

Attention!



A preparation course in Military English for NCOs attending training with the British Military Advisory Training Team (BMATT) in Vyskov, Czech Republic

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Note to the Teacher

Who are these materials for?

These materials are intended for Non-Commissioned Officers, (master sergeants, sergeants and the like), who are about to go on a training course run by the British Military Advisory Training Team. They will be trained in duties performed by NATO NCOs and in how to be a trainer of other NCOs. The students should be at STANAG 2.

However, the material may be of use to other NCOs who are not going on such a training course. Though such NCOs may not need the specific language introduced in these materials, the fact that the materials are military based will prove motivating and will stimulate development in the four skills of listening, speaking, reading and writing.

General Principles

These materials are English for Special Purposes (ESP) materials; they are not intended to replace General English learning materials, but to complement them. To bring something extra to the students

Each unit is based on a topic indicated as being relevant to the target students by a Target Language Situation Needs Analysis.

Each unit is based around a text that concerns that topic and that serves to introduce the main lexical items associated with it.

A number of language learning activities are built around each text.

The learning activities are of four basic kinds.

- Pre-text activities
- While text activities
- Post-text activities
- Language Consolidation activities

The purposes of the pre-text activities are to stimulate the student's interest in the text and to make the text more accessible to the student. They may do this by asking the student to discuss some aspect of the topic, or draw on his experience of the topic, or do some vocabulary exercise that will help him understand some of the lexis he will encounter in the text.

The purposes of the while text activities are to check the students understanding of the text and while doing so draw attention to reasons for misunderstanding that can then be dealt with and to develop the student's language knowledge by drawing attention to the target language and its meaning.

The purposes of the post-text activities are to consolidate the language learnt in the texts and to practise other skills. These activities are usually speaking or writing activities that make the students use the language that they encountered when listening and reading. The re-using of the language in these ways promotes both the retention of the language and the development of language skills.

The purposes of the language consolidation activities, as their name implies, is to help the students retain the language that they have learnt. In these materials these activities are usually vocabulary matching exercises. However, they can be half-crossword or bingo type activities. You may wish to try to create some of your own. I would recommend “Vocabulary Games and Activities” by Peter Watcyn-Jones as an excellent source of ideas for language consolidation exercises.

The main foci of these materials are the development of lexical knowledge on topics found to be relevant to the target students and the development of the skills of listening and speaking. There are no grammar exercises in this book.

The lexis is presented in texts and re-used in all activities.

The development of listening and speaking is NOT just done through specific listening and speaking activities. All opportunities must be taken to get the students to listen to and talk to each other. This listening and talking to each other is essential for the students to develop into competent listeners and speakers. In the materials the students are often instructed to talk to each other. There may be opinions to discuss, personal experiences to talk about or information to exchange. The students must make the most of these opportunities. Even when there is a while text activity, such as answering comprehension questions, the students can ask and answer these questions of each other before whole class feedback giving the correct answers takes place.

One of the main speaking genres that the target students have to master is the giving of briefings. The materials provide many opportunities for the students to practise this. The essential thing about briefings is that they are always prepared and the quality of the preparation greatly affects the quality of the briefing. Students should be encouraged to be clear as to the purpose and aim of the briefing and to see what they have to say as a series of logically developing sections. First I talk about this and then about this. They should be encouraged to keep their language simple and direct. The important thing in a briefing is to get across an accurate message and not to impress the listener with the richness of your language. Teachers should help their students develop the ability to give fluent and clear briefings.

I hope you find these materials interesting to teach. If you would like to make any comments on these materials, suggest improvements, or even send some additional activities for the units, then please contact me on

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BMATT Course: Introductory Lesson:

The BMATT course: What is it?

Why does the British Army run the course?

Non Commissioned Officers (NCOs) in many NATO armies do things differently from NCOs in non-NATO armies. This causes problems when these armies work together. NATO wants the NCOs in the countries who have just joined or about to join NATO to be like NCOs in NATO. NATO can't train all NCOs in new NATO countries and PfP countries. There are too many of them. What they can do is train a small number of NCOs who will later train other NCOs. The British Army has volunteered to do this training. People on the courses will learn how to be NATO NCOs and learn how to train NCOs in their own army.

1. Look at the statements below and decide if they are true or false.

- a) NCOs do the same things in all armies.
- b) There are problems with armies working together
- c) NATO wants its NCOs to be like NCOs in the countries about to join NATO
- d) NATO can train all NCOs
- e) NCOs on the course will later train other NCOs
- f) The British Army is doing the training.
- g) On the course you won't learn how to train others.

What will you be doing on the course?

The course starts with weapons training. You will learn about the weapons you will be using on the course. These are not the same as the weapons you use. There are two reasons for this training. The first is safety. You have to know about the weapons you will use so that you can't hurt yourself or anyone else. The other reason is that it shows you the British Army method of teaching practical skills. That method is EDIP, Explain, Demonstrate, Imitate, Practise.

The course goes on to physical training. You will be taught how to run physical training sessions for their soldiers and how to train senior NCOs to run these sessions.

2. What are the two reasons for weapons training?

- a)
- b)

3. What does EDIP mean?

.....

The second phase of the course is tactical training, in which you will be taught how to train soldiers to train others by means of preparing for three tactical exercises:

Living in the field. This includes building shelters, cooking, digging trenches etc

Teaching tactical skills. This includes patrolling, reconnaissance, attacks, planning, receiving and giving briefings.

Battle physical training. This exercise is a practical battle training exercise that is run by the participants with the instructors acting as observers.

4. Look at the following list of activities. On which tactical exercise will these activities happen? Write LTF for Living in the Field, TTS for Teaching Tactical Skills and BPT for Battle physical training.

Instructors act as observers cooking patrolling participants run courses
giving briefings digging trenches reconnaissance attacks
training for a real battle building shelters

The following phase of the course is operations training for peace support operations (PSO). This includes discussions, study of and practising practical applications of the rules of engagement. It also includes training and trainer training in duties that are specific to PSO including setting up and running vehicle checkpoints and searching people for concealed weapons.

This is followed by range instruction, in which every participant is taught how to run a training session on a firing range using all the infantry weapons they were taught to use in the first part of the course.

In the final week, the participants have to plan, organise and run a training programme in which they have to evaluate the resources they have, formulate a training plan including formulating their aims and activities and then implementing the training programme they have put together.

5. Answer the following questions.

- a) What will you discuss, study and practise?
- b) What two PSO activities are mentioned 1)
2)
- c) Where will you use all infantry weapon?
- d) What will you evaluate in the final week?
- e) What will you formulate?
- f) What will you implement?

BMATT Course: Introductory Lesson: Answer Sheet.

1. Look at the statements below and decide if they are true or false.

- a) NCOs do the same things in all armies. **F**
- b) There are problems with armies working together **T**
- c) NATO wants its NCOs to be like NCOs in the countries about to join NATO **F**
- d) NATO can train all NCOs **F**
- e) NCOs on the course will later train other NCOs **T**
- f) The British Army is doing the training. **T**
- g) On the course you won't learn how to train others. **F**

2. What are the two reasons for weapons training?

- a) **Safety**
- b) **To demonstrate the British Army training method**

3. What does EDIP mean?

Explain, Demonstrate, Imitate. Practice

4. Look at the following list of activities. On which tactical exercise will these activities happen? Write LTF for Living in the Field, TTS for Teaching Tactical Skills and BPT for Battle physical training.

Instructors act as observers (BPT) cooking (LTF) patrolling (TTS)
participants run courses (BPT) giving briefings (TTS) digging trenches (LTF)
reconnaissance (TTS) attacks (TTS) training for a real battle (BPT)
building shelters (LTF)

5. Answer the following questions.

- a) What will you discuss, study and practise? **Practical applications of rules of engagement**
- b) What two PSO activities are mentioned 1) **running vehicle checkpoints**
2) **searching people**
- c) Where will you use all infantry weapon? **on a firing range**
- d) What will you evaluate in the final week? **resources**
- e) What will you formulate? **a training plan**
- f) What will you implement? **a training programme**

British Army Infantry Weapons. Listening Text.

Part One

You have in front of you three pictures of the basic weapons used by the British Infantry. They are the S.A. 80 rifle, the Light Support Weapon, or LSW, and the General Purpose Machine Gun, the GPMG.

Well, we'll look at the S.A. 80 rifle first. Lets start at the right of the picture as you look at it. The part that you put against your shoulder when you are firing is called the butt. The butt.

The part at the top of the rifle, the part that you look through, is called the Optical Sight. The Optical Sight. The optical sight makes sure you fire accurately.

Moving further along the rifle we have the Grenade launcher. This is used to fire grenades, small bombs that are sometimes thrown and sometimes fired from a rifle. So that is the grenade launcher.

At the end of the rifle we have the flash eliminator. The Flash eliminator. When you fire a gun or a rifle, there is a burst of light at the end of the rifle. That flash of light can give away your position. So, you need a flash eliminator which stops the light.

Part Two

So, that's the SA 80 rifle, we will move on to the Light Support Weapon. The LSW. Again, starting from the right of the picture as you look at it. The long thin bit at the end is the Shoulder strap. The Shoulder strap.

Moving along we have the curved bit sticking out at the bottom, this is the Magazine. The magazine contains the rounds, that is the bullets.

A little further along, and also at the bottom of the weapon is the trigger. You pull the trigger to fire the weapon.

There are two things at the end of the rifle that are used together to let you stand the weapon on the ground. They are the outrigger and the bipod. The outrigger supports the weapon. The bipod is two legs on which you can stand the weapon.

Part Three

And finally we move on to the General Purpose Machine Gun. The GPMG. Again, starting on the right as you look at it. At the end of the weapon are the sights. They let you fire accurately.

Then we have the barrel. The barrel is the long thin tube along which the round travels.

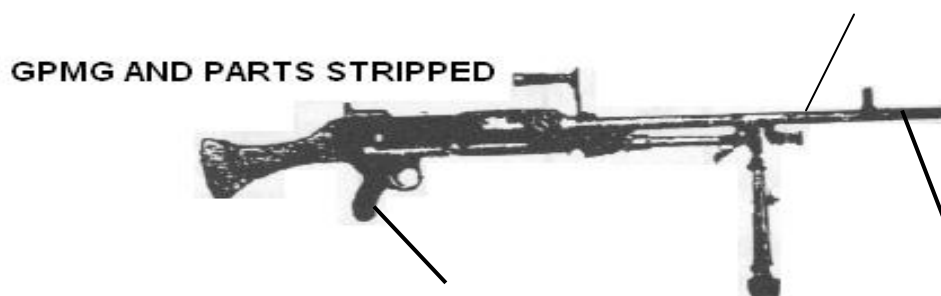
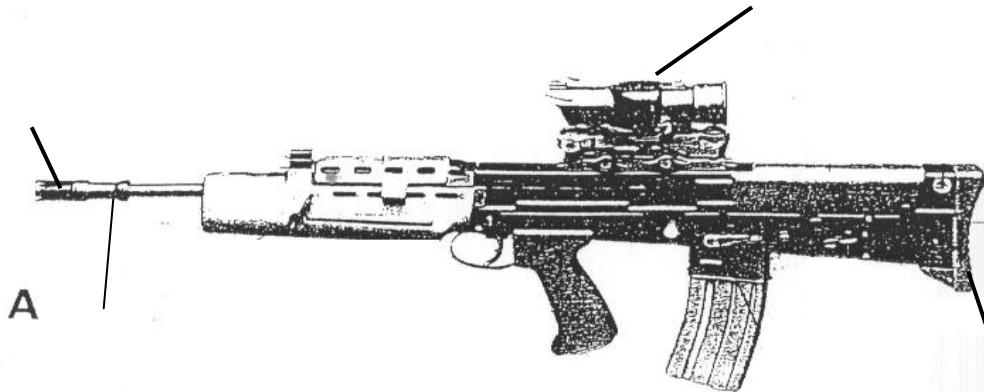
And finally, we have the hand grip. This is the place you hold the weapon as you fire it.

British Army Infantry Weapons: Worksheet One

1. The following are the names of parts of the three main weapons used by the British Infantry. Can you put the names on the pictures below in the places indicated by lines?

Hand Grip, Shoulder Strap, Trigger, Flash Eliminator, Barrel, Bipod, Butt, Magazine, Optical Sights, Sights, Grenade Launcher, Outrigger

S.A. 80 Rifle



2. Now listen and check to see if you were right. Make corrections if you were wrong.

British Army Infantry Weapons: Worksheet Two

1. Working with a partner. You will read a text about British Infantry Weapons. (Either Text A or Text B). Read the text and fill in as much of the table below as you can.

2. Find a partner who had the other text. Ask questions to fill in the rest of the table and answer your partner's questions. Do not show him your text or your table.

For bayonet and scabbard only fill in the spaces referring to role/function.

	S.A. 80 Rifle	LSW (Light Support Weapon)	L4 GPMG (General Purpose Machine Gun)	BAYONET	SCABBARD
CALIBRE				----	----
WEIGHT (loaded)				----	----
LENGTH				----	----
FEED				----	----
MUZZLE VELOCITY				----	----
CYCLIC RATE of FIRE				----	----
EFFECT. RANGE				----	----
ROLE / FUNCTION		----			

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BRITISH ARMY INFANTRY WEAPONS. READING: STUDENT A

THE SA 80 & LSW (LIGHT SUPPORT WEAPON)

The 5.56 SA 80 Rifle and the Light Support Weapon have the same basic components and therefore most parts are interchangeable. Because of this, whenever possible, the British Army refers to it as the 'weapon'. The LSW differs from the SA 80 in having a LONGER BARREL, an OUTRIGGER with a BIPOD, a smaller front HAND GUARD, a small rear HAND GRIP on the BUTT and a SHOULDER STRAP.

Both weapons use a short stroke gas operated system and a rotary forward-locking breech mechanism to give either single shot or automatic operation from a 30 round MAGAZINE. The weapon is designed to be fired from the RIGHT shoulder only.

On the SA 80 Rifle, the 22mm FLASH ELIMINATOR enables the firing of rifle grenades, using a GRENADE LAUNCHER.

The tactical advantage of the weapon and its capability of firing single rounds or bursts is in producing: -

- a. **Quick, accurate fire at short-range opportunity targets.**
- b. **A high rate of accurate controlled fire at longer ranges.**
- c. **Effective section firepower at ranges up to 600 metres.**

There are two sighting systems for the weapons, the fully optical SUSAT (Sight Unit, Small Arms Trilux) or an IRON SIGHT, comprising a FORESIGHT and a BACK SIGHT incorporated in the carrying handle.

THE GENERAL PURPOSE MACHINE GUN (GPMG) (Light Role).

The GPMG provides the main fire support for the Infantry section and is used throughout the British Armed Forces in many and various roles which include an anti-aircraft role demonstrated during the Falklands conflict where it increased the protection given to the ships of the task force.

The GPMG is a 7.62 calibre, belt fed, bipod mounted, fully automatic, gas operated, machine gun which is capable of fast accurate fire to ranges up to 800 m in the light role and up to 1800m in the Sustained Fire (SF) role. Note, however that the SF role requires the addition of a tripod, different butt and a dial sight for recording targets.

THE BAYONET

The BAYONET is shaped to provide good thrust penetration. It has a cutting edge, blade channels and a ribbed portion for **rope cutting**. A slot at the forward end is for use with the scabbard when used as a **wire cutter**. The handle is shaped to enable the bayonet to be used as a fighting knife: at the rear of the handle is a release catch which secures it onto the muzzle of the rifle. The blade end of the handle is a release catch which secures it onto the muzzle of the rifle. The blade end of the handle can be used as a **bottle opener**.

THE SCABBARD is normally carried on your belt, attached by a **frog** or to a side of an ammunition pouch. Quick release catches are fitted.

As well as providing stowage for your bayonet, the scabbard has other uses Vis:- as a **saw blade** which unfolds from one edge of the scabbard and is for use on wood – not metal. A **sharpening stone** integral with the opposite side of the scabbard. Use with light oil. As **wire cutters** by engaging the lug of the scabbard with the slot in the bayonet, ensuring that the sharp edge of the bayonet faces away from the hook end of the scabbard.

The wedge shape on the back of the blade together with a corresponding hardened insert of the scabbard hook forms an effective wire-cutting device.

British Army Infantry Weapons: Reading: Student B.

SA 80 Rifle

The SA 80 is the British Army's Standard combat rifle is made by Heckler and Koch (UK) and has been in service since 1985. The SA80 individual weapon, which was designed to replace both the old self-loading rifle and the 9mm sub-machine gun, uses the NATO standard calibre of ammunition – 5.56mm. It can be fired from the shoulder, hip, sitting or prone positions. The reduced recoil minimizes weapon movement when fired, which improves its accuracy. The weapon is gas operated, magazine fed and able to fire bursts or single shots without loss of accuracy. The flash eliminator is of a standard pattern, which enables muzzle-launched grenades to be fired.

The optical sight is the robust and high performance SUSAT (Sight Unit, Small Arms, Trilux). SUSAT enhances operational performance under poor light conditions and its four times magnification makes it ideal for optical surveillance. The sight is mounted on a bracket, which incorporates range adjustment and zeroing. For emergency use, the SUSAT body contains a simple open sight. As an alternative, a conventional iron foresight and a back sight, incorporated in a carrying handle, can be fitted to the weapon.

The SA80 is designed for simplicity of stripping and assembling for cleaning and maintenance. No special tools are required. When fitted with SUSAT and a loaded magazine of 30 rounds it weighs 4.98 kilograms and is 750 mm long. The battle range is 300 metres and the maximum effective range is 600 metres. The muzzle velocity is 940m/s and the cyclic rate of fire is from 610 to 770 rounds per minute.

Light Support Weapon

From the same family as the SA 80 Individual weapon, the LSW has a heavier and longer barrel, allowing greater muzzle velocity and accuracy than the Individual Weapon. When fired from the integrated bipod, and using the standard SUSAT sight, the LSW is impressively accurate and consistent. It weighs in at 7.28 kg with loaded magazine and optical sight and is 900mm long. It has a 30-round magazine and muzzle velocity 940 m/s. The rate of fire is 610-770 rounds per minute and 500m is the effective range.

L4 General Purpose Machine Gun

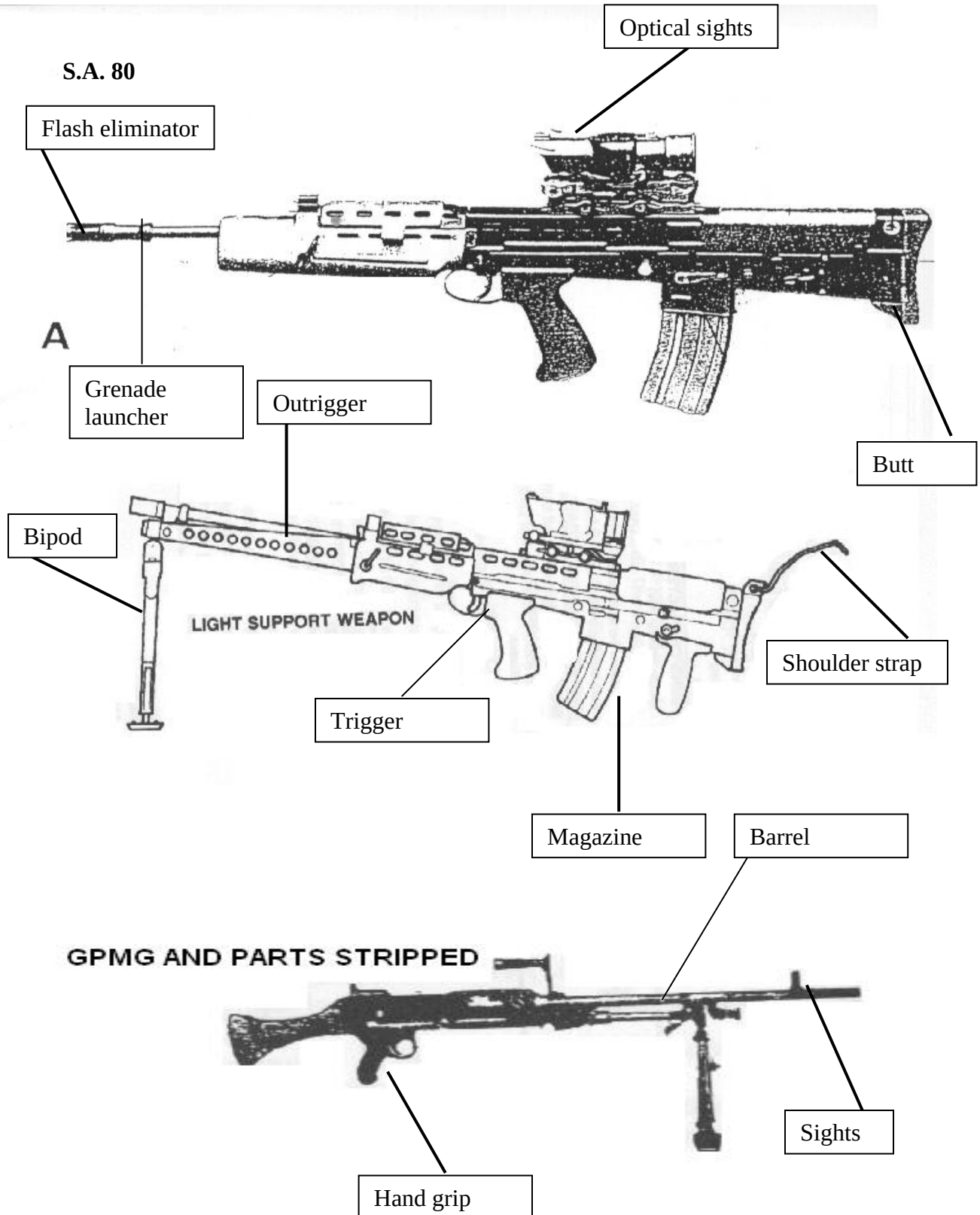
The L4 General Purpose Machine Gun (GPMG) can be used in the light role but is more normally used in the sustained fire role, mounted on a tripod with the c2 optical sight unit. The weapon is operated by a two-man team and a number of weapons are normally grouped in a specialist machine gun platoon. The GPMG is used at Battalion level in the fire support role. In the light role, it has a range of 800 m and in the sustained fire role, 1,800m. The weight when it is loaded with 50 rounds is 13.85 kg and the length is 1.23m. The muzzle velocity is 538 m/s and the rate of fire varies from 100 rounds per minute in the light role, 200 rpm in the sustained fire role to up to 750 rpm when belt fed.

