

## BRIEFING

### Combined Arms

The term *combined arms* refers to military formations which join different arms categories – such as infantry, tank, artillery, and air support – into a single unit, like a regiment or battalion. Such an organisation may be a permanent structure, such as with the US Army's 3d Armored Cavalry Regiment (3d ACR), or a temporary arrangement designed for a specific mission, such as when a tank company is attached to an infantry battalion. Combined arms units are different from segregated units, which are primarily comprised of one arms type in order to provide greater concentration of force.

A combined arms unit has both great flexibility and the ability to act independently of other combat units. This allows it to respond in a rapid, coordinated manner to a wide range of battlefield needs. For example, a combined arms unit may be able to carry out its own intelligence and reconnaissance, plan its own logistical support, and execute its own battle and defence plans, while providing its own air and artillery support – all under a single coordinated command. We will look at a specific example in a moment, but first it will help to look at a couple of new terms.

#### Terminology in the US Cavalry

In Unit 2, we looked at some typical groupings and names for military formations. But the terminology for military formations varies widely depending on the branch and country. The US Army Cavalry, for example, uses the following terms:

**Regiment:** typically composed of four or five squadrons; the equivalent of a normal brigade

**Squadron:** typically composed of four or five troops; the equivalent of a normal battalion

**Troop:** the equivalent of a normal company.

Also notice these spelling differences:

UK: armoured

US: armored.

#### Armoured Cavalry versus Mechanized Infantry

As an example of the difference in combined and segregated arms units, we can look at the differences and similarities between an armoured cavalry regiment and a

mechanized infantry brigade. Both units use armoured personnel carriers for troop transport, and both have main battle tanks. But the armoured cavalry regiment is integrated down to the troop level, with a typical armoured cavalry troop containing two tank platoons, two infantry platoons, a mortar platoon, and a headquarters platoon. The armoured cavalry regiment also has its own air support squadron. A typical mechanized infantry brigade, on the other hand, has two or three mechanized infantry battalions, one armoured battalion, and various support squadrons, each of which is a much more segregated unit. The mechanized infantry brigade usually does not have its own air support, which is instead supplied by a separate regiment in the division.

The integration of an armoured cavalry squadron allows it to act independently, and often more rapidly, than a traditional segregated battalion, which must rely on support from its parent brigade. This means, for example, that armoured cavalry may be used more easily as an advance attack force, while mechanized infantry may be concentrated where fighting is heaviest.

#### 3d Armored Cavalry Regiment (*Brave Rifles*)

To look at a particular example, the 3d ACR is made up of three armoured cavalry squadrons, one aviation squadron, and a support squadron, as follows (code names are in italics):

- 1st (*Tiger*) Squadron (armoured cavalry squadron)
- 2nd (*Saber*) Squadron (armoured cavalry squadron)
- 3rd (*Thunder*) Squadron (armoured cavalry squadron)
- 4th (*Long Knife*) Squadron (aviation squadron)
- Support (*Mule Skinner*) Squadron

#### Armoured Cavalry Squadron

A typical Armoured Cavalry Squadron is made up as follows:

- Headquarters Troop
- Three Cavalry Troops
- Tank Company
- Artillery (Howitzer) Battery (roughly company size)
- Attachments (an additional company, such as artillery, engineers, intelligence, or medical).

# PROCEDURE

## alpha (p44-45)

### Regimental history

#### Task 1

Ask students to match the words with the definitions provided. Then practise the pronunciation of the new vocabulary with the class. Check that the meaning is clear to students.

#### Answers

- 1 uprising
- 2 engagement
- 3 rebel
- 4 outbreak
- 5 suppress

#### Reading

##### Task 2

Ask students to read the text and answer the questions.

You may like to pre-teach: *cavalry, to see action, settlers, trench, barbed wire, to convert, to redesignate*. Practise the pronunciation of any new vocabulary with the class and check that the meaning is clear to students.

#### Answers

- 1 During the Mexican War of 1847
- 2 Due to the use of trenches, barbed wire, gas and machine guns.
- 3 Soon after the outbreak of WW2.
- 4 It was stationed in Germany, providing rear area security for the 7th US Army and patrolling the East/West German border.
- 5 5 (Mexican War, American Civil War, WW1, WW2, Vietnam War)

Focus attention on the World English box and review with the class. Note: use of 2d and 2nd to refer to army units in the US varies from regiment to regiment. Ask students to provide more examples of well-known regiments/battalions.

#### Grammar *during, while and for*

##### Task 3

Go over the examples with the class. Point out that we use *during* + noun to say when something happens; *for* + a period of time to say how long something goes on; and *while* + subject + verb to refer to a specific period of time.

