy, romantic	dull, boring, imaginative, ambitious, crafty, sensitive, gentle, naïve, nervous, gullible	generous, kind, loyal, self-controlled, moody, trusting, modest, tolerant, friendly, impolite, rude,
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even-tempered, hot-headed, jealous, warm, cold			ill-mannered, discourteous, talkative, chatty, care-free, truthful, sincere insincere, modest, vain, loyal, introverted, extroverted
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Task 1. Match each definition with the correct personality adjective.

Definitions:

1. Always tells the truth → _____
2. Gets angry quickly → _____
3. Doesn't talk much in public → _____
4. Enjoys the company of others → _____
5. Accepts people who are different → _____
6. Doesn't keep secrets → _____
7. Acts without thinking → _____
8. Thinks deeply and has strong opinions → _____
9. Doesn't show strong emotions → _____
10. Likes giving things to others → _____

Word Bank: generous, passive, introverted, sociable, hot-headed, tolerant, truthful, talkative, careless, strong-minded

Task 2. Listen to a short conversation or interview (use a clip from BBC Learning English, Voice of America, or similar).

Task3. Identify 3 personality traits of the speaker. Write down the traits and explain why you chose them using evidence from what they said or how they said it.

Prompt questions:

- Does the speaker sound cheerful or worried?
- Are they confident or shy?
- Do they seem practical or romantic?

Task 4. Write a short paragraph (80–100 words) describing someone you admire (real or fictional). Use at least 5 adjectives from the list to describe their character.

Try to use examples to support each trait.

Useful phrases:

- He/She is the kind of person who...
- One thing I admire about them is...
- For example, once he/she...
- Although he/she is..., they are also...

Task 5. You are forming a team for a mission or project. Choose 4 personality traits that your team members must have. Then explain your choices in 2–3 minutes.

Guiding Questions:

- Why is this trait important for teamwork?
- What kind of problems can happen if someone is _____ (e.g. rude or careless)?
- Would you prefer a leader who is strong-minded or easy-going? Why?

Tip: Record yourself on your phone and listen back to check fluency and vocabulary use.

Task 6. Sort the adjectives into these categories:

Positive	Negative	Neutral / Depends
kind, loyal, ...	rude, jealous, ...	ambitious, shy, ...

Task 7. Choose one trait from each column and write a sentence with it.

For example:

- Generous people often donate to charities.
- Jealous partners can damage relationships.
- Being ambitious is good if you stay respectful.

The world around us

Describing a place. Useful language

EXISTENCE	UNIQUE FEATURES
There is a...	Of special interest is...
There are...	One of the really interesting places is...
You can find...	One of the most interesting places is...
It has...	You shouldn't miss seeing...
	Tourists should see...
	The ... is famous because ...
	The ... is popular because ...

Describing inside a building

My classroom

My classroom is 4 metres wide, 6 metres long and 4 metres high. There are four windows on the outside wall and there are blinds on these windows.

Opposite the windows, there is a wall with a door and a small blackboard.

On the front wall, there is a large blackboard with a screen *above* it and on the back wall there is a bulletin board.

In addition, there is a clock, some sheets of paper, some charts and posters and some maps on the back wall.

In the center of the classroom, close to the back wall, there is a projector.

Near the windows is a table with some books and a kettle, two bookshelves with plants on top of them and a wastepaper basket.

The classroom has ten students' desks and one large teacher's desk. Each of the desks also has a chair. Needless to say, the most comfortable chair belongs to the teacher.

On the teacher's desk, you can find a ruler, a stapler, a tape dispenser and a three-hole punch. *Behind* the teacher's desk, there are cupboards with a television and a sound system as well as some shelves with books and binders on them. The room is painted beige and there is no carpet on the floor. Still, the classroom feels quite warm.

In my opinion, this classroom is both comfortable and very well-equipped for English lessons.

My town

Giano Vetusto

My family *comes from* a small, picturesque town in southern Italy called Giano Vetusto, an *ancient* town built by the Romans over 2000 years ago. It is located just south of Cassino and north of Naples. Giano Vetusto is nestled in the hills of the pre-Alpine region and is surrounded by rolling hills and many majestic olive trees.

