

TEACHER'S BOOK

1

CAMPAIGN

English for the military

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MACMILLAN

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Introduction

The Military and English Language Training

The importance of English language training for the military has grown enormously in the last decade. This growth is largely the result of two factors: the changing role of the military and changes in defence relations.

The changing role of the military

Military forces today are increasingly deployed on humanitarian assistance and peace operations, often, though not exclusively, under the auspices of either the United Nations or NATO (the North Atlantic Treaty Organisation). Nations contribute peacekeeping forces and these different national contingents come under a central command or headquarters. English will often be the operational language of this mission: the official language that different national contingents use to talk to each other as well as to communicate with the peacekeeping headquarters. In addition, peacekeeping troops will frequently need to liaise with non-governmental organisations that are operating in the mission area.

Changes in international defence relations

Increasingly, the armed forces of different countries work and train together. When soldiers, sailors or airmen go on exercise they need to communicate in a common language, and English has become a military *lingua franca*.

Specific Needs for English

There are many specific reasons why military personnel will need to learn English. Here are a few examples from our experience.

- A colonel is preparing for deployment to a country in the Balkans. He is going there as commanding officer of a national contingent. While there, he will need to attend meetings held in English at the peacekeeping headquarters. He will also need to speak regularly on the telephone, read correspondence and give briefings.
- A corporal is assigned to a multinational headquarters. He is a driver and will need to understand the instructions that NCOs (non-commissioned officers) and officers from other countries give him. He will need to read orders, speak on the telephone and complete forms. He also needs to know how to address

the senior military officers and civilians that he is transporting.

- A major is assigned as a staff officer to the headquarters of an international defence alliance. His job involves reading and writing correspondence and reports, making and receiving calls, and giving and attending briefings. During his tour of duty, he will also need to socialise with officers and NCOs from other countries.
- An officer in training is going to the United Kingdom to complete the commissioning course at the Royal Military Academy, Sandhurst. She has little or no experience of the army in her own country, but she will live and train alongside young men and women from the UK who are also studying to become officers.
- A sergeant from a technical branch is sent on a course to learn how to operate an expensive weapons system that his country has recently acquired. The course is taught in English and all the manuals are in English.
- A senior air force officer is assigned to an embassy abroad. Although English is not the first language of the country, the staff from other embassies all use English in their daily contacts.
- A signals unit is tasked to provide telecommunications services to the headquarters in a multinational exercise. The officer and senior NCO responsible for the unit must negotiate the provision of these services.
- A junior officer is nominated as liaison officer dealing with non-governmental organisations in a peacekeeping mission. His job is to determine their logistics needs, including transport and convoy escort.

The specific English language needs of military personnel will vary according to service, job experience, specialisation and rank.

Service

Military English learners include personnel from the army (a term in English used synonymously with ground forces), navy and air force. Increasingly, civilian police officers are also deployed on international missions, as are border guards.

Job experience

Learners may be students at military academies, who are preparing for a commission as an officer or NCO. Alternatively, they may be serving soldiers, NCOs or officers taking courses in their unit or at a civilian or service school.

There are a number of differences between these groups:

- Serving soldiers may be getting ready for a specific mission; students at military academies will almost certainly be preparing to take an exam.
- Serving soldiers will have a wide range of military knowledge and experience; students at military academies may well be dealing in English in subject matter with which they are not familiar in their own language.

Specialisation

There are a huge number of specialised roles in the military, including, for example, infantryman, driver, cook, diver and intelligence analyst.

Rank

Different ranks commonly need to perform different tasks. It is unlikely that a junior NCO will need to give an extended briefing in English, for example.

Core needs

Each service, specialisation and task has its own terminology, but all students have certain core needs. Generally, they will need to be able to explain problems, give suggestions, and correctly address superiors and subordinates. They will also need to acquire communication skills such as giving or attending a briefing, using the radio, referring to map data and attending meetings.

Characteristics of Courses for the Military

Military students generally have certain reasonably predictable expectations of a course of study.

- 1 Training is an important part of military life. Learners are used to high standards of instruction and will apply the same critical standards to their English courses. They expect that the instructor will be prepared and organised, and that he or she will communicate the aims and objectives of the course and of each lesson clearly.
- 2 Training in the military is largely job-specific. Learners will expect to be able to see how the course meets their needs and helps them to do their job in English.
- 3 Training is hands-on: learners will expect a practical approach that reflects practical objectives.
- 4 Military training courses are time sensitive. This general expectation, coupled with the fact that language training has to fight for training time with other subjects, will often place considerable time pressures on the course.

- 5 The instructor needs to be aware that there are aspects of students' work about which he or she will not be able to talk. Even seemingly 'everyday' topics, for example, work routines and the location of different places on the base, can be matters of security.
- 6 There are also aspects of work that students will not want to talk about: soldiers can return from missions with psychological scars caused by what they have seen. The instructor needs to be sensitive as to which discussion topics to introduce in the classroom.

Many of these issues relate to methodology and teaching approaches, which we will return to later in the teaching notes.

Levels of Performance

All large-scale teaching operations, whether for the military, state secondary schools or universities, require measures of student performance so that courses can be planned and assessed, and qualifications awarded. One of the most influential measures of performance in military teaching, and in the production of this book, is STANAG 6001.

NATO STANAG 6001

A STANAG (or STANdardisation AGreement) is an international military standard created by NATO (the North Atlantic Treaty Organisation) in order to regulate equipment, procedures, tactics, training and just about everything that affects how armed forces from different countries work together on operations and exercises.

STANAG 6001 is a language proficiency scale designed to allow comparisons of language ability in different countries. It consists of a set of descriptors of proficiency skills broken down into six levels.

Level 0	No practical proficiency	
1	Elementary	
2	Fair	Limited working
3	Good	Minimum professional
4	Very good	Full professional
5	Excellent	Native/Bilingual

Language proficiency is recorded with a profile of four digits, indicating the specific skills in the following order:

Listening Speaking Reading Writing

For example, a person with the level SLP 3232 has level 3 in Listening, level 2 in Speaking, level 3 in Reading and level 2 in Writing. These four digits are preceded by the code letters SLP, which indicates that the profile shown is the Standardised Language Profile.

There is no one official exam for the STANAG 6001 levels. Countries that use the scale produce their own tests and are responsible for validating them according to the STANAG 6001 levels.

The original version of STANAG 6001 was created in 1976 and modified in 2003. A full copy of STANAG 6001 can be downloaded from the following website:
www.dlielc.org/bilc

Summary of STANAG 6001 levels 1-4

Level 1

- Listening** Can understand common familiar phrases and short, simple sentences about everyday personal and survival needs.
- Speaking** Can maintain simple face-to-face communication in typical everyday situations.
- Reading** Can read very simple and connected written material that is directly related to everyday survival or workplace situations.
- Writing** Can write lists, short notes and phone messages to meet immediate personal needs; can complete forms.

Level 2

- Listening** Can follow conversations about everyday topics, including personal news, well-known current events, routine job-related topics and topics in his/ her professional field.
- Speaking** Can communicate in everyday social and routine workplace situations.
- Reading** Can read simple, straightforward, factual texts on familiar topics.
- Writing** Can write, with some precision, simple personal and routine workplace correspondence and related documents, including brief reports.

Level 3

- Listening** Can understand conversations, briefings and telephone calls about complex topics, including economics, science, technology and his/ her own professional field.
- Speaking** Can participate effectively in most formal and informal conversations, including meetings; can deliver briefings.
- Reading** Can read with almost complete comprehension a variety of authentic written material on general and professional subjects, including unfamiliar subject matter.
- Writing** Can write effective formal and informal correspondence and other documents on practical, social and professional topics and special fields of competence.

Level 4

- Listening** Can understand all forms/ styles of speech used for professional purposes, including those on

unfamiliar topics. Can recognise nuances of meaning, irony and humour.

- Speaking** Can use the language with great precision, accuracy and fluency for all professional purposes.
- Reading** Can read all styles and forms of the written language used for professional purposes, including texts from unfamiliar general and professional-specialist areas.
- Writing** Can write the language precisely and accurately and can draft all levels of prose pertinent to professional needs.

Setting Objectives

Start point: learning purpose and language use

Students studying a second language will not need to learn all of the language and probably will not want to. Learning all of a language is a monumental task. Some experts put the vocabulary of English, for example, at around three-quarters of a million words. Many of these words are specialist terminology or simply very uncommon. Thus, if we cannot learn all of a language, we need to decide what aspects and areas of the language to teach. The most practical way to achieve this is to focus on what students actually need to be able to do in a language – their ‘target language use’.

Here are some examples of target language use.

- 1 Following essential points of a discussion or speech on topics in his/ her special professional field. (Listening)
- 2 Understanding common familiar phrases and short, simple sentences about everyday needs related to personal and survival areas. (Listening)
- 3 Beginning, maintaining and closing short conversations by asking and answering simple questions. (Speaking)
- 4 Participating in decision-making meetings, which require that objections are answered, points clarified, decisions justified, challenges responded to, opinions supported, and policy stated and defended. (Speaking)
- 5 Reading straightforward, concrete, factual texts, which may include descriptions of persons, places and things. (Reading)
- 6 Writing effective formal correspondence and documents on professional topics. (Writing)

(Based on NATO STANAG 6001 Interpretation.)

Courses structured around target language use are designed to prepare students to operate in the real world. They are usually based on needs analysis.

Needs analysis

Needs analysis is a process that aims to identify the different situations in which students will need to use language – the tasks they will need to carry out and the topics about which they will need to talk. Needs analysis may be carried out with one student, or with a small group of students in order to design a custom-built course. Alternatively, it may involve a large number of informants with the objective of creating a generally usable course of study. In either case, needs analysis generally has two steps.

1 Target situation analysis

The first step is to ask learners with experience of the target situation(s): *What kind of tasks do they have to do?; Who do they need to talk to?; What do they need to talk about?; What has been especially difficult about the tasks?; etc.*

2 Target language analysis

The second step is to analyse what native speakers and non-native speakers do in order to be successful in the target situation. We can carry out this language analysis either by studying the language that people use (ideal but rarely practicable) or by asking people about it.

The job of the course designer or materials writer is then to take the results of the target language analysis, determine the words and phrases students will need together with the essential rules of grammar and pronunciation that will help them understand and be understood, and write or choose materials that facilitate meeting these objectives.

English language courses which are explicitly designed on the basis of a needs analysis are called English for Specific Purposes (ESP). Objectives for ESP courses are often expressed in terms of behavioural objectives. For example:

At the end of this course, the student(s) will be able to follow the essential points of a discussion or speech on topics in his/her special professional field.

However, there are limits to how accurately language needs can be predicted, particularly as the students' language level improves and they deal with more complex situations. 'Real' language use is inescapably unpredictable; except in the most restricted situations, e.g. radiotelephony procedures, it is virtually impossible to list all possible communication situations and tasks. We must therefore also train students to cope with the unknown. In terms of teaching, this means helping students to develop the resources to adapt to situations for which they have not specifically trained. In language training this includes, for example, working on listening and reading skills, fluency, general grammatical competence and sub-skills such as deducing meaning from context.

For some, this is the difference between training and education: 'training' implies preparing students for a specific limited task; 'education' refers to a broad-based preparation that helps the learner to deal with the unknown.

Approach to Teaching

A successful course is one that meets the expectations of military learners and which facilitates genuine learning. There are three essential keys to delivering a successful course to military learners: purpose, organisation and preparation.

Purpose

Make sure that you are aware of the overall course objectives and how each individual lesson and activity contributes to achieving these. Communicate these objectives to the students. Where appropriate, allow students to comment on objectives and take their comments into account in your planning – they may know more about their needs than you do.

Organisation

Aim to give a clear structure to the course and to each lesson. Organisation comes partly from teaching materials: the syllabus, the course book and any supplementary materials. More importantly, however, it comes from your using these materials in class.

Preparation

Think through the lesson before you walk into the class. Decide what you will use from the book and what you will omit. Choose any supplementary materials necessary to meet the particular needs or interests of your students. Make notes or write a lesson plan as required. Make sure that you have everything you need – CD, photocopies of supplementary materials, etc.

Lastly, remember that it is not enough to *be* organised, prepared and focused; you must also *appear* organised, prepared and focused. There are a number of ways to create and communicate a sense of organisation, preparation and purpose.

- 1 Begin each class with a brief revision of the preceding lesson.
- 2 State the objective for the day's lesson at the outset.
- 3 Contextualise your teaching: tell students how the lesson fits into the course, how it connects to yesterday's class, and how it connects to tomorrow's class.
- 4 Tell the students why you are asking them to do the activities – what the learning benefit to them will be.

- 5 Explain to students what they can do with the grammar in practical terms. For example, if your teaching point is the present perfect, tell students that they can use this tense to talk about their experience, and elicit or invent examples based on their own lives whenever possible.
- 6 Find a pattern to classes, for example, beginning with a short speaking activity to warm students up. However, remember that this can be taken too far – a little routine helps students to focus but too much is deadening.

What happens in the classroom needs to be backed up with documentation. The course book normally provides this and you should aim to use it regularly and frequently in class. If you do not, students may find it harder to hang onto their sense of the objectives for the lesson, or they may feel that they are missing out on something. However, this does not mean that you should doggedly plough through every task and exercise in the book.

Sometimes, you will need to introduce supplementary material into the course, for example, to deal with specialist vocabulary not in the course book, to look at some aspect of pronunciation, or to provide extra practice of a grammar point. This allows you to personalise the course, tailoring it towards the students' needs or learning style and your own teaching style. However, it is important that the students understand how the supplementary materials relate to the course syllabus.

A sense of organisation and purpose does not mean that you are in control of everything that happens in the classroom. For example, all of us need sometimes to change a lesson in mid-stream in order to respond to students' needs or because an activity clearly is not working. Paradoxically, planning makes it easier to respond spontaneously to whatever unfolds in the classroom. If the purpose of the course and the way it is organised is clear to everyone, it is easier to make good decisions and to justify them.

The roles of instructors and students

Students, not instructors, are ultimately responsible for their own learning. In order that students get a sense of this responsibility, it is important that they are given options in terms of the organisation, objectives and content of the course. How much choice they are given will ultimately depend on cultural and institutional constraints. At minimum, students will need to be taught and encouraged to use words and phrases that will empower them to express problems and ask for help and clarification, e.g. *I don't understand, please repeat* or *You are speaking too fast*. These words and phrases are often called classroom language but their use is not confined to the classroom; students will need them in the outside world in order to control communication.

Input and practice

A good class involves comprehensible input and purposeful practice. Input is how language is presented. The student typically reads a text or listens to a recording; the instructor uses the materials to introduce new language, draw students' attention to some new aspect of the language, and develop skills of reading and listening.

However, most teachers would argue that while input is a necessary condition for learning, it is not in itself sufficient. As the saying goes, *I hear and I forget. I see and I remember. I do and I understand*. This saying points to the need for formal practice through drills and exercises. It also highlights that, from the very start, you should use every opportunity in the classroom to get students communicating with you and with each other in English.

Students should begin to communicate from first contact with the language, although at very low levels this practice might be little more than acting out a dialogue with a partner. As the students' proficiency grows, they can move on to use language in a more creative way, inventing new sentences and not simply repeating what is on the page or the CD. As soon as possible, engage students' intelligence by introducing activities that require critical thought and imagination: use interesting reading and listening texts, problem-solving activities and role plays; at higher levels, introduce military case studies.

Pair and group work

In class, students can be divided into groups or pairs to work together. The main advantage of this is that it maximises the amount of practice time. For example, if you have twenty students in a class, then in six minutes of pair work each student, on average, gets three minutes of speaking practice. Compare this with an activity in which each student speaks only to the teacher. Even assuming that the teacher does not speak at all (which is unlikely), it would take one hour to give each student three minutes of speaking practice.

There are other advantages to group work. For many students, speaking and listening in a small group is less inhibiting than addressing and interacting with the whole class. Most interaction outside the classroom takes place in relatively small groups of people, so group work provides a more realistic model. In addition, it gives the teacher a chance to listen carefully to students and make decisions about future teaching.

There are many types of activity that can be dealt with profitably in this way. For example:

- Acting out conversations from the book.
- Performing role plays – particularly those based on situations with which students will have to deal outside of the classroom.

- Taking part in formal or informal topic-based discussions.
- Giving and following instructions, for example, directions on a map.
- Playing games designed to practise language.
- Dealing with problem-solving activities.
- Doing grammar or vocabulary exercises together, or comparing answers once students have finished an exercise.
- Testing each other, for example, on a list of vocabulary.
- Student-to-student dictations.

It requires some skill to set up these activities efficiently and then monitor what the students are doing. The following guidelines may be helpful.

- 1 Give clear and unambiguous instructions; these can be written or spoken. If you have not used pair or group work before, you may prefer to use the students' language to give instructions at the beginning. This is fine as an opening strategy. However, as soon as possible, it is recommended that you use English to explain and set up activities: it is an invaluable practice opportunity because dealing with instructions in English is a core need for most military students.
- 2 Once you have given the instructions, check that students know what they are going to do by asking them to explain the activity back to you. Use a series of questions directed to different students – *What's the situation?; Who speaks first?* – rather than simply asking one student for a recap.
- 3 Give timings for tasks and stick to them. Once students are used to this, they will get on with tasks immediately rather than dawdling at the beginning.
- 4 Always give feedback on performance: students need and expect it, and it enhances motivation. Feedback is dealt with in a little more detail on page 10.

Problems with pair and group work

Some students worry that working in groups means that they will learn other students' mistakes. This seems logical but there is no evidence that it happens to any great extent. Indeed, students more frequently seem to pick up each other's good bits of English – a new word or expression, for example.

Even when students are convinced in theory of the value of pair and group work, they may not want to participate. Their reasons may be personal, institutional or cultural.

- They may feel embarrassed.
- They may believe that they will get better marks if they keep quiet and do not make mistakes.
- Pair and group work may clash with their expectations: in some cultures, students are expected to be silent while the teacher talks; in classes with other instructors, students may be expected to remain silent most of the time.

None of these problems have an easy solution. You can try to encourage diffident students; you can ensure that students are recognised for their achievements rather than being penalised for errors; you can try to make it clear that a language class, like a physical training class, is about doing things rather than knowing things. However, none of these approaches is guaranteed to succeed. You will need to be sensitive to these factors and deal with them on a case-by-case basis. In addition, you may have to compromise – there is no point in alienating students by being dogmatic about methodology. Nevertheless, your aim must be to get students to participate in the lessons and take responsibility for their learning. Language learning involves trial and error, and students who take risks are generally those who make the best (most) progress.

Oral practice

During the early stages of the course, *Campaign* gives as many opportunities for controlled speaking and pronunciation practice as possible. Simple repetition of the sentence is very often effective, but there are also other valuable techniques, some of which are given below.

1 Chaining

If the pronunciation of a particular word is causing problems, one way of dealing with this is to break it down into syllables and build it back up again. The class – or the individual student – repeats the syllables after you to build up the whole word. For example:

Teacher: *batt*
 Student(s): *batt*
 Teacher: *battal*
 Student(s): *battal*
 Teacher: *battalion*
 Student(s): *battalion*

Back-chaining takes the opposite approach: *ion*, *talion*, and finally *battalion*. This can help when you think that mispronunciation is caused by the student visualising the spelling: starting at the back can force students to focus on the sounds.

2 Substitution practice

Many useful sentence frames and expressions can be practised through substitution. Get students to practise the sentence until they are comfortable with it, then give them a substitute word to use, for example:

Teacher: *Good morning, Mr Monroe.*
 Student(s): *Good morning, Mr Monroe.*
 Teacher: *Afternoon.*
 Student(s): *Good afternoon, Mr Monroe.*
 Teacher: *Evening.*
 Student(s): *Good evening, Mr Monroe.*

3 Class → Open pairs → Closed pairs

This technique is especially suitable for practising short dialogues, e.g. four lines.

- 1 Class: after playing the recording, have the students repeat it line by line as a whole class.
- 2 Open pairs: choose two confident students to act out the dialogue – either reading it aloud or, preferably, reciting from memory. Repeat with two other students.
- 3 Closed pairs: put the whole class into pairs to practise the dialogue simultaneously.

Giving feedback on pair and group work

During pair and group work, go round the room and monitor, or to put it more simply, listen. Try not to intervene too much. A good rule of thumb at this stage is that you should intervene only if communication is breaking down. If students manage something well, a discreet *Good* or *Well done* can be very encouraging.

As you listen, note what is working well and what is going wrong. What goes well is often general. For example, students carry out the task as briefed, use only English, succeed in communicating and treat each other with respect. What goes wrong is usually more specific: an inappropriate choice of vocabulary, grammar errors, and so forth. Notice whether students are making use of recently taught language.

When the activity has finished, give the class feedback on how it went. This should include some mention of what went well; you may wish to single out individual students for praise. Then deal with the problems. There are several ways to do this but the following procedure usually works well.

- 1 As you monitor, note some of the students' errors. Write the whole sentence as it was said.
- 2 After the activity, choose some of the sentences you noted to work on. These should have errors appropriate to the students' level – errors that can be corrected by the students or that introduce learning that it is useful for them. Ten errors is a good number to aim for with a typical class, though this can increase as students get used to the procedure.
- 3 Write the sentences on the board. Do not write or say the name of the student who produced the error as this is effectively an (inappropriate) punishment and may discourage students from participating in the future. Having said that, when you write up the sentences, students will often nudge each other and say, *That one's mine*. This is their own choice.
- 4 State very clearly that the sentences all have errors in them. Invite the class as a whole to correct the sentences – or put students in groups to do this.

- 5 Go through the sentences, correcting them on the board with the class. If students don't know the answer, tell them.
- 6 Dictate the correct sentences to the students. Ask them to write them in their notebooks rather than on a scrap of paper. You can leave the sentences on the board for students to check or, if you can remember the sentences and want to make the dictation more challenging, you can erase them.

Lastly, it is not a good idea to make heavy weather of feedback. It is dispiriting for students to spend five minutes talking and then find that analysis of their errors occupies 45 minutes. Another rule of thumb: error analysis should not last longer than the activity on which it is based.

Pace

Check all the time that students are keeping up with the lesson, i.e. that they know: (a) what is going on; (b) what they have to do; (c) why they are doing it. At the same time, try to maintain a rapid pace in your lessons. Work as fast as is practicable and manage activities tightly. The aim is to use instructional time intensively. While this is not always easy, you should aim for a balance between creating a sense of urgency and giving students time to assimilate new material.

The more contact that students have with English, the better. Conduct as much of the class as possible in English; however, you may sometimes need to give clarifications in the students' own language.

Lesson planning

At the heart of this approach is the principle of a lesson plan designed to fit the objectives of a course. A lesson plan may be in your head or it may be a written document. Here, we will deal with it as a document.

1 Determine the aims of the class

Before you start teaching, you should have a clear idea of what your teaching objectives are. Read through the pages you intend to use; think about the objectives and how the various tasks relate to them. Be clear in your mind as to what your students should know or be able to do after the lesson.

2 Write a statement of objectives

This will be the actual sentence that you will say at the beginning of the class. The language you use should be simple and unambiguous, for example:

In the class today, we're looking at ...

At the end of today's class, you will be able to ...

At the start of a low level course, you may want to state your objectives in almost exactly the same words as the course book, for example: *The objective today is the simple past*. Alternatively, you may want to state your objectives in the learner's own language. Either way, this should be a temporary remedy; as soon as possible, give a well-formed statement of objectives.

3 Define the stages of the lesson

In the next section of these notes you will find a suggested breakdown of the lesson into five stages: introduction, input, practice, production and conclusion. This suggested template is designed for classes that focus on presentation of grammar, vocabulary or functional English. However, the template can be adapted for skills-based classes (i.e. listening, speaking, reading and writing).

4 Anticipate learning problems

Some of the material may present special difficulties for different groups of learners. For example, aspects of vocabulary may pose problems because of 'false friends' – words that sound or look the same in the student's own language and the target language but have different meanings.

5 Think about instructions

Giving clear instructions is one of the commonest difficulties that teachers experience. Develop a small number of standardised instructions and always use these. The wording for your instructions should be unambiguous and at an appropriate level for the students. Use imperatives – *Open your books*, rather than, *I wonder if you'd mind opening your books*. You can add *please* if this seems too abrupt.

6 Work out timings

Timing is notoriously hard to predict; however, you will need an idea of the ground you hope to cover in the lesson. Decide how much time you want to dedicate to each stage and how much time you will give students to complete each task. During the lesson, tell students how long they have to complete each task, for example, *You have five minutes for this task*.

7 Arrive early

If possible, arrive in the classroom a few minutes early to give yourself time to get organised: is the CD player in the room; are there pens for the whiteboard; are there enough chairs? If the institution where you work permits it, you can use this time to arrange the seating in the room to suit your lesson. Once this is organised, make yourself available to students who may have questions about previous lessons or the homework.

The lesson

This is a five-stage plan for a lesson or part-lesson.

Stage 1 Introduction

- 1 Begin the class by stating the lesson objectives and the hook – the reason(s) why the language point is important or relevant to students.
- 2 The introductory task. This is the first learning task of the lesson and generally the first task in every section in the materials. It is designed either to warm up the students, introduce new vocabulary that students will need later in the lesson, or to activate a schema. The idea of a schema is that in order for a learner to make sense of the input in the lesson, he or she will need to relate this new information to existing ideas. For example, if you get students thinking about the things they do in a typical day, it will help them to be more receptive to ideas and words like *occasionally*, *sometimes*, *always* and *never*.
- 3 Review homework. If the homework you set in the previous lesson was in some way to prepare for this lesson's activities or input, then now might be the logical time to correct or review homework. In any case, when you write your lesson plan you will need to think about the logical time in which to deal with homework.

Stage 2 Input

This is the main stage of the lesson. For lower level learners, a useful teaching pattern is presentation–practice–production. The input stage is the presentation stage, when new language is presented to students as a model. Ideally, this is done in some kind of meaningful context for the students (i.e. a context to which they can relate).

Stage 3 Practice

With the class focused on grammar, functional English or vocabulary objectives, the practice stage is the student's opportunity to get to grips with the new language. It involves doing written exercises and oral drills, e.g. listen and repeat. In this kind of guided practice, there is typically little room for error.

Stage 4 Production

At the production stage, the focus is on use and communication. At higher levels, tasks at the production stage will (increasingly) encourage students to be creative with new language, working and moulding it so they can express themselves as they wish. Tasks at this stage are productive rather than receptive; that is to say, they involve speaking and writing.

Stage 5 Conclusion

In this final stage, revise the objectives for the class. If your timing has slipped, this is the moment to say when you are going to introduce the missed material. It is also the time to set homework and look forward to the next lesson; to say, for example, *Tomorrow we're going to look at ...*

In summary

At the start of the lesson, you tell students what you are going to do; in the input, practice and production phases, you do it; in the conclusion phase, you remind them of what they have done.

Debrief / reflection

After the class, think about what went well and what did not. Try and apply the lessons learned to the next class.

Campaign

Levels

Campaign has been written to broadly reflect the STANAG 6001 scale, although the exit level of *Campaign 1* is rather higher than SLP 1111. This is because few students will come out with an exact 1111. In order to maximise the chances that the *lowest* of their four scores will be a 1, the course overall goes up to almost 1.5 (equivalent to the Council of Europe's *Waystage* level). A comparison of the STANAG 6001 levels with other important level scales is given in the table on page 13.

Progress and hours of instruction

Campaign has been designed according to the premise that students will require approximately 200 hours of classroom instruction and homework activities to progress from one level to the next. This adds up to a total of 600 hours from false beginner through to level 3. The Student's Book provides approximately 120 hours of classroom instruction, which is backed by a further 80 hours of homework activities in the Workbook.

Student's Book 120 hrs + Workbook 80 hrs = 200 hrs

Campaign 1 is suitable for students beginning from low elementary or false beginner to pre-intermediate. It can also be used with true beginners but early units will require supplementing. Future levels will take students beyond SLP 3333.

Components

The Student's Book

Campaign 1 is composed of 14 units, each based around a topic. The topics have been chosen for their intrinsic interest and as carriers for teaching the lexis, grammar and functional English in the *Campaign* syllabus.

Units range from *Military technology* to *Sports and fitness* to *Peacekeeping*. There are topics and texts from a variety of international contexts, including the USA, the UK, NATO and the UN.

Each unit contains seven sections. The sections are: *alpha*, *bravo*, *charlie*, *delta*, *echo*, *foxtrot* and *golf*. Each section represents a lesson of between fifty to sixty minutes duration. The *alpha* section is spread over two pages and represents one lesson; the *delta* (off-duty) section is spread over two pages and represents two lessons (except in Units 8 and 12 where the off-duty two-page section moves to *foxtrot*); the *golf* section is spread over two pages and represents two lessons.

The organisation of a typical unit is shown below.

alpha	one lesson	Introduces the topic and key vocabulary of the whole unit.
bravo	one lesson	Development of grammar, functional English and vocabulary relevant to the unit.
charlie	one lesson	Development of grammar, functional English and vocabulary relevant to the unit.
delta	two lessons	Off-duty section: focuses on everyday English – non-military situations that will come up during a foreign posting, for example, shopping, going out with friends.
echo	one lesson	Development of grammar, functional English and vocabulary relevant to the unit.
foxtrot	one lesson	Development of grammar, functional English and vocabulary relevant to the unit.
golf	two lessons	Review and Language tactics: revision, consolidation and focus on language awareness and learner training strategies. Integrated skills: revises the language from the unit and provides extra integrated skills practice.

Class audio

The listening materials are provided on two CDs. You may keep the CDs as masters and make one copy on cassette for use in class, if you wish.

Where the recording is needed as part of the lesson, this is signalled by a CD icon and the track number.

 [5]

Note that the numbers in square brackets are track numbers on the CD, not the exercise numbering in the book: the exercise may require more than one track to be played. Tracks found on CD 1 are shown in blue in the Student's Book and tracks on CD 2 are shown in red.

A comparison of STANAG 6001 levels with other important level scales

Campaign	Scales		Tests			
	STANAG 6001 (NATO & BILC)	Common European Framework (Council of Europe)	ALTE Scale (Association of Language Testers in Europe)	Cambridge ESOL Examinations	IELTS (The British Council, IDP & Cambridge ESOL)	
CAMPAIGN 3	5555: Bilingual	Proficient user	C2: Mastery	CPE	9	
	4444: Full Professional				5: Good User Upper Advanced	8
			3333: Minimum Professional	C1: Effective Operational Proficiency	CAE	7
	B2+: Vantage+			4: Competent User Lower Advanced	FCE	6
				B2: Vantage		3: Independent User Upper Intermediate
CAMPAIGN 2	2222: Limited Working	Independent user	B1+: Threshold+	PET	4	
			B1: Threshold			2: Threshold User Lower Intermediate
			A2+: Waystage+	1: Waystage User Elementary	KET	3
CAMPAIGN 1	1111: Elementary	Basic user	A2: Waystage	0: Breakthrough		
			A1: Breakthrough		1	
	0000: Unscaled				0	

The Workbook

The Workbook provides approximately 80 hours of consolidation material for self-study. The units are extensions of the units in the Student's Book, providing further practice of the grammar points and key vocabulary. Each Workbook unit is broken into sections, as follows:

Glossary. This section contains the key words from the Student's Book and Workbook unit by unit with space for students to write translations or notes. Students can use the glossary pages to prepare for a new unit and as a revision and reference tool while they progress through the course. The glossaries also include short vocabulary activation tasks to focus students on the lexis presented.

alpha – foxtrot. These pages correspond to sections in the Student's Book. They revise the language presented and practised in class. They can be given as homework, used for self-study or exploited in class. (There is no *golf* section because this is revision in the Student's Book.)

Listening. *Campaign* sees listening skills as extremely important for military students. This section provides students with tasks that require them to listen, understand and act. The Workbook includes an audio CD with all the recordings necessary for the section. The Workbook also contains two self-tests – Review 1 and Review 2 – for students to check their progress.

Teacher's Book

The full Teacher's Book provides an answer key, procedural notes and tapescripts. There are also background briefings on the military for those teachers who have little or no first-hand experience of military life.

Website

You can find information about the course and much more at the *Campaign* website. While you are there, you can register for our free military English email service. Go to: www.campaignmilitaryenglish.com

Components

The Student's Book

Campaign 1 is composed of 14 units, each based around a topic. The topics have been chosen for their intrinsic interest and as suitable for teaching the lexis, grammar and functional English in the *Campaign* syllabus.

Unit	Topic	Student's Book	Workbook	Listening	Teacher's Book
1	Introduction	1-10	1-10	1-10	1-10
2	Alpha	11-20	11-20	11-20	11-20
3	Bravo	21-30	21-30	21-30	21-30
4	Charlie	31-40	31-40	31-40	31-40
5	Delta	41-50	41-50	41-50	41-50
6	Echo	51-60	51-60	51-60	51-60
7	Foxtrot	61-70	61-70	61-70	61-70
8	Golf	71-80	71-80	71-80	71-80
9	Hotel	81-90	81-90	81-90	81-90
10	India	91-100	91-100	91-100	91-100
11	Juliett	101-110	101-110	101-110	101-110
12	Kilo	111-120	111-120	111-120	111-120
13	Lima	121-130	121-130	121-130	121-130
14	Mike	131-140	131-140	131-140	131-140

Where the recording is needed as part of the lesson, this is signalled by a CD icon and the track number.

Note that the numbers in square brackets are track numbers on the CD, not the exercise numbering in the book; the exercise may require more than one track to be played. Tracks found on CD 1 are shown in blue in the Student's Book and tracks on CD 2 are shown in red.

BRIEFING

The Army, Navy and Air Force

The three main services of the British armed forces are the British Army, the Royal Navy (RN) and the Royal Air Force (RAF). Traditionally, we think of the army as operating on land, the air force in the sky and the navy on the seas. However, with modernisation of equipment and changing global politics, joint operations are becoming more and more common. All three services, for instance, have both air and ground units. In addition, special units, like the Joint Rapid Reaction Force and the Joint Helicopter Command, combine troops and resources from the different branches for more efficient operations.

The Army

The British Army is the largest service of the British Defence Force and the major land component of NATO's rapid reaction forces. It can be divided as follows:

Combat Arms:

- Infantry (foot soldiers)
- Royal Armoured Corps and the Household Cavalry (the cavalry were formerly soldiers on horses, now in light tanks and armoured vehicles)
- Army Air Corps (which originally gave rise to the elite special operations force, the Special Air Service or SAS, though the SAS is now considered part of the Infantry). The Air Corps handles combat missions, observation and reconnaissance, and light transport of troops and equipment.

Combat Arms Support:

- Royal Artillery
- Royal Engineers
- Royal Signals (communications and information technology)
- Royal Intelligence Corps.

Combat Service Support:

- Royal Logistics Corps
- Royal Army Medical Corps
- Royal Electrical and Mechanical Engineers.

The Royal Navy

The Royal Navy (RN) ensures the security of the United Kingdom and its overseas territories. It also helps to support foreign policy and provides assistance to merchant ships. The RN fleet includes:

- frigates (medium-sized warships)
- destroyers (small, fast warships, usually with anti-aircraft or anti-submarine armaments)
- nuclear submarines
- aircraft carriers (the Invincible class carrier is capable of carrying eight Sea Harrier jets and twelve Sea King helicopters, as well as other aircraft from the RAF and Army Air Corps).

The air branch of the RN is the Fleet Air Arm, which is in charge of aviation operations on the carriers. The Royal Marines, also under RN command, are trained and equipped for land operations, and are deployed around the world on various missions.

The Royal Air Force

The Royal Air Force (RAF) was reorganised in April 2000 to meet the needs of the changing world order, with more emphasis on rapid reaction and joint forces co-operation. The RAF is divided into two commands: the Personnel and Training Command (responsible for recruitment, training and job-related issues), and the Strike Command (which contains the operational units). The Strike Command consists of three groups:

- No. 1 Group: responsible for all frontline attack aircraft
- No. 2 Group: responsible for frontline support aircraft (including transport, air-to-air refuelling and information collection)
- No. 3 Group: responsible for the Joint Force Harrier squadrons, maritime patrol, and Search and Rescue. A naval officer rather than an RAF officer currently commands this group.

Officers and NCOs

There are two main types of leadership position in the armed forces: officers and NCOs (non-commissioned officers). These categories do not merely represent higher or lower ranks but typically very different career paths (which we will look at more closely in Unit 3). In broad terms, the difference in job functions between officers and NCOs might be described like this: officers are in charge of organisation and strategy, and NCOs are responsible for the implementation of that organisation or strategy.

The following chart shows the different ranks and their general equivalents between the three main services of the British armed forces (higher ranks are listed first):

Officer Ranks:

Army	Navy	Air Force
Field Marshal	Admiral of the Fleet	Marshal of the Royal Air Force
General	Admiral	Air Chief Marshal
Lieutenant-General	Vice-Admiral	Air Marshal
Major-General	Rear-Admiral	Air Vice Marshal
Brigadier	Commodore	Air Commodore
Colonel	Captain	Group Captain
Lieutenant-Colonel	Commander	Wing Commander
Major	Lieutenant-Commander	Squadron Leader
Captain	Lieutenant	Flight-Lieutenant
Lieutenant	Sub-Lieutenant	Flying Officer
Second Lieutenant	Midshipman	Pilot Officer

Non-Commissioned Officer (NCO) Ranks:

Army	Navy	Air Force
Warrant Officer 1 & 2	Warrant Officer	Warrant Officer
Staff/ Colour Sergeant	Chief Petty Officer	Flight Sergeant
Sergeant	Petty Officer	Sergeant
Corporal	Leading Rate	Corporal
Lance Corporal	Able Rate	Senior Aircraftman/woman
Private	Ordinary Rate	Leading Aircraftman/woman

It should be noted that in many cases the RAF will be the junior rank among the three services, while the Navy will be senior to both the Army and RAF equivalent. Also, the rank of lance corporal is considered the lowest true NCO; ranks below lance corporal, as a whole, are generally referred to as troops, enlisted members, etc. Technically speaking, even the lowest ranking officer is superior in rank to the highest ranking NCO. However, you won't often see a second lieutenant shouting orders at a regimental sergeant major (warrant officer 1).

Senior Staff Sergeant - stariji vodnik
Sergeant - Major - zastavnik

PROCEDURE

alpha (p4-5)

My name's Hanif

Task 1

Introduce yourself to the class. Point to yourself and say *Hello! I'm ...* (your name), then write your name on the board. Repeat with *Good morning, I'm ...*. Play track 1. Ask students to listen and complete the exercise with *Hello* or *Good morning*. Play the track twice, if necessary.

Answers

- 1 Hello
- 2 Good morning
- 3 Hello

Task 1 [1]

Peter: Hello, I'm Peter Brown.
Fatima: Good morning, my name's Fatima.
Hanif: Hello, my name's Hanif.

Task 2

Practise *Hello, I'm ...* with the class. When they feel confident, point to students randomly and have them say their name. Start with your name as an example. When all students have spoken, practise *Hello, my name's ...* with the class. Then point randomly to students again and have them say their name.

Functional English Introductions and introducing others

Task 3

Play track 2. Ask students to listen and read Fatima and Peter's conversation. Then have students listen and practise as a class. After this, choose a student to read the part of Fatima while you read the part of Peter. Shake hands with students to show the meaning of *Pleased to meet you*. Practise the introductions with the whole class, then practise with individual students so that all students practise both introductions. If possible, ask students to stand up and move around the class introducing themselves. If this is not possible, have students practise with the student sitting next to them.

Task 3 [2]

Fatima: Hello, my name's Fatima Boulmerka.
Peter: Pleased to meet you. I'm Peter Brown.

Task 4

Play track 3. Ask students to listen and read the conversation. Then have the class listen and practise. With two other students playing the part of John and Max, repeat the conversation showing that you are introducing Max to John and that *we're* refers to both of you.

You may like to put students in groups of three to practise. Instead of using the example company name, students could choose any other company, corps or department name. You may want to put some company names on the board for students to choose from.

Task 4 [3]

Barbara: I'm Barbara Warner and this is Max Bell. We're from CNN.

John: Pleased to meet you.

Max: Pleased to meet you.

Grammar *am / are / is*

Task 5

Go over the examples with the class, trying to give at least one other example for each person. Point out the contracted and full forms of *am*, *is* and *are*, showing that the contracted form is used more in spoken English and the full form more in written English.

Answers

- 2 's
- 3 'm, is
- 4 're
- 5 're

Speaking

Task 6

Ask students to complete the conversation.

Answers

- 1 am
- 2 is
- 3 is

Put students in groups of three to practise the conversation using their own names. Alternatively, in a class where everybody knows each other, you could give students new names (famous actors, singers, politicians, etc).

bravo (p6)

He's British

Task 1

Ask students to look at the map and identify the countries. You may also like to practise the pronunciation of the countries with the class.

Task 2

Ask students to write the nationalities. Write the answers on the board marking the stressed syllable.

Answers

Country	Nationality
Algeria	Algerian
Poland	Polish
Great Britain	British
France	French
Pakistan	Pakistani
The United States	American

Listening

Task 3

Ask students to read the sentences. Play track 4 for students to listen and complete the gaps.

