Military service

alpha

Joining up

Task 1 Work in pairs. Look at the posters and answer the questions.
1 Which poster would convince you to join the military? Why?
2 Which poster would work best for recruitment in your country? Why?

Task 2 Work in pairs. Say why civilians join the army in your country.

<table>
<thead>
<tr>
<th></th>
<th>Barry</th>
<th>Karl</th>
<th>Jason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>For excitement and adventure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To get extra money for school or university.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>For opportunities to travel abroad.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Because they do not know what else to do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>To protect and serve their country.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Family tradition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>To learn a trade or skill.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>To practise sports.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 3 Listen to a conversation and tick why each speaker joined the army.

Now work in pairs. For each speaker, say ...
1 what you think about their reasons for joining the military.
2 if they will stay in the military.

Task 4 Listen to the rest of the conversation and say who ...
1 is going to make a career in the military. Why?
2 is making plans to leave the military. Why?
Grammar

Past simple and continuous

Task 5 Study the examples.

So, the next morning I **went** down to the recruiting office …
Both my father and my grandfather **were** in the navy …
You probably **watched** too many war films when you were young.

We use the past simple to talk about things that happened at a definite time in the past, over a period of time in the past and regular actions or habits in the past. We often use words and phrases like *last week* or *yesterday* to say when something happened.

*They were travelling* to different places, like Cyprus and Germany

*I was working* in the local factory in town.

We use the past continuous to talk about actions and events happening around a particular time in the past and to give background information.

*one day I was shopping* with my girlfriend when I met some friends from school.

We often use the past simple and past continuous tense together. We use *as*, *when* and *while* to link the past simple with the past continuous.

Now complete the text with the verbs in brackets. More than one tense is possible for some answers.

It was 1995 and I (1) **do** my military service in an infantry regiment in Madrid. One day, I (2) **talk** to my company commander and I (3) **tell** him that I was a judo instructor – that's what I (4) **do** before I joined the army. So, he (5) **assign** me to teach self-defence to the military police unit. My military service (6) **be** fantastic. I (7) **practise** judo every day and I (8) **not + have** guard duty or anything like that. Anyway, when my military service (9) **finish**, I (10) **decide** to join as a regular soldier and I went to the NCO School in Talarn.

Pronunciation

Regular -ed endings and past participles

Task 6 Count the number of syllables in the words.

1 decide .......... 7 play ..........
2 decided .......... 8 played ..........
3 join .......... 9 start ..........
4 joined .......... 10 started ..........
5 like .......... 11 watch ..........
6 liked .......... 12 watched ..........

Now listen and check.

Task 7 Complete the rules.

If the last sound of a regular verb is /i/ or /u/, we add /id/. With verbs that do not end with a /d/ or a /t/ sound, the ending is pronounced /id/. When the verb ends in a voiced sound or /id/ when the verb ends in a voiceless sound.

Speaking

Task 8 Work in pairs. Ask your partner …

1 why they decided to join the military.
2 what they were doing when they took the decision.
3 why they chose their service and specialisation.
A military career

Task 1  Work in pairs. Answer the questions.

1  At what age can young men and women join the military in your country?
2  At what age can they go on operational deployments?
3  When someone joins as a volunteer, how long is his / her contract with the military?
4  Can service personnel leave the military when they want?
5  Do personnel stay in the same unit for all their military career?

Listening

Task 2  Listen to a conversation. Answer the questions in task 1 for the British Army.

Now listen again and answer true or false.

1  Private Barley was 16 when he joined up. ............
2  He has been in the army for eight years. ............
3  He does not intend to stay in the army. ............
4  He will get his promotion to lance corporal when the battalion returns to Germany. ............
5  He has never been posted away from his battalion. ............

Language tactics  Phrasal verbs

Task 3  We generally use phrasal verbs in less formal speaking and writing. Replace the underlined words with these phrasal verbs.

get out  join up  put in for  sign on  stay on

Lt Lars:  How long have you been in the military?
Pt Barley:  I (1) enlisted six years ago.

Lt Lars:  Six years. And are you going to (2) continue and make the army your career?
Pt Barley:  Yes, sir. I’ve (3) signed a contract for the full 22 years.

Lt Lars:  22 years. Does that mean you can’t leave until you’ve completed 22 years?
Pt Barley:  No, sir. You sign on for 22 years but you can (4) leave after four years if you don’t like it.

Lt Lars:  And when will you get promotion?
Pt Barley:  Well, I’ve (5) applied for the next lance corporal’s course …

Speaking  Task 4  Work in pairs. Complete the sentences.

1  What I found most surprising about the British Army was …
2  Another really interesting thing was …
3  I didn’t know that in the British Army …
4  A big difference in our country is that …

Listening  Task 5  Listen to the conversation and answer the questions.