Although it is a beautiful town, only about 650 people live there and the *population* decreases each year. The reason for this is that *there are* no industries here, and most people work in larger towns or cities in the area. In Giano Vetusto, *we can find* a tobacco shop, a small grocery store, 2 churches, a gas station, a very popular pub, a much-used community centre and much-used soccer field. All the other buildings are homes and farms, some large and modern and some quite ancient.

My favourite part of this town is the town square in front of the main church. The pub or bar is across from the church and is often packed on Sundays. The entire population meets in the square for special occasions such as weddings, funerals, baptisms, the town festival in August, and Christmas celebrations. On Christmas Eve, *there is* a large bonfire in the middle of the square and everyone stays up for midnight Mass. The sound of the crackling wood, the smell of good cooking and the freezing zero-degree weather of the season come to mind at Christmas.

If you visit Giano Vetusto, you can enjoy some peaceful scenery, eat home-made cheese and sausage, drink fine wine and enjoy pleasant company. A tourist can also visit the ruins of an ancient Roman temple to the God Janus (Giano), who gives this town its name.

Although it is tiny, Giano Vetusto is a gorgeous, relaxing, enjoyable and very welcoming town with good people and a great deal of warm *hospitality*.

How to Write a Descriptive

My Next Door Neighbour's House

My next-door neighbour's house is disgusting. First, the outside of his house is completely dirty; the dirty white paint is falling apart. There is dirt, mud, and yellow stains throughout the entire outside of the house. Furthermore, the yard is full of dead plants, and the lawn is never mowed. The front yard is full of dog and cat droppings, which brings out the smell of rotting lawn clippings.

In addition, the inside of his house is nothing more than a dumpster; his floors in the living room, kitchen, bedroom, and bathroom are covered with urine stains from his four cats. His kitchen has stale food all over the counters, and the dishes have been piling up for weeks. His bathroom is full of the most disgusting stains; they look like a mixture of rust and oil. Moreover, every room in his house has the worst odor; it is absolutely unbearable. The scent smells like a mixture of vomit and rotten egg and it makes you sick to your stomach.

His house is the most disgusting place on earth.

Task 1. Describing a place.

1. John Smith from Washington is coming to work with you for 4 weeks. He sent you 4 different emails asking for certain information.

Task 2. In an email, describe your office to him.

Task 3. In an email, describe the building in which you work. In an email, describe the city or base where you work.

Task 4. In an email, describe some famous physical features of your country.

2. Your friend in Ottawa is interested in your life in Saint-Jean. In her first email to you, she asked you about your accommodations. In the second email, she asked you to describe the Officers' Mess.

Task 5. In an email to her, describe your quarters.

Task 6. In an email to her, describe the Officers' Mess.

3. Your friend in Canada would like to know about your favourite place to visit in your country. In a short letter to your friend, describe the town or village which is your favourite place to visit in your country. Say why it is your favourite place.

4. Your friend in Canada emailed you in your country. Your friend would like to visit your country but is not sure where she should visit. Choose two areas in your country. In a short email, tell your friend about the differences between these two areas. Give your opinion on which area is better for her to visit.

5. The city where you live would like to bring more tourists to the area. Officials asked you to write a description of one place which would be very interesting for tourists to visit. Choose one place in the city where you live. Describe that place. Use "you" in your description. (E.g. You should visit...)

6. You are writing a letter to a friend in Australia. Describe a place which you have visited during one of your field trips in Canada.

7. You found a wonderful place to have a picnic. Write an email to your friend and his family. Describe the wonderful place. Say why you think this would be a super place for his young children to spend a day.

8. Your friend wrote you a letter. He asked you if you have ever spent any time in a park since your arrival in Canada. Send your friend a short letter. Describe to him a park which you have recently visited. Tell him what you think are two benefits of having parks inside the boundaries of a town or city.

