

BRIEFING

NATO: organisation and mission

NATO stands for the North Atlantic Treaty Organisation, which was officially founded when the North Atlantic Treaty was signed in 1949. Today, there are 26 member nations (see table below).

Mission

According to the NATO Handbook, the primary mission of NATO is to "safeguard the freedom and security of all its members by political and military means". NATO provides a forum for peaceful political discussion between member nations, and allows for military cooperation through joint operations, training and strategic planning.

History

After World War II, five countries – Belgium, France, Luxembourg, the Netherlands and the UK – decided to develop a joint defence system and to strengthen their diplomatic and military ties. Together they signed the Brussels Treaty in March 1948. Further negotiations with the United States and Canada, as well as with other European countries, led to the creation of a single North Atlantic Alliance, which the NATO handbook describes as "based on security guarantees and mutual commitments between Europe and North America". The resulting North Atlantic Treaty (sometimes called the Treaty of Washington) was signed in April 1949.

NATO member nations

Year Joined	Country
1948 Brussels Treaty	Belgium, France, Luxembourg, Netherlands, UK
1949 North Atlantic Treaty (Treaty of Washington)	Canada, Denmark, Iceland, Italy, Norway, Portugal, USA
1952	Greece, Turkey
1955	Federal Republic of Germany
1982	Spain
1999	Czech Republic, Hungary, Poland
2004	Bulgaria, Estonia, Latvia, Lithuania, Romania, Slovakia, Slovenia

Membership in NATO is theoretically open to any country in a position to "contribute to the security of the North Atlantic area". New countries may be invited to join NATO by the unanimous agreement of member nations.

Partnership for Peace

In the post-Cold War environment of the 1990s, many Eastern European countries asked to join NATO. In response, NATO created the Partnership for Peace (PfP). This is not true membership in NATO but it does allow for closer relations between PfP members and NATO, including cooperation in peacekeeping operations, joint military exercises, training and planning. It also serves as a forum between PfP members and NATO to discuss political issues ranging from defence to toxic waste. It may be possible for PfP countries to eventually join NATO as full members. In return, PfP countries agree:

- to respect the borders of other countries and resolve disagreements peacefully
- to share defence and security information
- to ensure that their military is under democratic control.

In the last decade, NATO and Russia have also made commitments to greater cooperation and mutual understanding.

Vocabulary focus: flag officer, Billeting Office, syndicate

Flag officer

Flag officer is a term originally applied to any naval or coastguard officer above the rank of captain, such as commodore, rear admiral, vice admiral or admiral (those officers entitled to display a flag showing their rank). Flag officer is often used with the term general officer (which describes those army ranks at general or above), for example: *An annual course for general and flag officers.* Occasionally, flag officer is used to describe an officer of any armed service of an equivalent command rank.

Billeting Office

The Billeting Office is the office in charge of assigning or arranging accommodation or housing for military personnel. (The word billet originally referred to the written order to provide quarters for military personnel, especially in private buildings.) Billet can be used as a noun, referring to the quarters where military personnel are assigned to sleep, or as a verb, for example: *Officers and NCOs are generally billeted separately.*

Syndicate

A syndicate is any group that has come together to carry out a common project. It often refers to a group of financial or business organisations with common interests, and sometimes refers to organised crime. A syndicate at the NATO school is a group of students studying and comparing several subject areas who present their conclusions at the end of the course.

PROCEDURE

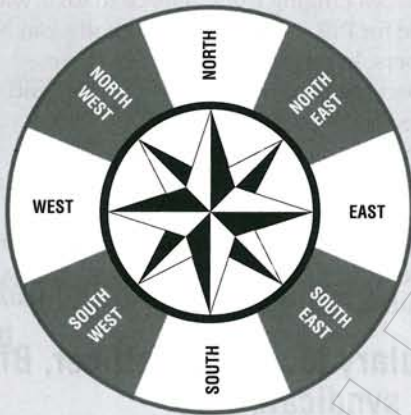
alpha (p74-75)

The history of NATO

Task 1

Ask students to label the points of the compass with the words in the box. Practise pronunciation of the points of the compass with the class.