1  How long has the battalion been in theatre?
2  What have the troops been doing since they arrived?
3  Has all their equipment arrived? What’s missing?
4  Has Private Barley been out on patrol yet?
Grammar

Present perfect and present perfect continuous

Task 6 Study the examples.

How long \textit{have you been} here?

We use the present perfect to talk about an action or event that started in the past and continues up to the present. We often use \textit{for} and \textit{since}.

\textit{Have you ever been posted away?}

We use the present perfect to talk about actions and experiences in the past without saying when they happened. We often use \textit{ever} and \textit{never}.

\textit{I've just got back from my first patrol.}

We use the present perfect to talk about something that happened in the past (often the very recent past) that has an impact on the present. We often use \textit{already}, \textit{yet} and \textit{just}.

And what \textit{have you been doing} since you got here?

We'll, we've been sorting out our stores.

We use the present perfect continuous to talk about an action or event that started in the past and continues in the present. The present perfect continuous emphasises that an activity or event is still in progress.

Now complete the text with the verbs in brackets. More than one tense is possible for some answers.

Writing

Task 7 Write a short paragraph describing your career in the military. Include ...

1 when you joined the military.
2 your reasons for joining up and for choosing your specialisation.
3 basic training.
4 any special courses you have taken.
5 any operational deployments and exercises abroad.
6 postings.
**OBJECTIVES**
- likes and dislikes
- sentence stress (1)
- memorable experiences
- military life

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**Hurry up and wait**

**Task 1** Say what you like best about life in the military.

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**Listening**

**Task 2** Listen to the first part of a conversation and answer the questions.

1. Where has the man been?
2. What time was his appointment?
3. How long was he waiting?
4. What did the doctor tell him to do?
5. Why is he angry?

**Task 3** Listen to the second part of the conversation and write …

1. what the speakers complain about.
2. what they like about the army.

**Functional English**

**Expressing strong likes and dislikes**

**Task 4** Study the examples.

- It’s what I like best about the army.  
  You know, for me, the best thing about the army is the friendships you make.
- It’s one of the things that really annoys me about the military.  
  It’s the one thing I can’t stand.  
  The other thing that really annoys me is the paperwork…  
  What I hate is all the time I spend in meetings and briefings…

**Pronunciation**

**Sentence stress**

**Task 5** Listen and notice how we say the sentences in task 4.

**Task 6** Work in pairs. Talk about these topics and say what you like best and least about military life.

accommodation  food  lifestyle  orders and discipline
Task 7 Describe the most memorable experience you have had in the military.

Task 8 Listen to a conversation. Say who talks about ...
1 a frightening experience.
2 a funny experience.

Now listen again. For each story write ...
1 when and where the events took place.
2 who was present.
3 what happened.
4 what happened in the end.
5 how the speaker felt at the time.

Functional English
Talking about memorable experiences
Task 9 Study the examples.

introduction: You know, talking about helicopters. I think my worst experience ever was in a helicopter.

background: where? when? It was in Sierra Leone a couple of years ago.
who? We were ten blokes in this army helicopter flying along at about 100 miles an hour.
event: what? Then suddenly, there was this loud crash and the windshield shattered.
outcome: Well, we lost about 500 feet and then the co-pilot managed to pull the pilot off the controls and take over.
comment: It was probably the most frightening experience of my life. The amazing thing was, it was just like people say: I saw my life flash before my eyes.

Task 10 Order the paragraphs.

The training officer at the camp said it was incredible that we made it back. Anyway, Dave got an immediate promotion to Lance Corporal.

This soldier called Dave just took over. He used our sleeping bags to make a sledge to pull the officer, got the lieutenant’s map and compass and just said Follow me! After about six hours march, we arrived at our base camp. Quite a few of the soldiers had frostbite, but we all made it — including the officer.

I think one of the worst experiences I’ve ever had was in Norway last year.

We were doing an adventure training exercise. There were nine of us; eight soldiers and an officer — a young second lieutenant.

Anyway, we were marching through the snow and suddenly the officer just disappeared. I mean, really disappeared. He fell down a hole in the ice. We managed to pull the officer out but he was unconscious. It was freezing cold and our radio and supplies had also fallen through the ice.

Now listen to the story and check your answers.

Speaking
Task 11 Answer the questions and make notes about a memorable experience.
1 When and where did the events take place? 4 What happened in the end?
2 Who was with you? 5 How did you feel at the time?
3 What happened? 6 Why was it memorable?

Now work in pairs. Tell your partner about the experience.
Conscript or professional?

Task 1  Say who are regulars and who are conscripts in your country’s armed forces.

officers  NCOs  junior enlisted ranks

Task 2  Work in groups. Complete the chart.

