

BRIEFING

In-processing and orientation briefings

All new military and civilian personnel locating / relocating to a new base must *in-process** or *process-in* upon arrival. Those who have transferred from another base must bring all documents received (i.e. medical records, personnel records and finance records) during their *out-processing* from their last (or losing) base.

Below is a list of the documentation which in-processing personnel are asked to present at one base (this, of course will vary from service to service and base to base):

- 1 Receipts for all expenses of \$75.00 and above
- 2 Hotel receipts
- 3 Transportation documents (air tickets, Government Transportation Request)
- 4 Military Transportation Authorisations
- 5 Copy of deposit slip for Electronic Funds Transfers
- 6 DD (Department of Defence) Form 788
- 7 Seven (7) copies of PCS (Permanent Change of Station) orders
- 8 Flight records
- 9 ID card
- 10 Insurance card
- 11 Drivers license
- 12 Vehicle registration paperwork
- 13 Household goods shipment
- 14 Do It Yourself move documentation
- 15 No-fee passports

In-processing for permanent personnel is normally conducted by the unit commander's support staff who will schedule new arrivals for central in-processing to accomplish personnel records screening, completion of travel vouchers and military pay matters.

In-processing is aimed at making the transition from one base to another as smooth as possible and can take up to an entire day to complete. Most bases have specific dates to in-process new personnel (perhaps every other week on a specific day).

During the first week on base, orientation briefings and information fairs may also be organised to provide up-to-date information on all base organisations and agencies. Orientation briefings could run from several hours to several days depending on assignment.

At one USAF Base, the orientation schedule for new arrivals is as follows:

- | | |
|-----------|---|
| 0730-0735 | Introduction |
| 0735-0745 | Wing Commander Briefing |
| 0750-0800 | Command Chief Master Sergeant Briefing |
| 0800-0820 | Federal Prison Camp |
| 0820-0830 | Wing Inspectors General Briefing |
| 0830-0850 | Office of Special Investigations |
| 0850-0930 | Integrated Delivery System
Life Skills, Wing Chapel, Family Support Center |
| 0930-0945 | Safety, Local Conditions Course;
Operational Risk Management |
| 0945-1000 | Disaster Preparedness |
| 1000-1025 | Legal |
| 1025-1105 | Equal Opportunity / Human Relations |
| 1105-1120 | Information Fair |
| 1300-1350 | Medical In-Processing |
| 1350-1405 | Personnel In-Processing |
| 1405-1445 | Finance Briefing |
| 1500-1530 | Financial Planning |

In addition, the above base provides further assistance to transition airmen who have arrived for their first duty helping them make the move from a training-oriented to a mission-oriented environment. These will be in-processed with a structured programme of military training and briefings to prepare them to become mission-ready in minimum time.

The in-processing programme aims to provide new airmen with a solid foundation from which to make sound decisions, as well as reinforcing standards and discipline. It considers military custom, courtesies and professionalism, and ways in which to decrease adjustments and disciplinary problems.

Such programmes can take up to two weeks to complete and are likely to include base-level in-processing, such as military personnel, off-duty education, family support, personal financial management, disaster preparedness, safety, Operational Risk Management, equal opportunity and treatment / human relations, Alcohol and Drug Abuse Prevention and Treatment (ADAPT), Uniform Code of Military Justice (UCMJ), dress and personal appearance, customs and courtesies, Aerospace Expeditionary Force, Air Force core values, base / city tours and several other mission-oriented briefings.

*You should expect to come across different spellings such as *inprocessing*, *in-processing* and *in processing*.

PROCEDURE

alpha (p4-5)

New orders

Task preparation

Tell students they are going to be focusing on assignments abroad. As a warm up, draw a line down the middle of the board. In the first half, write the heading 'UN' and, in the other half, 'NATO'. Elicit examples of international missions and write these in the appropriate half. Then ask whether any students have participated in international assignments abroad and elicit their rank and service, where they were stationed, their duties and the length of time spent overseas.

Task 1

Put students in pairs. Ask them to look at task 1.

Elicit answers about colleagues currently on assignment abroad.