Answer



Reading

Task 2

Ask students to answer the questions on NATO, to test their knowledge. You may want to put students in pairs to ask and answer the questions.

Task 3

Ask students to read the text and check their answers to task 2.

Answers

- 1 North Atlantic Treaty Organisation
- 2 1949
- 3 Twenty-six countries: Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, the UK, the USA, Greece, Turkey, West Germany, Spain, the Czech Republic, Hungary, Poland, Bulgaria, Estonia, Latvia, Lithuania, Romania, Slovakia and Slovenia.

4 1989

5 Partnership for Peace

Task 4

Practise the pronunciation of the words in the box and mark the stress. Ask students to complete the definitions using the words in the box.

Answers

- 1 alliance
- 2 treaty

3 ally

4 peacekeeping

Pronunciation Nationalities

Task 5

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

Answers

- 1 Czech Republic
- 2 Iceland
- 3 Netherlands

4 Portugal

5 United Kingdom

Ask students to look at the list of new members and work out their nationalities.

Answers

- Bulgarian
Estonian
Latvian
Lithuanian

- Romanian
Slovakian
Slovenian

Task 6

Play track 91. Ask students to listen to the words and count the syllables.

Answers

- Spanish – 2 syllables
Portuguese – 3 syllables
Norwegian – 3 syllables
German – 2 syllables

- Dutch – 1 syllable
Czech – 1 syllable
Canadian – 4 syllables
British – 2 syllables

Task 6 [91]

Spanish Portuguese Norwegian German Dutch
Czech Canadian British

Now ask students to put the words in the correct group. You may like to do the first country with the class as an example.

Answers

- 2 Dutch
- 3 Spanish
- 4 British
- 5 German

- 6 Portuguese
- 7 Norwegian
- 8 Canadian

Speaking

Task 7

Put students in groups of three or four to discuss the questions. If your group is monolingual, you could have a class discussion on their ideas. If your group is multilingual, you could ask students from different countries to talk about their country.

bravo (p76)

The NATO school

Task 1

Ask students to read the description and mark the position of the NATO school on the map.

You may want to ask students what they know about the NATO school – some may have heard of it or even have studied there.

Answer



Reading

Task 2

Ask students to read the text and match the paragraphs with the graphs.

Answers

- graph A – paragraph 1
- graph B – paragraph 3
- graph C – paragraph 2

Grammar all, most, some, a few

Task 3

Go over the examples with the class. Check that the meanings are clear and that students understand when to use each word.

Ask students to write questions about their teachers and the other students.

Answers

- 2 How many other students are military?
- 3 How many instructors are civilian?
- 4 How many students are from your country?
- 5 How many instructors are American?

Speaking

Task 4

Put students in pairs to ask and answer the questions in task 3.

charlie (p77)

I'm doing a course in Germany

Task 1

Ask students to read the course description and answer the questions.

Answers

- 1 NATO Senior NCO's Orientation
- 2 NATO/PfP senior NCOs in the grades of OR-7 to OR-9 and civilians of equivalent grade.
- 3 Students' own ideas about topics that give a knowledge of NATO.

Listening

Task 2

Ask students to go over the questions and the possible answers. Play track 92 for students to listen and answer the questions. Play the track twice, if necessary.

Answers

- 1 b 2 c 3 c 4 c 5 a

Task 2 [92]

- A: Good morning, sir.
B: Hello, Karol. Are you going to the NATO School?
A: That's right. How do you know?
B: Major Smith told me. What course are you doing?
A: It's called the NATO Senior NCO's Orientation Course.
B: Sounds interesting. When are you going?
A: I'm going next month, on 19th January.
B: And where are you staying?
A: I don't know. I'll call the School tomorrow.
B: I was there last year. You can stay in accommodation in the School or in a hotel. How are you getting there? Are you driving or are you going by plane?
A: I'm flying from Warsaw to Munich and then I'm taking the train to Oberammergau.
B: How long are you going for?
A: The course lasts one week but I'm staying in Oberammergau for a few days' holiday at the end of the course. So I'm there for two weeks.
B: Well, have a good trip and enjoy the course.
A: Thank you, sir.