Describing things

Vocabulary

Category	Word	Explanation (Ukrainian)
Uniform Types	parade uniform	парадна форма – для офіційних церемоній
	combat uniform	бойова форма – використовується під час бойових дій
	work uniform	робоча форма – для повсякденних службових завдань

Category	Word	Explanation (Ukrainian)
Clothing Items	shirt	сорочка – частина верхнього одягу, застібається спереду
	blouse	блузка – легка жіноча сорочка (або як варіант верхньої частини уніформи)
	tie	краватка – аксесуар, який носять під коміром
	jacket	куртка / піджак – верхній одяг, часто з емблемами та знаками розрізнення
	skirt	спідниця – частина форми для жінок
	pants	штани (американський варіант)
	trousers	штани (британський варіант)
Uniform Parts	collar	комір – верхня частина одягу навколо ший
	sleeve	рукав – частина одягу, що покриває руку
	pocket	кишеня – для зберігання дрібних предметів
	lapel	лацкан – частина піджака або куртки, що відгинається на грудях
Decorations & Rank	stripe	смуга – може позначати ранг або роки служби
	star	зірка – символ звання (наприклад, генерал)
	badge	нашивка / значок – позначення частини, спеціалізації або статусу
	symbol	символ – узагальнене позначення, яке щось уособлює
	medal	медаль – нагорода за службу або відзнаку
	ribbons	стрічки – барвисті смужки, які символізують нагороди
	epaulette	еполет – наплічна прикраса, що вказує на звання або посаду
	brass buttons	латунні гудзики – декоративні елементи, що часто використовуються на формі
	braid	тасьма / шнур – декоративне плетіння (на плечах, манжетах тощо), зазвичай для парадної форми

Категорія	Речення з іменниками	Речення з прикметниками або дієсловами
Висота	Its height is 6 metres. It is 6 metres in height.	It is 6 metres tall.

Категорія	Речення з іменниками	Речення з прикметниками або дієсловами
Ширина	Its width is 6 metres. It is 6 metres in width.	It is 6 metres wide.
Довжина	Its length is 6 metres. It is 6 metres in length.	It is 6 metres long.
Глибина	Its depth is 6 metres. It is 6 metres in depth.	It is 6 metres deep.
Вага	Its weight is 6 kilograms. It is 6 kilograms in weight.	It weighs 6 kilograms.
Площа	Its area is 6 square metres. It is 6 square metres in area.	<i>(прикметникова форма не вказана)</i>
Об'єм	Its volume is 6 cubic metres. It is 6 cubic metres in volume.	<i>(прикметникова форма не вказана)</i>
Форма: квадрат	It is a square.	It is square in shape.
Форма: прямокутник	It is a rectangle.	It is rectangular in shape.
Форма: трикутник	It is a triangle.	It is triangular in shape.
Форма: коло	It is a circle.	It is round in shape.
Форма: овал	It is an oval.	It is oval in shape.
Форма: яйце	It is the shape of an egg.	It is egg-shaped.
Колір	Its colour is black. It is black in colour.	It is black.

Categories

Category	Term (English)	Explanation (Ukrainian)
Watch Hands (Стрілки)	hour hand	годинна стрілка – показує години
	minute hand	хвилинна стрілка – показує хвилини
	second hand	секундна стрілка – показує секунди
Types of Watches (Типи годинників)	wrist watch	наручний годинник – носить на зап'ясті

Category	Term (English)	Explanation (Ukrainian)
	pocket watch	кишеньковий годинник – носять у кишені, зазвичай на ланцюжку
	pendant watch	підвісний годинник – носять як кулон на шиї
Watch Components (Частини годинника)	strap	ремінець – частина, якою годинник кріпиться до зап'ястя (тканинний/шкіряний)
	bracelet	браслет – металевий ремінець
	case	корпус – основна частина годинника, яка містить механізм
	glass cover	скло – прозора частина, що захищає циферблат
	numbers on the face	цифри на циферблаті – позначають час
Water Resistance (Водозахист)	water resistant	водостійкий – витримує вологу, але не занурення у воду
	waterproof	водонепроникний – повністю захищений від води, можна занурювати

Phrases

Категорія	Фрази та Вислови
Material (Матеріал)	- It is made of (gold, silver, metal, copper, plastic, leather, wood, cloth, cotton, denim, velvet, polyester, wool, a synthetic fabric).
Brand (Бренд / Виробник)	- It was made by (Panasonic, Sony, Ford). - It was produced by (назва компанії).
Colour (Колір)	- It is red . - It is red in colour .
Size (Розмір)	- The dimensions are 6 cm by 3 cm by 3 cm . - It is 6 cm long, 3 cm wide and 3 cm high . - It is 6 cm in length, 3 cm in width and 3 cm in height .
Cost (Ціна)	- Its original cost was \$120 . - It was \$120 when I bought it . - It is worth about \$120 .
Condition (Стан)	- It is in good / great / superb / excellent / mint condition. - It is new / brand new / fairly new / 5 years old / an antique .

