



Kementerian Pendidikan dan Kebudayaan  
**REPUBLIK INDONESIA**



**MILIK NEGARA**  
TIDAK DIPERDAGANGKAN

SERI BAHAN AJAR BAHASA ASING UNTUK MISI PERDAMAIAN:

# BAHASA INGGRIS

P E M U L A

( B E G I N N E R )



Badan Pengembangan dan Pembinaan Bahasa

2017



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Badan Pengembangan dan Pembinaan Bahasa

2017

## **TIM PENYUSUN**

**Seri Bahan Ajar Bahasa Asing untuk Misi Perdamaian: Bahasa Inggris Pemula**

### **Pengarah**

Dadang Sunendar

### **Penanggung Jawab**

Emi Emilia

### **Penyelia**

Dony Setiawan

### **Penyusun Naskah**

Ahmad Bukhori Muslim

### **Verifikator**

Helena Agustin

### **Editor**

Teja Komara

Daud Yusuf

### **Ilustrator dan Penata Letak**

Evelyn Ghozalli dkk

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Badan Pengembangan dan Pembinaan Bahasa  
Kementerian Pendidikan dan Kebudayaan  
Republik Indonesia

## KATA PENGANTAR

Badan Pengembangan dan Pembinaan Bahasa, melalui Pusat Pengembangan Strategi dan Diplomasi Kebahasaan (PPSDK) di kawasan *Indonesia Peace and Security Centre* (IPSC), memegang peranan penting dalam peningkatan fungsi bahasa Indonesia agar menjadi bahasa internasional. Peran penting ini diwujudkan, antara lain dengan memperluas akses diplomasi kebahasaan melalui peningkatan kompetensi bahasa asing untuk Misi Perdamaian Dunia. Salah satu strategi perluasan akses itu ialah penyusunan bahan ajar yang terdiri atas bahan ajar bahasa Inggris Pemula, bahasa Inggris Madya, bahasa Arab Sudan, bahasa Arab Lebanon dan bahasa Perancis.

Materi dan tugas belajar dikembangkan agar pemelajar secara terintegrasi dapat mengembangkan kompetensi berbahasanya dalam keempat keterampilan: menyimak, berbicara, membaca, dan menulis dalam berbagai jenis teks. Selain itu, materi dan tugas belajar secara terpadu dirancang untuk mengembangkan pemahaman terhadap cara pandang masyarakat penutur bahasa Inggris. Untuk keperluan evaluasi, setiap unit dilengkapi dengan tugas terstruktur berupa latihan-latihan.

Penyelesaian buku bahasa Inggris Pemula ini tidak terlepas dari bantuan berbagai pihak, terutama narasumber dan penyusun naskah, yaitu Dra. Helena I.R. Agustin, M.A., Ph.D., dan Eri Kurniawan, Ph.D. Ucapan terima kasih juga kami sampaikan kepada tim ilustrator dan penata letak serta tim internal PPSDK yang telah menyunting dan memberi masukan yang sangat berharga untuk perbaikan buku ini.

Besar harapan kami buku ini dapat berguna bagi para pengajar bahasa Inggris untuk misi perdamaian dan dapat dijadikan acuan bagi pemelajar yang ingin belajar menguasai bahasa Inggris untuk berkomunikasi dan bekerja sama dengan warga masyarakat penutur jatinya. Jalinan komunikasi dan kerja sama itulah yang akan memberikan umpan balik bagi masyarakat internasional untuk belajar berbahasa Indonesia.

Buku ajar Seri Bahan Ajar Bahasa Asing untuk Misi Perdamaian: Bahasa Inggris Pemula ini masih memerlukan penyempurnaan lebih lanjut agar benar-benar sesuai dengan kebutuhan pengajar dan pemelajar. Untuk itu, kami sangat berterima kasih apabila pembaca dapat memberikan masukan perbaikan.

Jakarta, Desember 2017

Kepala Badan Pengembangan dan  
Pembinaan Bahasa,

Prof.Dr.Dadang Sunendar, M.Hum.



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# I'M IN THE ARMY

1



## WHAT YOU'LL LEARN

- Greetings, introductions, parting
- Personal pronouns
- *Be* verbs (am, is, are)

# WRITING, LISTENING & SPEAKING

## 1. WHAT DO YOU SAY WHEN ....



- a. You meet your superior in the morning.
- b. You meet a close friend during lunch time.
- c. You ask your friend about his/her condition.
- d. You want to leave during a conversation with someone.

## 2. YOUR INSTRUCTOR WILL READ DIALOGUES. AS YOU LISTEN, ANSWER THE FOLLOWING QUESTIONS.

- a. How many dialogues did you hear?
- b. What are the people in the dialogue talking about?

## 3. LISTEN AGAIN TO THE DIALOGUES. AS YOU LISTEN, COMPLETE THE GAPS.

1

Mr. Gunawan : Good morning, Mr. Budi.

Mr. Budi : Good morning, sir. [How are you today?]

Mr. Gunawan : [Just fine], thanks. And you?

Mr. Budi : I'm fine, thank you.

2

Siti : Hi Lina. How are you doing?  
 Lina : Great, thanks. [How about you?]  
 Siti : Pretty well, thanks. Busy as always?  
 Lina : [Not really].

3

David : Hello, my name's David Clark.  
 Ahmad : [Pleased to meet you]. I'm Ahmad Arifin.  
 David : Are you in the army?  
 Ahmad : Yes, how about you?  
 David : No, I'm a journalist.

4

Kate : It's been nice talking to you. I have to go now.  
 Sarah : [See you later.]  
 Kate : Bye. See you.

4. IN PAIRS, TAKE TURNS PRACTICING THE DIALOGUES ABOVE. CHANGE THE NAMES AND OTHER POSSIBLE DETAILS IN THE DIALOGUES WITH YOUR OWN.

5. NOW, CAREFULLY STUDY THE DIALOGUES AND MATCH THEM WITH THE SITUATIONS BELOW.

- |                         |                                     |
|-------------------------|-------------------------------------|
| a. Someone needs to go. | c. They introduce each other.       |
| b. Colleagues meet.     | d. Someone meets with his superior. |

6. WORK IN PAIRS. COMPLETE THE GAPS IN THE DIALOGUES BELOW.

1

Dewi : Hi, Hira.  
 Hira : Hi, Dewi. (how are you) \_\_\_\_\_?  
 Dewi : (I'm very well) \_\_\_\_\_, thanks. And you?  
 Hira : I'm (fine) \_\_\_\_\_, thank you.  
 Dewi : (How) \_\_\_\_\_'s your family?  
 Hira : They're (very well) \_\_\_\_\_, thanks.