Grammar Present continuous for future plans

Task 3

Go over the examples with the class. Point out that the form of the present continuous is not only used for an action happening now, but also to talk about plans for the future. You may like to write some more examples on the board using material from students' lives.

Ask students to write the questions and answers in full.

Answers

- 1 Where are you going?
I'm going to Germany for a course.
- 2 When are you going?
I'm going next month, on January 19th.
- 3 Where are you staying?
I'm staying in a hotel.
- 4 How are you getting there?
I'm going by train.
- 5 How long are you going for?
I'm going for two weeks.

Speaking

Task 4

Put students in pairs to practise the conversation in task 3. You may like to ask students to invent their own trip or course and role-play conversations.

delta (p78)

Getting there

Task 1

Pre-teach the meaning of the title of the lesson. Ask students to label the pictures using the words in the box. Point out that all the methods of transport are preceded by the preposition *by*, except for *on foot*.

Answers

- 1 by air
- 2 by road
- 3 by sea
- 4 on foot
- 5 by rail

Listening

Task 2

Ask students to read the text and check the information they need to complete the briefing. Play track 93 for students to listen and complete the gaps. Play track 93 twice. Put students in pairs to check their answers.

Answers

- 2 2100 hours
- 3 return

4 S8

5 Murnau

Task 2 [93]

Good evening and welcome to this briefing for personnel selected for the courses in Oberammergau. All courses start on Monday morning and you should report to the Billeting Office on the Sunday before the course. Report between 1500 and 2100 hours.

At Munich airport buy a return ticket to Oberammergau from the ticket stand at the airport. Take the train S1 or the S8 from the airport to Munich's main train station. There is no direct service to Oberammergau. You must take the train to Murnau, that's M-U-R-N-A-U. From Murnau go by train or by bus to Oberammergau.

The Oberammergau train and bus station is approximately two kilometres from the NATO School. On Sunday evenings, NATO School transport carries students from the Oberammergau train and bus station to the School. There is no cost for this service.

Task 3

Play track 94. Ask students to listen and complete the timetable. You may like students to check their answers in pairs before checking the answers as a class.

Answers

- 1 1729
- 2 1 hr 36 mins
- 3 1711
- 4 1910

Task 3 [94]

A: Good evening.

B: Good evening.

A: What time is the train to Oberammergau, please?

B: You have to change in Murnau and the next train to Murnau is at 1640. It gets to Murnau at 1729. Then the connection for Oberammergau leaves Murnau at 1741 and gets to Oberammergau at 1816.

A: I'm sorry. Could you repeat that, please?

B: The next train is at 4.40. It gets to Murnau at 5.29. You change trains at Murnau. Get the train for Oberammergau at 5.41 and you get to Oberammergau at 6.16.

A: Thank you. How long does the journey take?

B: It takes one hour and 36 minutes.

A: And what time is the next train after that?

B: The next train leaves Munich at 1711 and it gets to Murnau at 1839. The connection leaves at 1845 and gets to Oberammergau at 1910.

A: OK, let me see. I'd like a return ticket for the first train, please. At 1640. How much is that, please?

B: That's 27 Euros.

Functional English Getting travel information

Task 4

Go over the examples with students. Point out the use of *take* in the third person in *How long does it take?* and *It takes ...*. Ask students to complete the conversation.

Answers

- 1 What time is the next train to Oberammergau
- 2 How long does it take?
- 3 I'd like a return ticket, please.

Speaking

Task 5

Put students in pairs to practise the conversation in task 4. Then ask students to practise their own conversations using the timetable in task 3.

echo (p79)

Billeting

Task 1

Explain the meaning of *billeting* to the class (a place where a soldier is accommodated). Go over the World English box with students.

Ask students to label the picture using one of the words from the box.

Answer
pension

Reading

Task 2

You may like to ask students what kind of facilities they look for when choosing billeting or accommodation. Write their answers on the board.