Reading

Task 2

Draw a word map on the board with the words 'Written Orders TDY' in the middle and attempt to elicit Temporary Duty. Ask students what they might expect to find as the main headings / parts of written orders for an Air Force TDY Assignment. Try to elicit (or pre-teach where necessary) the following vocabulary:

Crew position	Primary Mission
Home Station	Secondary Air Missions
Inclusive Dates	Chain of Command
Mission Purpose	Arrival Procedures
Mission Team	

Then ask students if they can tell you the standard Mission Team air crew: two pilots, one flight engineer, one navigator and one load master.

Next, elicit suggestions as to primary and secondary missions.

Check students understand 'clear' customs and the US term 'inprocessing'.

Tell students to read the first six lines of the orders and elicit the answers to the first set of questions 1-4.

Answers

- 1 Lieutenant
- 2 Air Force
- 3 Montijo Air Base BA6, Lisbon
- 4 501 Transport Squadron (The Bisons)

Ask students to read the rest of the orders and to answer the second set of questions.

Answers

- 1 on or about 4 July
- 2 Incirlik Air Base (AB), Turkey
- 3 six months
- 4 To execute tactical air transport operations, as well as general air transport operations, SAR (Search and Rescue) and MEDEVAC (Medical Evacuation) operations.
- 5 Commander 728th Airlift Support Squadron, 39th Operations Group, 39th Wing, Incirlik AB, Turkey

Focus attention on the World English box and point out that the US military term *rotation assignment* involves personnel being assigned temporary duty elsewhere for a defined period. An *individual rotation* involves an officer being assigned to a unit as an individual and remaining there until his next transfer. *Unit rotation* takes a basic unit such as a company and assembles all the soldiers together into a larger formation such as a battalion that will remain together for a specific period.

Speaking

Task 3

Put students in pairs. Give students a few minutes to work on the answers to the questions and then elicit the answers.

If your students all come from the same country, ask them whether they are aware of different procedures in other armed forces concerning new postings.

Task 4

Ask students to label the pictures and briefly review the answers in class.

Answers

- 1 Picture 1 flight engineer
- 2 Picture 2 navigator
- 3 Picture 3 pilot
- 4 Picture 4 loadmaster

Now ask students to read the text and match the people to the jobs.

Answers

- 1 Lieutenant Joaquim Ribiero (flight engineer)
- 2 Captain Marco Barciela (pilot)
- 3 Second Lieutenant Hugo Moura (loadmaster)
- 4 Technical Sergeant Barbara Duarte (navigator)

Task 5

Give students two minutes to read the text again and find a word for each definition.

Answers

- 1 flight plan
- 2 pre-flight check
- 3 post-flight check
- 4 cargo
- 5 manifest

Language tactics Co-locations – job tasks

Task 6

Task preparation

In the military, a co-location refers to the physical placement of two or more detachments, units, organisations or facilities at a specifically defined location. When you co-locate a unit, for example, you put it in the same place as something else, e.g. *Our unit was co-located with Company HQ.*

In language, a collocation refers to clusters of two words or groups of words that often go together throughout written and spoken English and form a common expression. The more often a student sees or hears the expression, the more likely it is to become a part of their active language repertoire.

Whatever time constraints you may be under, it is well worth spending time stressing the importance of collocations in military English.

Start by dividing the board into three columns. (Even better, have an OHP transparency prepared). In the first column, write the verbs: to fire, to take, to load. In the second column, write the adjectives *military, special, joint*. In the third column, write the nouns *combat, battle, missile*.

Column one represents verb / noun collocations. Column two represents adjective / noun collocations, and the final column represents noun / noun combinations. Write an example of a possible collocation for each word.

Now elicit any appropriate word that collocates with the key words in each column, in turn. Accept any correct collocations including the following:

- Column 1: To fire (a gun, a weapon, a shot)
To take (prisoner, control, action)
To load (a weapon, a gun, an aircraft)
- Column 2: Military (intelligence, hardware, power)
Special (forces, weapon, training)
Joint (forces, headquarters, operation)
- Column 3: Combat (readiness, fatigue, support)
Battle (cry, damage (assessment), honour)
Missile (launcher, battery, system)

Explain that many different collocation combinations of noun, adjective, verb, adverb etc are possible and ask students to complete the first part of task 6, explaining that the collocations refer to job tasks.

