















field every day and there were large scale exercises every few months.

D: That's progress, Bob. Anyway, when you joined up soldiers still carried swords and shields.

B: Hah, hah. Very funny.

D: You know, for me, the best thing about the army is the friendships you make. I mean, I can go to just about any base anywhere and I'm there one day and I already have a lot of new friends.

C: That's right.

## Functional English Expressing strong likes and dislikes

### Task 4

Ask students to study the examples of spoken English used to express strong likes and dislikes and elicit the circumstances in which it would be appropriate to use them. (They would be used in informal conversations.)

Depending on your class, you might like to discuss levels of intensity in expressing strong opinions, e.g.

*It's one of the things that...*

*annoys me about...*

*really annoys me about...*

*I dislike about...*

*I really dislike about...*

*I can't stand about...*

## Pronunciation Sentence stress

### Task 5

Tell students they're going to listen to the sentences in task 4. Play track 13 once through and ask students to follow the sentences in task 4. Ask students what they noticed about the way in which the sentences were said.

Now play the track again, pausing after each sentence, and ask students to repeat.

### Task 5 [13]

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.

## Speaking

### Task 6

Put students in pairs. Write the four topics on the board or on an OHP transparency and then ask students to express strong opinions (likes and dislikes) about each of the topics. Encourage them to use as many of the examples from task 4 as possible. Walk around the class monitoring and assisting with stress and intonation where necessary.

## Task 7

If you have a strong group, you might like to ask students to discuss their most memorable experience in the military with a partner first, before asking them individually to tell the class about it.

## Listening

### Task 8

Tell students that they're going to listen to a conversation where four people are talking about a funny experience. Ask them to identify the name of the person telling the story. Play track 14, stopping after sentence *Yeah, that's good advice...* to elicit the answer to question 2.

Now tell students to listen to the conversation where four people are talking about a frightening experience and ask them to identify the name of the person telling the story. Play track 14 from the sentence *You know, talking about helicopters...* to the end to elicit the answer to question 1.

### Answers

- 1 Bob
- 2 John

Now play the whole conversation again. Pause the recording after the first part of the conversation and check the answers to questions 1–5. Play the second part of the conversation again and review student answers to the same set of questions.

### Answers Conversation 1

- 1 last year / in Germany
- 2 British troops and Polish infantry  
Private Mike Farrow (Faz)  
John
- 3 Private Farrow borrowed a machine gun from a Polish soldier on board a helicopter. He accidentally dropped it and it discharged (blank rounds).
- 4 The Polish soldier jumped on the weapon, picked it up and it stopped firing.
- 5 He didn't think it was funny.

### Answers Conversation 2

- 1 a couple of years ago / Sierra Leone
- 2 ten men
- 3 They were in an Army Air Corps helicopter that experienced a bird strike. The helicopter plummeted, but the co-pilot managed to take over the controls.
- 4 The pilot sustained a broken jaw and three broken ribs, but the helicopter landed without loss of life.
- 5 He thought it was the most frightening experience he had ever had.



