

Exercise 8. Listen and mark true answers for the questions. Remember that some answers can be true. (25)

1. What does the dining facility serve?

- a) only lunch
- b) breakfast**
- c) lunch**
- d) a meal for the patrol
- e) supper**
- f) a meal for the changing shift**

2. What food do they serve in the dining facility?

- a) only typical local food
- b) local meat and vegetables
- c) more of American style of cooking
- d) only typical American food

3. What are hash browns?

- a) a fish dish
- b) local cereals
- c) fried potato
- d) brown bread
- e) fried potato patties

4. What style is the dining facility of?

- a) table service
- b) self- service
- c) cafeteria style

5. How can they eat?

- a) They are served at the tables with complex meal.
- b) They have three lines to choose the mea themselves.
- c) They eat mostly fast food.
- d) They can cook themselves what they want.

Keys: 1: b,c,e,f; 2: b,c; 3: e; 4: b, c; 5:b

Exercise 9. Fill in the missing data about (41)

Michael:

- 1. He is a tall _____ guy with dark hair and huge _____.
- 2. He worked at the _____ for a while.
- 3. He is a very _____, _____, _____ and _____ guy.

Another British guy (Andy):

- 1. He is a _____ guy with light _____ hair.
- 2. He is very _____ and always said he was going to be a _____.
- 3. He wasn't very _____ and was quite _____.
- 4. Also he was _____ and didn't make a very good _____.

Sandy Berger:

- 1. He has very short _____ – like an American _____.
- 2. He is medium- _____, very _____.

3. He worked at the _____ and was very _____ and _____.

Keys: **Michael:**

1. good-looking, moustache
2. headquarters
3. funny, sociable, reliable, hardworking

Another British guy (Andy):

1. short, brown
2. ambitious, general
3. bright, scruffy
4. lazy, impression

Sandy Berger:

1. hair, marine.
2. -height, well-built.
3. headquarters, quiet, courteous.

Exercise 10. Listen and mark true answers for the questions. Remember that some answers can be true.

1. What is not *TRUE* according to the record? (26)

- a) Paul is an independent reporter.
- b) Paul is an embedded reporter.
- c) Paul covered the international coalition deployed to Angria.
- d) Paul covered the rebel forces actions in Angria.
- e) The contingent was sent as part of an international coalition to support the rebels in Angria.
- f) The contingent was sent as part of an international coalition to support the government in Angria.
- g) The volunteers were asked to help the rebels.

2. Tick the things which happened with Paul before he took up his job.

- a) He covered the conflict as an independent reporter.
- b) He put his name down to the list and forgot about it.
- c) He lived and worked as embedded reporter with the other contingent.
- d) He lived in a luxury hotel before his deployment.
- e) He got a call from the television station two months later.
- f) He had no time at all to pick up his things.
- g) He had two hours to get ready and go by the sent car.

3. How did Paul feel before getting to the place?

- a) He was calm as he had previous experience as war reporter.
- b) He was calm as he had done a hostile environment survival course.
- c) He was frightened with the pictures he had seen on the course.
- d) He was so scared that he was going to leave the battalion.
- e) He was confident enough as he was going to live and move with the trained infantry battalion.
- f) He was worried about his reaction on shooting.
- g) He was absolutely terrified before getting to the place.

4. How did Paul feel at the place?

- a) He was actually absolutely terrified at the place.
- b) He felt calm.
- c) He was at a loss as it was his first war experience.
- d) He was excited when he got to the place.
- e) He was professional enough to manage the situation.

5. What things does Paul have in common with the soldiers? (27)

- a) He only showered once a month.

- b) He washed from bottled water.
- c) He ate combat rations every day for a month.
- d) He wore a military uniform. (?)
- e) He carried a weapon.
- f) He was at the patrol.
- g) At night, he often had to dig a trench to sleep in.

Keys: 1: a, d, e, f, g; 2: b, e, g; 3: c, f, g; 4: b, d; 5: b, c, d, g

Exercise 11. Fill in the missing data. (28)

1. At first as for the relationship with the soldiers there was some _____ and even a little _____. They probably felt _____.
2. After a few days the relationship became _____.
3. Once a soldier came up to Paul and said thank you because he'd got a _____ and his mother knew after watching his broadcasts that her son _____.
4. Paul thinks that the _____ were the most difficult.
5. Paul was amazed by the _____ of the troops as they did a first class job in _____ and with the _____ of young soldiers.
6. After withdrawal of the rebels the contingent did a great job in winning the _____.
7. Within two weeks the _____ in the capital improved enormously.
8. The troops helped the aid organisations _____.