Task 1. Describing things

1. A thief entered your room and stole something. Write a short report for the Military Police. Tell me where you were during the robbery. Describe the object that was stolen.

2. Your friend wrote a letter to you. He asked about the food in the Officers' Mess. In a short letter to your friend, describe what you usually eat at the Officers' Mess.

3. Your friend from Ottawa wrote you a letter. She would like to visit Saint-Jean. She is interested in knowing what she can do for entertainment in the Saint-Jean area. Write her a letter. Tell her three things that she can do for entertainment in the Saint-Jean area.

4. In your last letter to your Canadian friend, you told him that you purchased a camera. Your friend asked you to give him some details about the camera. In an email to your friend, describe the camera.

5. You are helping your teacher prepare a brochure about the Language School. The teacher asks you to write a short article describing the Language School. Write the article describing CFLS Saint-Jean.

6. You have been invited to a formal dinner at the American Embassy in Ottawa. Your friend wrote you a letter. She asks you to describe what you will wear to the dinner. Write a letter to your friend. Describe what you will wear.

7. You got the best marks of all the students in the Language School. You received a watch as a gift. Your friend in Montreal has asked you for information about the watch. In a letter to your friend, describe the watch. Tell how you felt to receive this award.

8. Your classmates gave you a birthday present. Write a letter to your friend in Vancouver. Describe the gift which you received from your classmates.

9. To prepare for a game tomorrow, your teacher gave you the following task: Describe something you recently purchased. Do not say what that object is. Your classmates will try to guess what you purchased. Don't be too easy or too difficult in your description.

10. In class, you were discussing the subject of pets. Your teacher assigned the following task: Describe a pet that you have had at one point in your life.

CHAPTER V. THEORETICAL COMPONENT

Possible forms to use in a comparison

(Можливі конструкції для порівняння в англійській мові)

1. **Comparatives** — порівняльна форма прикметника/прислівника.

Використовується для порівняння **двох** предметів.

Приклад: My notebook is **bigger than** yours. (Мій зошит більший, ніж твій.)

2. **Superlatives** — найвищий ступінь прикметника/прислівника.

Використовується для порівняння **трьох або більше** предметів.

Приклад: His notebook is **the biggest of all**. (Його зошит найбільший з усіх.)

3. **As ... (adjective/adverb) ... as** — такий самий ... як. Показує рівність між двома об'єктами.

Приклад: My car is **as fast as** your car. (Моя машина така ж швидка, як і твоя.)

4. **The same (noun) as** — такий самий ... як. Означає ідентичність певної речі або поняття.

Приклад: He has **the same class as** my roommate. (У нього такий самий клас, як у мого сусіда.)

5. **Similar to** — схожий на. Вказує на подібність між речами, але не повну ідентичність.

Приклад: This computer is **similar to** mine. (Цей комп'ютер схожий на мій.)

6. **Alike** — схожі. Використовується без іменника, коли об'єкти мають однакові риси.

Приклад: The twins are **alike**. (Близнюки схожі між собою.)

7. **Different from** — відрізняється від. Показує різницю між двома речами.

Приклад: My country is very **different from** yours. (Моя країна дуже відрізняється від твоєї.)

8. **Both of them** — обидва. Означає, що якась характеристика притаманна **двом** об'єктам.

Приклад: Both of them are very interesting books. (Обидві книги дуже цікаві.)

9. **Neither of them** — жоден з двох. Показує, що **жоден з двох** предметів не має певної якості.

Приклад: Neither of them is very large. They're both quite small, in fact. (Жоден з них не великий. Насправді, обидва досить маленькі.)

10. **All of them** — усі з них. Вказує, що певна характеристика стосується **всіх** (три або більше).