You may like to give students further examples of each of the above, or elicit examples from the class.

Now ask students to complete the text using *during, while* or *for*.

#### Answers

- 1 for
- 2 While
- 3 During
- 4 while
- 5 for/during

#### Writing

##### Task 4

Invite a student to talk about the history of a unit in their army. Have them include the following:

- 1 when the unit was founded
- 2 major wars and important battles
- 3 any changes in the unit's role and/or equipment.

Write the answers in note form on the board and invite other students to ask questions.

Now ask all students to write about the history of a unit in their army using the notes on the board as a model.

##### Task 5

Focus attention on the pictures of the vehicles and weapons and ask students to complete the names in the spaces provided. Practise the pronunciation of the new vocabulary and abbreviations with the class. Check that the meaning is clear to students.

#### Answers

- 1 attack helicopter
- 2 transport helicopter
- 3 scout helicopter
- 4 main battle tank (MBT)
- 5 self-propelled howitzer (SPH)
- 6 cavalry fighting vehicle (CFV)

##### Task 6

Ask students to read the text and match the units with the vehicles and aircraft in task 5.

#### Answers

- 1 M3A2ODS Bradley CFVs, M109A6 Paladin howitzers
- 2 AH-64A Apaches, UH-60L Blackhawks, OH-58D Kiowa Warriors

You may wish to practise the pronunciation of the above vehicles and aircraft to give students practice in combining letters, numbers, abbreviations and proper nouns. Elicit further examples from students.

Ask students to read the text again and find words that fit the definitions provided.

## Answers

- 1 full strength
- 2 squadron
- 3 birds
- 4 asset

## Pronunciation Ordinal numbers

### Task 7

Write the numbers 1–20 on the board and briefly review the pronunciation of ordinal numbers with class. Write a further selection of two-digit numbers from 21–99 on the board and elicit their ordinal forms. Practise the pronunciation both individually and in chorus.

Write a selection of 3 digit numbers on the board and instruct students to listen carefully to the pronunciation of the sound of the unaccented form of *and* in connected speech. Practise this with a number of examples.

Ask students to listen to the recording and to write the units. Play track 1 (CD 2).

Ask the class to listen again and repeat what they hear. Play track 1 (CD2) again.

### Task 7 [1]

- 1 the 3d Armored Regiment
- 2 The 502d Infantry Brigade forms part of the 101st Airborne Division.
- 3 The 307th Engineer Battalion is based at Fort Bragg.

### Task 8

Put students in pairs. Student A turns to File 6 and describes the unit using the picture prompts. Student B makes notes.

You may wish to bring students' attention to the fact that several of the Aero Scout Troops can be grouped together in a single description as they have the same types and number of helicopters.

### Suggested Answer

Headquarters and Headquarters Troop is equipped with six (UH-60L) Blackhawk transport helicopters and one (OH-58D) Kiowa Warrior scout helicopter.

'M', 'N' and 'O' Aero Scout Troops are each equipped with four (AH-64A) Apache attack helicopters and six (OH-58D) Kiowa Warrior scout helicopters.

'P' and 'Q' Aero Scout Troops are each equipped with seven (AH-64A) Apache attack helicopters and four (OH-58D) Kiowa Warrior scout helicopters.

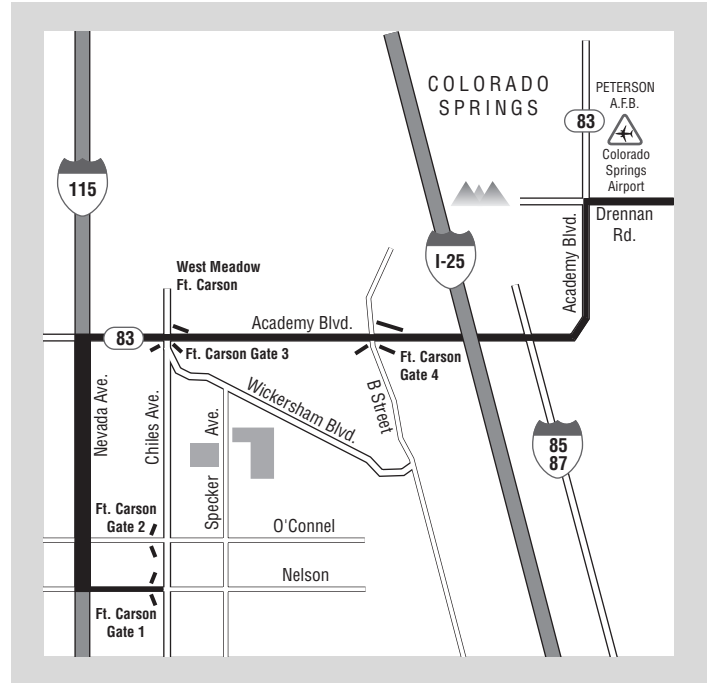
'R' Aero Scout Troop is equipped with 15 (UH-60L) Blackhawk transport helicopters.