Keys:

1. distance, hostility, suspicious
2. close
3. letter from home, was safe
4. first two weeks
5. professionalism, extremely difficult circumstances, behaviour
6. confidence of the local population.
7. security situation
8. rebuild the local infrastructure

Exercise 12. Listen to the record and fill in the missing data:

1. The reporters at a press briefing got the information about US preparation for _____ in the very near future.
2. NATO and US forces have bolstered (укрепляют) their military forces on the Russian border installing _____ systems.
3. Russian President Vladimir Putin has deployed _____ systems around Moscow.
4. The S-400 Triumph air defense system has a range of _____.
5. The main task of the anti-aircraft missile troops of the Russian aerospace forces is air defense and protecting _____.
6. According to the _____ soldiers will _____ in the Baltics as part of their tour.
7. Tours will last _____ before troops rotate.
8. Senate confirmation hearing is going to face questions on a _____ of topics.

Keys:

1. World War three with Russia

2. anti-ballistic missile
3. anti-aircraft missile
4. 400 kilometres.
5. vital state, military, industry and energy facilities, the Armed Forces troops and transport communications.
6. BBC , carry out exercise
7. nine months
8. wide range

USE OF GRAMMAR AND VOCABULARY

Exercise 1. Complete the text. Use the words: *barracks, basic training, instructions, recruits, uniform, graduation*

Basic combat training (BCT) in the US Army

Soldiers in the US Army are volunteers. The Army trains (1) _____ at basic training units. The main training basic unit is Fort Jackson in South California. (2)_____ is nine weeks. The (3) _____ are non-commissioned officers (NCOs). They teach basic military skills, including drill and weapons training. Recruits in basic training live and sleep in (4) _____. They wear a military (5) _____.they don't go home during basic training and they don't see their family before (6) _____. Recruits are organized into companies – A (alpha) company, B (bravo) company, C (Charlie) company.

Exercise 2. Complete the text with the correct form of the words in brackets.

A So what about you, Peter. Why did you join the Army?

B Well, it's a long story. I (1) *left* (leave) school at eighteen and I (2) (go) straight to university. Anyway, while I (3) (study), I (4) (join) something called the Officer Training Corps. This is like being a part-time soldier while you are at university. I (5) (have) one evening of military training every week and a fifteen-day camp in the summer. This was my first contact with the military and the truth is I really (6) (enjoy) it. There was a really good social life and almost every weekend I (7) (go away) to do adventure training. Anyway, when I (8) (leave) university I (9) (take) a job in a bank. At first, it was quite interesting. I (10) (learn) lots of new things when I (11) (start). But then, after about six months behind a desk, I (12) (decide) I wanted a more exciting and physical career. I thought about a lot of options and couldn't make a decision. Then, one day I (13) (watch) this television program about the British Army and I suddenly thought 'What about the Army?' The next day, I (14) (go) down to the Army Careers Office and six months later I (15) (do) officer training at Sandhurst.



Exercise 3. Complete the text with the correct form of the words in brackets. Say what other advice you would give to journalists deploying to war zones.

Advice for journalists

- 1 In a kidnapping situation, do not argue with your captors. Avoid (be) noticed too much and do not attempt (escape).
- 2 Do not get angry or lose your patience if a sentry keeps you (wait) at a checkpoint.
- 3 Avoid (drive) near a military convoy – hostile troops could think you are part of the convoy.
- 4 You need (know) what sort of things you can hide behind if the shooting starts – it only takes two rounds from an AK47 to make a hole in a brick wall.
- 5 Buy a good protective vest – you might hate (wear) it, but it could save your life!
- 6 If you are going to a zone where NBC weapons may be used, consider (take) a bio-chemical suit and gas mask and practise (put) it on and (take) it off.
- 7 Take care with cameras – you risk (be) mistaken for a soldier with an RPG.

Exercise 4. Match the words and phrases with the descriptions.

black out correspondent embed operational security public affairs officer

- 1 A journalist who lives and travels with a military unit on an operational tour.
- 2 A staff officer with responsibility for relations with the media.
- 3 Protection of important military information.
- 4 A journalist who reports for a radio or television station.
- 5 When a military unit decides not to use communications equipment.

Exercise 5. Use the phrases to complete the text.