<table>
<thead>
<tr>
<th>arguments in favour</th>
<th>arguments against</th>
</tr>
</thead>
<tbody>
<tr>
<td>professional armed forces</td>
<td>..................</td>
</tr>
<tr>
<td>conscript-based armed forces</td>
<td>..................</td>
</tr>
</tbody>
</table>

Now read the text and compare your answers.

A REGULAR ARMY?

When political and military leaders ask What sort of an army will we need for the 21st Century?, the most common answer is A fully professional army. Regular armies may be a good solution for large rich countries. However, this solution is not always the best for smaller nations, especially countries with a developing economy.

The first problem is cultural and social. Although a number of countries have a long tradition of voluntary service, in some societies the idea of a professional mercenary army is not widely accepted. A second problem is cost. Although there may be a high social cost of taking a young man out of education or work, conscript soldiers are quite cheap. The conscript accepts a lower standard of living, he is unaccompanied by his family and he needs little support. The regular soldier, by comparison, is expensive. He must be paid at rates similar to the commercial world and be provided with housing and other social support. Although, a country might be capable of supporting a very large conscription-based army, it might only be able to afford a very small regular force. For many countries, this will have important consequences for their national defence.

A further problem has to do with readiness and small unit cohesion. Since they get little leave, conscripts are always available for service. Regular soldiers, however, require longer leave periods and will frequently be away, either on leave or on training courses. In addition, many conscript-based militaries use unit rotation and replacement which results in high readiness and unit cohesion once units are formed and fully trained. Many regular professional militaries, on the other hand, employ individual rotation and replacement. This system means a continuous movement of personnel into and out of units and can reduce small unit cohesion and affect readiness. In addition, many professional forces have problems in getting soldiers to stay on. For example, the British Army, despite paying high salaries to regular soldiers, has many problems getting them to re-enlist after five years of service.

Task 3  Read the text again and find a word or phrase that means ...

1  a system where an entire unit moves to a theatre, completes its tour of duty and returns home.
2  a system where a unit stays in theatre for the duration of a mission or campaign and personnel move into and out of the unit.

Task 4  Answer the questions.

According to the author …

1  why do some societies reject the idea of professional armed forces?
2  why are conscript soldiers cheaper than regulars?
3  why do conscription-based forces have fewer problems with readiness and unit cohesion?
4  what is the negative effect of individual rotation in professional armies?
Speaking  

Task 5 Work in pairs. Discuss the questions.
1 What are the advantages and disadvantages of unit rotation?
2 What are the advantages and disadvantages of individual rotation?

Grammar  

Contrast and concession  

Task 6 Study the examples.

<table>
<thead>
<tr>
<th>Regular armies are a good solution for rich countries.</th>
<th>However, In contrast, Nevertheless, On the other hand, Still, Though, Yet,</th>
<th>this solution is not always ideal for smaller nations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular armies are a good solution for rich countries.</td>
<td>This solution, however, in contrast, on the other hand, though</td>
<td>is not always ideal for smaller nations.</td>
</tr>
<tr>
<td>Conscripts are always available.</td>
<td>although, but, however, whereas, while</td>
<td>regulars need longer leave periods.</td>
</tr>
<tr>
<td>Although, Whereas, While,</td>
<td>conscripts are always available,</td>
<td>regulars need longer leave periods.</td>
</tr>
<tr>
<td>Despite In spite of</td>
<td>paying high salaries to regulars,</td>
<td>the British Army has many problems getting soldiers to re-enlist.</td>
</tr>
<tr>
<td>The British Army has many problems getting soldiers to re-enlist</td>
<td>despite in spite of</td>
<td>paying high salaries to regulars.</td>
</tr>
</tbody>
</table>

Now complete the text. Use these words.

although despite however in spite of while

Managing a professional army is complicated. (1) __________ experience with a conscript-based system, a country’s military and political leadership may not have the experience to manage a regular force. One solution is to have conscript soldiers and regular NCOs. (2) __________, this option is also complicated for countries that do not have a strong tradition of mid-level supervisors.

(3) __________, the problems of changing to a regular force, many countries are moving in this direction. (4) __________, national defence remains the military’s principle function, more and more troops are deploying on contingency operations that require soldiers with a range of skills. (5) __________, conscripts can be very good if they are well trained, in peace operations they are probably not as flexible as regulars.

Writing  

Task 7 Work in pairs. Write a short report explaining the advantages and disadvantages of professional and conscript forces for your country.
Exercise Cold Winter

Task 1 Complete the map key. Use these words.

- glacier
- ice
- cliff
- refuge
- rock
- cliff
- scree

Now find these features on the map.

- draw
- re-entrant
- hill
- knoll
- ridge
- saddle
- spur
- steep slope

Reading Task 2 Read the first paragraph and answer the questions.