## bravo (p46-47)

## New duty station

### Task 1

Ask students to read the directions and draw the route on the map.



## Listening

### Task 2

Inform students they are going to hear a conversation that takes place at the Gate Guard Shack at Fort Carson.

Ask students to read through the questions and answer them. Play track 2.

You may like to pre-teach: *to process in, in-processing (n) (US)*, *to in-process (US)*, *to head, to have a look at*.

## Answers

- 1 orders, military ID card, car registration
- 2 yes
- 3 Housing areas – 20 mph  
All other areas – 30 mph  
Passing troops – 10 mph

Ask students to listen again and mark the location of the Welcome Center on the map. Play track 2.

## Answers

The Welcome Center is no. 1 on the map.

## Task 2 [2]

- A: Good morning, welcome to Fort Carson. State your business please.
- B: Good morning, I'm Sergeant Jones. I'm here to process in.
- A: What's your unit please, Sergeant Jones?
- B: It's the 3d ACR.
- A: Can I see your orders, military ID card and car registration, please?
- B: Of course, just give me a minute to find everything.
- A: No problem.
- B: Here you are. My orders, driving license and car registration.
- A: Thank you. Your documents are in order. Is this your first visit to Fort Carson?
- B: Yes, it is.
- A: Do you know that you must report to the Welcome Center for in-processing?
- B: Yes, I do.
- A: Do you know where the Welcome Center is?
- B: I know it's building one two one eight.
- A: That's right. This road in front is Nelson Boulevard. Go down Nelson and carry on till you get to the HQ building. Turn left onto Wetzel Avenue and continue down Wetzel Avenue till you get to Ellis Street. The Welcome Center is right in front of you. It's on the corner of Wetzel Avenue and Ellis Street. You got that?
- B: I think so. I go down Nelson Boulevard, take a left onto Wetzel when I get to the HQ building and carry on till Ellis Street.
- A: That's right. You got it.
- B: Thank you.
- A: Have a nice day. And don't forget the speed limits.
- B: Sorry?
- A: I said don't forget the post speed limits. 20 miles per hour in housing areas, 30 miles per hour in all other areas and ten miles per hour when you're passing troops.
- B: OK, and thanks again.

### Task 3

Ask students to listen to the recordings of asking for directions and mark the places on the map in task 2. You may want to pre-teach: *to head*, *to have a look at*. Ensure students know that PX is the commonly-used short form for Post Exchange.

#### Answers

Colorado Inn is no. 2 on the map.

3d ACR HQ is no. 3 on the map.

Post Exchange (PX) is no. 4 on the map.

## Task 3 [3]

- A: Good morning. Welcome to the Welcome Center. I'm Sergeant Chambers. How can I help you?
- B: Good morning, yes I'm Sergeant Frank Jones. I'm here to in-process.
- A: OK, Sergeant. What unit are you going to?
- B: I'm going to the 3d ACR.
- A: Can I have your orders, please?
- B: Here's my military ID, orders, DD-214 and personal records in this file.
- A: OK, Sergeant. Here's your paperwork back.
- B: Can you tell me where the temporary quarters are? I have a reservation in the Colorado Inn Guest House.
- A: It's a good thing you made a reservation, I think the temporary quarters are full. Here have a look at this map. We're here, on the corner of Wetzel and Ellis.
- B: Uh huh.
- A: The Colorado Inn is located on Woodfill Road. The most direct route is to head south down Wetzel. Go past the HQ building and carry on down Wetzel until you get to Prussman Boulevard. Turn right onto Prussman and carry on till you get to Sheridan. Turn south onto Sheridan. Go past Ironhorse Park – that's on your left – and take the third right. That's Woodfill. The Colorado Inn is on your right. You got that?
- B: Yeah. I go down Wetzel. I turn right onto Prussman and I carry on down Prussman till I get to Sheridan. I turn left onto Sheridan and I take the third right.
- A: You got it.