I felt really proud worked extremely hard an absolutely huge difference
what impressed me most an absolutely fantastic job I was amazed by

B: I think the first two weeks were the most difficult. You see, the rebels were mixed in with the local population and this made it very difficult to apply the rules of engagement. But, I have to say (1) the professionalism of the troops. They did a first class job in extremely difficult circumstances and (2) was how the young soldiers behaved. Then, after the rebel forces withdrew from the capital, the contingent did (3) in winning the confidence of the local population.

A: And do you think the coalition made a real difference in the lives of ordinary people there?

B: Oh, yes. They made (4) Within just two weeks, the security situation improved enormously. After that, the troops (5) with the aid organisations to help rebuild the local infrastructure.

A: And did you stay in touch with the contingent after you left?

B: Yes. When the contingent returned home, I went to the camp for the homecoming. I think this was the most important moment for me – it was very emotional and I have to say (6) of our soldiers. They did a really superb job

Exercise 6. Read the sentences and write *do* or *don't*.

Guidelines for media interviews

- Be concise; (1) give long answers with too many details.
- (2) speak in short, clear sentences and (3) leave it to the media to interpret what you mean. They might get it wrong.
- (4) assume the facts speak for themselves. The listener will not know as much about a subject as you, so explain your answers clearly.
- (5) correct any wrong information quickly.
- (6) say anything that you do not want on the air or in print.
- (7) say *No comment.*; use phrases like *I'm afraid I can't discuss that.,* or *I can't talk about the details because they're classified..*
- (8) use technical words or acronyms.
- (9) make statements that can be taken out of context if the reporter only uses a small part of your interview.
- (10) tell the truth. If you do not know the answer, or cannot give an answer, say so.

Military information

- (11) talk about approximate friendly forces strength and equipment figures and approximate friendly force casualties. (12) give specific information on troop strength, aircraft, weapons systems or equipment.
- (13) give details of forces participating in an action; give approximate numbers and use general words like *aircraft, an infantry unit, multi-battalion.*
- (14) talk about date, time, results and location of previous missions.
- (15) give any information that reveals future plans, friendly force troop movements, tactical dispositions or rules of engagement.

REMEMBER: THERE ARE NO SUCH THINGS AS BAD QUESTIONS, ONLY BAD ANSWERS.

Exercise 7. Complete the text with proper words.

Since the early 1990s military forces have been increasingly involved in _____ humanitarian assistance in _____ with international organizations and non-governmental organizations.

Civil-military cooperation is today's and almost certainly tomorrow's reality and that's why _____ and humanitarian aid workers have to learn to get along.

There are misunderstandings and unfair stereotypes on both sides and it's true that there are real _____ that lead to tensions.

In the first place, relief workers generally believe that aid should be _____ impartially and to the people who most need it. Military commanders, on the other hand, typically see aid as a means to achieve their _____. They often use aid to win local _____ in exchange for intelligence or to force belligerents to stop _____ and negotiate.

Another source of tension has to do with the increased dangers for relief workers. There's an implicit deal that humanitarian action _____ neutral, impartial and _____ and in return, belligerents do not consider them _____ of war. But this _____ deal breaks down when the military gets involved in aid distribution or when the military and aid workers are seen _____ together.

Keys:

Since the early 1990s military forces have been increasingly involved in **providing** humanitarian assistance in **cooperation** with international organizations and non-governmental organizations.

Civil-military cooperation is today's and almost certainly tomorrow's reality and that's why **military** and humanitarian aid workers have to learn to get along.

There are misunderstandings and unfair stereotypes on both sides and it's true that there are real **differences** that lead to tensions.

In the first place, relief workers generally believe that aid should be **distributed** impartially and to the people who most need it. Military commanders, on the other hand, typically see aid as a means to achieve their **objectives**. They often use aid to win local **support** in exchange for intelligence or to force belligerents to stop **fighting** and negotiate.

Another source of tension has to do with the increased dangers for relief workers. There's an implicit deal that humanitarian action **remains** neutral, impartial and **independent** and in return, belligerents do not consider them **targets** of war. But this **implicit** deal breaks down when the military gets involved in aid distribution or when the military and aid workers are seen **working** together.

Exercise 8. Complete the text with proper words.