Answers

- 1 nouns
- 2 verbs
- 3 adjectives

Go over the answers checking that everyone understands what a collocation is. Ask students to complete the second part of task 6.

Answers

- 1 brief the crew
- 2 maintain the records
- 3 prepare the mission
- 4 check cargo / passengers / troops
- 5 monitor systems
- 6 review the manifest / mission
- 7 command the crew
- 8 perform inspections / emergency maintenance
- 9 supervise loading

When reviewing the task, accept both singular and plural answers where correct.

Speaking

Task 7

Ask students to describe their responsibilities at work using any appropriate collocations they have learned.

Additional activity

Copy several short texts on various military jobs onto a sheet of A4 and ask students to underline all the collocations they can find. Write these on the board as they arise or have them already written out on an OHP transparency for quick reference.

bravo (p6-7)

Orientation briefing

Task 1

Before doing this task, ask students to each write a list of five things they would try to find out before reporting to a new duty station. Then ask them to compare and discuss their list with a partner.

Elicit from the class their top five choices. List these on the board and discuss.

Listening

Task 2

Tell students they're going to listen to a briefing. Ask them to look at the five topics listed and have them guess the order. Now play track 1 and ask students to order the topics. When reviewing the task, check how many students correctly anticipated the topic order.

Answers

- | | | | |
|---|---|---|---|
| 1 | 5 | 4 | 3 |
| 2 | 1 | 5 | 2 |
| 3 | 4 | | |

If you have a very strong group, you might like to ask them to take notes when you play the briefing a second time. Give them each a piece of paper on which to write their notes. Don't direct their attention to the task, but after playing the briefing, elicit answers to questions 1–10 orally.

You may want to collect students' notes to check whether they need some assistance on note-taking skills. Check on their ability to use shorthand forms of key words or expressions such as: *mission (mis)*, *peace support operations (PSO)*, *maintenance (maint)*, *approximately (approx)*, *civilian (civ)*, *personnel (pers)*, *representatives (reps)*, *exercise (ex)*, *capabilities (caps)*, *as soon as possible (asap)*.

Answers

- Colonel
- Vice Commander* (Deputy Commandant in British English)
- 39th
- NATO
- contingency operations
- none
- 10,000 feet
- 3,000
- USAF (United States Air Force) Turkish AF (Turkish Air Force)
- off base

Additional activity

1 Structure of Briefings

Time permitting, you may wish to focus students' attention on the structure of the briefing and on the signposting language used by the briefer. Encourage students to assimilate these expressions into their own briefings during the course:

Personal introduction	<i>I'm Colonel Kim Reed, the Vice Commander</i>
Welcome	<i>I want to welcome you to...</i>
Purpose	<i>The purpose of this orientation is to...</i>
Preamble	<i>Please feel free to... I We also invite you to...</i>
Introduction to briefing	<i>Now, to kick off the briefings this morning, I want to say a few words about...</i>
Information	<i>The base offers... facilities</i> <i>At this moment, we have...</i> <i>In addition</i> <i>Let me add that...</i> <i>I want to remind you that...</i> <i>So, let me say a few words about...</i> <i>First of all...</i> <i>I also want to remind you that...</i>
Close	<i>Finally, I'll close my comments by talking about...</i> <i>I now want to introduce you to your next briefer...</i> <i>Again, welcome to...</i> <i>I hope you enjoy your stay with us</i>

2 Intercultural Awareness

You may like to discuss the importance of intercultural awareness by focusing on the need to be culturally sensitive to local customs and courtesies. Elicit personal examples from students illustrating the benefits of being interculturally sensitised and the pitfalls in being unaware of local customs and behaviours.

Task 2

Good morning ladies and gentlemen. I'm Colonel Kim Reed, the Vice Commander, and on behalf of the 39th Wing, I want to welcome you to this newcomers' orientation briefing. The purpose of this orientation is to help you to adjust as quickly and easily as possible to your new home, organisation and mission role here in Turkey.

Please feel free to help yourself to the coffee, juice and doughnuts, we also invite you stay after the briefings and enjoy the daily lunch buffet.

Now, to kick off the briefings this morning, I want to say a few words about Incirlik Air Base. First of all, Incirlik is home to the 39th Air Base Wing. The mission of the 39th Wing is to help protect NATO interests in the Southern Region and to that end we provide a staging and operational air base to project airpower for wartime and contingency operations, including peace support operations and humanitarian assistance. I should say that there aren't any permanently assigned aircraft here at Incirlik. All aircraft at the 39th are here on a rotational basis.