Answers

- 1 French
- 2 British
- 3 Polish
- 4 American
- 5 Pakistani

Task 3 [4]

My name's Elaine, I'm French.

I'm Peter. I'm not American, I'm British.

This is Rayna. She's Polish.

This is Barbara and this is Max. They're not British, they're American.

This is Hanif. He's not French, he's Pakistani.

Extra task

You may like to put students in pairs and use a dictionary to look for more countries and nationalities, for example, NATO or EU countries or those in their region. Alternatively, you could set this task for homework.

Grammar *am not / are not / is not*

Task 4

Go over the examples with the class. You may like to give more examples using students in the class. Point out the different contractions and mention again that contractions are usually used in spoken English. Ask students to complete the sentences.

Answers

- 2 is, isn't
- 3 isn't, is
- 4 is, isn't
- 5 aren't, are

Pronunciation The alphabet

Task 5

Play track 5. Ask students to listen and practise. At this stage you may like to divide the alphabet into groups according to the vowel sound. You could make students aware of the phonetic symbols for each vowel sound or give them an example of a simple word with that vowel sound, for example:

/eɪ/ a h j k
/i:/ b c d e g p t v (z)
/e/ f l m n s x (z)
/aɪ/ i y
/eɪ/ o
/u:/ q u w
/ɑ:/ r

Practise each group of sounds with the class. Play track 5 again. Ask students to listen and practise the vowels.

Task 5 [5]

A B C D E F G H I J K L M N O P Q R S T U
V W X Y Z
A E I O U

Task 6

Play track 6. Ask students to listen and write the names they hear. Play track 6 two or three times, if necessary.

You may like to check the answers by asking students to spell the names back to you; write them on the board exactly as the student says them. If there are any mistakes, students should be able to correct themselves or each other.

Answers
K-H-A-N
K-A-Z-A-S
B-R-O-W-N
P-U-L-A-S-K-I
B-O-U-L-M-E-R-K-A

Task 6 [6]

Khan, that's K-H-A-N.
Kazas, that's K-A-Z-A-S.
Brown, that's B-R-O-W-N.
Pulaski, that's P-U-L-A-S-K-I.
Boulmerka, that's B-O-U-L-M-E-R-K-A.

Speaking

Task 7

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to turn to File 1 and to say and spell the names for Student B to write.

charlie (p7)

Are you in the army?

Task 1

Pre-teach the vocabulary on the board, marking the stressed syllables. Ask students to label the pictures using the words in the box.

Answers
1 soldier
2 sailor
3 airman
4 engineer
5 journalists

Pronunciation a / an

Task 2

Play track 7 and have students practise, paying attention to the pronunciation of *a / an*. Ask students which jobs begin with a vowel sound and which word comes before it. Ask students which words begin with a consonant and which word comes before it. Write the rule on the board.

Answer
a goes before a word which begins with a consonant, *an* goes before a word which begins with a vowel sound.

Task 2 [7]

He is a soldier.
She is a sailor.
He is an airman.
Rayna is an engineer.

Listening

Task 3

Ask students to complete the sentences. When students have finished, play track 8 for students to check their answers.

Answers
1 airman
2 sailor
3 journalists

Task 3 [8]

A: Is Tim a soldier?
B: No, he's an airman.
A: Is Jane a police officer?
B: No, she isn't. She's a sailor.
A: Are Barbara and Max in the army?
B: No, they're not. They're journalists.

Grammar *be* yes / no questions and short answers

Task 4

Go over the examples with the class. Point out the inversion of the subject and the verb *to be* to form questions. Show how to form short answers. Make sure that students understand that the contracted form cannot be used in positive answers but can be used in negative answers. Use the professions in task 1 to show more examples on the board. Practise the questions with the class, then ask students questions, for example, *Jan, are you a doctor?*, *Mike, is Jan a doctor?*, etc.

Now ask students to write the answers to the questions in task 4. Check the answers in open pairs – one student asks a question to another student on the other side of the class. Repeat with one or two pairs of students. Then ask students to continue in closed pairs, with students asking the person sitting next to or behind them.

Speaking

Task 5

Ask students to write another five or six *yes / no* questions. Encourage them to use the third person form. Put students in pairs to ask and answer each other's questions.

delta (p8-9)

Off-duty: greetings and goodbyes

Task 1

Ask students to complete the greetings and goodbyes using the words in the box. You may like to point out that we change from morning to afternoon at 12 p.m. and that *goodnight* is used only to say *goodbye*.

Answers

- 2 afternoon
- 3 evening
- 4 night

Listening

Task 2

Ask students to read the conversation, then play track 9 for students to listen and complete the gaps. Play the track two or three times, if necessary, then check the answers with the class.

Put students in open pairs to practise the conversations, checking pronunciation and intonation. Then put students in closed pairs to practise.

Answers

- 1 Hi
- 2 Good
- 3 How
- 4 well
- 5 fine
- 6 family

Task 2 [9]

Jane: Hello, Fatima.

Fatima: Hi, Jane.

Sergeant Minter: Good morning, sir.

Captain White: Good morning, Sergeant Minter.

Elaine: Hi, Hanif.

Hanif: Hi, Elaine. How are you?

Elaine: I'm very well, thanks. And you?

Hanif: I'm fine, thanks.

Elaine: How's your family?

Hanif: They're very well, thanks.

Functional English Greetings

Task 3

Go over the examples and practise with the class, paying attention to stress and intonation. Ask students to complete the conversations.

Task 4

Play track 10 for students to listen and check their answers.

Answers

- 1 evening
- 2 How are you?
- 3 And you?
- 4 very well

Task 4 [10]

A: Hello, Peter.

B: Hi, Rayna.

A: Good evening.

B: Good evening.

A: Hello, Peter. How are you?

B: Hello, Fatima. Very well, thanks. And you?

A: I'm fine, thanks. How's your family?

B: They're very well, thanks.

Speaking

Task 5

Put students in pairs. Ask students to practise the conversations in task 3 using their own names. Then get students to practise in different pairs.

Listening

Task 6

Pre-teach *Goodbye* and *Bye*, pointing out that *Bye* is more informal. Play track 11. Ask students to listen and complete the conversations. Check the answers with the class.

Answers

- 1 Goodnight
- 2 Bye
- 3 Goodbye

Task 6 [11]

A: Goodnight, Jane. See you tomorrow.

B: Goodnight.

A: Bye.

B: Bye. See you tomorrow.

A: Goodbye. Have a nice weekend.

B: Thank you. You too.

Functional English Goodbyes

Task 7

Explain the meaning and use of *Have a nice ...*, and *see you next ...*. Go over the examples with the class. Put students in open pairs. Divide the pairs into Student A and Student B. Ask Student A to use one of the expressions, encouraging Student B to answer *Thank you*, *You too*, or *See you ...*.

Ask students to match the conversations.

Answers

- 1 Goodbye. / Goodbye. Have a nice day.
- 2 See you tomorrow. / Have a nice evening.
- 3 See you next week. / Have a nice weekend.

Speaking

Task 8

Put students in pairs. Ask them to practise the conversations in task 6. You may like to ask students to make up their own conversation with all the greetings, introductions and goodbyes learnt so far, working in pairs or groups of three.

echo (p10)

Personal identification

Task 1

Ask students to read the identity card and answer the questions.

Answers

- 3 Minter
- 4 Great Britain
- 5 Sergeant

At this stage, you may like to practise intonation in questions. The voice range is quite noticeable in questions in English. Questions that begin with a question word start high and then the voice falls. *Yes / no* questions usually rise at the end. Encourage students to listen and practise, exaggerating the intonation if necessary. Then put students in open pairs to practise the questions and answers.

Grammar *be* Wh- questions

Task 2

Go over the examples with the class. Point out that *his* is masculine and *her* is feminine. Ask students to read the information on the business card and write the questions.

Answers

- 2 What's her job?
- 3 What's her address?
- 4 Where is she from?
- 5 What's her telephone number?

Task 3

Play track 12. Ask students to listen and check their answers.

Task 3 [12]

A: What's her name?

B: Barbara Warner.

A: What's her job?

B: She's a journalist.

A: What's her address?

B: 7 Wall Street.

A: Where is she from?

B: She's from New York.

A: What's her telephone number?

B: It's 515 2157.

Extra task

You may like to show students some photographs of people or pictures of people from magazines, and get them to ask questions to find out as much information as possible about each person. You could invent any name, nationality, job, etc., for the people in the pictures. You could then give one picture to each student and ask him or her to make up some information about the person. Then put students in pairs to ask and answer each other's questions.

Grammar Subject pronouns and possessive adjectives

Task 4

Go over the examples with the class. Point out that subject pronouns are followed by a verb and that possessive adjectives are followed by a noun. You may like to give other examples on the board. Then ask students to complete the sentences.

Answers

- 1 He
- 2 His
- 3 Her
- 4 Student's own name
- 5 Student's own nationality

Task 5

Put students in pairs to ask and answer the questions.

Extra task

You may like to prepare the following information-gap task. Make some simple identity cards with information on and some forms that students have to complete by asking each other questions about the person on their identity card, for example, *Last name?*, *First name?*, etc.

foxtrot (p11)

Military vehicles

Task 1

Practise the pronunciation of the words in the box with the class. Then ask students to match the words with the pictures.

Answers

- 1 jeep
- 2 plane
- 3 truck
- 4 tank
- 5 helicopter

Task 2

Pre-teach *vehicles* and *aircraft*, then ask students to put the words into the groups.

Answers

<i>vehicles</i>	<i>aircraft</i>
truck	helicopter
jeep	plane
tank	

Extra task

You may like students to add any other vehicles or aircraft that are of interest to them. Go round the class monitoring students and helping with pronunciation.

Grammar Plural forms with -s

Task 3

Go over the examples with the class and write more examples on the board. Ask students to write the plurals.

Answers

- 1 jeeps
- 2 planes
- 3 tanks
- 4 vehicles

Functional English 0 – 20

Task 4

Play track 13. Ask students to listen and practise. Point out that words ending in *teen* are stressed on the second syllable.

Task 4 [13]

zero one two three four five six seven eight nine
ten
eleven twelve thirteen fourteen fifteen sixteen
seventeen eighteen nineteen twenty

Task 5

Play track 14. Ask students to listen and mark the stressed syllable.

Answers

- 1 eighteen
- 2 eleven
- 3 fifteen
- 4 seventeen
- 5 twenty

Task 5 [14]

seven thirteen eighteen eleven fifteen seventeen
twenty

Speaking

Task 6

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to turn to File 2 and dictate the numbers to Student B. Check the answers with the class.

Answers

helicopter	8
plane	6
jeep	14
tank	5
truck	12

golf (p12)

Review and Language tactics

Review

Task 1

Ask students to study the business card and write the answers to the questions.

Answers

- 2 Captain
- 3 Great Britain / Canterbury / Kent
- 4 Howe Barracks, Canterbury, Kent
- 5 763434

Task 2

Ask students to complete the sentences using the words in the box.

Answers

- 1 army
- 2 navy
- 3 air force
- 4 police force

Task 3

Put students in pairs to ask each other the questions. Go round the class monitoring students and paying attention to pronunciation and intonation.

Language tactics Asking for help with language

Task 4

Go over the examples with the class. Ask students to complete the conversations using the examples. You may want to write the examples on card to put round the classroom, to encourage students to use the expressions at all times. You could also write some cards with useful classroom language, for example, *I'm sorry I'm late*, etc.

Play track 15. Ask students to listen and complete the conversations. Play the track again, pausing and repeating after each conversation. Give students enough time to write down the expression.

Answers

- 1 speak slowly
- 2 Can you repeat that
- 3 I don't understand
- 4 How do you spell
- 5 What's this

Task 4 [15]

A: John, that's J-O-H-N.

B: Please, speak slowly.

A: J — O — H — N.

A: Peter Jones.

B: Can you repeat that, please?

A: Yes. Peter Jones.

A: Parlez-vous anglais?

B: Sorry, I don't understand.

A: Do you speak English?

A: How do you spell your name?

B: Hanif. H-A-N-I-F.

A: What's this in English?

B: We say *helicopter*.

A: Thank you.

Task 5

Put students in pairs to practise the conversations in task 4.

golf (p13)

Integrated skills: an interview

Task 1

In this task, students will hear an interview that uses all of the structures covered in the unit.

Play track 16. Ask students to listen and complete the information. Play the track again. Ask students to check their answers with the student sitting next to them, then check the answers as a class.

Answers

- 1 Warner
- 2 Barbara
- 3 American
- 4 journalist

Task 1 [16]

Mark: Hello, I'm Mark Anderson from the Public Information Office.

Barbara: I'm Barbara Warner. Pleased to meet you.

Mark: OK, I have a few questions for you to complete this application form.

Barbara: Sure. Go ahead.

Mark: What's your last name?

Barbara: Warner.

Mark: Can you spell that, please?

Barbara: Certainly. It's W-A-R-N-E-R.

Mark: And what's your first name?

Barbara: Barbara. That's B-A-R-B-A-R-A.

Mark: What's your nationality?

Barbara: I'm American. I'm from New York.
 Mark: What do you do, Barbara?
 Barbara: I'm a journalist.
 Mark: OK. That's all. I don't have any more questions.
 Sign here, please. Thank you.
 Barbara: Thank you. Goodbye.

Writing

Task 2

Ask students to write questions for the application form in task 3. Put students in pairs to check their answers, then check the answers as a class.

Answers

- 2 What's your first name?
- 3 What's your service number?
- 4 What's your unit?/ What unit are you in?
- 5 What's your company/ organisation?
- 6 What's your job?
- 7 What's your place of birth?
- 8 What's your nationality?
- 9 What's your address?
- 10 What's your telephone number?

Speaking

Task 3

Put students in pairs. Ask them to complete the application form with their partner's information. When they have finished, ask each student to introduce their partner to the class.

Boot Camp

Recruit training in the armed forces

Basic training or boot camp is a soldier's initiation into the army. It is where new recruits learn the basics of military life and how to be soldiers. Boot camp generally lasts a total of ten weeks in the US Army and two weeks in the UK. In both countries, soldiers are trained in:

- military organisation, as well as military values or attitudes
- drill and ceremony (marching in formation and parade)
- map reading and compass bearing
- nuclear, biological and chemical (NBC) warfare
- basic rifle marksmanship (shooting practice)
- tactical field manoeuvres

Task 3

Put students in pairs to check their answers, then check the answers as a class.

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- nuclear, biological and chemical (NBC) warfare
- basic rifle marksmanship (shooting practice)
- tactical field manoeuvres

2

Boot camp

BRIEFING

Recruit training in the armed forces

Basic training, or boot camp, is a soldier's initiation into the army. It is where new recruits learn the basics of military life and how to be soldiers. Boot camp generally lasts a total of ten weeks in the US Army and twelve weeks in the UK. In both countries, soldiers are trained in:

- military organisation, as well as military values or ethos
- drill and ceremony (marching in formation and parade practice)
- first aid
- map reading and compass use
- nuclear, biological and chemical (NBC) warfare
- basic rifle marksmanship (shooting practice at distances up to 300 metres)
- tactical field manoeuvres.

In addition to skills training, soldiers face tough physical conditioning, with daily running, push ups and sit ups, and weekly marches of up to ten kilometres. One of the biggest challenges is the obstacle course, sometimes called the assault course or confidence course (US English). After basic training, team adventure sports like climbing and canoeing are often encouraged or incorporated into further training.

Probably the most difficult thing for new recruits is adjusting to the discipline. There are constant inspections of uniforms, barracks, weapons and equipment, and soldiers learn that good is rarely good enough. Recruits have little free time and in the first few weeks they can't even have books or radios. British soldiers are not allowed leave (vacation time) until six weeks into their course, while American soldiers can't leave the base until after basic training is finished.

At the end of basic training, there is a graduation ceremony that family members can attend. Soldiers are then ready for the next phase in their military career: advanced training or trade training, during which they will learn their particular job specialty, such as radar operator, tank crewman or infantry soldier.

PROCEDURE

alpha (p14-15)

US Army basic combat training

Task 1

Go over the phrases with students and check that the meaning is clear to them. Ask students to match the phrases with the pictures.

Answers

- Picture 1: Recruits in basic training
- Picture 2: NCO instructors teach drill
- Picture 3: Recruit barracks
- Picture 4: Weapons training

Task 2

Ask students to read through the text, ignoring the gaps. You may like to ask students some very basic comprehension questions, for example, *Are soldiers in the US Army volunteers?*, *Where is the main basic training unit?*, etc. Then ask students to complete the text using the words in the box.

Answers

- 1 recruits
- 2 Basic training
- 3 instructors
- 4 barracks
- 5 uniform
- 6 graduation

Task 3

Ask students to decide if the statements are true or false. If necessary, ask students to read the text again. Check the answers with the class.

Answers

- 2 True
- 3 False
- 4 False
- 5 True
- 6 False
- 7 True

Then ask students to correct the false statements using the information in the text. You may do this orally or in writing.

Answers

- 3 The main basic training unit is Fort Jackson in South Carolina.
- 4 Basic training is nine weeks.
- 6 Recruits don't go home during basic training.

Grammar Present simple 1st and 2nd person statements and negatives

Task 4

This is the first time that students use the auxiliary verb. Because there is no auxiliary in positive sentences, they may find it strange to use it in negative sentences (and in questions later on).

Go over the examples with the class. You may like to write a few more examples on the board. Explain that *he*, *she* and *it* will be taught later.

Ask students to tick the boxes that are true for them.

Task 5

Ask students to rewrite the sentences in task 4 that they did not tick, to make them true for them.

Pronunciation The military alphabet

Task 6

Play track 17. Ask students to listen and practise. Go round the class, pointing at students either in turn or randomly and asking them to say each letter in order. For more practice, you may like to write letters on the board and ask students to call out the phonetic word.

Task 6 [17]

alpha bravo charlie delta echo foxtrot golf hotel india juliet kilo lima mike november oscar papa quebec romeo sierra tango uniform victor whiskey x-ray yankee zulu

Task 7

Play track 18. Ask students to listen and complete the gaps. Play the track twice, if necessary.

Answers

- 2 Knox
- 3 Leonard Wood
- 4 McClellan
- 5 Sill

Task 7 [18]

The US Army has several locations for basic training, including, Fort Jackson in South Carolina, Fort Knox in Kentucky, Fort Leonard Wood in Missouri, Fort McClellan in Alabama and Fort Sill in Oklahoma.

Fort Jackson is spelt juliet-alpha-charlie-kilo-sierra-oscar-november. Fort Knox is spelt kilo-november-oscar-x-ray. Fort Leonard Wood is spelt lima-echo-oscar-november-alpha-romeo-delta, then whiskey-oscar-oscar-delta. Fort McClellan is spelt mike-charlie-charlie-lima-echo-lima-lima-alpha-november. Fort Sill is spelt sierra-india-lima-lima.

Then put students in pairs. Ask them to say and spell the names of places in their country or surnames, for their partner to write. If your group is from the same country, ask students to spell out the names of their family members or friends.

Speaking

Task 8

Go over the text with students and check that the meaning is clear to them. Ask students to circle the correct words according to basic training in their country.

Put students in pairs. Ask them to add some more information and then read the text to their partner.

bravo (p16)

From civilian to soldier

Task 1

Pre-teach the days of the week. Ask students to answer the questions. Check the answers with the class, paying attention to the pronunciation of *Tuesday* and *Thursday*, and also the pronunciation of *Wednesday* (pronounced with two syllables, not three).

Vocabulary and listening

Task 2

Pre-teach the vocabulary. Ask students to name the activities in the photographs.

Answers

- Picture 1: 5 kilometre (km) foot march
Picture 2: NBC (nuclear, biological and chemical) training
Picture 3: obstacle course

Task 3

Play track 19. Ask students to listen and complete the training schedule. Play track 19 again.

Answers

- 1 map reading
- 2 obstacle course
- 3 NBC training
- 4 drill
- 5 field training exercise (FTX)

Task 3 [19]

- A: On Monday morning, we do a 5 km foot march. Then on Monday afternoon, we have map reading.
- B: Do we have the obstacle course on Tuesday morning?
- A: Yes we do, and in the afternoon we do first aid training.
- B: Do we have NBC training on Wednesday morning?
- A: No, we don't. We have weapons training in the morning and we do NBC training on Wednesday afternoon.
- B: Do we have drill on Thursday morning?
- A: Yes, we do and we have communications training on Thursday afternoon.
- B: Then we have a field training exercise on Friday and Saturday.

Task 4

Go over the examples with the class. Put students in pairs to ask and answer questions in a similar way about the rest of the schedule. Check the answers with the class.

Grammar Present simple yes / no questions and short answers

Task 5

Go over the examples with the class, pointing out the use of the auxiliary verb. You may like to write more examples on the board. Practise the questions with the class, paying attention to correct intonation. Ask students to write the questions in full.

Answers

- 2 Do you wear a uniform every day?
- 3 Do you sleep in barracks on Saturday and Sunday?
- 4 Do you live at home?
- 5 Do you have an English class every Monday?

Speaking

Task 6

Put students in pairs to ask and answer the questions in task 5.

charlie (p17)

Weapons and equipment

Task 1

Ask students to label the pictures using the words in the box.

Answers

- 1 antenna
- 2 rifle
- 3 pistol

- 4 compass
- 5 map
- 6 radio

Task 2

Ask students to put the words into the three groups. Get students to check their answers with the person sitting next to them before checking the answers as a class.

Answers

- Weapons: pistol, rifle
 Map reading: compass, map
 Communications: antenna, radio

Grammar Plural forms with -es

Task 3

Go over the examples with the class, giving more examples of each case. Point out the pronunciation of the /s/ and /z/ endings when we add *s*, and the /ɪz/ ending when we add *es*. Then ask students to write the plurals.

Answers

- 1 radios
- 2 marches
- 3 buses
- 4 maps
- 5 compasses

Pronunciation Plural endings

Task 4

Play track 20. Ask students to listen and write the word under the correct heading, according to the pronunciation of the plural ending. Play track 20 again, for students to listen and practise.

Answers

- /s/ maps, recruits
 /z/ pistols, rifles
 /ɪz/ compasses, buses

Task 4 [20]

compasses maps pistols rifles buses recruits

Functional English Numbers 21 – 100

Task 5

Go over the examples with the class. Play track 21 for students to listen and practise.

Task 5 [21]

twenty-one twenty-two twenty-three twenty-four
 twenty-five twenty-six twenty-seven twenty-eight
 twenty-nine thirty forty fifty sixty seventy eighty
 ninety one hundred

Task 6

Ask students to say the numbers.

Extra task

Write a range of numbers under 100 on the board and ask students to choose six. Then call out the numbers randomly. Ask students to cross out their numbers as they hear them called. The winner is the first to cross out all his/ her numbers. That student can then be the 'caller' in the second game, and so on.

Grammar *there is, there are*

Task 7

Go over the examples with the class. You may like to give more examples relating to the group or the classroom, for example, *There is one window in the classroom, There are seven students in the group, etc.*

Speaking

Task 8

Put students in pairs. Ask them to turn to File 3 and find five differences between the pictures. You may wish to do the first one as an example with the class.

Answers

- 1 There are three rifles in picture 1.
- 2 There's a soldier with a rifle in picture 2.
- 3 There's a map in picture 1.
- 4 There's an antenna in picture 2.
- 5 There's a radio in picture 2.

delta (p18-19)

Off-duty: a visit to the PX

Task 1

Ask students to label the pictures using the words in the box. Get them to check their answers in pairs, then check the answers as a class.

Answers

- 1 batteries
- 2 deodorant
- 3 electric razor
- 4 padlock
- 5 shampoo
- 6 soap
- 7 sun cream
- 8 toothbrush
- 9 toothpaste
- 10 towel

Task 2

Pre-teach *How much is ...?, How much are...?* Put students in open pairs to ask and answer the questions. Then put students in closed pairs and ask them to continue.

Answers

- 1 Padlock – five dollars
- 2 Batteries – one dollar forty
- 3 Towel – thirteen dollars
- 4 Electric razor – twenty-seven dollars ninety
- 5 Toothbrush – one dollar ten

Listening

Task 3

Pre-teach *buy*. Play track 22. Ask students to listen and complete the table.

Answers

- Conversation 1: Soap, one dollar
Conversation 2: Sun cream, fourteen dollars fifty
Conversation 3: Electric razor, twenty-seven dollars ninety

Task 3 [22]

- A: Good morning.
B: Good morning. I'd like some soap.
A: Here you are. That's one dollar.
B: Here you are.
A: Thank you.
B: Goodbye.
A: Goodbye.

A: Good morning. Do you sell shampoo?
B: No, I'm sorry.
A: Oh. Do you have any sun cream?
B: Yes, I do. This factor 8 costs fourteen dollars fifty.
A: Here you are.

A: Good afternoon. How much is this electric razor?
B: It's forty-nine dollars fifty.
A: That's expensive.
B: This one is twenty-seven dollars ninety.
A: That's OK.

Grammar Countable and uncountable nouns

Task 4

Go over the examples with the class and explain the difference between countable and uncountable nouns. Ask students to write *C* or *U* in the spaces in the pictures, depending on whether the article is countable or uncountable.

Answers

batteries	C
deodorant	U
electric razor	C
padlock	C
shampoo	U
soap	U
sun cream	U
toothbrush	C
toothpaste	U
towel	C

Functional English Shopping 1

Task 5

Go over the World English box with students and ask if they know what these shops are.

Go over the examples with the class. Ask students to complete the conversations.

Answers

- 1 Do you sell
- 2 How much is it?
- 3 How much is this
- 4 Here you are

Task 6

Put students in pairs. Ask students to choose and practise a conversation. For extra practice, you could ask students to make up their own conversations and practise in pairs or in front of the class.

Listening

Task 7

Put students in pairs. Ask them to put the sentences into the table. Then play track 23, for students to check their answers.

Answers

Shop assistant: Good morning.
Private Phillips: Do you have any batteries for this radio?
Shop assistant: I think so. Do you want nine-volt batteries?
Private Phillips: No, I need six-volt batteries.
Shop assistant: I'm sorry. I have some nine-volt batteries but I don't have any six-volt batteries.
Private Phillips: Oh. Do you have any shampoo?
Shop assistant: Yes.
Private Phillips: How much is it?
Shop assistant: It's one dollar ninety.
Private Phillips: Here you are.

Task 7 [23]

A: Good morning.
B: Do you have any batteries for this radio?
A: I think so. Do you want nine-volt batteries?
B: No, I need six-volt batteries.
A: I'm sorry. I have some nine-volt batteries but I don't have any six-volt batteries.
B: Oh. Do you have any shampoo?
A: Yes.
B: How much is it?
A: It's one dollar ninety.
B: Here you are.

Grammar *some* and *any*

Task 8

Go over the examples with the class. *Some* is used for countable nouns in the plural and uncountable nouns, and is generally used in positive statements. *Any* is often used in negative statements and questions. Practise the weak form of *some* with the class. Then ask students to complete the sentences using *some* or *any*.

Answers

- 1 any
- 2 some
- 3 any
- 4 some
- 5 any

Speaking

Task 9

Ask students to write the conversation. Then play track 24 for students to check their answers. You may want to play track 24 again, pausing after each sentence for students to listen and practise.

Answers

B: like / some
A: don't / any
B: Do / any
A: I
B: much
A: 's
B: you

Task 9 [24]

A: Good morning.
B: I'd like a razor and some shampoo.
A: I'm sorry, I don't have any shampoo.
B: Do you have any soap?
A: Let me see. Yes, I do.
B: How much is that altogether?
A: It's one dollar twenty.
B: Here you are.

Task 10

Put students in pairs. Ask them to practise the conversation in task 9. Make sure they sound polite.

echo (p20)

A day in the life

Task 1

Pre-teach the vocabulary and practise the pronunciation. Put students in pairs. Ask them to put the words in the correct order.

Answers

- 2 breakfast
- 3 lunch
- 4 dinner
- 5 lights out

Listening

Task 2

If you have a portable clock, it would be useful for teaching the time. Otherwise, you will have to use the board to draw the different times. Pre-teach *a.m.* and *p.m.*

Give students time to read Wendy Phillip's Day, then ask them to listen and write the times they hear. Play track 25 twice, if necessary. Put students in pairs. Ask them to check their answers using full sentences, for example, *What time is PT?, It's at 5 a.m.*

Answers

- 1 5 a.m.
- 2 9 a.m.
- 3 4.30 p.m.
- 4 8 p.m.
- 5 9 p.m.

Task 2 [25]

Henry: What time does your day start?
 Wendy: The day starts with wakeup at half past four. Then we do PT, that's physical training, from five o'clock until six o'clock in the morning.
 Henry: When do you have breakfast?
 Wendy: We have breakfast at seven o'clock. We have twenty minutes for breakfast.
 Henry: What do you do in the morning?
 Wendy: We start classes at nine o'clock and we have lunch at twelve o'clock.
 Henry: So what do you do in the afternoon?
 Wendy: In the afternoon, we start classes at one o'clock and we finish at half past four. At half past five we have dinner. And we have an hour for dinner.
 Henry: What do you do in the evening?

Wendy: In the evening we have personal time from eight until nine.

Henry: When do you go to bed?

Wendy: Lights out is at nine o'clock. That's when we go to bed.

Functional English The 12-hour clock

Task 3

Go over the examples with the class. Play track 26 for students to listen and practise. Ask them to write down some more times.

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to read the times and Student B to write the times.

Task 3 [26]

It's twelve o'clock.

It's five thirty.

It's seven forty-five.

Grammar Present simple Wh- questions

Task 4

Go over the examples with the class. Give students an answer to make the meaning of the *Wh-* word clear. Ask students to write the questions in full. Check the answers with the class.

Answers

- 2 What time does she start PT?
- 3 What time does she finish classes in the morning?
- 4 When does she start classes in the afternoon?
- 5 When does she have dinner?
- 6 What does she do in the evening?

Task 5

Put students in pairs. Have them ask and answer the questions about Wendy's day using the questions in task 4. Go round the class monitoring students, paying attention to the third person singular ending.

Speaking

Task 6

Ask students to make up one or two questions using the phrases in the box. Put students in open pairs to practise round the classroom, then put students in closed pairs. Get students to ask their partner questions and take note of his or her answers; these will be used in task 7.

Task 7

Ask students to describe their partner's day to the class using the information from task 6. Correct any pronunciation problems, especially the third person singular ending.

foxtrot (p21)

The 24-hour clock

Task 1

Ask students to read the advertisement for the NCO Club then complete the gaps with the information from the text.

Answers

- 0715
- 1100
- 1315

Functional English The 24-hour clock

Task 2

Go over the examples with the class, pointing out the difference between the 12-hour clock and the 24-hour clock. Practise the pronunciation. You may like to dictate some more times for students to write down.

Task 3

Ask students to listen and write the times. Play track 27 twice. Check the answers with the class, then ask students to practise saying the times.

Answers

- 0930
- 0530
- 0800
- 1800

Task 3 [27]

Now let me see. My English class starts at zero eight hundred. The class finishes at zero nine thirty. PT in the morning is at zero five thirty. The PX opens at zero eight hundred. It closes at eighteen hundred.

Grammar Present simple 3rd person singular statements and negatives, yes / no questions and short answers

Task 4

Go over the examples with the class, pointing out the different endings. Put more examples on the board, e.g. *wash – washes /ɪz/, pull – pulls /z/, like – likes /s/*. Explain that we pronounce final *s* as /z/ after voiced sounds, as /s/ after unvoiced sounds, and as /ɪz/ after the sounds /s/, /ʃ/, /tʃ/. Point out the spelling of the third person singular form of the verb *have – has*.

Speaking

Task 5

Put students in pairs to ask questions and correct each other's information using Files 4 and 5. Go round the class monitoring and taking notes, but try not to stop the flow

of the conversations. In a feedback session at the end of the task, point out the most common and important mistakes.

golf (p22)

Review and Language tactics

Review

Task 1

Ask students to decide which is the correct form of the verb to use in the sentences. Check the answers with the class.

Answers

- live
- doesn't
- have
- sells, doesn't

Task 2

Ask students to write the questions in full using the information. Get students to check their answers in pairs, then check the answers as a class.

Answers

- Do you live in this town?
- Do we have English classes every Monday?
- Does the NCO club open on Monday?
- Does she get up at 0430?

Then ask students to write negative sentences with the same information. Check the answers with the class.

Answers

- You don't live in this town.
- We don't have English classes every Monday.
- The NCO club doesn't open on Monday.
- She doesn't get up at 0430.

Task 3

Ask students to decide which nouns are countable and which are uncountable.

Answers

- | | |
|------------|---|
| truck | C |
| radio | C |
| compass | C |
| map | C |
| rifle | C |
| ammunition | U |
| food | U |
| water | U |

Then ask students to complete the sentences using the words in the box.

Answers

- is, a
- are
- aren't, any
- is, some
- isn't, any

Task 4

Ask students to say the times using the 24-hour clock. Then ask students to match the 24-hour times with the 12-hour times.

Answers

- | | |
|------|----------------------------------|
| 0100 | one o'clock in the morning |
| 2200 | ten o'clock |
| 1630 | half past four in the afternoon |
| 0915 | quarter past nine in the morning |
| 1945 | quarter to eight in the evening |

Language tactics Learn words together

Task 5

You may like to encourage students to learn vocabulary in groups of related words.

Ask students to put the words into groups and to add any words that are interesting or useful to them.

Answers

- aircraft: helicopter, plane
vehicles: bus, truck
equipment: compass, radio
weapons: pistol, rifle

golf (p23)

Integrated skills: hours of operation

Task 1

Give students time to read the information about the facilities at Fort Jackson. Play track 28. Ask them to listen and complete the gaps with the hours of operation.

Answers

- 0800
- 1630
- 2200

Task 1 [28]

This is Andy's Fitness Center. The center is closed right now. Our hours of operation are: Monday through Friday zero five hundred to twenty-one hundred; Saturdays zero eight hundred until eighteen hundred; Sundays and holidays from ten hundred to sixteen hundred.

Magruder's sports pub. We open Monday through Friday from sixteen thirty to twenty-three hundred. On Saturdays we open at sixteen thirty and we close at twenty-four hundred. On Sundays we open at sixteen thirty and we close at twenty-two hundred.

Task 2

Ask students to answer the questions. Check the answers with the class.

Answers

- No, it isn't.
- Yes, at zero eight hundred.
- At twenty-two hundred.
- Yes, it is.

Listening

Task 3

Ask students to read Sergeant Bill Cross's diary. Play track 29. Ask students to complete the missing information. Play the track twice. Put students in pairs to check their answers.

Answers

- | | |
|----------|---------------------------------|
| Mon p.m. | meet with friends at Magruder's |
| Tue p.m. | go bowling |
| Wed a.m. | do sports at the Fitness Center |
| Thu a.m. | have lunch at the NCOs club |
| Fri a.m. | do sports at the Fitness Center |

Task 3 [29]

On Monday morning, Wednesday morning and Friday morning I do sports at the Fitness Center. I try to do weights and running for about 45 minutes. On Tuesday morning and on Thursday morning I have lunch at the NCOs Club. I sometimes go with friends or meet them there. On Monday evening, Wednesday evening and Friday evening, I meet with friends at Magruder's bar. But my favourite evenings are Tuesdays and Thursdays. On Tuesday evening and Thursday evening I go bowling.

Speaking

Task 4

This is an opportunity for students to practise the structures learnt in the unit.

Put students into pairs. Divide the pairs into Student A and Student B. Ask Student B to look at File 6 and answer Student A's questions, so that he/she can complete the diary for Lieutenant Angie Dicks. When they have finished, have the students change roles: ask Student A to look at File 7 and answer Student B's questions, so that he/she can complete the diary for Captain Paul Murphy.

Go round the class monitoring students and taking notes, but try not to stop the flow of the conversations. In a feedback session at the end of the task, point out the most common and important mistakes.

Answers

Lieutenant Angie Dicks:

- Tue a.m. do sports at the Fitness Center
- Wed a.m. do sports at the Fitness Center
- Thu a.m. do sports at the Fitness Center
- Thu p.m. go bowling
- Fri p.m. meet friends at Magruder's

Captain Paul Murphy:

- Mon a.m. have lunch at the NCOs Club
- Mon p.m. go bowling
- Wed a.m. have lunch at the NCOs Club
- Wed p.m. go bowling
- Thu p.m. do sports at the Fitness Center
- Fri a.m. have lunch at the NCOs Club

Task 5

Put students in pairs. Ask them to decide where Bill, Angie and Paul meet during the week.

Answer

Bill, Angie and Paul meet on Friday evening at Magruder's.

3

To be a soldier

BRIEFING

Officer and NCO career paths

As we mentioned in Unit 1, officers and non-commissioned officers (NCOs) represent two very distinct leadership categories in the armed forces. Officers receive an official commission (a type of formal authorisation) for their command directly from a high-level government authority (in the UK, from the Queen's Commission; in the US, from the President). This commission is typically awarded after graduating from a lengthy, formalised training. NCOs begin like any other enlisted service member and generally advance by experience, working their way up through the ranks (though they commonly attend some specialised training as well).

Note that while the difference between officers and NCOs generally represents two separate career paths, in many cases it is possible for NCOs with sufficient potential and experience to apply for officer selection. In the Royal Navy, for example, about 20 per cent of the officers began their careers as ratings (enlisted sailors).

NCOs

Advancing in rank as an NCO is largely a matter of proving abilities and showing continued aptitude during time in service. In the navy, for example, recruits need to be at least 17 years old and begin at the rank of ordinary rate (the equivalent of private in the army). Those who show the right qualities can expect promotion to leading rate (equivalent to corporal) by 22 to 23 years of age. The rank of petty officer (equivalent to sergeant) is typically reached around 26 to 28 years of age. Promotion to chief petty officer (equivalent to staff sergeant) usually happens in a sailor's mid-thirties for qualified candidates.

The length of time an enlisted member is expected to serve varies widely, but typically begins with a four-year contract, which can then be extended. RAF personnel, for example, initially join for nine years of regular service. After completing the first four years, they can apply to extend their engagement to twelve years. If they reach the rank of corporal, they have the opportunity to re-engage to serve a total of 22 years or until the age of 55.

Officers

The classic career path for officers begins with training at one of the military academies, such as the Royal Military Academy at Sandhurst (Army), the Britannia Royal Naval

College at Dartmouth, or RAF Cranwell in Lincolnshire. To focus on the Royal Military Academy at Sandhurst, about 80 per cent of officer candidates have a degree, though sharp individuals without a degree can apply for training as well. Most officers go through the Commissioning Course, which is divided into three 14-week terms, with three to four weeks leave between each term (though during the two leave periods, cadets also attend adventure training and go on expeditions).

During the Commissioning Course, cadets are taught the same basic military skills learned by enlisted members in basic training (see Unit 2), as well as military tactics, organisation, communication, military law and administration skills. Leadership qualities are emphasised above all, especially the officer's responsibilities towards the troops and equipment under his or her command. Cadets put their training into practice on exercises both at home and abroad. After graduation an officer may be responsible for the welfare and discipline of thirty or more people, including seasoned NCOs who might be ten to fifteen years older than him or her.

PROCEDURE

alpha (p24-25)

Great military leaders

Task 1

Put students in pairs. Ask them to complete the dates and nationalities. Then play track 30, for students to listen and check their answers.

Answers

- 1729
- American
- 1805
- Chinese
- 1885
- German

Task 1 [30]

Alexander Vailevich Suvorov was born in Russia in 1729. He died in 1800. George Washington was an American General. He was born in 1732 and he died in 1799. Horatio Nelson was a British Admiral. He was born in 1758. He died at the Battle of Trafalgar in 1805.

Mao Zedong was a Chinese Revolutionary. He lived from 1893 to 1976. George S. Patton was an American General. He was born in 1885 and he died in 1945. Erwin Rommel was a German Field Marshal in World War 2. He was born in 1891.

Pronunciation Saying the year

Task 2

Go over the examples with the class. Play track 31 for students to listen and practise. You may like to put more examples of dates on the board for extra practice.

Task 2 [31]

1800 1805 1945 2004

Task 3

Point out to students that the dates are incorrect. Play track 32 and ask students to listen for the correct dates. Point out to students that the aim of the task is simply to listen for the dates, not understand all the words they hear. Play the track twice.

Answers

- 2 1917
- 3 1781
- 4 1806
- 5 1805

Task 3 [32]

Erwin Rommel fought the Battle of el-Alamein in 1942. The Battle of Cambrai wasn't in 1939. It was in 1917. General George Washington defeated the British at the Battle of Yorktown in 1781. The Battle of Jena was in 1806. Admiral Nelson died at the Battle of Trafalgar in 1805.

Put students in pairs to compare their answers, then check the answers as a class. Ask students to write sentences with the correct dates.

Answers

- 2 The Battle of Cambrai was in 1917.
- 3 The Battle of Yorktown was in 1781.
- 4 The Battle of Jena was in 1806.
- 5 The Battle of Trafalgar was in 1805.

