

**CAMPAIGN BOOK 1**  
SKILLS WORK

- introductions and introducing others
- greetings and goodbyes
- numbers 20 – 100
- shopping
- the 24-hour clock
- ordinal numbers
- social conversation
- civilian titles
- likes and dislikes
- welcoming a visitor
- giving directions
- describing the structure of military units
- talking about responsibilities
- correcting
- defining and describing
- getting travel information
- booking accommodation
- deciding on a course of action
- giving advice
- requests
- talking about health
- giving grid references
- describing places and asking for a description
- describing location and distance
- asking for and giving opinions
- explaining procedures
- talking about responsibilities
- telephone calls in a military office
- polite and direct orders
- invitations
- giving driving directions
- giving instructions
- renting a car
- sending a radio message
- explaining a mission
- describing a situation

SKILLS

# Key sections

Each of the 14 Student's Book units contain 7 sections which provide approximately 1 hour of classroom material.

The units are organised around 3 key sections:

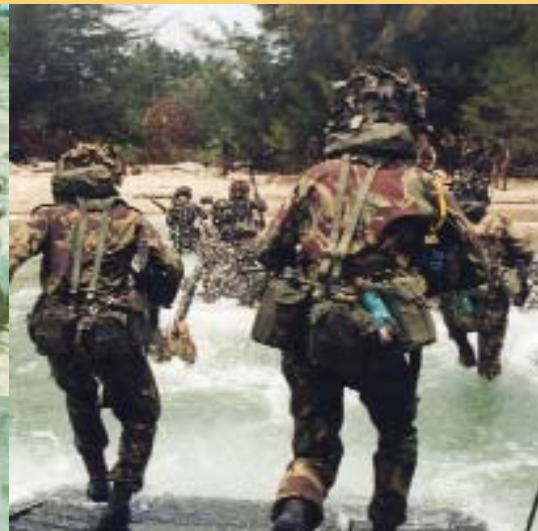
**alpha** introduces the topic and key vocabulary of the whole unit

**delta** focuses on functional and everyday English – non-military situations which come up during a foreign posting

**golf** revises the language from the unit and provides extra integrated skills practice.

## 13. Convoy

<b>alpha</b>	Escort	<i>Grammar:</i> when with past tense <i>Vocab:</i> humanitarian aid, convoys and convoy vehicles	
<b>bravo</b>	The route	<i>Function:</i> giving driving directions <i>Pron:</i> sentence stress <i>Vocab:</i> traffic signs	
<b>charlie</b>	Breakdown	<i>Grammar:</i> instructions with if (zero conditional) <i>Vocab:</i> vehicle emergencies7	
<b>delta</b>	Off-duty: cars and driving	<i>Function:</i> renting a car <i>Vocab:</i> cars and driving	<i>World English</i> Cars
<b>echo</b>	Vehicle maintenance	<i>Grammar:</i> have to <i>Vocab:</i> tools, problems with vehicles	
<b>foxtrot</b>	Lima 3. Radio check. Over.	<i>Function:</i> sending a radio message (1) <i>Pron:</i> radio prowords (1)	
<b>golf</b>	Review Language tactics: managing radio conversations Integrated skills: the convoy		



# Section A alpha:

introduces topic and key vocabulary of whole unit

## OBJECTIVES

OBJECTIVES boxes set the target of each lesson by listing the key grammar and language points

## SKILLS: LISTENING

The listening activities in *Campaign Book 1* provide both a model for pronunciation of the target vocabulary and examples of real-life scenarios. There is a variety of accents, with instances of both native and non-native speakers, giving students exposure to a range of spoken English and equipping them with the listening skills necessary for international operations. The listening texts include radio transmissions, army briefings, drills, telephone conversations and interviews, as well as general English listening practice.

**13 Convoy**


**Escort**

**OBJECTIVES**

- when with present tense
- humanitarian aid, convoys and convoy vehicles


**Task 1 Describe the pictures. Choose from these words.**

blankets  drinking water  food  medical supplies  winter clothes



**Task 2 Listen and tick the aid in task 1 the convoy is carrying. Now label the diagram. Use these words.**

5-ton truck (x4) APC (x2) commander's APC



**Task 3 Match the words with the definitions.**

release point (RP) reporting point start point (SP)

- At this point the convoy starts and it comes under the control of the convoy commander. ....
- At this location the convoy commander releases control of the convoy. ....
- A position on a route where vehicles report. ....

**alpha**

**Task 4 Listen and complete the briefing.**

**Convoy briefing**

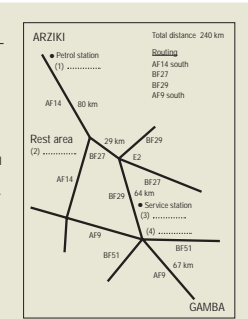
We will leave the camp at 0700 hours and our estimated time of arrival at GAMBIA is (1) ..... The whole movement will take about six hours. The total distance of our route is about (2) ..... kilometres.

We will join the humanitarian aid trucks at the (3) ..... on highway AF14, five kilometres south of ARZIKI at grid (4) ..... This is the start point. All vehicles in the convoy will come under my command when we reach the start point.

We'll stop to rest two times during the movement. We'll stop for a (5) ..... minute rest when we reach the first reporting point, E1, at the junction of the AF14 with the (6) ..... Our ETA at E1 is 0900 hours.

Our second (7) ..... will be the junction of the BF27 with the BF29. Our second (8) ..... is on the BF29. It's a service station about (9) ..... kilometres after reporting point two.

The third, and final, reporting point will be at the junction of the BF29 with the AF9.