## Task 3 [4]

- B: OK, that brings me to my next question, how do I get to my unit and the PX?
- A: Your unit HQ is on Barkeley. Head east along Ellis and then turn south onto Barkeley. Barkeley's one way. Continue along Barkeley, past Pershing Field and Roosevelt Field on your right, go past the intersection with Titus Boulevard and your unit is on the left.
- B: And the Post Exchange?
- A: Yeah. The PX is on Martinez Street. That's here, near the gate where you entered the installation. Go back down Wetzel Avenue and when you get to the HQ building, turn right onto Nelson. Go down Nelson and take the second left. That's Martinez. The PX is at the end of the street on your right.
- B: Thanks. Can I have a map of the fort?
- A: Sure take this one. I'll ring the corporal in your unit HQ and let him know you're on your way. His name's Corporal Smith.
- B: Thanks and thanks again for everything.
- A: Don't mention it.

## Grammar Verbs and prepositions of movement

### Task 4

Ask students to complete the sentences using any correct verb/ preposition of movement. Use each only once.

Review any verbs that proved problematic with the class.

#### Answers

- 2 Proceed
- 3 get
- 4 Carry on
- 5 Turn
- 6 Take
- 7 cross
- 8 stay
- 9 Go

Put students in pairs. Student A gives directions from the main gate to three locations. Student B follows the directions and says where he/she is. Then, change roles. Student B gives directions from HQ to three locations and A follows.

Go round the class monitoring and assisting where required.

For further practice, ask students to give you directions around their local area/base/school using the words provided.

### Writing

#### Task 5

Ask students to write directions from the nearest airport or train/coach station to their base.

#### Task 6

Ask students to read the list of topics and tick those they think that Sgt Jones and the company commander talk about when the sergeant reports for duty.

Now play track 5 and ask students to check their answers.

#### Answers

previous assignments  
family  
accommodation  
sports

Focus attention on the World English box and pre-teach the US expression *squared away*.

#### Task 6 [5]

- A: Mrs. Williams? I'm Sergeant Frank Jones. I'm here to report for duty, and see Captain Paige, ma'am. Corporal Smith said the Captain wanted to speak with me when I got in, ma'am.
- B: Yes, Sergeant Jones that's correct, first welcome to the 3d ACR. It's a pleasure to have you on board. The Captain's expecting you. You can go right in.

A: Yes, ma'am. Thank you.

C: Yes?

A: Sergeant Frank Jones requests permission to enter, sir.

C: Permission granted.

A: Sir, Sergeant Frank Jones reporting as ordered.

C: At ease, Sergeant. Take a seat.

A: Thank you, sir.

C: Can I see your orders and personal file please?

A: Yes, sir. Here you are, sir.

C: Well, let's see here, you're transferring in from the second armored cavalry at Fort Polk. Good scores on all your last exams. You have no history of disciplinary problems; that's very good. Tell me, Sergeant, why did you request a transfer to this unit?

A: I believe there are more opportunities in this unit, sir. And the Brave Rifles are one squared away unit, sir.

C: I hope that doesn't mean you had problems in your last assignment.

A: No, sir. It does not, sir. The 2d ACR are a good unit, sir.

C: OK, you're replacing Sergeant Dickens, he was a good man and well liked. You'll have to work hard to fill his shoes.

A: Yes, sir. I will, sir.

C: How did everything go at the Welcome Center? Did they get you squared away?

A: Yes, sir. I'm in temporary accommodation, sir.

C: And what about your family? Are they here with you?

A: No, sir. They are still at Fort Polk. They'll join me when I get housing.

C: Well, we need to get that squared away as soon as possible. You'll need to talk to the Housing Officer. Tell Corporal Smith to make you an appointment.

A: Yes, sir. Thank you, sir.

C: I see here you played some basketball in school and a little in college before you joined the army.

A: Yes, sir, I was a forward and guard.

C: We have a company team, you might be interested in coming out to a practice.

A: Yes, sir. I would be, sir.

C: Good. That's all Sergeant. Here's your paperwork.

A: Thank you, sir.

C: I'll speak to the Housing Officer about seeing if we can speed up your housing.

A: Thank you very much, sir. Will that be all, sir?

C: That is all.

A: Request permission to be dismissed, sir.

C: Dismissed. Sergeant, one more thing.

A: Yes, sir?

C: Welcome to the Brave Rifles.

A: Yes, sir. Thank you, sir.

### Task 7

Ask students to tick the things the captain finds out about Sergeant Jones.

#### Answers

- 1 ✓
- 2 not known
- 3 ✓
- 4 not known
- 5 ✓

### Functional English Reporting procedures

#### Task 8

Ask students to listen to a conversation that contains both reporting in and reporting out expressions. Give them some time to read through the conversation and then ask students to complete it. Play track 6.

You may wish to pre-teach: *granted, as ordered, will that be all?*

#### Answers

- 1 requests
- 2 granted
- 3 as ordered
- 4 At ease
- 5 That's all
- 6 Will that be all
- 7 dismissed

After reviewing the task, put students in pairs and ask them to practise the conversations.