Ask students to read the information about the different types of accommodation and answer the questions.

Answers

- 1 It is next to the NATO school, it's cheap, there's a gym and swimming pool near the hotel.
- 2 NCC Hotel, pensions
- 3 Family apartments

Listening

Task 3

Tell students that they are going to listen to someone phoning to book a room, then ask them to read the information on the booking form. Play track 95 for students to listen and complete the form. Play the track two or three times, if necessary.

Answers

- 1 Pulaski
- 2 X753951
- 3 Sunday 19th January
- 4 Saturday 25th January
- 5 Warsaw 4822200321
- 6 January 15th 2008

Task 3 [95]

- A: Guten Morgen.
B: Good morning. Do you speak English?
A: Certainly. How can I help you?
B: I'm going to the NATO School next month and I'd like to book a single room at the NATO Community Club Hotel.
A: One moment, please. What's your name, please?
B: Karol Pulaski.
A: Can you spell your last name, please?
B: Yes, Pulaski, that's P-U-L-A-S-K-I.
A: Thank you. And can you spell your first name, please?
B: Karol, that's K-A-R-O-L.
A: What's your rank?
B: Sergeant Major. That's OR-8.
A: Do you have a registration number for the course?
B: Yes, it's X753951.
A: What course are you attending?
B: C-33, the NATO Senior NCO's Orientation Course.
A: Thank you. And what day are you arriving please?
B: I'm arriving on Sunday, January 19th.
A: What time are you planning to arrive?
B: At about quarter past eight – twenty fifteen.
A: And when are you leaving?
B: I'm leaving on Saturday the twenty-fifth.
A: Can you give me a phone number, please?
B: Yes, it's Warsaw four, eight, two, two, two, oh, oh, three, two, one.
A: OK. Now I need your credit card number to complete the booking.
B: The number is four, nine, nine, two, seven, three, nine, eight, seven, one, six.
A: And the card expiry date, please.
B: Yes, it's January the fifteenth, two thousand and eight.
A: OK, that's everything. I can confirm your booking Sergeant Major Pulaski. Six nights at the NATO Community Club Hotel in a single room. Day of arrival, Sunday January 19th. Departure day, Saturday January 25th.
B: That's correct. Thank you very much.
A: Thank you. Goodbye.
B: Goodbye.

Speaking

Task 4

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to think about which country he/she is going to visit and which course he/she is going to do. Student B works for the hotel and is to ask Student A for the information to complete the booking form in task 3. You may like to ask students to sit back-to-back for this exercise, to make the conversation more like a telephone conversation (and thus more difficult!).

foxtrot (p80-81)

Off-duty: what are you doing this weekend?

Task 1

Ask students to complete the sentences using the words in the box. You may also like students to describe what they can see in the pictures.

Answers

- 2 rent
- 3 go
- 4 take
- 5 visit

Listening

Task 2

Play track 96. Ask students to listen and answer the questions. Point out to students that the aim of the task is to answer the questions, not understand all the words they hear.

Answers

- 1 Go skiing, visit Neuschwanstein Castle, rent a car, visit Linderhof Castle, walk there and back.
- 2 They're visiting Linderhof Castle (after checking the weather forecast).

Task 2 [96]

- A: What are you doing this weekend, Karol?
 B: I don't know. I don't have any plans.
 C: Let's go skiing! Oberammergau is famous for skiing.
 A: I have a problem. I can't ski.
 B: Well, we could visit Neuschwanstein Castle. It's about 40 kilometres away but we could rent a car.
 C: That's a good idea.
 A: I don't think that's a good idea – it's too far. There are other places to go sightseeing and we don't need a car.
 C: Where do you suggest, Karol?

- B: Well, why don't we visit Linderhof Castle? It's twelve kilometres away. We could walk there, have lunch and walk back.
 A: That's a good idea.
 C: I don't know. It's very cold. The weather can be a problem at this time of year.
 A: We could check the weather forecast on Sunday.
 B: That's a good idea.

Functional English Deciding on a course of action

Task 3

Go over the examples for suggesting a course of action and agreeing / disagreeing. Point out that *Let's* is really *Let us*.