2

John : Hello, (I'm) \_\_\_\_\_ John Burke.  
 Cokro : (Pleased to meet you) \_\_\_\_\_.  
 My name's Cokro Dinoto. (This is my friend)

3

\_\_\_\_\_, Anggi.  
 John : (Pleased to meet you) \_\_\_\_\_.  
 Anggi : Pleased to meet you.  
 David : \_\_\_\_\_. Have a nice weekend.  
 Ahmad : Thank you. \_\_\_\_\_.

7. PRACTICE THE ABOVE DIALOGUES WITH A PARTNER. SWAP ROLES. CHANGE THE NAMES IN THE DIALOGUES WITH YOUR OWN.

8. ROLE PLAY ONE OF THE DIALOGUES IN FRONT OF THE CLASS.

9. STUDY THE FOLLOWING EXPRESSIONS.

Greetings	Responses
Hi/Hello Good morning/afternoon/evening How are you today? How's life?	Hi/Hello Good morning/afternoon/evening Very well/just fine, thank you. Pretty well, thanks. How about you?
Self-Introduction	Responses
Hi. I'm Cokro Dinoto. Hello, my name's Cokro Dinoto.	I'm Tom Stewart. Hello, my name's Cathie Ringen.
Introducing Others	Responses
This is my friend/colleague/staff/superior, (Mr./Mrs.) ....	Pleased to meet you.
Parting	Responses
Sorry, I have to go now. I'll talk to you later. It's been nice talking to you. See you later/tomorrow. Good bye/Bye bye/Bye.	Yes, of course. See you. Sure. See you later. So long. Take care. Keep in touch.

**10. YOU WILL HEAR A MONOLOGUE. AS YOU LISTEN, FILL IN THE FORMS BELOW.**

*[Hello. I am Lukman. My full name is Lukmanul Hakim. I come from central Java, Indonesia. I am an army officer in infantry regiments. I am a sergeant. This is my friend. Her name is Yayuk Muniarti. She goes by Arti. She is from East Java, Indonesia. She is a lieutenant in logistic corps. We are both based in Jakarta, Indonesia.]*

Full name	:	
Nickname	:	
Hometown	:	
Nationality	:	
Occupation	:	

Friend's Full name	:	
Friend's Nickname	:	
Friend's Hometown	:	
Friend's Nationality	:	
Friend's Occupation	:	

**11. NOW, ASK YOUR PARTNER THE FOLLOWING QUESTIONS. DO NOT FORGET TO WRITE DOWN HIS/HER ANSWERS.**

- What is your name?
- What is your nickname?
- Where are you from?
- What is your nationality?
- What is your job?

**12. USING THE TEMPLATE BELOW, INTRODUCE YOURSELF AND A FRIEND WHOM YOU JUST INTERVIEWED.**

Hello. I am \_\_\_\_\_. My full name is \_\_\_\_\_. I  
come from \_\_\_\_\_, \_\_\_\_\_. I am a/an  
\_\_\_\_\_ in \_\_\_\_\_. I am a/an \_\_\_\_\_.

This is my friend. Her/His name is \_\_\_\_\_. S/he goes by  
\_\_\_\_\_. S/he is from \_\_\_\_\_, \_\_\_\_\_.  
S/he is a/an \_\_\_\_\_ in \_\_\_\_\_.

# READING & WRITING

Descriptive  
Daily Routines Greetings  
Introduction  
Good-Byes

## 1. LOOK AT THE PICTURE BELOW AND ANSWER THE QUESTIONS THAT FOLLOW.



- Who are they?
- What are they doing?
- Are they on a mission?
- Do they know each other?
- Why are they shaking hands?

## 2. STUDY THE TEXTS BELOW.



Hello, my name is James Rodriguez. I come from Iowa, the United States of America. I am a Lieutenant General, a commander of the Field Army. I am based at Des Moines and have been in service for a little over 37 years. I am a frontline soldier. I have done five tours with Special Forces.





Hello, my name is Jose Santamaria. I am one of the peacekeepers who is stationed in Haiti. My rank is colonel and in this mission, I am the Commander of the Guatemalan Contingent of the United Nations Stabilization Missions in Haiti or Minustah.

*(Adapted from <http://dialogo-americas.com>)*



Hello, I am Kemal Bachtiar. I come from Singaraja, Bali. I am one of the Indonesian peacekeepers who is stationed in Congo. My rank is Brigadier General. I am the Commander of the United Nations Operations for Congo or also known as UNOC missions.

### 3. ANSWER THE QUESTIONS BASED ON THE TEXT ABOVE.

- a. Who is from USA?
- b. Who is from Latin America?
- c. What is the first name of the American soldier?
- d. What is the last name of the Indonesian soldier?
- e. What is the rank of the Haitian?
- f. Where is Kemal Idris from?
- g. Where does Jose do his missions?
- h. What country does Kemal do his missions?

### 4. STUDY THE VOCABULARY BELOW AND TRANSLATE. CONSULT YOUR INSTRUCTOR IF YOU NEED HELP.

Lieutenant General	
Commander	
Field Army	
Frontline soldier	
Special Forces	

Peacekeepers Colonel Contingent Stabilization missions Brigadier General Operations	
--	--

**5. STUDY THE STRUCTURE OF THE TEXT BELOW. CONSULT YOUR INSTRUCTOR IF YOU FIND IT DIFFICULT TO UNDERSTAND.**

Greeting	Hello,	- Specific participants (Kemal Idris)
Information giving (name)	I am Kemal Idris.	
Information giving (origin/hometown)	I come from Singaraja, Bali.	- Present tense (am, come, is)
Information giving (job)	I am one of the Indonesian peacekeepers who is stationed in Congo.	- Technical terms (peacekeepers, Brigadier General, commander, UN Operations)
Specific information of job (rank)	My rank is Brigadier General.	
Specific information of job (duty)	I am the Commander of the United Nations Operations for Congo or also known as UNOC missions.	- First pronouns (I, my)

**6. IN PAIRS, IDENTIFY THE STRUCTURE OF THE TEXT BELOW. CONSULT YOUR INSTRUCTOR IF YOU FIND IT DIFFICULT TO UNDERSTAND.**

.....	Hello,	Specific participants
.....	My name is Jamaluddin bin Ayyas.	.....
.....	I come from Malaysia.	Present tense
.....	I am one of the Malaysian peacekeepers who is stationed in Croatia.	.....
.....	My rank is Captain.	.....
.....	I am part of the United Nations Protection Force or known as UNPROFOR.	.....
.....		First pronouns
.....		.....