The Bayonet and Scabbard

The design of the bayonet for hand-to-hand fighting is based on combat experience. The bayonet also serves as a fighting knife and a general purpose tool and is made from one piece of stainless steel with a hollow handle to fit over the flash eliminator. Part of the blade is made for cutting rope. The scabbard, as well as holding the bayonet safe, incorporates several useful features such as a bottle opener, an insert for wire cutting, a saw and sharpening stone.

BRITISH ARMY INFANTRY WEAPONS: Key

Worksheet One



Worksheet Two

	S.A. 80	LSW	L4 GMPG	BAYONET	SCABBARD
CALIBRE	5.56 mm	5.56 mm	7.62 mm	----	----
WEIGHT (loaded)	4.98 kg	7.28 kg	13.85 kg	----	----
LENGTH	750mm	900 mm	1230 mm	----	----
FEED	Magazine 30 rounds	Magazine 30 rounds	Belt fed	----	----
MUZZLE VELOCITY	940 m/s	940 m/s	538 m/s	----	----
C-RATE RATE of FIRE	610 – 770 rpm	610 – 770 rpm	Max SF role 750 rpm	----	----
EFFECT. RANGE	600 m	500 m	Light role 800 m SF 1800 m	----	----
ROLE / FUNCTION	Firepower for each soldier at ranges 300m – 600m	----	Long-range fire support for the infantry section	Fighting knife, rope cutter, wire cutter, bottle opener	Saw wood Wire cutter. Bayonet sharpener

Safety Precautions for Using Weapons:

Student A Text.

Student A. You have an incomplete version of a leaflet giving information about the rules for handling weapons. Your partner has a similar leaflet with different information missing. Ask and answer questions to complete your leaflet. Use the questions to help you

SAFETY PRECAUTIONS

RULES FOR HANDLING WEAPONS OF ANY TYPE AT ALL TIMES

Whenever you pick up a weapon, or have a weapon personally handed to you or when you take over a weapon, ALWAYS carry out the NORMAL SAFETY PRECAUTIONS (NSP).

1. Whether it is your own or someone else's weapon, ALWAYS
..... “What should I always do when taking weapon?”
2. NEVER point a weapon at anyone - even in fun.
3. ALWAYS handle a weapon so that it points in such a direction
..... “In what direction should I point a weapon?”
4. NEVER rest the muzzle of a loaded weapon, or a weapon 'made safe' on your foot or against your body. Similarly, do not hold a weapon with your hand or hands placed over the muzzle.
5. Weapons will NEVER be carried in Operational conditions exempted. “Where should I never carry weapons?”
6. YOU will NOT fire any weapon until such time as you have been fully trained, exercised and tested to be capable of safely handling the weapon.
7. When handing over a weapon to someone else, SHOW/PROVE to them
..... “What should I show and prove?”
8. When anyone hands a weapon to you - NO MATTER WHO THEY ARE – Insist that they show and prove to you that it is safe.
9. NO weapon will be Severe action will be taken against anyone doing this. “What shouldn’t I do with any weapon?”

"IT'S BETTER TO BE SAFE THAN SORRY"

Safety Precautions for Using Weapons:

Student B Text.

Student B. You have an incomplete version of a leaflet giving information about the rules for handling weapons. Your partner has a similar leaflet with different information missing. Ask and answer questions to complete your leaflet. Use the questions to help you

SAFETY PRECAUTIONS

RULES FOR HANDLING WEAPONS OF ANY TYPE AT ALL TIMES

Whenever you pick up a weapon, or have a weapon personally handed to you or when you take over a weapon, ALWAYS carry out the NORMAL SAFETY PRECAUTIONS (NSP).

1. Whether it is your own or someone else's weapon, ALWAYS examine it to ensure that it is NOT loaded.
2. NEVER even in fun. *“What shouldn’t I do, even in fun?”*
3. ALWAYS handle a weapon so that it points in such a direction that there is NO DANGER if a round is accidentally fired.
4. NEVER rest the muzzle of a loaded weapon, or a weapon 'made safe' Similarly, do not hold a weapon with your hand or hands placed over the muzzle *“Where should I never rest my weapon?”*
5. Weapons will NEVER be carried in VEHICLES either loaded or in a 'made safe' state. Operational conditions exempted.
6. YOU will NOT fire any weapon until *“When will I be allowed to fire a weapon for the first time?”*
7. When handing over a weapon to someone else, SHOW/PROVE to them first that it is in a SAFE and in an UNLOADED state.
8. When anyone hands a weapon to you - NO MATTER WHO THEY ARE – Insist *“When someone hands me a weapon, what should I insist on?”*
9. NO weapon will be tampered with to make modification, etc. Severe action will be taken against anyone doing this.

"IT'S BETTER TO BE SAFE THAN SORRY"

Safety Precautions for Using Weapons: Answer Key

This is the complete text and will contain all the missing information that the students need to exchange with each other

Whenever you pick up a weapon, or have a weapon personally handed to you or when you take over a weapon, ALWAYS carry out the NORMAL SAFETY PRECAUTIONS (NSP).

1. Whether it is your own or someone else's weapon, ALWAYS examine it to ensure that it is NOT loaded.
2. NEVER point a weapon at anyone - even in fun.
3. ALWAYS handle a weapon so that it points in such a direction that there is NO DANGER if a round is accidentally fired.
4. NEVER rest the muzzle of a loaded weapon, or a weapon 'made safe' on your foot or against your body. Similarly, do not hold a weapon with your hand or hands placed over the muzzle.
5. Weapons will NEVER be carried in VEHICLES either loaded or in a 'made safe' state. Operational condition excepted.
6. YOU will NOT fire any weapon until such time as you have been fully trained, exercised and tested to be capable of safely handling the weapon.
7. When handing over a weapon to someone else, SHOW/PROVE to them first that it is in a SAFE and in an UNLOADED state.
8. When anyone hands a weapon to you - NO MATTER WHO THEY ARE – Insist that they Show and prove that it is safe'
9. NO weapon will be tampered with to make modification, etc. Severe action will be taken against anyone doing this.

"IT'S BETTER TO BE SAFE THAN SORRY"

Physical Training. Worksheet B. Listening Text.

So, I'm going to tell you about six exercises. You can see them in the pictures in front of you.

Now the first exercise I will tell you about is the Abdominal stretch. This is very good for getting the stomach mobilised. So, for this exercise you stand looking straight ahead, with your feet shoulder width apart. You take you hand and gently stretch down the side of your body. You then hold this position for six to ten seconds and then slide the arm back up the body. You do the same with the other arm. You should repeat this on both sides for a total of between 15 and 20 times. So, that was the Abdominal stretch.

Well, the second exercise I'll tell you about is squats. This is great for strengthening the thighs. Keeping the head up and the back straight, bend your knees until they reach no more than 90° then straighten. Ensure your knees do not come forward over the front of your toes. Extend both arms forward to assist with balance when doing a squat. If required hold on to a secure handle/door frame, etc for better balance. Note: Never squat beyond 90 degrees

Next I'll tell you about Leg Thrusts. This is a great exercise for working all the major muscles and the heart and lungs as well. Well, you get in a squat position with one knee bent and hands flat on a bench supporting your weight. Make sure the weight is supported properly. Now, keeping the body straight shoot one leg backwards in one movement until fully extended and straight. The other knee should be bent up underneath the body. Alternate legs in a quick thrusting movement. Repeat. A real killer this one. If you want to make it even harder there is a variation. Place your hands on the floor, and/or squat thrust with both legs at the same time. So that's Leg Thrusts.

So, another exercise is called Heaves. This great for the biceps and for upper body strengthening. Using a beam or something similar over your head that can support your weight, hang from the beam using an under grasp with the arms fully extended. Pull upwards towards the beam until the chin clears the top of the beam. Lower under control until the arms are fully extended. The beam should be at a height that just allows you to hang freely without touching the floor. That's called Heaves. Pulling yourself up.

So, the next one I'll tell you about is Press Ups. This is a great exercise for developing muscles in the chest arms and shoulders. You must lie on the ground and lift yourself up on your arms and feet, so your hands and your toes are touching the ground. Now your hands are about shoulder width apart, body straight and head looking slightly forwards of your hands. Bend the elbows and lower the body to about one inch off the floor, then return to the start position. Repeat. An easier alternative to this exercise is to rest the knees on the floor. A harder alternative is to place your feet higher than your hands. Again the quality of the exercise is always better than the quantity. So, that's doing press ups.

So, the last exercise I'll tell you about is tricep dips. This exercise is really good at building strength in triceps. Use a chair (or similar height object) that can support your weight. Arms straight, legs extended with feet flat on the floor, hands shoulder width apart supporting the body on the chair. Lower your body until the elbows are at 90°. Then push up to return to the start position. Repeat. To make the exercise slightly easier, move your feet closer to the bench by bending your knees

Physical Fitness: Worksheet A

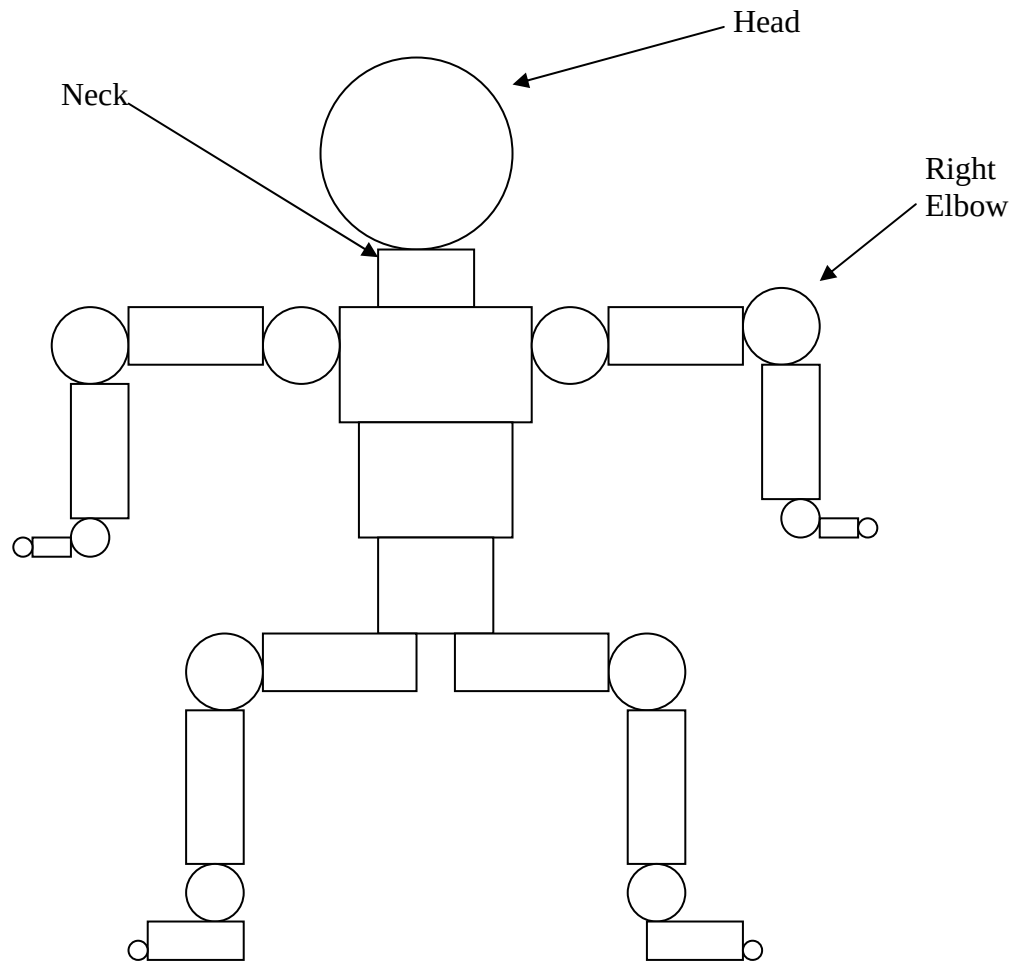
1. Your teacher will give you a picture of a human body and some words that name parts of the body. Write the names in the right place on the body.
2. In pairs. Tell your partner what you do to keep fit. Think of running, swimming, playing sports and working in the gym. How often do you do these activities? Think of eating the right things. What are they? Listen to your partner and remember what he tells you.
3. Now change partners and tell your new partner how your old partner keeps fit.
4. Go back to your original partner. A young person wants to join the army. They want to get fit before starting basic training. You have to give advice to that person. Talk to your partner and decide what advice you would give on
 - How to train
 - think of when, where, getting ready, footwear and clothing
 - What they should eat and drink
 - Think of when, how often, what types of food
 - What to do before and after a training session
5. Now change partners and tell your new partner what advice you would give.
6. Reading. You will get a reading text. There are no exercises to this text. All you have to do is to read it and remember what it says. Use a dictionary or your teacher to help you understand it. Later you will tell someone else about this text. (You will have either Reading Text A, Reading Text B or Reading Text C).
7. Now get into groups of three. One with Text A, one with Text B and one with Text C. Tell the other two in your group what you have learnt from the text. If you have learnt some new words whilst reading the text, teach your partners what these words are.

Physical Fitness: Parts of the Body.

(Material originally produced by Liam Anderson at the British Council, Czech Republic)

Part 1

Label the parts of the diagram with the correct names for the parts of the body below.



Chest	Stomach	Pelvis	Left arm
Right hand	Left fingers	Right fingers	Left thigh
Head	Neck	Left shoulder	Right shoulder
Right arm	Left elbow	Right elbow	Left forearm
Right thigh	Left knee	Right knee	Left calf
Right calf	Left ankle	Right ankle	Left foot
Right forearm	Left wrist	Right wrist	Left hand
Right foot	Left toes	Right toes	

Physical Fitness: Reading Text A.

Helpful Hints.

When to train. Training can normally be conducted at any time, first thing in the morning, at lunchtime or during the evening. Try not to run within 1 ½ hrs of consuming a heavy meal. If possible, attempt to adopt a routine that best suits you. Aim to follow the training programme rigidly, however should you miss one of the sessions catch up by using one of your rest days.

Running Routes. Before you start the Fitness Programme, it is extremely important to choose your running routes, if possible on flat grass or a variety of different surfaces. This is important because running on roads can put a lot of strain and pressure on your lower limbs and joints, i.e. the ankle, knee and hip joints.

Warming Up and Cooling Down. Make sure that you do this correctly. It is a very important part of your training and prevents injury.

Injuries. Do not train if you are injured or feel unwell. Seek medical advice from your doctor and follow any treatment recommended.

Training Partners. If possible try to run with a partner, preferably someone who is roughly the same fitness level as you, it will help you stay motivated.

Safety. Before going on a run please inform your parents or a friend of the running route you are about to use, this is for safety reasons only. Wear light coloured clothing if running in the dark.

Footwear and Clothing. Wear loose fitting running clothes and a good pair of running shoes. If running in poor visibility, wear clothing that can be easily seen, such as light coloured vests or reflective bibs

Physical Fitness. Reading Text B

FLUID REPLENISHMENT

The importance of drinking fluid while you are training cannot be emphasized enough. If for whatever reason you do not replace the fluids that you have lost through sweating, you will increase the chance of suffering from dehydration. The fluid you should be drinking is water or any isotonic / energy type drink. Avoid fizzy drinks and never re-hydrate with alcohol

DIET AND NUTRITION

There is an old saying "you are what you eat!" To ensure that you get the maximum benefit from your training programme, Your body requires the correct fuel intake (food). Try to avoid excess amounts of the following:

- a. Fried Food.
- b. Take Away / Fast Food.
- c. Alcohol / Smoking.
- d. Snacking between meals.

The energy from the food that you eat is essential for your ability to sustain physical activity and improve performance. Food can be categorised into 6 classes:

- a. Carbohydrates – e.g. pasta, potatoes, rice, fruit and grains.
- b. Fat – e.g. cheese, butter and whole milk.
- c. Protein – e.g. chicken, fish any white meat.
- d. Vitamins – e.g. fruit and vegetables.
- e. Minerals – e.g. fruit and vegetables.
- f. Water – for fluid replenishment

FOOD IS FUEL

The most important thing to remember is to have 3 balanced meals per day, using some of the foods listed above as part of your diet. If you find that you need to snack between meals, try eating fruit or any low fat snack.

Physical Fitness. Reading Text C.

WARM UP AND COOL DOWN EXERCISES

Warm Up.

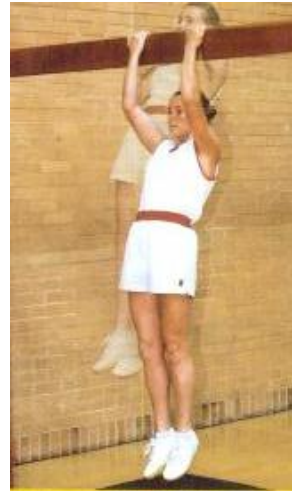
It is very important to perform a warm up before exercise. This helps loosen the muscles, mobilise the joints and ensure the heart and lungs are working effectively. It also prepares your body for more vigorous exercise still to come and failure to warm up could lead to injury. Your warm up regime should include:

- a. Brisk walk or gentle jog for 3 minutes.
- b. Gentle rotation of hips and shoulders, neck and head for 3 minutes.
- c. Increase the pace of your jogging for 3 minutes.
- d. Light stretching of the arms and legs and abdomen using the stretching exercises 1-4 described below.
- e. Final 3 minute period of jogging, with the pace slightly increased.

It is equally important to cool down after exercise, again, this will prevent injury and reduce the likelihood of muscle stiffness. Finish all sessions with 2 or 3 minutes of very gentle jogging, followed by 5 minutes of the stretching exercises 1 - 4 described below. Remember, hold a gentle stretch for about 20-30 seconds and then relax slowly.

Physical Fitness Worksheet B

1. Look at the pictures and describe what the people are doing.
2. Listen to someone describing these exercises and write the name of the exercise next to the right picture.



Physical Fitness Worksheet C

1. Look at these pictures and the texts below. Match the pictures with the texts.



The Texts.

1. Place one leg forward with the knee straight and your toes pulled back towards you. Bend your rear leg and place your hands on the bent knee for balance. Keeping your back straight, slowly bring your chest over the forward knee, feeling the stretch at the back of the upper leg and knee area. Hold the stretch for 20-30 seconds. Change legs and repeat. Repeat 3 times for each leg.
2. The aim of doing this exercise is to improve the strength of the abdominal region (the 6 pack). Place your feet underneath a chair or a bar (or get someone to hold your feet) before attempting to do your sit-ups, this will greatly assist you. Lie with your back on the floor, knees bent to a 90° angle and feet flat on the ground, arms crossed and placed loosely across the chest. Sit up so that the elbows touch the knees. Return back, under control, to the floor. Repeat as often as you can. Remember that while carrying out the sit up, the quality of the exercise is always better than the quantity. Vary the sit-up by alternating between feet fixed to the floor and non-fixed, this places a different emphasis to the abdominal muscle group you are working. Alternatively do half sit ups, with your hands on your thighs - only sitting up until your fingers touch the knees.
3. Stand leaning against a wall one foot in front of the other, toes facing forwards. Bend the front leg gently stretching the rear calf muscle. Maintain this stretch for a minimum of 20-30 seconds. Change legs and repeat. Repeat on both sides a total of 3 times each.
4. Using a low chair (or similar object step, bench, etc.) that can support your weight, step up onto the chair and stand straight before returning to the floor. Repeat. Change the leading leg for stepping up and down alternatively.
5. Stand with feet apart, chest out, stomach in, and with hands behind your back. Force the palms of your hands backwards and upwards (remember to keep your body upright and not to lean forward) and hold for 10 seconds. Relax and repeat 3-4 times.

2. Now match the following names of exercises with the pictures and texts.

Step Up

Calf Stretch

Sit Up

Chest Stretch

Hamstring Stretch

Physical Fitness. Writing. Preparing A Physical Fitness Training Programme.

(Material originally produced by Liam Anderson at the British Council, Czech Republic)

Read the scenario below and write notes under the headings.

You are a platoon commander in a mechanized infantry battalion.

You have fifteen new recruits from basic training. Ten are eighteen years old, they don't like sports and they are fat. Three are twenty four years old; they have just finished their studies at university. One of the university graduates is very fit and he likes rock climbing, the other two are thin and pale because they have spent the last six months in the library. The last two are twenty years old, they dropped out of school, they are very fat because they have been drinking beer since they were sixteen. They enjoy watching sports but not playing.

Your company commander wants them at a combat level of fitness in twelve weeks.

You may use the football field at the back of the camp. There are footballs in the storage shed. There are some weights in a storage cupboard. The camp has a perimeter of one and a half kilometres. The battalion commander has an agreement with the managers of the local swimming pool that soldiers may use the pool when it is not open to the public, that is to say after 2100 hrs and before 0600 hrs. You have two experienced warrant officers in your platoon who can lead PT. You can take up two hours a day of their time every day, including Saturdays and Sundays.

You must produce a training plan showing how you will bring them up to this level of fitness.

Situation

Objectives

Deadlines

Resources

Physical Fitness Training Answer Key

Note for Teachers

After you have gone through the Worksheet B. You might like to get the students to instruct each other on how to do these exercises. Clear some floor space and get the students in pairs. Get one student to instruct the other student on how to do the exercise and the second student actually has to do the exercise. Do the same after working through Worksheet C. The students should be fit soldiers who are capable of doing these exercises but be careful no-one hurts themselves. You will find that the students enjoy this chance to be physically active.

Parts of the Body

I'm sure you don't need an answer key for labelling the parts of the body.

Worksheet B

Names of Exercises: Listening Text

Left Hand Photographs

1. Press Ups
2. Abdominal Stretch
3. Tri-cep Dips

Right Hand Photographs

4. Squats
5. Heaves
6. Leg thrusts

Worksheet C

Matching Texts and Pictures and Naming Exercises: Reading Text.