Grammar *was / were* statements and negatives

Task 4

Go over the examples with the class. Point out the weak sound of *was* and *were* in positive sentences and questions, and the strong sound in short answers. For *wasn't* and *weren't*, the consonant clusters often create pronunciation problems – you may want to get the students to listen and practise.

Then ask students to complete the table.

Answers

- 2 was
- 3 wasn't
- 4 were not
- 5 were
- 6 weren't

Task 5

Put students in open pairs. Ask them to read and correct the sentences using the text in brackets.

Answers

- 2 No, he wasn't. He was Roman.
- 3 No, they weren't. They were British.
- 4 No, it wasn't. It was in 1812.
- 5 No, he wasn't. He was Chinese.

Task 6

Go over the text with students and check that the meaning is clear to them. You may want to give students an example or two.

Put students in pairs and ask them to write about famous military people and events from their country. When they have finished, put students into groups of four and ask them to listen to each other's descriptions. You may like to ask some students to read their descriptions to the class.

bravo (p26)

The fighting Pattons

Task 1

Put students in pairs to ask and answer the questions. Go round the class monitoring students, paying attention to the use of the short answers *Yes, he was / No, he wasn't*.

Reading

Task 2

Ask students to label the pictures using the underlined sentences 1–4.

Answers

- Picture 1: Sentence 4
Picture 2: Sentence 2
Picture 3: Sentence 3
Picture 4: Sentence 1

Task 3

Ask students to read the text then answer the questions about General Patton.

Answers

- 2 in 1885
- 3 San Gabriel, California
- 4 Yes
- 5 Beatrice Ayer
- 6 Yes

Grammar *was / were* yes / no and Wh- questions

Task 4

Go over the examples with the class. Put students in open pairs to practise. Go round the class, monitoring students and checking pronunciation and intonation. You may like to put some examples on the board, to personalise the questions for students.

Speaking

Task 5

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to look at File 8 and choose a military leader. Then get Student B to ask Student A *yes / no* questions in order to work out who the leader is. You may like to choose a student and give an example of how to do the task in front of the class.

charlie (p27)

A career in the military

Task 1

Ask students to complete the phrases using the words in the box.

Answers

- 2 attend
- 3 join

Listening

Task 2

Ask students to read the text about Pierre, ignoring the gaps. You may wish to ask a few simple comprehension questions before asking students to complete the text using the verbs in the box. When they have finished, play track 33 for students to check their answers. You may wish to put students in pairs and play the track a second time, for students to compare their answers.

Answers

- 1 graduated
- 2 served
- 3 graduated
- 4 deployed
- 5 promoted

Task 2 [33]

Pierre: I didn't join the army as an officer. I joined as a soldier when I was 19. I liked the army. In 1990, I entered the NCO school. I was 24. I was one year in this school. I graduated in 1991 and I was promoted to sergeant.

In 1992 I served in UNPROFOR, that's the United Nations Protection Force in Bosnia. I worked in the UN headquarters with French, Italian and Spanish soldiers.

In 1993 I entered a school for officers. I was there for two years.

I graduated in 1995 and I was promoted to second lieutenant. I was twenty-nine. After officer school, I attended the infantry officer specialisation course.

In 1997 I deployed to Bosnia with my battalion. This was my second time in Bosnia. In 2000 I was promoted to captain.

Pronunciation Past simple /d/ /ɪd/

Task 3

Play track 34. Ask students to pay attention to the pronunciation of the endings of past tense verbs. Play track 34 again. Ask students to listen and write /d/ or /ɪd/ next to the verb. Play the track again, if necessary.

Answers

- 3 /ɪd/
- 4 /d/
- 5 /d/
- 6 /ɪd/
- 7 /d/
- 8 /ɪd/

When students have finished, check the answers with the class. Point out the rule that when a regular verb ends in a *t* or *d* sound, the *ed* ending will always be pronounced /ɪd/, but that other verb endings will be pronounced /d/ or /t/. (You may also want to mention that there are some irregular verbs, which will be covered later in the unit). Ask students to listen to track 34 again and practise.

Task 3 [34]

deployed graduated promoted entered served
attended joined posted

Grammar Past simple statements and negatives

Task 4

Go over the examples with the class and put a few more of your own examples on the board. Point out the different spellings, e.g. *study* – *studied* (consonant + y); *stop* – *stopped* (the last three letters are consonant-vowel-consonant). Explain to students that the past simple is used for completed actions in the past, and that we usually know when these actions happened.

The past simple should not be too difficult for students to understand. They have already seen the use of auxiliary verbs in the present simple for *do* and *does*, so changing the auxiliary to the past is not so difficult.

Writing

Task 5

Ask students to read the text and then prepare a description of themselves by choosing from the options and completing the gaps. If students are confident, you may like them to present their descriptions to the class.

Extra task

You may like to put students' descriptions on the walls around the classroom and then get them to read each other's descriptions. Ask students to guess who the description is about.

delta (p28-29)

Off-duty: the family

Task 1

Ask students to complete the chart using the words in the box.

Answers

- 1 grandfather
- 2 mother
- 3 sister-in-law
- 4 wife
- 5 son
- 6 daughter

Listening

Task 2

Ask students to read the questions. Play track 35, for students to listen and answer the questions. You may wish to put students in pairs and play the track a second time, for them to compare their answers.

Answers

- 1 She's from Spain.
- 2 No, she isn't. / She was, she's divorced.
- 3 She's a doctor.
- 4 Four

Task 2 [35]

Paul: This is a photo of my family. This is my mother and father. This is my brother David and his wife Maria. Maria's Spanish. And this is my sister Sarah.

Hassim: Is your sister married?

Paul: She was, but she's divorced.

Hassim: Aah. And you, Paul, are you married?

Paul: Yes, I am. This is my wife. My wife's name is Leila.

Hassim: Leila! What does your wife do?

Paul: She's a doctor. She works at the hospital.

Hassim: What about children? Do you have any children?

Paul: Yes, we have two children. A son and a daughter.

Hassim: And what are your children's names?

Paul: Our son's called Mike and our daughter's called Susan. What about you Hassim, are you married?

Hassim: Yes, I am and I have four children.

Paul: That's a very big family.

Grammar Possessive 's

Task 3

Pre-teach that the possessive 's is usually used with people to show possession. Point out that it is not the verb *to be*. You may want to write examples on the board, e.g. *My name's (is) ... (verb to be)*; *My mother's name is ... (possessive)*.

Go over the examples with the class. You may like to give more examples using students in the class. Then ask students to complete the sentences.

Answers

- 2 Paul / Leila's
- 3 David's / Paul's / Sarah's
- 4 Sarah's / David's
- 5 Mike / Susan's

Speaking

Task 4

Put students in pairs to ask each other the questions. Go round the class monitoring students.

Task 5

Ask students to match the celebrations with the pictures. Practise the pronunciation of the words with the class.

Answers

- 1 birthday party
- 2 wedding
- 3 graduation
- 4 anniversary

Listening

Task 6

Play track 36 twice. Ask students to listen and complete the conversation.

Answers

- 1 wedding
- 2 birthday party
- 3 anniversary

Task 6 [36]

A: What did you do last weekend, Hassim?
 B: On Saturday I played football and on Sunday I was at a wedding.

A: Hi, Wendy. Did you have a good weekend?
 B: Yes, I did. It was my brother's birthday party.

A: Where did you go?
 B: To a new Mexican restaurant. It was great.

A: What did you do last Saturday, Paul?
 B: I was at my sister's wedding anniversary.
 A: How did you celebrate?
 B: We had a big meal and went to a club.

Grammar Past simple yes / no and Wh- questions**Task 7**

Go over the examples with the class to show questions in the past simple. You may like to give more examples on the board.

Ask students to put the words in the correct order to form questions.

Answers

- 2 What did Hassim do last Sunday?
- 3 Did you play football last Saturday?
- 4 What did you do yesterday?
- 5 Where did your partner go last weekend?

Pronunciation did you**Task 8**

Play track 37. Ask students to listen to the pronunciation of *did you*. Play the track again and ask them to listen and practise as a class. Then have students practise individually.

Task 8 [37]

Did you play football last Saturday?
 Did you have a good weekend?
 What did you do yesterday?

Speaking**Task 9**

Put students in pairs. Ask them to practise the conversations in task 6.

echo (p30)**You're in the army now****Task 1**

Pre-teach the vocabulary. Ask students to complete the sentences using the verbs in the box.

Answers

- 2 wear
- 3 salute
- 4 follow
- 5 carry

Listening**Task 2**

Pre-teach *before*, *now* and *never*. Play track 38. Ask the students to listen and tick, to show what Li Feng did before and is doing now.

Answers

	before	now
Get up early	✓	✓
Do exercise	–	✓
Follow orders	✓	✓
Give orders	–	✓
Wear a uniform	–	✓
Salute superiors	–	✓
Carry a weapon	–	✓

Task 2 [38]

Li Feng: Before I joined the army, I worked for a year in a bank. I started work at eight o'clock so I got up early. Now I get up early and I do PT with my soldiers at zero eight hundred. When I was a civilian, I didn't do any exercise. In the bank I followed orders, like in the army, but in the bank I never gave orders. In the army I give orders to soldiers. In the bank, when something went wrong it wasn't my problem, but now it's my responsibility. There are other differences. As a civilian I never wore a uniform, I didn't salute my superiors and I didn't carry a weapon! I do all these things now.

Grammar Past simple irregular verbs – statements and negatives**Task 3**

Pre-teach that irregular verbs do not end in *-ed*. Go over the examples and practise with the class.

Speaking**Task 4**

Ask students to complete the sentences using information from their own lives. You may want them to write a short paragraph about themselves before they joined and after they joined. Before students begin, you may like to play track 38 again or get students to read the tapescript for track 38.

Then put students in pairs and ask them to talk about their experiences.

foxtrot (p31)

Military uniform

Task 1

Ask students to label the pictures using the words in the box.

You may like to give students the words and their phonetic transcript, to help them find the words in a dictionary.

Answers

- 1 trousers
- 2 shirt
- 3 cap badge
- 4 boots
- 5 epaulette
- 6 jacket
- 7 cap
- 8 badge of rank

Task 2

Ask students to match the words with the colours. Point out that adjectives (including colours) are placed before a noun, giving examples on the board.

Answers

- 1 camouflage
- 2 green
- 3 black
- 4 blue

Then ask students to describe the pictures.

Answers

- 1 green trousers
- 2 green shirt
- 3 gold cap badge
- 4 black boots
- 5 green epaulette
- 6 green jacket
- 7 green and black cap
- 8 green and white badge of rank

Reading

Task 3

Pre-teach the vocabulary and practise the pronunciation with the class. Ask students to read the text and complete the gaps using the words in the box.

Play track 39 for students to listen and check their answers. Play the track twice, if necessary.

Answers

- 3 cleaned
- 4 polished
- 5 ironed
- 6 brushed
- 7 put on

Task 3 [39]

After the exercise he took off his dirty combat uniform. First, he washed his uniform and he cleaned and polished his boots. Then he ironed his shirt and brushed his beret. Then he put on his uniform again and he paraded with his company.

Pronunciation Past simple /d/, /t/, /ɪd/

Task 4

Play track 40. Ask students to tick the *ed* sound they hear for each verb. Play the track again and ask students to listen and practise as a class.

Answers

- ironed: /d/
polished: /t/
cleaned: /d/
paraded: /ɪd/
brushed: /t/

You may want to point out that for regular verbs ending in *s*, *ss*, *sh*, *ch* and *x*, *-ed* is pronounced as /t/ in the past tense, and that other verbs have a /d/ sound (except those with infinitive ending /t/ and /d/). Point out to students that the correct sound should come naturally – the main problem is to concentrate on the /ɪd/ ending.

Task 4 [40]

washed ironed polished cleaned paraded brushed

Writing

Task 5

Ask students to write a paragraph describing their uniform.

golf (p32)

Review and Language tactics

Task 1

Pre-teach how to say dates in English. Practise the pronunciation of the *st*, *nd* and *th* endings with the class. Point out that we use *the* before a date when speaking, but not in written English.

Ask students to look at the calendar and identify the days.

Answers
 yesterday the 16th
 last weekend the 12th and 13th
 last Friday the 11th
 last Saturday the 12th

Task 2

Put students in pairs to ask and answer questions about last week.

Task 3

Point out that certain verbs take certain prepositions, so it is a good idea to learn the new verb together with its dependant preposition. Ask students to complete the phrases using the words in the box.

Answers
 1 to
 2 from
 3 to
 4 in
 5 to

Then ask students to complete the sentences with the correct preposition.

1 from
 2 to
 3 to
 4 in
 5 to

Task 4

Ask students to complete the chart using the words in the box.

Answers
 1 grandfather
 2 mother
 3 sister
 4 husband
 5 daughter

Language tactics Parts of speech

Task 5

Pre-teach the parts of speech to the class, giving more examples on the board. Then put students in pairs. Ask them to study the example and identify the parts of speech.

Answers
 2 French
 3 played
 4 in

golf (p33)

Integrated skills: military history quiz

Task 1

Put students in groups to ask and answer the questions. You may like to make this task more competitive by giving the groups a time limit in which to answer the questions. For example, you could tell students to stop when the first group shouts *Finished!*

Answers

1 b
 2 a
 3 c
 4 c
 5 a
 6 b
 7 a
 8 c
 9 b
 10 c
 11 b
 12 b
 13 b
 14 b
 15 a

Task 2

Put students in groups and ask them to write more questions. Go round the class monitoring students and checking for mistakes that will make their questions difficult to understand.

Task 3

Get the groups to ask each other the questions they wrote in task 2.

4

Military organisation

BRIEFING

Army organisation: unit size and role

The British Army is organised into various units, depending on needs and situation. The terms used to define these units are easier to understand if we think about the difference between administrative organisation, operational (or task-oriented) organisation (those required to carry out specific missions) and battlegroups (wartime or conflict-oriented units). However, the groupings of units and some of the terminology also varies depending on the branch, history and role of the unit.

Administrative organisation

- **Division:** an administrative grouping of battalions or regiments. A division is responsible for all administrative aspects of its units, from recruiting and promotions to long-term planning.
- **Regiment:** composed of one or more regular battalions and associated territorial army (reserve or militia) battalions.
- **Battalion:** typically composed of five companies (about 700 men in total) and commanded by a lieutenant colonel. The British Army has a total of 45 battalions.

Operational organisation

Operational organisation is similar to administrative organisation, but the battalions and regiments are organised into groupings called brigades. A brigade is typically a grouping of five battalions or regiments. Three or four brigades, in turn, form an operational division, which has a specific operational task. However, the specific organisation of units will vary according to the mission and the units involved.

Battlegroups

Battlegroups are not standing, or permanent, units. They are structured according to the specific task or mission to be carried out. A battlegroup is a sub-grouping of a brigade and is commanded by a lieutenant colonel. The battlegroup is composed of various units from the brigade – such as infantry, armour, artillery, engineers, and possibly aviation – to enable the completion of its particular mission.

PROCEDURE

alpha (p34-35)

Army organisation

Task 1

Put students in pairs. Ask them to match the words with the military symbols.

Answers

- 1 platoon
- 2 battalion
- 3 section
- 4 company

Reading

Task 2

Ask students to read the text and complete the gaps with the words from task 1.

Answers

- 1 section
- 2 platoon
- 3 company
- 4 battalion

Task 3

Ask students to say if the sentences are true or false.

Answers

- 2 False
- 3 True
- 4 False
- 5 False

Then ask students to correct the false statements.

Answers

- 2 The section commander isn't a sergeant. He/She is a corporal.
- 4 The company OC isn't a captain. He/She is a major.
- 5 A battalion doesn't have nine platoons. It has fifteen platoons.

Go over the World English box with the class.

Task 4

Ask students to make sentences about the British Army using the information from task 2.

Answers

- 1 A section has between eight and ten men. The commander is a corporal. The 2IC is a lance corporal.
- 2 A platoon has between twenty-four and thirty men. The commander is a second lieutenant or lieutenant. The 2IC is a sergeant.
- 3 A company has between seventy-two and ninety men. The commander is a major. The 2IC is a captain.
- 4 A battalion has between three hundred and sixty and four hundred and fifty men. The commander is a lieutenant colonel. The 2IC is a major.

Task 5

Ask students to read the text in task 2 again and underline the ranks. Put students in pairs. Get them to complete the chart with the British Army ranks.

Answers

- 1 Lance Corporal
- 2 Sergeant
- 3 Company Sergeant Major
- 4 Lieutenant
- 5 Major
- 6 Lieutenant Colonel

Pronunciation Military ranks

Task 6

Play track 41. Ask students to listen and write the ranks. Check the answers as a class.

Answers

- 2 Corporal
- 3 Sergeant
- 4 Colonel
- 5 Major

Task 6 [41]

This is Captain White.
I'm Corporal Parks.
He's Sergeant Minter.
Is Colonel Brown here?
My name is Major Chen Lin.

Then play track 42. Ask students to listen and practise, paying attention to pronunciation and intonation.

Task 6 [42]

Captain Corporal Sergeant Colonel Major

Speaking

Task 7

Put students in pairs. Ask them to complete task 5 with the ranks for their own country.

When students have finished, go over the examples with the class. In pairs, get students to ask and answer questions about their rank.

bravo (p36)

Armour, artillery and engineer formations

Task 1

Ask students to label the symbols with the words in the box. Check the answers with the class. Practise the pronunciation with students.

Answers

- 1 artillery
- 2 engineer
- 3 armour
- 4 infantry

Reading

Task 2

Ask students to read the text and complete the table.

Answers

- 1 troop
- 2 troop
- 3 battery

Task 3

Put students in pairs. Ask them to write the name of the unit.

Answers

- 2 armour troop
- 3 artillery battery

Functional English Ordinal numbers

Task 4

Go over the examples with the class. Point out that we say *the* in front of the ordinal number, e.g. when saying the date. You may want to write more examples on the board.

Play track 43. Have students listen and practise as a class, then practise with individual students.

Task 4 [43]

first second third fourth fifth sixth seventh eighth
 ninth tenth
 eleventh twelfth thirteenth fourteenth fifteenth
 sixteenth seventeenth eighteenth nineteenth twentieth

Pronunciation Compound nouns**Task 5**

Play track 44. Ask students to mark where they hear the stress. Play the track again, if necessary.

Answers

- 1 Stress on 'Engineer'
- 2 Stress on 'Signal'
- 3 Stress on 'Armoured'

Play track 44 again. Ask students to listen and practise.

Task 5 [44]

8th Engineer Regiment
 14th Signal Regiment
 3rd Armoured Regiment

Speaking**Task 6**

Give students time to prepare a short description of the organisation of their country's army. Ask them to make notes from which to speak to the class. Students should not write a paragraph to read word for word.

charlie (p37)**Modes of address****Task 1**

Ask students to label the picture using the words in the box. Check the answers as a class, then practise the words paying attention to pronunciation and stress.

Answers

- 1 superior
- 2 salute
- 3 subordinate

Listening**Task 2**

Ask students to read the conversations and try to predict what will be said. Play track 45. Ask students to listen and complete the sentences.

Answers

- 2 Yes, sir
- 3 corporal

Task 2 [45]

A: Excuse me, ma'am, can I have a word please?
 B: What is it, Private Thomas? I'm very busy at the moment.

A: Corporal Smith.

B: Yes, sir.

A: Lance Corporal Duncan reporting, ma'am.

B: Good morning, corporal. At ease.

Functional English Modes of address**Task 3**

Go over the examples with the class. Practise the pronunciation of the different ranks. Point out that for questions to a superior, the subordinate begins with *sir/ma'am*. When answering a superior, the subordinate ends with *sir/ma'am*.

Task 4

Ask students to complete the conversations using the correct mode of address. (You may also like to ask what the confusion is as the message has been passed on: the colonel wants the list of new recruits; the lieutenant does not want the list of new colonels.)

Answers

- 1 Lieutenant
- 2 sir
- 3 ma'am
- 4 sir

Task 4 [46]

Maj Hargevik: Lieutenant Walker, the colonel wants the list of new recruits as soon as possible.

Lt Walker: Right away, sir.

Lt Walker: Get me the new list for the colonel, please Sergeant.

Sgt Muller: Yes, ma'am.

Sgt Muller: Excuse me, sir. The lieutenant wants the list of new colonels.

CSM Ellis: What?

Speaking**Task 5**

Put students in pairs to practise the conversations in task 4. You may wish to ask students to invent their own conversations and then role-play for practice.

Off-duty: a drink with friends

Task 1

Introduce the names of the organisations and practise their pronunciation. Ask students to match the names with the pictures using the words in the box.

- Answers
- 1 NATO
 - 2 Oxfam
 - 3 The United Nations
 - 4 Médecins Sans Frontières

Listening

Task 2

Play track 47. Ask students to listen to the conversation and complete the table. Point out that the aim of the task is to listen for the job and organisation, not understand all the words they hear.

	<i>job</i>	<i>organisation</i>
Stan	military observer	United Nations
Carmen	doctor	Médecins Sans Frontières
Krista	nurse	Oxfam

Task 2 [47]

Stan: Excuse me, is this seat free?
 Carmen: Yes. Please, sit down.
 Stan: Thank you. I'm Stan.
 Carmen: My name's Carmen, and this is my friend Krista.
 Stan: Hello, Krista.
 Krista: Hi.
 Carmen: Are you here alone?
 Stan: No, I'm meeting a friend, but he's late.
 Krista: So, what do you do, Stan?
 Stan: I'm in the army. I'm a military observer. I work for the United Nations. What about you?
 Carmen: I'm a doctor. I work for Médecins Sans Frontières. I work in the hospital.
 Krista: And I'm a nurse. I work for OXFAM. I work in the hospital too.
 Stan: Look, here's my friend, Alan.
 Alan: Hello.
 Carmen: Hi.
 Krista: Hi.

Task 3

Ask students to read the questions. You may want to check that they understand them before beginning the task.

Play track 48. Ask students to listen and answer the questions. Play the track twice, if necessary. You may like to put students in pairs and play the track again, for them to compare their answers.

- Answers
- 1 Last September.
 - 2 Last October.
 - 3 Twelve months.
 - 4 Yes, it is.
 - 5 He (really) likes the people.

Task 3 [48]

Stan: When did you arrive?
 Carmen: Last September. And you?
 Stan: Last October.
 Carmen: How long are you here for?
 Stan: Six months. What about you?
 Carmen: Twelve months.
 Stan: Is this your first time here?
 Carmen: Yes, it is. What about you?
 Stan: Me too.
 Carmen: And what do you think about the place?
 Stan: I really like the people.
 Carmen: Me too.

Functional English Social conversation

Task 4

Go over the examples of social conversation, return questions and ways of agreeing. Check that the meaning is clear to students. Point to the picture and explain that Alan and Carmen are working temporarily in a foreign country and that Alan, Carmen and Krista have met in a café/bar.

Ask students to complete the conversation using questions from the examples.

- Answers
- 1 did you arrive
 - 2 are you here
 - 3 What about
 - 4 is this your first
 - 5 do you think about

Speaking

Task 5

Play track 49, for students to listen and check their answers to task 4. Then put students in pairs to practise the conversation.

Task 5 [49]

Krista: When did you arrive, Alan?
Alan: I arrived last January.
Krista: And how long are you here for?
Alan: My contract is for two years. What about you?
Krista: Me! I was born here. So, is this your first time here?
Alan: No, I was here last year.
Krista: So, what do you think about my country?
Alan: I really like it.

Extra task

Put students in groups of three. Ask them to make up their own conversations to role-play in front of the class.

Functional English Civilian titles

Task 6

Go over the examples of civilian titles with students. Practise the pronunciation as a class. Ask students to complete the rules for informal and formal situations.

Answers

- 1 first name
- 2 Doctor
- 3 Mrs
- 4 Miss
- 5 Mr

Grammar Prepositions *for, in, and at*

Task 7

Go over the examples of the use of prepositions with the class. Ask students to complete the sentences with the correct preposition.

Answers

- 1 for
- 2 in
- 3 for
- 4 at
- 5 in

Pronunciation Correcting

Task 8

Play track 50. Ask students to listen and underline the stressed word, then check the answer with the class. Explain that the word is stressed in order to correct the speaker's information.

Play the track again. Ask students to listen and practise as a class. Then go round the class and get individual students to practise, making sure that they stress the correct word.

Answer
Captain

Task 8 [50]

A: Did you say Lieutenant Meyer?
B: No, Captain Meyer.

Task 9

Put students in pairs. Divide the pairs into Student A and Student B. Student A checks the ranks and names with Student B. Student B turns to File 9 to check the information and correct Student A.

Answers

- 1 Mrs Evans
- 2 Major Hart
- 3 Dr Ford
- 4 Private Fox
- 5 General Hastings

echo (p40)

Arms and services

Task 1

Introduce the British Army branches and practise the pronunciation with the class. Ask students to match the branches and insignia.

Answers

- 1 the Army Air Corps
- 2 the Royal Artillery
- 3 the Royal Army Medical Corps

Reading

Task 2

Before students begin task 2, you may like to pre-teach some of the vocabulary or ask students to look up the meaning of words in a dictionary, e.g. *support, involve, fighting*.

Ask students to read the text and complete the gaps with the branches from task 1. Then play track 51, for students to listen and check their answers.

Answers

- 1 Army Air Corps
- 2 Royal Artillery
- 3 Royal Army Medical Corps

Task 2 [51]

Good morning. I'm Sergeant Hardy. Welcome to this briefing about the British Army. I'm going to begin with the arms and services of the army.

The British Army classifies the different corps and regiments of the army as Combat Arms, Combat Arms Support and Combat Service Support. The Combat Arms are directly involved in fighting. The Combat Arms include the Royal Armoured Corps, the Infantry and the Army Air Corps. The mission of Combat Arms Support corps is to provide close support to the Combat Arms. The Combat Arms Support corps include the Royal Artillery, the Royal Engineers, the Royal Signals and the Intelligence corps. Combat Service Support corps include the Royal Logistic corps, the Royal Army Medical corps and the Royal Electrical and Mechanical Engineers.

Task 3

Ask students to complete the sentences with arms or services from task 2. You may like to pre-teach some of the vocabulary or ask students to look up the meaning of words in a dictionary, e.g. *build, roads, bridges, enemy*.

Answers

- 1 Intelligence Corps
- 2 Royal Engineers
- 3 Royal Signals
- 4 Royal Army Medical Corps

Grammar Infinitive complements

Task 4

Go over the examples with the class and explain the rule for infinitive complements (subject + *be* + *to* + verb). You may like to point out more examples from the sentences in task 3. Pre-teach the vocabulary to be used in the task and practise pronunciation with the class.

Ask students to complete the sentences using the words in the box.

Answers

- 1 transport
- 2 provide
- 3 fly
- 4 maintain

Pronunciation Syllables and word stress

Task 5

Point out the importance of word stress to students: a wrongly stressed syllable can make it difficult for a listener to understand a word. You may want to mention that what looks like a four-syllable word in writing may be pronounced with three syllables.

Play track 52. Ask students to listen and count the syllables, then check the answers as a class. When students have the correct answer, get them to mark the stressed syllable.

Answers

- 1 aviation – 4 syllables; stress – aviation
- 2 engineer – 3 syllables; stress – engineer
- 3 infantry – 3 syllables; stress – infantry
- 4 medical – 3 syllables; stress – medical
- 5 signals – 2 syllables; stress – signals
- 6 transport – 2 syllables; stress – transport

Task 5 [52]

artillery aviation engineer infantry medical signals
transport

Writing

Task 6

Ask students to write about the branches of their country's army using the structure provided.

Extra task

For extra speaking practice, you could ask some students to make a presentation to the class about their country's army, especially if there are students from different nations in the class.

foxtrot (p41)

Large formations

Task 1

Ask students to label the units using the words in the box. Practise the words with the class, paying attention to pronunciation and stress.

Answers

- 1 brigade
- 2 battalion
- 3 division

Task 2

Put students in pairs. Ask them to talk about where their country's armed forces are deployed. Help students with the names of countries that they do not know in English.

Listening

Task 3

Ask students to read the chart to check for new vocabulary, and answer any vocabulary questions they have. Point out that the aim of the task is to listen for the information required, not understand all the words they hear.

Play track 53. Ask students only to listen, because there is a lot of information. Then play track 53 again. This time, ask students to complete the chart by writing in the missing information from the boxes at the top of each column.

Get students to check their answers in pairs before checking the answers as a class.

Answers

- 1 1st
- 2 4th
- 3 7th
- 4 20th
- 5 Navy
- 6 Army
- 7 Air Force
- 8 civilian
- 9 Bosnia
- 10 Kosovo

Task 3 [53]

Right. I'm now going to talk about British Army deployments.

British Forces are currently deployed in more than 80 countries, including Germany, Cyprus, Bosnia and Kosovo.

British Forces Germany. The 1st Armoured Division is stationed in Germany. This division is composed of three brigades – the 4th Armoured Brigade based in Osnabruck, the 7th Armoured Brigade based in Bergen and the 20th Armoured Brigade based in Paderborn. With combat support and combat service support elements, the total strength of British forces in Germany is about 18,000 personnel. The 1st Armoured Division is equipped with 300 Challenger main battle tanks.

Cyprus. The joint military command of British Forces Cyprus comprises 3,325 servicemen and women. 27 from the Royal Navy, 2,169 from the Army, and 1,129 from the Royal Air Force. They are supported by about 400 UK civilian personnel.

Bosnia and Kosovo. The UK contributes a battlegroup and support personnel to the NATO-led operations in Bosnia and Kosovo. The UK's contribution in Bosnia is currently about 2,000 personnel. 3,500 servicemen and women are currently deployed in Kosovo.

Pronunciation Large numbers

Task 4

Go over the examples with the class and practise the pronunciation of the numbers. Refer students to the information in the World English box. Point out that a comma is used after thousands in English, e.g. 1,350 (in other languages such as Spanish a decimal point is used to separate the thousands from the hundreds, e.g. 1.350).

Play track 54. Ask students to listen and practise.

Task 4 [54]

196	300	325	2,169	3,000
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Functional English Describing a military organisation

Task 5

Go over the examples with the class. You may like to teach some of the vocabulary or ask students to look up the meaning of the words in a dictionary.

Task 6

Ask students to write a description of a large unit in their country's armed forces. You may then like to ask some confident students to make a short presentation to the class.

golf (p42)

Review and Language tactics

Review

Task 1

Ask students to complete the table by ticking the correct column.

- Answers**
 Miss – single
 Ms – don't know
 Mr – don't know

Task 2

Put students in pairs. Ask them to pronounce the words and then answer the questions. Play track 55 for students to listen and check their answers.

- Answers**
sergeant – two syllables
missus (Mrs) – two syllables
mister (Mr) – two syllables
major – two syllables
corporal – two syllables

Task 2 [55]

sergeant Mrs Mr major corporal

Task 3

Ask students to complete the sentences with the correct preposition – *for*, *in* or *at*.

- Answers**
 2 for
 3 at
 4 in / at
 5 in / at, in

Task 4

Ask students to write the abbreviations in full.

Answers

- 1 armd – armoured
- 2 arty – artillery
- 3 engr – engineer
- 4 inf – infantry

Task 5

Ask students to write the abbreviations for the ranks.

Answers

- 1 general – Gen
- 2 brigadier – Brig
- 3 major – Maj
- 4 captain – Capt

Language tactics Compound nouns

Task 6

This task introduces students to compound nouns. Point out that they are very common in English. Go over the examples with the class. Explain that once students understand the basic principle, they should be able to guess the meaning of many new words.

Ask students to read the definitions and make compound nouns, using one noun from the third column and one noun from the fourth column.

Answers

- 2 policeman
- 3 servicewoman
- 4 anti-tank weapon
- 5 platoon commander
- 6 German general
- 7 second lieutenant
- 8 weapons training

golf (p43)

Integrated skills: organising a conference

Listening

Task 1

Point out to students that the picture shows Major Black giving a briefing. Ask students to read the briefing notes and decide what will be needed in each gap: a number, date, name, time or other information.

Play track 56. Ask students to check their answers in pairs. Play the track again and check the answers as a class.

Answers

- 1 Ariadne
- 2 15th
- 3 19th
- 4 1200
- 5 Sunday
- 6 2200
- 7 25
- 8 33
- 9 formal civilian clothes

Task 1 [56]

Officer: Good evening, gentlemen. This briefing is for the security conference. Please take notes.

Accommodation. The seminar is taking place at the Ariadne – I spell A-R-I-A-D-N-E – Hotel in Stockholm. Conference dates. The conference starts on Monday, October 15th at 0830 hours.

B: Excuse me, did you say Monday 5th?

Officer: No, Monday 15th. It finishes on Friday, October 19th at 1200 hours. Arrival and departure. Expect participants to arrive on Sunday, before 2200 hours and depart on Friday, October 19th. Participants. Most of the participants are military but some participants are civilian. There are 25 military and eight civilian.

C: Sorry, did you say 18 civilians?

Officer: No, eight. So that's a total of 33 participants.

Dress is civilian clothes – that's formal civilian clothes. Are there any more questions?

Task 2

Ask students to answer the questions either orally or in writing using the briefing notes from task 1.

Answers

- 1 The conference is at the Ariadne Hotel in Stockholm.
- 2 It starts at 0830 hours.
- 3 It finishes on Friday October 19th.
- 4 Eight participants are civilian.

Speaking

Task 3

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to check if the information on his/her list is correct by asking Student B questions. Student B has the information in File 10. You may want to go over the example with the class and, if necessary, choose a student with whom to do a second example.

During the task, go round the class monitoring students and paying attention to any serious mistakes. Try not to interrupt the flow of the conversations.

BRIEFING

The importance of physical training in the army

The army places a high emphasis on physical training (PT), for obvious reasons. A soldier must be in top physical condition before he or she goes into battle. As one Ministry of Defence spokesman said, "A soldier is going to have to march a long way with a heavy pack and then he's got to fight with all his heart and kill the enemy. It's not easy" (BBC News, *The battle to reach fighting fitness*, 12 February 2000). On combat operations in desert areas, for instance, temperatures may reach 45 degrees Celsius and soldiers may need to march twelve kilometres or more carrying 25-kilogram packs before fighting.

The PT in the British Army is recognised as among the most demanding in the world. During the 44-week programme at the Royal Military Academy at Sandhurst, training is progressively more difficult with each passing week. Before their graduation, recruits will have to complete a fast march in full gear, followed by the assault course (see below). However, PT is not only important for physical conditioning – it also helps to develop character and team spirit. Many of the athletic activities are designed to teach soldiers to work closely together under pressure as a unit. Because of this, physical training goes well beyond running, press ups and sit ups.

The army promotes a wide range of sporting and adventure activities, such as fencing, karate, football, climbing, parachuting, and many others. Some of these activities, such as climbing and skiing, may be incorporated as part of adventure training. However, the army also actively encourages participation in sports and adventure activities during a soldier's leisure time. Army sporting clubs and associations often compete with civilian clubs, and teams have travelled around the world to compete in international events. British Army athletes have even competed in the Olympics and won medals in international competitions.

The assault course

The assault course, or obstacle course, is one of the most challenging aspects of a soldier's physical training. It is designed to push a soldier to his or her limit, and then across that limit. The particular obstacles vary from course

to course, but every course is specifically designed to test and develop speed, strength, coordination and endurance. Aside from the obstacles mentioned in Unit 5: foxtrot of the Student's Book, soldiers may have to swing across a river on a rope, run in and out of tyres on the ground (to test foot agility), or 'rappel' down the side of a wall (sliding down a rope using climbing equipment). Usually, at least once per training cycle, some obstacles are incorporated into live fire exercises as well (such as crawling under barbed wire with machine-gun fire overhead). Both individual effort and teamwork are emphasised, and trainers organise both individual and team competitions to encourage soldiers to give their all.

It is not just a soldier's physical characteristics that are put to the test. The assault course also allows trainers to evaluate the mental attitude and willpower of the recruits under stressful and exhausting conditions. It also gives recruits the chance to evaluate their own levels of courage and tenacity. They frequently find that with determination and heart, they are capable of achieving much more than they thought. For this reason, the assault course is often called the confidence course.

PROCEDURE

alpha (p44-45)

Sports

Task 1

Ask students to match the words with the pictures. Practise the pronunciation of the words with the class.

Answers

- 1 tennis
- 2 karate
- 3 football
- 4 sit ups
- 5 stretching exercises
- 6 baseball

Task 2

Ask students to read the text. You may like to introduce some of the new verbs, for example, *beat*, *break*, *win*, *lose*, in both the present and the past tense.

Ask students to decide if the sentences are true or false.

Answers

- 1 false
- 2 true
- 3 true
- 4 true

Grammar Present continuous statements and negatives

Task 3

This area can be quite problematic for students because some languages do not distinguish between the present simple and the present continuous. This means that students might just as easily use a present simple to express an action happening now. There might also be confusion with the use of auxiliary verbs, e.g. *She's come from Poland* instead of *She comes from Poland*; *What does he doing?* instead of *What is he doing?*; *Where you playing?* instead of *Where are you playing?*

Go over the examples carefully with students, writing more examples on the board. Point out the spelling changes and write more examples of each one, e.g. *write – writing*; *run – running*; *draw – drawing*.

Ask students to write sentences about the pictures in task 1.

Answers

- 1 He's playing tennis.
- 2 They're doing karate.
- 3 They're playing football.
- 4 They're doing sit ups.
- 5 She's doing stretching exercises.
- 6 He's playing baseball.

Task 4

Ask students to put the sports from task 1 in groups.

Answers

Ball games: baseball, football, tennis
Exercise/self-defence: karate, sit ups, stretching exercises

Now ask students to choose the correct verb to complete the rules for each category of sport.

Answers

- 1 play
- 2 do

Go over the World English box with students.

Task 5

Ask students to add more sports to the table in task 4. You may want students to ask you for examples or to research using a dictionary. Practise the pronunciation of new words.

Pronunciation *be* contractions

Task 6

Play track 57 and ask students to listen to the sentences. Point out the weak form and pronunciation of the contractions. Play track 57 again, and ask students to listen and practise. Go round the class checking pronunciation.

Task 6 [57]

I'm having a terrible weekend.
It's the battalion football match.
Our team isn't winning.
They're playing football.

Speaking

Task 7

Put students in pairs. Divide the pairs into Student A and Student B. Student A chooses a sport and mimes it for Student B to guess. Encourage students to use the verb in the present continuous and not to say just the name of the sport.

bravo (p46)

What are you doing?

Task 1

Pre-teach *to do weight training*. Put students in pairs. Ask them to say what the people in the pictures are doing.

Answers

- 1 He's doing weight training (weights).
- 2 He's playing golf.
- 3 They're playing football.

Task 2

Ask students to complete the conversations using the phrases from the box. Point out to students that they should use the verbs in the present continuous.

Answers

- 1 going to the gym
- 2 playing golf
- 3 using this machine
- 4 playing football

Listening

Play track 58, for students to listen and check their answers to task 2.

Task 2 [58]

Jane: Hi, Peter. Where are you going?
Peter: I'm going to the gym. I have a fitness test next week.

Mario: Hello.

Paul: Hello, Mario, it's Paul. What are you doing?

Mario: I'm playing golf at the club.

Fernando: Are you using this machine?

Lisa: No, I'm not.

Maj Brown: Good morning, Lieutenant Smith.

Lt Smith: Good morning, sir.

Maj Brown: Where are your men this morning?

Lt Smith: They're playing football. They're practising for the match with the Italians on Saturday.

Task 3

Put students in open pairs. Go round the class, getting one student to ask a question and his/her partner to answer. Correct pronunciation and intonation.

Answers

- 1 He's going to the gym.
- 2 He has a fitness test next week.
- 3 He's playing golf.
- 4 They're playing football.
- 5 They're practising for the match with the Italians on Saturday.

Grammar Present continuous *yes / no* and *Wh-* questions

Task 4

Go over the examples with the class. Point out that because *to be* is an auxiliary verb, it is only necessary to invert *be* and the subject to form the questions. Highlight the use of *be* in the short answers.

Ask students to write the questions and answers in full. Put students in pairs to check their answers.

Answers

- 2 Where is he playing golf? He's playing golf at the golf club.
- 3 Is he running? No, he isn't. He's playing tennis.
- 4 Why is she practising? She's practising for the competition.
- 5 Are they doing karate? Yes, they are.

Speaking

Task 5

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to turn to File 11 and Student B to turn to File 12. Each student asks questions to find the five differences between File 11 and File 12.

Answers

In File 11:

- 1 Player number 3 is trying to score a goal.
- 2 Player number 1 is on the ground.
- 3 The referee is watching the match/walking.
- 4 The goalkeeper is trying to save the goal.

In File 12:

- 5 The two players are running after the ball.

charlie (p47)

PT kit

Task 1

Practise the pronunciation of the words with the class. You may like to give students the phonetic transcript.

Then ask students to label the pictures using the words in the box.

Answers

- 1 tracksuit
- 2 tennis racket
- 3 ball
- 4 sports bag
- 5 T-shirt
- 6 trainers
- 7 bat
- 8 shorts

Task 2

Ask students to read the text and complete the sentences.