#### Task 8 [6]

- A: Yes?  
 B: Sergeant Frank Jones requests permission to enter, sir.  
 A: Permission granted.  
 B: Sir, Sergeant Frank Jones reporting as ordered.  
 A: At ease, Sergeant. Take a seat.  
 B: Thank you, sir.  
 A: Good. That's all Sergeant. Here's your paperwork.  
 B: Thank you, sir.  
 A: I'll speak to the Housing Officer about seeing if we can speed up your housing.  
 B: Thank you very much, sir. Will that be all, sir?  
 A: That is all.  
 B: Request permission to be dismissed, sir.  
 A: Dismissed.

### Speaking

#### Task 9

Put students in pairs. Student A is going to work in an international HQ. Student B is Student A's new boss. Ask them to write the conversation. When they have finished, ask them to practise the conversation.

You may wish to go around the class, monitoring and correcting where necessary.

## charlie (p48-49)

### Living off post

#### Task 1

Write the headings *public buildings/services* and *shops/businesses* on the board. Focus attention on the World English box and the US/UK equivalents for everyday services and businesses. Ask students if they can come up with any more US/UK equivalents in the above fields, e.g. *secondary school* (UK)/*high school* (US), *off-licence* (UK)/*liquor store* (US).

Put students in pairs and ask them to put the places under the correct heading.

#### Answers

**buildings/services**  
 church  
 fire station  
 hospital  
 post office  
 public library  
 town hall

**shops/businesses**  
 baker's  
 realtor  
 butcher's  
 dry cleaner's  
 grocery store  
 hardware store  
 stationer's

Now ask each student to choose four shops and say what they can buy in them.

#### Task 2

Put students in pairs to ask and answer the questions about military and civilian life in their home countries.

If you are teaching a mixed nationality group, students may like to share the information in class and discuss the differences between the different militaries.

### Listening

#### Task 3

Tell students they're going to hear a conversation between Sgt Jones and Brenda Connell, the housing officer. Ask them to read through the questions and then answer them. Play track 7.

### Answers

- 1 Because there's a six-month waiting list for housing on base.
- 2 US \$650
- 3 US \$865

### Task 3 [7]

- A: Good morning.  
B: Hi.  
A: I'm Sergeant Jones. I have an appointment for ten hundred.  
B: That's right. I'm Brenda Connell. I'm the housing officer.  
A: Pleased to meet you, ma'am.  
B: Nice to meet you Sergeant and welcome to Fort Carson. Now, what can we do for you?  
A: Well, I got here yesterday and I'm staying in temporary quarters. I left my wife at Fort Polk in Louisiana and I'm looking for housing so she can join me.  
B: Well, we may have a small problem. There isn't enough housing for everybody on post at the moment and there's a waiting list of about six months.  
A: Six months! So, I can't bring my family here for six months.  
B: Well, there's another option. You could consider renting a house or apartment off post.  
A: Is that expensive?  
B: Well, it depends. The average monthly rent for a one-bedroom apartment is about five hundred dollars and up.  
A: That's too small. We've got two children, ma'am.  
B: OK, so you're looking at a two-bedroom or three-bedroom place?  
A: That's right.  
B: Well, a two-bedroom apartment is about six hundred and fifty dollars and a three-bedroom apartment is about eight hundred and fifty. However, those figures do not include utilities, water, electricity or trash.  
A: Are those prices for furnished apartments?  
B: No, there's no furniture but you can rent furniture.  
A: It sounds expensive to live here.  
B: I guess it is, but there's quite a good housing allowance.  
A: How much is the allowance?  
B: That depends on your rank. Let me have a look. Here it is. As a sergeant, you get a housing allowance of eight hundred and sixty-five dollars. But that has to cover your rental, insurance, furniture rental, utilities and so on.

### Task 4

Focus attention on the three forms and ask students to read through them. Now play the second part of the conversation between Sgt Jones and the housing officer, and ask students to complete the forms. Play track 8.

### Answers

- 1 2
- 2 apartment
- 3 US \$750
- 4 2
- 5 house
- 6 US \$925
- 7 3
- 8 house
- 9 US \$1000

Ask students to look at the map and find the houses and apartment.

### Answers

- Apartment: 711 Seventh St is above the hamburger restaurant.  
House: 1611 Park St is opposite the park, next to the gas station.  
House: 210 Main St is behind the post office, in front of the fire station.