Left Hand Photographs

1. Text Four. Step Ups.
2. Text Two. Sit Ups.
3. Text Five. Chest Stretch

Right Hand Photographs

4. Text Three. Calf Stretch.
5. Text One. Hamstring Stretch.

Choosing and Preparing a Campsite: Listening Texts

Tapescript 1

Well, OK, so you are out in the field. It's getting late in the day and you're looking for somewhere to put up the bivis for the night. So, what should you be looking for? Well, the first thing is to make sure you have shelter from the prevailing wind. That's the direction that the wind normally comes from; in England that's mostly from the west. If you don't have shelter from the prevailing wind you'll get a lot colder. Well, you want somewhere that is on fairly level ground; that's quite flat, you don't want to be rolling downhill in your sleep, and the soil has to drain well. So water doesn't stay on the surface. Or you might end up sleeping in mud. Oh, it's also good to be facing east. It's good to get the early morning sun into the bivis. You need to be close to a good clean water supply, so you don't have to walk too far. Oh, and it shouldn't be directly under trees. If you put bivis directly under trees, after it's rained the water still drops on them from the trees. It's best to be out in the open. Well, those are the basic things. There are other things to think about, I'll tell you later.

Tapescript 2.

So, I said I'd tell you some more about preparing a campsite, so here goes. Well, the first thing to think about is making the campsite safe. Make sure you are not below the level of a lake, river or reservoir. Otherwise, if there is heavy rain then the river, lake or reservoir will burst its banks and you'll get flooded. You should also make sure that you are not under a cliff or overhanging rocks. A rock could easily fall onto the tents. Then, the ground shouldn't slope down from the tents to the fire or cooking area, because things could roll out of the tents and into the fire. Another thing is the ground should be safe for cooking. There could be leaf mould on the ground, or even peat under the surface, and this will cause an underground fire that could burn for a long time.

Well, those are things for safety. What about things for comfort? Well, I said before that tents shouldn't be placed under trees, because rainwater will drip from the trees a long time after it's stopped raining. The cooking area should be too close to the tents, because the tents could catch fire. Oh, and this is very important, the latrine and washing area should be down wind from the tents. That's the wind should blow from the tents to the latrines. Otherwise, you'll have horrible smells around the tents. Just a couple of more things, the drinking water point should be upstream from the washing water point, so that you don't have to drink water that someone has been washing in. And the last thing, you have to make sure that vehicles can get in and out of the campsite. Someone might get ill and need an ambulance.

Well, that's about it for finding a good campsite and preparing it so that it's safe and comfortable. Hope, you enjoy living in the field. Or at least find it not too uncomfortable.

Choosing and Preparing a Campsite: Worksheet

Information taken from A Soldier's Pocket Book pages 65 to 66

Task One

On a campsite there are tents (the British army calls these bivis [bivees]); a cooking area; latrines; and a washing area.

Match the place on the left with its definition on the right

- | | |
|-----------------|--|
| 1. Bivis | a. Place where you get clean |
| 2. Cooking area | b. Somewhere to shit and piss (defecate and urinate) |
| 3. Washing area | c. Somewhere to sleep |
| 4. Latrine | d. Somewhere to prepare food |

Task Two

On your own: Imagine what an ideal place for a campsite for a small group of soldiers would be like. Write down a few ideas.

With a partner: Compare the things that you have written down.

With all the class: Discuss with the whole group what an ideal site should be like.

Task Three (Tapescript One)

Listen to a soldier describing what an ideal site should be like. Did he say the same things as you?

Task Four

Listen again and tick the things the soldier mentions

An ideal site should be

- a. In the open
- b. Far away from houses
- c. On well-drained fairly level soil
- d. Not close to a road
- e. Not directly under trees
- f. Far away from farm animals
- g. Be close to a good clean water supply
- h. Near a shop
- i. Give Shelter from the prevailing wind
- j. Face east to catch the early morning sun

Task Five

Listen once more and remember the reasons the soldier gives for each thing he says. When the tape stops, tell a partner the reasons you have remembered.

Task Six

With a partner: Imagine you are going to instruct a group of twelve recruits on what the place is to set up a camp in the field. Prepare the briefing you will give the recruits. Practise the briefing with your partner. When you have your briefing ready, write in three deliberate mistakes.

Task Seven

With a new partner: **A:** Give your briefing to your new partner. Your new partner has to listen to the briefing and write down the deliberate mistakes you made. At the end he will correct you. **B:** Listen to your partner's briefing. Write down the mistakes he makes. When he has finished correct the mistakes that he made.

Task Eight

On the right there are nine things you should think about when preparing a campsite. Match them with the reasons why they are important that are listed on the left.

- | | |
|---|---|
| 1. Is it below the level of a river, lake or reservoir? | a. You may need to be rescued. |
| 2. Is it under overhanging rocks or cliffs? | b. There could be a fire. |
| 3. Make sure that the ground does not slope down from the tents to the fire or the cooking area. | c. Things could roll into the fire. |
| 4. Ensure the ground is safe for cooking. | d. You don't want to drink dirty water. |
| 5. The tents should be sheltered from the wind and not under trees. | e. The campsite might get flooded. |
| 6. The cooking area should be close, but not too close, to the tents. | f. You don't want any horrible smells near the tents. |
| 7. The latrine and washing area should be down wind and away from the tent site and cooking area. | g. Rain will drip onto the tents for a long time. |
| 8. The drinking water point should be upstream from the washing water point. | h. Rocks may fall onto the tents. |
| 9. Vehicles have to get in and out. | i. Leafs can catch fire. |

Task Nine. (Tapescript Two)

Now listen to a soldier talking about preparing a campsite. Were you correct?

Task Ten.

In pairs: One partner reads one thing that you should do to prepare a tent from the list in task eight; the second partner gives the reason. Keep asking and answering until you have read all the things to do and then change roles. Example: **A:** You should make sure the campsite is below the level of a river, lake or reservoir. **B:** Because the campsite might get flooded.

Task Eleven. (Homework)

Write instructions on how to select and prepare a campsite.

Choosing and Preparing a Campsite: Teacher's Notes And Answer Key

One area of the BMATT course involves training in "Living in the Field". Choosing and preparing campsites is one of the tasks involved in this activity, so it is really useful for the students to learn the vocabulary associated with this area, as well as developing the kind of listening, speaking and writing skills that are also developed with this material.

The first two tasks are to activate the students' existing knowledge of these subjects, and to stimulate what lexis they already have in this area.

Informal, everyday soldier language is used in Task One, "shit and piss", as this is the kind of language they are likely to hear. The more polite forms "defecate and urinate" are put in brackets in case the students need to use them.

Key to Task One.

1 = c 2 = d 3 = a 4 = b

Before Task Three, remind the whole class of the ideas about an ideal place for a campsite they came up with.

Task Three is a listening activity which requires no written response. This allows the students to concentrate on what is said, rather than find any answers.

Task Four allows the candidates to listen again, but this time in a more focused way. Go through the list of items first: reading each one out loud and checking to see if the students understand them. If necessary play the tape twice.

Key to Task Four

The things mentioned are **a, c, e, g, i** and **j**,

Task Five again allows the student to listen again, but boredom is avoided, as the task is different. It also requires the students to speak, using phrases they just heard. This helps to consolidate understanding and in transferring language to the long-term memory.

Key to Task Five

shelter from the prevailing wind - If you don't have shelter from the prevailing wind you'll get a lot colder.

somewhere that is on fairly level ground - you don't want to be rolling downhill in your sleep,

soil has to drain well - you might end up sleeping in mud.

good to be facing east - good to get the early morning sun into the bivis.

close to a good clean water supply - so you don't have to walk too far.

it shouldn't be directly under trees - after it's rained the water still drops on them from the trees.

It's best to be out in the open - (so rain doesn't drip off trees onto your tent, {Implied not said}).

Tasks Six and Seven give the students the opportunity to prepare and practise giving a briefing, one of the speaking types highlighted in the Needs Analysis carrying out for the BMATT course.

Briefings should be in simple straightforward language. They should begin by stating the topic of the briefing and giving a brief outline of what is going to be said. There should be clear stages in the briefing and changes in the stages should be stated. "So, that's about choosing a campsite, I will now talk about preparing the campsite." Key pieces of information should be repeated. At the end the speaker should ask for questions.

It is worth spending a lot of time on this and for the all of the students to give the briefing. (This does not have to be in front of the whole class, but to another pair of students as the task suggests). The more the students practise speaking for a long uninterrupted period of time the better they will get at it. Encourage a continuous flow of language without too many hesitations.

Tasks Eight and Nine provide additional language and further practise of the skill of listening. Go through the two lists and make sure the students understand the language. If the students predict the answers before they listen, (which they may well do) then ask them to listen to check their predictions.

A follow up pair work to this could be to ask the students to get into pairs, a and b, a reads five things that you need to think about when

Key to Task Eight.

1 = e 2 = h 3 = c 4 = i 5 = g 6 = b 7 = f 8 = g 9 = a

Task Nine provides a further example to encounter the language presented in Task Eight and gives further language practise.

Task Ten allows for the practise of the language that was presented and met again in Tasks Eight and Nine and also gives some practise in speaking.

Task Eleven, which could be the homework task, allows the candidate to use the language learnt in the lesson and practice the important skill of writing instructions. Writing instructions was a skill that was highlighted in the Needs Analysis for the BMATT course.

Written instructions should be in clear and simple language.

Building Temporary Shelters. Listening Text.

Living in the field can be rough, but is not so bad if you have a bivi, that is a tent, and you have made a campsite. But there are times when you don't have a bivi with you and you have to make a temporary shelter. Now, how do you do this? Well, there are a number of improvised shelters and tents you can make. You can see the illustrations, that is the drawing, on the paper you have in front of you now.

You will see that all of the tents and shelters in the illustrations make use of a groundsheet. A groundsheet is a large waterproof sheet that you use on the ground inside a tent. This is to stop you getting wet from the bottom. And, as a groundsheet is large and waterproof, it is excellent for making a temporary shelter or tent.

Now, the first type of temporary shelter I'll tell you about actually looks like a tent. To make this, you have to find some fallen branches. You need five straight branches. You cut all the side twigs and branches off so you are left with a five long poles; You then chop the poles so that you have four the same size and one a bit longer. You push the four poles that are the same size into the ground. Two at the front and two at the back. You push them in diagonally so they cross each other at the top. You then tie the two pieces together at the place where they cross. Then you put a pole across the top. So, what you have is the frame of a tent. Then you throw your groundsheet over the frame and peg it to the ground on either side.

The next type of shelter is much simpler. For this you need to find a fallen tree trunk. Quite a big one. You lay part of the ground sheet on top of the trunk, pull out the rest and peg it to the ground. You'll probably need to put some heavy weight, like some stones, on the part of the ground sheet lying on the fallen trunk, otherwise it will fall off. Oh, and make sure you put the shelter on the side of the fallen trunk that is away from the prevailing wind. That is the direction the wind usually blows in.

The third type of shelter I will tell you about is a little more complicated. First you have to find a tree. You tie one end of a rope around the trunk and lower branches of a tree and the other end around one edge of a groundsheet. You sought of bunch up a part of one end of the groundsheet and tie the rope around it. When you've done that, you spread out the groundsheet and peg it to the ground.

The last type of shelter I'll talk about also looks more like a tent. You need to find a tree for this type of shelter to. You tie a rope between the tree trunk and one of the branches of the tree. Make sure the rope is horizontal to the ground. That is parallel to the ground. You then just throw a groundsheet over it and peg the groundsheet out at both sides.

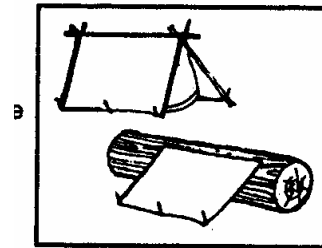
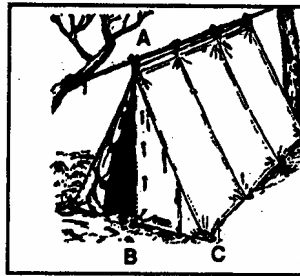
For all these temporary shelters you need three things. A groundsheet, some rope and something to use as tent pegs. You can use meat skewers, those things you use to grill meat, or you can use twigs and small branches you can find on the forest floor.

So, there is no need to be out in the rain all night. With some imagination you can build a temporary shelter and keep yourself dry.

Building Temporary Shelters. Worksheet.

1. In pairs talk about the following things. Have you ever had to build a temporary shelter? How did you do it? What different types of temporary shelter are there and how do you build them?

2. In pairs. Look at the following pictures of shelters, describe them to you partner and tell him how they were built. The following words may help you, *looks like, find, branches, cut, chop, poles, push, diagonally, cross (verb), frame, throw, peg (verb), fallen, tie, bunch up, spread, horizontal, rope*. (If you don't know what these words mean, look in a dictionary, or ask your teacher)



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3. Now listen to someone describing how to build these shelters and number the shelters in the order he talks about them.

4. Listen again and fill in the gaps.

- a) make use of a groundsheet. A groundsheet is a large
- b) To make this, you have to some fallen branches.
- c) You then tie the two pieces together at the place where they
- d) You lay part of the ground sheet on top of the trunk, pull out the rest and it to the ground.
- e) the rope around it. When you've done that, you the groundsheet
- f) make sure the rope is to the ground

5. Choose one of the types of shelter. Listen again and make notes on how to build the type of shelter you have chosen.

6. Find a partner who has chosen a different type of shelter. Tell him how to build the shelter you chose and listen to him tell you how to build the shelter he chose.

Building Shelters: Answer Key

4. Listen again and fill in the gaps.

- a) .. make use of a groundsheet. A groundsheet is a large **waterproof sheet**
- b) .. To make this, you have to find some fallen branches.
- c) .. You then tie the two pieces together at the place where they **cross**
- d) .. You lay part of the ground sheet on top of the trunk, pull out the rest and peg it to the ground.
- e) .. the rope around it. When you've done that, you spread **out** the groundsheet
- f) .. make sure the rope is **horizontal** to the ground

Cooking in the Field 1. Listening Text

You are in the field. You are tired. You are hungry. You have to eat. But there is no military canteen or mess hall nearby. What do you have to do? You have to cook in the field.

Well, if you are lucky, you will have a cooker with you. There are two kinds of cookers that can be used. There is a butane gas cooker, a cooker that uses gas from a bottle as fuel. And there are Tommy cookers. These are cookers that burn small blocks of solid fuel.

If you are not so lucky, you will have to build a fire.

Well, first there are some rules about building a fire.

The first one is that you have to have official permission from the owner of the land. And I mean official permission. You can't just ask a landowner in person and get him to say yes. The landowner has to sign an official agreement with the army.

The second rule is that cooking areas should be away from bivis and anything else that might catch fire. So, look around you before you start a fire. Is there anything nearby that might catch fire?

The third rule is that all fires should be put out before going to sleep. I know it's nice to have a warm fire burning through the night, but it is too much of a fire hazard.

So, those are the three rules, get the landowners permission, don't light a fire near anything that might catch fire and put fires out before going to sleep.

And what about building a fire? Everyone thinks they can make a fire, but can they make the right kind of fire? If you just take a pile of dry leaves, pile on twigs and branches any old way, and then set fire to it, you'll have a great big fire with lots of flames, but one that is useless for cooking. It could also be a danger to others and the enemy will see it from miles away.

No, what you need is a quick hot little fire that will boil water in a jiffy. One where the flames burn down quickly and you are left with nice red-hot glowing embers with no smoke. That's the best kind of fire; a nice small red-hot fire with glowing embers and no smoke.

Cooking in the Field 2: Listening text

Right, I was telling you about building a fire? wasn't I. About how the best kind of fire was a small one with lots of hot embers? You remember that? So, what else is there about building a fire?

Well, it's best if you have the fire below ground level. This is to stop the wind blowing the fire out. Well, the best thing is to have both the fire and the mess tin below ground. If the mess tin is above ground, it will lose heat quicker.

So we want our fire and mess tin below ground level. How do we do that? Well, the best thing would be to use a small rut made by a vehicle. Some of these personal carriers and tanks are really heavy and make nice deep ruts. But if you can't find a rut, you have to make a scrape in the ground. You should have a trenching tool in your kit; just use that to scrape out a hole in the ground.

Remember, we want a scrape deep enough to light a small fire that quickly burns down to embers and that we can rest the mess tin on so that everything is below the surface of the ground.

Now, if it's possible, it's a good idea to have your scrape with the breeze blowing through its length. This will keep the embers glowing and give you a nice gently heat, the best kind of heat to cook on.

Never cook on a fire with a lot of smoke, it will give your position away and make your mess tins really difficult to clean. It will also be really unpleasant to work with. You'll have to keep dodging the smoke.

And don't be lazy. Prepare your food while the fire is burning down to embers, don't just sit and watch the flames.

And because you have taken so much time and trouble over getting the fire right, you have to make maximum use of the heat when the fire is at its best. Put on a mess tin of water whilst your eating to make a hot cup of tea when you've finished.

Oh and one last thing, using cooking foil is very efficient. If you're lucky to have some, wrap food in cooking foil and put it in the embers. Baked potatoes in their jackets are very good cooked like this.

Cooking in the Field 1: Worksheet

Pre-Listening Activities

Whole class: When you are on a field exercise, how do you cook food? Do you use cookers or a real fire? What kind of cookers do you use? What rules are there for lighting a fire?

On your own: Complete the following sentences.

A good fire

A bad fire

In pairs: Now show what you have written to your partner and explain what you have written.

While Listening Activities. (Text One)

Fill in the missing information.

1. Name of Cooker 1 2. Type of fuel used

3. Name of Cooker 2 4. Type of fuel used

5. Rule One for lighting a fire: Get from

6. Rule Two for lighting a fire: Don't near

7. Rule Three for lighting a fire: Put before

Complete the following sentences

A) If you just take a pile of and pile on twigs and any old way, you'll have a great with lots of but one that is useless for

B) What you need is a quick that will boil water in a jiffy. One where the burn down quickly and you are left with nice red hot and no

After Listening Activity

In Pairs: Turn over this worksheet and tell your partner everything you remember about the text. Now find another partner and do the same.

Cooking in the Field 2: Worksheet

Pre Listening Activities

Whole class: What problems might you have in using a fire for cooking in the field? How would you overcome those problems?

In Pairs: Look at the first questions. Guess what the answers may be.

While Listening Activities

Listen and Complete the following sentences

The best place to have a fire is ...

Heavy Personnel Carriers and Tanks help because ...

Use a trenching tool to ...

A breeze blowing through the fire is useful ...

Never cook on a fire with a lot of smoke because ...

1

2

3

Make maximum use of the fire by ...

To cook food efficiently you could wrap it in

In Pairs: *Check your answers with your partner*

Vocabulary

Match the words on the left with their definitions on the right

Embers

Mess tin

A rut

A trenching tool

A scrape

Dodging

(potatoes) in their jackets.

Something to dig holes with

A long narrow hole made by a wheel
with their skins on

a special pan for cooking

hot glowing bits of a fire

getting quickly out of the way

A shallow hole in the ground

Listen again and check the answers you gave.

After Listening Activity

Write instructions on how to cook in the field using the information from the two listening texts.

Cooking in the Field 1. Answer Key.

While Listening Activities.

Fill in the missing information.

1. Name of Cooker 1 **Butane Gas cooker** 2. Type of fuel used **gas from a bottle**
3. Name of Cooker 2 **Tommy Cooker** 4. Type of fuel used **blocks of solid fuel**
5. Rule One for lighting a fire: Get **permission** from **the landowner**
6. Rule Two for lighting a fire: Don't **light a fire** near **anything that can burn**
7. Rule Three for lighting a fire: Put **out the fire** before **going to sleep**

Complete the following sentences

A) If you just take a pile of **dry leaves** and pile on twigs and **branches** any old way, you'll have **a great big fire** with lots of **flames** but one that is useless for **cooking**.

B) What you need is a quick **hot little fire** that will boil water in a jiffy. One where the **flames** burn down quickly and you are left with nice red hot **glowing embers** and no **smoke**.

Cooking in the Field 2. Answer Key.

While Listening Activities

Listen and Complete the following sentences

The best place to have a fire is **below ground level**

Heavy Personnel Carriers and Tanks help because **they make deep ruts**

Use a trenching tool to **scrape out a hole**

A breeze blowing through the fire is useful **because it keeps the embers glowing**

Never cook on a fire with a lot of smoke because ...

1 **it will give your position away**

2 **it makes your pans dirty**

3 **it's unpleasant to work with**

Make maximum use of the fire by **boiling water after cooking**

To cook food efficiently you could wrap it in **cooking foil**

Vocabulary

Match the words on the left with their definitions on the right. (Correct answers are given below)

Embers
Mess tin
A rut
A trenching tool
A scrape
Dodging
(potatoes) in their jackets.

hot glowing bits of a fire
a special pan for cooking
A long narrow hole made by a wheel
Something to dig holes with
A shallow hole in the ground
getting quickly out of the way
with their skins on

Don't let the enemy see you: Worksheet

Pre-Reading Activities

1. Discuss in pairs and then with the whole class: How do you stop the enemy seeing you when you are on the battlefield?
2. What do the following words mean? Camouflage. Concealment. Cover.

While Reading Activities:

You are going to read a text. Don't Let the Enemy See You. As you read the text do the following activities

1. Write down three ways of camouflaging a soldier.

- i.
- ii.
- iii.

2. Write down five places where you can take cover.

a. **b.** **c.** **d.** **e.**

3. Answer the following questions

a) What makes a uniform good at giving camouflage?

.....

b) Where should you put special camouflage paint?

.....

c) What is bad about isolated cover?

.....

d) What problem might you have with your rifle?

.....

e) What problem might you have with your own shadow?

.....