Answers

- 2 T-shirt
- 3 bat / sports bag
- 4 tracksuit
- 5 tennis racket
- 6 trainers

Task 3

Ask students to put the words from task 1 in groups, to show whether they are clothes or equipment. You may wish to help them add more vocabulary to each group.

Answers

Clothes: tracksuit, shorts, trainers, T-shirt
Equipment: ball, bat, tennis racket, sports bag

Ask students to decide which verb we use with which group.

Answers

- 1 We wear clothes.
- 2 We carry equipment.

Listening

Task 4

Play track 59. Ask students to listen and point to the items in the picture.

Answers

- 1 shorts
- 2 tracksuit
- 3 sports bag
- 4 socks
- 5 trainers

Task 4 [59]

He's wearing grey shorts.
She's wearing a blue tracksuit.
He's got a black sports bag.
He's wearing white socks.
She's wearing black and white trainers.

Then ask students to label the colours using the words in the box. Practise the pronunciation with the class.

Answers

- 1 red
- 2 khaki
- 3 green
- 4 black
- 5 white
- 6 yellow
- 7 brown
- 8 blue
- 9 grey

Speaking

Task 5

Ask students to describe what people in the class are wearing. Pay attention to pronunciation and intonation.

Extra task

You may like to introduce a *Yes / No* guessing game. Ask a student to think of another person in the class. Students then have to guess who he or she is thinking about using *yes / no* questions about the person's clothes, e.g. *Is he/she wearing black trousers?*, etc.

delta (p48-49)

Off-duty: free time activities

Task 1

Pre-teach the new vocabulary and practise the pronunciation with the class. Ask students to answer the questions using the words and phrases from the box. Answers about which activities students do alone and which they do with other people may vary.

Listening

Task 2

Get students to read the conversation and check that the meaning is clear to them. Pre-teach some of the vocabulary, e.g. *watch TV*, *go to the cinema*, *do the housework* and *meet friends*.

Play track 60. Ask students to listen and complete the conversation.

Answers

- 1 watch TV
- 2 go to the cinema
- 3 do the housework
- 4 meet friends
- 5 do the housework

You may like to ask students to describe other free time activities and write these on the board.

Task 2 [60]

Mario: What do you usually do at the weekend, Peter?
Peter: I usually watch TV on Friday evening. On Saturday morning I always go shopping with my wife and children. We don't usually go out but we sometimes go to the cinema on Saturday evening. On Sunday morning I do the housework with my wife. What about you, Mario?
Mario: Well, I'm not married, I'm single so on Friday night I always meet friends. On Saturday morning I do sport and in the evening I often go out, to a bar or club. On Sunday I relax at home. Sometimes I read a book or magazine, and sometimes I play computer games. I never do the housework.

Grammar Frequency adverbs

Task 3

Go over the examples with students. Point out that frequency adverbs are used to express habits and are usually used with the present simple. They appear in a sentence after the subject and before the main verb, or after an auxiliary verb and after the verb *to be*. You should mention that *sometimes* and *usually* can be placed at the beginning of the sentence for extra emphasis.

Ask students to make true sentences about Peter and Mario. You may like students to give answers either orally or in writing.

Speaking

Task 4

Put students in pairs. Get them to ask each other questions about what they do in their free time and to note down their partner's answers. Students should then swap roles.

When they have finished, go round the class asking students about their partner. Pay attention to students' use of the third person s.

Listening

Task 5

Play track 61. Ask students to listen and complete the table. Point out that the three faces correspond to *like*, *don't mind*, *don't like*. You may like to put students in pairs and play the track a second time, for them to compare their answers.

Answers

	Peter	Mario
Watching TV	don't like	like
Going shopping	don't mind	don't like
Washing the car	like	don't mind
Doing the housework	don't mind	don't like
Going out	don't like	like
Playing computer games	don't like	like

Task 5 [61]

Mario: What do you like doing at the weekend, Peter?
 Peter: Well, I don't like watching TV and I don't like computer games. I don't mind going shopping and I don't mind doing the housework. I like washing the car but I don't like going out. What about you, Mario?
 Mario: I like watching TV but I don't like going shopping. I don't mind washing the car but I don't like doing the housework. I like going out and I like computer games – I always go out on Saturday night.

Functional English Likes and dislikes

Task 6

Go over the examples with the class. Point out the use of the gerund after verbs such as *like*, *love*, *hate*, *prefer*, *don't mind* – this is an area where students repeatedly make mistakes. You may like to ask students questions in order to practise the structure, and then get students to ask each other questions in open pairs.

After studying the examples, ask students to write the sentences in full.

Answers

- Mario likes watching TV.
- Peter doesn't mind going shopping.
- Mario doesn't like going shopping.
- Peter likes washing his car.

Speaking

Task 7

Ask students to complete the table in task 5 using their own answers. Then put students in pairs, for them to ask questions and complete the table for their partner.

echo (p50)

Sports and fitness

Task 1

Pre-teach expressions of frequency, e.g. *how often do you ...?*, *once a month*, *twice a year*, *three times a week*, etc. You may like to do this using sample questions and answers, e.g. *How often do you go to the cinema?*; *Every weekend/Twice a month.*

Put students in pairs to ask and answer the questions.

Reading

Task 2

Ask students to read the text and answer the questions. You may like to correct this exercise in open pairs. Go round the class monitoring students and checking for pronunciation and intonation.

Answers

- every day
- every morning
- twice or three times a week
- once a week
- every weekend

Grammar Expressions of frequency

Task 3

Go over the examples with students. Ask them to put the adverbs and expressions of frequency in the correct position in the sentences.

Answers

- I swim once a week.
- He goes to the gym twice a week.
- Does she usually run every day?
- They always play basketball three times a week.

Pronunciation do

Task 4

Play track 62. Ask students to listen to the sentences. The aim of the task is to identify the weak form of *do* in the question and the strong form in the short answer. Play the track again for students to listen and practise.

Task 4 [62]

A: Do you play football?
 B: Yes, I do.

Speaking

Task 5

Put students in pairs to ask and answer the questions.

Extra task

For extra practice of the third person singular, put students in groups of four and ask them to tell the new pair about their partner's answers from task 5.

foxtrot (p51)

The assault course

Task 1

Practise the pronunciation of the new vocabulary. Ask students to label the pictures using the words in the box.

Answers

- 1 cargo net
- 2 ditch
- 3 low wall
- 4 fence
- 5 ramp
- 6 tunnel
- 7 wire
- 8 logs

Task 2

Ask students to complete the sentences with the correct verbs from the box. Play track 63 for students to listen and check their answers.

Answers

- 2 Run
- 3 Crawl
- 4 Jump
- 5 Run
- 6 Jump

Task 2 [63]

Right. Pay attention. First, I want you to crawl through the tunnel. Then run up the ramp and jump down. Crawl under the wire. Then jump into the ditch and climb out. Run across the logs. Next jump over the low wall.

Grammar Prepositions of movement

Task 3

Go over the examples with the class. You may like to mime the prepositions using classroom objects.

Ask students to complete the sentences with the correct preposition.

Answers

- 1 up
- 2 under
- 3 over / down
- 4 across

Task 4

Play track 64 for students to listen and check their answers to task 3.

Task 4 [64]

Climb up the cargo net and jump down.
Then crawl under the fence.
Climb over the high wall and jump down.
Finally, run across the finish line.

Task 5

Put students in groups of three or four. Ask them to draw an assault course. Tell students that they need to decide how they will cross the obstacles.

When students have created their obstacle course, ask them to give their design to a second group. The first group describes how they would cross the obstacle course, and the second group draws arrows to show how to cross the obstacles.

golf (p52)

Review and Language tactics

Review

Task 1

Ask students to use the chart to make sentences about A and B Companies.

Answers

- 2 2 Pl A Coy are running.
- 3 3 Pl A Coy are swimming.
- 4 1 Pl B Coy are doing PT in the gym.
- 5 2 Pl B Coy are playing baseball.
- 6 3 Pl B Coy are running.

Task 2

Put students in pairs to ask and answer the questions about themselves.

Language tactics Collocations 1

Task 3

Go over the explanation of collocations with the class. Then ask students to complete the sentences using the words in the box.

Answers

- 1 trainers, tracksuit
- 2 sports bag, tennis racket
- 3 T-shirt / shorts
- 4 bat

Then ask students to complete the chart to show the accompanying verb.

Answers

wear

2 tracksuit

3 shorts

carry

1 bat

2 tennis racket

3 sports bag

golf (p53)

Integrated skills: sports and fitness

Task 1

Ask students to label the pictures using the words in the box.

Answers

1 weights

2 American football

3 cricket

Task 2

Play track 65. Ask students to listen and say what they think is happening. Encourage them to use *I think ...*

Answers

The sounds are of the following games: cricket, weight lifting, baseball, physical training, football, American football.

Task 2 [65]

(Sounds of: a game of cricket, weight lifting, a baseball match, physical training, football, American football.)

Task 3

Put students in pairs. Ask them to tell each other how often they do the activities.

Listening

Task 4

Ask students to read the activities on the chart. Pre-teach any new vocabulary.

Play track 66. Ask students to listen to Katalin and tick the chart to show whether she usually does a task or did it today.

Answers

	<i>usually</i>	<i>today</i>
eat hamburgers	✓	-
eat salad	-	✓
take the lift	✓	-
walk up the stairs	-	✓
do sports	-	✓
go to the gym	-	✓
watch TV till 1 o'clock	✓	-
go to bed early	-	✓

Task 4 [66]

Katalin: I'm not usually energetic but this week is different. Next week I have a fitness test. I have to run three miles in combat uniform, march ten miles and do an assault course. I usually drive to work in the morning but today I walked to work. At lunch, I often eat a hamburger but today I had a salad for lunch. After lunch I always take the lift but today I walked up the stairs. I don't usually do sports but this morning I went to the gym and this afternoon I played tennis. I usually watch TV till one o'clock but today I'm very, very tired and I'm going to bed.

Task 5

Ask students to add three more activities to the bottom of the chart. Then get students to complete the chart using information about themselves.

Speaking

Task 6

Put students in pairs to ask and answer questions about what they usually do and what they did today. Then get students to complete the chart using information about their partner.

BRIEFING

The infantry battalion: organisation and appointments

In this briefing, we will look more closely at how battalions are structured and who is in charge of what. (Note that when we speak of a military appointment, we are speaking of the leadership post assigned to a specific rank. For example, lieutenant is a rank, while Platoon Commander is a typical appointment for a lieutenant.) As we saw in Unit 4, a battalion is part of a brigade (which is typically composed of about five battalions or regiments). A quick overview of the organisation and appointments in a battalion is as follows:

- **Battalion:** typically composed of five companies (about 700 men in total). The Commanding Officer is a lieutenant colonel, and the Second in Command (2IC) is a major.
- **Company:** typically composed of a company headquarters and three platoons (about 125 soldiers, NCOs and officers in total). The commander is a major called the Officer Commanding, and the 2IC is a captain.
- **Platoon:** typically composed of platoon headquarters and three sections (about 36 men in total). The Platoon Commander is a lieutenant or second lieutenant; the 2IC is a senior NCO, such as a colour sergeant.
- **Section (or Squad in the US Army):** typically composed of 8–10 soldiers. The Section Commander is usually a corporal, and the 2IC is a lance corporal.

A typical mechanized infantry battalion might be organised as follows:

Mechanized Infantry Battalion**Headquarters Company:**

Aside from the Commanding Officer and the 2IC, each battalion will have its own:

- Intelligence Officer, typically a captain, who liaises with the Royal Intelligence Corps
- Operations Officer (a captain)
- Adjutant (a captain)
- Regimental Sergeant Major (a warrant officer 1st class) in charge of troop discipline.

It will also comprise miscellaneous services for the battalion, such as signals, light aid (attachments from the Royal Electrical and Mechanical Engineers who perform vehicle repair, etc.), medical support and chefs.

Three Rifle Companies:

Each rifle company is composed of a company headquarters and three platoons.

Manoeuvre Support Company:

This company offers strategic support for the battalion, including: anti-tank, mortar and machine-gun support; reconnaissance; limited engineering and demolitions operations. (Note: this company typically has five platoons, including the headquarters platoon, which also provides anti-tank support.)

Vocabulary focus: assigned / attached, based / stationed

In military terms, we generally use the word *assigned* to refer to a more permanent administrative situation in which a subordinate group or member is assigned to a larger group. For instance, *1PWRR is assigned to the 1st Mechanized Brigade*.

We generally use the word *attached* to talk about a more temporary operational posting or designation. For instance, *Capt Handorf is attached to the 1st Signals Regiment for three months*.

We generally use the words *based* or *stationed* to indicate a specific geographical location or base. For instance, *1 PWRR is based in Tidworth; The Spanish Parachute Brigade is stationed in Madrid*.

PROCEDURE

alpha (p54-55)

Tidworth camp

Task 1

Practise the pronunciation of the new vocabulary with students, pointing out the stressed syllables. Ask students to match the words and definitions.

Answers

- 1 adjutant
- 2 guardroom
- 3 guard
- 4 officers' mess
- 5 duty officer

Go over the World English box with students.

Listening

Task 2

Ask students to read the questions. Check that the meaning is clear to them. Play track 67. Ask students to listen and answer the questions. Play the track again, if necessary.

Answers

- 1 The guard is going to call the duty officer.
- 2 The adjutant is coming to welcome Capt Esteban.
- 3 The guard wants to see some form of identification/his passport.
- 4 The guard asks Capt Esteban to wait in the guardroom.

Task 2 [67]

Capt Esteban: Good morning.
Guard: Good morning, sir.
Capt Esteban: My name is Pablo Esteban.
Guard: The Spanish officer?
Capt Esteban: That's right.
Guard: One moment please, sir. I'll call the duty officer. He's expecting you.
Guard: The adjutant is coming to get you. Could you show me some form of identification, please?
Capt Esteban: Do you want my military ID or my passport?
Guard: I need your passport please, sir.
Capt Esteban: Here you are.
Guard: Thank you. You can wait in the guardroom if you like, sir.

Task 3

Ask students to put the conversation in order. You may like to put students in pairs to check their answers. Then play track 68, for students to listen and check their answers.

Answers

The correct order is:

- 2 – Capt Esteban: Yes, I'm Pablo Esteban.
- 4 – Capt Esteban: How do you do?
- 1 – Capt Smith: Captain Esteban?
- 3 – Capt Smith: Good morning. I'm Captain Smith, the battalion adjutant. How do you do?

Task 3 [68]

Capt Smith: Captain Esteban?
Capt Esteban: Yes, I'm Pablo Esteban.
Capt Smith: Good morning. I'm Captain Smith, the battalion adjutant. How do you do?
Capt Esteban: How do you do?

Task 4

Get students to read the topics in the list. Point out to students that the aim of the task is to listen for the topics, not understand all the words they hear.

Play track 69. Ask students to listen and tick the topics they hear. You may want to put students in pairs and play the track again, for students to listen and check their answers.

Answers

Topics mentioned: Capt Esteban's journey; the weather in Spain; Capt Esteban's opinion about England.

Task 4 [69]

Capt Smith: It's too far to walk to the officers' mess so I'm going to call the duty vehicle to transport you and your luggage to the mess. Did you have any problems finding the camp?
Capt Esteban: No, I got a train from London, from Waterloo Station, to Andover and then I got a taxi from Andover to the garrison.
Capt Smith: How was your flight?
Capt Esteban: The flight was fine, it's only two hours from Madrid to London.
Capt Smith: Is this your first visit to England?
Capt Esteban: No, I was here last year with my family. We spent five days in London.
Capt Smith: What do you think of England?
Capt Esteban: Well, the people are very friendly.
Capt Smith: I'm very happy you think so. How was the weather in Madrid when you left?
Capt Esteban: It's quite cold at the moment in Madrid.
Capt Smith: Well, here we are. This is the officers' mess. This is where you're staying.

Functional English Welcoming a visitor

Task 5

Go over the examples with the class. Check that the meaning of the questions is clear to students. Ask students to match the questions and answers.

Answers

- Question 1: No, I got a taxi from Andover to the garrison.
Question 2: The flight was fine, it's only two hours.
Question 3: No, I was here last year with my family.
Question 4: It's quite cold at the moment.
Question 5: The people are very friendly.

Pronunciation Question intonation

Task 6

Ask students to read the sentences and mark the stressed words. You may want students to read the questions aloud.

Answers

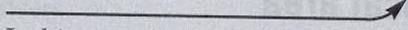
- 1 What do you think of England?
- 2 Is this your first visit to England?

Task 7

Play track 70. Ask students to decide if the intonation goes up or down at the end of the question. Check the answers as a class.

Play the track again. Ask students to listen and practise, paying attention to intonation.

Answers

a: Is this your first visit to England? 

b: What do you think of England? 

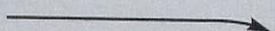
Task 7 [70]

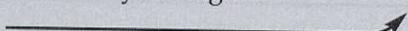
What do you think of England?
Is this your first visit to England?

Task 8

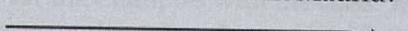
Play track 71. Ask students to listen and mark the intonation for the questions in task 5.

Answers

2 How was your flight? 

3 Is this your first visit to England? 

4 How was the weather in Madrid? 

5 What do you think of England? 

Play track 71 again, for students to listen and practise.

Task 8 [71]

Did you have any problems finding the camp?
How was your flight?
Is this your first visit to England?
How was the weather in Madrid?
What do you think of England?

Speaking

Task 9

Put students in pairs to practise the conversation in task 5. For extra practice, you may want to ask students to write their own conversations to role-play.

bravo (p56)

A tour of the camp

Task 1

Practise the pronunciation of the new vocabulary, paying attention to syllable stress. Ask students to complete the sentences using the words in the box.

Answers

- 1 cookhouse
- 2 parade square
- 3 sergeants' mess
- 4 barracks
- 5 married quarters

Listening and pronunciation

Task 2

Ask students to read the text and check that the meaning is clear to them. Play track 72. Ask students to listen and complete the gaps using the words in the box.

Answers

- 1 This
- 2 This
- 3 These
- 4 Those
- 5 that
- 6 Here

Task 2 [72]

This is the sergeants' mess. Warrant officers and senior NCOs live here. There's a dining room and a bar. This is the parade square. These soldiers are practising for the parade on Friday. The obstacle course is over there. Those soldiers are from 2 Platoon and that is Sergeant Smith, their Platoon Sergeant. Here is the cookhouse. The soldiers have their meals here. And here are the barracks.

Task 3

Play track 73 for students to listen and practise. Play the track two or three times, if necessary.

Task 3 [73]

this that these those

Grammar *this, that, these, those; here, there*

Task 4

Go over the examples with the class. You may want to give more examples using objects in the classroom or by pointing outside, etc. Then ask students to complete the sentences.

Answers

- 1 here
- 2 there
- 3 here
- 4 Those
- 5 here

Go over the World English box with students.

Speaking

Task 5

Put students in pairs. Ask them to describe the buildings and places around them.

Extra task

Ask students to draw a map of a barracks. Put them in pairs and get them to point out the different buildings to a partner.

charlie (p57)

PWRR

Task 1

Ask students to match the words with the pictures.

Answers

- 1 armoured infantry
- 2 airmobile infantry
- 3 airborne infantry
- 4 mechanized infantry

Reading

Task 2

Ask students to read the questions. Check that they understand them. Then ask students to read the text about the Princess of Wales's Royal Regiment and answer the questions.

Answers

- 1 Tern Hill, Shropshire
- 2 WARRIOR Infantry Fighting Vehicle
- 3 stationed in
- 4 permanent: assigned / temporary: attached

Grammar Present simple passive

Task 3

Go over the examples with the class. Point out that the present simple passive is formed by the verb *to be* (in the present tense in these examples) followed by the past participle of the main verb. You may also want to mention that the past participle is formed in two ways, depending on whether the verb is regular or irregular.

Ask students to complete the sentences using the words in the box.

Answers

- 1 is attached
- 2 is assigned
- 3 is stationed
- 4 is not equipped

Writing

Task 4

Ask students to write sentences about their unit or another unit using the structure and the words in the box.

delta (p58-59)

Off-duty: the local area

Task 1

You may like to pre-teach some of the vocabulary for amenities found in a town. You could write the list on the board for students to copy.

Ask students to match the questions with the answers.

Answers

- 2 to the police station
- 3 at the supermarket
- 4 at the pub
- 5 at the pharmacy
- 6 at the doctor's surgery
- 7 at the leisure centre
- 8 at the petrol station

Listening

Task 2

Play track 74. Ask students to listen and answer the questions.

Answers

- 1 a month
- 2 where there's a pub, supermarket and pharmacy

Task 2 [74]

Capt Esteban: Captain Smith?

Capt Smith: Please call me Charles. Would you like a coffee?

Capt Esteban: Yes, I'd love one. And please call me Pablo.

Capt Smith: So, how long are you here for, Pablo?

Capt Esteban: I'm only here for a month. Every year five or six officers come here for one month.

Capt Smith: Yes, we had another Spanish officer with us last year.

Capt Esteban: I'd like to know some things about Tidworth. Can you help me?

Capt Smith: Certainly. Let me get a map of the garrison. Right, well here we are in the garrison. What do you want to know?

Capt Esteban: Well, I'd like to know where there's a pub, a supermarket, and a pharmacy. You know. Basic things for shopping.

Task 3

Give students time to look at the map and the map key. You may want to practise the pronunciation of the three places in the box before students complete the map key.

Play track 75. Ask students to complete the map key. Play the track twice, if necessary. You may like to put students in pairs and play the track again, for them to check their answers.

Answers

- 1 Ram Inn, Public House, Pennings Road
- 4 Doctor's Surgery, Saint George's Road
- 6 PW and JA Hedge (Hedge's Pharmacy), Pharmacy, Station Road

Task 3 [75]

Capt Smith: You can try typical English beer at the Ram Inn. It's on Pennings Road opposite the police station. There's a doctor's surgery on St. George's Road, near Naini Tal Road. The pharmacy in the garrison is called Hedge's. It's on Station Road, next to the bank. There's a NAAFI supermarket behind the shops on Station Road. You can buy food and drink and it's very cheap.

Grammar Prepositions of place

Task 4

Go over the examples with the class. You may want to give more examples using classroom objects and students in the class.

Ask students to look at the map and tick the true sentences.

Answers

True sentences:

- 1 The supermarket is behind the pharmacy.
- 2 The Ram Inn is opposite the police station.
- 3 The bank is next to the pharmacy.

Task 5

Ask students to read the directions and match them with the maps.

Answers

- map a – directions 1
- map b – directions 5
- map c – directions 2
- map d – directions 3
- map e – directions 4
- map f – directions 6

Functional English Giving directions

Task 6

Ask students to study the examples and then complete the conversations.

Answers

- 1 It's on
- 2 your left
- 3 When you get to
- 4 Go past

Task 7

Play track 76, for students to listen and check their answers to task 6.

Task 7 [76]

A: Excuse me. Is there a pharmacy near here?
B: It's on Station Road on your left. It's next to the bank. You can't miss it.

A: Excuse me. I'm looking for the doctor's surgery.
B: It's on St George's Road. Go along Pennings Road. When you get to the petrol station, turn left.

A: Sorry. How do I get to the police station?
B: It's on Pennings Road. Go past the fish and chip shop and it's on your left.

Listening

Task 8

Ask students to look at the map in task 3 and find the corner of Station Road and Park Road. Play track 77. Get students to follow the directions with, for example, their finger or a pencil. Play the track two or three times, if necessary.

Answers

Destination on map key:

- 1 Ram Inn Public House, Pennings Road (1)
- 2 Tidworth Leisure Centre, Nadder Road (5)
- 3 Church of England church, St Michael's Avenue (10)
- 4 Doctor's Surgery, St George's Road (4)

Task 8 [77]

- 1 Go along Park Road until you get to Pennings Road. Go along Pennings Road. Go past the petrol station and it's on your right. You can't miss it!
- 2 Go along Pennings Road. Turn right when you get to Ordnance Road. Go along Ordnance Road and take the first right. It's at the end of that road.
- 3 There's a Church of England church on St Michael's Avenue. Go across Park Road and go along Lahore Road. Go along Lova Road and turn left when you get to the library.
- 4 Go along Pennings Road. When you get to the petrol station, turn left. This is St Andrew's Road. When you get to the end of the road, turn right. It's on this road on the left.

Speaking

Task 9

Put students in pairs. Ask them to give directions to the three places using the map in task 3. You may want each student to give directions to the same place but from a different starting point.

echo (p60)

1st Battalion PWRR

Task 1

Practise the pronunciation of the new vocabulary with the class. Ask students to label the pictures using the words in the box.

Answers

- 1 catering
- 2 mortar
- 3 quartermaster

Reading

Task 2

Go over the chart with students to introduce the subject matter. Point out that the text explains the organisation of the battalion.

Ask students to complete the chart using the words in the box.

Answers

- 1 Signals Pl
- 2 Mortar Pl
- 3 Rifle Pl

Task 3

Ask students to re-read the text from task 2 and decide if the sentences are true or false. Check the answers with the class. You may like students to correct the false sentences orally.

Answers

- 1 True
- 2 False (they are called Alpha Coy, Bravo Coy, etc)
- 3 True
- 4 False (there are nine rifle platoons in the battalion)

Writing

Task 4

Ask students to describe the structure of a military unit in their country.

Extra task

For extra speaking practice, you could ask students to make a short presentation to the class on the structure of a military unit in their country.

foxtrot (p61)

Functions and responsibilities

Task 1

Play track 78. Ask students to listen to the introductions and match the officers with the appointments. Point out to students that the aim of the task is to listen for the information, not understand all the words they hear. Play the track twice, if necessary.

Answers

- 1 Major Warren
- 2 Captain Jones
- 3 Lieutenant Carr

Task 1 [78]

Capt Smith: Let's go into the mess for a drink and I'll introduce you to some of the battalion's officers. First of all, here's Major Warren. He's the officer commanding A Company. Excuse me, sir! I'd like to introduce Captain Esteban. He's from the Spanish Army. He's with us for a month as an exchange officer.

Maj Warren: Nice to meet you, Captain Esteban.

Capt Esteban: How do you do?

Capt Smith: And this is Captain Jones, the regimental signals officer. He's in charge of communications.

Capt Jones: Pleased to meet you.

Capt Esteban: How do you do?

Capt Smith: Lieutenant Carr, the assistant adjutant.

Lt Carr: Hello.

Capt Esteban: How do you do?

Task 2

Ask students to match the ranks with the appointments. Then play track 79, for students to listen and check their answers.

Answers

- 1 major
- 2 captain
- 3 lieutenant or second lieutenant
- 4 captain

Task 2 [79]

Capt Smith: This is Major Tracey. He's the battalion 2IC. He assists the CO and he's responsible for training in the battalion. This is Captain Crawley. He's the intelligence officer. This is Lieutenant Reynolds. He commands a rifle platoon in A company. And this is Captain Fletcher. He's the battalion operations officer.

Functional English Talking about responsibilities 1

Task 3

Go over the examples with the class. Point out the difference between *command / responsible for, in charge of / manage*. Then ask students to write sentences using the options given.

Answers

- 1 The battalion 2IC is responsible for training in the battalion.
- 2 The CO manages/commands the battalion.
- 3 The Ops Officer is responsible for operational planning in the Bn HQ.
- 4 The Rifle Platoon Commander commands a platoon of 35 men.
- 5 The Signals Officer is in charge of the battalion's communications systems.

Speaking

Task 4

Put students in pairs to talk about the differences between the British Army and their army using the answer frame. You may want to have a general class discussion on the main differences.

golf (p62)

Review and Language tactics

Review

Task 1

Ask students to complete the sentences using the words in the box.

Answers

- 1 This, here
- 2 there
- 3 here
- 4 here, that

Task 2

Ask students to complete the directions using the words in the box.

Answers

- 1 Go
- 2 get
- 3 take
- 4 turn

Task 3

Ask students to match the words with the prepositions.

Answers

- 1 in
- 2 in
- 3 with
- 4 to
- 5 to

Then ask students to complete the paragraph using the words and their prepositions from the previous exercise.

Answers

- 1 stationed in
- 2 equipped with
- 3 assigned to
- 4 deployed to
- 5 operations in

Language tactics Learning vocabulary

Task 4

Put students in pairs or small groups to discuss how they learn vocabulary. Alternatively, you may want to have a general class discussion.

You will find that students probably have a preference for how they organise their learning, and all approaches are equally valid. However, you may want to encourage students to have a separate vocabulary book or section in their notebooks. Students should be encouraged to keep these up to date. Point out to students that this requires effort on their part but is worth it.

When learning vocabulary, most students translate the words. However, there are other useful ideas; here are a few of them:

- Writing whether the word is a noun, adjective or verb, etc.
- Noting any dependent prepositions the word may have.

- Marking the stress on the word to aid pronunciation and, if confident, copying the phonetic transcript.

You may like to do vocabulary revision from time to time by preparing word searches, playing hangman or preparing crosswords, etc.

golf (p63)

Integrated skills: a day out

Task 1

Put students in pairs to ask and answer the questions.

Reading

Task 2

Put students in pairs. Ask them to read the tourist guide and discuss which places they want to visit and why. Check that the meaning of the new vocabulary is clear to students.

Listening

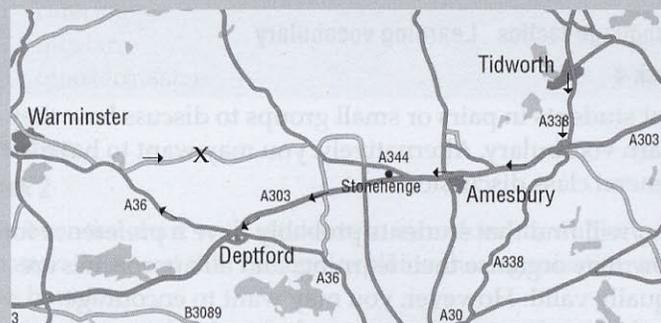
Task 3

Pre-teach *north*, *south*, *east*, and *west*. Play track 80. Ask students to listen to the directions and mark the route on the map. You may like to put students in pairs and play the track a second time, for them to check their answers.

Answer

Students mark the following route on the map:

Follow the A338 from Tidworth to the A303. Take the A303 to Deptford and then the A36 to Warminster. Follow the A36 to the B314 and then turn right onto the B314. Follow the B314 for about five kilometres.



Task 80

Leave Tidworth and take the A338 south. When you get to the A303, take the A303 west. The road is signposted Amesbury. Go along the A303 and go past Amesbury. When you get to Deptford, take the A36 to Warminster. Go along the A36 for about 10 kilometres. Then you get to the B314. The B314 is on the right. Go on along the B314 for about 5 kilometres and you're there.

Speaking

Task 4

Put students in pairs. Ask them to describe the routes given (similar to those for task 3). Go round the class monitoring students and correcting them if necessary.

Answers

Possible answers:

- 1 Leave Tidworth and take the A338 south. Continue on the A338 until you reach the A30. Turn right. Continue on the A30 into Salisbury.
- 2 Leave Salisbury travelling west on the A36. Turn onto the B3089. Continue on the B3089 for about 10 kilometres. Then turn left to Tisbury.
- 3 Leave Tisbury and travel in a north-west direction until you reach the B3089. Turn left onto the B3089. Continue on the B3089 until you reach the A303. Turn right onto the A303. After a couple of kilometres, turn left. Continue north on this road until you arrive at Warminster.
- 4 Leave Warminster on the A36 travelling in a south-east direction. Continue on the A36 until you reach Deptford. At Deptford, turn left onto the A303. Continue on the A303 past Stonehenge and Amesbury. About five kilometres after Amesbury, turn north onto the A338. Continue on the A338 until you arrive at Tidworth.

7

Military technology

BRIEFING

Aircraft, vehicles and naval ships

The air force, army and navy use dozens of different kinds of aircraft, ground vehicles and naval ships to carry out their missions. Here we will look at some of the major categories.

Aircraft

Aircraft can primarily be broken down into the categories of fixed-wing, in which the wings are non-moveable, for example, planes and jets; and rotary-wing, in which the blades or wings rotate to lift the craft into the air, for example, helicopters. Aircraft can also be divided according to their mission category. Here are some examples:

Fixed-wing aircraft:

- Bombers: usually capable of travelling long distances and carrying a heavy armament load. One of the most well known modern bombers is the US B-2 Spirit, otherwise known as the 'stealth bomber' because it is difficult for radar to detect.
- Fighters: fast and highly manoeuvrable, often designed for both combat and reconnaissance missions. An example is the Eurofighter 2000/Typhoon, which is co-built by the UK, Germany, Italy and Spain.
- Cargo: such as the US C-130 Hercules, a transport plane used for a variety of missions, from dropping paratroopers behind enemy lines to providing humanitarian relief.
- Tanker: used for aerial refuelling.

Rotary-wing aircraft:

- Attack helicopters: fast and highly manoeuvrable, and often armed with a combination of machine guns and missiles.
- Cargo helicopters: capable of carrying many troops and sometimes even large vehicles.

Naval vessels:

Naval vessels can be divided between surface vessels and submarines:

Surface vessels:

Surface vessels come in many shapes and sizes, from aircraft carriers to small, river patrol boats. Some of the most common types are:

- Carriers: their primary role is to transport fighter jets and helicopters and provide a platform for their operations.

- Frigates: versatile multi-purpose ships that can be used for anti-submarine combat, escort and patrol operations.
- Destroyers: for example, the US Spruance-class destroyer, which is designed primarily to find and destroy high-speed submarines but can also engage (enter into combat with) other ships and shore targets.

Submarines:

- Ballistic submarines: these carry long-range missiles with nuclear warheads.
- Fleet or Attack submarines: for example, the Seawolf, which carries conventional missiles and is used to find and destroy enemy submarines.

Ground vehicles

Ground vehicles come in a nearly endless variety of shapes, sizes and configurations, for example, armoured or unarmoured, attack or transport, wheels or tracks (rolling belts, like those on bulldozers and some tractors). Here are some of the more common types:

- Jeep: light, unarmoured four-person transport; may have a mounted machine gun.
- Truck (American English) / Lorry (British English): used for heavier cargo or troop transport.
- Armoured Personnel Carrier (APC): for example, the FV 432 used for troop transport in battle situations (often called a battle taxi). APCs have an armoured body and a mounted machine gun, and typically carry about eight to ten troops.
- Armoured Infantry Fighting Vehicle (IFV): for example, the Warrior used by armoured infantry battalions, which can be thought of as a light tank that also carries several troops.
- Main Battle Tank (MBT): heavy tanks with bigger guns, capable of delivering and withstanding more serious damage, for example, the Leopard.

PROCEDURE

alpha (p64-65)

Military inventions

Task 1

Practise the pronunciation of the new vocabulary with the class. Ask students to label the pictures using the words in the box.

Answers

- 1 aircraft carrier
- 2 machine gun
- 3 helicopter
- 4 atomic bomb
- 5 radar
- 6 tank

Listening

Task 2

Put students in pairs. Ask them to read the sentences aloud and choose the correct date. It is not important that students agree on the correct date.

When students have finished, play track 81 for them to listen and check their answers.

Answers

- 1 1883
- 2 1930s
- 3 1916
- 4 1776
- 5 1907
- 6 1945

Task 2 [81]

- 1 The first portable machine gun was invented by Hiram Maxim in 1883. The machine gun wasn't used in combat until 1893. It was used by British troops in the Matabele War.
- 2 Radar was invented in the 1920s but the first radar station was established in Britain in 1935.
- 3 Some people think that the Battle of Cambrai in 1917 was the first battle with tanks, but the first tanks were used in the Battle of Flers-Courcelette in September 1916.
- 4 The first submarine in the British navy was the *Holland 1*. It was launched in 1901. The first submarine used in combat was the *Turtle* in 1776.
- 5 Leonardo da Vinci made drawings of helicopters in about 1485 but the French pilot Paul Cornu flew the first helicopter on November 13th, 1907. It flew for twenty seconds.
- 6 The world's first atomic bomb was exploded on the morning of the 16th of July, 1945, at 5.29 a.m.

Grammar Past simple passive

Task 3

Go over the examples with the class. Point out that although we tend to focus on the subject that is at the beginning of the sentence, there are many times in English when it is the action that is more important. In such cases we use the passive voice either without the agent or with the agent at the end of the sentence and preceded with *by*.

(Students have seen the form of the present simple passive in an earlier unit, so the formation should be familiar to them.)

Ask students to make sentences by giving the past simple passive form of the verb in brackets.

Answers

- 2 were used
- 3 was launched
- 4 was built
- 5 was invented

Speaking and pronunciation

Task 4

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to read out the statements and Student B to correct the statements. Encourage students to stress the correct date.

Answers

- 2 That's not right. Tanks were used in combat for the first time in 1916.
- 3 That's not right. Submarines were used in combat for the first time in 1776.
- 4 That's not right. Helicopters were flown for the first time in 1907.

bravo (p66)

Aircraft, vehicles and naval ships

Task 1

You may like to go over the vocabulary and pronunciation with the class, getting students to mark the stress on the words.

Ask students to label the pictures using the words in the box.

Answers

- 1 aircraft carrier
- 2 bomber
- 3 frigate
- 4 IFV

Then ask students to put the words in groups.

Answers

- fixed-wing aircraft: bomber, fighter, transport aircraft
rotary-wing aircraft: helicopter
armoured vehicles: IFV, tank
naval ships: aircraft carrier, destroyer, submarine, frigate

Reading

Task 2

You may want to pre-teach some of the vocabulary, for example, *travel, underwater, take off, enemy, land*, etc.

Ask students to complete the definitions using the words from task 1.

Answers

- 1 submarine
- 2 helicopter
- 3 IFV
- 4 bomber
- 5 aircraft carrier

Grammar *can / can't*

Task 3

Go over the example with the class. Point out to students that the verb *can* is a modal verb. You may like to mention that it has no *to* either in front or after it, and that it has no third person *s*.

Write more examples of sentences with *can* on the board. Then ask students to complete the sentences using *can* or *can't*.

Answers

- 1 can, can't
- 2 can
- 3 can, can't
- 4 can
- 5 can

Writing

Task 4

Ask students to write sentences about the C 130 Hercules transport aircraft using the information in the box.

Answers

- 2 It can fly 2,049 nautical miles.
- 3 It can fly at 374 mph (602 km/h).
- 4 It can transport small vehicles, but it can't transport tanks.

Extra task

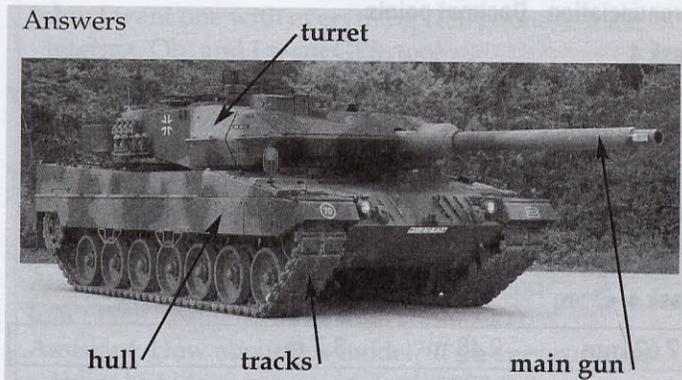
Ask students to write about a vehicle, ship or aircraft with which they are familiar. You could then hold a guessing game in which students read out their description and the class guesses what the vehicle/aircraft/ship is.

charlie (p67)

Armoured vehicles

Task 1

Ask students to label the picture using the words in the box.



Listening

Task 2

Get students to look at the information on the Leopard before they hear the track. Pre-teach the meaning of *crew, speed, height, width* and *weight*.

Play track 82. Ask students to listen and complete the gaps. Play the track twice.

Answers

- 1 Germany
- 2 Poland
- 3 120 mm
- 4 72 km/h
- 5 3.7

Task 2 [82]

The German Leopard 2 Main Battle Tank is one of the best tanks in the world. Leopard 2 is currently in service with Austria, Germany, Greece, Holland, Poland, Spain, Sweden and Switzerland. The Leopard 2's main armament is a 120 mm gun. It also has a 7.62 mm machine gun. It has a crew of four. Leopard has a maximum road speed of 72 km/h. It is 2.48 metres high and 3.7 metres wide. It weighs 55,150 kg.

Grammar Questions with *How*

Task 3

Go over the examples with the class. Explain that speed, height, width and weight are nouns, and that we use *how* + adjective (*fast, high, wide, heavy*) to ask the questions. Point out that we can use either *how much* or *how many*, depending on whether the noun is countable (use *many*) or non-countable (use *much*). You may want to write some more of your own examples on the board.

Ask students to match the questions and answers.

Answers

- 2 How many crew does it have?
- 3 How fast is it?
- 4 How high is it?
- 5 How wide is it?

Pronunciation Decimal points

Task 4

Play track 83. Ask students to listen and notice how we say *decimal points*.

Play track 83 again. Ask students to listen and practise. For extra practice, you may like to write some numbers on the board and ask students to read them aloud.

Task 4 [83]

7.62 mm	2.48 m	3.7 m
---------	--------	-------

Speaking

Task 5

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to turn to File 13, and Student B to ask Student A questions in order to complete the specifications.