SAN JUAN, Puerto Rico -- Many of the Soldiers of the Ohio National Guard's 285th Medical Company (Area Support) currently serving in Puerto Rico have been _____ to places like Afghanistan, Iraq, Kuwait and Kosovo. A few have also served on previous natural disaster missions. _____ who have served on missions similar to the current one in Puerto Rico have provided invaluable _____ to the team of 285th ASMC medical professionals as they have traveled around the island providing a variety of care to residents. Two of those Soldiers are Sgt. Michael Mains and Maj. Donald McHone. Within 48 hours of the earthquake hitting Haiti in 2010, Mains was on ground with the 85th Helicopter Squadron. "I heard Haiti was bad," Mains said, "but until I got there and saw it, I didn't know how bad it was. It was complete and total _____." His _____ was search and rescue. Unfortunately, after the first two weeks, the mission mostly _____ entailed _____ recovering _____ bodies. In Puerto Rico, Mains is serving as a behavioral health _____. He said that his time in Haiti has given him a perspective that helps him talk to Puerto Ricans during a time when many of _____ them _____ are _____ coping _____ with _____ great _____ loss. In 2005, within a week of Hurricane Katrina hitting the Gulf Coast, McHone was in Mississippi with the 1st Battalion, 148th Infantry helping with recovery efforts. He supported the 1-148th as a medic, caring almost exclusively for Soldiers. In Puerto Rico, he is serving as a nurse, caring nearly _____ for civilians. "In Katrina, as a corporal, I was told where to go and what to do," McHone said. "For this mission in Puerto Rico, because of my rank and my experience in Katrina, I can _____ help on a broader operational scale." Mains and McHone compared the recovery efforts of their natural disaster missions. "The devastation in Puerto Rico is of a similar level to what it was in Katrina," McHone said. "Because of being _____ by water, the logistics are much more difficult in Puerto Rico. But, I hope the citizens of Puerto Rico feel like they are supported and they don't have to _____ with _____ this _____ on _____ their _____ own." Mains said he believes that Puerto Rico will recover better than Haiti. "When I left Haiti, I thought it would take that country years to recover," Mains said. "I believe Puerto Rico will _____ much more quickly and will probably be even better than before."

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Exercise 9. Fill in the words to make the sentences complete.

Canada's current military operations abroad

Maj. Lonnie Campbell remembers when he was 19 years old and a new member of the Canadian Armed Forces Reserves in Calgary, Alta. in 1987.

He had signed up for the Forces because he had _____ in his country and he wanted the chance to _____ it. He also wanted to follow _____ of his family members before him. Campbell's grandfathers and great uncles served in the Second World War and his father was in the Royal Canadian Airforce.

During a phone interview from the DrawskoPomorskie Training Area in northwestern Poland on Nov. 3, Campbell, 49, recalled a memorable _____ when a First World War veteran came to speak to the reservists soon after he had first joined. The former soldier, Sgt. Wally Bennett of the 10th Battalion, Canadian Expeditionary Force, gave an inspirational speech about a particularly costly and famous _____ during the war – the Second Battle of Ypres in April 1915. The veteran told them about the use of _____ gas by the German forces and how the Canadians counter-attacked and _____ the Allied line against subsequent gas assaults.

Thirty years later, the topic of remembrance has become more personal for Campbell. The _____ soldier has been a member of the Canadian Armed Forces (CAF) for almost 30 years. During that time he has served on numerous _____ in the Balkans, Afghanistan and now in Poland where he commands the Land Task Force for Rotation 6 of Operation Reassurance. He completed two tours in Afghanistan from 2005 to 2006 and in 2008 with the Princess Patricia's Canadian Light Infantry. It was there that Campbell, like many other CAF members, witnessed the true cost of war.

"All of us know people who have been killed in action or _____," Campbell told CTVNews.ca.

For this year's Remembrance Day, Campbell said he'll be _____ a ceremony at a commonwealth war cemetery near Warsaw, Poland. He said CAF soldiers stationed in Poland would be going to local civic events in the town.

"There's something to be said for very simple ceremonies," Campbell said. "You can better appreciate some of the sacrifices of those who have gone before you."

As the country prepares to _____ the sacrifices of former soldiers at Remembrance Day ceremonies across Canada, it's an opportune time to explore where soldiers, like Campbell, are presently stationed. As of July 2016, there are approximately 1,100 CAF members _____ on operations around the world.

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He had signed up for the Forces because he had **pride** in his country and he wanted the chance to **serve** it. He also wanted to follow **in the footsteps** of his family members before him. Campbell's grandfathers and great uncles served in the Second World War and his father was in the Royal Canadian Airforce.