Post Reading activities 1

1. Compare your answers to 1 and 2 with a partner.
2. In pairs ask and answer the questions in task 3.

Vocabulary Activities

1. Find two verbs in the text that mean to make something look like its background.

a) b)

2. What two verbs are commonly used with the noun “cover”? ...

a) b)

3. Find words that mean

a) Easily seen

b) With nothing nearby

c) The outline of something

d) The place where the earth or buildings meet the sky

Post Reading Activities 2

3. In pairs: Prepare a short briefing on the use of Camouflage and Concealment.

Decide what information you are going to give

Organise the information into short sections

Ask your teacher to help you with words you find difficult to pronounce

Make notes to use while you are speaking

Practise giving the briefing to your partner

4. Change partners. Give the briefing to your new partner and listen to his.

Keep calm and speak clearly

Don't be afraid to look at your notes

Tell your partner what you think of his briefing.

Did you understand it?

Were the important things said?

Any words which were difficult to understand?

Don't Let the Enemy See You: Text

You are crossing a battlefield. The enemy sees you. They shoot. You are dead. Don't let the enemy see you.

But how can you stop the enemy seeing you? By using camouflage and concealment.

CAMOUFLAGE

Camouflage is putting things onto something to make it difficult to see. You can camouflage a tank or a helicopter by putting nets over them.

Camouflaging yourself starts with your battle uniform. Its colour and design make it easy for you to blend in with the background. But you can add to your battle uniform. You can put local vegetation, such as grasses, twigs and leaves, onto your uniform. But you have to put on the right amount. Too much and you will stand out against the real background. Too little and the enemy will see you.

And you can put dark paint on your face. Again, you have to put on just the right amount. Don't forget the backs of your hands and wrists.

CONCEALMENT

Concealment is putting something in a place where it can't be seen. You conceal a tank by putting it inside a barn. When you conceal yourself, you place yourself where it is difficult to see you.

The best place to conceal yourself is behind cover. Cover is any solid object that stops the enemy seeing you. Trees, hedges and bushes provide cover. You can take cover behind a wall, or a vehicle, such as a tank. But don't use isolated cover, such as a single tree in a field. The enemy will know that you want to take cover. They will guess that you are taking cover behind the single tree in a field. They will fire at the tree and may hit you.

There are some things to remember about concealment.

Something is seen because its shape is easy to see. What is the most obvious shape that a soldier carries? the shape of his rifle. Make sure your rifle doesn't stand out; the enemy will notice its shape and fire at you.

If you walk over the top of a hill, the enemy will see your silhouette against the skyline. Always avoid the skyline.

Keep to the shade and the shadows will conceal you. But be careful of your own shadow. Think of this. You have taken cover behind a wall. The sun is on your left. Your shadow is cast to the right, beyond the wall. The enemy can see your shadow. He knows where you are. He will wait for you to move and shoot you.

Remember: Camouflage and concealment. Don't let the enemy see you. Merge with your surroundings. Blend into your background.

Don't let the enemy see you: Answer Key

While reading activities

1. *Write down three ways of camouflaging a soldier.*

- i. **by wearing a battle uniform**
- ii. **by adding local vegetation such as grasses, twigs and leaves to the uniform**
- iii. **by using special camouflage paint**

2. *Write down five places where you can take cover.*

a. behind a tree b. behind a hedge c. behind a bush d. behind a wall e. behind a vehicle

3. *Answer the following questions*

- a) What makes a uniform good at giving camouflage? **Its colour and design.**
- b) Where should you put special camouflage paint? **face and on the back of the hands**
- c) What is bad about isolated cover? **The enemy will guess you are there and fire at you**
- d) What problem might you have with your rifle? **The enemy might see its shape**
- e) What problem might you have with your own shadow? **The enemy may see it even though you are taking cover**

Vocabulary Activities

1. *Find two verbs in the text that mean to make something look like its background.*

- a) **blend (into, (in) with)**
- b) **merge (into, (in) with)**

2. *What two verbs are commonly used with the noun "cover"?*

- a) **take**
- b) **provide**

3. *Find words that mean*

- a) Easily seen **stand out**
- b) With nothing nearby **isolated**
- c) The outline of something **silhouette (pron: sil-oh-et)**
- d) The place where the earth or buildings meet the sky **skyline**

Movement in the Field 1: Listening Text

Adapted from “A Soldier’s Pocket Book.”

Right. Listen carefully. Are you paying attention? Today I’m going to talk about the different ways a soldier can move when in the field. I’ll repeat that. Different ways a soldier can move when in the field.

Let’s start with different ways of moving during the day. The normal way of moving is THE WALK. You move this way when you don’t think there is much danger. For the walk the rifle is held in the alert position. That is, the rifle is held in the hands ready to fire. You must be ready for instant action, to fire without any delay. You must stay alert at all times. Observing in all directions. Don’t walk on the flat soles of your boots. That will make too much noise. Walk on the edges of your boots. It helps if you keep your knees slightly bent. This helps you to keep your balance.

Let’s look at another way of moving, THE MONKEY RUN. This is useful for moving behind low cover. For the monkey run, you move like a baby. You crawl on your hands and knees. You can move quite fast this way, but it does make a noise. To move quieter, you have to move slower. To stop twigs cracking as you move, put your knees on the spot where your hands have been. You have to be careful when you use the monkey run. Your rear end and your head could go above the low cover. You could be seen and shot. So, keep your arse and your head down. But keep watching all the time. When you carry a rifle, keep it at the point of balance. That’s resting on your left arm. Make sure you don’t get any dirt in the muzzle.

Another way of moving during the day is THE LEOPARD CRAWL. This way of moving keeps your body very low. It is useful for moving behind very low cover. You lie on the ground. You crawl on the inside of your knees and your elbows. You move by using alternative knees and elbows. That is you move your right arm, then your left leg, then your left arm and right leg. It helps if you roll your body as you bend your knees. Remember to keep your heels, head and body down. Keep as close to the ground as possible. Observe at all times. If you do the Leopard crawl with your rifle, hold your rifle with your right hand on the pistol grip and your left hand on the hand guard.

The last daytime movement I’ll tell you about is THE ROLL. You use this to go down a slope. It is the quickest way of getting off a skyline or the crest of a hill. You lie down on your stomach, keep your feet together and body straight, and roll down the hill. You must protect your rifle. Hold it close into your side.

So, those are four ways of moving during the day, the walk, the monkey run, the leopard crawl and the roll.

Movement in the Field 2: Listening Text

Adapted from “A Soldier’s Pocket Book.”

We’ve looked at the four ways of moving during the day, the walk, the monkey run the leopard crawl and the roll. Now, we’ll take a look at three ways of moving at night.

You must remember that moving at night is different from moving during the day. The night is quieter, so you have to be quieter, and you can’t see where you are going, so you have to move slower and with greater care. So movements that are used during the day are not good for moving at night.

So, let’s start with THE GHOST WALK. This is a good way of moving when everything is totally dark and you can’t see anything. You lift your legs high and sweep them slowly outwards. You are trying to feel if there is anything in the way. Before you put your foot down, you feel gently with your toes for a safe place. Then you put your weight down gently. You don’t want to snap a twig. Then, you use your left hand to feel the air in front of you from head height to the ground. You are checking for obstructions, things that might get in your way, and for trip wires, booby traps or alarms.

Then there’s the CAT WALK. You crawl on your hands and knees, just like a baby. You search the ground ahead for twigs and you move your knee to where your hand has searched. That way your knee won’t snap a twig.

And finally, there is THE KITTEN CRAWL. You use this when you really think you’re in danger and the enemy might hear you. It is very quiet but slow. It is also very tiring. So, you can’t do it for a long time. You lie on your front. You search ahead for twigs. Then, you lift your body on your forearms and toes, press forward and lower yourself on to the ground. It takes quite a bit of strength to do this. That’s why it’s tiring and can’t be done for a long time.

Movement in the Field 1: Worksheet

Pre-Listening Activities

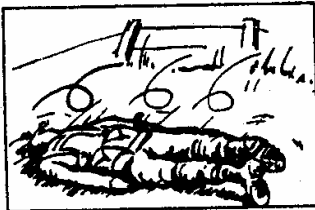
1. Match the words on the left with their definitions on the right.

- | | |
|--------------------------|---|
| 1. Stay alert | a) look carefully |
| 2. avoid noise | b) very small branches |
| 3. bent | c) part of the foot, at the back |
| 4. twigs | d) not straight |
| 5. rear end/arse | e) to move like a ball on the ground |
| 6. cover | f) somewhere to hide behind |
| 7. keep low | g) to be safe from falling over |
| 8. observe | h) be always looking and listening |
| 9. sole | i) to move on your hands and knees |
| 10. to keep your balance | j) the part of your body you sit on |
| 11. crawl | k) part of the foot; at the bottom and to the front |
| 12. roll | l) keep quiet |
| 13. heel | m) stay smaller than your real height |

2. Discuss in pairs and later with the whole class, how do soldiers move in the field:-

- when there is little danger
- when there is danger and low cover
- when there is danger and very low cover
- to move quickly off the top of a hill

3. In Pairs. Look at the following pictures and describe them to your partner. (Reproduced from A SOLDIERS POCKET BOOK ISBN 1-874528-02-0 with the permission of Military Pocket Books Ltd)



While Listening Activities

1. You are going to hear a description of four different ways of moving in the field during the day; The Leopard Crawl; The Walk; The Monkey Run and The Roll. As you listen match each of the pictures above with one of the ways of moving.

2. I. Work in pairs. Partner A has one set of questions. Partner B has another set. Listen to the description of THE WALK again. Answer your questions.

Questions for Partner A

When do you use THE WALK?
What must you be ready for?
How shouldn't you walk?

Questions for Partner B

How should you hold your rifle?
How must you behave?
What will help you?

ii. Now ask your partner his questions and listen to his answers

3. i. Listen to the description of THE MONKEY RUN AGAIN. Answer your questions.

Questions for Partner A

How do you move when you do the Monkey run?
How can you stop twigs cracking?
What should be careful of when carrying a rifle?

Questions for Partner B

When is using the Monkey Run useful?
What is a possible problem with the Monkey Run?
What should you keep doing?

ii. Now ask your partner his questions and listen to his answers

4. i. Listen to THE LEOPARD CRAWL again. Answer your questions.

Questions for Partner A

When is using The Leopard Crawl useful?
What parts of the body do you use to move?
How do you hold your rifle?

Questions for Partner B

Where should your body be?
What movement helps you to do the Leopard Crawl?
What should you do with your heels, head and body?

ii. Now ask your partner his questions and listen to his answers

5. Listen to THE ROLL again. Partner A describe THE ROLL to Partner B. Partner B, listen and add any information that A doesn't give you.

6. Write a description of one of the ways of moving. Read other students' descriptions.

Movement in the Field 2: Worksheet

Pre-Listening Activities.

1. Discuss with a partner and then with the whole class. What are the difficulties of moving at night? What special ways are there of moving at night?
2. In Pairs. Look at the following pictures and describe them to your partner. Reproduced from A SOLDIERS POCKET BOOK ISBN 1-874528-02-0 with the permission of Military Pocket Books Ltd



your forearms and
ard and
n



While Listening Activities

1. You are going to hear a description of three different ways of moving in the field at night; The Ghost Walk; The Cat Walk and the Kitten Crawl. As you listen, match each of the pictures above with one of the ways of moving.
2. Listen to the introduction again and complete the following statements.
 - a) At night you have to be
 - b) You can't see where
 - c) You have to move

3. i) The following statements come from The Ghost Walk (GW), The Cat Walk (CW) or the Kitten Crawl (KC). Listen to the rest of the text and write down which type of movement each statement refers to. Some have been done already.

- a) Search the ground ahead
- b) Good for total darkness **GW**
- c) Put your weight down gently
- d) Lift your body onto your forearms and toes
- e) Crawl on your hands and knees **CW**
- f) Feel the air in front of you
- g) Lift your legs high and sweep then slowly outwards
- h) Move your knee to where your hand has searched
- i) Lie on your front **KC**
- j) Search ahead for twigs
- k) Feel gently with your toes for a safe place
- l) Press forward and lower yourself onto the ground

3 ii) Work in pairs. Ask and answer questions based on this information.

Example. Q. In what kind of movement do you lie on your front?

A. When you do the Kitten Walk.

4. Listen again and answer the following questions.

- a) Why do you lift your legs high and sweep them gently outwards?
- b) Why do you put your weight down gently?
- c) When your left hand feels in the air, where does it feel?
- d) Why do you put your knee where your hand has been?
- e) When do you use the Kitten Crawl?
- f) What is a big problem with the Kitten Crawl?

Post-Listening Activity.

1. Now write a description of one of the ways of moving at night. Read other students' descriptions.

Movement in the Field 1: Answer Key

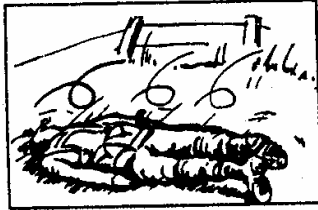
Pre-Listening Activities

1. Match the words on the left with their definitions on the right.

1. h 2. l 3. d 4. b 5. j 6. f 7. m 8. a 9. k 10. g 11. i 12. e 13. c

While Listening Activities.

1.



The Roll



The Leopard Crawl



The Walk



The Monkey Run

2. Partner A

When do you use THE WALK?
What must you be ready for?
How shouldn't you walk?

When you don't think there's much danger
Instant Action
Don't walk on the flat soles of your shoes

2. Partner B

How should you hold your rifle?
How must you behave?
What will help you?

It is held in the alert position
You must stay alert at all times
It helps if you keep your knees slight bent?

3. **Partner A**

How do you move when you do the Monkey run? *Like a baby, crawling on your hands and knees*

How can you stop twigs cracking? *Put your knees on the spot where your hands have been*

What should be careful of when carrying a rifle? *Don't get dirt in the muzzle*

3. **Partner B**

When is using the Monkey Run useful? *When moving behind low cover*

What is a possible problem with the Monkey Run? *Your arse and head may be seen*

What should you keep doing? *Watching all the time*

4. **Partner A**

When is using The Leopard Crawl useful? *When moving behind very low cover*

What parts of the body do you use to move? *Insides of your knees and elbows*

How do you hold your rifle? *Right hand on pistol grip, left hand on hand guard*

4. **Partner B**

Where should your body be? *Lying on the ground*

What movement helps you do to do the Leopard Crawl? *Rolling your body as you bend your knees*

What should you do with your heels, head and body? *Keep them down*

Movement in the Field 2: Answer Key

1. As you listen, match each of the pictures above with one of the ways of moving.



The Ghost Walk



The Kitten Crawl



The Cat Walk

2. Listen to the introduction again and complete the following statements.

- a) At night you have to be *quieter*
- b) You can't see where *you are going*
- c) You have to move *slower (and with greater care)*

3. i) The following statements come from The Ghost Walk (GW), The Cat Walk (CW) or the Kitten Crawl (KC). Listen to the rest of the text and write down which type of movement each statement refers to. Some have been done already.

- a) Search the ground ahead **CW**
- b) Good for total darkness **GW**
- c) Put your weight down gently **GW**
- d) Lift your body onto your forearms and toes **KC**
- e) Crawl on your hands and knees **CW**
- f) Feel the air in front of you **GW**
- g) Lift your legs high and sweep then slowly outwards **GW**

- h) Move your knee to where your hand has searched CW
- i) Lie on your front **KC**
- j) Search ahead for twigs KC
- k) Feel gently with your toes for a safe place GW
- l) Press forward and lower yourself onto the ground KC

4. Listen again and answer the following questions.

- a) Why do you lift your legs high and sweep them gently outwards?

To feel if there is anything in the way

- b) Why do you put your weight down gently?

You don't want to snap a twig

- c) When your left hand feels in the air, where does it feel?

From head-height to the ground

- d) Why do you put your knee where your hand has been?

So you won't snap a twig

- e) When do you use the Kitten Crawl?

When you think you are in danger and the enemy might hear you

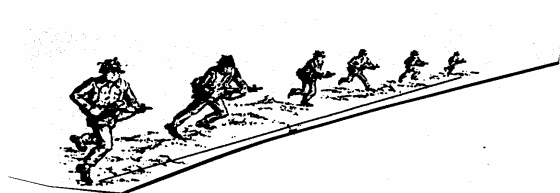
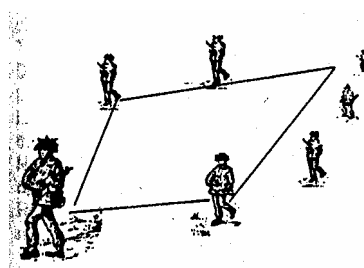
- f) What is a big problem with the Kitten Crawl?

It is very tiring (it can't be done for a long time)

Section Formation: Worksheet

Soldiers who are in a rifle section move as part of that section. The way they move as a section is called a section formation

1. In pairs, look at the following pictures of section formations and talk about what are their strengths and weaknesses and when they would be used. Reproduced from A SOLDIERS POCKET BOOK ISBN 1-874528-02-0 with the permission of Military Pocket Books Ltd



2. The kind of section formation used depends on six things. What are those six things?

3. Here are the six factors that you have to think about when deciding on what formation to use. Match these factors with the reasons why they are important.

- | | |
|---|--|
| 1. The country you are crossing | a) You must be able see hand signals clearly |
| 2. The likely direction of enemy fire | b) Are you likely to be attacked by a plane |
| 3. How far you can see | c) You don't want to shoot your friends |
| 4. How the section can best be controlled | d) It may slow you down |
| 5. Need to produce minimum fire effect | e) All soldiers must hear orders easily |
| 6. Who controls the air space | f) You must be able to return fire easily |

4. These are the names of the section formations in the pictures. Match the names with the pictures.

a) Diamond b) Arrowhead. c) File. d) Extended Line e) Single File.

5. Below are some of the good and bad points of Section Formations. Match them with a type of formation, use "D" for Diamond, "A" for Arrowhead, "F" for file, "EL" for Extended Line and "SF" for Single File. Some of the points will be used for more than one type of formation.

- a) Good for crossing open country at night
- b) Good for keeping control
- c) Has all round observation and protection
- d) Firing to the front is restricted
- e) The section commander can be at the front or in the middle
- f) Good for moving across open country
- g) Produces effective fire against an enemy frontal attack
- h) Good for an assault on enemy positions.
- i) Good for moving along hedges or the edges of woods
- j) Bad because it makes a good target for the enemy
- k) Good for movement at night
- l) Difficult to control
- m) Difficult to control, especially when engaged from the flanks

6. Work in pairs: There are six key things a rifleman should do when moving in section formation. Discuss what those six things are.

7. Now read the text about Section Formations. Check the answers you have given on this worksheet.

8. Work in pairs. Now prepare and give a briefing on section formations. Make notes about each type of section formation and practice giving the briefing with your partner.

Section Formation: Text

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As a member of a rifle section you move as part of your section. How you move depends on six factors.

The country you are crossing
The likely direction of enemy fire
How far you can see
How the section can best be controlled
Need to produce minimum fire effect
Who controls the air space.

You may move in

Single file

This is good for - moving along hedges or the edges of woods Good control, - especially at night. Makes a good target for the enemy. Firing to the front is restricted.

File

This is good for – control of movement, movement at night, but - Makes a good target for the enemy

Arrowhead

This is good for – Moving across open country – Producing effective fire against enemy frontal attack. But – difficult to control, especially when engaged by flanking fire.

Diamond

Formation only used when crossing open country at night. Easy to control., has all round observation and protection, each person can see next, the Section Commander can be at the front or the middle.

Extended Line.

This is a good formation for an assault on enemy positions, but difficult to control.

Remember.

When moving a section in formation

Watch your section commander for hand signals.

Keep in contact with members of the section on each side of you –but not too close.

Keep quiet and listen to commands and anticipatory orders.

Keep in correct position for formation

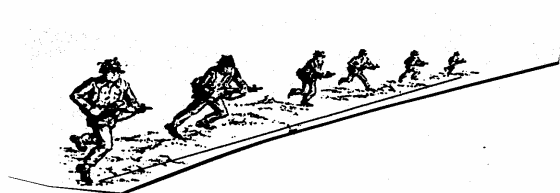
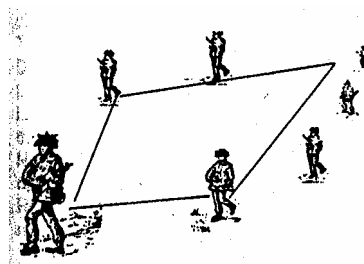
Be observant

Be ready to change to a new section formation.

Section Formation: Worksheet

Soldiers who are in a rifle section move as part of that section. The way they move as a section is called a section formation

1. In pairs, look at the following pictures of section formations and talk about what are their strengths and weaknesses and when they would be used. Reproduced from A SOLDIERS POCKET BOOK ISBN 1-874528-02-0 with the permission of Military Pocket Books Ltd



2. The kind of section formation used depends on six things. What are those six things?

3. Here are the six factors that you have to think about when deciding on what formation to use. Match these factors with the reasons why they are important.

- | | |
|---|--|
| 1. The country you are crossing | a) You must be able see hand signals clearly |
| 2. The likely direction of enemy fire | b) Are you likely to be attacked by a plane |
| 3. How far you can see | c) You don't want to shoot your friends |
| 4. How the section can best be controlled | d) It may slow you down |
| 5. Need to produce minimum fire effect | e) All soldiers must hear orders easily |
| 6. Who controls the air space | f) You must be able to return fire easily |

4. These are the names of the section formations in the pictures. Match the names with the pictures.

a) Diamond b) Arrowhead. c) File. d) Extended Line e) Single File.

5. Below are some of the good and bad points of Section Formations. Match them with a type of formation, use "D" for Diamond, "A" for Arrowhead, "F" for file, "EL" for Extended Line and "SF" for Single File. Some of the points will be used for more than one type of formation.

- a) Good for crossing open country at night
- b) Good for keeping control
- c) Has all round observation and protection
- d) Firing to the front is restricted
- e) The section commander can be at the front or in the middle
- f) Good for moving across open country
- g) Produces effective fire against an enemy frontal attack
- h) Good for an assault on enemy positions.
- i) Good for moving along hedges or the edges of woods
- j) Bad because it makes a good target for the enemy
- k) Good for movement at night
- l) Difficult to control
- m) Difficult to control, especially when engaged from the flanks

6. Work in pairs: There are six key things a rifleman should do when moving in section formation. Discuss what those six things are.

7. Now read the text about Section Formations. Check the answers you have given on this worksheet.

8. Work in pairs. Now prepare and give a briefing on section formations. Make notes about each type of section formation and practice giving the briefing with your partner.