Go round the class monitoring and taking notes, but try not to stop the flow of the conversations. In a feedback session at the end of the task, point out the most common and important mistakes.

Answers

What's the name of the vehicle?	Fuchs NBC reconnaissance vehicle
What armament does it have?	7.62 mm machine gun
How many crew does it have?	2
How fast is it?	105 km/h
How high is it?	2.30 m
How heavy is it?	17,000 kg
How wide is it?	2.98 m

delta (p68-69)

Off-duty: gadgets

Task 1

Pre-teach *gadget* (a small mechanical device or tool). Ask students to label the pictures using the words in the box. Practise the pronunciation of the words.

Answers

- 1 laptop (portable computer)
- 2 PDA
- 3 mobile phone
- 4 digital camera
- 5 GPS receiver
- 6 short wave radio

Task 2

Put students in pairs to ask and answer the questions. Go round the class monitoring and taking notes, but try not to stop the flow of the conversations. In a feedback session at the end of the task, point out the most common and important mistakes.

Listening

Task 3

Ask students to describe what a PDA can do and write their answers on the board. Then get students to read the list to check if they missed anything and add these to the board. Go over and practise any new vocabulary.

Play track 84. Ask students to listen and tick the correct columns.

(Note: we have introduced one or two features, for example, watching TV, that are not available on PDAs at the moment, but may well be features in the near future.)

Answers

	yes	no	don't know
connect to a computer	✓		
connect to Internet	✓		
send e-mails	✓		
make phone calls	✓		
locate your position with GPS		✓	
play games	✓		
listen to the radio			✓
watch TV			✓
play movies			✓
help with the shopping	✓		

Task 3 [84]

John: Hi, Chen.
 Chen: Hi, John.
 John: What's that you've got?
 Chen: Oh, this is my new PDA.
 John: What's a PDA?
 Chen: It's a handheld computer.
 John: But I saw you talking. I thought it was a mobile phone.
 Chen: Well, it can do loads of things. I can make telephone calls with it. I can connect to a computer and I can send e-mails.

John: And what about games?
 Chen: Yes, of course. It has some great games.
 John: Can you connect to the Internet?
 Chen: Yes, I can. And I can even use it to do my shopping. I send my order to the supermarket and they deliver it to my home.
 John: I'm impressed. Is there anything you can't do?
 Chen: Well, some models have a GPS receiver and you can locate your position. But I can't locate my position with this model. I don't have GPS.

Pronunciation can / can't

Task 4

Play track 85. Ask students to listen to the pronunciation of *can* and *can't*.

Can and *can't* is often a problem for students because of the different pronunciation of the vowel sound *a*. Point out the weak form of *can* in positive sentences and questions, and the strong form in short answers. Also point out the long pronunciation of the *a* in the negative, and mention that very often in natural speech the final *t* is not pronounced.

Play track 85 again. Ask students to listen and practise. You may like to put more examples on the board to practise with the class.

Task 4 [85]

I can send e-mails.
 I can connect to the Internet.
 Is there anything you can't do?
 I can't locate my position with this model.
 Can you use it to connect to the Internet?
 Yes, I can.

Grammar Questions with Can

Task 5

Go over the examples with the class. You may like to put students in open pairs to practise. Then get students to ask and answer questions about the PDA in task 3.

Task 6

Play track 86. Ask students to listen and answer the questions. Point out to students that the aim of the task is to listen for the necessary information, not understand all the words they hear.

Answers
 1 A PDA
 2 \$375
 3 In a Duty Free shop

Task 6 [86]

John: Good morning.
 Assistant: Good morning. Can I help you?
 John: Yes, I'd like to buy a handheld computer.
 Assistant: A PDA?
 John: Yes, that's right.
 Assistant: Do you know what make you want?
 John: I want one with everything. Telephone, e-mail, internet. Oh, and I want GPS, too!
 Assistant: How about this model. This is our top range model.
 John: How much is it?
 Assistant: It's \$700.
 John: That's too expensive. Actually, I'm looking for a cheaper model.
 Assistant: How much do you want to spend?
 John: Well, really no more than about \$400.
 Assistant: How about this model? It's a very compact device but it's very powerful. It's \$375.
 John: Is that with tax?
 Assistant: There are no taxes in Duty Free shops.
 John: Does it have a guarantee?
 Assistant: It's got twelve months standard and you can buy an extra twelve months for \$15.
 John: What about after-sales service?
 Assistant: You can get service through dealers anywhere in the world.
 John: OK, I'll take it.

Functional English Shopping 2

Task 7

Pre-teach any new vocabulary, for example, *guarantee*, *after-sales service*, *tax*, *spend*, etc. Go over the examples with the class and check that the meaning is clear to students. Ask students to complete the conversation with the phrases.

Answers
 1 I'd like (to buy)
 2 too expensive
 3 much do you want to spend?
 4 about this model?
 5 that with tax?
 6 I get after-sales service?
 7 Does it have a guarantee?

Task 8

Play track 87 for students to listen and check their answers.

Task 8 [87]

Customer: Good morning. I'd like to buy a handheld computer.

Assistant: These are our PDAs. This is our top range model. It's \$895.

Customer: That's too expensive. Actually, I'm looking for a cheaper model.

Assistant: How much do you want to spend?

Customer: Well, really no more than about \$650.

Assistant: How about this model? It's a very compact device but it's very powerful. It's \$590.

Customer: Is that with tax?

Assistant: There are no taxes in Duty Free shops.

Customer: Can I get after-sales service?

Assistant: You can get service through dealers anywhere.

Customer: Does it have a guarantee?

Assistant: It's got two years standard and you can buy an extra twelve months for \$25.

Speaking

Task 9

Put students in pairs to practise the conversation in task 7.

Extra task

Ask students to invent their own conversations about buying different gadgets in a shop. You may like to ask some students to role-play their conversations in front of the class.

echo (p70)

Military technology then and now

Task 1

Put students in pairs to match the units of measurement.

Answers

- 1 foot – 0.3048 metres
- 1 inch – 2.54 centimetres
- 1 knot – 1,852 metres per hour
- 1 mile – 1.609 kilometres

Go over the World English box with the class.

Listening

Task 2

Ask students to read the chart of specifications. Play track 80 for students to listen and complete the gaps. Play the track again, if necessary.

Answers

- 1 100 feet
- 2 7 crew
- 3 35 knots
- 4 870 km/h
- 5 four 30 mm cannons
- 6 Mach 2

Task 2 [88]

Holland 1 was the Royal Navy's first submarine. It could travel at six knots per hour and it could dive to one hundred feet. It had seven crew and carried one 18-inch torpedo tube. Modern submarines like Seawolf can travel at 35 knots.

The German ME 262 was the world's first operational jet fighter. It could fly at 870 km/h but it couldn't fly at the speed of sound. The ME 262 had four 30 mm cannons. Today's jet, like the Eurofighter, can fly at Mach 2 – that's twice the speed of sound.

Grammar *could / could not (couldn't)*

Task 3

Go over the examples with the class. Point out that we use *could* and *couldn't* to talk about abilities in the past, and that these words are not followed by *to*. Practise the pronunciation with the class, pointing out the silent *l* and the final consonants of *couldn't*.

Ask students to complete the sentences with *can / can't / could / couldn't*.

Answers

- 2 could
- 3 couldn't
- 4 can
- 5 can't

Writing

Task 4

Go over the example with the class. Ask students to write about and compare military technology in World War 2 and today using *can / can't / could / couldn't*.

foxtrot (p71)

Submarine

Task 1

Put students in pairs to describe the picture.

Possible answers

- There's a box for air.
- There's a place to sit.
- There's a weight at the bottom.

Task 2

Ask students to read the text and answer the questions.

Answers

- 1 The Turtle
- 2 1776
- 3 David Bushnell
- 4 It was made of wood.
- 5 It looked like an egg.

Functional English Describing and defining

Task 3

Put students in pairs. Ask them to complete the descriptions using the words in the box. You may want students to refer to a dictionary, if necessary.

Answers

- 1 class
- 2 origin
- 3 comparison
- 4 shape
- 5 material
- 6 purpose

Task 4

Put students in pairs and ask them to put the words in groups. You may like students to mark the stress on the words for pronunciation.

Answers

colour: white, red, blue, black
 material: wood, plastic, metal, fabric
 shape: square, round, rectangular, oval

Listening

Task 5

Play track 89. Ask students to listen to the three descriptions and choose a word from the box to match each description.

Answers

- 1 helmet
- 2 tank
- 3 tracksuit

1945 Czech Republic, Hungary, Poland

2001 Bulgaria, Estonia, Latvia, Lithuania, Armenia, Slovakia, Slovenia

Task 5 [89]

It's made of plastic or metal. You use it to protect your head. It's round.

It's a vehicle. You use it to transport men and equipment.

It's made of fabric. You use it when you do sports.

Speaking

Task 6

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to choose an object in the room and describe it to Student B. Student B has to guess the object.

golf (p72)

Review and Language tactics

Review

Task 1

Ask students to read the descriptions and complete the specifications.

Answers

WARRIOR Infantry Fighting Vehicle (IFV):

- 2 7.62 mm machine gun
- 3 3
- 4 24,500 kilograms
- 5 3.0 m

FV 432 Armoured Personnel Carrier (APC):

- 1 7.62 mm MG
- 2 64 km/h
- 3 2.28 m
- 4 2.8 m

Task 2

Put students in pairs to ask and answer questions about the WARRIOR and FV 432 in order to complete the chart. Go round the class monitoring and taking notes, but try not to interrupt students. In a feedback session at the end of the task, point out the most common and important mistakes.

Answers

	WARRIOR	FV 432
How fast is it?	75 km/h	64 km/h
How heavy is it?	24,500 kg	15,280 kg
How high is it?	2.78 m	2.28 m
How wide is it?	3.0 m	2.8 m
How many crew does it have?	3	2
How many soldiers can it carry?	7	8

Language tactics Collocations 2

Task 3

Ask students to complete the table using the words in the box.

Answers

A vehicle:

2 drive

3 load

4 park

5 repair

A weapon:

2 aim

3 carry

4 fire

5 repair

Task 4

Ask students to complete the sentences using the verbs from task 3.

Answers

1 fire

2 repair, repair / drive, drive

3 carry

4 repair

golf (p73)

Integrated skills: describing and defining

Task 1

Ask students to match the items with the descriptions.

Answers

1 beret

2 beret

3 radio

4 tank

5 beret

6 tank

7 radio

Task 2

Ask students to read the list of words. Play track 90 for students to listen to the five descriptions and choose a word from the box to match each description.

Answers

1 beret

2 tank

3 radio

4 fighter

5 anti-tank weapon

Task 2 [90]

- 1 It's an item of uniform. You wear it in barracks. It's made of fabric.
- 2 It's an armoured vehicle. It's got thick armour and a large gun.
- 3 It's a piece of equipment. You use it to communicate.
- 4 It's a type of aircraft. It can fly very fast and attack other aircraft.
- 5 It's a type of weapon. You use it to destroy tanks.

Task 3

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to turn to File 14 and describe the objects on the list, and Student B to complete the chart. Then ask Student B to turn to File 15 and describe the objects on the list, and Student A to complete the chart.

Answers

Student A:

aircraft: bomber

weapon: grenade

vehicle: truck

equipment: compass

uniform: helmet

Student B:

aircraft: fighter

weapon: machine gun

vehicle: tank

equipment: map

uniform: boots



The NATO school

BRIEFING

NATO: organisation and mission

NATO stands for the North Atlantic Treaty Organisation, which was officially founded when the North Atlantic Treaty was signed in 1949. Today, there are 26 member nations (see table below).

Mission

According to the NATO Handbook, the primary mission of NATO is to “safeguard the freedom and security of all its members by political and military means”. NATO provides a forum for peaceful political discussion between member nations, and allows for military cooperation through joint operations, training and strategic planning.

History

After World War II, five countries – Belgium, France, Luxembourg, the Netherlands and the UK – decided to develop a joint defence system and to strengthen their diplomatic and military ties. Together they signed the Brussels Treaty in March 1948. Further negotiations with the United States and Canada, as well as with other European countries, led to the creation of a single North Atlantic Alliance, which the NATO handbook describes as “based on security guarantees and mutual commitments between Europe and North America”. The resulting North Atlantic Treaty (sometimes called the Treaty of Washington) was signed in April 1949.

NATO member nations

Year Joined	Country
1948 Brussels Treaty	Belgium, France, Luxembourg, Netherlands, UK
1949 North Atlantic Treaty (Treaty of Washington)	Canada, Denmark, Iceland, Italy, Norway, Portugal, USA
1952	Greece, Turkey
1955	Federal Republic of Germany
1982	Spain
1999	Czech Republic, Hungary, Poland
2004	Bulgaria, Estonia, Latvia, Lithuania, Romania, Slovakia, Slovenia

Membership in NATO is theoretically open to any country in a position to “contribute to the security of the North Atlantic area”. New countries may be invited to join NATO by the unanimous agreement of member nations.

Partnership for Peace

In the post-Cold War environment of the 1990s, many Eastern European countries asked to join NATO. In response, NATO created the Partnership for Peace (PfP). This is not true membership in NATO but it does allow for closer relations between PfP members and NATO, including cooperation in peacekeeping operations, joint military exercises, training and planning. It also serves as a forum between PfP members and NATO to discuss political issues ranging from defence to toxic waste. It may be possible for PfP countries to eventually join NATO as full members. In return, PfP countries agree:

- to respect the borders of other countries and resolve disagreements peacefully
- to share defence and security information
- to ensure that their military is under democratic control.

In the last decade, NATO and Russia have also made commitments to greater cooperation and mutual understanding.

Vocabulary focus: flag officer, Billeting Office, syndicate

Flag officer

Flag officer is a term originally applied to any naval or coastguard officer above the rank of captain, such as commodore, rear admiral, vice admiral or admiral (those officers entitled to display a flag showing their rank). Flag officer is often used with the term general officer (which describes those army ranks at general or above), for example: *An annual course for general and flag officers.* Occasionally, flag officer is used to describe an officer of any armed service of an equivalent command rank.

Billeting Office

The Billeting Office is the office in charge of assigning or arranging accommodation or housing for military personnel. (The word billet originally referred to the written order to provide quarters for military personnel, especially in private buildings.) Billet can be used as a noun, referring to the quarters where military personnel are assigned to sleep, or as a verb, for example: *Officers and NCOs are generally billeted separately.*

Syndicate

A syndicate is any group that has come together to carry out a common project. It often refers to a group of financial or business organisations with common interests, and sometimes refers to organised crime. A syndicate at the NATO school is a group of students studying and comparing several subject areas who present their conclusions at the end of the course.

PROCEDURE

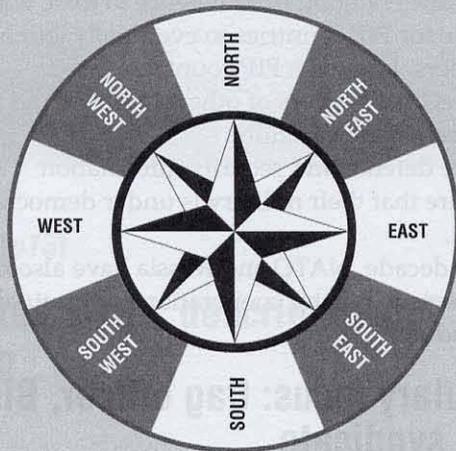
alpha (p74-75)

The history of NATO

Task 1

Ask students to label the points of the compass with the words in the box. Practise pronunciation of the points of the compass with the class.

Answer



Reading

Task 2

Ask students to answer the questions on NATO, to test their knowledge. You may want to put students in pairs to ask and answer the questions.

Task 3

Ask students to read the text and check their answers to task 2.

Answers

- 1 North Atlantic Treaty Organisation
- 2 1949
- 3 Twenty-six countries: Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, the UK, the USA, Greece, Turkey, West Germany, Spain, the Czech Republic, Hungary, Poland, Bulgaria, Estonia, Latvia, Lithuania, Romania, Slovakia and Slovenia.

4 1989

5 Partnership for Peace

Task 4

Practise the pronunciation of the words in the box and mark the stress. Ask students to complete the definitions using the words in the box.

Answers

1 alliance

3 ally

2 treaty

4 peacekeeping

Pronunciation Nationalities

Task 5

Ask students to complete the table using the words in the box.

Answers

1 Czech Republic

4 Portugal

2 Iceland

5 United Kingdom

3 Netherlands

Ask students to look at the list of new members and work out their nationalities.

Answers

Bulgarian

Romanian

Estonian

Slovakian

Latvian

Slovenian

Lithuanian

Task 6

Play track 91. Ask students to listen to the words and count the syllables.

Answers

Spanish – 2 syllables

Dutch – 1 syllable

Portuguese – 3 syllables

Czech – 1 syllable

Norwegian – 3 syllables

Canadian – 4 syllables

German – 2 syllables

British – 2 syllables

Task 6 [91]

Spanish Portuguese Norwegian German Dutch

Czech Canadian British

Now ask students to put the words in the correct group. You may like to do the first country with the class as an example.

Answers

2 Dutch

6 Portuguese

3 Spanish

7 Norwegian

4 British

8 Canadian

5 German

Speaking

Task 7

Put students in groups of three or four to discuss the questions. If your group is monolingual, you could have a class discussion on their ideas. If your group is multilingual, you could ask students from different countries to talk about their country.

bravo (p76)

The NATO school

Task 1

Ask students to read the description and mark the position of the NATO school on the map.

You may want to ask students what they know about the NATO school – some may have heard of it or even have studied there.

Answer



Reading

Task 2

Ask students to read the text and match the paragraphs with the graphs.

Answers

- graph A – paragraph 1
- graph B – paragraph 3
- graph C – paragraph 2

Grammar *all, most, some, a few*

Task 3

Go over the examples with the class. Check that the meanings are clear and that students understand when to use each word.

Ask students to write questions about their teachers and the other students.

Answers

- 2 How many other students are military?
- 3 How many instructors are civilian?
- 4 How many students are from your country?
- 5 How many instructors are American?

Speaking

Task 4

Put students in pairs to ask and answer the questions in task 3.

charlie (p77)

I'm doing a course in Germany

Task 1

Ask students to read the course description and answer the questions.

Answers

- 1 NATO Senior NCO's Orientation
- 2 NATO/PfP senior NCOs in the grades of OR-7 to OR-9 and civilians of equivalent grade.
- 3 Students' own ideas about topics that give a knowledge of NATO.

Listening

Task 2

Ask students to go over the questions and the possible answers. Play track 92 for students to listen and answer the questions. Play the track twice, if necessary.

Answers

- 1 b 2 c 3 c 4 c 5 a

Task 2 [92]

- A: Good morning, sir.
B: Hello, Karol. Are you going to the NATO School?
A: That's right. How do you know?
B: Major Smith told me. What course are you doing?
A: It's called the NATO Senior NCO's Orientation Course.
B: Sounds interesting. When are you going?
A: I'm going next month, on 19th January.
B: And where are you staying?
A: I don't know. I'll call the School tomorrow.
B: I was there last year. You can stay in accommodation in the School or in a hotel. How are you getting there? Are you driving or are you going by plane?
A: I'm flying from Warsaw to Munich and then I'm taking the train to Oberammergau.
B: How long are you going for?
A: The course lasts one week but I'm staying in Oberammergau for a few days' holiday at the end of the course. So I'm there for two weeks.
B: Well, have a good trip and enjoy the course.
A: Thank you, sir.

Grammar Present continuous for future plans

Task 3

Go over the examples with the class. Point out that the form of the present continuous is not only used for an action happening now, but also to talk about plans for the future. You may like to write some more examples on the board using material from students' lives.

Ask students to write the questions and answers in full.

Answers

- 1 Where are you going?
I'm going to Germany for a course.
- 2 When are you going?
I'm going next month, on January 19th.
- 3 Where are you staying?
I'm staying in a hotel.
- 4 How are you getting there?
I'm going by train.
- 5 How long are you going for?
I'm going for two weeks.

Speaking

Task 4

Put students in pairs to practise the conversation in task 3. You may like to ask students to invent their own trip or course and role-play conversations.

delta (p78)

Getting there

Task 1

Pre-teach the meaning of the title of the lesson. Ask students to label the pictures using the words in the box. Point out that all the methods of transport are preceded by the preposition *by*, except for *on foot*.

Answers

- 1 by air
- 2 by road
- 3 by sea
- 4 on foot
- 5 by rail

Listening

Task 2

Ask students to read the text and check the information they need to complete the briefing. Play track 93 for students to listen and complete the gaps. Play track 93 twice. Put students in pairs to check their answers.

Answers

- 2 2100 hours
- 3 return

4 S8

5 Murnau

Task 2 [93]

Good evening and welcome to this briefing for personnel selected for the courses in Oberammergau. All courses start on Monday morning and you should report to the Billeting Office on the Sunday before the course. Report between 1500 and 2100 hours.

At Munich airport buy a return ticket to Oberammergau from the ticket stand at the airport. Take the train S1 or the S8 from the airport to Munich's main train station. There is no direct service to Oberammergau. You must take the train to Murnau, that's M-U-R-N-A-U. From Murnau go by train or by bus to Oberammergau.

The Oberammergau train and bus station is approximately two kilometres from the NATO School. On Sunday evenings, NATO School transport carries students from the Oberammergau train and bus station to the School. There is no cost for this service.

Task 3

Play track 94. Ask students to listen and complete the timetable. You may like students to check their answers in pairs before checking the answers as a class.

Answers

- 1 1729
- 2 1 hr 36 mins
- 3 1711
- 4 1910

Task 3 [94]

A: Good evening.

B: Good evening.

A: What time is the train to Oberammergau, please?

B: You have to change in Murnau and the next train to Murnau is at 1640. It gets to Murnau at 1729. Then the connection for Oberammergau leaves Murnau at 1741 and gets to Oberammergau at 1816.

A: I'm sorry. Could you repeat that, please?

B: The next train is at 4.40. It gets to Murnau at 5.29.

You change trains at Murnau. Get the train for Oberammergau at 5.41 and you get to Oberammergau at 6.16.

A: Thank you. How long does the journey take?

B: It takes one hour and 36 minutes.

A: And what time is the next train after that?

B: The next train leaves Munich at 1711 and it gets to Murnau at 1839. The connection leaves at 1845 and gets to Oberammergau at 1910.

A: OK, let me see. I'd like a return ticket for the first train, please. At 1640. How much is that, please?

B: That's 27 Euros.

Functional English Getting travel information

Task 4

Go over the examples with students. Point out the use of *take* in the third person in *How long does it take?* and *It takes ...*. Ask students to complete the conversation.

Answers

- 1 What time is the next train to Oberammergau
- 2 How long does it take?
- 3 I'd like a return ticket, please.

Speaking

Task 5

Put students in pairs to practise the conversation in task 4. Then ask students to practise their own conversations using the timetable in task 3.

echo (p79)

Billeting

Task 1

Explain the meaning of *billeting* to the class (a place where a soldier is accommodated). Go over the World English box with students.

Ask students to label the picture using one of the words from the box.

Answer
pension

Reading

Task 2

You may like to ask students what kind of facilities they look for when choosing billeting or accommodation. Write their answers on the board.

Ask students to read the information about the different types of accommodation and answer the questions.

Answers

- 1 It is next to the NATO school, it's cheap, there's a gym and swimming pool near the hotel.
- 2 NCC Hotel, pensions
- 3 Family apartments

Listening

Task 3

Tell students that they are going to listen to someone phoning to book a room, then ask them to read the information on the booking form. Play track 95 for students to listen and complete the form. Play the track two or three times, if necessary.

Answers

- 1 Pulaski
- 2 X753951
- 3 Sunday 19th January
- 4 Saturday 25th January
- 5 Warsaw 4822200321
- 6 January 15th 2008

Task 3 [95]

- A: Guten Morgen.
B: Good morning. Do you speak English?
A: Certainly. How can I help you?
B: I'm going to the NATO School next month and I'd like to book a single room at the NATO Community Club Hotel.
A: One moment, please. What's your name, please?
B: Karol Pulaski.
A: Can you spell your last name, please?
B: Yes, Pulaski, that's P-U-L-A-S-K-I.
A: Thank you. And can you spell your first name, please?
B: Karol, that's K-A-R-O-L.
A: What's your rank?
B: Sergeant Major. That's OR-8.
A: Do you have a registration number for the course?
B: Yes, it's X753951.
A: What course are you attending?
B: C-33, the NATO Senior NCOs Orientation Course.
A: Thank you. And what day are you arriving please?
B: I'm arriving on Sunday, January 19th.
A: What time are you planning to arrive?
B: At about quarter past eight – twenty fifteen.
A: And when are you leaving?
B: I'm leaving on Saturday the twenty-fifth.
A: Can you give me a phone number, please?
B: Yes, it's Warsaw four, eight, two, two, two, oh, oh, three, two, one.
A: OK. Now I need your credit card number to complete the booking.
B: The number is four, nine, nine, two, seven, three, nine, eight, seven, one, six.
A: And the card expiry date, please.
B: Yes, it's January the fifteenth, two thousand and eight.
A: OK, that's everything. I can confirm your booking Sergeant Major Pulaski. Six nights at the NATO Community Club Hotel in a single room. Day of arrival, Sunday January 19th. Departure day, Saturday January 25th.
B: That's correct. Thank you very much.
A: Thank you. Goodbye.
B: Goodbye.

Speaking

Task 4

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to think about which country he/she is going to visit and which course he/she is going to do. Student B works for the hotel and is to ask Student A for the information to complete the booking form in task 3. You may like to ask students to sit back-to-back for this exercise, to make the conversation more like a telephone conversation (and thus more difficult!).

foxtrot (p80-81)

Off-duty: what are you doing this weekend?

Task 1

Ask students to complete the sentences using the words in the box. You may also like students to describe what they can see in the pictures.

Answers

- 2 rent
- 3 go
- 4 take
- 5 visit

Listening

Task 2

Play track 96. Ask students to listen and answer the questions. Point out to students that the aim of the task is to answer the questions, not understand all the words they hear.

Answers

- 1 Go skiing, visit Neuschwanstein Castle, rent a car, visit Linderhof Castle, walk there and back.
- 2 They're visiting Linderhof Castle (after checking the weather forecast).

Task 2 [96]

- A What are you doing this weekend, Karol?
B: I don't know. I don't have any plans.
C: Let's go skiing! Oberammergau is famous for skiing.
A: I have a problem. I can't ski.
B: Well, we could visit Neuschwanstein Castle. It's about 40 kilometres away but we could rent a car.
C: That's a good idea.
A: I don't think that's a good idea – it's too far. There are other places to go sightseeing and we don't need a car.
C: Where do you suggest, Karol?

- B: Well, why don't we visit Linderhof Castle? It's twelve kilometres away. We could walk there, have lunch and walk back.
A: That's a good idea.
C: I don't know. It's very cold. The weather can be a problem at this time of year.
A: We could check the weather forecast on Sunday.
B: That's a good idea.

Functional English Deciding on a course of action

Task 3

Go over the examples for suggesting a course of action and agreeing / disagreeing. Point out that *Let's* is really *Let us*.

Ask students to put the conversation in order.

Answers

- B: I don't think that's a good idea. We don't know the roads.
A: Why don't we visit the museum?
B: OK. That's a good idea.

Speaking

Task 4

Put students in pairs or groups. Ask them to make a list of things they can do in their town or city. Help students with any unknown vocabulary.

Ask students to write and practise conversations similar to those in task 3.

Task 5

Practise the pronunciation of the weather vocabulary. Ask students to match the words in the box to the pictures.

Answers

- 1 cloudy
- 2 cold
- 3 hot
- 4 rainy
- 5 sunny
- 6 windy

Task 6

Ask students to complete the table by ticking the adjectives that go with the weather conditions.

Answers

	<i>rain</i>	<i>snow</i>	<i>wind</i>
light	✓	✓	✓
moderate	✓	✓	✓
heavy	✓	✓	
strong			✓

Reading

Task 7

Pre-teach the meaning of *weather forecast* and introduce vocabulary for temperatures, e.g. *minus five degrees Celsius*. Ask students to read the text and complete the summary chart.

Answers

- 1 32–48 km/h
- 2 minus 5 degrees
- 3 minus 12 degrees

Speaking

Task 8

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to turn to File 16 and give Student B the information on the weather for Monday. Ask Student B to listen and complete the chart. Then ask Student B to turn to File 17 and give Student A the information on the weather for Monday night. Ask Student A to listen and complete the chart.

Answers

Monday:

wind: 4–5 km/h

minimum temperature: 35 degrees

maximum temperature: 39 degrees

Monday night:

wind: 6–11 km/h

minimum temperature: 13 degrees

maximum temperature: 18 degrees

golf (p82)

Review and Language tactics

Review

Task 1

Ask students to match the symbols with the hotel facilities using the words in the box.

Answers

- 1 minibar/refrigerator
- 2 gym
- 3 private bathroom
- 4 swimming pool
- 5 telephone
- 6 TV

Task 2

Ask students to complete the definitions using the words in the box.

Answers

- 2 double room
- 3 self-catering
- 4 single room

Task 3

Ask students to complete the sentences by writing the correct nationality.

Answers

- 2 Swiss
- 3 Australian
- 4 Iraqi
- 5 Chinese
- 6 Moroccan
- 7 Afghan
- 8 Vietnamese

Task 4

Ask students to put the nationalities in groups depending on the number of syllables and the syllable stress.

Answers

- 1 Swiss
- 2 Afghan
- 3 Japanese
- 4 Moroccan
- 5 Australian

Language tactics Opposites and different forms of words

Task 5

Point out to the class that when they learn a new word they could learn the opposite word too. You may want to suggest this as a useful way for students to widen their vocabulary.

Ask students to choose (circle or underline) the correct word to complete the sentences.

Answers

- 1 start, finish
- 2 military, civilian
- 3 teach, learn

Task 6

Point out to students that another useful way to learn vocabulary is to learn the different forms of the word. Give the class some examples, e.g. noun: *information*; verb: *to inform*; adjective: *informative*, etc.

Ask students to read the nouns and write the adjectives.

Answers

- 2 cold
- 3 foggy
- 4 hot
- 5 rainy
- 6 sunny
- 7 windy

golf (p83)

Integrated skills: Linderhof castle

Task 1

Go over the instructions with the class. Check that the meaning of the words in the box is clear to students. Then put students in small groups to discuss and agree on the five items.

When students have finished, you may like to join the groups together for students to compare what they have decided to take and why.

Reading

Task 2

Ask students to read the text and answer the questions.

Answers

- 1 0950
- 2 7 km
- 3 1 hr 45mins
- 4 1615
- 5 4 km/h

Speaking

Task 3

Put students in groups of three or four to decide on a plan to deal with the accident in task 2. Go round the class monitoring students, paying attention to vocabulary and pronunciation.

When students have finished, you may want to ask some students to present their plans to the rest of the class using the present continuous.

9

Fit to fight

BRIEFING

Radio messages

Good communications are essential for the armed forces. Even with advances in technology, the radio is still a vital means of communication on the battlefield. It is used to communicate with commanders and to call for artillery support, medical assistance and troop evacuation. Because of the importance of these communications and battlefield urgency, and because the enemy might be listening, specific procedures are used on the radio. These aim to provide security, accuracy, brevity and discipline (to prevent everyone from speaking at the same time).

Some important rules for radio use are:

- keep the message as short as possible (if it is long, split it into smaller parts)
- speak clearly (slightly slower than normal conversation; use a natural rhythm)
- if possible, write down what you are going to say in advance.

Spelling

Because of unfamiliar words or poor radio reception, soldiers will frequently need to spell words. Before spelling a word, soldiers should always begin by saying *I spell ...*, so that the person on the other end is ready to write the letters. To avoid any confusion, soldiers use the Military Alphabet, sometimes referred to as the International Phonetic Alphabet (this is given in the Student's Book, Unit 2 alpha).

Numbers

Numbers are usually pronounced as single digits instead of the whole number. For example, on the radio 358 is not usually pronounced *three hundred and fifty-eight*, but *three, five, eight*.

Call signs

Call signs are used to identify the radio users instead of names. This is in order to keep the real unit names secret from any enemy that might be listening. Call signs are typically a combination of letters and numbers, for example, A10 (pronounced *Alpha one zero*) or R38 (pronounced *Romeo three eight*).

A unit's call sign is usually introduced with the words *this is*, for example, *This is alpha one zero*. The unit which is being called is usually mentioned before the unit which is calling, at least to establish contact.

For example, if unit A10 is calling unit R38, they will say: *Romeo three eight. This is alpha one zero*. After contact is established, procedure for the rest of the conversation may vary depending on unit guidelines.

Prowords

Other procedural words and phrases, or prowords, are used to ensure the brevity and accuracy of the radio transmission.

Proword	Meaning
Acknowledge	Confirm that you have received my message and will comply (wilco).
Affirmative	Yes/correct.
Correct	Yes/correct.
Correction	An error has been made in this transmission; the correct version follows.
I say again	I will repeat information.
Negative	No/incorrect.
Out	This ends my transmission. I do not expect any answer or confirmation.
Over	This ends my turn of the transmission. It is your turn to transmit. (A reply is expected. For this reason, Over should not be used with Out.)
Roger	I have received your last transmission satisfactorily.
Say again	Repeat your last transmission (or indicated information).
Send	Go ahead with your transmission.
Wilco	I have received and understood your message, and will comply (this word should not be used together with Roger).
Wrong	No/incorrect. The correct version is ...

PROCEDURE

alpha (p84-85)

The check-up

Task 1

Go over the meaning of *fit* and *check-up*. Practise the pronunciation of the words in the box. Ask students to put the words into the three groups.

Answers

aerobic exercises: football, running
strength exercises: press ups, pull ups, weight training
flexibility exercises: stretching, yoga

Reading

Task 2

Point out to students that the questions are from a medical check-up. Ask students to read the questions and decide if the sentences are true or false. You may like to put students in pairs to correct the false statements.

Answers

- 2 False. He does flexibility exercises two or three times a week.
- 3 False. He doesn't smoke.
- 4 True.
- 5 False. He's 86 kilogrammes.

Task 3

Play track 1 (CD 2). Ask students to listen and complete the questionnaire for Yener. You may like to put students in pairs and play the track again, for students to listen and check their answers.

Answers

- 1 a
- 2 b
- 3 a
- 4 a
- 5 c
- 6 98 kg
- 7 1.74 m

Task 3 [1]

Yener: Good morning, Doctor.
Doctor: Good morning, Yener. How are you?
Yener: I'm very well, thanks.
Doctor: Very good. I'm going to ask you a few questions for your medical check-up. First of all, how often do you do aerobic exercise, like running or swimming?
Yener: Well, actually I don't do exercise very often.
Doctor: How often do you do exercise, Yener? Three times a week, once a week?
Yener: Well, I don't do any kind of exercise.
Doctor: No aerobic exercise. OK, next question. Do you do any weight training or other strength exercises?
Yener: Yes, I do. I usually go to the gym once a week. On Monday.
Doctor: Once a week. And what about stretching exercises? Do you do any stretching exercises?
Yener: I'm sorry, I don't understand.

Doctor: I mean flexibility exercises, like stretching or yoga.

Yener: OK, I understand. No, no I don't.

Doctor: Now I have some questions about lifestyle. First of all, do you smoke?

Yener: Yes, I do. I smoke about fifteen cigarettes a day.

Doctor: What about fast food? Do you eat a lot of fast food?

Yener: Well, I eat a pizza or a hamburger about once a week.

Doctor: OK. How much do you weigh, Yener?

Yener: I weigh 98 kilos.

Doctor: What about your height? How tall are you?

Yener: One metre and 74 centimetres.

Task 4

Practise the pronunciation of the new words with the class and check that the meaning is clear to students. Ask students to complete the sentences using the words in the box.

Answers

- 2 fit
- 3 fat
- 4 healthy
- 5 muscular
- 6 unfit

Task 5

Ask students to re-read the questionnaire from task 2 and decide if the sentences are true or false. Then ask students to correct the false sentences.

Answers

- 2 True.
- 3 True.
- 4 True.
- 5 False. Melik is healthier than Yener. / Yener is not healthier than Melik.

Grammar Comparative adjectives

Task 6

Go over the examples with the class. You may also like to use examples of people and things from the classroom, e.g. ... is taller than ...; my bag is heavier than your bag, etc.

Point out the following rules:

- *er* is added to the end of an adjective to form the comparative when the adjective has one syllable or two syllables and ends in a *y*;
- *more* is placed in front of an adjective if it has two syllables and does not end in a *y*.

Then point out the irregular adjectives (*good, bad*) and how the spelling changes with some adjectives, e.g. if an adjective ends in consonant-vowel-consonant, the last consonant is doubled before adding *er* e.g. *big/ bigger*; if an adjective ends in a *y*, before adding *er* the *y* changes to *i*, e.g. *healthy/ healthier*.

Ask students to write the sentences in full.

Answers

- 2 Melik is healthier than Yener.
- 3 Dursun is more muscular than Melik.
- 4 Yener is fatter than Melik.
- 5 Dursun is stronger than Melik.

Speaking

Task 7

Ask students to complete the questionnaire in task 2 using information about themselves. Then put students in pairs, for each student to ask questions and complete the chart for their partner.

Writing

Task 8

Ask students to write about themselves and their partner, comparing sports and food habits, etc. Get students to use comparative adjectives as much as possible.

bravo (p86)

You should do more exercise

Task 1

Put students in pairs to discuss the questions. When they have finished, you may like students to compare ideas with another pair and then have a general class discussion.

Reading

Task 2

Ask students to read the activity pyramid and complete the sentences.

Answers

- 2 30 minutes, 2–3 times
- 3 20 minutes, 3–5 times
- 4 30 minutes, 3–5 times
- 5 walk

Task 3

Ask students to read the different advice. Play track 2. Ask students to listen and tick the advice that the doctor gives her patient.

Answers

- lose weight
- be more active
- stop smoking

Task 3 [2]

Well, Yener. You're not in very good shape but you probably know that. Firstly, you need to lose weight. You shouldn't eat fast food every day. You should eat more healthy food. Also, you should be more active. For example, walk up the stairs and don't take the lift. Walk to work or to the shops. You should do more exercise, for example, go for a run or go swimming. But it's not a good idea to start with a hard exercise programme. You shouldn't go running every day. Go running two times a week for the first few weeks. Then go more often. The most important thing is the cigarettes. You should stop smoking.

Grammar *should / should not (shouldn't)*

Task 4

Go over the examples with the class. Point out that *should* is another modal verb, this time used to give advice. You may also want to mention that *should* does not take *to* before or after it (it is followed by the bare infinitive). Practise the pronunciation with the class, pointing out the silent *l*.

Ask students to write the doctor's advice for each situation using *should* or *shouldn't*.

Answers

- 3 I think you should go to the gym.
- 4 I think you should do some flexibility exercises.
- 5 I think you should lose weight.
- 6 You shouldn't smoke.

Pronunciation Final /t/

Task 5

Play track 3. Ask students to pay attention to the pronunciation of the /t/ in *shouldn't*. Play track 3 again, for students to listen and practise. Then go round the class, practising the pronunciation with individual students.

Task 5 [3]

You shouldn't eat fast food every day.
You shouldn't go running every day.

Speaking

Task 6

Put students in pairs. Ask them to discuss the advice they would give to a friend in each of the five situations using *I think you should / shouldn't ...*. Go round the class monitoring students and helping with vocabulary.

charlie (p87)

An army marches on its stomach

Task 1

Practise the pronunciation of the new words with the class. Ask students to label the pictures using the words in the box.

Answers

- 1 cans
- 2 pouches
- 3 jars

Reading

Task 2

Ask students to read the text and decide if the statements are true or false. You may want to ask students to correct the false statements verbally or in writing.

Answers

- 1 False. The first military rations were invented by a French chef.
- 2 False. C rations were not popular with soldiers.
- 3 True.
- 4 True.
- 5 False. US Army combat rations do not include pizza.

Task 3

Ask students to re-read the text from task 2 and find the words that match the definitions.

Answers

- 1 chef
- 2 vegetarian
- 3 fast food
- 4 ethnic dishes

Grammar *more and less*

Task 4

Go over the examples with the class. You may like to write more examples on the board. Ask students to complete the text using *more* and *less*.

Answers

- 3 more
- 4 less
- 5 less
- 6 less
- 7 less

Speaking

Task 5

Put students in pairs. Ask them to talk about eating habits in their country today compared with those in the past. Go round the class monitoring students and helping with vocabulary and pronunciation.

delta (p88-89)

Off-duty: eating out

Task 1

Practise the pronunciation of the new words. Ask students to match the words in the box with the pictures.

Answers

- 1 onions
- 2 cake
- 3 chicken
- 4 steak
- 5 ice-cream
- 6 beans
- 7 bananas
- 8 oranges
- 9 lentils
- 10 tomatoes

Then practise the pronunciation of the food groups – especially *vegetables* (three syllables not four). You may want to ask students to mark the stressed vowels.

Ask students to put the words into the food groups. You could also get students to add more foods to each group, either by asking you or by using a dictionary. (Note: tomatoes are classified scientifically as fruit.)

