

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

**Український державний університет
науки і технологій**

Кафедра «Іноземні мови»

АНГЛІЙСЬКА МОВА

Методичні рекомендації до практичних занять

Частина 2

Електронний аналог
друкованого видання

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Укладач:
А. О. Мунтян

Рецензент:
канд. філол. наук, доц. Лисенко Н.О. (ДНУ)
канд. філос. наук, доц. Колієва І.А. (ДНУЗТ)

А 64 Англійська мова : методичні рекомендації до практичних занять для студентів II курсу за програмою «Іноземна мова (військова спеціальна мовна підготовка) першого (бакалаврського) рівня вищої освіти. Ч. 2. / укладач : А. О. Мунтян ; Укр. держ. ун-т науки і технологій. – Дніпро : УДУНТ, 2023. – 39 с.

Методичні рекомендації призначені для аудиторної та самостійної роботи студентів II курсу денної форми навчання за першим (бакалаврським) рівнем вищої освіти з військових спеціальностей.

Методичні вказівки включають навчальні тексти з тем за програмою, завдання на закріплення лексики, тематичні проблемні ситуації та тексти для самостійного читання з оригінальних джерел.

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UNIT 4: MILITARY TRAINING

Vocabulary

Translate into Ukrainian and give definitions to the notions:

1. Have a Solid Running Base _____
2. Leg Endurance and Muscle Stamina _____
3. Strong Lower Back _____
4. Land Navigation _____
5. Ruck Running _____
6. Shoulder PT _____
7. Swim _____
8. Attitude _____
9. High Rep, Crossfit Like Training _____
10. Upper Body Round Robin Prep _____

Pre-reading:

- a) What is special military training?
- b) In your opinion, what are three most important tasks of military training?
- c) In your opinion, what are strength and weaknesses of military training in Ukraine?

Read and translate the text:

Top 10 Things to Know Prior to Army Special Forces Training

1. Have a Solid Running Base

You will not only run everywhere you go but you will be running with a back pack and fast. Shin splints, knee tendonitis, and foot problems occur in those who do not have a running base of at *least* 25–30 miles per week. Prepare your legs and your

lungs by putting in the time — and the miles. Run distance and run it fast. The runs are not very long, no more than 10–12 miles at the very most, but we moved out. My SF buddy mentioned, "One day we took off and I recorded we were running a 6:10/min mile". He continued, "I am not sure if this is still the case but if guys want to be successful I would suggest they get out and do some intervals in addition to their longer runs."

2. Leg Endurance and Muscle Stamina

Two things will give out on you if you are not prepared — your lungs and your legs. Mix in both a lung and leg workout with running and leg PT. Run at timed run pace for 1/2 mile — rest with 20 squats and 20 lunges. Repeat up to 5–6 times or build up to it over time depending on a logical progression. Try a few 1/4 mile lunge walks in your training to prepare for a lunge walk around your training area.

3. Strong Lower Back

Carrying around back packs, logs, and performing injured man drills, you need to have a strong back. Exercises like dead lift, hang clean, farmer walks, fire man carries, and body drags will prepare your lower back for lifting weight and walking with it. Be prepared to stand up all day — not even sit down at all. Also see the New Lower Back Plan for a calisthenics based back plan to build upon.

4. Land Navigation

Much of SFAS and the Q course is getting from point A to point B in the quickest amount of time as possible. Know how to read a map and use a compass.

5. Ruck Running

SFAS is all about time and moving to your points quickly. You need to be able to move out when you are in a time crunch or are stuck in a draw. To prepare, put 45lbs in your ruck and move 4 miles as fast as you can. A good goal is to get 4 miles in under 35 minutes. If you can cover that distance during SFAS it's a game changer.

6. Shoulder PT

During SFAS you will have log and rifle PT. This isn't everyday but a very extraneous event that gets a lot of guys to quit. I would recommend doing a lot of push presses, snatches and light weight military presses to get ready. The weight isn't

heavy, just very repetitive. Learn to work under the log as a team and it helps. Especially if you all can do a push-press at the same time. Really muscle bounds guys could get the weight up no problem but got smoked really quickly into these events.

7. Swim

Swimming is a passable event in the course. Besides being a great non-impact aerobic activity, the survival swim with all your gear on is tough and quite a shock if you have never tried it before. You have to be able to swim 50 meters in a pool with boots and a uniform. If you are a weak swimmer, get to the pool and do some laps. This was one event that snuck in and got a few people because they did not incorporate it into their workout plan.

8. Attitude

You can be the fastest and the strongest and crush the course physically, BUT if you have an attitude and not a team player, you will not be selected to go to the Q Course. Help your classmates when you can and stay in RECEIVE mode when learning a skill from the instructors.

9. High Rep, Crossfit Like Training

The biggest reason I say this is they are now doing mostly crossfit workouts in the course. Morning PT incorporates kettle bells, bar bells, pull-ups etc. So if you have a little bit of a crossfit background you will be able to keep up during PT. Use CF workouts as a warm-up. You still need to put in the time with running, rucking, and more rucking and running.

10. Upper Body Round Robin Prep

This is a fun new fitness test the Spec Ops World is testing: This is becoming the new SF PT test. My SF buddy mentioned. "I just completed my first one a few months ago during my E8 development course. It hasn't become a go/nogo event, yet, but it's being heavily considered as the new standard and is already in use by some of the teams." CIF companies are already using it as their must pass event. As you can see it's a big test and is taken all at once. So you have to have some serious chest strength to knock it out and be able to ace a 5 mile timed run.