Section Formation: Text

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As a member of a rifle section you move as part of your section. How you move depends on six factors.

The country you are crossing
The likely direction of enemy fire
How far you can see
How the section can best be controlled
Need to produce minimum fire effect
Who controls the air space.

You may move in

Single file

This is good for - moving along hedges or the edges of woods Good control, - especially at night. Makes a good target for the enemy. Firing to the front is restricted.

File

This is good for – control of movement, movement at night, but - Makes a good target for the enemy

Arrowhead

This is good for – Moving across open country – Producing effective fire against enemy frontal attack. But – difficult to control, especially when engaged by flanking fire.

Diamond

Formation only used when crossing open country at night. Easy to control., has all round observation and protection, each person can see next, the Section Commander can be at the front or the middle.

Extended Line.

This is a good formation for an assault on enemy positions, but difficult to control.

Remember.

When moving a section in formation

Watch your section commander for hand signals.

Keep in contact with members of the section on each side of you –but not too close.

Keep quiet and listen to commands and anticipatory orders.

Keep in correct position for formation

Be observant

Be ready to change to a new section formation.

Section Formation: Answer Key

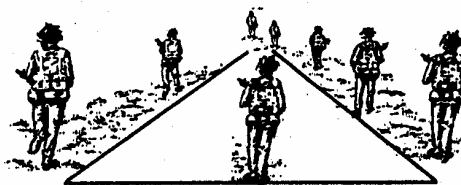
1. In pairs, look at the following pictures of section formations and talk about what are their strengths and weaknesses and when they would be used. *Reproduced from A SOLDIERS POCKET BOOK ISBN 1-874528-02-0 with the permission of Military Pocket Books Ltd*



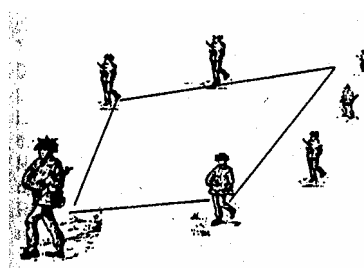
Single File



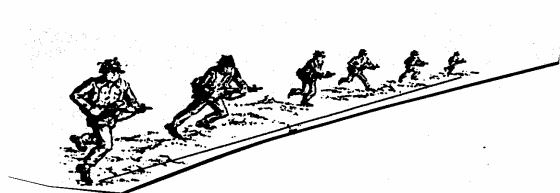
File



Arrowhead



Diamond



Extended Line

2. The kind of section formation used depends on six things. What are those six things?

The country you are crossing

The likely direction of enemy fire

How far you can see

How the section can best be controlled

Need to produce minimum fire effect

Who controls the air space

3. Here are the six factors that you have to think about when deciding on what formation to use. Match these factors with the reasons why they are important.

1. **d** 2. **f** 3. **a** 4. **e** 5. **c** 6. **b**

5. Below are some of the good and bad points of Section Formations. Match them with a type of formation, use “D” for Diamond, “A” for Arrowhead, “F” for file, “EL” for Extended Line and “SF” for Single File. Some of the points will be used for more than one type of formation.

- a) Good for crossing open country at night **D**
- b) Good for keeping control **SF, F, D**
- c) Has all round observation and protection **D**
- d) Firing to the front is restricted **SF**
- e) The section commander can be at the front or in the middle **D**
- f) Good for moving across open country **A**
- g) Produces effective fire against an enemy frontal attack **A**
- h) Good for an assault on enemy positions. **EL**
- i) Good for moving along hedges or the edges of woods **SF**
- j) Bad because it makes a good target for the enemy **SF, F**
- k) Good for movement at night **F**
- l) Difficult to control **EL**
- m) Difficult to control, especially when engaged from the flanks **A**

7. The six things a rifleman should do are.

Watch his section commander for hand signals.

Keep in contact with members of the section on each side of you –but not too close.

Keep quiet and listen to commands and anticipatory orders.

Keep in correct position for formation

Be observant

Be ready to change to a new section formation.

Types of Patrol Tapescript

So, today I'm going to tell you about different types of patrol. I will tell you about four types of patrol. They are Reconnaissance patrols, Standing Patrols, Fighting Patrols and Escort Patrols. I will tell you four things about each of those patrols. I will tell you the aim of the patrol, the number of men needed for the patrol, the weapons and equipment needed for that patrol and I will comment on anything special about those patrols. Understand. OK.

So, let's begin with reconnaissance patrols, or recce patrols as they are usually called. The aim of a recce patrol is to gain information from and about the enemy. Where they are. How many of them are there. What equipment they have. That sort of thing. Now for a reconnaissance patrol you need 3 to 5 men. Recce patrols are small because they should not be seen by the enemy and should not engage the enemy, so three to five men. Recce patrols should travel quietly, so they take the minimum amount of weapons and equipment. They should have only their personal weapons and a radio. A special comment about Recce patrols. The men must be very fit and must be able to operate without resupply for a long time. So that's Reconnaissance Patrols or Recce Patrols as we call them.

Let's move on to Standing Patrols. Standing Patrols stay in one place. They don't travel. Now, the purpose of a standing patrol is to warn of enemy movements. They do this by watching approaches and dead ground. Now the Standing Patrol is larger than the Recce patrol. It has up to 8 men. And they are more heavily armed. They have their personal weapons, which would include machine guns and anti-tank weapons, and they have communications equipment. Now, a special comment about Standing Patrols, they have to be heavily armed and ready to fight. And they must stay hidden until they contact the enemy. So, that's Standing Patrols.

What about Fighting Patrols? Well, the purpose of fighting patrols is to attack the enemy. Because of this they have to be very large. Usually the whole platoon that would be twenty four men. And because they have to fight, they should take as many weapons as possible. Special Comments. Well, they should be well prepared with good intelligence from reconnaissance and they should be ready to fight. So, that's the Fighting Patrol.

And finally, there is the Escort Patrol. Now the aim of the Escort Patrol is to provide security of personnel or vehicles on the move. Things like important politicians going to meetings or food supplies being transported to warehouses. Well, it's hard to say how many men are needed to do an escort patrol. It depends on the task. And as for weapons, well, and Escort Patrol usually takes as many weapons as possible. And, what extra comment can I make. Well, Escort Patrols should always expect trouble and be prepared for it.

So, that's the four types of patrol. Recce Patrol, Standing Patrol, Fighting Patrol and Escort Patrol and their aims, the amount of men they need, the weapons and equipment they use and special comments about them. Hope you've learnt something from this little talk.

Types of Patrol One. Worksheet

1. You will receive cards from you teacher. In groups of three, read the cards and put them into the right place on the grid.

2. Now listen to a soldier talking about the four types of patrol. Check to see if you were right and change the cards if you need to.

Type of patrol	Aim	Number of men	Weapons and equipment	Comments
Reconnaissance patrol				
Standing patrols				
Fighting patrols				
Escort patrols				

(Material originally produced by Liam Anderson at the British Council, Czech Republic)

Types of Patrol One. Worksheet

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Standing patrols				
Fighting patrols				
Escort patrols				

(Material originally produced by Liam Anderson at the British Council, Czech Republic)

Types of Patrol One. . Teacher's Resource.

Cut out the squares for Aim, Number of Men, Weapons and Equipment and comments from the grid below. Make sure there is one set per group of students (groups can be two to four depending on class size).

Type of patrol	Aim	Number of men	Weapons and equipment	Comments
Reconnaissance patrol	Gain information from / about the enemy.	3 to 5 men.	Personal weapons and radio.	Men must be very fit. Must be able to operate without resupply for a long time.
Standing patrols	Warn of enemy movements by watching approaches and covering dead ground.	Up to 8 men.	Personal weapons (including machine guns and anti tank weapons) and communications equipment.	Must be heavily armed and ready to fight. Must stay hidden until they contact enemy.
Fighting patrols	Attack the enemy	24 + men (platoon).	As many weapons as possible.	Should be well prepared with good intelligence from reconnaissance. Should be ready to fight.
Escort patrols	Provide security for personnel / vehicles on the move	Depends on the task	Usually as many weapons as possible.	Should expect trouble and be prepared for it.

(Material originally produced by Liam Anderson at the British Council, Czech Republic)

Types of Patrol One. . Teacher's Resource.

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Type of patrol	Aim	Number of men	Weapons and equipment	Comments
Reconnaissance patrols	Gain information from / about the enemy.	3 to 5 men.	Personal weapons and radio.	Men must be very fit. Must be able to operate without resupply for a long time.
Standing patrols	Warn of enemy movements by watching approaches and covering dead ground.	Up to 8 men.	Personal weapons (including machine guns and anti tank weapons) and communications equipment.	Must be heavily armed and ready to fight. Must stay hidden until they contact enemy.
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Escort patrols	Provide security for personnel / vehicles on the move	Depends on the task	Usually as many weapons as possible.	Should expect trouble and be prepared for it.

(Material originally produced by Liam Anderson at the British Council, Czech Republic)

Types of Patrol Two: Reading Text A.

1. You will give a short talk on Reconnaissance Patrols to two other students. Below is some information about Reconnaissance Patrols. Read this information and make sure you understand it. Use a dictionary and your teacher to help you.
2. When you are sure you understand the text, write some notes to help you give your short talk
3. Get into a group of three. The two other students should have read about Standing Patrols and Fighting Patrols. Give your talk on Reconnaissance Patrols to the other two students and listen to their talks. When they have finished, ask them questions.

Reconnaissance Patrols.

Patrols are of minimum strength for the task, usually a Patrol Commander and three to five soldiers, who gain information by observation and operate by stealth.

They avoid combat except for self-protection or to take advantage of unusual opportunities.

The roles in which a reconnaissance patrol may be employed include: -

1. Collecting topographical information on features, track and state of ground.
2. Obtaining details of minefields and the extent of enemy positions.
3. Locating enemy machine gun and defensive fire positions, where fire is immediately directed on call in case of emergency.
4. Investigating noises made by the enemy, habits, equipment, movement and patrol routes.
5. Checking own wire, or minefields at first or last light
6. Acting as listening posts, to give early warning of enemy approach and with ability to call down fire.
7. Carrying out surveys for radioactive or contamination by fallout or chemical fallout in the area.

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Types of Patrol Two: Reading Text B

1. You will give a short talk on Standing Patrols to two other students. Below is some information about Standing Patrols. Read this information and make sure you understand it. Use a dictionary and your teacher to help you.

2. When you are sure you understand the text, write some notes to help you give your short talk

3. Get into a group of three. The two other students should have read about Reconnaissance Patrols and Fighting Patrols. Give your talk on Standing Patrols to the other two students and listen to their talks. When they have finished, ask them questions.

Standing Patrols

Minimum strength, 1 NCO and three men, to gain information on enemy movement or disrupt enemy infiltration.

They move into position quietly, try to remain hidden, gain information until required to withdraw, or if discovered, fight their way out. They must have good communications to enable them to call for supporting fire from mortars, artillery etc.

Equipment should include LSWs and LAW

Their main tasks are to: -

Watch and listen on likely enemy approaches.

Watch over dead ground in front of and between friendly areas.

Watch over minefields and obstacles, for which they should have good communications, so that they can inform the main body.

Prevent infiltration into unoccupied hides or positions

.

Secure and mark up the Forming Up Point and Start Lines for a night attack.

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Types of Patrol Two: Reading Text C.

1. You will give a short talk on Fighting Patrols to two other students. Below is some information about Fighting Patrols. Read this information and make sure you understand it. Use a dictionary and your teacher to help you.
2. When you are sure you understand the text, write some notes to help you give your short talk
3. Get into a group of three. The two other students should have read about Standing Patrols and Reconnaissance Patrols. Give your talk on Fighting Patrols to the other two students and listen to their talks. When they have finished, ask them questions.

Fighting Patrols

These are patrols organised for a particular task with sufficient strength and back up to achieve the mission.

Their role is to harass, ambush, attack or create a diversion.

The strength can vary according to the task to be performed and the expected combat level.

1. Denying enemy patrols freedom of action in no-man's land.
2. Driving in enemy protective patrols
3. Interfering with enemy working parties
4. Distracting enemy attention from other activities
5. Carrying out raids
6. Capturing prisoners for identification purpose
7. Tank hunting
8. Laying ambushes
9. Protecting reconnaissance and working parties of other arms
10. Escorting stretcher parties. (When a soldier is wounded and can't walk from the battlefield, he is carried to safety on a stretcher.)

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Giving Oral Orders. Listening Text

Right fellas gather around the sketch map. Can you all see it clearly? Good.

So, first I'll explain the symbols. The crosses represent wooded or forest areas. The thick black line is Route 456, that is a major road. The broken line is the route we will take. Got that. The broken line is the route we will take. The arrow in the top right corner points north. The square in the top left corner is Hide One. Hide One. That's where we are now. The square at the end of the route is Hide Two. That's where we are going to. Hide Two. There are two small squares, One near Hide One and one near Hide Two. These are two RVs or rendezvous points. The one closest to Hide One is RV1; the one closest to Hide Two is RV2. There is a large rectangle on our route. This is a farmyard. The scale of the map is 5km. The map covers an area of 40 kilometres.

So, you now understand the map. Let me give you the rest of the orders.

Ground.

Look at the sketch map. Both sides of the route for four fifths of the route are thickly wooded. This has got to be regarded as a potential ambush hazard, but it is also good for us as it gives us cover from a potential air attack. The route passes through no built up areas or villages, but it does pass through a farmyard. Reconnaissance has told us that the farmyard has been abandoned. There is nobody there.

Situation.

Enemy Forces. The division is faced by two light infantry companies fifteen kilometres to the north of our route.

Own forces. 3rd Company and 17th Company are eight kilometres to the north of our route and may engage the enemy in the next four hours.

Attachments and Detachments. An army ambulance will join our convoy.

Mission.

To deploy to our squadron hide location

To deploy to our squadron hide location

Execution

General Outline.

At fifteen ten, the first tank leaves, turn right along the hilly route and continues to Rendezvous Point One. The other tanks will leave at twenty-second intervals. We will

leave Rendezvous Point One at 15.45 and travel in the same formation to Rendezvous point two. We will leave Rendezvous Point Two at 16.30. Expected time of arrival at the new hide is 17.00 hours.

Detailed Tasks.

I'm in Control. Corporal Harris, you are 21C, Tank 2 IC is the Sergeant Major, 2IC is the corporal

Co-ordinating Instructions

Speed throughout the convoy will be 30 kilometres an hour

If there is a breakdown, get the vehicle off the road and under cover. The crew gets out. You put out yellow flags to warn other drivers and you put up an all round defence.

If there is bad visibility, use your taillights and drop speed down to 20 kilometres an hour.

Service Support

Ammunition. Eighty rounds a man. 540 rounds for the General Purpose Machine Gun.

Command and Signal.

I will Command Tank One. 2IC is Corporal Harris

Maintain strict radio silence

In the event of the Office in Command becoming incapacitated, then command devolves to 2IC corporal Harris.

Password.

Oscar Mike Alpha Romeo, Oscar Mike Alpha Rome.

Final time check. In fifteen seconds it will be fourteen hundred hours. Five, four, three, two, one, mark.

Any Questions??

No, well, I have some for you. Sergeant, what action on breakdown??

Giving Oral Orders: Worksheet

1. Match the words on the right with the definitions on the left

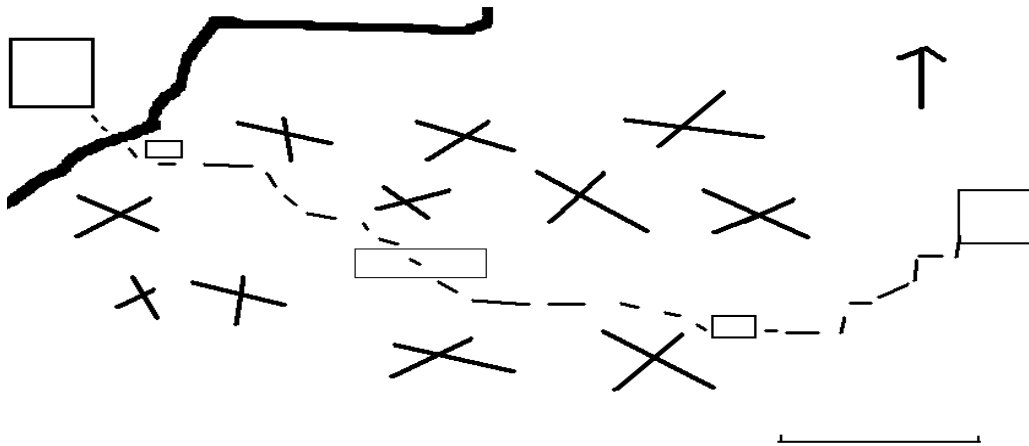
- | | |
|------------------------|---------------------------------------|
| 1) Execution | a) Supplies and help from other units |
| 2) Ground | b) Who's in charge, how to use radio |
| 3) Situation | c) Position of enemy and own soldiers |
| 4) Questions | d) How you do it |
| 5) Command and Signals | e) Saying what the symbols mean |
| 6) Service Support | f) What you have to do |
| 7) Map Explanation | g) What the land is like |
| 8) Mission | h) Asking about the mission |

2. The words on the right tell you the eight things that the British Army talks about when it gives oral orders. Put them in the correct order in which they are given. The first is **Map Explanation**.

3. A tank company are about to move from one hide (a safe place) to another hide. You are going to listen to a soldier giving oral orders about this move. Listen all the way through. Did you put the eight things in the correct order?

4. Listen to the first part, the map explanation, again and write the information you hear onto the right part of the map.

Sketch Map of the Route



5. Listen to the parts about Ground and Situation and answer the following questions

- a) What is on both sides of the route for most of the way?
- b) What is the danger of the route?
- c) What does the route pass through?
- d) What did Reconnaissance tell us?
- e) How far away are the enemy forces?
- f) How far away are our own forces?
- g) What attachment will join the convoy?

6. Listen to the parts on Mission and Execution and answer the following questions.

- a) What is the mission? (the exact words)
- b) When will the tanks leave RV1 (Rendezvous Point 1)?
- c) What is the ETA (estimated time of arrival) at the new hide?
- d) What speed should the convoy travel at?
- e) If there is bad visibility the convoy should use tail lights and

7. Listen to the parts on Service Support and Command and Signal and answer the following questions.

- a) Who is 2IC? (Second in Command)
- b) What should be maintained?
- c) What is the password?
- d) What time will it be in fifteen seconds?

8. Working in Pairs. Use the information you have gained from listening to the soldier giving an oral order to prepare your own oral order. Write notes about what you are going to say. You can even prepare a sketch map if you like.

9. Working in Pairs. Find a new partner, give your oral order to your new partner and listen to him giving his oral order. Tell him how well he did and what he needs to improve.

10. Whole class: Your teacher will ask two or three of you to give the oral order to the whole class. The whole class will listen and ask and answer questions at the end of the order.

Giving Oral Orders: Answer Sheet

1. Match the words (The correct matches are given on the left)

- | | |
|------------------------|---|
| 1) Execution | How you do it |
| 2) Ground | What the land is like |
| 3) Situation | Position of enemy and own soldiers |
| 4) Questions | Asking about the mission |
| 5) Command and Signals | Who's in charge, how to use radio |
| 6) Service Support | Supplies and help from other units |
| 7) Map Explanation | Saying what the symbols mean |
| 8) Mission | What you have to do |

2. Put the eight things in the correct order. The correct order is

Map Explanation, Ground, Situation, Mission, Execution, Service Support, Command and Signals, Questions

4. Listen to the first part, the map explanation, again and write the information you hear onto the right part of the map.

My apologies. It is difficult to reproduce the map with the correct things written on it. If you listen and read the listening text, you should have no difficulty in making your own answer key.

5. Listen to the parts about Ground and Situation and answer the following questions

- a) What is on both sides of the route for most of the way? **Thick woods**
- b) What is the danger of the route? **Can be ambushed**
- c) What does the route pass through? **farmyard**
- d) What did Reconnaissance tell us? **Farmyard has been abandoned**
- e) How far away are the enemy forces? **Fifteen kilometres away**
- f) How far away are our own forces? **Eight kilometres away**
- g) What attachment will join the convoy? **An army ambulance**

6. Listen to the parts on Mission and Execution and answer the following questions.

- a) What is the mission? (the exact words) **To deploy to our squadron hide location**
- b) When will the tanks leave RV1 (Rendezvous Point 1)? **15.45**
- c) What is the ETA (estimated time of arrival) at the new hide? **17.00**
- d) What speed should the convoy travel at? **30 kph**
- e) If there is bad visibility the convoy should use tail lights and **drop speed to 20kph**

7. Listen to the parts on Service Support and Command and Signal and answer the following questions.

- a) Who is 2IC? (Second in Command) **Corporal Harris**
- b) What should be maintained? **Strict radio silence**
- c) What is the password? **Oscar Mike Alpha Romeo**
- d) What time will it be in fifteen seconds? **Fourteen hundred hours**

Patrolling in Kosovo

(Material originally developed by teachers with the Peacekeeping Project in Armenia, under the guidance of Matt O'Rourke.)

Pre-Reading Activity

Discuss with a partner the differences between foot patrols and patrols in vehicles. What are the advantages of each one? What are the problems? Why would a commander choose to use foot patrols and not vehicle patrols?

To See and To Be Invisible

Before Polish reconnaissance units took over responsibility for a section of the border, the British had already covered roughly 12 to 15 percent of the area. They made their patrol rounds in their vehicles, so they could only cover places that were accessible by road - they did not patrol on foot.

As soon as the Polish took over responsibility, they covered the whole of the 24 kilometers they were in charge of. Nearly ninety percent of their patrols were done on foot.

Just how dangerous or safe those foot patrols were could be assessed only by those professionals who had had years of training in special task work in the field.

When asked about the risks, the Polish KFOR company commander mentioned that foot patrols were the safest way of guarding that territory, despite the risk of mines and booby-traps in the woods, on the roads and in abandoned houses.

The commander mentioned they were not a control post, nor did they guard towns and villages: they only did work they had been trained for and did their job. In other words their job was to see but stay invisible.