Answers

fruit: bananas, oranges
vegetables: onions, tomatoes
meat: steak, chicken
pulses: beans, lentils
desserts: ice-cream, cake

Reading

Task 2

Before starting this task, you may like to ask students what they know about the Mediterranean diet and write their ideas on the board. Then ask students to read the text and complete the chart.

Answers

- 1 meat
- 2 chicken
- 3 vegetables
- 4 wine

Speaking

Task 3

Put students in pairs to describe the traditional food in their country. If your class is monolingual, you may want to ask students to describe the typical foods of their region, town or village, etc.

Task 4

Practise the pronunciation of the words with the class. Ask students to match the pictures with the words in the box.

Then ask students to answer the questions on more or less healthy cooking methods. You may want to write more examples of cooking methods on the board.

Answers

- 1 fried
- 2 grilled
- 3 boiled
- 4 roasted

Listening

Task 5

Ask students to read the menu, then play track 4. Ask students to listen and tick what Liz orders. Play the track again.

Answers

- salad
- roast chicken

Task 5 [4]

Waitress: Are you ready to order?
Liz: I need some help with the menu. Could you tell me what 'sült csirke' is?
Waitress: Yes, it's roast chicken. It comes with potatoes.
Liz: That sounds good. I'll have the chicken.
Waitress: Right. One chicken. Are you having a starter?
Liz: Yes. Could I have the salad?
Waitress: What would you like to drink?
Liz: Can I have a bottle of mineral water?

Functional English Requests with *can* and *could*

Task 6

Go over the example with the class. Point out that to ask for things we use *can you...* or *can I have ...* and *could you...* or *could I have ...*. Mention that *could* is more formal than *can*. You may want to write more examples on the board.

Ask students to match the conversations between the waitress and the customer.

Answers

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

Pronunciation *could* and *would*

Task 7

Play track 5. Ask students to pay attention to the pronunciation of *could* and *would*. Point out the silent *l* in both words.

Put students in pairs to practise the conversations. Get them to pay attention to the use of intonation in the questions and the pronunciation of *could* and *would*.

Task 7 [5]

Waitress: Good evening. Do you have a reservation?
Man: No, I don't. Do you have a table for two?
Waitress: Where would you like to sit?
Man: Could I have a table near the window?

Waitress: Would you like a dessert?
Man: Yes, please. Can I have ice-cream?

Waitress: How was your meal?
Man: It was very good, thank you. Could I have the bill?

Speaking

Task 8

Before starting this task, you may like to go over the vocabulary with students to check their pronunciation and that the meaning of the words is clear to them.

Put students in pairs. Ask them to describe a typical dish from their country using the words and phrases. If students are from the same country, you may like to ask them to describe their favourite dish or a dish from their region, town or village.

echo (p90)

Sick call

Task 1

Go over the vocabulary for the parts of the body. Ask students to listen as you point to your body and say the words. Then get students to point to parts of their body and practise saying the words.

You may want students to add more parts of the body to the list. You could write these on the board or ask students to write them in their vocabulary books.

Task 2

Check that the meaning of the words in the box is clear to students. Practise the pronunciation of the different illnesses, pointing out the stress to students. Then ask students to label the pictures using the words in the box.

Answers

- 1 a backache
- 2 a cold
- 3 a cough
- 4 a stomach ache

Listening

Task 3

Play track 6. Ask students to listen to the conversation and complete the chart. Play the track twice. You may like to put students in pairs, to compare their answers.

Answers

- 1 The person feels sick and has a stomach ache.
- 2 The person has a pain in his left side.
- 3 No problem, she feels much better.

Tasks 3 and 5 [6]

Medical Officer: What's the matter?
Patient: I'm not very well.
Medical Officer: What's wrong, exactly?
Patient: Well, I feel sick and I have a stomach ache.
Medical Officer: OK. We're going to do some tests.

Medical Officer: What's the matter?
Patient: I have a pain in my side.
Medical Officer: OK. Lie down. I'm going to examine you. Where's the pain, exactly?
Patient: It's here. In my left side.

Medical Officer: Good morning, Corporal.
Patient: Good morning, ma'am.
Medical Officer: How do you feel today?
Patient: I feel much better.

Functional English Talking about health

Task 4

Go over the examples with the class. Ask students to listen and practise.

You may like to put students in open pairs to practise. Get one student to ask a question about their partner's health and the other student to answer from the list of illnesses. Go round the class and practise a few times with different students.

Then ask students to complete the conversations using the examples.

Answers

- 1 What's wrong
- 2 feel
- 3 pain
- 4 Where's the pain
- 5 How do you feel

Task 5

Play track 6 again (from task 3), for students to listen and check their answers.

Task 6

Put students in pairs to practise the conversations from task 4.

Task 7

Put students in pairs. Ask them to write and practise their own conversations about health problems.

foxtrot (p91)

First aid

Task 1

Go over the meaning of *first aid* and the pronunciation of the new words. You may like to pre-teach some of the vocabulary or ask students to look up the meaning of words in a dictionary. Ask students to mark the stress on the words.

Get students to label the pictures using the words in the box.

Answers

- 1 bandage
- 2 plasters
- 3 painkillers
- 4 splint
- 5 dressing

Reading

Task 2

Ask students to match the first aid items to the wounds and injuries. You may like to discuss with students which of the first aid items they would use and write their suggestions on the board. There may be more than one suggestion for a particular wound or injury.

Then ask students to read the text to see if their suggestions were correct. You may like to ask students if they can think of any more types of wounds or injuries to add to their vocabulary books.

Possible answers:

- a broken arm: splint
- a cut: plaster or bandage
- a stomach wound: field dressing
- a burn: field dressing

Grammar **must / must not (mustn't)**

Task 3

Go over the examples with the class. Point out that *must* is a modal verb and therefore does not have *to* either before or after it. It is used to express obligation in the positive form and to express prohibition in the negative form.

Write some more examples on the board and practise the pronunciation with the class, paying attention to the silent *t* in the middle of *mustn't*.

Ask students to rewrite the sentences using *must* or *mustn't*.

Answers

- 2 You mustn't move the patient.
- 3 You must give water to drink.
- 4 You mustn't give food.
- 5 You must put the casualty on his side.

Speaking

Task 4

Put students in pairs to go over the words in the box. Then ask students to discuss the correct procedures for each of the conditions.

Go round the class monitoring students and helping with vocabulary. You may like to ask some of the students to present their suggestions to the class.

golf (p92)

Review and Language tactics

Review

Task 1

Ask students to put the adjectives in groups, depending on the number of syllables.

Answers

one syllable

- tall
- hard
- old
- short
- young

two or more syllables

- careful
- useful
- expensive
- important
- interesting

Task 2

Ask students to write the comparative of the adjectives.

Answers

- 1 bigger
- 2 busier
- 3 fatter
- 4 fitter
- 5 happier
- 6 heavier
- 7 hotter
- 8 nicer
- 9 taller
- 10 thinner

Task 3

Ask students to read the text and complete the gaps using the correct adjective in the comparative form.

Answers

- 1 younger
- 2 fitter
- 3 fatter
- 4 more interesting
- 5 happier

Task 4

Ask students to match the sentences in the box with the pictures.

Answers

- Picture 1: I have a stomach ache.
- Picture 2: I have a fever of 40° centigrade.
- Picture 3: I weigh 100 kilos.

Then ask students to write advice for the people with the above conditions.

Possible answers:

- 1 You should go to the doctor.
- 2 You should drink lots of water and take an aspirin.
- 3 You should lose weight, do some sport and eat less.

Language tactics Word maps 1

Task 5

Point out that word maps are another way of learning vocabulary, by grouping related words. Ask students to use a dictionary to complete the word map. When they have finished, you may like to ask students to add more words.

Possible answers:
head: mouth, nose
upper body: arm, shoulder
lower body: leg, foot
inside: liver, lungs

golf (p93)

Integrated skills: casualty evacuation (CASEVAC)

Task 1

Ask students to complete the definitions using the words in the box.

Answers

- 1 heat exhaustion
- 2 hypothermia
- 3 shock

Task 2

Ask students to read the procedures and match the conditions from task 1 to each one.

Answers

- 2 shock
- 3 hypothermia
- 4 heat exhaustion
- 5 hypothermia
- 6 heat exhaustion
- 7 shock
- 8 hypothermia

Listening

Task 3

Ask students to read the radio CASEVAC request. Check that the meaning is clear to students.

Point out that the sentences are in the wrong order. Play track 7. Ask students to listen to the conversations and put the sentences in the correct order by writing the serials in the gap. Play track 7 twice.

Answers

echo: One casualty with hypothermia. Requires urgent medical attention.
foxtrot: Area is secure. Approach from the south.
delta: 16 Field Hospital.
bravo: Grid 845698. Ten kilometres north of BAKA. I spell bravo-alpha-kilo-alpha.
charlie: Grid 845698.

Task 3 [7]

A: Hello A14. This is R24. Request CASEVAC. Over.
B: A14. Send. Over.
A: R24. alpha – R24. bravo – grid 845698. Ten kilometres north of BAKA. I spell bravo-alpha-kilo-alpha. charlie – grid 845698. delta – 16 Field Hospital. echo – one casualty with hypothermia. Requires urgent medical attention. foxtrot – area is secure. Approach from the south.
B: A14. Say again serial bravo. Over.
A: R24. I say again. bravo, grid 845698. Ten kilometres north of BAKA. I spell. bravo-alpha-kilo-alpha. Over.
B: A14. Roger. Do you have a doctor? Over.
A: R24. Negative. We need a doctor and an ambulance. Over.
B: A14. Roger. Out.

Task 4

Ask students to read the questions. Play tracks 8 and 9. Ask students to listen to the conversations and answer the questions.

Answers

Conversation 1:

- 1 4
- 2 Road traffic accident with two APCs on route TROUT.
- 3 We will send a medical team by helicopter immediately.

Conversation 2:

- 1 1
- 2 One casualty with a head wound from sniper fire. Sniper was killed.
- 3 They are sending an air casualty evacuation team now.

Task 4 [8-9]

Conversation 1

A: Hello D30. This is D37. Road traffic accident on Route TROUT. Wait. Out.
A: Hello D30. This is D37. Request CASEVAC. Over.
B: D30. Send. Over.
A: D37. alpha – D37. bravo – grid 247189. charlie – grid 247189. delta – 16 Field Hospital. echo – four casualties resulting from a road traffic accident with two APCs on Route TROUT. All require urgent medical attention. Request a helicopter evacuation. foxtrot – area is secure. Approach from the north.
B: D30. Roger. Do you have a doctor? Over.
A: D37. Negative. We do not have a doctor. Over.
B: D30. We will send a medical team by helicopter immediately. Over.
A: D37. Roger. Out.

Conversation 2

- A: Hello L30. This is L37. Contact. Wait. Out.
A: Hello L30. This is L37. Contact with enemy at 1750 hours at grid 987240. Sniper fire from house nearby, returned fire and killed sniper. One casualty with a head wound. Request urgent CASEVAC. Over.
B: L30. Is the area secure? Over.
A: L37. Area is secure. There are no hostile elements in the area. Over.
B: L30. Roger. We are sending an air casualty evacuation team now. Over.
A: L37. Roger. Out.

Speaking

Task 5

Put students in pairs. Divide the pairs into Student A and Student B. Student A turns to File 18 and gives the information to Student B. Student B writes the information down.

Answers

- The casualty has a head wound.
- She is bleeding.
- She's conscious.
- The casualty has very fast breathing and a weak pulse.

War games

Ask students to read the text on Exercise 1 and discuss if the sentences are true or false. Ask students to correct the false sentences.

Map reading

Map reading is a vital military skill. Military commanders often have to be able to interpret a map as well as a compass. In map reading, not only is a map used, but also a compass. The map is used to show the location of the enemy. A skilled map reader will be able to determine how those terrain features will appear on a map, or look at a detailed map and imagine how the landscape will appear. However, the terrain is not captured only with practice and training and a good understanding of how maps work.

The grid system

Military maps divide the landscape into squares, called grid squares. This allows map readers to indicate an exact location easily by using reference numbers which specify a particular grid square.

Four-figure references: Reference numbers are assigned to the four-figure coordinates that most often appear on a map. For example, Baker Street is located in square G4. The military uses a four-digit number, the first two digits indicate the west-east (or east-west) coordinate, the second two digits indicate the north-south coordinate. Thus, the four-figure reference G4H0 would refer to the grid square found at the intersection of the west-east coordinate G4 and the north-south coordinate H0.

Six-figure references: For more precision, a single grid square can be further divided into ten by the grid of subsections. In this case, each six-figure reference is assigned. The third digit in the number will identify the west-east sub-coordinate, and the sixth digit will identify the north-south sub-coordinate. Thus, the number G4H05 refers to the same grid square as G4H0, but locating a precise subsection within the grid square at the north-west-east sub-coordinate and the north-south sub-coordinate (see diagram).

10

War games

BRIEFING

Map reading

Map reading is a vital military skill. Military commanders often rank it as being as important as weapons skills. A mistake in map reading not only costs valuable time, but may well lead troops into impassable terrain or needlessly expose them to the enemy. A skilled map reader can look at any terrain and imagine how those terrain features will appear on a map, or look at a detailed map and imagine how the landscape will appear. However, this skill is acquired only with practice and training, and a good understanding of how maps work.

The grid system

Military maps divide the landscape into squares, indicated by grid lines. This allows map readers to indicate an exact location easily, by using reference numbers which specify a particular grid square.

- **Four-figure references:** Reference numbers are similar to the letter–number combinations that most street maps use, so that you can find a particular street (for example, Baker Street is located in square G4). The military use a four-digit number: the first two digits indicate the west–east (or left–right) coordinate; the second two digits indicate the south–north (or bottom–top) coordinate. Thus, the four-figure reference 8040 would refer to the grid square found at the west–east coordinate 80, and the south–north coordinate 40.
- **Six-figure references:** for more precision, a single grid square can be further divided into a ten by ten grid of subsections. In this case, a six-figure reference number is used. The third digit in the number will identify the west–east sub-coordinate, and the sixth digit will identify the south–north sub-coordinate. Thus, the number 809403 refers to the same grid square as above (8040), but locating a precise subsection within the grid square: at the ninth west–east sub-coordinate and the third south–north sub-coordinate (see diagram opposite).

Grid square 8040 showing subsection 809403:

41	9									
	8									
	7									
	6									
	5									
	4									
	3								x	
	2									
	1									
40	0	1	2	3	4	5	6	7	8	9
	80									81

Vocabulary focus: terrain features

Here is some terminology for common map features (landscape characteristics) that you may not be familiar with:

- *draw*: a gully or ravine into which water drains
- *pass*: a narrow opening or gap, especially between two mountains
- *ravine*: a long, deep cut in the land, often formed by a stream
- *ridge*: a long, narrow elevation of land, often the crest of mountains
- *saddle*: the lower part of a ridge between two peaks or summits
- *spur*: part of a mountain that extends (horizontally) away from the main mass.

Military briefings

Types and styles of military briefings (short, informative presentations) vary greatly depending on the purpose of the briefing and the type of response that is expected of the audience. In general, briefings are designed to meet the following four needs: accuracy, thoroughness, brevity, and a quick response from the listener.

Because of these needs, the speaker generally does not use lengthy introductions or jokes and humour to lighten the atmosphere. Facts are delivered concisely and objectively, with enough explanations and references only to ensure understanding. References are usually made to material with which the listener is already familiar.

Types of briefing

There are four main types of briefing:

- **Information briefing:** the purpose is simply to explain a situation or present facts; it does not require a decision from the listener.
- **Decision briefing:** this is usually more thorough than the information briefing; the briefer must explain a situation and is looking for a specific answer or decision from the listener.
- **Staff briefing:** this is similar to the information briefing but is designed to allow a quick exchange of information within a group. Commanders and staff use this kind of briefing to keep each other informed; the purpose is a coordinated effort from the group regarding the subject.
- **Mission briefing:** this is used for combat operations and combat training operations, to give last minute information, specific instructions or a broader perspective on the overall mission. The desired response is an understanding that is thorough enough to enable the mission to be carried out successfully.

Briefing structure

A common formula – using concise repetition and reinforcement – is often used to deliver information accurately and ensure that it is understood:

- **Introduction:** explain what you are going to speak about.
- **Body:** quickly develop your points; in most briefings no more than three main points are raised, otherwise listeners have difficulty following the briefing and responding to all of the points.
- **Conclusion:** quickly summarise your main points, to reinforce them in your listeners' minds.

This structure can be summarised by the phrase, *Tell them what you're going to tell them. Tell them. Then tell them again.*

PROCEDURE

alpha (p94-95)

Exercise Bright Star

Task 1

Introduce the new vocabulary and practise the pronunciation with the class. Ask students to describe the pictures using the words in the box.

Answers

The marines are carrying out an amphibious assault.
The parachutists are carrying out an airborne assault.

Reading

Task 2

You may want to ask students if they know anything about Exercise Bright Star and write any information they give you on the board.

Ask students to read the text on Exercise Bright Star and decide if the sentences are true or false. You may then like to ask students to correct the false sentences.

Answers

- 1 False. Exercise Bright Star takes place every two years.
- 2 False. Troops from eleven countries participate in Exercise Bright Star.
- 3 True.

Task 3

Ask students to re-read the text from task 2 and find words to match the definitions.

Answers

- 1 joint exercise
- 2 multinational exercise
- 3 Command Post Exercises
- 4 staff

Grammar *the, a / an*

Task 4

Go over the examples with the class. At this stage, a simple explanation of the use of *a / an* (the indefinite article) and *the* (the definite article) is given.

- *A / an* is used for singular, countable nouns when they are mentioned for the first time and when we do not specify about which person or thing we are talking.
- *The* is used when we specify the person or thing we are talking about, or if the speaker and listener know to whom or what the speaker refers. *The* is used for singular, plural and uncountable nouns.
- We do not use an article with plural countable nouns or uncountable nouns when generalising. If we specify, however, the article *the* is used.

Ask students to complete the sentences with *a, an* or *the*.

Answers

- 1 The
- 2 a
- 3 A
- 4 an
- 5 an
- 6 an
- 7 the
- 8 The

Pronunciation Sentence stress

Task 5

Play track 10. Ask students to listen to the sentences and underline the word that is stressed.

Answers

- 1 A: What / Bright Star
B: military
- 2 A: When / Bright Star
B: exercise / 1980
- 3 A: Where
B: Egypt
- 4 A: How often
B: Every two
- 5 A: How many countries
B: 11

Task 5 [10]

- A: What is Bright Star?
B: It's a military exercise.
A: When did Exercise Bright Star begin?
B: The first exercise took place in 1980.
A: Where does it take place?
B: It takes place in Egypt.
A: How often does it take place?
B: Every two years.
A: How many countries take part in the exercise?
B: There are troops from 11 countries.

Task 6

Put students in pairs to practise the conversations in task 5. Ask students to say the stressed words with more emphasis.

Writing

Task 7

Ask students to write about their experience of a military exercise, using the questions as a guide.

bravo (p96)

Terrain analysis

Task 1

Practise the pronunciation of *terrain analysis*, pointing out the stress on *analysis*. Ask students to match the map symbols with the words in the box.

Answers

- 1 marsh
- 2 desert
- 3 city
- 4 mountains

Reading

Task 2

Practise the pronunciation of *Egypt*. To introduce the topic, you may like to ask students how much they know about Egypt.

Ask students to read the text and complete the map. Go round the class monitoring students and helping with unknown vocabulary. Alternatively, you may like students to use a dictionary. Then ask students to check their answers with the person sitting next to them before checking the answers as a class.

Answers

- 1 Israel
- 2 Alexandria
- 3 Sinai
- 4 Eastern Desert
- 5 Western Desert
- 6 Sudan

Task 3

Ask students to re-read the text from task 2 and find two more words for landforms and places where people live.

Answers

landforms: mountain, hill
places people live: city, village

Grammar Superlative adjectives

Task 4

Go over the examples with the class. Point out that the superlative is used to compare one thing in a group with the rest of the group. The grammatical rules are similar to those of the comparative (seen in the previous unit).

To form the superlative we:

- Add *st* or *est* to the end of an adjective with one syllable, for example, *large/largest*, *high/highest*.
- Put *the most* in front of an adjective with two or more syllables, for example, *populated/the most populated*.

The spelling rules are the same as for the comparative:

- If the last three letters of the adjective end consonant-vowel-consonant, we double the final consonant before adding *est*, for example, *big/biggest*.
- If the adjective ends in a *y*, before adding *est* the *y* changes to *i*, for example, *funny/funniest*, *angry/angriest*.

Go over the irregular forms of the superlative with the class, for example, *good/the best*, *bad/the worst*.

Then ask students to write the sentences in full.

Answers

- 2 Mt. Everest is the highest mountain in the world.
- 3 Mexico City is the biggest city in the world.
- 4 The Sahara is the largest desert in the world.

Speaking

Task 5

Put students in pairs to describe their country, using the questions as a guide. If students are from the same country, you may want them to describe the place where they were born or their favourite holiday destination, etc.

charlie (p97)

Maps and terrain

Task 1

Practise the pronunciation of the new vocabulary with the class. Ask students to match the pictures with the words in the box.

Answers

- 1 ridge
- 2 spur
- 3 draw
- 4 hill
- 5 saddle

Task 2

Ask students to put the words in groups. You may like to put students in pairs and ask them to use a dictionary.

Answers

- water: lake, oasis, river, sea
terrain: hill, wadi, sand dune
vegetation: scrub, wood
man-made features: bridge, mosque, village

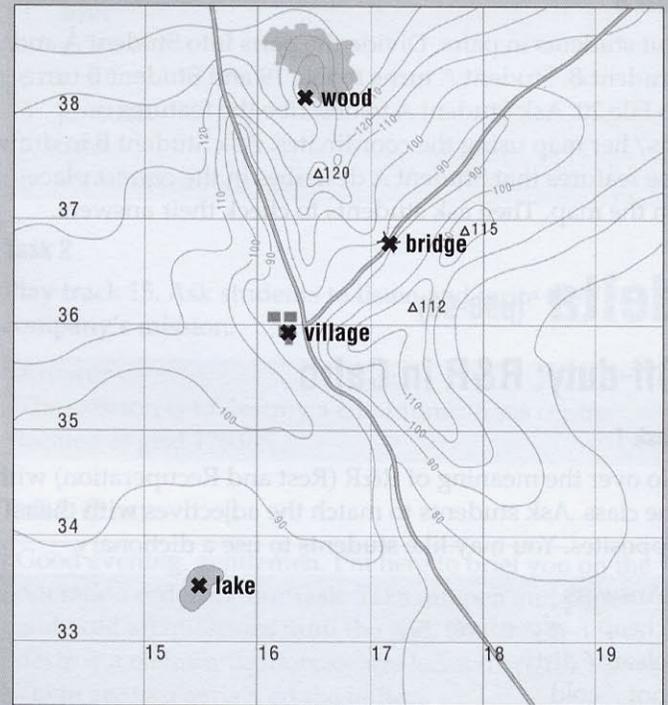
Listening

Task 3

You may want to do number revision with the class before starting this activity. You could say some numbers for students to write down.

Play track 11. Ask students to listen and write the features on the map at the given grid references.

Answer



Task 3 [11]

- There's a bridge at grid 172367.
There's a village at grid 163359.
There's a wood at grid 165382.
There's a lake at grid 155335.

Functional English Saying grid references

Task 4

Go over the examples with the class. Ask students to choose the correct word to complete the rule.

Answers

- 1 bottom
- 2 side

Task 5

Ask students to find the features on the map at the given coordinates.

Answers

- 1 draw
- 2 saddle
- 3 hill
- 4 spur

Speaking

Task 6

Put students in pairs. Divide the pairs into Student A and Student B. Student A turns to File 19 and Student B turns to File 20. Ask Student A to describe the features on his/her map using the coordinates. Ask Student B to draw the features that Student A describes in the correct place on the map. Then ask students to check their answers.

delta (p98-99)

Off-duty: R&R in Cairo

Task 1

Go over the meaning of R&R (Rest and Recuperation) with the class. Ask students to match the adjectives with their opposites. You may like students to use a dictionary.

Answers

cheap / expensive
clean / dirty
hot / cold
interesting / boring
modern / old
noisy / quiet
safe / dangerous

Listening

Task 2

Play track 12. Ask students to listen and complete the table. Play the track twice.

Answers

	yes	no
big	✓	
interesting	✓	
expensive		✓
hot		✓

Check the answers with the class. Then ask students to listen to track 13 and make notes on the other things that Rick asks about. Play track 13 twice.

Answer

Rick asks about the nightlife and the hotels.

Task 2 [12-13]

Rick: Hi, Ahmed.
Ahmed: Hi, Rick.
Rick: You're from Cairo, aren't you?
Ahmed: That's right, why do you ask?
Rick: Well, I have a few days R&R after the exercise and I'm thinking of going to Cairo. What's Cairo like?

Ahmed: Well, Cairo is a very beautiful city. Cairo is also very big. In fact, it's the biggest city in Africa and in the Middle East. It's really interesting and you have lots of things to do. Near the city you have the pyramids and the Egyptian Museum is very, very interesting.

Rick: Is it very expensive?

Ahmed: For me, Cairo is expensive because my salary is in Egyptian pounds. But for you, Cairo is very cheap.

Rick: And what's the weather like?

Ahmed: It's very hot in summer. It can be thirty-five or forty degrees. But now, in November, it's not hot. It's about twenty-five degrees.

Rick: What's the nightlife like, Ahmed?

Ahmed: Cairo is very lively at night. In fact, Cairo is a twenty-four hour city – it's more lively at night than during the day. You can watch traditional dancing or you can go to a casino, or a bar, or a disco.

Rick: It sounds great. Do you know a good hotel?

Ahmed: Well, let me think. One of the most famous hotels in Cairo is the Mena House Hotel. It's near the pyramids. One of the rooms is called the Montgomery Suite because the British General Montgomery stayed there during World War 2.

Rick: That sounds expensive, Ahmed.

Ahmed: Yes, it's very expensive. It's a luxury hotel.

Rick: Can you recommend a cheaper hotel?

Ahmed: Yes, I can recommend the Windsor Hotel. It's in the centre of town. It's very historic and it has the most beautiful bar in Cairo.

Functional English Describing places and asking for a description

Task 3

Go over the examples with the class. Point out the formation of questions with *What + to be + noun/pronoun + like*. Write some more examples of questions and answers on the board.

Ask students to match the questions to the answers.

Answers

- 1 What's Cairo like?
- 2 Is it very expensive?
- 3 What's the weather like?
- 4 What's the nightlife like?
- 5 Do you know a good hotel?
- 6 Can you recommend a cheaper hotel?

Speaking

Task 4

Put students in pairs to practise the dialogue in task 3. Then get students to ask their partner about his/her town.

Reading

Task 5

Ask students to read the short guide to Cairo and answer the questions. You may like to put students in pairs or small groups to discuss their answers.

Grammar *the*

Task 6

Go over the examples with the class. Ask students to rewrite the sentences using *the*.

Answers

- 2 The Citadel is one of the most popular tourist attractions in Egypt.
- 3 The Egyptian museum is very big and the best thing is to hire a guide.
- 4 The Casino d'Egypt at the Pyramisa Hotel is open 24 hours.

Pronunciation

Task 7

Play track 14. Ask students to pay attention to the pronunciation of *the*. You may want to mention that, in these examples, *the* is followed by words beginning with consonants. When *the* is followed by a word beginning with a vowel sound, *the* has a long /i:/ sound.

Play track 14 again, for students to listen and practise.

Task 7 [14]

the Great Pyramid the Citadel
the most popular the best thing
the Casino

Writing

Task 8

Put students in groups. Ask them to write a short guide to their country. Point out that students should try to answer the questions when writing their guide. You may like to encourage students to write about another country they know well, if they prefer.

echo (p100)

Company commander's briefing 1

Task 1

Practise the pronunciation of the features with the class. Then ask students to match the features with the coordinates.

Answers

- 1 spur
- 2 ridge
- 3 road
- 4 junction
- 5 draw
- 6 communications centre

Task 2

Play track 15. Ask students to listen and write the company's mission.

Answer

The mission is to destroy a communications centre located at grid 175385.

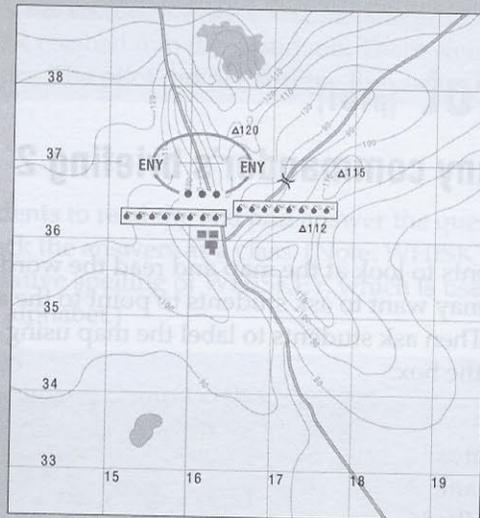
Task 2 [15]

Good evening, gentlemen. I'm here to brief you on the operation order for our task. Take out pen and paper and hold all questions until the end. Our mission is to destroy a communications centre located at grid 175385. There are two aerials on the hilltop.

Task 3

Play track 16. Ask students to listen and mark the symbols (enemy position and protective minefield) on the map.

Answer



Task 3 [16]

Enemy forces. A platoon size unit is located at hill 120, in the vicinity of grid 1637. They have a protective minefield about 200 metres south of the hill and another to the southeast. Other enemy units are located ten kilometres north of this position. Own forces. Our current location is about 100 kilometres south of the objective. There will be other friendly forces 20 kilometres south of the objective.

Functional English Describing location and distance

Task 4

Go over the examples with the class and practise the pronunciation of the expressions. You may want to write more examples on the board.

Ask students to match the two parts of the sentences.

Answers

- 2 e
- 3 a
- 4 b
- 5 c
- 6 f

Speaking

Task 5

Put students in pairs to ask and answer questions about the points. Go round the class monitoring and taking notes, but try not to stop the flow of the conversations. In a feedback session at the end of the task, point out the most common and important mistakes.

Answers

- 2 A: What is 100m north of our current position?
B: There's the objective.
- 3 A: What is at grid 172367?
B: There's a bridge.
- 4 A: What is 80 km north of our position?
B: There's other friendly forces.

foxtrot (p101)

Company commander's briefing 2

Task 1

Ask students to look at the map and read the words in the box. You may want to ask students to point to the areas on the map. Then ask students to label the map using the words in the box.

Answers

- 1 rear area
- 2 left flank
- 3 right flank
- 4 front

Listening

Task 2

Play track 17. Ask students to listen and complete the text. Play the track twice.

Answers

- 1 1st platoon
- 2 2nd platoon
- 3 3rd platoon

Task 2 [17]

Organisation. Our forces will be organised into three elements. 1st platoon will execute the assault. 2nd platoon will provide security for the flanks. 3rd platoon will be the reserve and provide protection in the rear area.

Task 3

Ask students to read the events carefully and put them in order. You may want to put students in pairs for this task. Go round the class, monitoring students and helping with unknown vocabulary.

Play track 18. Ask students to listen and check their answers. Play the track two or three times, if necessary.

Answers

- 2 3rd platoon will land first and secure the landing zone.
- 3 The coy will move to the attack position on foot.
- 4 A recon party with the company commander will check the area south of the target.
- 5 1st platoon will assault the position from their attack position.
- 6 The coy will then establish a defensive position on the objective.

Task 3 [18]

Execution. First phase. We will move from here to the assembly area by helicopter. At the assembly area we will organise the movement for the attack. 3rd platoon will land first and secure the landing zone.

Second phase. We will move to the attack position and firing position on foot and in a column formation. 1st platoon will be at the front, 2nd platoon will be in the middle and 3rd platoon will be at the rear. There will be a 200-metre gap between the platoons.

1st and 2nd platoons will secure the attack position and firing position. 3rd platoon will remain in the rear of the attack position. A recon party with the company commander will check the area south of the target.

Third phase. 3rd platoon will remain in a standby position 100 metres to the rear of the attack position. 2nd platoon will deploy in firing positions at grid 173372. 1st platoon will assault the position from their attack position. We will then establish a defensive position on the objective.

I will now give you time to study the maps and aerial photos.

Grammar *will* for scheduled events

Task 4

Go over the examples with the class. Point out that *will* is used to form the future tense. It is also a modal verb and does not take *to* before or after it. You may want to teach students the negative form – *will not/ won't*.

Ask students to complete the sentences using the future form of the words in the box.

Answers

- 2 will check
- 3 will deploy
- 4 will assault
- 5 will remain

Speaking

Task 5

Put students in groups of three. Divide the groups into Student A, Student B and Student C. Ask each student to take the role of a commander and prepare a short briefing. Student A commands 1st platoon, Student B commands 2nd platoon, and Student C commands 3rd platoon.

Go round the class monitoring students and helping with vocabulary. Check that students are using the right language, e.g. first phase, second phase, title of the different operations, future tense, etc.

golf (p102)

Review and Language tactics

Review

Task 1

Ask students to look at the map and complete the sentences. Point out that students should use each letter only once.

Answers

- 2 D
- 3 A
- 4 B
- 5 E
- 6 G
- 7 F
- 8 H

Then ask students to complete the sentences using the superlative form of the words in the box.

Answers

- 2 coldest
- 3 widest
- 4 sunniest
- 5 highest
- 6 largest

Language tactics Word maps 2

Task 2

Ask students to complete the word map, using a dictionary to help them.

Answers

- terrain: ravine, depression, pass, ridge
man-made: railway, town, road, church
water: marsh, river, lake, pond
vegetation: wood, jungle, forest, grass

Task 3

Ask students to make their own word map of terrain features. Point out that this could be for their own country, a country they know well or a country in which they (will) work. Go round the class monitoring students and helping with unknown vocabulary.

golf (p103)

Integrated skills: crash landing

Task 1

Ask students to look at the pictures and to say what happened using the words in the box. You may like to put students in pairs to write the events, then ask each pair to present their description to the class.

Possible answer:

The pilot crashed into the mountain. There were three survivors. The pilot did not survive the crash.

Reading

Task 2

Ask students to read the text and answer the questions, then check the answers as a class. (Note: WHISKY here is an alternative spelling of WHISKEY, which is used in the military alphabet.)

Answers

- 1 Coordinates Camp WHISKY 457325
- 2 Coordinates Camp YANKEE 4618
- 3 200 km/h
- 4 Coordinates crash 458215
- 5 Map, compass, small radio

Speaking

Task 3

Put students in groups of three or four. Ask them to re-read the text in task 2 and decide on a course of action.

Task 4

Get each group to choose a student to brief another group or the class on their plans.

BRIEFING

United Nations peacekeeping operations (PKOs)

The basic guidelines for all United Nations (UN) operations come from the United Nations Charter, which came into effect in 1945. According to the Charter, the basic goal of the UN is “to maintain international peace and security”. To this end, member nations cooperate to resolve international disputes and promote peace, and encourage other nations to follow international law.

If there is a conflict, the UN prefers the parties involved to resolve the conflict themselves via negotiation and legal methods. However, this isn’t always possible. In such situations, the UN Security Council will make recommendations about how best to maintain international peace and security. Such recommendations might include economic sanctions, ending diplomatic relations, or using armed forces. In this sense, it is important to note the difference between peacemaking and peacekeeping:

- *Peacemaking*: uses diplomacy to try to reach an agreement between the parties.
- *Peacekeeping*: once an agreement has been made, peacekeeping missions use both civilian and military personnel to help carry out and supervise the agreement.

Peacekeeping operations (PKOs) depend on the cooperation of the main parties in a conflict. Therefore, a UN peacekeeping force must be objective; it cannot take sides.

Components of a PKO

A peacekeeping operation is made up of both military and civilian components. Civilian components may include:

- diplomatic personnel
- human rights observers and educators
- a humanitarian component: to coordinate the non-governmental organisations (NGOs) that provide humanitarian aid, for example, food or medical supplies, and assist with reconstruction and development
- an electoral component that helps to organise and supervise free and fair elections
- civil administration and a civilian police component.

Military components may help to:

- create a buffer zone (a neutral zone separating opposing forces)
- supervise truce and ceasefire agreements
- prevent armed conflict between countries or within a country; this may include helping with disarmament or demobilising soldiers (ensuring that soldiers leave their combat units and return to normal life)
- man observation posts and checkpoints
- provide ground patrols and convoy escorts
- maintain law and order
- support humanitarian efforts, such as helping refugees return to their countries or clearing landmines
- support human rights monitors or electoral components.

The military component of a PKO is normally lightly armed and is required to act with a minimum use of force. This means that force is not used to accomplish the mission, though it may be used for self-defence. Military observers are usually completely unarmed. The military unit will be led by a force commander and organised into battalion-sized units (with the corresponding officers, NCOs and soldiers).

Standard Operating Procedures

Standard Operating Procedures, or SOPs, are guidelines for personnel on the proper, approved way to carry out a given task. These tasks can range from vehicle maintenance to equipment operation and demining procedures. SOPs are based on experience, trial and error, and a careful evaluation of the needs, equipment and methods involved in executing a given task effectively. Once developed, SOPs are agreed and approved by the proper authorities, and all soldiers are expected to follow them to the letter. If something goes wrong, the first thing a commander will want to know is whether the SOPs were followed correctly.

SOPs have two major advantages:

- they standardise the way tasks are performed – SOPs describe each step in a procedure, with each step typically numbered in the order it is to be performed.
- they ensure careful and correct task execution.

PROCEDURE

alpha (p104-105)

United Nations peacekeeping operations

Task 1

Pre-teach *peacekeeping operations*. To introduce the topic a little, you may like to ask students what they know about them.

Ask students to read the information on the different missions and match the abbreviations with the missions.

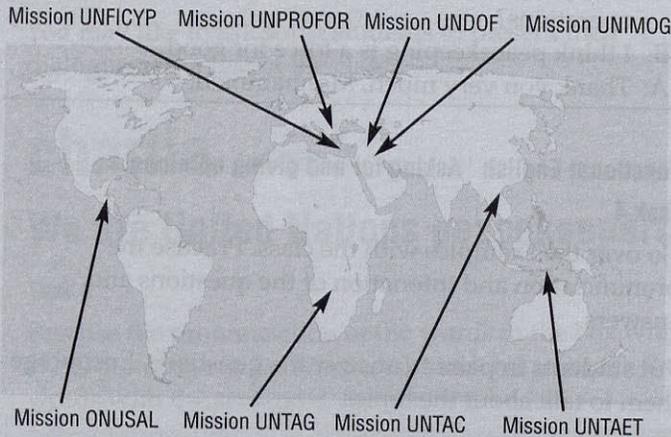
Answers

- 1 UNPROFOR
- 2 UNDOF
- 3 ONUSAL
- 4 UNTAG

Task 2

Put students in pairs. Ask them to complete the map with the missions.

Answers



Task 3

Practise the pronunciation of the words and phrases in the box, getting students to mark the stress. Ask students to match the words with the definitions.

Answers

- 1 truce
- 2 area of separation
- 3 refugee
- 4 to demobilize
- 5 ceasefire
- 6 to disarm

Reading

Task 4

Ask students to read the text and name three UN missions. Tell students they have two or three minutes for this task. (Students will read the text in more detail in task 5.)

Answers

- 1 UNIMOG
- 2 UNDOF
- 3 UNTAC

Task 5

Ask students to re-read the text from task 4 but in more detail. Ask students to complete the chart.

Answers

	<i>traditional peacekeeping</i>	<i>peacekeeping today</i>
after a truce is signed	✓	
before a truce is signed		✓
mostly military	✓	
military and civilian		✓
international conflicts	✓	✓
civil wars		✓
deploy in a buffer zone	✓	
help refugees go home		✓
clear mines		✓
supervise elections		✓
monitor ceasefire agreements	✓	✓

Speaking

Task 6

Put students in pairs to ask and answer the questions. Go round the class monitoring students and helping with unknown vocabulary.

bravo (p106)

UNTAC

Task 1

Ask the students to describe what is happening in the pictures.

Answers

A military doctor is examining a patient.
The soldiers are clearing mines.

Listening

Task 2

Ask students to read the table, to check what information they need to listen for. Play track 19. Ask students to listen to part 1 and complete the table.

Answers

- 1 March
- 2 1993
- 3 6,000

Task 2 [19]

A: Good evening. My name is John Black and this is *First Hand*, your weekly news programme. This evening we're talking about peacekeeping and peacekeepers. I'm with Mohammed. Mohammed is Malaysian and in 1992 he deployed with his unit to Cambodia as part of the United Nations Transitional Authority in Cambodia, or UNTAC. Good evening, Mohammed.

B: Good evening, John.

A: Mohammed, can you tell us about UNTAC?

B: Of course. UNTAC deployed to Cambodia in March 1992 and finished its mission in September 1993. UNTAC was one of the largest UN missions. There were about 22,000 personnel in total. The military component was the largest with 15,900 personnel. The civilian component, including the civilian police, was 6,000 personnel.