1. What is Exercise Cold Winter?
2. What is your role in the exercise?

You have volunteered to take a group of six junior NCOs to the Isle of Mall on Exercise Cold Winter, a six-day adventure training exercise. Mall is a rocky, snow-covered island that is uninhabited except for two crew members at the Craggy Point Lighthouse and a small group of scientists at Whale Bay.

You travelled to the Isle of Mall on the mail boat that comes every Sunday from the mainland; the boat is the only form of transport to and from the island. When you arrived at the lighthouse, one of the crewmen gave you a tour and you noticed an old four-man snow vehicle. The crewman explained that they occasionally use the vehicle to visit Whale Bay. He also told you the terrain is difficult and it generally takes them about 90 minutes to the refuge located east of West Glacier and a further 90 minutes to get to Whale Bay.

Before you left the lighthouse, the crewmen gave you some words of advice and warned you about the dangers of travelling at night. They also lent you a radio in case you ran into any trouble. The radio has a maximum line-of-sight range of 20 km.

At first light on March 13, your group set off on foot with two sledges for your supplies. It took you three and a half hours to march the 14 km distance to Camp 1, a refuge northeast of Cold mountain. You stayed at Camp 1 for three nights and on day four, you marched four hours to cover the 16 km distance to Camp 2, an abandoned mine east of Middle Glacier. On day six, you plan to return to the lighthouse along Razor Ridge. The distance is about 27.3 km and you estimate the march will take about seven hours. You plan to be back at the lighthouse at about 1430 on March 18. The boat arrives at first light on March 19.

Now answer the questions.

1. How can you travel to and from the island?
2. What transport do the lighthouse crew members have?
3. How long does it normally take the lighthouse crew when they travel to Whale Bay?
4. According to the lighthouse crew, when is it dangerous to travel?
5. Where will you be able to use your radio to contact the lighthouse crew?
Task 3  Work in pairs. Complete the route card.

**Route Card**

<table>
<thead>
<tr>
<th>Day</th>
<th>From</th>
<th>To</th>
<th>ETD</th>
<th>Distance</th>
<th>Bearing</th>
<th>Speed</th>
<th>Terrain</th>
<th>ETA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>lighthouse</td>
<td>Camp 1</td>
<td>0730 hrs.</td>
<td>14 km</td>
<td>NNE</td>
<td>4 km/h</td>
<td>easy</td>
<td>(1) ...... hrs.</td>
</tr>
<tr>
<td>2</td>
<td>Camp 1</td>
<td>Camp 2</td>
<td>0730 hrs.</td>
<td>(3) ...... km</td>
<td>NW</td>
<td>4 km/h</td>
<td>easy</td>
<td>1130 hrs.</td>
</tr>
<tr>
<td>6</td>
<td>Camp 2</td>
<td>(4) ......</td>
<td>0730 hrs.</td>
<td>27.3 km</td>
<td>SSE</td>
<td>4 km/h</td>
<td>moderate</td>
<td>(5) ...... hrs.</td>
</tr>
</tbody>
</table>

Now label the map in task 1. Use these words.

- camp 1
- camp 2
- day 1 route
- day 5 route
- day 6 route

Reading  Task 4  Read the text and answer the questions.

1. What is your approximate current position?
2. Who has had an accident?
3. What is the casualty’s condition?

It is 0800 hrs on March 18, day six of Exercise Cold Winter. You left Camp 2 at 0730 hrs this morning and you are returning to the lighthouse along Razor Ridge. Visibility is good but you can see low-lying clouds to the north and you have given instructions to move faster.

You have not been able to contact the lighthouse since you left Camp 1, two days ago but suddenly you hear a faint sound from the radio. The signal is weak but you hear MAYDAY, MAYDAY – the international signal for distress. The call is from one of the scientists at Whale Bay. The man is very nervous and you have to ask him several times what has happened. He tells you that two days ago, one of the scientists had an accident on a snow vehicle. The woman is seriously injured with a broken leg, a head injury and several broken ribs. The snow vehicle – the scientists’ only form of transport – is damaged and cannot be repaired. You promise that you will do everything you can to help and you tell him to wait for your instructions. You look at your watch. It is 0805 hrs.

**First light:** 0730
**Last light:** 1630
**Maximum daytime temperature:** minus 5º Celsius
**Maximum night time temperature:** minus 20º Celsius
**Maximum speed on foot:** 4 km / h
**Shortest crossing of Middle Glacier:** 1.5 hrs

Speaking  Task 5  Work in groups. Decide on your objectives.

Now put your objectives in order of importance.

Task 6  List all the facts that can affect your plan. Use these headings.

- mission
- time
- terrain
- weather
- troops
- logistics and signals

Now say what conclusions you can reach.

Task 7  Work in groups. Decide on a course of action.

Now explain your group’s plan to the rest of the class. Use the format …

1. situation. 2. mission. 3. execution.