After a terrorist attack in which several farmers were killed, the situation in many parts of Kosovo grew dangerously tense and it was necessary to take certain precautionary measures to ensure the safety of the KFOR units, as well as to protect the remaining group of about thirty members of the Serbian minority who lived in one of the outposts on the border.

Compared with other NATO units, using foot patrols to guard a section of the border is a unique practice in the whole area of Kosovo.

These measures, which were in response to the increase in the threat after the ceasefire fell apart, were widely welcomed. They helped to restore a more normal atmosphere throughout the area and to build a greater degree of confidence in the peace process.

Exercise One.

When you have finished reading the text, "To see and To Be Invisible," turn it over and tell a partner all that you can remember about the text

Exercise Two.

Answer the following questions.

1. How much territory had the British peacekeepers already covered before the Polish contingent's arrival?
2. How did the British carry out their patrolling mission?
3. How long was the border that the Polish peacekeepers were responsible for?
4. What's the Polish company commander's opinion about the safety of guarding the territory they were in charge of?
5. What tactics did they use while carrying out their mission?
6. What was the reason for taking precautionary measures in many parts of Kosovo?
7. What did those measures help to restore throughout the whole area of Kosovo?

Exercise Three

Match the definitions with the words

- | | |
|---------------------------|---|
| 1. booby-traps | a) when a person or a place is left behind |
| 2. abandoned | b) set of activities to avoid danger |
| 3. tense | c) a hidden bomb designed to explode when touched |
| 4. precautionary measures | d) to guarantee no harm could happen |
| 5. to ensure the safety | e) a small group of a certain nationality living in another country |
| 6. minority | f) a situation when people feel threatened and worried |
| 7. ceasefire | g) to bring something back to a former condition |
| 8. to restore | h) an agreement to stop fighting |

Exercise Four

Work in pairs. Use "after" or "when" and put one of the sentences in each example into the past perfect.

1. They received training for such jobs. They took over responsibility.
2. They receive casualties. The commander bypassed the main roads leading to the village.
3. The Polish KFOR units started their mission in that region of Kosovo. The British covered one third of the territory they were in charge of.
4. The squad carried out foot patrolling. They sat for a short break in-between no man's land.
5. Concealment and camouflaging of the objectives were done. They started observation of the forward area close to the enemy.
6. They took certain precautionary measures to ensure the safety of Kosovo minorities. The atmosphere throughout the area became more or less normal.

Example

When they took over responsibility, they had already received training for such jobs.

Patrolling in Kosovo: Answer key

Exercise Two

1. Before the arrival of Polish reconnaissance units the British had already covered roughly 12 to 15 percent of the area.
2. They made their patrol rounds in their vehicles so they could only cover places that were accessible by road.
3. They covered the 24 kilometers they were in charge of.
4. The Polish KFOR company commander mentioned that foot patrols were the safest way of guarding that territory, despite the risk of mines and booby-traps in the woods.
5. Their main tactic was to see but stay invisible.
6. After a terrorist attack in which several farmers were killed, it was necessary to take certain precautionary measures to ensure the safety of the KFOR units.
7. These measures helped to restore a more normal atmosphere throughout the whole area.

Exercise Three

Booby-traps - a hidden bomb designed to explode when touched

Abandoned - left by people having in mind not to return

Tense - a situation when people feel threatened and worried

Precautionary measures - set of activities to avoid danger

To ensure the safety - to guarantee no harm could happen

Minority - a small group of a certain nationality living in another country

Ceasefire - an agreement to stop fighting

To restore - to bring something back to a former condition

Exercise Four.

1. When they took over responsibility, they had already received training for such jobs.
2. After they had had casualties, the commander bypassed the main roads leading to the village.
3. The British had already covered one third of the territory they were in charge of, when the Polish KFOR units started their mission in that region of Kosovo.
4. After the squad had carried out foot patrolling, they sat for a short break in-between no man's land.
5. They started observation of the forward area close to the enemy, after concealment and camouflaging of the objectives had been already done.
6. After they had taken certain precautionary measures to ensure the safety of Kosovo minorities, the atmosphere throughout the area became more or less normal.

Patrol Report Listening Text.

Corporal Harris reporting.

Right, well, today, that's June 24th we did a recce patrol.

Our destination was the Red Farmhouse.

And the aim of the patrol. Well, the aim of the patrol was to recce the farmhouse for possible enemy forces. That was to recce the farmhouse for possible enemy forces. We used an aerial map supplied by intelligence.

This was a four man reconnaissance patrol. There was myself, Corporal Harris as leader, and Privates Williams, Johnson and Hardy.

Our task was to get as close to the farmhouse as possible without being detected, observe all actions for two hours, and get back safely. So that was, get close to the farmhouse without being detected, observe all actions for two hours, get back safely.

The route out was the Blue Route. The route back was the Red Route. So Blue Route out and Red Route back.

The terrain. For the first kilometre there was a steep climb, the route then flattened out for the next four kilometres and then descended for the final two kilometres. So, first kilometre a steep climb, then flattened out for four kilometres, then descended for two kilometres.

The patrol met no enemy during the route out or the route back. However, a platoon of light infantry was occupying the farmhouse. I'll repeat that important bit of information. A platoon of light infantry were occupying the farmhouse.

The patrol successfully recced the farmhouse without being detected. We observed one light infantry platoon occupying the farmhouse. We recommend that artillery fire be targeted on the farmhouse.

This report filed by Corporal Harris on the 25th June at Oh Five Hundred hours.

Patrol Report: Worksheet

1. Listen to a soldier giving a report on a patrol and fill in the report form below

Patrol Report	
Date	Destination of Patrol
Aim	
Maps	
Size and Composition of Patrol	
Task	
Routes (out and back)	
Terrain	
.....	
.....	
.....	
Enemy	
.....	
.....	
Conclusions and Recommendations	
.....	
.....	
.....	
Date	Time hrs
Signature of Patrol Commander	

Patrol Report: Answer Sheet

1. Listen to a soldier giving a report on a patrol and fill in the report form below

Patrol Report	
Date: June 24th	Destination of Patrol: Red Farmhouse
Aim: Recce the farmhouse for possible enemy forces	
Maps: aerial map (supplied by intelligence)	
Size and Composition of Patrol: Four man Patrol. Cpl Harris + 3 privates	
Task: get close to farmhouse, observe all actions	
Routes (out and back): Blue out, red back	
Terrain:	
1st K steep climb. Next 4K flat. Last 2K descending	
Enemy: Platoon of light infantry occupying farmhouse	
Conclusions and Recommendations: Successful reconnaissance. Recommend artillery fire directed at the farmhouse	
Date: 25th June Time: 05.00 hrs	
Signature of Patrol Commander	

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The Squad in the Offence

(Material originally developed by teachers with the Peacekeeping Project in Armenia, under the guidance of Matt O'Rourke.)

Pre-Reading Activity

Discuss with a partner how an infantry platoon moves ahead in an assault.

Now read the following text and see if British and US infantry platoons use the same methods.

The Squad in the Offence

The rifle squad should not act alone in an assault. Even during the smallest operation, it should act as part of a larger force. But this doesn't always happen. Because of this, the Squad should be able to stand on its own two feet, that is to be independent, and use a technique known as fire and movement.

Fire and Movement

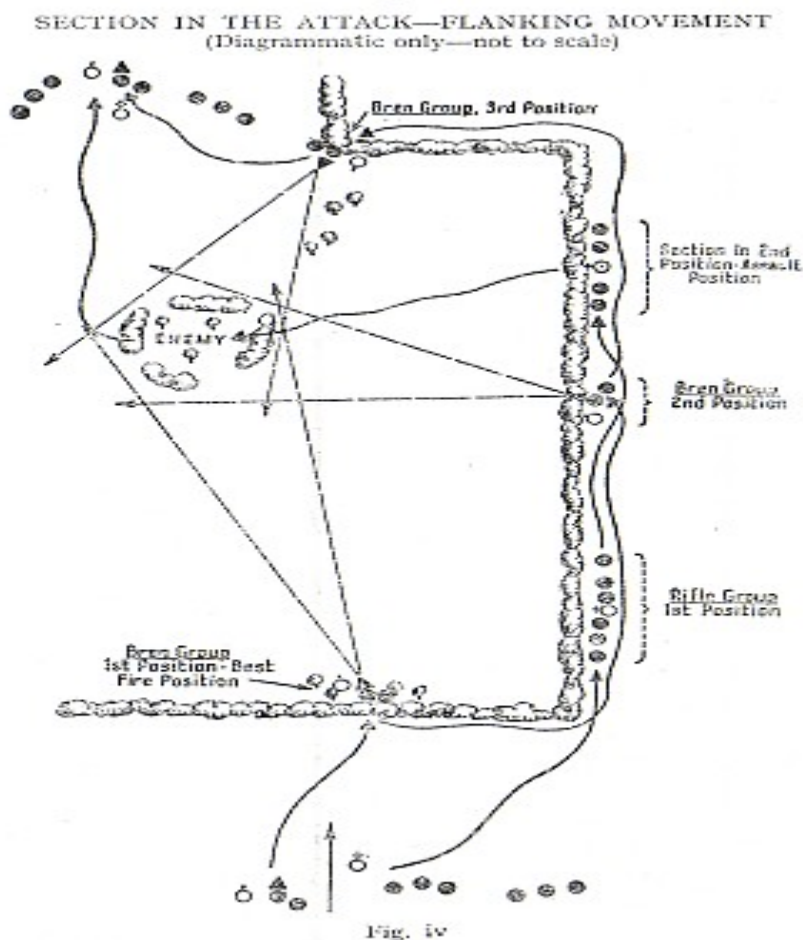
Fire and movement is one of the basic principles of the assault maneuver. It can be used from two men covering each other in street fighting to larger formations. When you attack a position the defender will try to stop the attack with accurate fire against the attacking troops. To reduce the effect of this defensive fire there should be a lot of offensive fire directed at the defenders. This offensive fire should make the defenders take cover, even if only for a short time. When they are taking cover, the assault troops close the distance to the enemy line until they are close enough to launch into close battle.

At the Squad level, this is practiced using the combination of the Rifle and Machine Gun Groups. The Machine Gun Group provides the base of fire against suspected enemy positions. This enables the Rifle Group to break cover and advance towards the enemy line. Ideally, the Machine Gun Group will maintain covering fire until the riflemen are on top of the enemy line. In practice, this simple formula is not always easy to achieve.

In order to protect the light machine gun, alternative fire positions need to be used. Once the Squad's weapon opens fire, it naturally makes itself a target for enemy fire. If it stays in the same place for too long, return fire can be accurately and effectively zeroed in. Where possible, every advantage is taken of terrain and surroundings to allow the machine gun team to disengage and move to an agreed second location, without breaking cover.

During this time, the riflemen are not idle. If the distance to the enemy line is too great to cross in a single bound, they will seek a defensible position. Once reached, this will enable the machine gun team to change its location. Now it becomes the turn of the riflemen to provide covering fire, ideally directed against the enemy position of the greatest threat to their now vulnerable machine gun team.

Once the light machine gun reaches its secondary position, the crew can start firing again, this time from a different angle. This forces the return fire to be redirected. The riflemen can now attempt to move forward again, either to a new firing location or to attack the enemy line directly. The machine gun team is always looking for new locations which allow them to lay fire down for as long as possible before the advancing riflemen risk crossing their path. This process can be repeated as many times as necessary to put the riflemen into a position for them to make the final assault.



British depiction of the 'ideal' Section assault, demonstrating the deliberate nature of the advance

This deliberate form of advance is used by both the British and Americans. The advantage is it provides men with a simple, repeatable formula by which to conduct the advance. The single automatic weapon covers the movement of roughly two thirds the strength of the Squad. The machine gun groups use their numbers to create a more effective fire from their sub-machine guns. The continual changing of the position of the base of fire reduces the effectiveness of return fire, and most importantly every man is encouraged to use terrain to shield his movements until the final assault. The British describe the technique as always having 'one leg on the ground', which means the advance is like walking. The problem is that walking is by no means running.

Post Reading Activities.

1. Read the text again, and write five questions based on the text.
2. Ask a partner the questions you have just written and answer his questions.

Comprehension Questions

Exercise One. *Answer the following questions.*

1. In what situations can fire and movement be used as one of the basic principles of assault maneuver?
2. What can the rifle group do when the gun group provides base of fire against suspected enemy positions?
3. What can the gun group do until the riflemen are on top of the enemy line?
4. When can return fire be accurately and effectively zeroed in?
5. When can the machine gun team change its position?
6. Under what circumstances can the crew recommence fire from a different angle?
7. Where can the riflemen attempt to move after the crew have recommenced fire?
8. How often can this process be repeated before the riflemen make their final assault?

Exercise Two. *Match the words in the box with the definitions below.*

assault maneuver	to disrupt	disturbance	launch into a battle	break cover
alternative fire position	to disengage	vulnerable	crew	

1. To make problems for smth. -
2. An action when smb. breaks your rest -
3. To begin fighting -
4. Another fire position -
5. To move away from fighting -
6. Easily hit -
7. Certain amount of people working in the same ship or aircraft etc. --
8. To leave the safe position
9. To find position for the best attack -

Exercise Three. *Complete the sentences with can, can't, could or couldn't.*

1. The single automatic weapon _____ cover the movement of roughly two thirds the strength of the Squad.
2. The light machine gun reached its secondary position and the crew ____ recommence fire.
3. Without the artillery barrage, assault troops _____ attempt to close the distance to the enemy line and launch into the close battle.
4. In order to protect the light machine gun, alternative fire positions _____ be used.
5. When every advantage of terrain and surroundings is taken the gun team _____ disengage and move to an agreed second location, without breaking cover.

Discussion

Exercise Four. *Discuss the following situation with a partner.*

Imagine you are a squadron commander in a rifle platoon. Decide how can you plan your attack in a situation when the machine gun group provides covering fire towards enemy front position. How will you use *fire and movement* principle. Draw a map

The Squad in Offence: Answer Sheet

Exercise One.

1. Fire and movement can be used from two men covering each other in street fighting to larger formations.
2. The Rifle Group can break cover and advance towards enemy line.
3. The machine gun team can maintain covering fire until riflemen are on top of the enemy line.
4. If the squad stays in the same place for too long, return fire can be accurately and effectively zeroed in.
5. When the rifle group finds a new secure position, which is not too close to the enemy line, the machine gun team can change its location.
6. Once the light machine gun reaches its secondary position, the crew can recommence fire, this time from a different angle.
7. They can move forward again to a new firing position or to assail the enemy line directly.
8. This process can be repeated as many times as necessary to put the riflemen into a position for them to make the final assault.

Exercise Two.

1. To make problems for smth. - to disrupt
2. An action when smb. breaks your rest - disturbance
3. To begin fighting- launch into a battle
4. Another fire position - alternative fire position
5. To move away from fighting - to disengage
6. Easily hit - vulnerable
7. Certain amount of people working in the same ship or aircraft etc. - crew
8. To leave the safe position - break cover
9. To find position for the best attack - assault maneuver

Exercise Three.

1. The single automatic weapon can cover the movement of roughly two thirds the strength of the Squad.
2. The light machine gun reached its secondary position and the crew could recommence fire.
3. Without the artillery barrage, assault troops can't attempt to close the distance to the enemy line and launch into the close battle.
4. In order to protect the light machine gun, alternative fire positions could be used.
5. When every advantage of terrain and surroundings is taken the gun team can disengage and move to an agreed second location, without breaking cover.

Vehicle Checkpoints: Purposes. Listening Text.

Good morning. The purpose of today's talk is to tell you the purposes of Vehicle Checkpoint. Why does the United Nations use Vehicle Checkpoints? Well, there are eight reasons.

Well, the first reason is to show the presence of the UN. We want all the people in the area to know that the UN are there. This can deter any local fighters and it gives a sense of security to the local people.

The second reason is to survey all activity. That is to look at and record all the things that are happening in the area, along the roads and in inhabited areas. This is very important as it keeps us informed about what is going on in the area.

Number three reason, is to check, inspect and register all movement of personnel and vehicles into and out of the UN zone. I'll repeat that. The third reason is the check, inspect and register all movement of personnel and vehicles into and out of the UN zone. This is important as we have to stop dangerous people entering the UN zone.

The fourth reason. Well, that is to prevent the smuggling of weapons, ammunition and explosives into the UN zone. We have to stop rifles, machine guns, hand grenades, rounds of ammunitions, dynamite, from getting into the UN zone.

Well, we're halfway through. I've told you about four of the eight reasons. So, I'll repeat those four reasons.

Number one. To show the presence of the UN.

Number two. To survey all activity.

Number three. To check, inspect and register all movement of personnel and vehicles.

Number four. To prevent smuggling of weapons, ammunition and explosives.

So, let's move on to the next four.

The fifth reason. Well, reason number five is to count special traffic, such as military vehicles, tanks and APC (that's armoured personnel carriers). We like to know how much military activity is going on in the area, and counting special traffic gives us some idea of how much activity there is.

The sixth reason is to work as an observation post and work along with other observation posts.

The seventh reason is to report all activities to UN Command. When you work at a checkpoint you see all kinds of things; crowds gathering, strange activity among the locals. All this activity can be reported to the UN Command.

The last reason is to turn the Checkpoint into a roadblock. But this can only be done on a specific order.

So reasons five to eight again.

Number five. To count special traffic

Number Six. To work as an observation post.

Number Seven. To report all activities to UN Command

Number Eight. To turn the checkpoint into a road block.

So, those are the eight purposes of a roadblock. You will read more about checkpoints later.

Vehicle Checkpoints: Purposes: Worksheet.

Pre Listening Activity

1. *Working in pairs. Talk about the purposes of vehicle checkpoints. What can vehicle checkpoints be used for?*
2. Look at exercise three. Try to complete the sentences before listening to the tape.

During Listening Activity

3 Listen to a person talking about the purposes of checkpoints. As you listen the first time complete the sentences below that tell you about the eight purposes of Vehicle Checkpoints.

Number one. To show

Number two. To survey

Number three. To check, inspect and register

Number four. To prevent

Number five. To count

Number Six. To work as

Number Seven. To report all

Number Eight. To turn the checkpoint

4. *Now check your answers with a partner. Ask and answer questions like this. "What is the first reason"? "The first reason is to show" or "Sorry, I didn't get that one."*

5. *Listen again and try to add more information about each of the reasons.*

Number one.

Number two.

Number three.

Number four.

Number five.

Number Six.

Number Seven.

Number Eight.

Vehicle Checkpoints: Purposes: Answer Key

During Listening Activity

3 Listen to a person talking about the purposes of checkpoints. As you listen the first time complete the sentences below that tell you about the eight purposes of Vehicle Checkpoints.

Number one. **To show the presence of the UN**

Number two. **To survey all activity**

Number three. **To check, inspect and register all movement of personnel and vehicles**

Number four. **To prevent smuggling of weapons, ammunition and explosives.**

Number five. **To count special traffic**

Number Six. **To work as an observation post**

Number Seven. **To report all activities to UN Command**

Number Eight. **To turn the checkpoint into a roadblock**

5. Listen again and try to add more information about each of the reasons.

Number one. **Deter local fighters. Give a sense of security.**

Number two. **Keeps us informed about what is happening in the area**

Number three. **Stop dangerous people entering UN zone**

Number four. **rifles, machine guns, hand grenades, rounds of ammunitions, dynamite**

Number five. **To know how much military activity there is**

Number Six. **Work along with other Observation Posts**

Number Seven. **Crowds gathering. Strange activity.**

Number Eight. **Only on a specific order**

Checkpoints. Types. Worksheet A.

1. There are two types of checkpoint, static checkpoints and mobile checkpoints. You will read about static checkpoints. Your partner will read about mobile checkpoints. Read and answer the questions below. Try to use words from the text in the answers.

Static checkpoints

Static CHPs are deployed permanently at fixed locations, such as military headquarters or warehouses. They are usually placed next to the building or place they are protecting. CHPs are deployed on a road or major track, normally at a crossroad or junction or at the entrance to a controlled area. All CHPS will have a method of slowing traffic (ramps and/or a “zig zag” device) and a search bay for the more thorough searches. The CHP is manned on a 7-day week/24-hours day basis but it can be closed and converted into a roadblock where movement is forbidden during given hours. The blocking of the road/track does not relieve the position of its normal security/observation mission. CHPs sometimes vary in the degree of search they are required to carry out (e.g. military vehicles only, all vehicles, random proportion of vehicles). Depending on local circumstances, searches may also include the searching of individuals or at least males.

1. Do static CHP stay in the same place all the time?
2. Where are static CHPs usually placed?
3. What two things must all CHPs have?
4. Is there a time when no-one is at a static CHP?
5. What can a CHP be changed into?
6. What is the normal mission of a static CHP
7. Do CHPs have to search all vehicles?
8. Can people be searched at a CHP?

2. Now ask your partner these questions and be prepared to answer his questions.

1. Where are mobile CHPs usually deployed?
2. What are mobile CHPs composed of?
3. Do mobile CHPs stay in one place for a long time?
4. Why are mobile CHPs very efficient?
5. What can mobile CHPs help to stop?
6. What are the two purposes of mobile CHPS?
7. In addition to an APC and soldiers what else do you need at a mobile CHP?
8. Should a mobile CHP be easy to see?

Checkpoints. Types. Worksheet B.

There are two types of checkpoint, static checkpoints and mobile checkpoints. You will read about mobile checkpoints. Your partner will read about static checkpoints. Read and answer the questions below. Try to use words from the text in the answers.

Mobile checkpoints

Mobile CHPs are deployed where the PKO has difficulties covering all roads and tracks with static CHPs. Mobile CHPs will be composed of a minimum of one section in two armoured vehicles. This group will leave base, operate over a given road/track network and set up “snap CHPs” en route for short periods. Mobile CHPs can often be very efficient, because no one knows in advance where they are temporarily being set up. This could help to prevent smuggling of weapons and explosives. The purpose of a mobile CHP is to reinforce control and make smuggling/infiltration more difficult. A temporary mobile CHP would normally consist of a vehicle or an APC, with some concertina wire, CHPs signs and personnel. To control a narrow path, you need 3-6 soldiers. Pick out a concealed position, so that the CHP is a surprise to the people approaching.