Incirlık Air Base has a 10,000-foot main runway and a 9,000-foot alternate runway and the base offers excellent training and maintenance facilities for the flyers. These facilities complement the area's good flying weather and uncongested airspace – there are very few aircraft in the skies around Incirlik. It's good flying here and we hope your stay with us is as rewarding for you as it will be for us.

At this moment, we have approximately 3,000 military members and more than 2,000 family members here at Incirlik. In addition, there are more than 1,500 US and Turkish civilian employees, including maintenance contractors. Let me add that the strategic importance of Incirlik is constantly growing and so the number of personnel stationed here is also increasing.

Incirlık Air Base is operated jointly by the United States Air Force and by the Turkish Air Force and I want to remind you that while you're here you are representatives from your countries. So, let me say a few words about customs and courtesies. First of all, remember that politeness is extremely important when you're dealing with Turkish service members and civilians. When you come to work in the morning, greet your Turkish co-workers and shake their hands. This is the normal custom here. I also want to remind you that women are expected to dress conservatively, especially off base. Shorts, gym clothes and tight fitting clothes are not recommended for wear off base.

Finally, I'll close my comments by talking about an upcoming exercise. We're currently preparing for Exercise Gallant Eagle. Gallant Eagle is an annual exercise that is used to evaluate our war fighting capabilities. Failure is not an option and the wing is currently working hard to ensure the success of this mission. You are an important part of our team here at Incirlik so we expect you to unpack your bags, roll up your sleeves and go to work as soon as possible.

I know you are interested in collecting your travel pay, so I now want to introduce you to your next briefer, Lieutenant Colonel Lathan Baker. Again, welcome to Incirlik and I hope you enjoy your stay with us.

Pronunciation Contractions and full forms

Task 3

You may wish to point out that the model used is British RP (Received Pronunciation) and the answers are based on this. Play track 2 and review in class.

Answers

1	1	3	1
2	2	4	2

Play track 2 again, asking students to note the emphasis placed on the full forms of the words.

Task 3

there aren't any permanently assigned aircraft here at Incirlik tight fitting clothes are not recommended for wear off base We're currently preparing for Exercise Gallant Eagle. Failure is not an option.

Speaking

Task 4

You may well find that only a few or even none of your students work on a base. If this is the case, ask them to choose a base with which they are familiar and ask and answer the questions with a partner. Review in class.

Focus attention on the World English box and point out that the US equivalent to *RAF station* is *air base*.

Grammar Review of present tenses

Task 5

Work through the examples of the uses of the present simple tense. You may also wish to produce two worksheets for students highlighting the uses of the present simple and present continuous tenses using the headings provided.

In Worksheet 1, provide some examples of the present simple tense being used to talk about facts, habits and regular actions, states and opinions. Elicit further examples from students.

Facts

- 1 A contingent is a small military force which forms part of a larger grouping.
- 2 The Suppression of Enemy Air Defences is an activity which neutralises, temporarily degrades or destroys enemy air defences by a destructive and/or disruptive means.

Habits and regular actions

- 1 The Air Load Master ensures cargo is checked at frequent intervals throughout the flight.
- 2 Before the aircraft lands, the Air Load Master completes all the required paperwork.

States and opinions

- 1 At this college, we offer military training that is second to none.
- 2 I feel that C Section deserves to win the competition.

Either produce a second worksheet along the lines of the first (focusing on the use of the present continuous with time expressions and change and development), or work through different examples of present continuous tense use on the board.

Additional activity

Before class, write ten correct sentences on an A4 sheet illustrating different uses of the present simple / present continuous tenses. Write a further ten sentences where the tenses are used incorrectly. Make sure the correct and incorrect sentences are jumbled up and then number them 1–20. Cut up each of the sentences into a single strip and put them in an envelope. Put students in teams. Give each team an envelope and challenge them to find the ten correct sentences. The team that chooses the most correct sentences (and can tell you why they're correct and why the incorrect sentences are incorrect) is the winner.