Take these recommendations seriously. My SF buddies from REFactor Tactical are serious operators and are still operating with the reserve SF units and other NGOs. I'd like to thank them for the recommendations. For you future Spec Ops warriors I wish you the best of luck and would like to remind you to keep working hard to prepare for the first step of a career in the Spec Ops world.

<https://www.military.com/military-fitness/army-special-operations/top-10-things-to-know-prior-to-army-special-forces-training>

In pairs, are there any differences in requirements for Army Special Forces Training in the USA and Ukraine. Give specifics.

Make up 10 questions to the text:

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

Using the words and word combinations given below, write sentences of your own:

1. Your lungs and your legs _____
2. In addition to _____
3. Swimming _____
4. Crush the course _____
5. PT test _____

6. Take these recommendations _____
7. In your training _____
8. Training area _____
9. Attitude _____
10. Land navigation _____

Pre-reading:

- a) In which seas is there Ukraine's military presence?
- b) Do you agree with the following: "Ukraine was, is and will be a maritime state" P. Poroshenko, *President of Ukraine, August 24, 2014*
- c) Should Ukraine as a state pay attention to naval officers military training?

Read and translate the text:

Strategy of the Naval Forces of the Armed Forces of Ukraine 2035

Ukraine's past, its present, and future are closely connected with the sea. The Naval Forces of Ukraine begin their history from the time of Kievan Rus. Cossack's naval campaigns belong to the most glorious pages of our national history. At the beginning of the XXth century, at the time of the Ukrainian People's Republic **creation**, the Black Sea Fleet of Ukraine again made a stand to defend people and maritime interests of the state.

The modern independent Ukrainian state has 2,759 km of the **seacoast** and more than 72 thousand square kilometres of exclusive (maritime) economic zone. More than a quarter of the national GDP is generated by regions, economies of which are connected to the Black and the Azov Seas. Tasks to secure and to protect the coast and the maritime industry of Ukraine were assigned to the Naval Forces of the Armed Forces of Ukraine.

In 2014, the Russian Federation **violated** international agreements and **regulations**, and through hybrid aggression **has established control** over Crimea. Ukraine has lost most of its Navy, including 75% of personnel, 70% of ships and key

infrastructure. **The aggressor** has seized and has been actively exploiting population and the territory of the peninsula, a significant part of the **sovereign waters** and **assets** of the Ukrainian economy.

By construction of the Kerch Bridge, the Russian Federation has substantially **restricted the passage** of **vessels** and continues to obstruct navigation in the Sea of Azov, aiming to destroy the Ukrainian economy and to cause social tensions among the region's population.

The Russian **military grouping** has significantly increased in Crimea. The maritime direction has become the most vulnerable for defence of Ukraine. The aggressive ambitions of the Russian Federation will continue **threatening** Ukraine at sea in the future.

The system of national security of Ukraine should react to these **challenges**, clearly arrange the **interaction between** the **defence and security forces** of Ukraine to **protect national interests** at sea. Today, Ukrainian navy sailors actively participate in combat actions protecting our country in the East, execute tasks in the Black and the Azov Seas. New challenges and lessons learned require elaboration of the Strategy of the Naval Forces of Ukraine 2035.

The main task of **the Navy reform** is a restoration of the **naval capabilities** of Ukraine, reliable defence of the homeland and an ability to defeat a stronger enemy. This will require new thinking, certain amount of time and **considerable resources**. Ukraine, together with its strategic partners, are investing a lot of efforts to restore the **naval potential**. Reforms are conducted in line with the NATO standards, principles and values.

Strategy of the Naval Forces of the Armed Forces of Ukraine 2035 is the first attempt to look into the future. This document was developed by the Naval Forces Command, together with Ukrainian and **foreign experts**, according to the Law on National Security of Ukraine, the National Security Strategy of Ukraine, and in support of implementation of the Strategic Defence Bulletin of Ukraine, taking into account experience of NATO the **European Union member states**.

The goal of this Strategy is to create a vision for the development of **the Naval Forces of the Armed Forces of Ukraine** by 2035. It is envisaged to gradually build up Navy capabilities, including force generation, their education and training for naval and joint operations, the provision with armaments, military equipment, other materiel and assets, taking into account forecasted threats, economic possibilities and development priorities.

Development of existing and future capabilities of the Naval Forces of the Armed Forces of Ukraine will influence protection of economic interests, ensure sovereignty and **territorial integrity** of Ukraine at sea and facilitate return of the temporarily occupied territories.

The people of Ukraine and their future, human life and dignity, democratic values and conditions for **sustainable development** of society, territorial integrity and inviolability of the state must be protected from threats from the sea. The General Staff, the Ministry of Defence, the Verkhovna Rada and the Cabinet of Ministers of Ukraine should provide necessary resources for development of the Naval Forces as a constituent part of the national security system of the state.

Commander of the Naval Forces
of the Armed Forces of Ukraine

Admiral



Igor Voronchenko

In pair, give definitions to the words and word combinations in bold. Chose five words or word combinations in bold and make up sentences of your own:

1. _____
2. _____
3. _____
4. _____
5. _____

Grammar

Use the verbs give below and make up sentences

| | | |
|--------------------|-------------------|------------------|
| <i>to think</i> | <i>to speak</i> | <i>to dream</i> |
| <i>to complain</i> | <i>to suspect</i> | <i>to accuse</i> |

1. Are you thinking of.....this picture in a new way?
2. Does your brother think of.....the university?
3. Are you speaking of.....your contracts?
4. Sometimes we speak of.....abroad.
5. Are you dreaming of.....a lawyer?
6. Does your colleague dream offrom his illness?
7. Are you dreaming of.....your way of living?
8. Do you sometimes complain to your friends of notenough money?
9. Do your parents complain of..... rather a lot of work?
10. Does your sister complain to the doctor of.....headaches?
11. Do you suspect our secretary of.....pens from your table?
12. Do you suspect our managers of notus the truth?
13. Do your colleagues suspect the lawyer of.....your telephone for phoning abroad?
14. Do you accuse your brother of nothis word all the time?