**7. GRAMMAR FOCUS (ARE/AM/IS) – STUDY THE EXAMPLES AND COMPLETE THE SENTENCES BELOW.**

*I **am/I'm** Peter Cole.*

*You **are/You're** Muhammad Ihsan.*

*My name **is/My name's** Asad Azhari.*

*He/She **is/He's/She's** from Bogor, Indonesia.*

*We **are/We're** in the army.*

*They **are/They're** American peacekeepers.*

1. I ..... a soldier.
2. .... are from Malaysia.
3. .... rank is Sergeant.
4. My town ..... in West Java Province, Indonesia.
5. They ..... in navigation corps.

6. My brother and I ..... in the same corps.
7. The instructor of our language training ..... American.
8. We ..... from Australia.

**8. STUDY PERSONAL PRONOUNS BELOW AND COMPLETE THE SENTENCES.**

SUBJECT	OBJECT	POSSESSIVE
I	ME	MY
YOU	YOU	YOUR
WE	US	OUR
THEY	THEM	THEIR
HE	HIM	HIS
SHE	HER	HER
IT	IT	ITS

1. My name is Walker. (Walker) \_\_\_\_\_ am British.
2. I am Susan Ringen. Please call (Susan) \_\_\_\_\_ Sue.
3. (Ricky and Remy) \_\_\_\_\_ are twins.
4. My friend, Ahmad, is Egyptian. (Ahmad) \_\_\_\_\_ is a staff sergeant.
5. My mum's name is Sarah. (Sarah) \_\_\_\_\_ is from Australia.
6. That's Simon. (Simon) \_\_\_\_\_ is my colleague.
7. \_\_\_\_\_ am stationed in Vietnam. (Vietnam) \_\_\_\_\_ is a nice country.
8. This is a picture of my family. This is \_\_\_\_\_ kid, Sam.
9. Welcome to \_\_\_\_\_ base, Sir.
10. What can \_\_\_\_\_ tell me about your family?

9. LOOK AT THE PICTURE BELOW AND ANSWER THE QUESTIONS.

<b>ID card number</b>	A – 156847
<b>First name</b>	Alan
<b>Last Name</b>	Minter
<b>Nationality</b>	British
<b>Rank</b>	sergeant

(Source: Mellor-Clark & Altamirano, 2004,  
p. 10

- )
- What is his full name?
  - What is his first name?
  - What is his last name?
  - Where does he probably come from?
  - What is his rank?
  - What is his ID number?
  - What is his job?

10. COMPLETE THE FOLLOWING TEXT USING YOUR RESPONSES IN TASK 9.

He is \_\_\_\_\_. His nationality is \_\_\_\_\_. His  
job is \_\_\_\_\_. His rank is \_\_\_\_\_. His ID  
number is \_\_\_\_\_.

11. COMPLETE THE FORM BELOW WITH YOUR OWN INFORMATION.

<b>ID card number</b>	
<b>First name</b>	
<b>Last name</b>	
<b>Nationality</b>	
<b>Rank</b>	

**12. WRITE A SIMPLE PERSONAL DESCRIPTION OF YOUR OWN USING THE INFORMATION IN TASK 11. WRITE IN THE BOX PROVIDED.**

Greeting	
Information giving (name)	
Information giving (origin/hometown)	
Information giving (job)	
Specific information of job (rank)	
Specific information of job (duty)	

# MY DAILY ROUTINE

2



## WHAT YOU'LL LEARN

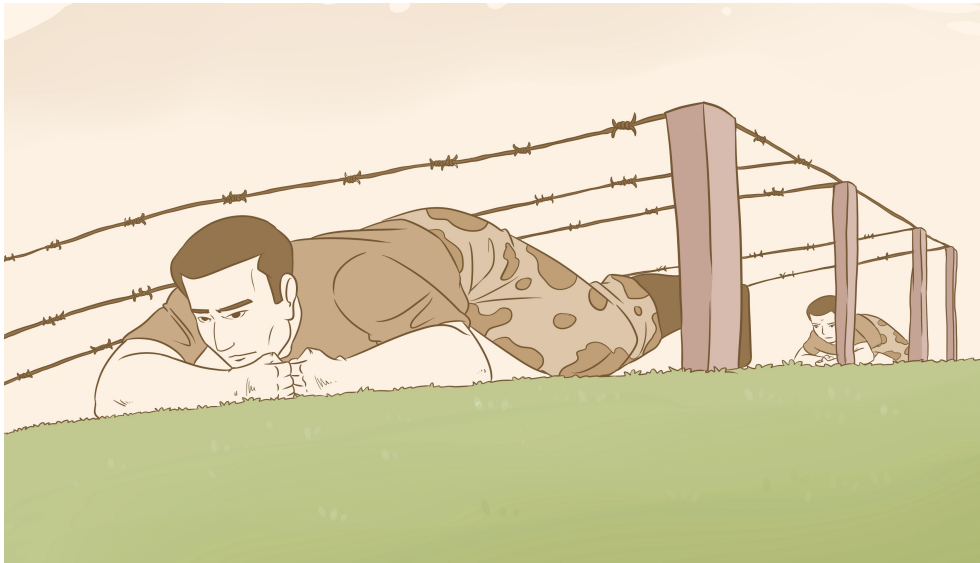
- Military Routines
- Time of the Day
- Report Text on Military Routines

# LISTENING & SPEAKING

Daily Routines

Times Of Day

## 1. WHAT TIME DO YOU ...



- a. wake up
- b. have breakfast
- c. attend a flag ceremony
- d. have physical training
- e. go to work
- f. go home

## 2. YOUR INSTRUCTOR WILL READ OUT A NUMBER OF ACTIVITIES. WRITE THEM DOWN AS YOU LISTEN.

[Foot march, Field training exercise, NBC training, Weapons training, First aid training, Obstacle course]



- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

**3. MATCH THE ACTIVITIES YOU HEARD AND THE PICTURES BELOW**



**4. TAKE ANOTHER LOOK AT TASK 3, ADD THREE MILITARY ACTIVITIES THAT YOU DO REGULARLY.**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**5. SAY THE FOLLOWING VOCABULARY.THEN TRANSLATE INTO INDONESIAN.  
CONSULT YOUR INSTRUCTOR FOR HELP.**

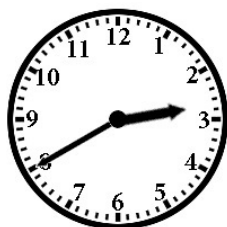
5 kilometer foot march	
Communications training	
Field training exercise	
NBC (Nuclear, Biological, Chemical)	
First aid training	
Map reading	
Obstacle course	
Weapons training	
Drill	
Physical training	
Lights out	

**6. LISTEN AND COMPLETE THE SCHEDULE**

**Training schedule**

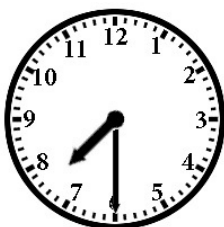
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning						
Afternoon						

**7. YOUR TEACHER WILL MENTION SOME TIMES OF THE DAY. MATCH WHAT YOU HEARD AND THE PICTURES OF WATCHES BELOW.**



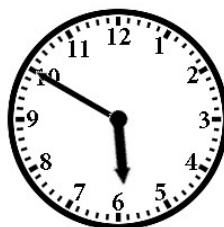
1.