Ask students to put the conversation in order.

Answers

- B: I don't think that's a good idea. We don't know the roads.
 A: Why don't we visit the museum?
 B: OK. That's a good idea.

Speaking

Task 4

Put students in pairs or groups. Ask them to make a list of things they can do in their town or city. Help students with any unknown vocabulary.

Ask students to write and practise conversations similar to those in task 3.

Task 5

Practise the pronunciation of the weather vocabulary. Ask students to match the words in the box to the pictures.

Answers

- 1 cloudy
- 2 cold
- 3 hot
- 4 rainy
- 5 sunny
- 6 windy

Task 6

Ask students to complete the table by ticking the adjectives that go with the weather conditions.

Answers

	<i>rain</i>	<i>snow</i>	<i>wind</i>
light	✓	✓	✓
moderate	✓	✓	✓
heavy	✓	✓	
strong			✓

Reading

Task 7

Pre-teach the meaning of *weather forecast* and introduce vocabulary for temperatures, e.g. *minus five degrees Celsius*. Ask students to read the text and complete the summary chart.

Answers

- 1 32–48 km/h
- 2 minus 5 degrees
- 3 minus 12 degrees

Speaking

Task 8

Put students in pairs. Divide the pairs into Student A and Student B. Ask Student A to turn to File 16 and give Student B the information on the weather for Monday. Ask Student B to listen and complete the chart. Then ask Student B to turn to File 17 and give Student A the information on the weather for Monday night. Ask Student A to listen and complete the chart.

Answers

Monday:

wind: 4–5 km/h

minimum temperature: 35 degrees

maximum temperature: 39 degrees

Monday night:

wind: 6–11 km/h

minimum temperature: 13 degrees

maximum temperature: 18 degrees

golf (p82)

Review and Language tactics

Review

Task 1

Ask students to match the symbols with the hotel facilities using the words in the box.

Answers

- 1 minibar/refrigerator
- 2 gym
- 3 private bathroom
- 4 swimming pool
- 5 telephone
- 6 TV

Task 2

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

Answers

- 2 double room
- 3 self-catering
- 4 single room

Task 3

Ask students to complete the sentences by writing the correct nationality.

Answers

- 2 Swiss
- 3 Australian
- 4 Iraqi
- 5 Chinese
- 6 Moroccan
- 7 Afghan
- 8 Vietnamese

Task 4

Ask students to put the nationalities in groups depending on the number of syllables and the syllable stress.

Answers

- 1 Swiss
- 2 Afghan
- 3 Japanese
- 4 Moroccan
- 5 Australian

Language tactics Opposites and different forms of words

Task 5

Point out to the class that when they learn a new word they could learn the opposite word too. You may want to suggest this as a useful way for students to widen their vocabulary.

Ask students to choose (circle or underline) the correct word to complete the sentences.

Answers

- 1 start, finish
- 2 military, civilian
- 3 teach, learn

Task 6

Point out to students that another useful way to learn vocabulary is to learn the different forms of the word. Give the class some examples, e.g. noun: *information*; verb: *to inform*; adjective: *informative*, etc.

Ask students to read the nouns and write the adjectives.

Answers

- 2 cold
- 3 foggy
- 4 hot
- 5 rainy
- 6 sunny
- 7 windy

golf (p83)

Integrated skills: Linderhof castle

Task 1

Go over the instructions with the class. Check that the meaning of the words in the box is clear to students. Then put students in small groups to discuss and agree on the five items.

When students have finished, you may like to join the groups together for students to compare what they have decided to take and why.

Reading

Task 2

Ask students to read the text and answer the questions.

Answers

- 1 0950
- 2 7 km
- 3 1 hr 45mins
- 4 1615
- 5 3.95 km/h

Speaking

Task 3

Put students in groups of three or four to decide on a plan to deal with the accident in task 2. Go round the class monitoring students, paying attention to vocabulary and pronunciation.

When students have finished, you may want to ask some students to present their plans to the rest of the class using the present continuous.