Answer the questions:

1. Do you sometimes think of giving up your job?

2. Do you sometimes think of leaving for another country?

3. Have you ever spoken to your parents of your being in love with anyone?

4. Do you sometimes speak to your friends of your taking a medicine for losing weight?

5. Do you dream of driving the best car in the world?

6. Do your parents dream of building a new country house?

7. Do you sometimes complain to anybody of having headaches?

8. Does your brother sometimes complain to you of being hurt by his friends?

9. Do you suspect anybody of doing anything against your interests?

10. Does anybody suspect you of telling lies?

11. Can you suspect anybody of keeping you from being a success?

12. Does anybody sometimes accuse you of doing any harm?

Answer the questions:

2. Will you go on studying after failing at an exam?

3. Will you keep on looking for the way in the forest if you suddenly lose it?

4. Does your life depend on your following your parents' advice?

5. Does your work depend on being free in foreign languages?

6. Do members of your family sometimes insist on your washing the dishes?

7. Does your teacher or your chief sometimes insist on your concentrating on any problem?

8. Who usually congratulates you on your being a success in any field?

UNIT 5: MARCHING DRILL

Vocabulary

Translate into Ukrainian:

- “Forward, march” _____
- “Halt” _____
- “Mark time, march” _____
- “March” _____
- “Half step, march” _____
- “Column right, march” _____
- “To the rear, march” _____
- “Change step, march” _____
- “Right (left) step, march” _____
- “Right (left) flank, march” _____
- “Room shun” _____
- “Eyes front” _____
- “At ease” _____

Pre-reading:

- Are there many commands in the marching drill in Ukraine?
- What is the most difficult about marching drill?

Read and translate the text:

The Basics of Marching

Once you start getting the hang of stationary drill commands, your training instructor will take your unit to the next level and have you march. (You march everywhere you go in basic training.)

When performing marching drill, both the preparatory command and the command of execution are given as the foot in the direction of the turn strikes the ground. For single formations, the preparatory command is normally given as the heel of the left (or right) foot strikes the ground, and the command of execution is given when the heel of the left (right) foot nextstrikes the ground.

For multiple units, time is allowed for the subordinate commanders to give appropriate supplementary commands. The pause between commands is three paces. Remember: When executed from a halt, all steps and marching begin with the left foot.

Forward march

To march forward from a halt, the command of execution is “Forward, march”. On the command "March," you smartly step off straight ahead with your left foot, taking a 30-inch step (measured from heel to heel), and place the heel on the ground first. When stepping off and while marching, you will use a coordinated arm swing — that is, right arm forward with the left leg and left arm forward with the right leg. The hands are cupped with the thumbs pointed down, and the arms hang straight, but not stiff, and swing naturally. The swing of the arms measures 9 inches to the front (measured from the rear of the hand to the front of the thigh) and 6 inches to the rear (measured from the front of the hand to the back of the thigh).

To halt from marching, the command is “Halt”, given as either foot strikes the ground. On the command “Halt,” you will take one more 30-inch step. Next, the trailing foot is brought smartly alongside your front foot. The heels are together, on line, and form a 45-degree angle. Coordinated arm swing ceases as the weight of the body shifts to the leading foot when halting.

Mark time

Mark time is basically marching in place (without moving forward). The command is "Mark time, march." When marching, the command of execution, "March" is given as either foot strikes the ground. You take one more 30-inch step with the right (or left) foot. You then bring your trailing foot to a position so that both heels are on line. The cadence is continued by alternately raising and lowering each

foot. The balls of the feet are raised 2 inches above the ground. Normal arm swing is maintained.

At a halt, on the command of execution "March," you raise and lower first the left foot and then the right. The halt executed from mark time is similar to the halt from forward march.

To resume marching, the command "Forward, march" is given as the heel of the left foot strikes the ground. You then take one more step in place and then step off in a full 30-inch step with the left foot.

Half step

The command "Half step, march" is given as either foot strikes the ground. On the command "March," you take one more 30-inch step followed by a 15-inch step (measured from heel to heel) in quick time (double normal marching speed), setting your heel down first without scraping the ground. Make sure that you maintain a coordinated arm swing and continue the half step until marched forward or halted.

Column right (left), march

This movement can be rather confusing to read about, but trust me – with a few minutes of practice with your drill instructor, you'll be turning as a group in no time. To keep confusion to a minimum, I describe the movement to the right. Turning the left is the same (just exactly opposite).

On the command "Column right, march," the fourth element leader (the person in front of the far-right line of troops) takes one more 30-inch step, pivots 90 degrees to the right on the ball of the left foot, and suspends armswing during the pivot. Following the pivot, step off in a 30-inch step and resume coordinated arm-swing. Beginning with the second step after the pivot, take up the half step. Each succeeding member of the fourth element marches to the approximate pivot point established by the person in front of her and performs the same procedures as the element leader (lead person).