Grammar Dynamic and stative verbs

Task 6

Write the list of stative verbs provided on the board and inform students that they are not normally used with the continuous tenses. Elicit examples of their use in class, contrasting these with examples of dynamic verbs.

Task 7

Give students a few minutes to read through the text and select the correct alternatives in 1–10. Now play track 3, asking students to check their answers. Review in class.

Answers

- 1 want
- 2 consist
- 3 serves
- 4 are currently expanding
- 5 operate
- 6 are currently planning
- 7 have
- 8 is sitting
- 9 hope
- 10 concludes

Task 7 [3]

Good morning ladies and gentlemen, I'm Colonel Richards and I'm the commander of the 39th Medical group. This morning, I want to brief you on our medical services here at Incirlik. These consist of routine medical treatment, a dental clinic and a Health and Wellness Centre. The hospital serves military personnel stationed at Incirlik and their family members. We are currently expanding the services we offer however, for some services we refer patients to the local Turkish hospitals.

Both the hospital and dental clinic operate by appointment. Emergency room services are available 24 hours a day, seven days a week. In the Health and Wellness Centre, we are currently planning programmes in fitness orientation, healthy cooking and weight loss. If you're interested in any of these programs, I have Master Sergeant Candice Parks with me this morning. Candice is sitting at the back of the room and I know she'll be delighted to give you more information.

I hope my part of this morning's briefing has helped you to understand what we can do for you during your stay here at Incirlik. This concludes my briefing. Are there any questions?

Writing

Task 8

Elicit a number of recreation or health facilities on the base where students work or on a base that they know and write these on the board. Ask students to select one and to write a short piece of no more than 100 words addressing the four points.

TDY to Incirlik

Task 1

Allow students to choose between a trip for work purposes or for pleasure. When they have completed the task in pairs, discuss students' answers in class. Answers might include the weather, the currency, local customs, food etc.

Listening

Task 2

Focus attention on the first set of questions (1–4) and ask students to write the answers in note format. Play track 4.

Answers

- 1 on a (Portuguese) C-130 (Note – A 'Charlie One Thirty / C130' is a large American-designed transport aircraft. It's also called a 'Hercules'.)
- 2 Incirlik
- 3 he was on emergency* leave (Note – Accept the British equivalent 'compassionate' leave.)
- 4 his father is no longer in hospital

Task 2 [4]

- A: Excuse me, is there anything to drink on board?
B: Yes, sir. There's hot coffee and cold water over there.
A: Thanks. I think I'll just get a cup of black coffee. This is the first time I've been on a Portuguese C-130. It looks just like our American C-130s.
B: It's the same, sir. The only difference is the colour scheme.
A: That's right. Are you on a TDY to Incirlik?

- B: Sorry – TDY?
 A: Temporary duty. You know, rotation, assignment.
 B: Yes, I'm going to be there six months. Are you stationed there?
 A: Yes, I've been there for 11 months now. I've been back in the States on emergency leave.
 B: Sorry. What's emergency leave?
 A: It's when you have a serious problem with an immediate family member. My father had a heart attack and I had to rush home.
 B: I'm sorry. Is he OK?
 A: Yeah, he's a tough old guy and he's doing fine now. They let him out of the hospital last week so I'm on my way back to Incirlik.
 B: Where are you from?
 A: Valdosta, Georgia. It's a small town in the south eastern part of the States. And you?
 B: I'm from Lisbon. That's the capital of Portugal.

Give students some time to read through the second set of questions (1–6).

You may wish to pre-teach: *to get by in* (+ language), *chow* (US military slang for 'food').

Ask students to answer the questions. Play track 5. Where the answers are false, you may wish to elicit the correct answers.

Answers

- 1 True
- 2 False (The best place for souvenirs is Incirlik village.)
- 3 False (They also accept dollars or euros.)
- 4 True
- 5 False (They're 'probably not' accepted.)
- 6 True

Task 2

- A: So, is this your first time in Incirlik?
 B: Yes it is. In fact, it's my first time in Turkey. Do you mind if I ask you some questions about the place?
 A: Sure, go ahead.
 B: What's Incirlik like?
 A: It's pronounced /ɪndʒɪrlɪk/ in Turkish.
 B: /ɪndʒɪrlɪk/.
 A: Do you mean the base or the local area?
 B: The local area. What's the nearest town to the base?
 A: Incirlik Village – that's just outside the base. It's really called Incirlik village.
 B: Uh huh. And do you know where I can buy some souvenirs?
 A: Sure, most TDY folks go to shop on the local economy in Incirlik 'cause it's easy to get to. You can also buy souvenirs in shops on the base but you can find better prices in the village. But be careful where you shop. Look around first and compare prices and quality.
 B: Uh huh. And what currency is used?