### Task 4 [8]

- A: Do you have any information about properties?  
B: Well, that's normally the realtors who have that information, but I do have some places here. Do you know what area you want to live?  
A: I don't know the area at all.  
B: Well, I can recommend an area called The Pines. It's close to the base, it's quiet and not too expensive. There are good facilities and a lot of military families live there.  
A: It sounds like a good place to start. Do you have information about rental properties there?  
B: Sure. Here's a map of The Pines. There's an apartment to rent on Seventh Street. It's got two bedrooms and it's not expensive. Let me see, it's seven hundred and fifty a month. It's above a hamburger restaurant and it's quite noisy but it's also near to a church and there's a supermarket close by. Still, it's an old building and it's quite pretty.  
A: You got anything else, ma'am?  
B: I've got a two-bedroom house on Park Street. Here it is. It's opposite the park. It's modern and bright. The only thing is, that it's next to a gas station.  
A: How much is that, please?

B: That one's nine hundred and twenty-five a month.  
 A: Anything a little bigger, ma'am?  
 B: Yeah, I think so. Here's one. A three-bedroom house on Main. It's behind the post office and in front of the fire station. This is a bit more expensive. It's one thousand dollars a month.  
 A: Well, this is something to start with. Can I get the keys and have a look at these places?  
 B: You need to see the realtor. They're called Pines Association of Realtors. Do you want the phone number?  
 A: Yes, please.  
 B: OK, it's 719 0700 1453.

### Speaking

#### Task 5

Put students in pairs. Student A chooses the locations of more places on the map in task 4 and describes the locations to Student B. Student B guesses the place(s) Student A is describing. Students then change roles.

#### Task 6

Ask students to label the picture using the words provided.

Focus attention on the World English box and the British/American equivalents. Practise the pronunciation of the new vocabulary with the class. Check that the meaning is clear to students. You may wish to draw students' attention to the US stress on the second syllable in *garage*. In British English, the speaker may stress either the first or the second syllable.

#### Answers

- 1 roof
- 2 shutters
- 3 garage
- 4 driveway
- 5 chimney
- 6 front door
- 7 window
- 8 front yard
- 9 fence

#### Task 7

Inform students they're going to hear a conversation between Sgt Jones and a woman. Ask them who this woman is and to tick what she asks about. Give students some time to read through the options and then play track 9.

#### Answers

The woman is Sgt Jones' wife.  
 She asks about the trip, Frank's new commanding officer and accommodation.

### Task 7 [9]

A: Hi, honey.  
 B: Hi, Frank.  
 A: How are the kids?  
 B: Oh, they're OK. But we all miss you.  
 A: Me too, honey.  
 B: How was your trip?  
 A: Ah, nothing special. I got here on Sunday night and booked into a motel. Then I went out to the base first thing on Monday morning.  
 B: And, how are you settling in?  
 A: Oh, good. Yesterday morning, I saw my commanding officer – a guy called Captain Paige.  
 B: What's he like?  
 A: He seems like a nice guy. And then yesterday afternoon, I went round to the Housing Office.  
 B: Great! What did they tell you?  
 A: Well, it's going to be hard to get accommodation on the base. They've got a six-month waiting list.  
 B: Ah, honey!  
 A: Yeah, well there's another option. We could live off post.  
 B: Well now, that depends. How much are houses and what's the housing allowance like?  
 A: The allowance is good. We get about eight hundred and fifty. And this morning I called the realtor and I went to see some places.  
 B: Uh huh, and are you going to tell me about it?

### Task 8

Ask students to listen to the rest of the conversation and to answer the questions. Play track 10.

#### Answers

- 1 The house opposite the park because the area's nice and quiet and the children could play in the park.
- 2 The three-bedroomed house because there's lots of space.
- 3 To look at some places together.

### Task 8 [10]

A: Well, first of all I went to see an apartment. It's got two bedrooms but it's small and I think we're going to be cramped. It's cheap but it's quite an old building and it's a bit dark.  
 B: Doesn't sound too good.  
 A: Hang on. It gets better. After that, I went to see a two-bedroom house. I really liked it. It's modern and it's quite spacious for a two-bedroom place. It's got big windows and it's really bright. And the area's really nice. It's quiet and there's a park opposite the house and I think it's really safe for the kids to play.  
 B: Yeah, but there isn't enough room for the four of us.



A: I don't know, honey. The kids could share a bedroom. It's as big as the house that we had at Fort Polk.

B: Yeah, Frank but that's not what we agreed. The kids are growing up and they need their own bedroom. Now, tell me, what else did you see?

A: Well, I saw a three-bedroom house on Main Street but it's too expensive.

B: You gonna tell me about it?

A: Well, it's large and expensive and it's quite noisy. It's opposite the fire station.

B: I don't mind the noise and it would be great to have space. It sounds nice. And in front of a fire station would be nice for the kids.

A: Honey, it's too expensive.