The third element leader (the person to the immediate left of the fourth element leader) takes one 30-inch step (maintaining coordinated arm swing throughout), pivots 45 degrees to the right on the ball of the left foot, and takes two 30-inch steps

prior to pivoting 45 degrees to the right on the ball of the left foot. Continue marching in 30-inch steps until even with the fourth element leader. Then begin half-stepping and establish interval and dress (alignment). Each succeeding member of the third element marches to the approximate pivot point established by the person in front of her and performs the same procedures as the element leader.

The second person (the person to the immediate left of the third element leader) takes one more 30-inch step (maintaining coordinated arm swing throughout), pivots 45 degrees to the right on the ball of the left foot, and takes four 30-inch steps prior to pivoting 45 degrees to the right on the ball of the left foot. Continue marching in 30-inch steps until even with the person who marches on the right. Then begin half-stepping and establish interval and dress. Each succeeding member of the second element marches to the approximate pivot point established by the person in front of her and performs the same procedures as the element leader.

The first element leader (the person in front of the far-left line of troops) takes one more 30-inch step (maintaining coordinated arm swing throughout), pivots 45 degrees to the right on the ball of the left foot, and takes six 30-inch steps prior to pivoting 45 degrees to the right on the ball of the left foot. Continue marching in 30-inch steps until even with the person who marches on the right. Then begin half-stepping and establish interval and dress. Each succeeding member of the first element marches to the approximate point established by the person in front of him or her and performs the same procedures as the element leader.

Once the entire formation has changed direction and dress, cover, interval, and distance are reestablished, "Forward, march" is given. On the command "March", take one more 12-inch step with the right foot and then step off with a full 30-inch step with the left foot. When performing column left, the responsibility of dress reverts to the left flank on the preparatory command "Column left".

To the rear, march

The command "To the rear, march" is given as the heel of the right foot strikes the ground. On the command of execution "March," you take a 12-inch step with the left foot, placing it in front of and in line with the right foot and distributing the

weight of the body on the balls of both feet. Then pivot on the balls of both feet, turning 180 degrees to the right, and take a 12-inch step with the left foot in the new direction, with coordinated arm swing, before taking a full 30-inch step with the right foot. While pivoting, do not force the body up or lean forward. The pivot takes a full count, and the arm swing is suspended to the sides as the weight of the body comes forward while executing the pivot, as if at the position of attention.

Change step

The command is “Change step, march”. On the command “March”, given as the right foot strikes the ground, you take one more 30-inch step with the left foot. Then in one count, place the ball of the right foot alongside the heel of the left foot, suspend arm swing, and shift the weight of the body to the right foot. Step off with the left foot in a 30-inch step, resuming coordinated arm swing. The upper portion of the body remains at the position of attention throughout.

Tip: Sometimes, when marching, you’ll notice you’re out-of-step with everyone else. A simple change step movement of your own will fix that.

Right (left) step

The command is “Right (left) step, march,” given only from a halt and for moving short distances. On the command of execution “March,” you raise your right (left) leg from the hip just high enough to clear the ground. The leg will be bent naturally, and not stiff, throughout the movement. You place the right (left) foot 15 inches, as measured from the inside of the heels, to the right (left) of the left (right) foot. Transfer the weight of the body to the right (left) foot and then bring the left (right) foot (without scraping the ground) smartly to a position alongside the right (left) foot as in the position of attention. The upper portion of the body remains at attention, and arms remain at the sides throughout.

Cadence may be counted during this movement. Counts 1 and 3 are given as the right (left) foot strikes the ground. Counts 2 and 4 are given as the heels come together.

To halt from the right (left) step, the preparatory command, and command of execution are given as the heels come together. The halt from the right (left) step is

executed in two counts. On the command, "Halt," one more step is taken with the right (left) foot, and the left (right) foot is placed smartly alongside the right (left) foot as in the position of attention.

Right (left) flank

The command is "Right (left) flank, march," given as the heel of the right (left) foot strikes the ground. On the command of execution "March," you take one more 30-inch step and pivot 90 degrees on the ball of the lead foot, keeping the upper portion of the body at the position of attention. Then step off with the right (left) foot in the new direction of march with a full 30-inch step and coordinated arm swing. Arm swing is suspended to the sides as the weight of the body comes forward on the pivot foot. The pivot and step off are executed in one count. This movement is used for a quick movement to the right or left for short distances only. Throughout the movement, maintain proper dress, cover, interval, and distance.

<https://www.military.com/join-armed-forces/the-basics-of-marching.html>

Make up 14 questions to the text:

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

Conditional Sentences

English
Grammar

Conditionals



CONDITION + RESULT

ZERO
conditional

If you stand in the rain, you get wet.
If you heat ice, it melts.

PRESENT SIMPLE + PRESENT SIMPLE

USES: *Facts which are generally true or scientific facts*
The condition always has the same result

FIRST
conditional

If it rains, we will cancel the trip.
If you study, you will pass the exam.

PRESENT SIMPLE + WILL / WON'T + VERB

USES: *A possible situation in the future*
Predicting a likely result in the future (if the condition happens)

SECOND
conditional

If I won the lottery, I would travel a lot.
If they sold their house, they would be rich.

PAST SIMPLE + WOULD + VERB

USES: *Hypothetical or unlikely situations*
Unreal or improbable situation now or in the future

THIRD
conditional

If you had studied, you would have passed the exam.
If I hadn't been sick, I would have gone to your party.