- A: In Incirlik or on the base? Well, it's the same. The local currency is the Turkish Lira but most shops accept dollars or euros.
 B: And where's the best place to change money?
 A: Probably at the finance office on the base.
 B: What about cards? Are credit cards accepted?
 A: In most of the bigger shops, but you probably won't be able to use them in the market stalls.
 B: And that's where I'll get a better price – in the market stalls?
 A: That's right.
 B: What about languages? Is English spoken much there or will I have to learn Turkish to get by?
 A: Hah, they've been doing business with American servicemen for 50 years and not many Americans speak Turkish! So yeah, you can get by in English with no problem. Having said that, it's really a good idea to learn a few words, like 'hello'.
 B: How do you say 'hello' in Turkish?
 A: Well, you can greet people with 'Nasılsınız' that's 'How are you?' Other useful phrases are 'Günaydın', 'Good morning', ' İyi günler', 'Good day' or 'Memnun oldum', that means 'Pleased to meet you'.
 B: I'll never remember all that.
 A: Just ask any of the local staff at the base – they'll be really happy to help you practise.
 B: That's a good idea. Can I just ask you a couple more questions?
 A: Go ahead. I'm not going anywhere!
 B: What kind of food do they serve there?
 A: You mean, at the base or in the local restaurants?
 B: No, I mean at the base. The food you eat everyday.
 A: Well, American food. The same typical chow you'll find on any US-run base. The food's pretty good at the base though 'cause the meat and fruit and vegetables are bought on the local economy and they're good and fresh.
 B: And what about the local restaurants in Incirlik village?
 A: The food in the restaurants is typical Turkish food. It's really quite good.
 B: Yes, I want to try some Turkish food. Sir, I'm afraid I'm going to have to ask you to return to your seat. The captain is telling me that we're beginning our approach to Incirlik and I have to do my pre-arrival cargo check.
 A: OK. Thanks for the coffee.
 B: No, thank you for the suggestions.
 A: You're welcome. I'm sure I'll see you around the base.

Functional English Asking about a place

Task 3

Go over the examples with students. Explain that the questions ask for information about Incirlik. You may like to do some quick substitution drills to practise some of the examples:

- 1 *Is this your first time in (Incirlik, Brussels, Almaty)?*
- 2 *What's (Incirlik, Rome, Prague) like?*
- 3 *Do you know where I can buy some (souvenirs, mineral water, shaving foam)?*
- 4 *Where's the best place to (change money, get a haircut)?*

Now ask students to match the questions with the answers.

Task 4

Ask students to listen again to track 5 and check their answers. Review in class.

Answers

6 Is this your first time in Incirlik?

- 1 What's Incirlik like?
- 2 What's the nearest town to the base?
- 4 Do you know where I can buy some souvenirs?
- 5 What currency is used?
- 3 Where's the best place to change money?
- 7 Is English spoken much there?
- 8 What kind of food do they serve there?

Speaking

Task 5

Put students in pairs and ask them to write a conversation similar to that in task 3. Tell them to base their conversation on their country. When they have completed the task, you might like to invite several pairs to read their conversations to the class.

Task 6

As an example, tell the class what you like to do when you visit a new place. Invite them to ask you questions. Then, using the prompts provided, ask students to ask and answer questions about their own interests with a partner. Walk round the class and monitor the conversations.

Reading

Task 7

You might like to pre-teach: *Crusades, not one's thing, shopping mall, snorkelling*

Ask students to read the text and complete the chart. Tell them that the words may be used more than once. After reviewing the task, you may like to ask students which of the places they would like to visit for a weekend.