9. Where are mobile CHPs usually deployed?
10. What are mobile CHPs composed of?
11. Do mobile CHPs stay in one place for a long time?
12. Why are mobile CHPs very efficient?
13. What can mobile CHPs help to stop?
14. What are the two purposes of mobile CHPS?
15. In addition to an APC and soldiers what else do you need at a mobile CHP?
16. Should a mobile CHP be easy to see?

2. Now ask your partner these questions and be prepared to answer his questions.

9. Do static CHP stay in the same place all the time?
10. Where are static CHPs usually placed?
11. What two things must all CHPs have?
12. Is there a time when no-one is at a static CHP?
13. What can a CHP be changed into?
14. What is the normal mission of a static CHP
15. Do CHPs have to search all vehicles?
16. Can people be searched at a CHP?

Checkpoints. Types. Answer Key

Mobile checkpoints

1. Where are mobile CHPs usually deployed? **Where PKO can't use static CHPS**
2. What are mobile CHPs composed of? **Minimum one section in two armoured vehicles**
3. Do mobile CHPs stay in one place for a long time? **No, short periods**
4. Why are mobile CHPs very efficient? **No-one knows where they will be**
5. What can mobile CHPs help to stop? **Smuggling and infiltration**
6. What are the two purposes of mobile CHPS? **Reinforce control, prevent smuggling**
7. In addition to an APC and soldiers what else do you need at a mobile CHP? **Signs and concertina wire**
8. Should a mobile CHP be easy to see? **No, concealed position**

Static checkpoints

1. Do static CHP stay in the same place all the time? **Yes, permanently fixed locations**
2. Where are static CHPs usually placed? **Next to a building or a junction**
3. What two things must all CHPs have? **Method of slowing traffic, search bay**
4. Is there a time when no-one is at a static CHP? **No,**
5. What can a CHP be changed into? **A roadblock**
6. What is the normal mission of a static CHP? **to provide security and to observe**
7. Do CHPs have to search all vehicles? **No, random proportion of cars**
8. Can people be searched at a CHP? **Yes**

Vehicle Checkpoint. Rules and Equipment. Listening Text

So, I will tell you something about the rules and the equipment needed to operate a UN Vehicle Checkpoint.

Let's begin with how many soldiers are required. There should be a minimum of two soldiers manning a checkpoint. Of course, the actual number used depends on traffic and the general situation. If there is a lot of traffic and the situation is dangerous, then you should have more soldiers.

What are the duties of these soldiers? Well, if there are only two soldiers, then one of the soldiers checks people and vehicles. One soldier covers the area where the people and the vehicles are checked. Now, you must remember. The soldier covering the area must be armed and have easy access to a radio and telephone. If more soldiers are manning the checkpoint, one of them could be ready to set up obstacles. These obstacles could stop vehicles trying to force their way through the CHP.

Oh, so that's the number of soldiers used and their duties. What about the rules. Well, the first and most important rule is that all radios, lights and equipment **MUST WORK PROPERLY** and that all books, maps and files are ready for use.

Some things are not allowed in a checkpoint. There should be no private pictures on the walls. Now photographs of young girls with almost no clothes on. And private radios, cassette players and magazines are strictly forbidden. Got that. No radios, cassette players or magazines.

Very important rule. All checkpoints are to be connected to their unit by radio **AND** telephone line. In fact there should be a spare radio and batteries. It is important to have a direct landline to ensure rapid coordination in urgent situations.

As for equipment; every soldier at a checkpoint should have the following personal equipment. A proper uniform with a blue UN beret. A UN ID card. Their personal weapon. A helmet and a flak jacket. Communication equipment. Personal First Aid Kit.

There are many items that may be used to reinforce a CHP or OP. That is to make it stronger. Here are some of them. Concertina wire, different types of bars and drums for reducing speed, string with nails or similar gear to puncture the tyres of vehicles Heavy concrete blocks (2 tons or heavier)

A vehicle checkpoint also needs lots of signs. There should be a UN sign, indicating what kinds of personnel, weapons, uniforms, etc. are prohibited in the UN zone Also, the access road should contain signs about 100 to 150 meters from the CHP at both sides with text in English and local language:

**YOU ARE NOW ENTERING (LEAVING) THE UN ZONE. REDUCE SPEED TO -
- MPH/KM/T. PLEASE HAVE YOUR ID-CARD READY. NO WEAPONS,
KNIVES OR EXPLOSIVES ARE ALLOWED IN THE UN ZONE.**

Vehicle Checkpoints: Rules and Equipment: Worksheet.

1 You are going to listen to person talking about the rules that should be followed at a Vehicle Checkpoint. Before you listen, look at the following questions and try to predict the answers.

- a) What is the minimum number of soldiers required to man a checkpoint?
- b) What are the different duties of a soldier at a checkpoint?
- c) What is the first and most important rule at a checkpoint?
- d) What two ways are there of communicating between a checkpoint and headquarters?
- e) What personal equipment should a soldier have at a checkpoint?
- f) What special equipment is needed to make a checkpoint effective?

2. Now listen and try to find the answers to those questions.

3. Work in pairs. Ask and answer the questions those six questions.

4. Listen again and fill in the gaps.

- a) There should be a minimum of two soldiers a checkpoint.
- b) If there are only two soldiers, then one of the soldiers people and vehicles.
- c) One soldier the area where the people and the vehicles are checked.
- d) These obstacles could stop vehicles trying to their way through the CHP.
- e) The first and most important rules is that all radios, lights and equipment
- f) And private radios, cassette players and magazines are
- g) It is important to have a direct landline to ensure in urgent situations.

5. Complete the following lists

Personal Equipment

.....
.....
.....
.....
.....
.....

Special Checkpoint Equipment

.....
.....
.....
.....
.....

6. Now prepare a spoken briefing on the topic of Vehicle Checkpoints. Include information about the purposes of checkpoints, the different types of checkpoints and about manning, rules and equipment used at checkpoints.

Vehicle Checkpoints: Rules and Equipment: Answer Key

Note to the teacher.

This is quite a difficult listening activity for the students. They will not be able to write down the answers to Exercise Two. Don't ask them to write down the answers to Exercise Two. They won't be able to. Ask them to simply listen for what answers they may hear and then tell a partner what answers they hear. Exercises Four and Five give the answers to Exercise Two anyway.

This is an attempt to get the students to listen from in a "top down" way. They first get some idea of what they are listening to and go from getting the general gist of the text to hearing the details. (This is opposite to "bottom up" listening, where the students first look for details and later get the general picture)

2. Now listen and try to find the answers to those questions.

Don't get the students to write down answers. Just ask them to tell a partner what answers (if any) they heard. Half answers and partially correct answers are acceptable.

4. Listen again and fill in the gaps.

- a) There should be a minimum of two soldiers **manning** a checkpoint.
- b) If there are only two soldiers, then one of the soldiers **checks** people and vehicles.
- c) One soldier **covers** the area where the people and the vehicles are checked.
- d) These obstacles could stop vehicles trying to **force** their way through the CHP.
- e) The first and most important rules is that all radios, lights and equipment **must work properly**
- f) And private radios, cassette players and magazines are **strictly forbidden**
- g) It is important to have a direct landline to ensure **rapid coordination** in urgent situations.

5. Complete the following lists

Personal Equipment

UN Uniform + blue beret
Personal Weapon
Helmet and flak jacket
Communication Equipment
First Aid Kit

Special Equipment

Concertina Wire
Bars and Drums
string with nails
Heavy concrete blocks

Searching Vehicles. Listening Text.

OK, so I've been asked to tell you about the time I prevented a terrorist attack. Well, helped to prevent a terrorist attack. I was working at a VCP at the time, that's a Vehicle Checkpoint. You know, a place where you stop cars and check to see if everything's OK. No terrorists inside or guns or bombs or stuff like that.

So, there was three of us at this checkpoint and the commander and we were told to look out for a few different things. Let me remember what they were. Yes.

We were told to look out for wanted vehicles. We had descriptions of wanted vehicles and their number plates.

We also had a special request from Intelligence to look out for Grey Hondas Accords. They didn't tell us why. They just said stop and search all Grey Honda Accords.

Oh, and of course we were told to look out for any suspicious circumstances about the vehicles or passengers. You know, whether the car body looked close to the ground as if the vehicle was carrying a lot of weight, or if the passengers were looking nervous.

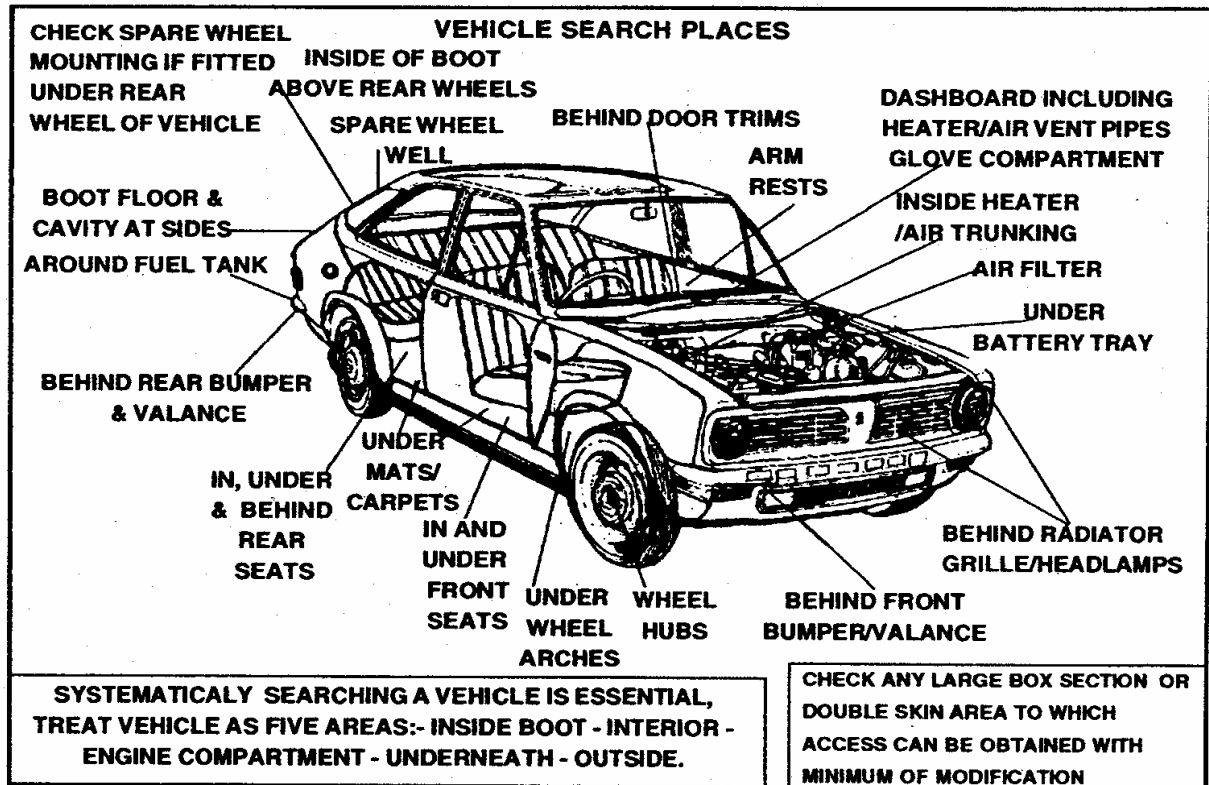
Well, for most of the morning nothing much happened. We waved most vehicles through and we did a few Initial Checks. That's just stopping the vehicle at the VCP for two or three minutes and the three of us lads on the VCP looking in, around and under it and checking the passengers. Nothing too serious.

Then the first grey Honda Accord came along. Well, the VCP commander ordered a Primary Search. Now, a primary search takes a lot longer and you have to take the vehicle off the road. If you kept it at the VCP there would be a massive traffic jam behind it and that would really get the locals angry. So, we move the moved the vehicle onto the road side and did a proper search.

Well, I tried to remember me training. Now the first thing I was told was, when searching a vehicle you have to be friendly to the passengers. Speak to them nicely. Don't offend them. So, I said, "Could you please step out of the vehicle" as if I was talking to the queen. Now, the second thing I remembered from my training was not to damage the vehicle. Don't cut anything open or bend or break anything. So, remembering these things, we set about the search looking for anything unusual or out of place.

Well, it was as we were looking at the rear seats that I noticed something unusual. There was some new stitching. It looked like someone had cut open the seat, put something inside, then stitched the seat up again. Well, I told this to the VCP commander and he decided that there should be a secondary search. That's when the vehicle is taken away to a secure place where special mechanics can take the vehicle apart. That's remove the body panel and any other mechanical parts. I heard later that they found 20 kilo of explosives. So, if I hadn't seen that new stitching, the explosives could have been used for a terrorist attack.

Searching Vehicles: Worksheet.



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1. Below are some descriptions of parts of a car. Look at the picture of a car above and write what the thing being described is.

- a) Place where people sit in the back of the car
- b) The thing that helps keep the engine cool
- c) Place where you put your luggage
- d) Thing that you need if your tyre bursts
- e) Thing that stops the car getting damaged in a small crash
- f) Place where all the instruments are shown
- g) Things that cover the floor of the car
- h) Place where people sit in the front of the car
- i) Place where petrol is kept
- j) Things that let you see in the dark

2. Now in pairs ask and answer questions using the information in Exercise 1.

Example. "What's the name of the place where you put your luggage" "The"

3. You're going to listen to a soldier talking about searching vehicles when at a Vehicle Checkpoint. Discuss with a partner the following things.

- What reasons are there for stopping and searching vehicles?
- What are the different types of vehicle search?
- How should you behave whilst carrying out a vehicle search?

4. Listen to a soldier talking about searching vehicle and complete the following sentences.

- a) The soldiers were told to look out for wanted
- b) They had a special request from
- c) They were told to look out for any suspicious
- d) During the Initial Check the vehicle is stopped for
- e) During the Primary Search the vehicle is taken
- f) When searching a vehicle a soldier has to be to the passengers
- g) The soldier also remembered not to the vehicle
- h) The soldier noticed something unusual, there was some new
- i) During a secondary search the vehicle is taken away to a
- j) During the secondary search they found twenty

5. You will be given a reading text on *How to Search Vehicles*. You will be given either Text A or Text B. You have some information about how to search vehicles. Read this information, using a dictionary and your teacher to help you understand it, and make notes on the information you are given. When you have finished, find a partner who has the other half of the text, if you have Text A, find someone with Text B and if you have Text B, find someone with Text A. Now tell your partner what you have learnt about searching a vehicle and listen to your partner telling you about searching a vehicle. Write the information you hear into the blank parts of the text.

6. Imagine you are going to train soldiers in how to carry out a vehicle search. You are going to give them a small talk on this subject. With your partner prepare your talk. Your teacher will ask one or two of the pairs to give the talk to the whole class.

How to Carry Out a Vehicle Search A

Adapted from a text in A Soldier's Pocket book.

The vehicle can be divided into five sections for the purpose of carrying out a systematic search. Within each of these sections there are many likely area that explosives can be located and will need you to pay attention to detail if you are to find them.

1. Underneath the vehicle

When you are looking underneath the vehicles you are looking for signs of modification. That is if the vehicle has been changed. Things that can tell you that a vehicle has been modified are new or unusual welding. Welding is melting two pieces of metal together by using a very hot flame. You are also looking for new soldered cables. Soldering is fixing two pieces of metal together by melting a third piece of metal onto them. You are also looking for new paint and to see if a false bottom has been fitted.

2. Outside the vehicle.

3. Inside Boot

4. Inside the vehicle

There are a lot of things to look for inside a vehicle. You should remove the back seat and check in there has been any new stitching done. Check the area occupied by the seat. Check the heating system. Take a look at the ashtray. Remove the container. Take a look at the front seats. Look up and underneath the seat and check that the backrest hasn't been restitched. Remove the carpets and rubber floor covering. Look for any signs of the floor being cut open and re-welded. Check the radio. Is it real. Look at the windows. Do they all wind down the to the same height? Check the door panels. Do they look as if they've been removed and refitted? And last, look inside the roof, does the fabric that covers the roof look unusual? Is it sagging or has it been tampered with.

Engine Compartment

How to Carry Out a Vehicle Search B

Adapted from a text in A Soldier's Pocket book.

The vehicle can be divided into five sections for the purpose of carrying out a systematic search. Within each of these sections there are many likely area that explosives can be located and will need you to pay attention to detail if you are to find them.

1. Underneath the vehicle

2. Outside the vehicle.

When you are looking outside the vehicle you should check behind the lights and under the wings/mudguards. You should remove the petrol filler cap and look to see if anything is suspended in filler tank pipe.

3. Inside Boot

When looking inside the boot, you should examine the hollow reinforcing ribs on the under side of the boot lid. Those are things, which make the lid of the boot stronger. You should also check under the rear window shelf. Don't forget to check the spare tyre for air or explosives. Is it really air inside? Let some air out into a detector to find out. Look at the taillight assemblies. They very often have space. Also look at the place where the spare wheel is kept. Is there a spare wheel there? or is there something else?

4. Inside the vehicle

Engine Compartment

When you are looking in the engine compartment you should look for any spaces where things can be hidden. You should also look at the oil filter to see if has been changed and remove the radiator filter cap to see if anything is suspended inside the radiator.

Vehicle Search: Answer Key.

Exercise One.

1. Place where people sit in the back of the car **back seats**
2. The thing that helps keep the engine cool **radiator**
3. Place where you put your luggage **boot (US Eng: Trunk)**
4. Thing that you need if your tyre bursts **spare wheel**
5. Thing that stops the car getting damaged in a small crash **bumper**
6. Place where all the instruments are shown **dashboard**
7. Things that cover the floor of the car **mats and carpets**
8. Place where people sit in the front of the car **front seats**
9. Place where petrol is kept **fuel tank**
10. Things that let you see in the dark **headlamps**

4. *Listen to a soldier talking about searching vehicle and complete the following sentences.*

- a) The soldiers were told to look out for wanted**vehicles**
- b) They had a special request from**Intelligence**
- c) They were told to look out for any suspicious**circumstances**
- d) During the Initial Check the vehicle is stopped for.. **2 or 3 minutes**
- e) During the Primary Search the vehicle is taken **to the roadside**
- f) When searching a vehicle a soldier has to be**polite**.... to the passengers
- g) The soldier also remembered not to ...**damage**..... the vehicle
- h) The soldier noticed something unusual, there was some new....**stitching**.....
- i) During a secondary search the vehicle is taken away to a ...**secure place**....
- j) During the secondary search they found twenty ...**kilos of explosives**...

Use Of Force: Introduction: Worksheet

Pre Reading

1. Working in pairs. Look at the following words and discuss what they mean. Try to give examples for each of them.

Rules of Engagement

Hostile Act

Hostile Intent

Minimum Force

Non- Deadly Force

Deadly Force

2. With the whole class. Share your ideas with your colleagues. Give some examples. Do you have examples from your own experience or stories colleagues have told you?

Read the article “To Shoot or not to shoot”

3. Find and write definitions for the following

Rules of Engagement
Hostile Act
Hostile Intent
Minimum Force
Non- Deadly Force
Deadly Force

4. Find and write down examples for the following

Hostile Act
Hostile Intent
Minimum Force
Non- Deadly Force
Deadly Force

After Reading

5. With a partner prepare a briefing based on information in the article.

6. Change partners, give your briefing to your new partner and listen to your partner giving his briefing. Talk about what was the same and what was different. Comment on how well your partner gave his briefing

To shoot or not to shoot?

From our army correspondent

A soldier is at a checkpoint. A man is shouting at him. A section is on patrol. A crowd gathers and throws rocks at it. A soldier sees a local man lift a rifle and point it at another local person. What do soldiers do in these situations? How do they know how to do the right thing? Well, they have learnt rules to help them. They have learnt the Rules of Engagement, which are the rules that tell a soldier when to use force and when not to use force and how much force to use.

Every conflict and every peacekeeping mission has its own Rules of Engagement, and a soldier has a duty to learn the Rules of Engagement for the mission he is on, but there are some things that are common to all operations.

For example, when do peacekeepers use force? Well, I must repeat, each PKO will have its own specific rules, but generally force can be used in two circumstances. When there is a hostile act or when there is hostile intent. A hostile act is an actual attack on peacekeeping forces, such as throwing bricks at a patrol. Hostile intent is when there isn't an actual attack, but there is a strong threat of an attack. A soldier sees a person lifting a rifle and aiming at another person. The soldier believes a person will be killed. The person lifting the rifle has hostile intent and the soldier can use force to stop them from firing.

The first rule is that the soldier should use minimum force. That is, he should only use as much force as is necessary. If a young

man runs at a soldier with a wooden club, that soldier should not shoot the young man. That would be too much force. A trained soldier can take the wooden club off the young man without harming him too much. He would be using minimum force. However, if three young men with knives are running at a soldier and the soldier has no way of escaping, then that soldier could fire his weapon. That too would be minimum force. Minimum force is using the smallest amount of force necessary in the situation. That could be a little or a lot. It depends on the situation.

But soldiers always try to use non-deadly force. That is force that does not use a rifle or other deadly weapon. Examples of non-deadly force are pushing or hitting. Also, a soldier can physically restrain a person, perhaps by grabbing and holding them, or by putting handcuffs on them, or tying their hands and legs in some way. Non-deadly force also includes firing your weapon in the air to give a warning.

But soldiers may sometimes have to use deadly force. That is force which is intended or is likely to cause death or grievous bodily harm, that is serious injury, to a person. Examples of deadly force are shooting at people or using another deadly weapon, such as a knife. But soldiers only use deadly force under conditions of extreme necessity and as a last resort, when all other means have failed or cannot be employed. An example would be if a soldier is being fired on and cannot escape. Then he can return fire and use deadly-force.