**Task 8** [14]

- A: You know John, talking about exercises, I saw your pal Faz the other day. He's down with 3 UK Battalion.
- B: Right, well just as long as I don't see him.
- A: Why's that, John?
- B: OK. Last year we were on exercise in Germany. It was an airmobile exercise and we were moving about in helicopters. It was a multinational exercise and there were British troops and Polish infantry in the helicopter. Anyway, this bloke Faz...
- C: Is that his real name?
- B: No, it's ... Farrier?
- D: Farrow. Mike Farrow. Private.
- B: Yeah, Farrow. Well this Farrow – or Faz or whatever – he was talking to one of the Polish blokes. The next thing he had the Polish soldier's machine gun. Anyway, his section IC sees him and tells him to put the weapon down. And then the next moment it's like World War 3! I don't know what happened, but there we were inside a helicopter with an accidental discharge of a machine gun. Faz had dropped the weapon and it continued firing.
- A: What happened?
- B: Well, one of the Polish NCOs grabbed the weapon and stopped it.
- A: I mean, was anyone hurt?
- B: No, no. They were blank rounds, you know practice ammunition. But even so we were lucky no one was hurt. We were all wearing helmets and body armour. It wasn't very funny at the time, but we had a good laugh with the Polish guys afterwards. The amazing thing was how quickly the Polish soldier reacted. He just jumped on the weapon.
- D: Conclusion – don't go out on patrol with Private Farrow.
- B: Yeah, that's good advice.
- A: You know, talking about helicopters. I think my worst experience ever was in a helicopter.
- B: When was that, Bob?
- A: It was in Sierra Leone a couple of years ago. We were ten blokes in this Army Air Corps helicopter flying along at about a 100 miles an hour. Then suddenly, there was this loud crash and the windshield shattered. The cockpit door was open and you could see blood and Plexiglas everywhere. My first thought was that we'd been hit by a surface to air missile. But it wasn't the rebels – it was birds!
- D: A bird strike?
- A: Yeah, birds. Can you believe it! Anyway, the pilot was slumped over the controls and the helicopter just dropped like a stone. At that moment I was convinced we were going to hit the ground. We were just falling like a stone.
- B: So, what happened?
- A: Well, we lost about 500 feet and then the co-pilot managed to pull the pilot off the controls and take over.
- C: Was the pilot OK?
- A: Just about. The pilot had a broken jaw and three broken ribs.
- D: Narrow escape.
- A: You can say that again mate! It was probably the most frightening experience of my life. And the amazing thing was, it was just like people say: I saw my life flash before my eyes.

You may like to play each of the conversations a third time and have students identify the main tenses used.

You could also use the conversations to highlight examples of colloquial expressions used in informal conversations, e.g.

<i>Talking about...</i>	<i>We had a good laugh</i>
<i>The other day</i>	<i>There was this (loud crash)</i>
<i>Right</i>	<i>I was convinced we...</i>
<i>Anyway, this (bloke)...</i>	<i>Just about!</i>
<i>The next thing...</i>	<i>You can say that again.</i>

Focus attention on the World English box and point out that British soldiers (chiefly NCOs) will often refer to and address a friend as (a) 'mate'. For example, *I had a game of pool with a few mates* and *Hello, mate. How's things?*

**Functional English Talking about memorable experiences****Task 9**

Tell students to study the examples, pointing out the way in which the men had structured their stories. Elicit different expressions you could use to signpost each of the sections and write these on the board.

You may like to invite one of the stronger students to talk about an experience using a similar structure and some of the new expressions.

**Task 10**

Ask students to read task 10. You may wish to pre-teach: *sledge, frostbite, to make it back* (i.e. *to get back safely*), *to make it* (i.e. *survive*).

Give students a few minutes to order the sentences and then play track 15, asking students to listen and check their answers.

**Answers**

The correct order is...

- I think one of the most...*
- We were doing an adventure training\*...*
- Anyway, we were marching through the snow...*
- This soldier called Dave just took over...*
- The training officer at the camp...*

\* Note that the term 'adventurous training' is also widely used in the armed forces.

**Task 10** [15]

I think one of the worst experiences I've ever had was in Norway about eight years ago. 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, literally disappeared. He fell down a crack in the ice. We managed to pull him out but he was unconscious. It was freezing cold and our radio and supplies had also fallen through the ice.

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 blokes had frostbite, but we all made it – including the officer. The training officer at the camp said it was incredible that we made it back. Anyway, Dave got an immediate promotion to Lance Corporal.

### Speaking

#### Task 11

Ask students to answer questions 1–6 individually. Tell them that they can use notes and short forms. Students should then use their notes to tell a partner about their chosen experience. You may like to walk round the class monitoring and assisting where necessary.

Time permitting, students could be invited to share their experiences with their colleagues.

## delta (p20-21)

### Conscript or professional?

#### Task 1

Ask students which armed forces have both regulars and conscripts and answer the question accordingly.

#### Reading

##### Task 2

You may wish to pre-teach: *mercenary, consequences*.

Have students copy the chart into their notebook leaving plenty of space for each heading. When students have completed the task, review on the board.