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2.

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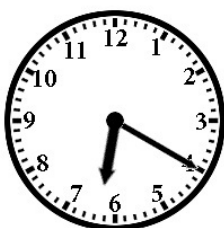
3.

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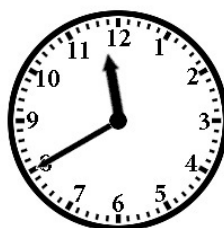
4.

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5.

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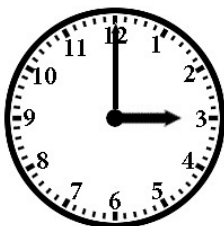
6.

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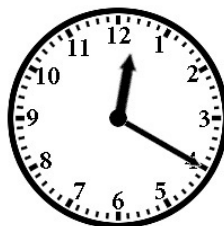
7.

---



8.

---



9.

---

MathATube.com

**8. WORK IN PAIRS. TAKE TURNS ASKING ABOUT TIME AND ACTIVITIES.**

*Example:* What time do you get up?

I get up at 4 o'clock.

- What time do you get up?
- When do you have breakfast?
- What do you do in the morning?
- What do you do in the afternoon?
- What do you do in the evening?
- What time do you go to bed?

**9. WORK IN PAIRS TO REARRANGE THE STATEMENTS/QUESTIONS TO MAKE A GOOD CONVERSATION. WRITE THE NUMBER OF THE ORDER IN THE GIVEN BOX.**

- [ ] Henry : What do you do in the evening?
- [ ] Henry : When do you go to bed?
- [ ] Wendy: Lights out is at nine o'clock. That's when we go to bed.
- [ ] Wendy: In the evening we have personal time from eight until nine.
- [ ] Wendy: We start classes at nine o'clock and we have lunch at twelve o'clock.
- [ ] Henry : So, what do you do in the afternoon?
- [ ] Henry : What do you do in the morning?
- [ ] Wendy: In the afternoon, we start classes at one o'clock and we finish at half past four. At half past five we have dinner. And we have an hour for dinner.
- [ ] Henry : What time does your day start?
- [ ] Wendy: The day starts with wakeup at half past four. Then, we do PT, that's physical training from five o'clock until six o'clock in the morning.
- [ ] Henry : When do you have breakfast?
- [ ] Wendy: We have breakfast at seven o'clock. We have twenty minutes for breakfast.

*Source: Mellor-Clark, S., and Baker de Altamirano, Y. (2004)*

**10. INTERVIEW YOUR FRIEND ABOUT HIS/HER DAILY ACTIVITIES. USE THE QUESTIONS BELOW.**

- |                                |                                  |
|--------------------------------|----------------------------------|
| What time do you get up?       | When do you have breakfast?      |
| What do you do in the morning? | What do you do in the afternoon? |
| What do you do in the evening? | What time do you go to bed?      |

# READING & WRITING

Descriptive

Daily Routines

1. LOOK AT A ROUTINE LIST IN THE ARMY BELOW AND CLASSIFY THE ACTIVITIES BASED ON TIME OF THE DAY.

04:30 am	:	Wake Up/ Reveille
5:00 am	:	Muster
5:30 to 7:00 am	:	Physical Training & Drill
7:00 to 8:20 am	:	Breakfast Break
8:20 to 12:30 pm	:	Training/ Classes
12:30 to 13:30 pm	:	Lunch
13:30 to 16:00 pm	:	Quiet Period/ Break
16:00 to 17:00 pm	:	Clubs (Wed & Sat)/ Training/ Classes
17:00 to 18:00 pm	:	Games
18:00 to 19:00 pm	:	Evening Tea/ Break
19:00 to 19:40 pm	:	Study Period
19:40 to 20:00 pm	:	Ante Room Procedure
20:00 to 21:00 pm	:	Dinner
21:00 to 21:30 pm	:	Break/ Leisure Time
21:30 pm	:	Lights Out

(Source: <http://ssbcrack.com/wp-content/uploads/2015/06/Daily-Routine-Of-A-Gentleman-Cadet.jpg>)

MORNING	AFTERNOON	EVENING
Wake Up	Clubs/Training/Classes	Lights Out

**2. NOW, MAKE YOUR OWN DAILY ROUTINE TABLE BASED ON WHAT YOU REGULARLY DO EVERYDAY.**

TIME OF DAY	ACTIVITY(IES)

**3. STUDY THE TEXTS BELOW.**



Sergeant Gotcha Petriashvili is one of the U.S. peacekeepers. He is stationed at the Delta military base in Wasit Governate near the regional capital of Al-Kut, Iraq.

As a peacekeeper, Petriashvili has many daily activities to do. He starts his daily routines with reveille. Then, he does ablution and has breakfast. After that, he does the inspection of the personnel, and does the weapon cleaning and outpost maintenance. Next, he goes to canteen for lunch. In the afternoon, he checks supply and vehicles. In the evening, he first comes to a briefing and then joins the patrol. After finishing the patrol, he has dinner. Afterwards, he has spare time for one to two hours. During this, he usually calls his son back in the U.S.

and then does physical training.

*(Summarized from: Liklikadze, K. (2008). Reporter's Notebook: A Day in the Life of Georgian Peacekeepers)*

**4. DECIDE WHETHER EACH OF THESE STATEMENTS IS TRUE (T), FALSE (F) OR NOT GIVEN (NG) BASED ON THE TEXT ABOVE.**

- a. [ T – NG – F ] Petriashvili could come from Italy.
- b. [ T – NG – F ] He works right in the capital of Al-Kut.
- c. [ T – NG – F ] He has many activities because he works in Iraq.
- d. [ T – NG – F ] His first activity in the morning is doing ablution.
- e. [ T – NG – F ] He does personnel inspection and weapon cleaning in the morning.
- f. [ T – NG – F ] He has lunch and dinner in the canteen.
- g. [ T – NG – F ] He does the patrol in the evening after a briefing.
- h. [ T – NG – F ] He has dinner during his personal time.
- i. [ T – NG – F ] He lives with his son in Iraq.
- j. [ T – NG – F ] He does PT after dinner.