B: Frank, the housing allowance is more than we get at the moment and I think that one thousand dollars with that allowance is as much as we're paying now.

A: Yeah, but then there's furniture and utilities. It's too expensive. The place on Park Street with two bedrooms is big enough for us and the kids and we'll save a lot of money.

B: Honey, I'll leave the kids with my mother this weekend and I'll fly over there. Then, we can look at some places together.

A: That's a good idea. But when you see the place opposite the park, you're going to love it.

B: We'll see. But I don't think so. Now, what else? Did you speak to someone about a school for the kids?

A: Sheila, I only got here yesterday.

B: Frank!

## Grammar Comparisons (1)

### Task 9

Go over the examples with the class and elicit some examples of the structures/expressions, e.g. *as ... as*, *too ...*, *not enough ...* from students. Ask students to rewrite the sentences using the words in brackets.

Answers

- enough light
- too small
- big enough
- as many rooms as

## Writing

### Task 10

Ask students to write a short description of where they live now and ask them to compare it with their family home.

# delta (p50-51)

## How tanks fight

### Task 1

Focus attention on the picture of the tank and ask students to label it using the words provided. Then practise the pronunciation of the new vocabulary with the class. Check that the meaning is clear to students.

Answers

- cupola
- barrel
- toe plate
- tracks
- periscope/gunsight
- engine deck
- side skirt
- road wheels

Now ask students to put the words into the correct groups.

Answers

**Hull**

toe plate  
side skirt  
engine deck

**Main armament**

barrel

**Suspension**

tracks  
road wheels

**Turret**

cupola  
periscope

## Reading

### Task 2

Ask students to read the text and answer the questions. (Note that the text is an extract from an online discussion on the Internet.)

Answers

- Abrams M1A2, French Leclerc, German Leopard 2, British Challenger 2
- Leopard 2
- Leopard 2
- Abrams M1A2

## Grammar Comparison (2): comparative and superlative adjectives

### Task 3

Review examples of the different ways of constructing comparative and superlative forms of adjectives on the board, and elicit as many examples of each as you can from students, e.g.

- |   |                         |                               |
|---|-------------------------|-------------------------------|
| 1 | +er(-r)/est/-st         | colder/coldest                |
| 2 | double letter + er/est  | wetter/wettest                |
| 3 | change y to i + er/-est | easier/easiest                |
| 4 | more/most               | more difficult/most difficult |
| 5 | irregular               | worse/worst.                  |

Now ask students to read the text again and put the comparatives and superlatives in the appropriate columns.

Answers	Double letter + er / -est	change y to i + -er / -est	more / most	irregular
higher	bigger / biggest	heavier	most advanced	better / best
faster / fastest			most modern	least
longest			more accurate	
slower				
lighter				
lower				

## Speaking

### Task 4

Put students into pairs. Ask each pair to choose a vehicle and list its most important qualities. Then have them put the qualities in order of importance.

If you wish, you can then conduct a class feedback session and see if everyone has similar answers.

### Task 5

Focus attention on the pictures and ask students to match the formations with the pictures using the words provided. Then practise the pronunciation of the new vocabulary with the class. Check that the meaning is clear to students.

Answers
1 column
2 echelon
3 line
4 staggered column
5 vee
6 wedge

### Task 6

Put students in pairs and ask them to complete the table.

## Listening

### Task 7

Ask students to listen to a talk on tactics for tanks and armoured vehicles and to check their answers to task 6. You may wish to play the track twice. Play track 11.

Answers	column	staggered column	wedge	echelon	vee	line
Used when ...						
1 speed is important	✓	✓				
2 moving along a road or track	✓					
3 moving through narrow valley or forests	✓				✓	
4 crossing dangerous ground						✓
5 moving in open terrain			✓	✓		
6 protecting an open flank				✓		
7 contact with the enemy is unlikely	✓					
8 contact with the enemy is possible		✓				
9 contact with the enemy is likely			✓	✓	✓	
10 assaulting the enemy						✓
Fires ...						
11 good fire to front		✓	✓	✓		✓
12 good fire to flank(s)	✓	✓	✓	✓		

### Task 7 [11]

A: Good morning, my name is Sergeant Ambrose. This is the second lesson on tactics for tanks and armored vehicles. My aim in this lesson is to explain the basic formations for tank and scout platoons. I'll begin by explaining the basic formations with visual aids in the form of slides. After that, I'll stop for questions and we will then leave the classroom for a practical demonstration of armored vehicle formations given by second scout platoon.

There are six basic formations used by armored vehicles. These are the column, staggered column, wedge, echelon, vee and line. I will now explain when these formations are used and talk about the advantages and disadvantages of the different formations.