Answers

Yilankale	1 castle, 2 mountain climbing
Kızkalesi	1 castle
Karatas	1 beach, 2 water sports
Yamurtalık	1 beach, 2 castle, 3 water sports
Mersin	1 shopping, 2 American food, 3 nightlife
Adana	1 souvenir shopping, 2 shopping, 3 nightlife, 4 American food, 5 movies in English, 6 museum
Pozantı	1 hiking
Çamlık National Park	1 fishing

Language tactics Learning words in groups

Task 8

Ask students to complete task 8 as an example.

Additional activity

You might like to ask students to keep a small vocabulary notebook arranged by topic or theme. As they encounter new words, these can be listed under the most appropriate headings. Where no heading already exists, students can start a new list.

Answers

places to go shopping:

bazaar, mall, market, store

religious and historical buildings:

church, clock tower, mosque

water sports:

rowing, snorkelling, water-skiing, yachting

Writing

Task 9

Ask students to do task 9 individually, then compare their ideas with a partner. After reviewing this task in class, invite students to come up with a single route for the afternoon trip.

This task will also give you a chance to practise / develop / introduce vocabulary such as *meet & greet, special requirements, ETA (Estimated Time of Arrival), ETD (Estimated Time of Departure)* and to discuss issues of security / personal safety. Related vocabulary could also be noted under 'Arranging Visits / Visit Protocol' in students' vocabulary notebooks.

delta (p10-11)

Officers and Non-coms

Task 1

Ask students to put the six ranks in order. Remind students that ranks vary from service to service and from country to country. Military Ranks (Navy, Army, Air Force) of the UK, US, Canada, Australia and New Zealand can be found in the *Supplements to the Campaign Dictionary of Military Terms*.

Also, ask students to note the US term Non-com and the British term NCO for Non-Commissioned Officer.

Answers with most senior rank first:

US Air Force Lieutenant General
US Army Brigadier General
US Air Force Lieutenant Colonel
US Army Captain
US Air Force Chief Master Sergeant
US Army PFC (Private First Class)

To make the task more challenging, you may like to invite students to give you all the equivalent ranks in the US Air Force Army and Navy for the six ranks.

Alternatively, ask students to provide their national equivalent for each rank.

Note that there may be no direct equivalents for some ranks.

Reading

Task 2

You may like to pre-teach: *decorations, separation* (US), *fraternisation* (US).

Tell students to answer questions 1–6.

Ask students to do the second part of the task and review in class. Where the answers are false, elicit the correct answers.

Answers

- 1 True
- 2 True
- 3 False (This does not apply to commissioned officers.)
- 4 False (Although they outrank them, they normally exercise authority only over direct subordinates.)
- 5 True
- 6 True

Additional activity

You might like to ask students to read the text again and underline at least ten collocations.

These include:

junior / enlisted rank(s) / personnel
officer rank(s) / training
commissioned / non-commissioned officer(s)
performance report
exam(ination) result
receive a commission
exercise authority

to report directly to
to return a salute
to offer a greeting
to hold a rank
strict rules
close / (personal) / business relationship(s)
severe penalty
court martial
area of responsibility
chain of command

Task 3

Ask students to match the definitions in 1–6 with words in the text.

Answers

- 1 time in service
- 2 time in grade
- 3 outrank
- 4 fraternisation
- 5 court martial
- 6 separation

Focus attention on the World English box.

Speaking

Task 4

Ask students to make notes on the differences between officers, NCOs and other enlisted personnel. Then ask them to describe these differences to the class. If you are working with a mixed nationality group, you could ask several students to make short presentations on the differences between officers and NCOs in their countries.

Grammar Simple and compound sentences

Task 5

You might want to start by writing one long sentence on the board or have one prepared on an OHP transparency. For example:

The promotion of NCOs depends on merit and the promotion of officers depends on merit.

Elicit why this sentence is clumsy. Now show the example sentence as two separate sentences:

*The promotion of NCOs depends on merit.
The promotion of officers depends on merit.*

Ask students which information in the second sentence is redundant and rub this out. You'll be left with the word 'officers'.

Explain the functions of the co-ordinating conjunctions *and* and *but*. *And* joins two similar ideas together. *But* joins two contrasting ideas together.

Now ask how to incorporate 'officers' into the first sentence to elicit the following sentence:

The promotion of NCOs and officers depends on merit.

Work through the example sentences.

Then ask students to join the five pairs of sentences with *and* or *but*.