Use Of Force: Introduction: Answer Key

3. Find and write definitions for the following

Rules of Engagement	rules that tell a soldier when to use force and when not to use force and how much force to use.
Hostile Act	an actual attack on peacekeeping forces
Hostile Intent	when there isn't an actual attack, but there is a strong threat of an attack
Minimum Force	only use as much force as is necessary
Non- Deadly Force	force that does not use a rifle or other deadly weapon
Deadly Force	force which is intended or is likely to cause death or grievous bodily harm

4. Find and write down examples for the following

Hostile Act	throwing bricks at a patrol
Hostile Intent	a person lifting a rifle and aiming at another person.
Minimum Force	disarming a young man who has a club
Non- Deadly Force	pushing, hitting, grabbing, holding, putting on handcuffs, tying hands and legs
Deadly Force	shooting at people or using another deadly weapon, such as a knife.

Use of Force: Principles and Concepts: Listening Text One

Right, so I'm going to talk to you a little about the use of force in peacekeeping operations and some of the basic principles and ideas behind the use of force.

First of all, the use of force on PKOs must have positive control. That is the commander who is actually there where the force is being deployed should control that force. Not someone back in HQ who can't see what is going on on the ground. And, all force must cease, that is stop, once the aim has been achieved.

Oh, and then there's minimum force. You must never use more force than is necessary. Only use as much force as is needed to carry out duties and to accomplish the assigned objectives of the mission.

What else, well, force is used as a last resort. If the operational situation permits, you should try everything else to resolve potential hostile confrontation. If you have the time, try negotiation. Try a show of force. Force can only be used when there is no other way to stop an illegal action or to achieve the objective you have been authorized to do.

And another thing, you shouldn't escalate the force without authorisation. That is, you can't use more force unless you are ordered to do so.

Well, there are a lot of rules about the use of force. Another one I remember is about collateral damage. That is accidentally causing injury to people or damage to structures. Well, this collateral damage, this unintentional injury and damage, should be minimized. Ideally, there should be none, but these things happen sometimes.

Use of Force: Principles and Concepts: Listening Text Two

So, you've already heard something about the use of force in peacekeeping operations. I will give you some more information.

And then there's proportionality. That is the amount of force you use should depend on the level of threat you are facing. If some kids are throwing stones, then just protect yourself and maybe run out to catch some ringleaders. That would be proportional response. Shooting them wouldn't be.

One very important thing to remember is that you, as peacekeepers, have a right to hold your position. There is no requirement to retreat in order to avoid situations. And you can use force to defend yourself and hold your position. However, sometimes the best way to avoid injury is to retreat. That will be a decision a commander on the ground will take.

You remember I said that the use of force should only be used as a last resort. That is after you've tried other things. Well, one of those other things you could try is to negotiate and give warnings. You should really try to control the situation through measures short of force. Try personal contact and negotiation. Give a warning to the hostile force, telling them that you will defend yourself with force if necessary.

Only when you have exhausted all other options, when you have tried everything else, should you use force. I repeat, force can only be used when there is no other feasible way of either stopping the illegal act or doing the job you've been told to do.

Oh, one last thing. Retaliation and reprisals are not allowed. You are not allowed to use force just because you want revenge.

Use of Force: Principles and Concepts: Worksheet 1

1. On your own. You are going to listen to a person give a talk on the basic principles and ideas for the use of force (Tapescript One). **Don't look at the rest of this worksheet. Listen once** and make notes on the main ideas of what the person says.

2. In pairs, compare your notes with your partner.

3. On your own. Below is a list of the five main topics that the speaker talks about. **Without listening** write notes for each heading.

Positive Control Minimum Force Last Resort Escalation of Force Collateral Damage

4. In pairs, compare your notes with your partner

5. On your own, now listen to the tape again and write notes under each heading.

6. In pairs, compare your notes with a partner

7. Whole Class. Your teacher will ask the whole class for their notes on these topics. Listen, be ready to answer your teacher and add if you hear something new, add it to your notes.

8. Listen again and fill the gaps in the following sentences.

- a) The commander who is actually there where the force is being should control that force.
- b) Not someone back in HQ who can't see what is going on
.....
- c) Only use as much force as is needed to and to accomplish the assigned objectives of the mission.
- d) If the operational situation permits, you should try everything else to potential hostile confrontation.
- e) And another thing, you shouldn't without authorisation. That is, you can't use more force unless you are ordered to do so.
- f) Well, this collateral damage, this unintentional injury and damage, ...
..... Ideally, there should be none, but these things happen sometimes.

9. In pairs. Now compare your answers with a partner.

10. Whole class feedback.

11. Now write a short report on the use of force, based on what you have learnt in this lesson.

Use of Force: Principles and Concepts: Worksheet 2

1. On your own. You are going to listen to a person give a talk on the basic principles and ideas for the use of force (Tapescript Two). **Don't look at the rest of this worksheet. Listen once** and make notes on the main ideas of what the person says.

2. In pairs, compare your notes with your partner.

3. On your own. Below is a list of the four main topics that the speaker talks about. **Without listening** write notes for each heading.

Proportionality Holding your position Negotiate and Warn Retaliation and reprisals

4. In pairs, compare your notes with your partner

5. On your own, now listen to the tape again and write notes under each heading.

6. In pairs, compare your notes with a partner

7. Whole Class. Your teacher will ask the whole class for their notes on these topics. Listen, be ready to answer your teacher and add if you hear something new, add it to your notes.

8. Listen again and fill the gaps in the following sentences.

- a) The amount of force you use should depends on the
you are facing
- b) You can use force to defend yourself and
- c) You should really try to control the situation through measures
force.
- d) I repeat, force can only be used when there is no other
of either stopping the illegal act or doing the job you've been told to do.
- e) You are not allowed to use force just because you

9. In pairs. Now compare your answers with a partner.

10. Whole class feedback.

11. Now write a short report on the use of force, based on what you have learnt in this lesson.

Use Of Force: Principles and Concepts One: Answer Key

8. Listen again and fill the gaps in the following sentences.

- a) The commander who is actually there where the force is being **deployed** should control that force.
- b) Not someone back in HQ who can't see what is going on **on the ground**
- c) Only use as much force as is needed to **carry out duties** and to accomplish the assigned objectives of the mission.
- d) If the operational situation permits, you should try everything else to **resolve** potential hostile confrontation.
- e) And another thing, you shouldn't **escalate the force** without authorisation. That is, you can't use more force unless you are ordered to do so.
- f) Well, this collateral damage, this unintentional injury and damage **should be minimized**. Ideally, there should be none, but these things happen sometimes

Use Of Force: Principles and Concepts Two: Answer Key

8. Listen again and fill the gaps in the following sentences.

- a) The amount of force you use should depends on the **level of threat** you are facing
- b) You can use force to defend yourself and **hold your position**
- c) You should really try to control the situation through measures **short of** force.
- d) I repeat, force can only be used when there is no other **feasible way** of either stopping the illegal act or doing the job you've been told to do.
- e) You are not allowed to use force just because you **want revenge**.

Use of Force: Escalation of Force: Worksheet

Pre Reading Exercises

1. You are with your unit at a checkpoint. A crowd surrounds the checkpoint. The crowd looks dangerous. You think they might attack you. Discuss with a partner the things you can do to stop the crowd attacking you.
2. Change partners and tell your new partner what you discussed with your first partner.
3. Here is a list of the eight stages in the escalation of the use of force. They are not in the correct order. Put them in the correct order so that the first thing that is done is number one and the last is number eight.
 - a) Fire warning shots
 - b) Report, record, and give medical aid
 - c) Show of armed force
 - d) Use physical non-deadly means
 - e) Use no more rounds than necessary
 - f) Use Deadly force - aimed shots
 - g) Start negotiations give warnings

While Reading Exercises

1. Read the text "Incident at a Polling Station". Did you put the eight stages in the correct order?
2. Answer the following questions
 - a) How did Major Roberts try to negotiate with the leaders of the crowd?
 - b) What warning did Major Roberts give the crowd?
 - c) How did "C" company show force?
 - d) What non-deadly force did "C" company use?
 - e) Why did Rifleman Chambers use deadly force?
 - f) What did Major Roberts do after the crowd had left the square?
3. Find a partner and ask and answer these six questions.

Post Reading Exercises

1. In threes, discuss the incident described in the text? Would you do anything different/ Was Rifleman Chambers right to shoot the man?
2. In pairs, one of you is Major Robert, the other his commanding officer. Major Roberts should give a verbal report of the incident to his commanding officer. Change the roles so that both of you report to the commanding officer.

Text: Incident at a Polling Station.

On the 12th of June there was an election. It was the first election in the country after many years of violence. "C" company of a peacekeeping force were protecting a polling station, that is a place where people vote.

The polling station was in a school on a main square in the town.

At about 13.15 hours a large crowd began to gather in the square. Some young men were urging the crowd to protest against the election.

Major Roberts, Commanding Officer of "C" company didn't like the situation. He decided to negotiate. He sent a translator and a trained negotiator to talk with the young men who were leading the crowd.

The translator came back and reported that the leaders wouldn't listen to them. Major Roberts decided to issue a warning. He asked the translator to tell the crowd to disperse, that is leave the square, or he would have to move them by force. The translator picked up a megaphone and asked the crowd to leave.

The crowd then began to pick up stones and throw them at "C" company. Major Roberts ordered a show of force. He deployed his soldiers in two lines facing the crowd and ordered them to take their rifles from their shoulders and have them ready for use in their arms.

The crowd still threw stones. Major reports decided to use Non-Deadly force. He ordered his soldiers to move forward as a unit, engage the crowd and push the front row of the crowd back. He also gave permission for his soldiers to hit the people in the crowd on their shoulders or backs, but not on their heads.

A small struggle took place in the square, warning shows were fired and the crowd retreated.

Then one young man in the crowd produced a pistol and raised his hand to point it at the soldiers. Rifleman Chambers immediately used deadly force and fired to kill. The young man was hit.

The rest of the crowd left the square. The young man who had been shot was still alive. Major Roberts immediately ordered a medical attendant to give the young man first aid and then radioed for a military ambulance. The ambulance arrived and took the young man away.

Major Roberts reported the incidence to his CO.

Use Of Force: Escalation of Force: Answer Key

While Reading Exercises

1. The eight stages of escalating force in the correct order

Start negotiations give warnings

Show of armed force

Use physical non-deadly means

Fire warning shots

Use Deadly force - aimed shots

Use no more rounds than necessary

Report, record, and give medical aid

2. Answer the following questions

- a) How did Major Roberts try to negotiate with the leaders of the crowd? **He used a translator and a trained negotiator**
- b) What warning did Major Roberts give the crowd? **He would move them by force**
- c) How did “C” company show force? **They deployed in two lines facing the crowd and held their rifles in their hands**
- d) What non-deadly force did “C” company use? **They pushed the crowd back and hit protestors on their backs and shoulders. (not on the head)**
- e) Why did Rifleman Chambers use deadly force? **A young man pointed a pistol at him.**
- f) What did Major Roberts do after the crowd had left the square? **He ordered a medical attendant to give the young man first aid and radioed for a military ambulance**

Daytime Patrol: Worksheet 1: Rules of Engagement.

1. Read the following Rules of Engagement and answer the questions below.

IMPORTANT. These are just a few of the Rules of Engagement written for the US Army for its operation in Haiti. These are being used for educational purposes only. **THEY MUST NOT BE SEEN AS CURRENT RULES OF ENGAGEMENT.** Every operation has its own Rules of Engagement. It is the duty of all military personnel to know and follow the Rules of Engagement created by his or her commanders for the operation that they are involved in.

Rules of Engagement (ROE): Limitations and Restrictions:

ROE 6: Necessary and proportional force is authorized to control disturbances and disperse crowds threatening essential civic order.

ROE 7: Persons observed committing serious criminal acts will be detained using minimal force necessary up to and including deadly force. Serious criminal acts include homicide, serious assault, rape, arson and robbery.

If you have exhausted all reasonable graduated response techniques and, in your opinion it appears that there will be loss of human life, the use of deadly force may be used (as a last resort). Loss of life includes civilian on civilian violence.

ROE 10: Deadly force is not authorized to disarm Haitians, enforce curfews, or stop looting, unless those individuals involved engage in hostile acts or demonstrate hostile intent.

The looting or loss of non-sensitive equipment from a convoy are not grounds for the use of deadly force. Burglary and larceny are defined as looting, breaking and entering or stealing. These situations only warrant the use of non-lethal force "unless" the perpetrator is armed and displaying a hostile intent. In a situation, the existence of a perpetrator with a weapon displaying hostile intent is grounds for considering deadly force. Hostile intent is defined as: Pointing a weapon at an individual(s); holding hostages; discharging a weapon; striking an individual(s) with a weapon; and threatening to use the weapon or evidence of recent use of a weapon.

- a) Can you use as much force as you wish to break up a crowd?
- b) Can you use force on any crowd?
- c) Can peacekeepers kill a person who is committing a serious criminal act?
- d) What do you have to do before using deadly force?
- e) What must you believe before using deadly force?

2. Find a partner and ask and answer these questions, giving reasons for your answer.

3. Now write five more questions.

4. Ask your partner the questions you have written and answer his questions.

Daytime Patrol: Worksheet Two: Situation and Events.

1. *Read the situation described below and answer the questions that follow. Use a dictionary or your teacher to help you understand the text.*

SITUATION

Your platoon is conducting a routine presence patrol during daylight in an urban area. The platoon is temporarily halted at a football field while awaiting a logistics re-supply. While halted at the football field, a large crowd forms.

- a) Is this an unusual patrol?
- b) Are there lots of streets and buildings around?
- c) Is the patrol on the move?
- d) Does the patrol need more supplies?
- e) When the patrol arrives at the football field, is there a big crowd there already?

2. *In pairs. Ask and answer these questions, giving reasons for your answers.*

Example: Question: Is this an unusual patrol? Answer: No, it's a routine patrol.

3. *You are the patrol commander. Read the events below. Working with a partner, decide what you should do in these situations? Use a dictionary or your teacher to help you understand the text. When you have finished, change partners and share your ideas.*

EVENTS

- 1. The crowd start to throw rocks and fight with one another. You don't know why
- 2. A man runs to your position. The crowd is chasing him. He asks you to help him.
- 3. The man asking for help is injured. He has a broken arm and a cut on his head.
- 4. The re-supply convoy arrives. The convoy is stopped and surrounded by civilians.
- 5. The patrol leaves the football field. It starts moving through a heavily populated area. Hundreds of people become mixed in with the patrol. The crowd is friendly towards you but shots are fired at the patrol.
- 6. A civilian approaches the patrol. He says that the patrol is close to a weapons cache in a house. He also says that the people guarding the site are prepared to ambush the patrol if it comes close to the cache.
- 7. A reconnaissance element from the patrol goes to investigate the house. It finds that a civilian security company is guarding the house.

Daytime Patrol: Worksheet Three: Possible Solutions

1. Here are some possible solutions to the events you have just read about. Read the solutions, using a dictionary or your teacher to help you understand them. Match the solutions with the events. When you have finished, find a partner and see if he has the same answers.

a) Perform first aid; take the person out of the area. If injuries are severe, evacuate to civilian medical facility.

b) Report the information you gather to the company commander, so the information can be properly processed. Do not raid the suspect site unless overwhelming evidence exists or you are ordered to do so. People often use such reports to get even with an enemy.

c) Seek cover, bring a linguist and a speaker team forward and attempt to calm the crowd. Avoid entering the crowd; if there is potential for loss of life, continue using graduated response techniques for crowd control.

d) Seek cover, try to find where the gunshots are coming from and protect civilians in the area. Do not return fire unless a positively identified target is present. Report to higher commanders and attempt to cordon the suspected sniper site. Once sufficient forces are available, search the target area. Try to pinpoint the sniper.

e) Cordon the site with authority. Bring your linguist forward, and request to speak with the owner of the business or home. Seek permission from the owner to enter and search the Area of Operation (AO). Make it clear to him (respectfully) that you are prepared to search the property with or without permission. If you are denied access, have the linguist (using a loudspeaker) to tell the guards what your intent is and see if they will back down peacefully ("you don't get paid enough to resist us!"). If the owner and the guards remain defiant, continue to cordon and report to higher commanders. If a direct fire conflict is imminent, you are required to seek approval from the Multinational Force (MNF) commander.

f) Remain mounted in the vehicles. Instruct the crowd to remain clear of the convoy and clear a path to the football field. Keep all weapons visible to the crowd. Do not attempt to back convoy out of the way. Dismount only if required to clear the path using crowd-control techniques.

g) Immediately detain the person. Put him in any available vehicle and take him away from the Area of Operation (AO) as soon as possible. Once you are out of sight of the crowd talk to the person. Check his identity. Check his name against lists of dangerous people that your commander has given you. Evaluate the need to evacuate him to an Intelligence team for interrogation. Release the person if you think he is harmless.

Note: In some nations, when the local police take an individual from a crowd, that person is never seen again. The populace feels that when the police or the military detains an individual, justice is done, and they normally feel content. By taking the individual away, you have made the crowd happy, and it will calm down quickly.

Daytime Patrol: Worksheet Four: Work on Vocabulary.

1. *Put the words on the left with the words on the right to make a common phrase used when talking about Rules of Engagement*

- | | |
|--------------------------------|------------------------|
| 1. Control | a) hostile acts |
| 2. Disperse | b) hostages |
| 3. Commit | c) disturbances |
| 4. Minimal/deadly/proportional | d) curfews |
| 5. Graduated | e) a weapon |
| 6. Enforce | f) force |
| 7. Stop | g) looting |
| 8. Engage in | h) crowds |
| 9. Demonstrate/display | i) response techniques |
| 10. Holding | j) criminal acts |
| 11. Discharging | k) an individual |
| 12. Striking | l) hostile intent |

2. *Now reread Daytime Patrol Worksheet 1 and check.*

3. *Now match the phrases with the definitions given below. (there are three definitions given for number four, one for minimal, one for deadly and one for proportional)*

1. Do things like serious assault, rape, arson and robbery.
2. Punching or kicking someone or hitting someone with a weapon.
3. Using the amount of force that the situation requires, no more or no less.
4. Showing that you may be violent.
5. Make sure that nobody is outside between certain hours, usually dusk to dawn.
6. Firing a rifle, machine gun or pistol.
7. Enough force to kill someone.
8. The lowest amount of force needed to deal with a situation.
9. Actually fighting peacekeepers and/or civilians.
10. Making sure that small arguments and fights don't get too serious.
11. A series of actions, each one getting more serious, trying to control crowds.
12. Keeping people as prisoners.
13. Turning crowds of people into small groups of people who go home or go to a local café.
- 14 Making sure that large groups of people don't steal from shops, factories and offices.

4. Now find a partner and ask and answer questions to check the answers they have. For example; Q "What does controlling disturbances mean?" A "It means making sure that small arguments and fights don't get too serious."

5. The following list of words is taken from Worksheet Three. Read Worksheet Three again and match the words with the definitions that are below them.

1) evacuate: 2) seek cover: 3) return fire: 4) positively identified target: 5) cordon:
6) target area: 7) to pinpoint: 8) (with or without) permission: 9) denied access: 10) direct
fire conflict: 11) seek approval: 12) mounted: 13) dismount: 14) detain: 15) release:

- a) A place to shoot at: You are sure of where and what it is.
- b) The right to do something given to you by a higher authority.
- c) To get behind something that will stop bullets
- d) To take someone out of dangerous situation or to a special place
- e) Not allowed to go somewhere
- f) To put soldiers around a place to stop anyone leaving
- g) To get out of a vehicle
- h) Let a person go
- i) Firing between civilians and soldiers
- j) To shoot back at someone
- k) Stop and keep a person as a prisoner
- l) Sitting inside a vehicle
- m) A particular place you've decided is important, for example as a place to search
- n) Ask the authorities to do something
- o) To say exactly where something or someone is

Daytime Patrol: Answer Key

Worksheet One.

Exercise One.

a) No you can't. You can only use necessary and proportional force.

(Proportional force is the right amount of force for the incident the army is trying to control, so minor incidents need a small amount of force, major incidents need more force. The force used should not be "out of proportion" to the incident that requires force)

b) No, you can't. You can only use force on a crowd that is threatening civic order.

c) Yes. Peacekeepers have a right to use deadly force on people committing serious criminal acts.

d) You have to exhaust all reasonable graduated response techniques.

(Graduated response techniques are a series of actions that get increasingly more severe. They start with something small, like, negotiating with ringleaders, move through more serious actions, like showing weapons, to very serious actions until the last measure taken is use of deadly force)

e) You must believe that there will be a loss of human life.

Worksheet Two.

Exercise One.

a) Is this an unusual patrol? NO

b) Are there lots of streets and buildings around? YES

c) Is the patrol on the move? NO

d) Does the patrol need more supplies? YES

e) When the patrol arrives at the football field, is there a big crowd there already?
NO

Exercise Two.

Expected exchanges between students.

Is this an unusual patrol? – No, it's a routine patrol.

Are there lots of streets and buildings around? - Yes, it's an urban area.

Is the patrol on the move? - No, it is temporarily halted at a football field.

Does the patrol need more supplies? - Yes, the patrol is waiting for a logistics re-supply.

When the patrol arrives at the football field, is there a big crowd there already? - No, but a big crowd forms as the patrol is at the football field.

Worksheet Two and Three

Situation - Solution

- | | |
|----|---|
| 1. | C |
| 2. | G |
| 3. | A |
| 4. | F |
| 5. | D |
| 6. | B |
| 7. | E |

Worksheet Four.

Exercise One

1 – c: 2 – h: 3 – j: 4 – f: 5 – i: 6 – d: 7 – g: 8 – a: 9 – l: 10 – b: 11 – e: 12 – k:

Exercise 2.

- | | |
|---|-----------------------------------|
| 1. Commit criminal acts | 7. Deadly Force |
| 2. Striking an individual | 8. Minimal Force |
| 3. Proportional Force | 9. Engage in hostile acts |
| 4. Demonstrating or displaying hostile intent | 10. Controlling disturbances |
| 5. Enforcing a curfew | 11. Graduated Response Techniques |
| 6. Discharging a weapon | 12. Holding hostages |
| | 13. Dispersing crowds |
| | 14. Stopping looting |

Exercise Five

- | | |
|------------------------------|------------------------|
| A positively identify target | I direct fire conflict |
| B permission | J return fire |
| C seek cover | K detain |
| D evacuate | L mounted |
| E denied access | M target area |
| F cordon | N seek approval |
| G dismount | O To pinpoint. |
| H release | |



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