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.

<table>
<thead>
<tr>
<th>Proword</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledge</td>
<td>Confirm that you have received my message and will comply (wico).</td>
</tr>
<tr>
<td>Affirmative</td>
<td>Yes/correct.</td>
</tr>
<tr>
<td>Correct</td>
<td>Yes/correct.</td>
</tr>
<tr>
<td>Correction</td>
<td>An error has been made in this transmission, the correct version follows.</td>
</tr>
<tr>
<td>I say again</td>
<td>I will repeat information.</td>
</tr>
<tr>
<td>Negative</td>
<td>No/incorrect.</td>
</tr>
<tr>
<td>Out</td>
<td>This ends my transmission. I do not expect any answer or confirmation.</td>
</tr>
<tr>
<td>Over</td>
<td>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.)</td>
</tr>
<tr>
<td>Roger</td>
<td>I have received your last transmission on satisfactory.</td>
</tr>
<tr>
<td>Say again</td>
<td>Repeat your last transmission (or indicated information).</td>
</tr>
<tr>
<td>Send</td>
<td>Go ahead with your transmission</td>
</tr>
<tr>
<td>Wilco</td>
<td>I have received and understood your message, and will comply (this word should not be used together with Roger).</td>
</tr>
<tr>
<td>Wrong</td>
<td>No/incorrect. The correct version is ...</td>
</tr>
</tbody>
</table>

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.
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 kilogrammes.
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.

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 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. Or Monday.
Doctor: Once a week. And what about stretching exercises? Do you do any stretching exercises?
Yener: I’m sorry. I don’t understand.
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.

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.

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.

Heading
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 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 t.

Ask students to write the doctor’s advice for each situation using should or shouldn’t.

Answers
1 I think you should go to the gym.
2 I think you should do some flexibility exercises.
3 I think you should lose weight.
4 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 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.
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. pers

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. True. 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.

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 6
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
Waitress: Are you ready to order?
Liz: I need some help with the menu. Could you tell me what ‘silt 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 / 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.

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.

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 (p.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 (p.91)

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**
1. You mustn’t move the patient.
2. You must give water to drink.
3. You mustn’t give food.
4. 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 (p82)**

**Review and Language tactics**

**Review**

**Task 1**
Ask students to put the adjectives in groups, depending on the number of syllables.

<table>
<thead>
<tr>
<th>Answers</th>
<th>one syllable</th>
<th>two or more syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>careful</td>
<td></td>
</tr>
<tr>
<td>hard</td>
<td>useful</td>
<td></td>
</tr>
<tr>
<td>old</td>
<td>expensive</td>
<td></td>
</tr>
<tr>
<td>short</td>
<td>important</td>
<td></td>
</tr>
<tr>
<td>young</td>
<td>interesting</td>
<td></td>
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</tbody>
</table>

**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. better
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

**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
charlie: Grid 845698.

**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.

**Conversation 1**
A: Hello D30. This is D37. Request CASEVAC. Wait. Out.
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.
**Conversation 2**

A: Hello L3C. This is L37. Contact. Wait. Out.
A: Hello L3C. This is L37. Contact with enemy at 1750 hours at grid 9872.40. Sniper fire from house nearby, returned fire and killed sniper. One casualty with a head wound. Request urgent CASEVAC. Over.
B: L31. Is the area secure? Over.
A: L31. Area is secure. There are no hostile elements in the area. Over.
B: L31. Roger. We are sending an air casualty evacuation team now. Over.

**Speaking**

**Task 5**

Put students in pairs. Divide the pairs into Student A and Student B. Student A turns to Task 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.