Answers

- 1 The promotion of NCOs and officers depends on merit.
- 2 Officers do not have to serve as enlisted members, but (they) have to have a university degree.
- 3 Officers have a university degree and receive a commission from the President of the United States.
- 4 Enlisted ranks have to salute officers, but (they) don't have to salute NCOs.
- 5 Enlisted members do not have to go to university, but officers do / have to.

To consolidate the grammar, you could prepare a worksheet along the same lines as task 5 for homework and extend the co-ordinating conjunctions to include *or* and *so*. (*Or* joins two alternative ideas, and *so* shows that the second idea is the result of the first.)

Writing

Task 6

Ask students to write a short paragraph (of no more than 100 words) explaining the rank structure in the armed forces in their country. Encourage them to include details on training, responsibilities and promotion.

When correcting the task, note any good examples of compound sentences and highlight these in class.

echo (p12-13)

Report for duty

Task 1

Put students in pairs. Ask them to put the security classifications in order.

Answers (in descending order)

TOP SECRET
SECRET
CONFIDENTIAL
RESTRICTED

Reading

Task 2

Give students a minute to read the text (Activation Fax) as far as 'Number of Pages' and ask them to answer the first set of questions 1–10.

When reviewing the task, you may also be asked the following:

- 1 ATTN is short for 'Attention' i.e. For the attention of...
- 2 The + sign is used to indicate that the international access code should be dialled immediately before the fax number.

Answers

- 1 CONFIDENTIAL
- 2 17 May 2005
- 3 Ministry of Defence
(Do not accept Personnel Department as the correct answer as a department is not an organisation.)
- 4 Col. Helsing
- 5 +925 521 2665
- 6 HQ of the Multinational Peacekeeping Brigade
- 7 Maj. Lindberg
- 8 +48 (21) 487 978
- 9 Activation of contingency establishment personnel for HQ MNPKB
- 10 one

At this point, you may wish to pre-teach, where necessary: *unaccompanied, contingent, subsistence allowance, in accordance with.*

Now ask students to read the remainder of the fax and to answer the second set of questions 1–8. Note that 'point of contact' is usually abbreviated to POC.

Answers

- 1 Colonel Saber, Major Bassir and Corporal Hadda
 - 2 no later than 10 June*
 - 3 HQ MNPKB
(Headquarters of the Multinational Peacekeeping Brigade)
 - 4 to assist in the development of the military plan of operations before deploying into the mission area
 - 5 16 June
 - 6 Mission area, UNMCB (United Nations Mission Cape Boar), Cape Boar International Airport
 - 7 to assist in the establishment of the mission HQ in preparation for the arrival of national contingents
 - 8 by plane (British Airways)
- *In military correspondence, the phrase 'No later than...' can also be abbreviated to NLT.

Task 3

Tell students to read the text again and match the definitions in 1-5 with words or expressions in the text. Review in class.

Answers

- 1 joining instructions
- 2 establishment
- 3 augmentee
- 4 unaccompanied
- 5 allowance

Focus attention on the World English box and point out that the US Armed Forces publishes a document entitled *Table of Organization and Equipment* (TOE) that prescribes the organisation, manning levels and equipment of units from divisional size down. Each TOE has a unique identifying number and also includes information on the mission and capabilities of a unit as well as the unit's current status. Tell students that the British equivalent to the TOE is *establishment*.

Writing

Task 4

Tell students to imagine they are Colonel Helsing for this task and set a word limit of 100 words. Tell them to use informal language when writing the note.

Speaking

Task 5

Put students in pairs. Tell them to read through the descriptions of the five postings and choose which ones they would apply for. Then tell them to choose one posting and make notes about what preparations they would make for it. When they have finished making notes, ask each pair to tell the class about their preparations.

Alternative activity

Make several copies of the postings and cut into individual strips. Give two postings strips to each student, making sure that both are different.

Ask students to choose one posting and give them a few minutes to make a note of the preparations they would make. Then discuss the students' choices and preparations as a group and invite other students to ask questions.

Time permitting, you may like to ask...

- 1 each student why they didn't choose the other posting.
- 2 whether any students have been on postings abroad and what their experiences have been.
- 3 whether there are any very desirable postings. If so what / where are they and how difficult is it to be selected for one?
- 4 what the least desirable international postings are.