This slide shows the column formation. This formation is used when speed is important and

when the platoon is moving along a route, such as a road or track, or through restrictive terrain, like a forest, or narrow valley. The column formation is not used when contact with the enemy is likely. Vehicles in a column can advance and keep their position by following the leader and the formation is therefore easy to maintain. However, a column is not a good battle formation. The column formation permits excellent fires to the platoon's flanks but only the lead track can fire to the front.

This next slide shows the staggered column. This formation is a modified column with one section leading and one section in the rear to provide cover. The staggered column is used when speed is important and when contact with the enemy is possible. The staggered column permits good fire to the front and flanks.

The next slide is the wedge formation. The wedge is the best formation to meet every possible situation, including when contact with the enemy is expected. This formation is employed when the platoon is moving in open terrain. This formation gives excellent firepower to the front and good firepower to the flanks. All tanks in the unit can fire straight ahead, and at least three tanks can cover either flank. The echelon formation has two variations: echelon right and echelon left. This formation is when the platoon is moving across open terrain, when contact with the enemy is likely and when the platoon needs to protect or screen an exposed flank or the flank of another moving force. The echelon formation gives excellent firepower to the front and to one flank.

This next slide shows the vee formation. The vee formation is used when the platoon is travelling in restricted terrain and contact is likely. This formation provides excellent protection and control, but gives limited fires to the front.

This is the line formation. It is used when the platoon crosses danger areas or when the platoon assaults enemy positions. This formation gives maximum firepower to the front but the platoon is open to ambush from the flanks. Obviously, only one tank can cover each flank.

That is the end of this first part of the lesson. What's the first question? No questions? Private Parks.

What formation is used to assault the enemy?

B: The line formation, sergeant.

A: Good. And why the line formation and not some other formation?

B: Because the line formation permits maximum firepower to the front.

A: Good. Lance Corporal Jones, what formations give

...

## Speaking

### Task 8

Put students into pairs and ask them to decide which formations to use in each situation.

#### Answers

- 1 column
- 2 vee
- 3 echelon
- 4 line

## echo (p52-53)

### Ambushed in Orange

#### Task 1

Put students into pairs and ask them to answer the questions.

#### Answers

- 1 You can find information specifying the circumstances and limitations under which forces will initiate and/or continue combat engagement with other forces encountered.
- 2 Whenever they are issued with a weapon.

## Reading

### Task 2

Ask students to read the rules of engagement (ROE) and to decide whether the statements are true or false. You may wish to elicit the correct answers to the false statements.

#### Answers

- 1 False (Force may be used to accomplish a mission.)
- 2 False (They may also fire if there is threat of an imminent attack.)
- 3 True
- 4 True
- 5 True

## Speaking

### Task 3

Put students into pairs and ask them to identify the ROEs from task 2 that apply in the situations described.

#### Answers

- 1 1, 3, 5
- 2 1, 2, 3, 5, 6

Now elicit from students what they would do in these circumstances.

## Reading

### Task 4

Ask students to read the text and to make notes on the five elements described.

#### Suggested Answers

- 1 open terrain especially in south/dangerous/lot of rubble on outskirts of Yanes/wooded areas/two main roads into town
- 2 There are reports of well-armed enemy forces east of Yanes/armed with mortars/machine guns and anti-tank missiles/strength of enemy difficult to detail at moment (do not have food or heating supplies and are ill-disciplined: treating people badly and drinking).
- 3 The enemy appears to have no ROEs/will remain under cover in wooded areas and fight from there/may be drawn out if no food/heating available/enemy attack does not appear to be co-ordinated.
- 4 Units from 82d Airborne Division/station of Apaches can give support.
- 5 The mission is to secure Yanes.

Ask students to use their notes to give a briefing on the situation.

## Speaking

### Task 5

Put students in small groups and ask them to come up with a plan to complete the mission, taking into account the ROEs (from task 2) that will affect their plan. Each group should decide on the tasks for:

- 1 Team A
- 2 Team B
- 3 Team C
- 4 Dragon Squad.

Go round the class monitoring and assisting where required.

See page 156 of the Teacher's notes for suggested solutions to this task.

### Task 6

Ask each group to present their plans to the class. Invite the other groups to ask questions.

Answers should vary from group to group. It would be unusual for each group to come up with the same solution. List the similarities on the board. List the differences on the board.

You may like to ask the class to come up with a joint plan to complete the mission and to compare it with another/some of the other plan(s). The class could also elect a mission commander to lead the discussions and to take responsibility for developing the class plan. This would allow you to monitor and provide feedback on specific areas such as pronunciation, use of tenses, functions.