#### Answers

##### Professional armed forces

Arguments in favour:

good for large rich countries

Arguments against:

bad for countries with developing economies

in some countries a professional mercenary army is not widely accepted

(high) cost

soldiers require longer leave / study periods (for training courses) than conscripts

individual rotation and replacement reducing readiness and small-unit cohesion

problems in getting soldiers to stay on

### Conscript-based armed forces

Arguments in favour:

cheap

soldier unaccompanied

lower standard of living than professional soldiers

always available for service

unit rotation and replacement results in high readiness and unit cohesion when units are fully-trained

Arguments against:

high social cost in taking young out of education / work

#### Task 3

Ask students to match the definitions to a word or phrase in the text.

#### Answers

- 1 unit rotation
- 2 individual rotation

#### Task 4

Now tell students to answer the four questions and review in class.

#### Answers

- 1 For a number of reasons: financial, cultural, social.
- 2 They get little leave, accept a lower standard of living, are unaccompanied, need little support.
- 3 They're always available for service and use unit rotation and replacement.
- 4 It can reduce small unit cohesion and affect readiness.

Focus attention on the World English box.

In the US Armed Forces, *unit rotation* is the practice of moving an entire unit to a theatre of war, maintaining it in place (usually for six to 12 months), and then moving the entire unit home, while replacing it with another unit. *Individual rotation* maintains the same unit in theatre over time but moves individual soldiers into and out of the unit.

Under the *Regimental System* of the British Army, soldiers normally serve their whole career in a regiment rather than being moved from unit to unit. As they accumulate experience, qualifications and are promoted, opportunities arise for individual soldiers to be posted away for a specified period to training posts or other specialist jobs. Posting from one unit to another is known as *trickle posting*. When a soldier has completed his posting, he is normally returned to his regimental unit.

## Speaking

### Task 5

Put students in pairs and tell them that they may use both the task 2 reading text and their own professional knowledge to answer the questions. When the task is completed, review in class.

#### Possible Answers

- Advantages: results in high readiness and unit cohesion  
Disadvantages: time taken to form and train units
- Advantages: pride and loyalty to regiment. Soldier always returns to home regiment after posting.  
Disadvantages: continuous movement of personnel can reduce small unit cohesion and affect readiness

## Grammar Contrast and concession

### Task 6

Tell students to study the examples, showing how contrast and concession can be expressed using the conjunctions and expressions given. You might like to point out that using a variety of these words in a piece of writing rather than using a single or couple of stock phrases can make the text more interesting.

Now ask students to complete the text using the words provided. Review in class.

#### Answers

- In spite of                      4 While / Although
- However                        5 Although / While
- Despite

## Writing

### Task 7

It would help to set a limit of 200 words for this task. Tell students you also expect to see them incorporate appropriate contrast and concession examples as practised in task 6.

## echo (p22-23)

### Exercise Cold Winter

#### Task 1

This task looks at topographical map features.

You may like to pre-teach the vocabulary or prepare a worksheet in which the features have to be matched to their definitions.

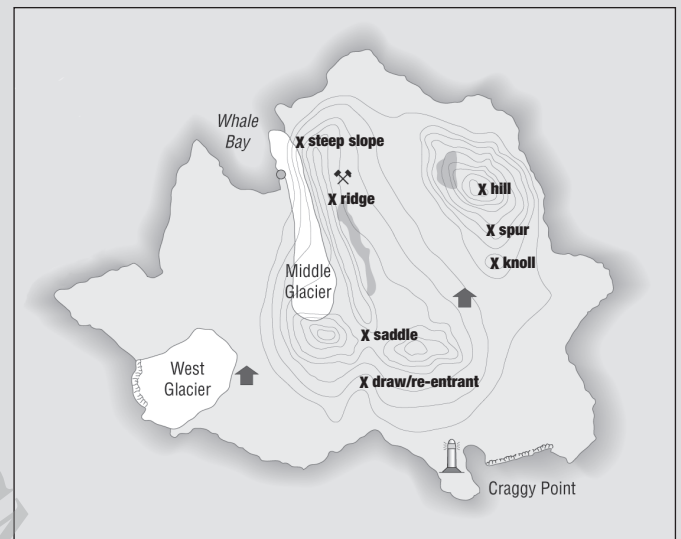
Tell students to look at the map and give them a few minutes to label the key. Review in class.