Task 3

Ask students to read the different peacekeeping tasks. Play track 20. Ask students to listen to part two and tick the peacekeeping tasks.

You may want to ask students to look at the tapescript in the back of the book, so that you can point out some useful vocabulary, for example, *disease, repatriation, plant crops, mine awareness, successful*, etc.

Answers

Students should tick:

- 1 clearing mines
- 2 demobilizing soldiers
- 5 helping refugees go home
- 6 monitoring ceasefire agreements
- 7 organise elections

Task 3 [20]

A: So, what was Cambodia like in 1992?

B: Well, after thirty years of conflict, many villages and roads were destroyed. There were no schools. There was a lot of disease and the water wasn't safe. And then, there were fighters who still had guns.

A: Uh-huh. You were part of UNTAC, the United Nations peacekeeping force. What were the main tasks of UNTAC, Mohammed?

B: First of all, let me say that UNTAC had a civilian component and a military component. My unit was part of UNTAC's military component and we had three principle tasks. First of all, to monitor the ceasefire. Secondly, to demobilize soldiers. And thirdly, to organise elections.

A: And what was your role, Mohammed?

B: Well, I was assigned to a unit tasked with repatriation. Our job was to help refugees return home.

A: I see. And, what about the landmines?

B: Landmines were a big problem. People couldn't plant crops or build because of landmines. So UNTAC troops cleared mines and we set up training programmes in mine clearance and mine awareness.

A: Many people say that UNTAC was the UN's most successful peacekeeping operation. Do you think the mission was successful?

B: Yes. It was. But we had more success in some tasks than in others. UNTAC's main objective was to hold free and fair elections and general elections took place in May 1993.

A: Uh huh.

B: Yes. And almost ninety percent of registered people voted in the general election.

A: Really! And, what do you think about peacekeeping operations?

B: I think peacekeeping is a force for good.

A: Thank you very much, Mohammed.

Functional English Asking for and giving opinions

Task 4

Go over the examples with the class. Practise the pronunciation and intonation of the questions and answers.

Put students in pairs to answer the questions. Encourage them to talk about the topics.

Pronunciation Showing understanding

Task 5

Play track 21. Ask students to listen and put the correct word with the correct description. Explain that these are words that we use in natural conversation. You may like to compare with students' own language to see what type of words or sounds they use.

Answers

- 1 well
- 2 really
- 3 Uh-huh
- 4 I see

Task 5 [21]

Uh huh.
Well
I see.
Really?

Play track 21 again. Ask students to mark the intonation, i.e. does the word go up or down at the end?

Answers

- 1 Uh huh 
- 2 well 
- 3 I see 
- 4 really 

Writing**Task 6**

Put students in pairs. Ask them to write a short dialogue about an interesting experience. The dialogue can be either real or imaginary. Ask students to include words from task 5 to show understanding and express surprise or interest, etc. Get students to exaggerate the intonation when they use these words.

You may like to ask some students to present their dialogue to the rest of the class.

charlie (p107)**We are United Nations peacekeepers****Task 1**

Practise the pronunciation of the words in the box with the class, pointing out the stress. Ask students to match the words with the sentences.

Answers

- 1 tolerant
- 2 sensitive
- 3 patient
- 4 fair

Task 2

Put students in pairs to discuss and decide on the order of importance for the words in task 1.

Grammar Imperatives**Task 3**

Go over the examples of the imperative with the class. You may like to write some more examples on the board.

Ask students to put the rules into the table.

Answers**Always:**

- 2 Respect the laws and religion of the country.
- 3 Be punctual.

Never:

- 1 Drink alcohol when you are on duty or take drugs at any time.
- 2 React emotionally.
- 3 Talk to journalists without permission.

Task 4

Play track 22, for students to listen and check their answers to task 3.

Task 4 [22]

Good morning, gentlemen. My name is Captain Sanders and I'm going to brief you on some of the ground rules for this mission. I'm going to start with some dos and don'ts. First of all, respect. Respect is very important in this kind of mission. Respect the people, respect their religion and culture, respect their laws and respect the environment. Respect also means being polite and it's important to be punctual.

Alcohol is prohibited in this mission. No alcohol on the base or off the base. Including when you're off-duty.

Sometimes you will see things you don't like and I can understand that you will want to take sides. Don't. Always treat all people the same and do not react emotionally. Finally, a word about journalists. Do not talk to the media without authorisation.

That's all. Are there any questions?

Speaking**Task 5**

Put students in pairs. Ask them to discuss what peacekeepers need to know about a mission area before they deploy. Get students to use the ideas in the box.

You may like to ask some of the more confident students to present their ideas to the class in the form of a briefing.

delta (p108-109)**Off-duty: being polite****Task 1**

Practise the pronunciation of the words with the class. Ask students to write the opposite adjectives using the words in the box.

Answers

- 1 cold
- 2 boring
- 3 reserved
- 4 polite
- 5 happy

Ask students to add four more adjectives and four more opposites to the list.

Task 2

Put students in pairs to discuss the questions. When students have finished, you may like to have a class discussion and write students' ideas on the board.

Listening

Task 3

Put students in pairs. Ask them to discuss which statements about British people they think are true and to put a tick in the *what you think* column. When they have finished, play track 23 and ask students to tick the *what you hear* column.

Answers

Students tick:

They are punctual.

The family is important.

People make plans a long time in advance.

Say what you think.

Task 3 [23]

A lot of people think the British are very reserved, but I don't think that's true. Maybe it was true in the past, but these days British people are open and friendly. People also think we all dress very smartly. But it depends. People in offices dress smartly – it's part of a uniform. But most people dress casually most of the time.

British people are very punctual. That's true. If you say four o'clock and you arrive at five past four, then you're late and you should say sorry. People move away from home to work, so it's sometimes difficult to see all your family very often. But the family's still important. Certainly in my family we all meet at Christmas. Young people don't show a lot of respect for old people. It depends, of course. Young people aren't rude. It's just that old people don't get special respect. People in Britain make plans a long time in advance and this surprises some visitors. For example, we generally make plans for our holidays at least six months in advance.

It is important to say what you're thinking. For British people this is very positive.

Speaking

Task 4

Put students in pairs. Ask each person to interview their partner and complete the chart in task 3 by ticking the *your country* column.

You may like to ask students to think of other customs in their country and write advice and suggestions for people visiting or working there using *always* and *never*. You could then hold a class discussion, for students to compare ideas.

Task 5

Put students in pairs to discuss the answers to the questions. Play track 24. Ask students to listen and check if their ideas are the same.

Possible answers:

Picture 1: The man has spilled his drink on the woman's dress. She is angry about this and the man says sorry.

Picture 2: Two people are having a conversation. A third person is trying to interrupt their conversation.

Task 5 [24]

A: Ahh! My new dress!

B: I'm really sorry.

A: I only bought it yesterday.

B: I'm very sorry. Please let me help you.

A: Don't touch me, you ...

A: Then I took Captain Amandilo the report ...

B: Yes ...

C: Uh ...

A: ... and he didn't look very happy ...

B: Oh dear.

C: Excuse me.

A: ... and so I asked him ...

C: Excuse me, I'm sorry to interrupt ...

Functional English Expressions of politeness

Task 6

Go over the examples with the class. Ask students to complete the conversations using the expressions in the box.

Answers

2 I'm sorry

3 Well done

4 Thank you

5 please

6 Excuse me

7 I'm sorry

8 That's OK

When they have finished, play track 25 for students to listen and check their answers. Play track 25 again. Point out the intonation. You may like to play the track again, for students to listen and practise.

Task 6 [25]

A: Excuse me, I'm sorry to interrupt.

B: What is it, Private Rogers?

A: I'm sorry about your friend.

B: Thank you.

A: Well done.

B: Thank you.

A: You speak English very well.

B: Thank you, sir.

A: Quiet, please.

B: Sorry.

A: Excuse me, sir.

B: What is it?

A: Sorry, I'm late.

A: I'm really sorry.

B: That's OK.

Pronunciation *Excuse me*

Task 7

Play track 26. Ask students to listen and pay attention to the pronunciation of *excuse me*. Then play track 26 again, for students to listen and practise. Go round the class practising the pronunciation with individual students.

Task 7 [26]

Excuse me, I'm sorry to interrupt.

Speaking

Task 8

Put students in pairs to practise the conversations in task 6.

echo (p110)

Mines and demining

Task 1

Practise the pronunciation of the words in the box with the class. Ask students to match the words with the pictures.

Answers

1 tripwire

2 anti-tank (AT) mine

3 anti-personnel (AP) mine

Task 2

Ask students to answer the questions on landmines. You may like to put students in pairs to complete this task, and give them more opportunity for speaking practice.

When they have finished, play track 27 for students to listen and check their answers.

Answers

1 a

2 c

3 b

4 a

5 c

Task 2 [27]

Landmines were first used in 1862 in the American Civil War, but the biggest use of mines was in World War 2. After the war, about 90 million mines were cleared in Europe. Today, there are about 80 million mines in the ground in more than eighty countries. There are about 20,000 casualties per year and 30 to 40 percent of mine victims are children under 15. Landmines cost about \$3 to produce and about \$1,000 per mine to clear.

Reading

Task 3

Go over the title of the text with the students. Pre-teach the meaning of *breaching* and *humanitarian demining*.

Ask students to read the text and complete the chart. Go round the class monitoring students and helping with unknown vocabulary.

Answers

military breaching

personnel: sappers

speed/ safety: speed is the most important

humanitarian demining

objectives: to clear all mines so that civilians can return to their homes

personnel: civilians from NGOs, peacekeeping soldiers (sometimes)

speed/ safety: safety is more important than speed

Task 4

Ask students to re-read the text in task 4 and find the words that correspond to the definitions.

Answers

1 breaching

2 sapper

3 minefield

4 safe lane

Speaking

Task 5

Put students in pairs to discuss and answer the questions. You may then like to put pairs together to form groups of four, for students to compare their ideas.

foxtrot (p111)

Demining SOPs

Task 1

Check that students understand the meaning of SOP (Standard Operating Procedure). Go over the vocabulary and practise the pronunciation.

Ask students to describe the pictures using the words in the box.

Possible answers:

Left picture: A soldier is probing for a mine wearing a visor.

Right picture: The soldier is using a metal detector and wearing body armour.

Reading

Task 2

Ask students to read the text on demining and put the steps in the correct order. You may like to put students in pairs for this task. Then play track 28. Ask students to listen and check their answers.

Answers

Step 3: He clears the vegetation after he checks for tripwires.

Step 4: Next, he checks the terrain with a metal detector.

Step 7: Finally, all mines are destroyed at the end of the day.

Step 2: First of all, he studies the terrain and he looks for tripwires and booby traps.

Step 6: When he finds a mine or unexploded ordinance, he marks the place.

Step 1: Before he starts work, the deminer puts on body armour and a visor.

Step 5: Then, he checks with a probe where the metal detector located the metal.

Task 2 [28]

Before he begins work, the deminer puts on protective clothing, including body armour and a visor. First of all, he studies the terrain in front of him. Then, he takes a feeler and looks for tripwires and boobytraps. After he checks for tripwires, he clears the vegetation. When the lane is clear of vegetation, he checks the area again for

tripwires. Next, he checks the terrain with a metal detector. Then, he probes the ground where the metal detector found metal. He keeps the probe at a 30° angle. He continues until he finds a mine or UXO. Then, he marks the place. Finally, all mines and UXO are destroyed at the end of the day.

Grammar Sequencing

Task 3

Go over the examples with the class. For the first two sentences with *before* and *after*, you may like to ask students which is the first activity carried out and which is the second. Ask students to choose (circle or underline) the correct word to complete the sentences.

Answers

1 after

2 before

3 before

4 when

Writing

Task 4

Ask students to write out the steps they follow in any simple SOP that they know well. For example, it can be anything to do with a job at work, a recipe, etc.

golf (p112)

Review and Language tactics

Review

Task 1

Ask students to complete the sentences using the words in the box.

Answers

2 sign

3 deploy, separate

4 clear

5 monitor

Task 2

Ask students to connect the sentences in task 1 to form a short paragraph, using the words and phrases in the box.

Answer

First of all, the sides in a conflict stop fighting and sign a ceasefire agreement. *Next*, UN troops deploy to a buffer zone to separate the two sides. *Then*, soldiers and civilian deminers clear landmines and help refugees return home. *Finally*, UN civilian peacekeepers organise and monitor elections.

Task 3

Ask students to choose the correct word to complete the sentences.

Answers

- 1 before
- 2 before
- 3 after
- 4 before

Language tactics Abbreviations

Task 4

Go over the different types of abbreviations with the class. Practise the pronunciation of the abbreviations for compound nouns and acronyms.

Play track 29. Ask students to listen and, after each sentence, say which rule is applied.

Answers

- Sentence 1 – rule 1
 Sentence 2 – rule 2
 Sentence 3 – rule 3

Task 4 [29]

A Company will attack at 0600.
 She works for the UN.
 Colonel Rodríguez was an UNMO in El Salvador.

Task 5

Put students in pairs to practise the abbreviations and acronyms. Go round the class monitoring students and correcting any mistakes or pronunciation problems. You may also wish to check that students know what the abbreviations or acronyms stand for.

Play track 30. Ask students to listen and check their pronunciation.

Answers

APC	Armoured Personnel Carrier
GPS	Global Positioning System
kph	kilometres per hour
Maj	Major
mm	millimetres
NATO	North Atlantic Treaty Organisation
NBC	Nuclear, Biological and Chemical
PDA	Personal Digital Assistant
UNTAC	United Nations Transition Assistance Group

Task 5 [30]

APC GPS kilometres per hour major
 millimetres NATO NBC PDA UNTAC

golf (p113)

Integrated skills: working with people from other countries

Introduction

Task 1

Practise the pronunciation of the words with the class. Ask students to match the words with the pictures.

Answers

- 1 shake hands
- 2 kiss
- 3 salute
- 4 embrace

Then put students in pairs to discuss which greetings are typical in their country, and in what situations they are used. You may like to discuss the answers as a class, to see if there are any differences in ideas or between countries. If students are from the same country, you may want to ask them if they know what happens in other countries.

Speaking

Task 2

Put students in groups of three or four to answer the quiz.

Answers

- 1 c
- 2 a
- 3 c
- 4 a
- 5 b
- 6 a
- 7 a
- 8 a
- 9 b
- 10 a
- 11 b

Writing

Task 3

Ask students to write a short guide for military visitors to their country. Point out that they should include information on etiquette, customs and traditions.

BRIEFING

Division headquarters

Division headquarters (HQ) provides the command and operational support for its battalions or regiments. The exact organisation varies greatly depending on the division and its mission. The division commander is normally a major general, and the HQ chief of staff (who is generally in charge of the day-to-day HQ operations) is normally a colonel.

Division HQ may be structured in a similar way to a company (or squadron, for armoured divisions) and may have the following elements:

Personnel: to administer all personnel related matters within the division.

Intelligence: to make sure that the division has reliable information on enemy locations, activities and capabilities; this may include intelligence gathering, as well as cooperation and coordination with other intelligence sources.

Operations / Planning: to direct and control current operations, including planning and coordination of training, exercises and special operations; there may be a separate plans and policy element for long-range planning.

Logistics: to coordinate and supervise supply, transportation, maintenance and engineering activities; some of these functions may be carried out by separate elements, such as:

- Quartermaster: in charge of equipment supply.
- Technical repair: repair and maintenance of electrical and mechanical equipment, such as that provided by the Royal Electrical and Mechanical Engineers.
- Motor Transport Department: to coordinate the maintenance and allocation of vehicles and drivers in the battalions.
- Communications / Signals: responsible for communications support, including radio and computers.
- Regimental Police / Military Police: responsible for discipline and security on base and on operations; provides the double service of policing soldiers and guarding installations.
- Catering support: provides food on the base, as well as in the field.

- Medical and dental services: provides services for soldiers and their wives and children; also responsible for medical care while on operations.
- Judge advocate: in charge of the legal activities in the division.
- Transportation platoon: HQ may have a platoon to provide its own drivers and transport.
- Defence platoon: HQ may also have a separate platoon for its defence.
- Press office: to handle media relations, including press releases (statements prepared for the press) and press conferences (approved briefings or interviews with the press).
- Civilian liaison: to handle issues related to the local civilian community; may also communicate and cooperate with humanitarian organisations.

Vocabulary focus: force protection

In situations where troops are required to carry weapons, they will receive specific instructions concerning how the weapon should be carried. The following terms describe the readiness of a weapon to fire a round (bullet):

Unloaded:

There is no round at all in the weapon – the firing chamber (located at the back part of the barrel) is empty and there is no magazine (the container or clip that holds the rounds). This is how weapons are usually carried in low-risk or relatively safe situations.

Loaded:

The weapon has a loaded magazine but there is no round in the firing chamber. The soldier would need to place a round in the firing chamber before he or she could fire the weapon. This is how weapons are usually carried in medium-risk situations.

Ready:

The weapon has both a loaded magazine and a round in the firing chamber. The soldier only needs to pull the trigger to fire the weapon. This is how weapons are usually carried in high-risk or dangerous situations, such as combat.

PROCEDURE

alpha (p114-115)

Sector HQ

Task 1

Ask students to describe the picture to you.

Possible answer:

A soldier wearing a UN blue beret is reading a book to a child. The child is probably a local child from the town where the soldier is carrying out a peacekeeping mission.

Reading

Task 2

Ask students to look at the abbreviations in the box, then read the text. You may like to pre-teach *comprises*.

Ask students to complete the text using the abbreviations.

Answers

- 1 HQ PKF
- 2 AO
- 3 FC
- 4 HOM
- 5 UN SG
- 6 UNSC
- 7 SECTOR CMDR

Task 3

Ask students to re-read the text from task 2, but this time in more detail. Ask students to complete the chart using the words in the box. Practise the pronunciation of the different positions with the class.

Answers

- 1 Secretary General of the United Nations
- 2 Force Commander
- 3 Sector Commander

Functional English Describing responsibilities 2

Task 4

Go over the examples with the class. Point out the different prepositions that go with the different verbs or adjectives. You may want to ask students to tell you who or what they are responsible *for* and responsible *to* in their particular jobs.

Ask students to read the text and complete the gaps using the correct prepositions.

Answers

- 1 of
- 2 for
- 3 to
- 4 for
- 5 for
- 6 of
- 7 for
- 8 of
- 9 by

Task 5

Ask students to re-read the text from task 5, but this time in more detail. Ask students to complete the table.

Answers

- 1 Command Group
- 2 Chief of Staff
- 3 Military Operations
- 4 Communications

Pronunciation of

Task 6

Play track 31. Ask students to listen and pay attention to the pronunciation of *of* (the weak form). Play the track again, for students to listen and practise.

Task 6 [31]

Chief of Staff	Head of Mission
area of operation	under the command of a
Sector Commander	the work of the HQ

Speaking

Task 7

Put students in pairs. Ask them to describe the chain of command in an organisation they know. You may like to ask some students to prepare a short presentation to give to the class.

bravo (p116)

Camp orders

Task 1

Practise the pronunciation of the new vocabulary. Ask students to label the picture using the words in the box.

Answers

- 1 bolt
- 2 sights
- 3 rounds
- 4 barrel
- 5 trigger
- 6 magazine

Listening

Task 2

Ask students to read the camp orders. You may wish to pre-teach *shifts*.

Play track 32. Ask students to listen and choose (circle or underline) the correct option to complete the camp orders.

Answers

- 1 at all times
- 2 load
- 3 0800
- 4 1930
- 5 sports (PT) clothes
- 6 prohibited at all times
- 7 Saturday

Task 2 [32]

- A: Geoff!
B: Yes, sergeant.
A: This is Corporal Burns. He arrived today.
B: Hi.
C: Hi.
A: Geoff, I'd like you to explain how we do things.
B: Yes, sure.
A: Thanks. So, Corporal Burns. I'll leave you with Corporal Taylor. See you later.
C: See you later, sergeant.
B: Well, first of all, I'm Geoff.
C: Mick.
B: I work in S3 in the Ops Room at HQ Sector West. Our HQ is responsible for military operations in the western border region. The Ops Room is manned twenty-four hours a day and that means we work in shifts. Some people will work during the day, the day shift, and some people will work during the night, that's the night shift. I think I prefer the night shift because it's normally quieter but not always. Working in shifts doesn't mean that we have a lot of free time. We all work very hard to make sure the battalions in our sector get the support they need and the days are very long. We carry weapons at all times, inside and outside the compound. Even when we do PT. Weapons are carried in the LOAD condition, that means the magazine is in the weapon. Also, for safety we have to clean our weapons in pairs and we can't unload weapons inside the buildings. We are issued with Rules of Engagement cards when we arrive and we must carry these cards at all times. We have Rules of Engagement training every Thursday morning from 0830 to 1000 hours. Every day starts with the Commander's Brief at 0800 hours Monday to Saturday and 1930 hours on Sunday. All personnel have to attend.
C: What about work parties?

B: Three times a week we have work parties to carry out essential maintenance on the camp compound. Work parties are every Monday, Wednesday and Saturday from 0830 to 1200 hours and all personnel that are not on duty or having their rest periods have to attend.

C: And what about dress?

B: Dress is combat uniform when you're on duty. Off-duty you can wear casual clothes or PT clothes. Now, what else can I tell you?

C: And what about alcohol, Geoff? Is there a bar?

B: You can get a soft drink, but alcohol is prohibited at all times.

Grammar *allowed, permitted and prohibited*

Task 3

Go over the examples with the class. You may like to write more examples on the board. You could also give examples in the negative form, e.g. *you are not allowed ...*, or in another verb tense such as past or future, e.g. *I wasn't allowed to ...*, *you will be allowed to ...*

Ask students to write the sentences in full.

Answers

- 2 You are not allowed to load or unload weapons inside any building.
- 3 It is prohibited to smoke inside the buildings.
- 4 You are allowed to use computers to send letters home.
- 5 You are only allowed to leave the camp in groups of three.

Speaking

Task 4

Put students in pairs. Ask them to talk about the camp orders at the base where they usually work. Get students to use the suggestions as guidance and to add any other examples.

charlie (p117)

Please hold the line

Task 1

Ask students to match the levels of alert with the descriptions.

Answers

- 1 Red Alert
- 2 Yellow Alert
- 3 Green Alert

Listening

Task 2

Point out that students will listen to three telephone conversations. Ask them to read the questions.

Play tracks 33, 34 and 35. Ask students to listen and answer the questions for each conversation.

Answers

Conversation 1:

- 1 Sergeant Smith (from movement control)
- 2 Sergeant James

Conversation 2:

- 1 Captain Smith
- 2 the 2nd Battalion

Conversation 3:

- 1 Lieutenant Fiji
- 2 The alert state will change to red at 2359 hours tonight.

Task 2 [33.34.35]

- A: Good morning, Ops Room.
B: Good morning. This is Sergeant Smith from movement control. I'd like to speak to Sergeant James.
A: I'm sorry. Sergeant James isn't in the office at the moment. He'll be back at approximately 1500 hours.
B: I'll call back. Thank you.
A: Thank you, goodbye.
- A: Good morning, Ops Room.
B: Good morning, I would like to speak to the Duty Officer.
A: Can you give me your rank and name, please sir?
B: I'm Captain Smith from the 2nd Battalion.
A: Wait one minute, please sir.
C: Hello, Duty Officer.
- A: Good evening. This is Ops Room.
B: Good evening. This is Lieutenant Fiji at HQ Ops Room. I'm calling to inform you the alert state will change to red at 2359 hours tonight.
A: I read back. The alert state will change to red at 2359 hours.
B: That's correct.

Functional English Telephone calls in a military office

Task 3

Go over the examples with the class, practising the expressions and their intonation. Then go round the class, practising with individual students.

Ask students to complete the telephone conversations in the book using the correct expressions. You may like to put students in pairs to compare their answers.

Answers

- 1 your rank and name
- 2 one minute
- 3 I read back.
- 4 Wait one minute
- 5 'll call

Task 4

Play tracks 36, 37 and 38, for students to listen and check their answers to task 3.

Task 4 [36.37.38]

- A: Good morning, Ops Room.
B: Good morning. I would like to speak to the Duty Officer.
A: Can you give me your rank and name, please sir?
B: I'm Captain Smith from the 2nd Battalion.
A: Wait one minute, please sir.
C: Hello, Duty Officer.
- A: Good evening, Ops Room.
B: Good evening. This is Lieutenant Tavola at HQ Ops Room. I'm calling to inform you the alert state will change to yellow at 2359 hours tonight.
A: I read back. The alert state will change to yellow at 2359 hours tonight.
B: That's correct.
- A: Good morning, Ops Room.
B: This is Sergeant Smith from movement control. I'd like to speak to Sergeant Nissila.
A: Wait one minute, please sir. I'm sorry, Sergeant Nissila isn't in the office at the moment. He'll be back at 1500 hours.
B: I'll call back. Thank you.
A: Thank you, goodbye.

Speaking

Task 5

Put students in pairs to practise the conversations in task 3. You may like to ask students to sit back-to-back so they are not facing each other (as in a real telephone conversation).

delta (p118)

Orders

Task 1

Put students in pairs. Ask each student to say the commands to their partner. Alternatively, you may like the whole class to follow the commands as you say them. You could also add some commands of your own.

Listening

Task 2

Ask students to read the conversations. Play track 39. Ask students to listen and complete the conversations using the words and phrases in the box.

Answers

- 1 back by no later than
- 2 Could you
- 3 certainly

Task 2 [39]

- A: Sergeant Black, please.
B: I'm sorry, he isn't in the office at the moment, sir.
A: Could you ask him to call me back by no later than 1700 hours, please?
A: Sergeant Smith.
B: Yes, ma'am.
A: Could you come to my office, please?
B: Yes, ma'am.
A: Could you open your briefcase, please?
B: Yes, certainly.

Functional English Polite and direct orders

Task 3

Go over the examples of polite and direct orders with the class. You may like to write more examples on the board of *Could you ...?*, *Can you ...?*, *Please ...*, or ask students for more examples. Point out that *Could you ...?* is slightly more formal than *Can you ...?*

Ask students to read the orders and make them more polite.

Answers

- 2 Could/Can you show me your ID, please?
- 3 Could/Can you tell/ask him to call me, please?
- 4 Could/Can you tell me where the Ops room is, please ma'am?
- 5 Yes, sir/ma'am.

Speaking and pronunciation Orders and requests

Task 4

Play track 40. Ask students to listen and tick the request. Play the track again, for students to listen and practise.

Task 4 [40]

Could you bring me the report? (repeated)

Task 5

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to read out the sentences as orders or requests. Ask Student B to listen and say if the sentence is a request or an order.

echo (p119)

Force protection

Task 1

Practise the pronunciation of the new vocabulary with the class. Ask students to mark the stress.

Ask students to label the pictures using the words in the box.

Answers

- 1 barbed wire
- 2 checkpoint
- 3 parking
- 4 sangar with sandbags
- 5 armed sentry
- 6 searchlights
- 7 anti-sniper screen
- 8 blast wall

Listening

Task 2

You may like to pre-teach vocabulary such as *roof*, *perimeter*, *1st floor*, *2nd floor*, etc.

Play track 41. Ask students to listen and note the position of the security measures on the picture. Play track 41 again. You may like to put students in pairs to check their answers before checking the answers as a class.

Answers

- Sangar with sandbags*: four on the roof, one at every corner.
Searchlights: every corner of the building.
Anti-sniper screen: around the perimeter of the building.
Barbed wire: on top of the fence.
Blast wall: in front of the guard's post at the front of the compound.
Checkpoint: in front of the main building.
Parking: for visitors – outside the fence, to the right of the road; for UN personnel – inside the compound, in front of the main entrance to the right.
Armed sentry: patrolling the perimeter fence; outside the Ops room; manning defence positions inside the building on the second floor, one to the left and one to the right.

Task 2 [41]

- A: Good morning, sir.
B: Good morning, Claude. How are you doing with the security?
A: I can give you a quick briefing if you like, sir.
B: Go ahead.

A: Well, we placed four sangars made with sandbags on the roof. There's one at every corner. They are manned by guards. We also have searchlights at every corner of the building. There's a wire fence with an anti-sniper screen that goes around the perimeter of the building. And you can see we put barbed wire on top of the fence for more protection.

Obviously the gate's at the front of the compound and there we have a guard with a telephone. There's a blastwall in front of his post. There's a checkpoint in front of the main building. It has a barrier and tank stops in front. For security we put visitors parking outside the fence. It's to the right of the road. Parking for UN personnel is inside the compound. It's in front of the main entrance, to the right. There are sentries patrolling the perimeter fence 24-hours a day. There's also a sentry outside the Ops Room. There are defence positions inside the building. They're manned by guards. They're both on the second floor. There's one on the left side and the other's on the right.

Grammar Prepositions of place 2

Task 3

Go over the examples with the class. You may like to give more examples using classroom objects and students, etc.

Ask students to complete the sentences using the prepositions in the box.

Answers

- 1 at
- 2 in front of
- 3 outside
- 4 inside
- 5 on, on

Speaking

Task 4

Put students in pairs to describe some of the security measures at their base or another base they know. Tell students not to go into detail, but to give a very general description.

foxtrot (p120-121)

Off-duty: an invitation

Task 1

Ask students to match the words with the pictures.

Answers

- 1 living quarters
- 2 officer's mess
- 3 house
- 4 flat

Listening

Task 2

Ask students to read the questions. Check that the meaning is clear to them. You may like to pre-teach *accepted* and *rejected*.

Play tracks 42 and 43. Ask students to listen to the conversations and answer the questions.

Answers

Conversation 1:

- 1 Sheila
- 2 a party at her house on Friday night
- 3 rejected (on duty)

Conversation 2:

- 1 Yusoff
- 2 a barbecue at the camp on Sunday
- 3 accepted

Task 2 [42, 43]

Clerk: Good morning, Ops Room.
Sheila: Staff Sergeant Yusoff, please.
Clerk: Can you give me your name, please?
Sheila: My name's Sheila, but it's a personal call.
Clerk: One moment, please.
Yusoff: Hello, Sheila.
Sheila: Hi, Yusoff. How are you?
Yusoff: I'm very well, thank you.
Sheila: Look, I'm calling because on Friday night we're having a party at my house. Do you want to come?
Yusoff: On Friday night. I'm sorry, I can't. I'd like to, but I'm on duty on Friday night.
Sheila: Oh, what a pity. Maybe some other time.

Sheila: Hello.
Yusoff: Hi. Is Sheila there, please?
Sheila: This is Sheila.
Yusoff: Hi, Sheila. This is Yusoff.
Sheila: Oh, hi Yusoff. What a surprise!
Yusoff: Well, we're having a barbecue at the camp on Sunday. Do you want to come?
Sheila: That sounds great. I'd love to. What time does it start?
Yusoff: It starts at 12 o'clock.
Sheila: 12 o'clock. OK, I'll be there.
Yusoff: See you on Sunday, then.
Sheila: Yes. I'll see you on Sunday.
Yusoff: Bye.
Sheila: Bye, Yusoff.

Functional English Invitations

Task 3

Go over the examples with the class. Practise the pronunciation of the questions for inviting someone and the ways of accepting or rejecting an invitation. Then go over the questions for getting more information.

You may then like to put students in open pairs to practise the examples. Get one student to offer an invitation and the other to either reject it and give an excuse or accept it and ask for more information.

Ask students to complete the conversations. Their answers may differ depending on the chosen expression.

Answers

- 1 I'd like to / I'd love to
- 2 Would you like to come? / Do you want to come?
- 3 What should I wear?
- 4 Do you want
- 5 What time does it start?

Task 4

Play tracks 44, 45 and 46. Ask students to listen and check their answers to task 3.

Task 4 [44.45.46]

A: Would you like to come to the battalion party on Saturday?

B: I'd like to, but I'm on duty.

A: We're having a dinner in the Sergeants' Mess on Thursday. Would you like to come?

B: Yes, I'd love to. What should I wear?

A: You should wear dress uniform.

A: We're playing against a local football team on Sunday. Do you want to play?

B: Yes, I'd like to. What time does it start?

A: The match starts at 10 o'clock. You should arrive about 9.30 so you have time to change.

Speaking

Task 5

Put students in closed pairs to practise the conversations in task 3. Then ask each student to invite their partner to the given situations.

Task 6

Ask students to label the pictures using the words in the box. Practise the pronunciation of the words with the class.

Answers

- 1 laundry
- 2 bathroom
- 3 recreation room
- 4 accommodation block

Task 7

Practise the pronunciation and stress of the vocabulary. Ask students to look at the pictures and write the numbers next to the words.

You may like to ask students to add more vocabulary or to name more of the items in the picture, for example, *bookshelf, curtains, desk, cupboard, bath.*

Answers

- 1 fridge
- 2 chair
- 3 sofa
- 4 air conditioning
- 5 TV
- 6 toilet
- 7 shower
- 8 iron and ironing board
- 9 locker
- 10 bed

Pronunciation Living quarters

Task 8

Play track 47. Ask students to listen and practise. Play the track two or three times.

Task 8 [47]

air conditioning bed chair fridge iron
ironing board locker shower sofa toilet TV

Listening

Task 9

Play track 48. Ask students to listen to Yusoff describe his living quarters then answer the questions. Play the track twice.

Answers

- 1 Five – bed, locker, small wash basin, air conditioning, (small) fridge.
- 2 Normally two, sometimes four.

Task 9 [48]

Yusoff: Hey, Sheila. It's great you could come.

Sheila: Hi, Yusoff. Thanks for inviting me.

Yusoff: Is this your first visit to the camp?

Sheila: Yes. This place is very different from our quarters.

Yusoff: Would you like to see where we sleep?

Sheila: Yes, I'd love to.

Yusoff: Well, these are our living quarters. In each room we have a bed, a locker for every soldier and a small wash basin. You can see it's very basic.

Sheila: No, it's better than where we are. Do you have air conditioning?

Yusoff: Yes, but it doesn't always work. Sometimes it's very, very hot in here. But there's a small fridge in every room so at least we have cold drinks.
 Sheila: And how many people sleep in each room?
 Yusoff: Well, normally there are two people in each room, but sometimes we have four people to a room.

Speaking

Task 10

Put students in pairs to ask and answer the questions.

golf (p122)

Review and Language tactics

Review

Task 1

Ask students to read the sentences on the Battalion HQ floor plan then label the picture using the words in the box.

Answers

- 1 Registry
- 2 S1
- 3 S2
- 4 briefing room
- 5 S3
- 6 S4
- 7 CO's office

Task 2

Ask students to rewrite the sentences using *not allowed to* or *prohibited*.

Answers

- 2 You are not allowed to have visitors after 2300. / Visitors are prohibited after 2300.
- 3 You are not allowed to enter this area if you are not authorised. / Unauthorised personnel are prohibited.
- 4 You are not allowed to make international calls without authorisation. / Unauthorised international calls are prohibited.

Language tactics Managing phone conversations

Task 3

Ask students to complete the conversations using the phrases in the box. When they have finished, play track 49 for students to listen and check their answers.

Answers

- 1 Can you read that back to me
- 2 Could you spell your last name
- 3 One moment, please
- 4 Could you speak louder
- 5 I think you have the wrong number
- 6 This is a very bad line

Task 3 [49]

A: Can you read that back to me, please?

B: Yes, sir. You want Corporal Watson to phone you on 914569.

A: That's right.

A: My name's John Male.

B: Could you spell your last name, please?

A: Yes. That's M-A-L-E.

A: I'd like to leave a message for Diane.

B: One moment, please. I'll get a pen and paper. Go ahead.

A: I can't hear you very well. Could you speak louder, please?

B: Certainly. Is this better?

A: Yes, I can hear you now.

A: Is that Movement Control?

B: No, this is Ops Room. I think you have the wrong number. Their extension is 489.

A: Thanks.

A: Is that Movement Control?

B: I'm sorry, sir. I can't understand.

A: This is a very bad line. I'll ring you back.

Task 4

Put students in pairs to practise the conversations in task 3.

golf (p123)

Integrated skills: taking messages

Task 1

Play tracks 50, 51 and 52. Ask students to listen to the conversations and write the messages.

Answers

Message 1: The French general is arriving at 0900 hours and he needs an escort.

Message 2: Can Lieutenant Hagstedt call his wife as soon as possible?

Message 3:

1 Joe Shimada

He needs some photos from Saturday's parade. Can we get permission and call him back?

Task 1 [50, 51, 52]

- A: S5. Corporal Smith speaking.
 B: Good morning. This is Sergeant Major Veikune from HQ Ops Room. Is Sergeant Kelly there?
 A: Sergeant Kelly's not on duty at the moment, sir. Can I take a message?
 B: Can you tell Sergeant Kelly that the French General is arriving at 0900 hours and he will need an escort? Read that back, please.
 A: Yes. The French General is arriving at 0900 hours and he needs an escort.
 A: Is Lieutenant Hagstedt there, please?
 B: I'm sorry, he's not in the office at the moment, ma'am.
 A: I'm his wife. Can you ask him to call me as soon as possible?
 B: Certainly, ma'am. I'll see him after lunch and I'll pass on the message.
 A: Good morning, S9.
 B: This is Joe Shimada from the press office.
 A: Good morning. How can I help you?
 B: Well, I need some photos from last Saturday's parade. Do you have any photos?
 A: Yes, I think we do. I'll need to get permission from the Captain.
 B: Right, I understand. Can you get permission and call me back?
 A: Certainly. Can you give me your name again?
 B: Yes, it's Shimada. S-H-I-M-A-D-A. And I'm calling from the Press Office.
 A: Right. Well, I'll speak to the Captain and I'll call you back.

Speaking**Task 2**

Put students in pairs. Ask them to write the conversation in full. Go round the class checking what each pair has written.

Possible answers:

- 2 Hello. This is (student's name). Is Corporal Zeller there, please?
- 3 Wait one moment, please.
- 4 I'm sorry, Corporal Zeller is out of the office at the moment.
- 5 Can I leave a message for him?
- 6 Can you ask Corporal Zeller to call me, please?
- 7 Yes. You'd like Corporal Zeller to call you.
- 8 Thank you. Goodbye.
- 9 Goodbye.

Task 3

Play track 53, for students to listen to an example of a conversation similar to the one in task 2. Ask students to listen and check their conversation for task 2. Then put students in pairs to practise the conversations.

Task 3 [53]

- A: Good morning, Ops room.
 B: Good morning. This is Captain Sato. Can you give me Corporal Zeller, please?
 A: Wait one minute, please sir. I'm sorry. Corporal Zeller isn't in the office at the moment.
 B: Can I leave a message? Tell Corporal Zeller to call me, please.
 A: You want Corporal Zeller to call you.
 B: That's right. Thank you. Goodbye.
 A: Goodbye.

Task 4

Put students in pairs. Ask them to write a conversation similar to that in task 3. When they have finished, ask students to practise the conversation.

You may like to ask some students to role-play their conversations in front of the class. You could sit students so they are not facing each other, as in a real telephone conversation.

BRIEFING

Convoys and escorts

Travelling in and around areas of conflict can be dangerous even after peace agreements have been signed. Convoys and escorts are therefore often used to protect important military and diplomatic personnel and shipments of humanitarian aid. A convoy is any group of two or more vehicles that travel together to ensure order and control. It may or may not have escort protection – a group of vehicles and personnel that provides protection for the vehicle or vehicles to be escorted. Each escorted convoy has its own specific operation instructions appropriate to the particular task and the overall situation. However, almost all convoys follow some basic operating procedures:

General convoy / escort procedures

- Each vehicle will always keep the vehicle behind in sight.
- Travel during daylight hours, if possible.
- Travel along established routes, if possible.
- Every vehicle has a map (sometimes referred to as a strip map or a map specific to the route).
- At least one vehicle will have a radio that can communicate with the force operations or emergency personnel.

Command

- The convoy commander is responsible for organising both the convoy and its protection; he or she will plan the route, provide the maps and brief the personnel involved.
- The convoy commander takes complete responsibility for all vehicles in the convoy at the Start Point (SP), which is the point when the escorting vehicles join the vehicles to be escorted and the convoy officially begins.
- The convoy commander is in charge of the convoy until it reaches the Release Point (RP), which is the point when the convoy has escorted the vehicles to their destination or the agreed separation point from which vehicles will continue under their own direction.

Note: the convoy commander is in charge of all vehicles and personnel in the convoy, no matter what the rank of personnel they are escorting. This means that even if a captain is escorting a general, the captain is in charge until the convoy reaches the RP.

- The convoy commander usually travels in the first vehicle and maintains radio contact with the other vehicles (or, at the very least, with the last vehicle).

Planned stops

Necessary stops should be planned in advance and whenever possible should be on main routes. Planned stops include:

- rest stops
- refuelling
- meals.

Unexpected events

Specific procedures must be followed in case of emergencies, in order to reduce the risk of:

- *Accidents*: close off accident area; warn other traffic; report the incident to the next control station; call for military police (if this is not done by the control station).
- *Breakdowns*: in case of breakdowns (vehicle problems), move the vehicle to the side of the road (if possible); report to the next control station; repair vehicle if possible; call for a towing vehicle if necessary.
- *Ambush* (unexpected attack): seek appropriate protection; fire back if necessary; stop other vehicles from entering the hostile area; decide whether to withdraw or continue through; report all firing to the next station, which will order help and reinforcements immediately.