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"All of us know people who have been killed in action or **wounded**," Campbell told CTVNews.ca. For this year's Remembrance Day, Campbell said he'll be **attending** a ceremony at a commonwealth war cemetery near Warsaw, Poland. He said CAF soldiers stationed in Poland would be going to local civic events in the town.

"There's something to be said for very simple ceremonies," Campbell said. "You can better appreciate some of the sacrifices of those who have gone before you."

As the country prepares to **commemorate** the sacrifices of former soldiers at Remembrance Day ceremonies across Canada, it's an opportune time to explore where soldiers, like Campbell, are presently stationed. As of July 2016, there are approximately 1,100 CAF members **deployed** on operations around the world.

Exercise 10. Read the text, find and correct the grammar (6) and lexical (4) mistakes.

The changing role of the military

Military forces today are increasingly deploy on humanitarian assistance and world operations, often, though not exclusive, under the auspices of either the United Nation or NATO (the North Atlantic Treaty Organization). Nations contributes peacekeeping forces and these different national contingents come under a central command or headquarters. Often English will be the operational tongue of this mission: the official language that different national contingents use to tell to each another as well as to communicating with the peacekeeping headquarters. In addition, peacekeeping troops will frequently need to liaise with non-governmental organizations that is operating in the mission area.

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READING COMPREHENSION

Active vocabulary

ammunition, боеприпасы; снаряды, патроны; подрывные средства; боезапас: **to provide ammunition for smb** – обеспечивать кого-либо боевыми припасами, **to issue ammunition** – снабжать боеприпасами, **live ammunition** – боевые патроны / снаряды, **ammunition belt**-патронная лента, патронташ, **ammunition depot / establishment**

armament 1) вооружение; вооруженная сила; 2) оружие, боеприпасы, вооружение: **nuclear armaments** – ядерные вооружения, Syn: **ammunition**

attack 1. n. атака, нападение (against, on): **to blunt attack** – сдерживать натиск, **to repel / break up / repulse an attack** – отражать атаку, **to carry out / make an attack** - наступать, **to launch / mount an attack** - идти в атаку, **to provoke an attack** - спровоцировать наступательные действия, Syn: **assault, aggression**

2. v. атаковать, нападать, штурмовать. Syn: **to assail, to assault, to besiege, to bombard, to charge, to storm**

missile-реактивный снаряд, ракета: **to fire / launch / guide a missile** – запустить ракету, **air-to-ground / air-to-surface missile antimissile**

missile - противоракета, **cruise missile** – крылатая ракета, **guided missile**- управляемая ракета, **ballistic missile** - баллистическая ракета, **intercontinental ballistic missile** - межконтинентальная баллистическая ракета, **long-range / strategic missile** - ракета дальнего действия Syn: **rocket, jet**

rank звание, чин, служебное / социальное положение: **to hold the rank of captain** - иметь звание капитана, **senior / high rank** - старшее звание,

enlists / serves / fights - солдат завербовывается / служит / сражается, а
Syn: **serviceman, military man, regular, private**; 2) боец, борец;

Read and translate the text.

Armed forces

The Armed Services exist to conduct operations on behalf of the Nation, if necessary by engaging in battle; and it is that function which distinguishes them from all others, for the consequences of winning or losing are profound, both to the Nation and to the individual. Military effectiveness is the standard by which the Army will be judged in peace and war, and defines military effectiveness in terms of fighting power. Within the hierarchy of fighting power it lays emphasis on the moral component, which is the ability to get people to fight. In the case of the Army, the context in which they must do so is that of land operations. Land operations are by their nature dangerous and physically demanding. They are characterised by uncertainty, fear, fatigue and discomfort, all of which have to be faced and overcome. Ultimately they require soldiers to close with the enemy at short range, often face to face, and fight; and to continue operating while subject to life-threatening attack by conventional, biological and chemical weapons.

The other fundamental characteristic of land operations is that they are a group activity, whether the task be full scale war, peacekeeping, or activity in support of the civil authorities. Even when deployed on their own in dispersed positions soldiers are part of a team, and the effectiveness of that team will depend on each individual, seen or unseen, playing his or her part to the full, and upon the degree to which they contribute to the cohesion of the team as a whole. Success in such

conditions depends above all else on good morale, which is the spirit that enables soldiers to triumph over adversity: morale linked to, and reinforced by, discipline. Morale is a composite of many factors, including confidence in equipment, good training and sound administration; but ultimately it is bred of conviction in what is being done, and confidence in those with whom and for whom it is being done. Such confidence is itself primarily a product of leadership and comradeship. High morale cannot be created overnight, but requires the forging in peace of close bonds of professional and personal trust which will withstand the stresses imposed by operational conditions. And it requires from soldiers the commitment and self-sacrifice to put the interests of the team, the task, the unit and the Nation ahead of their own.