**5. STUDY THE VOCABULARY BELOW AND TRANSLATE. CONSULT YOUR INSTRUCTOR IF YOU NEED HELP.**

Military base	
Regional capital	
Reveille	
Ablution	
Inspection	
Outpost maintenance	
Briefing	
Patrol	
Spare time	
Operations	

**6. STUDY THE STRUCTURE OF THE TEXT BELOW. CONSULT YOUR INSTRUCTOR IF YOU FIND IT DIFFICULT TO UNDERSTAND.**

General statement	<p>Sergeant Gotcha Petriashvili is one of the U.S. peacekeepers. He is stationed at the Delta military base in Wasit Governate near the regional capital of Al-Kut, Iraq. As a peacekeeper, Petriashvili has many daily activities to do. He starts his daily routines with reveille. Then, he does ablution and has breakfast. After that, he does the inspection of the personnel, and does the weapon cleaning and outpost maintenance. Next, he goes to canteen for lunch. In the afternoon, he checks supply and vehicles. In the evening, he first comes to a briefing and then joins the patrol. After finishing the patrol, he has dinner. Afterwards, he has spare time for one to two hours. During this, he usually calls his son back in the U.S. and then does physical training.</p>	<p>Specific participants (Gotcha Petriashvili)</p> <p>Present tense (is, has, starts, does, goes, etc.)</p> <p>Action verbs (starts, does, goes, checks, comes, calls, etc.)</p> <p>Adverbs of sequence (then, after that, after, afterwards, etc.)</p> <p>Technical terms (peacekeepers, Sergeant, reveille, outpost maintenance, etc.)</p> <p>Third person pronouns (he, his)</p>
Descriptions (daily routines)		



**7. IN PAIRS, WRITE THE CORRECT ORDER OF THE PARAGRAPHS BELOW TO MAKE A GOOD PIECE OF WRITING.**

	When patrol teams come back to the UN base, the commander <b>first</b> gathers the members for progress review and report writing. The team members, <b>then</b> , check the patrol vehicles and prepare them for the next day.
	Their day starts at 06:00 a.m. with an exercise. <b>After</b> finishing all morning procedures and vehicle checks, they prepare themselves to patrol the area of responsibility. At 07:30 a.m. the whole base lines up under the UN flag. <b>After that</b> , a commander gathers his team members for debriefing. Patrol routes range from two hours to five days depending on how far the areas are from the base and the goals of the patrol.
	Two Kazakhstani soldier members, Captain Bakhtiyar Akbalayev and Captain Temirlan Mussapirov are employed in the Western Sahara UN peacekeeping mission as observers.

*(Adapted from <http://en.tengrinews.kz/military/Kazakh-peacekeepers-in-Western-Sahara-257039>)*

**8. PAY ATTENTION TO THE WORDS (ADVERBS) IN BOLDFACE. THEY INDICATE SOME SEQUENCE OF EVENTS. NOW, REWRITE THE SEQUENCE OF ROUTINES IN THE TABLE BASED ON THE TEXT ABOVE.**

ORDER	ROUTINE
1.	Exercise
2.	
3.	
4.	
5.	Meeting for progress review and report
6.	

**9. IN PAIRS, IDENTIFY THE STRUCTURE OF THE TEXT BELOW. CONSULT YOUR INSTRUCTOR IF YOU FIND IT DIFFICULT TO UNDERSTAND.**

.....	Two Kazakhstani soldier members, Captain Bakhtiyar Akbalayev and Captain Temirlan Mussapirov are employed in the Western Sahara UN peacekeeping mission as observers. Their day starts at 06:00 a.m. with an exercise. After finishing all morning procedures and vehicle checks, they prepare themselves to patrol the area of responsibility. At 07:30 a.m. the whole base lines up under the UN flag. After that, a commander gathers his team members for debriefing. Patrol routes range from two hours to five days depending on how far the areas are from the base and the goals of the patrol. When patrol teams come back to the UN base, the commander first gathers the members for progress review and report writing. The team members, then, check the patrol vehicles and prepare them for the next day.	Specific participants .....  Present tense ..... .....  Action verbs ..... .....  Adverbs of sequence: ..... .....  Technical terms ..... ..... .....  Third person pronouns .....
-------	--	---

## 10. STUDY THE DAILY ROUTINE OF AN INDONESIAN SOLDIER MEMBER.

*Basic information about the soldier:* he is joining a basic military training for about ten weeks. During the training he has to stay in the barrack. He has many activities to do.

*His daily activities during the training:*

04:00 a.m.	wake up
04:00-05:00 a.m.	prayer
05:00-06:00 a.m.	PT
06:00-06:30 a.m.	breakfast
06:30-07:30 a.m.	prepare for class
08:00 a.m.-12:00 p.m.	morning class/training (weapons/NBC/first aid/obstacle/drill/etc.)
12:00-13:00 p.m.	lunch - prayer
13:00-16:00 p.m.	afternoon class/training
16:00-17:00 p.m.	break – prayer
17:00-18:00 p.m.	games
18:00-19:00 p.m.	dinner – prayer
19:00-21:00 p.m.	personal time
21:00-	lights out