PAST PERFECT + WOULD HAVE + PAST PARTICIPLE

USES: *The person is imagining a different past*
Imaginary situation that did not happen

www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl

Fill in the gaps:

1. (First conditional) If we _____ (not / work) harder, we _____ (not pass) the exam.
2. (Third conditional) If the students _____ (not be) late for the exam, they _____ (pass).
3. (Third conditional) If the weather _____ (not be) so cold, we _____ (go) to the beach.
4. (Second conditional) If she _____ (have) her laptop with her, she _____ (email) me.
5. (First conditional) If she _____ (not go) to the meeting, I _____ (not go) either.
6. (Third conditional) If the baby _____ (sleep) better last night, I _____ (not be) so tired.
7. (First conditional) If the teacher _____ (give) us lots of homework this weekend, I _____ (not be) happy.
8. (Second conditional) If Lucy _____ (have) enough time, she _____ (travel) more.
9. (First conditional) If the children _____ (not eat) soon, they _____ (be) grumpy.
10. (First conditional) If I _____ (not go) to bed soon, I _____ (be) tired in the morning

Fill in the gaps:

1. (Second conditional) If you _____ (arrive) early, it _____ (be) less stressful.
2. (Third conditional) If I _____ (not go) to the party, I _____ (not meet) Amanda.
3. (Second conditional) If Julie _____ (like) chocolate, I _____ (give) her some.

4. (Second conditional) If Luke _____ (live) in the UK, I _____ (see) him more often.
5. (Third conditional) If the children _____ (not eat) all that chocolate, they _____ (feel) sick.
6. (First conditional) If they _____ (not / arrive) soon, we _____ (be) late.
7. (Third conditional) If she _____ (study) Mandarin, she _____ (go) to Beijing.
8. (Second conditional) If we _____ (not be) so tired, we _____ (go) out.
9. (First conditional) If you _____ (buy) the present, I _____ (wrap) it up.
10. (First conditional) If Lucy _____ (not quit) her job soon, she _____ (go) crazy.
11. (Second conditional) If I _____ (want) a new car, I _____ (buy) one.
12. (Second conditional) If José _____ (not speak) good French, he _____ (not move) to Paris.
13. (First conditional) If John _____ (drink) too much coffee, he _____ (get) ill.
14. (Third conditional) If we _____ (tidy) our flat, we _____ (not lose) our keys.
15. (Third conditional) If Luke _____ (not send) flowers to his mother, she _____ (not be) happy.
16. (Second conditional) If the children _____ (be) in bed, I _____ (be able to) have a bath.
17. (Second conditional) If you _____ (not be) so stubborn, we _____ (not have) so many arguments!
18. (Third conditional) If Julie _____ (not go) to Sweden, she _____ (go) to Germany.

UNIT 6: COMBAT SUPPORT

Vocabulary

Match the terms with their definitions:

| | |
|------------------------|--|
| ADVANCE | A patrol whose primary mission is to engage actively in combat with the enemy and whose secondary mission is to gain information about the enemy and the terrain. |
| AREA DEFENSE | The process of moving casualties from a battlefield and subsequently of moving them along the chain of evacuation, as necessary; the clearance of personnel or material or both from a given locality. |
| BARRAGE | An imaginary line along the forward edge of the battle position designed to coordinate the fires of all units and supporting weapons |
| BASE OF FIRE | The movement of supporting weapons or elements from one position to another. |
| CANNIBALIZATION | A form of defense oriented toward the retention of specific terrain; area defense relies mainly on deployed forces that fire to stop and repulse the attacker. |
| COMBAT PATROL | Defensive positions from which fire missions are carried out; they are designated primary, alternate, or supplemental |

| | |
|---------------------------|---|
| DISPLACEMENT | Final protective fires of indirect fire weapons |
| EVACUATION | One or more units that give supporting fire to an attacking unit and serve as the base around which attack operations are carried out |
| FIRING POSITIONS | The forward movement of a unit toward the enemy. |
| LINE OF RESISTANCE | The act of taking apart or parts from an unserviceable piece of equipment to make another piece of equipment serviceable |

Pre-reading:

- a) What is combat support?
- b) How is combat support important?

Read and translate the text:

Combat Support

Land warfare is the mission of the U.S. Army, and army forces are divided into three categories according to their function on the battlefield: *combat*, *combat support*, and *combat service support*. Combat forces engage in direct confrontation with **enemy forces** to kill or capture them, to break their will to continue the fight, and to seize and hold terrain or to deny it to the enemy. Combat support forces provide direct support of the forces on the battlefield by providing intelligence, communications, engineering, and chemical warfare services of immediate impact on the course of the battle. **Combat service support forces** provide administrative and technical (logistical) services to ensure that the combat and combat support forces are adequately manned, armed, fed, fueled, maintained, and moved as required. This

division of forces into three functional groups applies specifically to the army, but navy, Marine Corps, and air force units and personnel fall into the same general categories.

With the exception of general officers, every officer, soldier, and unit of the army is assigned to one of the army's twenty-five basic and special branches. The basic branches are: Armor, Artillery, **Air Defense Artillery**, Aviation, **Infantry**, Military Intelligence, and Special Forces; the Corps of Engineers; and the Adjutant General's, Chemical, Finance, Military Police, **Ordnance**, Quartermaster, Signal, and Transportation Corps. The special branches include the Chaplain's and Judge Advocate General's Corps and the six branches of the Army Medical Service (the Medical, Dental, Veterinary, Army Nurse, Army Medical Service, and Medical Specialist Corps). The Adjutant General's, Chaplain's, Finance, Judge Advocate General's, and Military Police Corps are considered administrative services. Technical services include the Corps of Engineers, Army Medical Service, and the Chemical, Ordnance, Quartermaster, Signal, and Transportation Corps. One additional special branch, Civil Affairs, is found only in the reserve components. The General Staff Corps and the Inspector General's Corps are not in fact separate branches at all, even though they have distinctive insignia. Rather, officers and enlisted personnel are detailed to the General Staff Corps or Inspector General's Corps for limited periods and then return to their basic branch.