Приклад: All of them are extremely expensive. (Усі вони дуже дорогі.)

11. **None of them** — жоден з них (для трьох або більше). Показує, що жоден з групи предметів не має певної характеристики.

Приклад: None of them is worth very much. (Жоден з них не коштує багато.)

12. **As much ... as** — стільки ж ... як (для незлічуваних іменників).
Приклад: He has as much patience as a saint. (У нього стільки ж терпіння, як у святого.)

13. **As many ... as** — стільки ж ... як (для злічуваних іменників у множині).

Приклад: She has as many hockey cards as I do. (У неї стільки ж хокейних карток, як у мене.)

CHAPTER V. PRACTICAL PART

Task 1. Compare two members of your family.

1. Think about an object that you have owned at two different points in your life. Compare the first one with the second one. Give two similarities and two differences.
2. Compare three cities in your country. Give two similarities and two differences.
3. Compare two computers which you have used in your life.
4. Compare a Canadian city that you have visited with your city.

USEFUL LANGUAGE

POLITE	COMMON REQUESTS	
I am writing to request/to express my interest in (gerund/noun)...	COULD YOU PLEASE give me	a lift to Montreal?
I would like to request (noun).		help me?
I would like to ask you to (verb)...		give me three examples?
Would you please (verb)...?		answer my question?
Would it be possible for me to (verb)...?		do me a favour?
Could I please (verb)....?		go to the store for me?
Could you please (verb)...?		turn down the music?

*****CAN** or **COULD** are used in requests. **COULD** is more polite. ***

NOTE: DO NOT USE “I WANT” IN A FORMAL SITUATION

Reminder: I would like a _____.

(COUNTABLE NOUN)

I would like some _____.

(UNCOUNTABLE NOUN)

I would like to _____.

(VERB)

Requesting

There will be an Armed Forces Day of the base on June 2nd. You would like to participate.

Send a letter of request to the organizer. Tell how you would like to participate.

Saint-Jean
May 5, 2014

Dear Sir,

I recently read in the local newspaper that there will be an Armed Forces Day on June 2nd. I am writing to express my interest in participating in this parade. There are a number of ways in which I could contribute to the success of this event, but one in particular might be of most interest.

Would it be possible for me to participate in the exhibition section of the parade? I have an extremely old collection of military medals which people, and particularly collectors, will be interested in seeing. These medals are from all the major wars of the 20th and late 19th centuries. Furthermore, they come from a variety of nations in North America, Europe, Africa and Asia and would therefore appeal to a multi-cultural population.

If it is possible for me to participate or if you require further information, please contact me at 432-2020.

Thank you in advance.

Sincerely,
George Delaware

Task 3. You are a tennis player. The Saint-Jean tennis club is having a tournament next month and you would like to participate. **Write an email to the president of the tennis club. Introduce yourself. Request permission to participate.**

Task 4. A student from CFLS rented a car for the weekend. She will travel to Quebec City. She would like some passengers. Send her an email. **Request a ride. Tell why you would like to go to Quebec City. Offer to pay for half the gas.**

Task 5. You are going to participate in a sport and you need to borrow some equipment for this. You want to borrow something from your friend. Put a note on

his/her door. **Request to borrow the equipment. Tell why you need it, when you need it, when you will pick it up, and when you will return it.**

Task 6. It is lunchtime, and there is suddenly an emergency which you have to take care of. You can't go to school in the afternoon. Write a short note to your classmate. **Request that he bring three things from school for you. Tell him what the things are and where he can get them in the school. Tell him when and where to meet you after school.**

Task 7. One of your relatives is coming to visit you. You would like permission for this person to participate in a school activity. **Write a memo to the School Commander. Introduce yourself. Request permission for your relative to participate. Tell what the activity is and when it will occur.**

Task 8. You just received information from your superior. You are going to go to England for language training. **Write to your friend in England. Request information about England. Ask 5 questions.**

Task 9. You forgot something in your office at home that you need here in Canada. **Write an email to your colleague for assistance. Request that he send the object to you. Describe the object and tell him where he can locate it.**