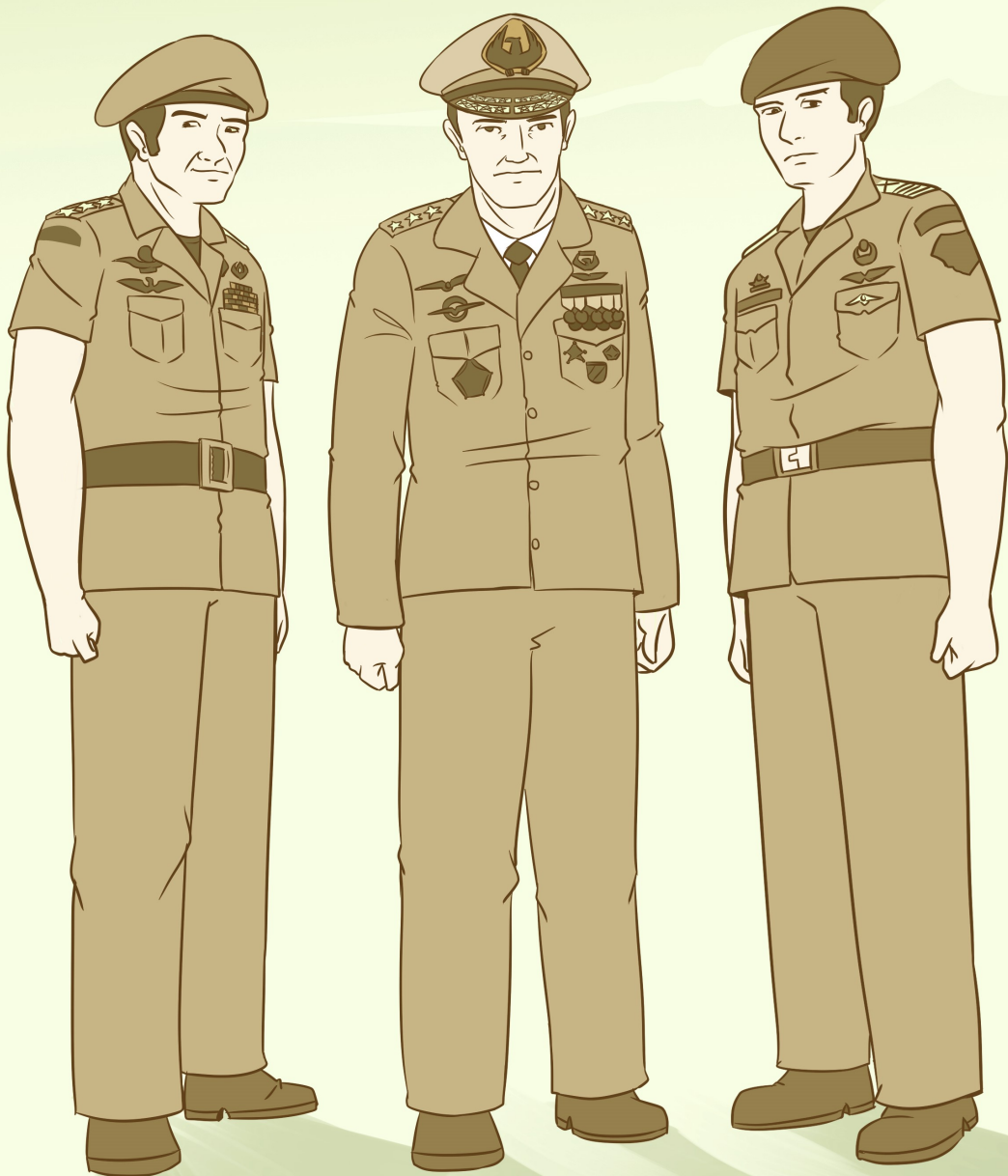
**11. WRITE A DESCRIPTION OF THE SOLDIER'S DAILY TRAINING ROUTINE USING THE INFORMATION IN TASK 10. WRITE IN THE BOX PROVIDED. YOU MAY ADD ADDITIONAL DETAIL AS NEEDED SUCH AS NAMES.**

General Description	
Descriptions of routines	

# MILITARY ORGANIZATION

## WHAT YOU'LL LEARN

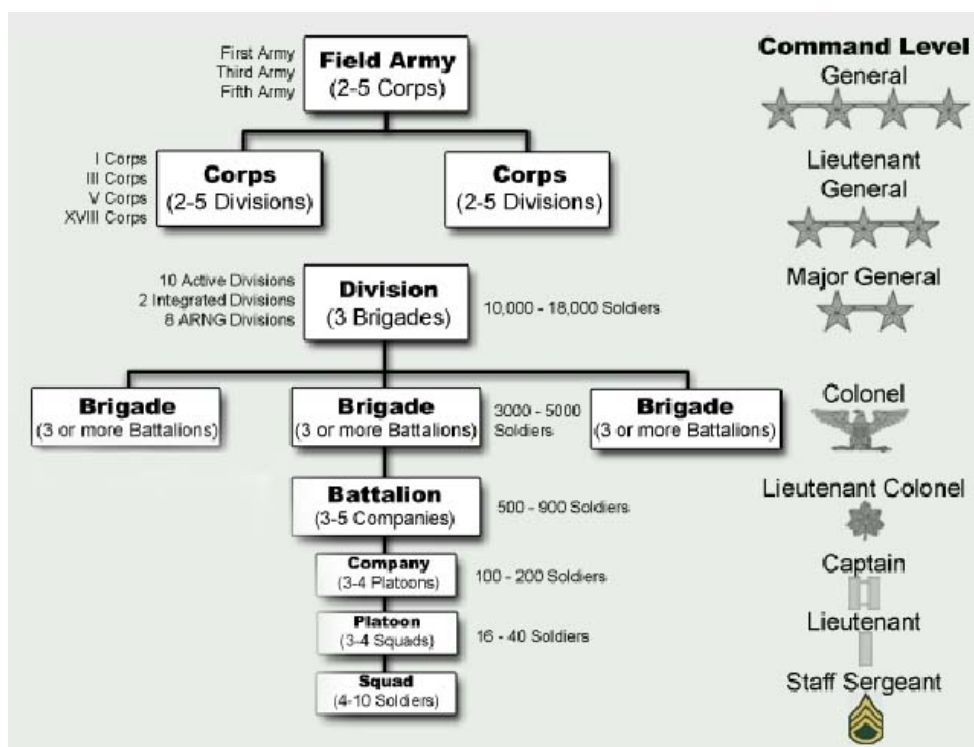
- Describing military organizations
- Ordinal numbers
- Present tense verbs



# LISTENING & SPEAKING

## Describing Military Organization

### 1. LOOK AT THIS PICTURE OF US ARMY CHART AND ANSWER THE QUESTIONS.



(Source: [http://cdn-4.olive-drab.com/images/milorgs\\_us\\_army\\_chart.jpg](http://cdn-4.olive-drab.com/images/milorgs_us_army_chart.jpg))

- What is shown in the picture?
- What is the highest command level?
- What is the lowest command level?
- How many minimum soldiers does a division have?