The basic and special branches of the army are aligned with the three functional categories. The combat arms (branches) are Infantry, Armor, Artillery, **Air Defense Artillery**, Aviation, and Special Forces. The combat support branches include the Corps of Engineers, the Military Intelligence Corps, the Chemical Corps, and the Signal Corps. The U.S. Army Corps of Engineers is considered both a combat arm and a combat support branch in that engineers perform direct combat missions as well as support functions. In many respects, the Signal Corps and the Chemical Corps also perform both functions. Finally, the combat service support branches include the Adjutant General's Corps, the Chaplain's Corps, the Finance Corps, the Judge Advocate General's Corps, the Military Police Corps, the Ordnance Corps, the

Quartermaster Corps, the Transportation Corps, and the six branches of the Army Medical Service.

The Combat Service Support Mission.

According to the official armed forces definition, combat service support covers “**the essential logistic functions**, activities, and tasks necessary to sustain all elements of operating forces in an area of operations. At the tactical level of war, it includes but is not limited to that support rendered by service troops in ensuring the operational and tactical aspects of supply, maintenance, transportation, health services, and other services required by aviation and ground combat troops to permit those units to accomplish their missions in combat.” Thus, combat service support incorporates those functions necessary to man, arm, feed, fuel, maintain, and move the fighting forces and their equipment in the field. Its forces provide immediate support as organic elements of the forward combat units (battalions, brigades, divisions, and corps), as well as administrative and technical services in rear areas and at the highest national level. Members of the combat service support branches, like their comrades in the other branches, prepare plans, estimates, and orders; participate in the development of **doctrine** and materiel; and conduct training in their respective specialties.

The combat service support forces form the “tail” in the often-cited “tooth-to-tail” ratio. In fact, the analogy is a poor one. A somewhat better characterization of a field army as a living organism would be to consider the staff the brain; the combat arms, the arms and legs; the combat support branches, the eyes, ears, and nervous system; and the combat service support forces as the heart and circulatory system, which provide nourishment to the other elements.

Although the bulk of combat service support is provided out of direct contact with the enemy, these troops on the modern battlefield often become engaged in direct combat with the enemy. Soldiers receive basic combat training, and with the exception of army **medical personnel and chaplains**, are armed. No small percentage of the Medals of Honor and other decorations awarded for gallantry on the battlefield have been given to combat service support soldiers.

Evolution of Combat Service Support Forces.

The process by which our armed forces create combat service support forces reacts to the same stimuli that influence the structuring of the combat forces themselves (namely, changing organization, doctrine, and technology). The process is especially sensitive to new developments in technology and to the ever-increasing scope and scale of modern war. Over the past two centuries, the evolution of the army's support structure has followed **general trends in warfare**. Four main factors have emerged: increasing complexity and scale; increasing specialization; an increasing proportion of manpower required for combat service support functions; and an increasing proportion of civilians.

Combat service support forces have been an integral and important part of the army since its creation in 1775. As the size and technological sophistication of the forces have grown, so too have the size and technological sophistication of the combat service support elements of the army. Most of the present-day support branches were established in 1818 in the aftermath of the War of 1812, and evolved alongside the combat arms and combat support branches through the Mexican War, the Civil War, the Spanish-American War, and the two world wars. Until 1912, the army had a separate Commissary of Subsistence Department, which handled the procurement and distribution of rations. However, in 1912 the **Subsistence Department** was merged with the Quartermaster Department. In 1950, the secretary of the army received authority to determine the number and strength of the various combat arms and services. The Infantry was retained as the premier combat arm; Armor replaced Cavalry; the Field Artillery, Coast Artillery, and Antiaircraft Artillery were consolidated in one artillery branch; the Transportation Corps and Military Police Corps were made permanent; and the six medical branches were consolidated in the Army Medical Service. A Military Intelligence branch was created in 1962, and in 1971 the Artillery was redivided into separate Artillery and Air Defense Artillery branches. The Women's Army Corps (WAC), made a permanent part of the army establishment by the Women's Armed Services Integration Act of 12 June 1948, was discontinued in October 1978, and all women in

the army were assigned to one of the twenty-five basic or special branches. The Army Air Corps, which had become the independent U.S. Air Force in 1947, was revived in 1983 as the Aviation branch. The Special Forces branch was created in 1987 by the transfer of officers and soldiers from several other basic and special branches.

Traditionally, the combat service support forces have occupied a status seen as somewhat inferior to those of the other two categories. Even today, many army leaders give lip service to the importance of combat service support on the modern battlefield but still fail correctly to assess its contribution to the overall equation of victory. In modern warfare such a faulty appreciation can no longer be sustained in view of the ample evidence of the importance of administrative and logistical matters.

<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/combat-support>

Fill in the Functions column:

| Branches | Functions (What do they do?) |
|------------------------------|-------------------------------------|
| Armor, Artillery | |
| Air Defense Artillery | |
| Aviation | |
| Infantry | |
| Military Intelligence | |
| Special Forces | |
| The Corps of Engineers | |
| Military Police | |
| Transportation Corps | |
| Chaplain's | |
| Army Medical Service | |
| Chemical Corps | |
| Signal Corps | |

Make up 10 sentences to the text:

3

5 _____

6_____

10

Write a short essay (180 – 225 words) about Combat Support Service in Ukrainian Armed Forces:

[illegible]

Grammar

Conditionals Type 3

Rewrite the following sentences using "If Clause Type 3":

1. Lucia didn't go to school last Monday because she was ill. If Lucia

.....