Task 10. Write a memo to the Warrant Officer. You would like to change from your room to another. **Request a room change. Tell why you would like this change. Ask when this can occur.**

Task 11. You are going on the school trip to Ottawa with the other students but you need to stay one day longer than what is scheduled for the trip. **Write a memo to the School Commander. Introduce yourself. Request to stay longer. Give a reason for this request.**

Task 12. You need some barbeque equipment. Write a memo to the Officers' Mess Coordination Committee. **Introduce yourself. Request to use their barbeque equipment. Tell why and when you need it.**

Task 13. You just received information from your superior. You will go to Canada for language training. **Write to your friend in Canada. Request information about Canada. Ask 5 questions.**

Task 14. Last weekend, you stayed at the home of your friend in Toronto. You forgot something there. **In an email to your friend, request that she send the object to you. Describe the object. Tell her where you think you left the object.**

Explaining

You lost a library book. Write a note to the librarian. Explain what happened, what you will do about the situation and when you will do it.

Saint-Jean
Fri, June 12th

Dear Madam,

I am writing this letter to inform you that I have lost the book which I borrowed from your library on June 3rd. I believe that this occurred on the weekend. On Saturday, I took a bus trip to Toronto. I am quite certain that I left it on the bus. I contacted the bus company immediately; however, the book had not been found by anyone.

I am willing to pay for this book if necessary. I will come to the library tomorrow to discuss the matter.

My sincerest apologies.

Sincerely,
Marlene Deeter

Task 15. Compose a letter. Use notes for describing a situation.

Dear Paul,

I wasn't able to come to the meeting yesterday and I'd like to explain why.

Different possibilities for the body of the letter:

1. I was day-dreaming while I was walking to school. I fell down and broke my arm. I had to go to the hospital for treatment.

2. I ate something at the mess and it gave me a terrible stomach ache. I had to go to the clinic to get some medication.

3. I was walking to school when I saw a car accident. I had to give information to the police and this took two hours.

4. On Monday morning, while I was returning from a weekend in Toronto, my car broke down on Highway 400. It took four hours to complete the necessary repairs, so I arrived on the base after the meeting was finished.

5. I was returning from Montreal on Monday morning and I decided to stop for a coffee. While I was in the restaurant, a thief stole my car. I had to call the police and organize another way to get to the base. This took four hours. Unfortunately, I didn't arrive in Saint-Jean until 2 pm.

6. I was in Montreal for the weekend and I planned to return to Saint-Jean on Monday morning. Unfortunately, there was a colossal snowstorm on Monday morning and I wasn't able to begin my journey until the afternoon. So, I wasn't able to attend the meeting.

I'll get the information that was given in the meeting. I'm sorry again for being absent.

**See you later,
Joe**

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ПЕРЕЛІК ПИТАНЬ ДЛЯ САМООЦІНЮВАННЯ

1. Чи можу я зрозуміти основну та детальну інформацію з автентичних текстів військової тематики англійською мовою?
2. Чи здатен я вести діалог англійською мовою на теми, пов'язані зі службовою діяльністю?
3. Чи вмію я граматично правильно будувати речення в основних часах англійської мови (Present, Past, Future, Perfect)?
4. Чи можу я правильно використовувати спеціальну військову лексику в усному та писемному мовленні?
5. Чи вмію я заповнювати типові військові документи англійською (SITREP, patrol report, mission brief)?
6. Чи маю я навички аудіювання: чи можу я зрозуміти військові накази, інструкції, повідомлення на слух?
7. Чи можу я створити короткий опис ситуації або події в усній формі?
8. Чи володію я достатнім словниковим запасом для опису озброєння, спорядження та підрозділів?
9. Чи вмію я ефективно співпрацювати з іншими в англomовному середовищі?
10. Чи можу я самостійно планувати свою мовну підготовку та визначати прогрес?

Навчальне видання

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Мартинів Іван Володимирович

**МЕТОДИЧНІ ВКАЗІВКИ ДО САМОСТІЙНОЇ РОБОТИ СЛУХАЧІВ
ІНТЕНСИВНОГО КУРСУ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ**
(для військовослужбовців Національної гвардії України
(СМР 2 «Функціональний» за мовним стандартом НАТО STANAG 6001)
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