**2. LISTEN CAREFULLY TO A MONOLOGUE ABOUT US ARMY ORGANIZATION. AS YOU LISTEN, COMPLETE THE GAP. THEN, ANSWER THE QUESTIONS.**

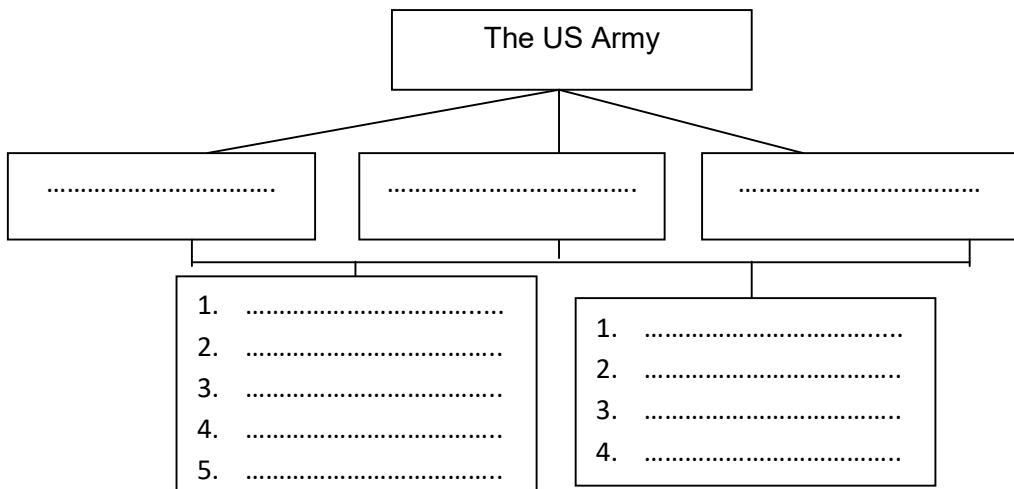
Good morning, ladies and gentlemen. I'm Sergeant Davies. Welcome to this briefing about the 1. [\_\_\_\_\_]. Lemme begin with the general 2. [\_\_\_\_\_]; that is, the army consists of three big departments: 3. [\_\_\_\_\_], 4. [\_\_\_\_\_], and 5. [\_\_\_\_\_], much like other military systems of other countries. They all report to 6. [\_\_\_\_\_]. These departments fall into two important parts: 7. [\_\_\_\_\_] and 8. [\_\_\_\_\_]. Of course, the same is true of the system in other countries, I guess.

1. What is the main idea of the talk?
2. Who is the speaker?
3. What is the speaker's rank?
4. What is the purpose of the talk?
5. How many departments are there in the US Army?

**3. NOW, LISTEN TO THE SECOND PART OF THE MONOLOGUE. AS YOU LISTEN, DECIDE IF THE STATEMENTS BELOW ARE TRUE OR FALSE.**

1. [ T - F ] The US Army has operational, institutional and training missions.
2. [ T - F ] The operational army carries military operations.
3. [ T - F ] The institutional army provides support to the operational army.
4. [ T - F ] The training base offers military training to soldiers and civilians.
5. [ T - F ] The industrial base is responsible for providing necessary equipment for the army.

4. LISTEN AGAIN THE MONOLOGUE IN THE ABOVE SECTION. COMPLETE THE FOLLOWING CHART. DISCUSS THE RESULTS WITH YOUR INSTRUCTOR.



5. TAKE TURNS. USING THE CHART ABOVE AS A GUIDE, RETELL THE US ARMY ORGANIZATION TO YOUR PARTNER.

6. STUDY A RADIO DIALOGUE BETWEEN A RADIO HOST AND A MALAYSIAN SOLDIER.

	Host: So, sergeant, how long have you been in Signals Regiment? Akmal: About five years.
	Host: Alright listeners. Before we continue, we need a break. So, don't go anywhere. Stay with us in Malaysian Armed Forces Special highlights.
	Host: Could you tell us about what you do? Akmal: Of course. Royal Malaysian Signals Regiment is a part of combat support corps. We are responsible for providing and maintaining all communications and electronics equipment and for the Malaysian Army.
	Host: That's a lot to do. Akmal: Yes, indeed.
	Host: Do you also go to the battlefield? Akmal: Of course, we do. In the battlefield, we support the



	commanders with things like using road and air dispatch services, radio, and satellite.
	Host: Sergeant Sukadis, Am I correctly pronouncing your name? Akmal: That's fine.
	Host: Anything else you do? Akmal: Yeah, we basically provide electronic support, electronic warfare and even early warning system for the army.
	Host: Ladies and gentlemen, please welcome Sergeant Akmal Sukadis, representative of Malaysian Armed Forces, who is going to share with us some information on <i>The Rejimen Semboyan Diraja</i> or Royal Malaysian Signals Regiment. Akmal: Good afternoon, ladies and gentlemen. Thank you for having me here.

**7. NOTICE THAT THE ORDER OF THE EXPRESSIONS IS INCORRECT. IN PAIRS, WRITE THE CORRECT ORDER OF THE EXPRESSIONS TO MAKE A MEANINGFUL CONVERSATION. WRITE THE NUMBER ON THE LEFT COLUMN IN TASK 6.**

**8. PRACTICE THE DIALOGUE WITH YOUR PARTNER.**

**9. STUDY THE FOLLOWING EXPRESSIONS.**

Asking for Information	
<ul style="list-style-type: none"> <li>• I'd like to know ....</li> <li>• I'm interested in...</li> <li>• Could you tell me ...?</li> <li>• Do you know...?</li> <li>• Could you find out ...?</li> <li>• Could I ask...?</li> <li>• Do you happen to know...?</li> </ul>	
Saying Yes	Saying No
<i>Informal</i>	<i>Informal</i>

<ul style="list-style-type: none"> <li>• Sure</li> <li>• No problem</li> <li>• Let me see</li> </ul> <p><b>More Formal</b></p> <ul style="list-style-type: none"> <li>• I'd be happy to answer that.</li> <li>• I should be able to answer your question.</li> <li>• It'd be a pleasure to help you.</li> </ul>	<ul style="list-style-type: none"> <li>• Sorry, I can't help you out.</li> <li>• Sorry, but I don't know that.</li> <li>• That's beyond me.</li> </ul> <p><b>More Formal</b></p> <ul style="list-style-type: none"> <li>• I'm afraid I don't have the answer to that question.</li> <li>• I'd like to help you.</li> </ul> <p>Unfortunately, I don't have that information / don't know.</p>
Defining	Classifying
<ul style="list-style-type: none"> <li>• X is .....</li> <li>• X is called .....</li> <li>• X is known as .....</li> <li>• X may be defined as .....</li> <li>• X is a type of Y that/ which.....</li> <li>• We call.....as.....</li> </ul>	<ul style="list-style-type: none"> <li>• There are X types/ classes/ groups/ categories/ sorts/ varieties/ kinds of Y. Those are .../ these are ...</li> <li>• Y consists of/ comprises/ is divided into/ can be divided into X classes/ groups/ categories/ sorts/ varieties/ kinds. These are.../ those are ...</li> </ul>