2. I didn't cook dinner yesterday evening because my husband brought pizza. If my husband

.....

3. My father wasn't at home last night because he had an important meeting at the office. If my father

.....

4. Peter went out with his friends because he finished his homework on time. If Peter

.....

5. We were late for work yesterday morning so the boss was very angry with us. If we

.....

6. David and Claire didn't buy the house on Park Street because it didn't have a balcony. If the house on Park Street

.....

7. I couldn't get into the house because I forgot the key in the classroom. If I

.....

8. Mr.Jerkins drove his car carelessly.He crashed into a tree. If Mr.Jerkins

.....

9. Miss Eliot left her umbrella at home so she got soaked in the heavy rain last Sunday. If Miss Eliot

.....

10. Little boy refused to use the suncream. He had terrible sunburn on his shoulders. If the little boy

.....

11. I didn't have my trainers with me so I couldn't play basketball with my friends. If I

.....

12. Helen couldn't telephone her friend James because she didn't know the telephone number. If Helen

.....

Put in the correct third conditional verb form:

1. If you _____ (not / be) late, we _____ (not / miss) the bus.
2. If she _____ (study), she _____ (pass) the exam.
3. If we _____ (arrive) earlier, we _____ (see) John.
4. If they _____ (go) to bed early, they _____ (not / wake) up late.
5. If he _____ (become) a musician, he _____ (record) a CD.
6. If she _____ (go) to art school, she _____ (become) a painter.
7. If I _____ (be) born in a different country, I _____ (learn) to speak a different language.
8. If she _____ (go) to university, she _____ (study) French.
9. If we _____ (not / go) to the party, we _____ (not / meet) them.
10. If he _____ (take) the job, he _____ (not / go) travelling.

Put in the correct third conditional verb form:

1. He _____ (be) happier if he _____ (stay) at home.
2. She _____ (pass) the exam if she _____ (study) harder.

3. We _____ (not / get) married if we _____ (not / go) to the same university.
4. They _____ (be) late if they _____ (not / take) a taxi.
5. She _____ (not / meet) him if she _____ (not / come) to London.
6. He _____ (take) a taxi if he _____ (have) enough money.
7. I _____ (call) you if I _____ (not / forget) my phone.
8. We _____ (come) if we _____ (be) invited.
9. She _____ (not / do) it if she _____ (know) you were ill.
10. He _____ (be) on time if he _____ (leave) earlier.

Find equivalents in Ukrainian for verbal idioms listed below. If you cannot find equivalents, simply translate them:

- **To be (just) about to** means to be almost ready to do something, just at the point of doing it. (“When the bell rang, I was just about to write the answer.”)
- **To be back** means that a person will again be home (or wherever he is currently) after leaving for a while. (“I have to pick up my son at school. I’ll be back in half an hour.” See also ‘come back.’)
- **To be broke** means to be out of money. (“I’d love to go to dinner with you, but I’m broke. Could we go next Saturday, after I’m paid again?”)
- **To be in the black** means to be earning more than expenses; to have enough money to pay the bills. A company that’s ‘in the black’ is making a profit.
- **To be in the red** means not to be making enough money to cover expenses.
- **To be on track** is to be continuing in the planned direction. A project that is on track is going well-- just the way it should.
- **To be off track** is when work or a project is not going according to its plan. Important parts of it are wrong or behind schedule. (Think of a railroad car that has gotten off its tracks. It can’t go anywhere until it’s put back on.)

- **To be out of date (or outdated)** means to not be a current or recent style or version of a product. It's to be old-fashioned.
- **To be out of the woods** means to have safely passed through some difficulty or danger. Now the situation should get better.
- **To be up to date** means to be current-- aware of (or part of) the most recent trends, products, or fashions.
- **To be up to someone** means that person is responsible to do something; it depends on him or her. ("It's up to the boss to decide whether we take on a project. However, if he says yes and assigns it to you, it's up to you to carry it out.")
- **Better late than never** is not praise. It means someone or something is later than they should be. However, not arriving at all would have been worse.
- **The bottom line** is what is most important in a decision or business deal-- the one thing that will make the difference between 'yes' and 'no.' (It refers to the sum at the bottom line of a page of accounts-- what is left after all expenses are taken out.) "The bottom line is you can't graduate unless you pass your English and math exam."
- **To burn the candle at both ends** is to use up resources too fast. It usually refers to a person working or studying so hard that they may damage their health. They might not even be able to finish what they are trying to do.
- **To burn oneself out** is similar: to work so hard at a difficult profession (often teaching, nursing, or social work) that a person loses their enthusiasm and is no longer able to do their best work.
- **To catch an illness** is to become sick. ('Catch' refers to receiving a contagious virus or bacteria from someone else.)
- **To catch a vehicle** (bus, plane, taxi, train) is to arrive at its stop, terminal, or station in time to get onto it. (If you're not in time, you have 'missed' the bus, plane, train, boat, etc.)
- **To catch on** means to begin to understand something. ("Hal finally caught on to Mark's plan to cheat him.")