**Now complete the strip map. Use these words.**

E3 (reporting point) E1 (reporting point) rest area start point

**Task 5 Read the text again and answer the questions.**

- What time will the convoy leave the base?
- Where will the escort join the trucks?
- What time will the convoy reach its destination?
- How many times does the convoy stop to rest?
- How many reporting points are there?

**Grammar**

when with present tense

**Task 6 Study the example.**

All vehicles in the convoy **will** come under my command **when** we reach the start point.

We use **when + present simple** to talk about a definite time in the future.

**will + when + present simple**

**Now match the two parts of the sentences.**

1 The convoy will set off .....	a when the convoy reaches the RP.
2 We'll complete a radio check .....	b when they reach the checkpoints.
3 The vehicles will report .....	c when we leave the SP.
4 We'll take a 15 minute rest .....	d when we link up with the trucks.
5 The convoy commander will hand over control .....	e when we reach the second rest area.

**Speaking**

**Task 7 Work in pairs. Student A look at the convoy briefing notes in File 21. Brief Student B. Student B take notes on Student A's briefing.**

## GRAMMAR

*Campaign* employs a clear and straightforward methodology. The language is presented in context and then broken down into its component parts; it is then practised with one of a wide variety of practice activities; finally, the language is activated with a controlled speaking task which is relevant, practical and portable.

### File 21 (Unit 13 alpha)

#### Convoy briefing

Mission: to escort a humanitarian aid convoy from GALANA to MUELA.

Convoy: 4 5-ton trucks with medical supplies.

#### Convoy escort

1 land cruiser, 2 APCs, 1 ambulance.

Time of departure: 0700

Time of arrival: 1500

# Section D delta:

focuses on functional and everyday English – non-military situations which come up during a foreign posting

## WORLD ENGLISH

WORLD ENGLISH boxes highlight the differences in vocabulary and lexis between British and American English.

## COMMUNICATIVE SPEAKING ACTIVITIES

*Campaign* offers as much opportunity for pair-work as possible, giving students the chance to practise speaking English in a controlled environment before using it outside the classroom. Many of these tasks incorporate personalisation activities which engage students both on a personal and professional level, making the target language more memorable.

**delta**

**Off-duty: cars and driving**

**OBJECTIVES**  
renting a car  
cars and driving

**WORLD ENGLISH**  
UK: estate car, four-wheel drive (four-by-four), multipurpose vehicle, saloon  
US: station wagon, sports utility vehicle (SUV), minivan, sedan

**Task 1 Label the pictures. Use these words.**  
estate car four-wheel drive multipurpose vehicle (MPV) saloon sports car

**Task 2 Listen and complete the chart.**

**Task 3 Listen and complete the conversation. Use these words.**  
booked check make repeat tell

**Task 4 Study the examples.**  
How many days do you want to rent it for?  
When do you want to collect the vehicle?  
What kind of car do you want to rent?  
Can you tell me the booking reference, please?  
Can I make a photocopy of your driving licence and passport, please?

**Now complete the conversations.**

conversation 1 Attendant (1) ..... ?  
Customer I need a small car. I'm not going to drive very far.  
Attendant Our economy models are 20 Euros a day.

conversation 2 Attendant (2) ..... ?  
Customer I'm arriving on July 12th and I'm leaving July 18th.  
Attendant So, that's 7 days.  
Customer That's right.

conversation 3 Attendant (3) ..... ?  
Customer I don't have my passport with me. This is my military ID.  
Attendant That's fine.

**Task 4 Practise the conversations in task 4.**

**Task 6 Work in pairs. Ask and answer the questions.**  
1 Do you have a car?  
2 What kind of car do you have?  
3 What was your first car?

**Task 7 Match the numbers in task 1 with the words.**  
bonnet 4 boot door headlights indicator lights rear window roof wheel

**Task 8 Read the text. Are the sentences true or false?**  
1 'A' roads are bigger than 'B' roads.  
2 People in Britain drive on the right.  
3 The speed limit on motorways is 60 mph.  
4 The inside lane on a motorway is for fast traffic.

**Task 9 Work in pairs. Study the pictures and say what the driver did wrong.**

**Task 10 Write five rules for driving in your country.**

**delta**

**DRIVING IN Britain**

**KNOW YOUR VEHICLE**  
The first time you get into your vehicle, take a few minutes to find the headlights and the indicator lights.

**ON THE ROAD**  
Motorways are large, wide roads for travelling long distances. 'A' roads are main roads that go from one town to another. 'B' roads often have two lanes in each direction. 'C' roads are secondary roads.

The speed limit on motorways and dual carriageways is 70 miles an hour (mph). The speed limit on other roads is 60 mph and 30 mph in urban areas.

**DRIVING ON THE LEFT**  
On motorways and dual carriageways, the inside lane is the slow lane. This is the lane where you should drive. Only use the outside lane if you want to overtake the car in front. Roundabouts can be a special problem for visiting drivers. When you approach a roundabout, study the signs and decide the exit you want. Remember, you never turn right at a roundabout.

**PARKING**  
Double-yellow lines on the road mean you can't stop or park. Single yellow lines mean you can only stop for a few minutes.

## SKILLS: READING

The texts are carefully chosen for their authentic military content and edited where necessary to make them more accessible to the target audience. Concept questions are used to check understanding of form, meaning and use before moving onto the next stage. In addition to developing reading skills, tasks are included which highlight lexical and grammatical items in the text. Tasks such as these increase students' awareness of how words and phrases function.

## SKILLS: WRITING

At this level, target language is reinforced with a writing activity, which gives students the opportunity to practise it further in a way that is meaningful and memorable to them. The writing tasks also allow for stronger students to help and advise weaker students, making Campaign ideal for mixed-ability classes.