Find and complete the definition from the text.

- полномасштабная война
- наземные операции.....
- миролюбивые действия.....
- гражданские власти.....
- близкая дистанция.....
- сплоченность команды.....
- химическое оружие
- условия операции
- отличительная черта
- высокий моральный дух
- последствия победы или поражения.....
- результат лидерства и товарищества.....

Match the phrases.

1. full-fledged member	a. нераспространение ядерного оружия
2. extraordinary meeting	b. ядерная держава
3. member nations	c. сближение с Западом
4. major steps	d. противоракетная оборона
5. shift toward the West	e. государства, состоящие в организации
6. hedge against the future	f. строго очерченный круг вопросов
7. non-proliferation	g. договор о коллективной безопасности
8. nuclear arsenals	h. «управление кризисами»
9. missile defence	i. ядерное оружие
10. collective defence pact	j. полноправный участник
11. decades of division and uncertainty	к. неуверенность по поводу будущего
12. nuclear power	l. основные шаги
13. crisis management	m. внеочередная встреча
14. uncertainty in the future	n. десятилетия разногласий и неуверенности
15. fixed variety of topics	o. предосторожности на случай будущей опасности

SPEAKING

Фразы для построения доклада и его анализа

Приветствие и представление себя

Good morning/afternoon ladies and gentlemen!	Доброе утро/добрый день дамы и господа!
Let me introduce myself. My name is...	Разрешите представиться. Меня зовут...

Обозначение темы, цели, длительности презентации

The topic of my presentation is...	Тема моей презентации ...
I'd like to give you an overview of...	Я хотел бы дать общее представление о...
I will take some... minutes of your time.	Я займу ... минут вашего времени.

Начало доклада может звучать, например, так:

In my presentation, I would like to focus on the latest developments in.... I will speak for aboutminutes to leave time for questions and comments.

Основная смысловая часть презентации

So, first/To begin with/Let's start with...	Итак, во-первых/Для начала/Начнем с...
Let's move on to the next part, which is...	Перейдём к следующей части, которая...
Now I want to describe the development of the idea.	Теперь я хочу рассказать о появлении этой идеи.
That brings me to.../ So now we come to...	Таким образом, переходим к...

Выводы, заключение и призыв к обсуждению

I'd like to finish with...- a summary of the main points.	Я хотел бы закончить...- кратким изложением основных моментов.
Now I'd be very interested to hear your comments.	Я с интересом выслушаю ваши замечания.
Now we have ... minutes for questions and discussion.	У нас есть ... минут на вопросы и обсуждение.
Thank you for your attention!	Благодарю вас за внимание!

I'm sorry I don't think I've understood your question; could you rephrase it for me?

If I've understood you correctly you are asking about ...

So you are asking about ...

Role-play «Press-conference»

Act out a role-play «Press-conference» according to the theme and aspects.

Share the positions, discuss the theme and aspects, present them to the journalists. Journalists listen to the speakers and ask them questions.

Situation 1.

Должности: Министр Обороны, Представитель ООН, Командир отряда миротворцев.

Тема: Деятельность вооружённых сил в сотрудничестве с миротворческими организациями.

Аспекты: 1. Основные цели сотрудничества военных с миротворцами.

2. Причины опасности сотрудничества миротворцев с военными.

Situation 2.

Должности: Руководитель отдела по связям с общественностью, военный журналист, руководитель курсов выживания.

Тема: Деятельность журналистов в зоне военных действий.

Аспекты: 1. Каким рискам подвергаются журналисты, которые ведут репортажи из зон военных действий.

2. Что могут журналисты сделать, чтобы уменьшить эти риски.

Situation 3.

Должности: Глава разведки, Генеральный секретарь, Министр иностранных дел

Тема: НАТО

Аспекты: 1. Военно политический альянс- цель, политические средства и военные средства;

2. Основная миссия альянса сегодня

Situation 4.

Должности: посол Франции, член совета по правам человека, сотрудник телевидения ООН.