- **To catch up** means to reach the same level or place (in a race, or to be able to travel together) as someone else. (“You’ll have to study hard to catch up after missing class for three days.” “Slow down! I can’t catch up when you walk so fast!”)
- **To cover for** means to do someone’s work or take their responsibility for a short time. (A secretary might ask a co-worker, “Can you cover the phone for me during my lunch hour?”)
- **To do business with** means to have business relations with a person or company. Examples: "I like to do business with Green's Market (or some other company or person), because they always treat their customers well." "My brother-in-law cheated me the last time we did business together. I won't ever do business with him again."
- **To drop off** means to deliver something or someone where needed. (“Please drop the kids off at school before dropping off my suit at the dry cleaners.”)
- **In the way** means to be an obstacle or hindrance. (“Don’t get in my way!” means don’t block me or hinder me from reaching my goal.)
- **Just in time** means that something happened just a little while before it would have been too late. (We also say it was a “close call” or “in the nick of time.”) They all mean things are O.K., but something bad might have happened if there had been any delay. Examples: “You got here just in time. The boss was getting impatient.” “The gas tank exploded two minutes after the accident. We got out of the car just in time.”
- **To keep track of** means to keep a record and know what’s happening with something.
- **To leave a message** means to ask someone to deliver a message from you to someone else.
- **To leave well enough alone** means “if it’s not broke, don’t fix it.” If a situation is O.K., don’t try to make things perfect, because changes might make things worse.

- **To lose track of** means to stop being aware of something. “Wow! It’s almost time for bed and I haven’t even eaten. I was so interested in that story that I lost track of the time.”
- **To make ends meet** is to have enough money to pay for food and other necessities. (“Larry needs a better job. Right now he hardly earns enough to make ends meet.”)
- **To make money** means to earn money (not to print it, which is illegal!)
- **To make trouble** means to cause problems for people.
- **On the dot** refers to being right on the hour, not a few minutes before or after the hour mentioned. (“The meeting will start at 2 PM on the dot.”)
- **On the other hand** means to look at things another way. The phrase is used in discussions or formal writing to suggest a different point of view. (“People need to save more money. On the other hand, if everyone saved more, consumer spending would go down and more businesses might fail.”)
- **On time** means at the appropriate time; neither early nor late. (“He’s always on time for work, or even a little early. Being punctual is important to him.”)
- **One of these days** means sometime soon, without setting a definite date or making a commitment. (“One of these days we need to have lunch together and catch up on what’s going on.”)
- **Over one’s head** refers to something that is unfamiliar or difficult to understand. (“This class is way over my head. The professor might as well speak to us in Greek-- I don’t understand anything he says.” Also: “Ann’s sarcasm went right over Jim’s head. He didn’t get it-- he thought she was praising him!”)
- **To see eye to eye** is to see things from the same perspective as someone else. (This is similar to “on the same page.” See Common Idioms-- link below.)
- **To stick your (or his, her, etc.) nose into other people's business** is to be too curious about other people, especially about private affairs or relationships they may not want to discuss or reveal. (It's another way of saying that someone is 'nosy'.)

- **To take advantage of** is to use a person or situation for one's own benefit, often without his or her knowledge or approval. "Joe just got Bill and Sarah to spend hours helping him on a project-- and then sold it as his own work! It's fine to take advantage of opportunities, but not to take advantage of your friends' hard work without even giving them credit or offering to pay them!"
- **To take for granted** is to not appreciate a privilege. (Sue takes her good health for granted. She thinks she'll always have it, even if she doesn't take care of herself.")
- **To take into account** means to be sure to consider something: "Remember to take the new sales tax into account when you set the prices on these products."
- **To take it easy** means to relax.

Choose the correct phrasal verb:

go on / pick up / come back / come up with / go back / find out / come out / go out / point out / grow up / set up / turn out / get out / come in(to) / take on.

1. Can you _____ (think of an idea) a better idea?
2. She _____ (showed / mentioned) that the shops would already be closed.
3. I wish I hadn't _____ (become responsible for) so much work!
4. I _____ (went to an event) for dinner with my husband last night.
5. He _____ (entered a place where the speaker is) the kitchen and made some tea.
6. Where did you _____ (become an adult)?
7. I'd love to _____ (arrange / create) my own business.

8. I really want to _____ (leave a building) of this office and go for a walk.
9. As I arrived, he _____ (appeared from a place) of the door.
10. She _____ (got something from a place) some dinner on the way home.
11. Could you _____ (get information) what time we need to arrive?
12. I thought the conference was going to be boring but it _____ (in the end we discovered) to be quite useful.
13. What time did you _____ (return to a place where the speaker is) yesterday?
14. She _____ (appeared from a place) of the café and put on her gloves.
15. A performance _____ (is happening) at the moment.
16. He _____ (left a car) of the car.
17. He _____ (went to an event) a lot at the weekend, so he's tired today.
18. Can we _____ (arrange / create) a meeting next week?
19. Would anybody like to _____ (become responsible for) this new client?
20. He _____ (returned to a place where the speaker is) before I left.
21. It's lovely watching my children _____ (become adults).
22. She _____ (returned to a place where the speaker is not) to school.

23. He _____ (showed / mention) the stars to the children.
24. He _____ (returned to a place where the speaker is not) to Poland last year.
25. He _____ (thought of an idea) a solution.
26. Please _____ (enter a place where the speaker is)!
27. At the end of the film, it _____ (in the end we discovered) that John was a good guy.
28. Could you _____ (get someone from a place) Lucy later?
29. We need to _____ (get information) how much it costs.
30. What _____ ('s happening)?

ВИКОРИСТАНА ЛІТЕРАТУРА

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