Once at the convoy destination, the commander will give orders for further activity, meals, accommodation and the return journey, as appropriate. After returning to battalion headquarters, the commander will give a debriefing (a summary briefing of what happened on the convoy).

PROCEDURE

alpha (p124-125)

Escort

Task 1

Pre-teach the meaning of *escort*. Practise the pronunciation of the vocabulary with the class. Go round the class, pointing to students and asking them to describe the pictures using the words in the box.

Answers

Left picture: There are two lorries/trucks containing blankets. They are part of humanitarian aid. Local civilians are around the trucks.

Right picture: A soldier on a peacekeeping mission is giving out drinking water to the local children.

Listening

Task 2

Play track 54. Ask students to listen and tick the aid in task 1 that the convoy is carrying.

Answers

Food, medical supplies

Play track 54 again. Ask students to label the diagram using the words in the box.

Answers

- 1 Commander's APC
- 2 5-ton truck
- 3 5-ton truck
- 4 5-ton truck
- 5 APC

Task 2 [54]

Good morning. I'm going to brief you on tomorrow's convoy operation. Our mission is to escort a humanitarian aid convoy from ARZIKI to the village of GAMBA. The convoy is composed of four 5-ton trucks with food and medical supplies. We will provide an armed escort with three APCs. I'll be in an APC at the front of the convoy, the four trucks will be in the centre and the other two APCs will be at the rear of the convoy.

Task 3

Practise the pronunciation of the words in the box with the class. Ask students to match the words to the definitions.

Answers

- 1 start point (SP)
- 2 release point (RP)
- 3 reporting point

Task 4

Ask students to read over the convoy briefing, ignoring the gaps. Play track 55. Ask students to listen and complete the briefing. Play the track twice. You may like to put students in pairs to compare their answers.

Answers

- 1 1330 hours
- 2 240
- 3 petrol station
- 4 562289
- 5 30

6 BF27

7 reporting point

8 rest area

9 40

Task 4 [55]

We will leave the camp at 0700 hours and our estimated time of arrival at GAMBA is 1330 hours. The whole movement will take about six hours. The total distance of our route is about 240 kilometres.

We'll join the humanitarian aid trucks at the petrol station on highway AF14, five kilometres south of ARZIKI at grid 562289. This is the start point. All vehicles in the convoy will come under my command when we reach the start point.

We'll stop to rest two times during the movement. We'll stop for a 30-minute rest when we reach the first reporting point, Echo 1 at the junction of the AF14 with the BF27. Our ETA at Echo 1 is 0900 hours.

Our second reporting point will be the junction of the BF27 with the BF29. Our second rest area is on the BF29. It's a service station about 40 kilometres after reporting point two. The third, and final, reporting point will be at the junction of the BF29 with the AF9.

Now ask students to complete the strip map using the information from the briefing and the words in the box.

Answers

- 1 start point
- 2 E1 (reporting point)
- 3 rest area
- 4 E3 (reporting point)

Task 5

Ask students to re-read the text from task 4 but this time in more detail, and then answer the questions.

Answers

- 1 0700 hours
- 2 At the petrol station on highway AF14 (grid 562289).
- 3 ETA is 1330 hours
- 4 two times (twice)
- 5 three

Grammar *when* with present tense

Task 6

Go over the example with the class. Point out that the time clause (*when* + verb) uses the present simple, not *will* + infinitive, even though we are referring to future time. You may also point out that we use *when* when we know that the action is definitely going to happen, as opposed to *if*, which we use if there is an element of doubt.

Ask students to match the two parts of the sentences.

Answers

- 1 d
- 2 a
- 3 b
- 4 e
- 5 c

Speaking

Task 7

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to turn to File 21 and give a briefing using the convoy briefing notes. Ask Student B to take notes on Student A's briefing.

bravo (p126)

The route

Task 1

Practise the pronunciation of the vocabulary with the class, getting students to mark the stress. Ask students to label the road signs using the words in the box.

(The road signs are used in the UK.)

Answers

- 2 roundabout
- 3 crossroads
- 4 road works
- 5 traffic lights
- 6 maximum speed limit

Listening

Task 2

Ask students to read the directions. Point out that they should listen for four mistakes. Play track 56. Ask students to listen, find the four mistakes and correct the directions. Play track 56 again.

Answers

- BF27: junction is at a roundabout (not crossroads).
BF29: turn right (not left) at the crossroads.
BF29: the service station is on the right (not left).
Junction with AF9 south: take the third (not first) exit at the roundabout.

Task 2 [56]

OK. I will now brief you on the convoy's route. After we link up with the aid convoy at the service station, we will take the AF14 south. The AF14 is a main road but the convoy's trucks are slow and our maximum speed will be 40 kph.

We'll continue along the AF14 until we get to the roundabout at the junction with the BF27. Take the second exit at the roundabout. The exit is signposted BF27. This roundabout is your first checkpoint. Our first rest area is on the BF27, about 500 metres after the roundabout.

When you leave the rest area, continue along the BF27 until you get to the crossroads at the junction with the BF29. Turn right at the crossroads and take the BF29. Continue along the BF29 for about 40 kilometres. Cross the bridge. The second rest area is the service station on your right.

When you leave the second rest area, continue along the BF29 until you reach the roundabout at the junction with the AF9. Take the third exit. The exit is signposted GAMBA. Continue along the AF9 until you reach GAMBA. Our ETA at GAMBA is 1345 hours.

Functional English Giving driving directions

Task 3

Go over the examples with the class. Ask students to match the directions with the maps. Remind students that directions are for driving on the left-hand side of the road.

Answers

- map 1: directions 1
map 2: directions 3
map 3: directions 2
map 4: directions 4

Pronunciation Sentence stress

Task 4

Play track 57. Ask students to listen to the directions in task 3 and underline the stressed words.

Answers

- 1 right / crossroads / BF456
- 2 third / roundabout / Albridge
- 3 left / crossroads / AF89
- 4 first / roundabout / signposted AF69

Task 4 [57]

Turn right at the crossroads and take the BF456.

Take the third exit at the roundabout. It's signposted Albridge.

Turn left at the crossroads and take the AF89.

Take the first exit at the roundabout. The exit is signposted AF69.

Speaking

Task 5

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to turn to File 22 and describe the route to Student B. Ask Student B to turn to File 23 and draw Student A's route on the map.

charlie (p127)

Breakdown

Task 1

Ask students to describe the picture.

Answer

The vehicle has broken down and somebody is helping the driver and looking at the engine.

Task 2

Go over the different situations in the chart and the possible actions that could be taken. Check that the meaning of the words is clear to students.

Put students in pairs. Ask them to tick the actions they think are necessary in each situation. When they have finished, you may like to put pairs into groups of four to compare their answers.

Answers

Your vehicle breaks down: check the damage, repair the damage OR call for help, stay with the vehicle.

The convoy is ambushed: drive fast and leave the area.

You have an accident: stop and give first aid; call for help; stay with the vehicle; check the damage.

The vehicle in front hits a mine: stop and give first aid; call for help.

Listening

Task 3

Ask students to listen to the commander's briefing and answer the questions. Play track 58.

Answers

1 He talks about traffic accidents, vehicle breakdowns, checkpoints and roadblocks.

2 *Traffic accidents:* report the incident to the control station; give first aid and call for medical support if there are any injured persons.

Breakdown: move to the side of the road; report to the control station; check the damage; repair the vehicle if you can; if you can't, call for help.

Checkpoints and roadblocks: don't leave your vehicle; send a SITREP (situation report) to the control station.

Task 3 [58]

Right, I'll now talk about convoy security and emergency procedures. There are three situations I want to talk about. First of all, traffic accidents. Secondly, vehicle breakdowns and finally, checkpoints and roadblocks.

Traffic accidents. If you have a traffic accident, report the accident to the control station. If there are any injured persons, give first aid and call for medical support.

Vehicle breakdowns. If you have a breakdown, move to the side of the road and report to the control station. Next, check the damage. Repair the vehicle if you can. If you can't repair the vehicle, call for help.

Right, checkpoints and roadblocks. If you stop at a checkpoint, don't leave your vehicle and send a SITREP, that's a situation report, to the control station.

Grammar Instructions with *if* (zero condition)

Task 4

Go over the examples with the class. Point out that in this example the zero condition is used to give instructions for future situations that might occur. Also point out that the order of the sentence can be changed, and that when *if* is placed at the beginning of the sentence the clauses are usually separated by a comma.

Ask students to complete the sentences using the correct form of the verb in brackets.

Answers

- 1 have, report
- 2 are, give
- 3 breaks, move
- 4 cannot, call
- 5 are, leave, send

Writing

Task 5

Ask students to write instructions for the situations.

delta (p128-129)

Off-duty: cars and driving

Task 1

Ask students to label the pictures using the words in the box. Practise the pronunciation of the words with the class.

Answers

- 1 multipurpose vehicle (MPV)
- 2 sports car
- 3 four-wheel drive
- 4 saloon
- 5 estate car

Go over the World English box with the class.

Listening

Task 2

Ask students to read the car rental reservation form. Play track 59. Ask students to listen and complete the chart.

Answers

- 1 Vázquez
- 2 June 10th
- 3 London Heathrow
- 4 June 17th
- 5 Renault Espace, multipurpose vehicle

Task 2 [59]

- A: Good morning. Capital car rental.
B: Good morning. I'd like to rent a car.
A: Right. One moment, please. How many days do you want to rent for?
B: Oh, six days.
A: And where do you want to collect the vehicle?
B: I'm flying to London. To Heathrow Airport.
A: And when do you want to collect the vehicle?
B: We're arriving on June 10th.
A: And when will you return it?
B: On June 17th.
A: OK. And what kind of car do you want to rent?
B: Well, I'm coming with my family, so I want a big car.
A: What about a Renault Espace. That's a multipurpose vehicle. It's got space for seven people.
B: Can you tell me the price?
A: That depends on the insurance. If you give me your details, I can give you the price.
B: OK.
A: Could you give me your last name, please?
B: Yes, it's Vázquez.
A: Can you spell that, please?
B: Yes, it's V-Á-Z-Q-U-E-Z.

Task 3

Ask students to read the conversation. Play track 60. Ask students to complete the conversation using the words in the box.

Answers

- 1 booked
- 2 tell
- 3 check

4 repeat

5 make

Task 3 [60]

- A: Good morning. Can I help you?
B: Yes, I booked a car by phone. My name's Vázquez.
A: Can you tell me the booking reference, please?
B: Yes, it's X 458327.
A: One moment and I'll check the computer. I'm sorry, Mr Vázquez. I can't find your booking reference. Could you repeat the number, please?
B: Yes, it's X 458327.
A: OK, I have it. It's a Renault Espace for seven days, is that correct?
B: Yes, that's right.
A: Can I make a photocopy of your driving licence, please? And I also need your passport.
B: Here you are.

Functional English Renting a car

Task 4

Go over the examples with the class. Check that the meaning is clear to students. Ask students to complete the conversations with questions based on the examples.

Answers

- 1 What kind of car do you want to rent?
- 2 How many days do you want to rent it for?
- 3 Can I make a photocopy of your driving licence and passport, please?

Speaking

Task 5

Put students in pairs to practise the conversations in task 4.

Task 6

Put students in pairs to ask and answer the questions.

Task 7

Go over the World English box with the class.

Then ask students to match the words in the box with the pictures in task 1. When they have finished, you could ask students to add more car vocabulary to the list.

Answers

- | | |
|------------------|---|
| boot | 6 |
| door | 1 |
| headlights | 5 |
| indicator lights | 2 |
| rear window | 3 |
| roof | 7 |
| wheel | 8 |

Reading

Task 8

Ask students to read the text and decide if the sentences are true or false. You may want to ask students to correct the false sentences.

Answers

- 1 True.
- 2 False. People in Britain drive on the left.
- 3 False. The speed limit on motorways is 70 mph.
- 4 False. The inside lane on a motorway is for slow traffic.

Task 9

Put students in pairs to study the pictures and discuss what the driver did wrong. (Note: the pictures are for a country in which the driver drives on the left. In the UK, double yellow lines by the side of the road show an area where parking is not permitted.)

Answers

In picture 1, one driver drove slowly in the middle lane and the other driver overtook him on the inside lane.
In picture 2, the driver parked on the double yellow lines.
In picture 3, the driver turned right at the roundabout.

Writing

Task 10

Ask students to write five rules for driving in their country. You may like to ask students to compare any differences with driving in Britain.

echo (p130)

Vehicle maintenance

Task 1

Practise the pronunciation of the new vocabulary with the class. Then ask students to label the pictures using the words in the box.

Answers

- 1 jack
- 2 pliers
- 3 adjustable wrench
- 4 screwdriver
- 5 spanner
- 6 tape
- 7 tape measure

Task 2

Put students in pairs to discuss what tools they would need to fix the problems.

Answers

A flat tyre: a jack, a spanner or an adjustable wrench.
A broken headlight: a screwdriver, an adjustable wrench.

Task 3

Ask students to complete the sentences using the words in the box. You may want to pre-teach the new vocabulary.

When they have finished, play track 61. Ask students to listen to the conversation and check their answers.

Answers

- 2 change
- 3 fill
- 4 change
- 5 clean
- 6 replace

Task 3 [61]

B: Hello, John.

A: Good morning, corporal.

B: Oh dear, that truck doesn't look too good.

A: No, I'm trying to repair it. The battery's flat to start with.

B: You have to charge it again – or buy a new one.

A: And the spare tyre is missing.

B: You have to get a new one then – you have to replace that, it's really important.

A: And another tyre – the left tyre is flat.

B: Well, you have to change that, or you can put some air in it.

A: I know. There's no petrol – the petrol tank's empty.

B: After you charge the battery and change the tyre, you have to fill it at the station.

A: The aerial's damaged, too.

B: You have to replace that.

A: Do I have to do it?

B: Of course. You don't have to do it now. Do it tomorrow.

A: Well, I suppose I'll replace it. And the windscreen is really dirty.

B: You have to clean it, you can't see a thing through it.

A: Can you give me a hand?

B: I'd love to, but I have to see the lieutenant now.

Grammar *have to*

Task 4

Go over the examples with the class. Explain that we use *have to* to show that something is necessary, important or an obligation. You may want to mention the use of *has to* for the third person singular.

Writing

Task 5

Go over the example with the class. Ask students to write a list of things that they need to do before starting a journey in a vehicle. Go round the class monitoring students and helping with unknown vocabulary.

Speaking

Task 6

Put students in pairs to compare their answers to task 5.

foxtrot (p131)

Lima 3. Radio check. Over.

Task 1

Ask students to complete the radio procedure words (prowords), then practise the pronunciation with the class. Ask students to say when these words are used.

Answers

- 1 Roger: used to say 'I received your message' / 'that is correct'.
- 2 Over: used to say 'it is your turn to speak'.
- 3 Out: used to say 'this is the end of the conversation'.

Listening

Task 2

Ask students to read the descriptions. Check that the meaning is clear to them. Ask students to listen to the conversations and match the descriptions to the conversations. Play track 62.

Answers

- description a – conversation 2
- description b – conversation 4
- description c – conversation 3
- description d – conversation 1
- description e – conversation 5

Tasks 2 and 4 [62]

- A: Hello L1. This is L3. Radio check. Over.
B: L1. OK. Over.
A: L3. OK. Out.
- A: Hello L1. This is L3. Leaving delta 1 in convoy.
Destination delta 6. Over.
B: L1. Roger. Out.
- A: Hello L1. This is L3. Closing down for thirty minutes at delta 2. Over.
B: L1. Roger. Out.

A: Hello L1. This is L3. Reporting into net. Over.

B: L1. Roger. Out.

A: Hello L1. This is L3. Mobile from delta 2 destination delta 3.

B: L1. Roger. Out.

Functional English Sending a radio message 1

Task 3

Go over the examples with the class. Ask students to match the prowords in the box with the definitions.

Answers

- 2 this is
- 3 over
- 4 roger
- 5 out
- 6 mobile from
- 7 destination
- 8 closing down

Task 4

Ask students to complete the conversations using the prowords in task 3. When they have finished, play track 62 for students to listen and check their answers. Play track 62 twice.

Answers

- 1 Radio check
- 2 Out
- 3 Destination
- 4 Roger
- 5 Closing down
- 6 Over
- 7 Mobile from

Pronunciation Radio prowords 1

Task 5

Play track 63. Ask students to listen and practise, then go round the class practising the pronunciation with individual students. Point out to students the importance of pronouncing these words correctly.

Task 5 [63]

closing down destination mobile from out over
radio check roger this is

Speaking

Task 6

Put students in pairs to practise the conversations in task 4.

Review and Language tactics

Review

Task 1

Ask students to match the two parts of the sentences.

Answers

- 2 b
- 3 a
- 4 d
- 5 e
- 6 c

Task 2

Ask students to read the directions ignoring the gaps. Then ask students to complete the gaps using the words in the box.

Answers

- 2 turn left
- 3 Follow
- 4 Go
- 5 cross
- 6 Continue

Task 3

Ask students to complete the sentences using the prepositions in the box.

Answers

- 1 by
- 2 on
- 3 in, into
- 4 out of
- 5 on, onto
- 6 off
- 7 on, in

Language tactics Managing radio conversations

Task 4

Ask students to read the definitions. Then ask students to match the radio prowords to the definitions.

Answers

- 2 wait
- 3 I spell
- 4 I read back
- 5 I say again
- 6 read back
- 7 say again
- 8 speak slower

Integrated skills: the convoy

Task 1

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to turn to File 24 and describe the route to Student B. Get Student A to follow the guide given in the Student's Book.

Ask Student B to listen to Student A and mark the route on the map. Point out that Student B should write all the information Student A says, e.g. *checkpoints, timings, rest areas*, etc.

Answers

- 1 0700
- 2 0900
- 3 0930
- 4 1045
- 5 1200
- 6 AF8 south
- 7 BF36
- 8 BF16
- 9 BF36

Writing

Task 2

Put students in pairs. Ask them to write the radio conversations in full.

Answers

- Hello B2. This is B1. Radio check. Over.
 B2. OK. Over.
 B1. Leaving BLUE 1. Destination BLUE 2. Over.
 B2. Say again. Over.
 B1. I say again. Leaving BLUE. Destination BLUE 2. Over.
 B2. Roger. Out.
 B1. Closing down at BLUE 2. Over.
 B2. Roger. Out.
 Hello B2. This is B1. Reporting into net. Over.
 B2. Roger. Out.
 B1. Mobile from BLUE 2, destination BLUE 3. Over.
 B2. Roger. Out.
 B1. Closing down at destination BLUE 3. Over.
 B2. Roger. Out.

Speaking

Task 3

Put students in pairs to practise the conversations in task 2. Divide the pairs into Student A and Student B. Student A's call sign is *B1*, and Student B's call sign is *B2*.

When they have finished, ask students to change roles.

14

Patrol

BRIEFING

Rules of Engagement

Rules of Engagement (ROE) describe how and when force should be used to ensure the safety of personnel and the success of the mission. Specific ROEs are established for each mission. United Nations ROEs are developed by the force commander, who consults with staff and national forces, and are approved by UN headquarters.

The most fundamental idea behind any ROE is that armed force should be used only as a last resort, and that every situation requires the use of minimum force – no more force than is absolutely necessary to accomplish the objective. To ensure minimum force in tense situations, weapons are usually carried unloaded.

Some important terms and principles regarding the use of force and ROEs are:

- **Deadly force:** any force which may seriously injure or kill someone, such as firing a weapon at someone. This is generally only authorised on peacekeeping missions if the lives of UN personnel or those under the protection of the UN are in immediate danger.
- **Hostile act:** an attack or use of force against UN personnel or those under the protection of the UN.
- **Challenge:** Warning the hostile party and giving them the opportunity to withdraw or cooperate before using force (for example, saying *United Nations – Halt or I shoot!*, and repeating it in the local language).
- **Self-defence:** the United Nations Junior Ranks Handbook describes self-defence as any “action to protect oneself, one’s unit or non-UN personnel who are being protected” by the UN. According to UN guidelines, all UN personnel have the right to defend themselves against hostile acts, even if it means using deadly force – “No other rules limit this inherent right.” However, as always, the minimum force necessary should be used to defend oneself.
- **Positive identification of target:** in any situation that calls for firing on the target, soldiers should be able to identify the specific target by sight. Firing generally must be single aimed shots (as opposed to automatic fire), no more rounds should be fired than necessary, and soldiers should be careful not to injure anyone except the target.

Patrols

A patrol is a small group of soldiers who are sent to carry out a specific mission, such as reconnaissance, security or observation. Depending on the circumstances and the need, patrols can be carried out on foot, in vehicles, by air, by boat or even on skis.

The tasks of any patrol are based upon its purpose or aims. Common patrol aims are:

- to confirm or supervise a ceasefire
- to find out information, including area reconnaissance
- to observe and report any activity within a given area
- to check areas that can’t be seen from observation posts (OPs)
- to show a UN presence (let other parties know that there are UN troops in the area).

All patrols are given a patrol plan detailing their specific objectives. In addition to other tasks, patrols generally do the following:

- keep a written record of all observations, using drawings where necessary
- record any changes in armed forces or civilian activity
- observe the conditions of roads, terrain and obstacles; report anything unusual
- maintain regular radio contact
- halt if challenged and report immediately by radio.

Prior to the patrol, patrol leaders need to make sure that they understand the aims of the patrol clearly. They also need to know the general and local situation, and be aware of other patrols and UN activities in the area. After the patrol, patrol leaders need to hand in their patrol report and debrief the appropriate people.

PROCEDURE

alpha (p134-135)

The briefing

Task 1

Pre-teach the meaning of the phrases in the box. You may like to write each phrase in its correct position on the board. Point out the different prepositions in each phrase, then practise the pronunciation with the class.

Put students in pairs. Ask them to describe the picture using the phrases in the box. You may like to go round the class, pointing to individual students and asking them to describe different areas of the picture.

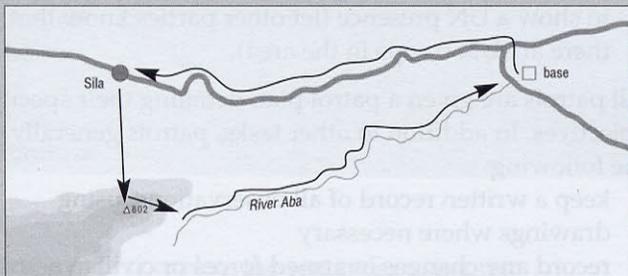
Listening

Task 2

Ask students to read the questions. Check that the meaning is clear to them. Play track 64. Ask students to listen and answer the questions.

Answers

- 1 a) to observe and report all activities in the area
b) to establish an OP position on hill 602 for three hours; to show a UN presence in the village of SILA
- 2 a
- 3 Yes, a police checkpoint
- 4 mines
- 5 2200 hours
- 6 0500 hours
- 7 18 degrees centigrade and dry
- 8



Task 2 [64]

This is our patrol route. Route BLUE. From base to the village of SILA, to hill 602, then ABA valley and return to base.

The patrol is tasked to establish an OP position on hill 602 for three hours. Our primary mission is to observe and report all activities in the area. Our mission is also to show a UN presence in the village of SILA.

Reports from other patrols indicate the area is calm, although we will probably pass a police checkpoint on the route from base to SILA. Other patrols have passed through this checkpoint and they haven't had any problems.

Be careful with mines. There are still a lot of mines in the area north of SILA, so it's important to stay on the road. Walk on the road. Don't walk on the side of the road.

The patrol will leave the base at 2200 tonight and we will return to base at about 0500 tomorrow morning. The weather forecast for tonight is 18 degrees centigrade and dry.

Functional English Explaining a mission

Task 3

Go over the examples with the class. Point out that when *task* is used as a verb it is generally used in the passive form, i.e. subject + *to be* + past participle of task + *to* + infinitive of verb.

Pre-teach the meaning of the verbs in the box, or ask students to use a dictionary. Then ask students to complete the sentences using the verbs in the box.

Answers

- 1 observe
- 2 patrol, prevent
- 3 conduct, report
- 4 search

Pronunciation *to*

Task 4

Play track 65. Ask students to pay attention to the pronunciation of *to* in its weak form. Play the track again. Ask students to listen and practise. Then go round the class, practising with individual students.

Task 4 [65]

A52's mission is to set up an observation post ...
B96 is tasked to patrol the border.
B78 is tasked to conduct a reconnaissance ...
B22's mission is to set up a roadblock ...

Speaking

Task 5

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to turn to File 25 and brief Student B on the patrol. Ask Student B to take notes on Student A's briefing.

Extra task

You may like to put students in groups of three or four when using File 25. Read the briefing to the class at normal speed twice, asking them to take down as much information as they can (and not to panic if they only get a little information). Students then work together to try and reconstruct the briefing.

After a few minutes, re-read the briefing. Ask the groups to consult again and to try and write more words. Continue this process until each group has (more or less) written the whole briefing. To check, you may like to ask each group to read their version of the briefing to the class; you could even give marks. Finally, ask students to turn to File 25 to check their version against the original briefing.

bravo (p136)

Rules of Engagement

Task 1

Ask students to match the opposites. You may like to ask students to use a dictionary, if necessary.

Answers

automatic fire: single, aimed shots

controlled fire: indiscriminate fire

deadly force: non-lethal force

Reading

Task 2

Ask students to read the text, ignoring the gaps. You may like to ask some very simple comprehension questions.

Ask students to complete the text using the words in the box.

Answers

- 1 load
- 2 give
- 3 halt
- 4 open
- 5 fire
- 6 identify

Task 3

Ask students to re-read the text from task 2 and decide if the sentences are true or false. You may like to ask students to correct the false sentences.

Answers

- 1 False. Soldiers must not open fire against vehicles unless the driver is driving directly at a person.
- 2 True.
- 3 True.
- 4 True.

Grammar Instructions with *unless*

Task 4

Go over the examples with the class. You may want to point out that *unless* here means *except if*. Ask students to match the two parts of the sentences.

Answers

- 1 c
- 2 b
- 3 a

Writing

Task 5

Go over the example with the class. Check that the meaning is clear to students.

Ask students to write the sentences with *unless*.

Answers

- 2 Don't load your weapon unless you are ordered to.
- 3 Soldiers are not authorised to open fire unless they are under armed attack.
- 4 Don't open fire against a vehicle unless the driver is driving directly at a person.

charlie (p137)

The observation post

Task 1

Ask students to look at the pictures and answer the questions.

Answers

- 1 a crowd – pictures 1 and 3
soldiers – pictures 1 and 3
irregular forces – picture 2
- 2 cheering – picture 3
hostile – picture 1
large – picture 1
peaceful – picture 3
small – picture 3

Listening

Task 2

Play track 66. Ask students to listen and tick the picture that is being talked about.

Answer

Picture 2

Task 2 [66]

We can see two armed men. It looks like there are only two. It seems they're running towards your position. They're not wearing a uniform or insignia. I think they're probably irregular forces. They're on foot and they're carrying AK 47 assault rifles.

Functional English Describing a situation

Task 3

Go over the examples with the class. You may like to write another example of each expression on the board. Explain the meaning of SALUTE (Size, Activity, Location, Unit, Time, Equipment).

Ask students to match the headings in the box with the questions.

Answers

- 2 activity
- 3 location
- 4 unit
- 5 time
- 6 equipment

Speaking

Task 4

Ask students to describe the picture in task 1 using the SALUTE format.

Possible answer:

There is a large group of people. They are shouting and pushing. It is happening around the supply trucks. They are civilians wearing normal civilian clothing. It is 1200 hours. They are not carrying any equipment.

delta (p138-139)

Off-duty: describing people

Task 1

Ask students to look at the picture and answer the questions.

Possible answers:

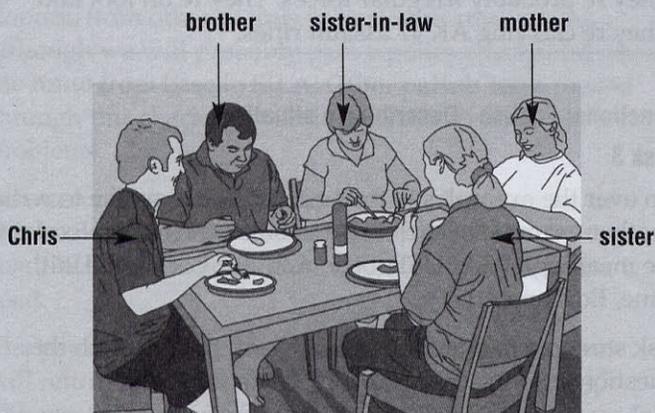
- 1 They are eating in the dining room/outside.
- 2 They are having lunch/dinner. The man on the left is talking to the woman on the right.
- 3 Students' own answers.

Listening

Task 2

Play track 67. Ask the students to listen to Chris describing a photo of his family and identify who is who, using the words in the box.

Answers



Task 2 [67]

This is a picture of my family. This was last summer. We're having lunch together.

This is my mother on the right, here. She has long blonde hair. And this is my sister in front. Here, sitting next to my mother. She's got long brown hair.

This is me on the left and this is my brother, Jimmy. You can see Jimmy likes eating! He's well-built, in fact he's probably overweight.

This is Judy, my sister-in law. She's sitting next to Jimmy. She's the complete opposite of my brother. She's got short brown hair and she's slim and very pretty.

You can't see my father because he took the photo. My father looks a lot like me. He's tall and handsome!

Functional English Asking for and giving descriptions of people

Task 3

Go over the examples with the class. As you read each question, check that the meaning is clear to students. You may like to write a possible answer on the board.

Ask students to write the questions that match the answers.

Answers

- 2 What colour is his hair?
- 3 What does he look like?
- 4 What does she look like?
- 5 How tall is he?

Task 4

Practise the pronunciation of the words in the box. Ask students to mark the stress.

Then ask students to put the words into the correct groups on the chart. When they have finished, check the answers with the class. You may like to go over the meaning and pronunciation of the rest of the vocabulary in the chart.

Answers

- 1 handsome
- 2 pretty
- 3 elderly
- 4 tall
- 5 overweight
- 6 short
- 7 brown

Speaking

Task 5

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to choose a person in the class.

To guess the person, Student B asks Student A questions about the person's description.

Task 6

Put students in pairs. Ask them to describe the people in the pictures in task 7.

Reading

Task 7

You may like to ask students if they know what personal ads are: what they for, who puts them in papers or magazines, and what kind of information they contain, etc.

Ask students to read the personal ads and answer the questions. Then put students in pairs to match the men with the women.

Answers

- 1 Angela
- 2 Tony
- 3 Luis
- 4 Tony, Luis
- 5 Mike
- 6 Angela

Match: Angela and Luis, Ana and Tony, Mike and Laura

Grammar Order of adjectives 1 – people

Task 8

Go over the examples with the class. Point out to students that when we use more than one adjective to describe a noun, we put those adjectives in a certain order. You may like to write some more examples on the board.

Ask students to complete the rule for the order of adjectives.

Answers

- 1 height
- 2 looks
- 3 nationality

Pronunciation Final y

Task 9

Play track 68. Ask students to pay attention to the pronunciation of the final *y*. Play the track again. Ask students to listen and practise, then go round the class practising with individual students.

Task 9 [68]

sporty friendly funny pretty

Writing

Task 10

Ask students to write a description of themselves. Get them to use more than one adjective before the nouns.

Point out to students that they should not just describe themselves physically.

Extra task

You may like to ask students to write their own personal ad. When they have finished, you could pin the ads up around the classroom and ask students to guess who wrote which ad.

echo (p140)

Patrol kit

Task 1

Practise the pronunciation of the new vocabulary with the class. Check that the meaning is clear to students.

Ask students to label the picture using the words in the box.

Answers

- 1 blue UN beret
- 2 flak jacket
- 3 ammo pouch
- 4 first aid kit
- 5 webbing
- 6 bayonet
- 7 pistol holder
- 8 water bottle
- 9 patrol pack
- 10 kevlar helmet
- 11 waterproof notebook
- 12 torch
- 13 sleeping bag
- 14 mess tin

Listening

Task 2

Play track 69. Ask students to listen and tick the objects from task 1 that the patrol commander tells his men to pack.

Answers

Students tick:

blue UN beret, patrol pack, kevlar helmet, flak jacket, personal weapon, bayonet, webbing, ammo pouch, first aid kit, water bottle

Task 2 [69]

Right. In the last patrol, most of you packed too much equipment. This is a short patrol. We're leaving at 2200 hours and we'll be back by 0500 hours.

You will take the following items. At the start of the patrol, Sergeant May will check that you have this kit and only this kit.

This is your list. One blue UN beret. This should be in your patrol pack. One kevlar helmet. On your head. You will wear your kevlar helmet, not the beret.

Flak jacket. Personal weapon and bayonet. Webbing, that's two ammo pouches and a patrol pack. First aid kit and water bottle.

Grammar Order of adjectives 2 – objects

Task 3

Go over the examples with the class. Point out that, as when using adjectives to describe people, when we describe objects using more than one adjective they follow a certain order.

Ask students to complete the rule for the order of adjectives using the words in the box.

Answers

- 2 colour
- 3 material
- 4 purpose

Task 4

Play tracks 70, 71 and 72. Ask students to listen to the three soldiers describe their favourite piece of kit and write the adjectives they use. Play the track twice. You might like to put students in pairs to check their answers.

Answers

- 1 comfortable, camouflage, water carrier, popular, plastic
- 2 Swedish, excellent, aluminium
- 3 light, multipurpose, useful, favourite

Task 4 [70, 71, 72]

My favourite kit is this ... it's a Camel Bak water bladder. It's really a comfortable camouflage water carrier. It's very popular in the United States and many US marines carry a Camel Bak on operations and exercises. It's like a water bottle – it's plastic, but it's a lot more comfortable and it can hold more water. It can hold three litres of water and it weighs about three and a half kilos.

A piece of kit I always take with me is my Firesteel lighter. It's Swedish and it's an excellent tool for lighting fires. The Firesteel was invented by a captain in the Swedish Army. It's made of aluminium. You can light about 12,000 fires with the Firesteel.

My Leatherman is a light multipurpose tool. The Leatherman has seventeen different tools, including pliers, different knives and four different screwdrivers. It's so useful, it's got to be my favourite.

Speaking

Task 5

Put students in pairs to describe their favourite piece of kit to each other. Go round the class monitoring students and helping with unknown vocabulary.

foxtrot (p141)

Hello C20. This is C21. Message. Over.

Task 1

Play track 73. Ask students to listen and choose the best description of the radio messages.

Answers

- 1 You are loud and clear.
- 2 Your signal is weak.
- 3 There is interference.

Task 1 [73]

(Repeated three times.) Hello Charlie five this is Charlie zero. Radio check. Over.

Task 2

Ask students to read the messages. Then play track 74, for students to listen and complete the messages.

Answers

- 1 This is
- 2 394847
- 3 helicopter
- 4 doctor
- 5 Roger
- 6 Out

Task 2 [74]

- A: Hello C20. This is C21. Message. Over.
B: C20. Send. Over.
A: C21. Reporting traffic accident on route COD. Two civilian vehicles involved. At grid 394847. Four people injured. We request a helicopter. Over.
B: C20. Question. Is there a doctor on the spot? Over.
A: C21. Negative. We don't have a doctor. Over.
B: C20. We will send a medical team as soon as possible. Stay at the site. Acknowledge. Over.
A: C21. Wilco. Over.
B: C20. Roger. Out.

Functional English Sending a radio message 2

Task 3

Go over the examples with the class. Practise the pronunciation of the prowords, asking students to mark the stress.

Ask students to match the prowords with the definitions.

Answers

- 2 send
- 3 acknowledge
- 4 wilco
- 5 affirmative
- 6 negative
- 7 question

Task 4

Ask students to complete the conversations using some of the prowords from task 3. When they have finished, play track 75 for students to listen and check their answers.

Answers

Conversation 1:

- 1 Send
- 2 Message
- 3 Acknowledge
- 4 Wilco

Conversation 2:

- 1 Send
- 2 Question
- 3 Affirmative

Task 4 [75]

- A: Hello C20. This is C21. Message. Over.
B: C20. Send. Over.
A: C21. Message. Proceed to BIRKET Road. I spell. bravo – india – romeo – kilo – echo – tango. Acknowledge. Over.
B: C20. Wilco. Over.
A: Hello C20. This is C21. Message. Over.
B: C20. Send. Over.
A: C21. Shooting incident. One soldier wounded in the head at grid 987624. Near small house. We request urgent medical evacuation. Over.
B: C20. Question. Is the area safe? Over.
A: C21. Affirmative. Situation is under control. There are no hostile elements in the vicinity. Over.
B: C20. We are sending an air evacuation team. Over.
A: C21. Roger. Out.

Pronunciation Radio prowords 2

Task 5

Play track 76. Ask students to listen, then practise the prowords with the class. Play the track again. Go round the class, practising with individual students.

Task 5 [76]

acknowledge affirmative message negative
question send wilco

Speaking

Task 6

Put students in pairs to practise the conversations in task 3.

golf (p142)

Review and Language tactics

Review

Task 1

Ask students to complete the locations using the prepositions *at*, *in*, or *on*.

Answers

- 1 in
- 2 on
- 3 in
- 4 at
- 5 on
- 6 in
- 7 at
- 8 in

Task 2

Ask students to match the two parts of the sentences concerning Rules of Engagement.

Answers

- 2 c
- 3 a
- 4 d
- 5 e

Task 3

Ask students to put the adjectives in the correct order.

Answers

- 2 long, green, military raincoat
- 3 old, sniper rifle
- 4 tall, middle aged, British male
- 5 young, slim, Italian woman

Then ask students to complete the description using the phrases from the previous activity.

Answers

- 1 tall, middle aged, British male
- 2 young, slim, Italian woman
- 3 long, green, military coat
- 4 large, black bag
- 5 old, sniper rifle

Language tactics Clarifying

Task 4

Ask students to complete the conversations with the questions in the box. When they have finished, play track 77 for students to listen and check their answers.

Answers

- 2 Which one?
- 3 Do you know which office?
- 4 What should we do if we have problems?
- 5 Where do you want us to be?

Task 4 [77]

- 1 A: When should we change route?
B: You should take an alternative route if you think the road is mined.
- 2 A: Can you see the soldier in the camouflage uniform?
B: Which one? There are two.
A: The one wearing a red beret.
- 3 A: I want you to go to the Registry. I believe it's an office on the second floor.
B: Do you know which office? It's a large building.
- 4 A: Is everything clear?
B: What should we do if we have problems?
A: Report to control and wait for back up.
- 5 A: It's very important to arrive at ...
B: Sorry, sir. Where do you want us to be?

golf (p143)

Integrated skills: patrol

Reading

Task 1

Ask students to read the mission and the rules of engagement. Check that the meaning is clear to them and help with unknown vocabulary.

Speaking

Task 2

Put students in pairs. Ask them to discuss and decide how they will respond to the events.

When they have finished, you may like to ask students to present their ideas to the class. You could then get the class to say whether they agree or disagree, and why.

Listening

Task 3

Play tracks 78, 79 and 80. Ask students to listen to the radio messages and write the orders.

Answers

- 1 return to base
- 2 move to grid 494386 and wait for help
- 3 stay at your current position and wait for help

Task 3 [78, 79, 80]

- A: Hello Foxtrot two zero. This is Foxtrot two one. Reporting incident. Over.
B: Foxtrot two zero. Send. Over.
A: Foxtrot two one. We are at the football stadium. There is a large hostile crowd. Over.
B: Foxtrot two zero. Return to base. Over.
A: Foxtrot two one. Roger. Out.
- A: Hello Foxtrot two zero. This is Foxtrot two four. Reporting traffic accident on route BLUE. Over.
B: Foxtrot two zero. Send. Over.
A: Foxtrot two four. Two civilian vehicles involved. At grid 494387. One person injured. We request an ambulance. Over.
B: Foxtrot two zero. Question. Is there a doctor on the spot? Over.
A: Foxtrot two four. Affirmative. Over.
B: Foxtrot two zero. Question. Can you move the casualty? Over.
A: Foxtrot two four. Wait. Over. Foxtrot two four. Affirmative. We can move the casualty a short distance. Over.
B: Foxtrot two zero. Move to grid 494386. We are sending air evacuation. Over.
A: Foxtrot two four. Roger. Out.
- A: Hello Foxtrot two zero. This is Foxtrot two three. Reporting incident. Over.
B: Foxtrot two zero. Send. Over.
A: Foxtrot two three. Shooting incident. At grid 494387. One kilometre south of BRID. I spell. bravo-romeo-india-delta. We request support. Over.
B: Foxtrot two zero. Question. Is the area safe? Over.
A: Foxtrot two three. Negative. We believe there are hostile elements in the area. Over.
B: Foxtrot two zero. Stay at your current position. We will send two APCs to extract you. Over.
A: Foxtrot two three. Roger. Out.

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ISBN 1-405-00981-0



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