Тема: Организации Объединённых наций

Аспекты: 1. Главные органы ООН
2. Миротворцы ООН: «Служба и самоотверженность»

Situation 5.

Должности: Генерал-бригадир, военный атташе, военный корреспондент

Тема: Военная журналистика в соединенных штатах Америки.

Аспекты: Военные корреспонденты: опыт работы, обязанности, заработная плата

Situation 6.

Должности: Министр обороны России, Министр иностранных дел, разведчик (подполковник)

Тема: Терроризм как глобальная угроза

Аспекты: 1. международные террористические организации, организованная преступность. (international terrorist organizations, organized crime)

2. Аль-Каида, Хезболла, «Братья-мусульмане», Аум Синрикё.

Report

Work in pairs: A “reporter” reads the text, gives its summary, a “journalist” listens to him and asks questions using the information on his card.

Text 1.

Social Media has become an increasingly vital tool for the Armed Forces in the 21st Century. Not only in order to reach out to a wider and younger audience globally for recruitment and information purposes but as a new front in warfare. What soldiers, airmen and sailors post online can be crucial to winning the hearts and minds of local populations, weakening the enemy’s narrative and as an instrument in the proliferation of cyber warfare. Therefore today’s warriors must be competent in all social media channels as well as aware of the inherent dangers they might be put in at home and on operations when posting online.

Information on the card.

- 1) *Social Media as a vital tool in the 21st century.*
- 2) *Is it important to be competent nowadays?*
- 3) *How do you understand “cyber warfare”?*

Text 2.

In the beginning we shall present the basic characteristics of the two professions: the journalist and military. The basic principle of journalism is the difference between news and opinion, so that the two should not be confused. News broadcasting should be based on truthfulness, ensured by the appropriate means of verification and proof, and impartiality in presentation, description and narration. In this connection, we must legally expand and clarify the nature of the conscience clause and professional secrecy vis-à-vis confidential sources, harmonising national provisions on this matter so that they can be implemented in the wider context of democratic Europe.

Information on the card.

- 1) *What is the difference between two professions the journalist and military?*
- 2) *In what News broadcasting should be based on?*
- 3) *vis-à-vis What does it mean*

Text 3.

The journalists and editors sent to a conflict zone are called war correspondents, and their main concern is to promptly react to conflicts. War correspondents are included in military units, being provided with documents, equipment, accommodation and food. They also benefit from military

training and access to Ally Centers of Press Information, press conferences, briefings and visits to field units. Media officials who have access to operation zones run certain risks and can be evacuated at the same time as the civilians if their presence and actions jeopardize the security of the operation.

Information on the card.

- 1) *Who is called war correspondents?*
- 2) *What is their mission?*
- 3) *In what way do they work?*

Text 4.

The media are the deliverers of a message, and through this message the audience comprehends and forms opinions on events. This makes the mass media both an opportunity and a threat for the sides engaged in a conflict. An opportunity if the power of the mass media can be harnessed to one's advantage and the message relayed. A threat if this 'power' is harnessed by an opposing party who use it to generate negative sentiment and publicity for your cause. This makes journalists a target in modern conflicts, in 2005 some 150 media workers were killed worldwide. 89 of them while they were on duty, singled out because of their work.¹ Iraq is one of the most dangerous places in the world to practice the journalistic profession. Journalists are squeezed between the countless actors involved – the Iraqi government, insurgents, militias and the coalition forces.

Information on the card.

- 1) *How the audience get the information?*
- 2) *Are there any disadvantages in media?*
- 3) *Can journalists be killed by hitman?*

Text 5.

Military technology, range of weapons, equipment, structures, and vehicles used specifically for the purpose of fighting. It includes the knowledge required to construct such technology, to employ it in combat, and to repair and replenish it.

The technology of war may be divided into five categories. Offensive arms harm the enemy, while defensive weapons ward off offensive blows. Transportation technology moves soldiers and weaponry; communications coordinate the movements of armed forces; and sensors detect forces and guide weaponry.

The influence of technology can be either positive or negative. The experience of the ancient Greek hoplite infantrymen is one example of positive influence. Their arms and armour were most effective for fighting in close formation. The late medieval knight offers an example of the negative influence of technology. To wield his sword and lance effectively, he and his charger needed considerable space, yet his closed helmet made communication with his fellows extremely difficult. It is not surprising, then, that knights of the late Middle Ages tended to fight as individuals and were often defeated by cohesive units of less well-equipped opponents.

Information on the card.