#### Answers

- refuge
- ice cliff
- glacier
- screes
- rock cliff

Draw a rough copy of the map on the board and have students tell you where each of the features is located by giving you a combination of general and compass directions.

#### Suggested answers



## Reading

### Task 2

Tell students to read the first paragraph of the text and answer the two questions. Then review in class.

#### Answers

- it's a six-day adventure / adventurous training exercise (on the Isle of Mall)
- you're the exercise leader

Give students some time to read the rest of the text and then elicit answers to questions 1–5.

#### Answers

- by mail boat\*
- (an old) four-man snow vehicle
- three hours (90 minutes to the refuge and a further 90 minutes to Whale Bay)
- at night
- within a 20 km line-of-sight range

\*A mail boat is a small boat that carries mail / post, food and supplies to and from an island. It sometimes also carries passengers and livestock.

### Task 3

You may want to explain what a route card is in case any students are unfamiliar with this practice. They are essential when setting out on any potentially life-threatening activity outdoors especially in remote areas and in extreme weather conditions.

Route 'cards' are written plans that are drawn up before a planned activity takes place. They can provide minimal information or can run to many pages depending on the level of preparation required. For outdoor activities such as hill-walking, hiking or mountaineering, they will normally indicate checkpoints / camps en route, grid references, bearings, pace and timings: ETD and ETA and emergency contact details.

A copy of the route card for an exercise such as 'Cold Winter' will be held at HQ. In the event of a serious accident or, where a group of soldiers is reported overdue, rescue services will be alerted and, thanks to the route card, should be able quickly to locate the group.

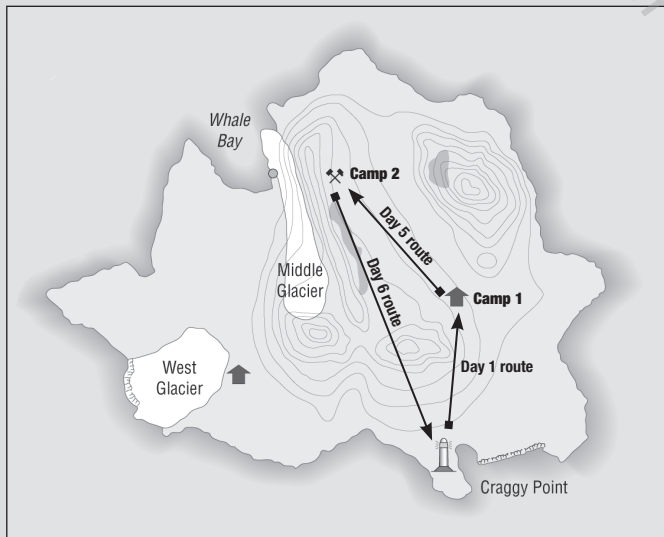
Put students in pairs. Ask them to complete the route card. Remind students that the answers to this task can be found in the first part of the text.

#### Answers

- |   |             |   |             |
|---|-------------|---|-------------|
| 1 | ETA is 1100 | 4 | lighthouse  |
| 2 | day 4       | 5 | ETA is 1430 |
| 3 | 16 km       |   |             |

Now ask students to label the map in task 1.

#### Answers



### Reading

#### Task 4

Tell students to read the text and then answer questions 1–3. Then review in class.

#### Answers

- 1 You are en route to the lighthouse, moving along Razor Ridge.
- 2 One of the scientists had an accident on a snow vehicle (two days ago).
- 3 She is seriously injured with a broken leg, a head injury and several broken ribs.

### Speaking

#### Task 5

Put students in groups. Tell them to decide on their objectives and put them in order of importance. Tell each group to elect one student to note down the group's choices.

#### Task 6

Ask each group to consider the facts that might affect their plan using the headings given and to say what conclusions they can reach.

Discuss the plans in class and then tell the groups that they must now decide on what course of action to take. Ask two members of each group to present their plans in a joint briefing.

#### Task 7

Using the format *situation, mission, execution*, groups should discuss and develop their plans.

Set a realistic time for students to complete this task. Walk round the class monitoring and assisting where necessary.

Listen to each group's presentation as a class.