- 1) *In what categories military can be divided?*
- 2) *What influence can be from Military technology?*
- 3) *What can you say about Middle Ages?*

Text 6.

Electronic warfare

The Pentagon's recently completed Electronic Warfare strategy calls for increased investment in advanced electronic warfare technology designed for defense, as well as a proactive use of

emerging electromagnetic spectrum systems to attack enemies. While the new strategy is described by DOD as being “For Official Use Only” to be shared with relevant U.S. military developers and defense industry sources – officials familiar with its contents did describe some of its broad parameters and goals. “The vision of the Electronic Warfare strategy is to be agile, adaptive and integrate electronic warfare to offensively achieve electromagnetic spectrum superiority across the range of military operations,” Pentagon spokeswoman Heather Babb told Defense Systems. Babb further articulated that the strategic goals include organizing the electronic warfare enterprise to ensure electromagnetic spectrum superiority, training and equipping EW forces and strengthening partnerships with allies, industry and academia.

Information on the card.

- 1) *What is the mission of Electronic Warfare?*
- 2) *What are the main missions of Electronic Warfare?*
- 3) *What did Heather Babb articulate in Pentagon?*

Text 7.

Cyber Weapon

Today, critics are asking the same question about cyberspace. Over the last two decades, states have developed increasingly sophisticated tools for conducting espionage and sabotage online. Cyber spying allows intelligence agencies to gain information without putting human sources in danger. Offensive cyber operations go further, offering the hope of destroying enemy capabilities without the need for military force. It’s easy to see why these tools are so seductive to policymakers.

The best-known offensive cyber operation remains the **Stuxnet** attack on Iran’s nuclear facility at **Natanz** in 2009. The attack was clever and sophisticated. It caused uranium centrifuges to slowly fail by modulating their speed, all the while hiding the effects from Iranian engineers. The problem, however, was that the Stuxnet worm did not die at Natanz. Instead, it quickly spread outside Iran, ultimately infecting over 100,000 computers in India, Indonesia, and elsewhere. That Stuxnet — a carefully designed cyber weapon that targeted a specific industrial control system at one plant — spread so far and so fast suggested that offensive cyber operations are difficult, it is impossible to control.

Information on the card.

- 1) *Stuxnet what does it mean?*
- 2) *Why is so dangerous to keep all information inside computers?*
- 3) *Why is it difficult to control cyber operations?*

Text 8.

Deep military and political cooperation is being developed by CIS members since the 15th of May 1992. On this day seven republics (the former USSR republics) established the CSTO. These republics are: Russia, Belorussia, Armenia, Kazakhstan, Kirgizia, Tajikistan and Uzbekistan. The executive center of the CSTO is the Collective Security Council, which makes decisions connected with peacekeeping. The main goal of the organization is to prevent or, if necessary, to eliminate military threats to territorial integrity and sovereignty of its members

The CIS member-states have made an Agreement on teaching and training military and civilian personnel for participation in joint peacekeeping operations, taken a Program for teaching of all categories of military and civilian personnel participating in Collective Forces for maintaining peace.

The international activity of the Russian Armed Forces includes joint military training exercise, friendly visits and operations aimed at common peace and mutual understanding. As you know, the Russian troops are peacekeepers of the Collective Security Treaty. The Russian contingent was formed in October 2007. It is intended, above all, to participate in peacekeeping operations in the territories of the CSTO member states (under the decision of the Collective Security Council of the

CSTO), as well as outside of these states (on the basis of mandates from the UN Security Council). peace.

Information on the card.

1. *CSTO members*
2. *The CSTO member states*
3. *The main documents of The CSTO*

Заклучение

Данное учебное пособие «Вооружённые силы и СМИ» позволяет суворовцам расширить свой кругозор по данной теме с учетом военного компонента и овладеть необходимыми знаниями, умениями и навыками. Изучение данного материала через использование разнообразных форм и видов упражнений способствует обогащению словарного запаса каждого обучающегося, развитию лингвистической и коммуникативной компетенций, формированию устойчивого интереса к изучению английского языка, воспитанию осознанного отношения к выбору будущей профессии, желанию связать свою жизнь с профессией военного переводчика, развитию навыков владения лексическими единицами в области говорения, аудирования и письменной речи у суворовцев. Принимая во внимание специфику подобранного материала, его непосредственный выход на практическую составляющую деятельности, данный учебный материал в рамках современных реалий является актуальным и востребованным.

СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

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