#### 10. STUDY THE FOLLOWING TEMPLATE OF A DIALOGUE.

<p>Host: Ladies and gentlemen, please welcome <b>NAME, PROFESSION</b>, who is going to share with us some information on the <b>WORK UNIT</b> .</p> <p><b>NAME OF THE SOLDIER:</b> Good afternoon, ladies and gentlemen. Thank you for having me here.</p>
<p>Host: So, <b>RANK</b>, how long have you been in <b>WORK UNIT</b>?</p> <p><b>SOLDIER:</b> About <b>LENGTH OF TIME OF WORK</b>.</p>
<p>Host: Could you tell us about what you do?</p> <p><b>NAME OF THE SOLDIER:</b> Of course. <b>DEFINING/CLASSIFYING</b>. We are responsible for <b>FUNCTIONS/RESPONSIBILITIES</b></p>

Host: That's a lot to do. <b>NAME OF THE SOLDIER:</b> Yes, indeed.
Host: Anything else you do? <b>NAME OF THE SOLDIER:</b> Yeah, we basically <b>MORE INFO ABOUT JOB.</b>
Host: Alright listeners. Before we continue, we need a break. So, don't go anywhere. Stay with us in <b>YOUR WORK UNIT</b> highlights.

**11. IN PAIR REPLACE THE WORDS IN BOLDFACE WITH YOUR OWN INFORMATION.  
THEN, ROLE PLAY IT IN FRONT OF THE CLASS.**

Host: Ladies and gentlemen, please welcome _____, _____, who is going to share with us some information on the _____. _____: Good afternoon, ladies and gentlemen. Thank you for having me here.
Host: So, <b>RANK</b> , how long have you been in _____? _____: About _____.
Host: Could you tell us about what you do? _____: Of course. _____. We are responsible for _____
Host: That's a lot to do. _____: Yes, indeed.
Host: Anything else you do? _____: Yeah, we basically _____ _____
Host: Alright listeners. Before we continue, we need a break. So, don't go anywhere. Stay with us in _____ highlights.

# READING & WRITING

Descriptive Text  
On Indonesian  
Military Ranks

## 1. WHAT ARE THESE PICTURES? WHAT DOES EACH REPRESENT?



1



2



3



4

## 2. STUDY THESE WORDS BELOW. MATCH EACH WORD WITH THE CORRECT PICTURE ABOVE.

- a. Indonesian National Armed Forces
- b. Air Force
- c. Navy
- d. Army

### 3. STUDY THE TEXT BELOW.

The Indonesian National Armed Forces or TNI (Tentara Nasional Indonesia) uses a military rank system that is similar across the three military services: Indonesian Army, Indonesian Navy, and Indonesian Air Force.

However, there are minor differences for the rank titles of high-ranking officers. Low-ranking officers use similar titles across all services followed by their respective branch/corps abbreviation. For example, an army colonel in infantry uses “Kolonel INF”, whereby INF means “infantry”.

One title that is unique to Indonesian army is *panglima*, a traditional heroic rank for a commander. This title is associated with honor and power. It is especially given to the armed force commander in chief such as the current Panglima TNI Gatot Nurmantyo.

In terms of insignia, officers use different things. For example, high-ranking officers use gold stars; middle-rank officers use gold jasmine buds; and low-rank ones use gold bars.

### 4. ANSWER THE QUESTIONS BASED ON THE TEXT ABOVE.

1. What is the text about?
2. What is the purpose of the text?
3. What are the three services of TNI?
4. Who uses titles followed by corps abbreviation?
5. Is *panglima* a universal military title?
6. Who can get the title of *panglima*?
7. How many different insignia does TNI have?

### 5. MATCH THE WORDS BELOW WITH THEIR INDONESIAN TRANSLATIONS.

1. Indonesian Army		jabatan
2. Indonesian Navy		TNI AD
3. Indonesian Air Force		komandan
4. high-ranking officers		TNI AL
5. titles		perwira tinggi

6. commander		TNI AU
7. rank		lencana
8. insignia		pangkat

## 6. STUDY THE STRUCTURE OF THE TEXT BELOW.

**CONSULT YOUR INSTRUCTOR IF YOU FIND IT DIFFICULT TO UNDERSTAND.**

General classification	The Indonesian National Armed Forces or TNI (Tentara Nasional Indonesia) uses a military rank system that is similar across the three military services: Indonesian Army, Indonesian Navy, and Indonesian Air Force. However, there are minor differences for the rank titles of high-ranking officers. Low-ranking officers use similar titles across all services followed by their respective branch/corps abbreviation. For example, an army colonel in infantry uses “Kolonel INF”, whereby INF means “infantry”. One title that is unique to Indonesian army is <i>panglima</i> , a traditional heroic rank for a commander. This title is associated with honor and power. It is especially given to the armed force commander in chief such as the current Panglima TNI Gatot Nurmantyo. In terms of insignia, officers use different things. For example, high-ranking officers use gold stars; middle-rank officers use gold jasmine buds; and low-rank ones use gold bars.	Specific participants (The Indonesian National Armed Forces)  Present tense (uses, is, are, use etc.)  Logical connectors (however, for example)  Technical terms (armed forces, rank, corps, etc.)
Descriptions (differences in rank titles)		
Descriptions (unique rank in Indonesia)		
Descriptions (insignia)		

## 7. GRAMMAR FOCUS – PRESENT SIMPLE VERBS.

**STUDY THE EXAMPLES. THEN, CHANGE THE VERB IN THE PARENTHESIS INTO THE CORRECT PRESENT TENSE FORM .**

*The UN (have) **has** a zero tolerance policy with respect to sexual exploitation.*

*UN rules (forbid) **forbid** sexual relations with prostitutes.*

the Security Council gives the green light to establish a new peace operation.

## 9. REORDER OF THE PARAGRAPHS OF THE TEXT BELOW TO MAKE A MEANINGFUL TEXT. THEN, LABEL ITS TEXT STRUCTURE.

	Aside from the regular armed forces, Malaysia's defence is helped by the so-called Territorial Army. Serving as the reserve, this is formed by college students, professionals and other civilians.	
	The Malaysian Army is grouped into three major elements: the Combat, the Combat Support and the Support. The Combat element covers three regiments: Royal Malay, Royal Ranger and Border Regiments. The Combat Support includes Royal Artillery, Royal Signals, Royal Military Police, Royal Engineers, Royal Electrical and Mechanical Engineers and Royal Intelligence Corps. The last one, the Support element, consists of Royal Ordnance, Armed Force Religious Corps, Royal Medical Corps, and General Services Corps.	
	The Army is now organized into five divisions; three are based on the Malaysian Peninsula and two on Malaysian Borneo. There are three independent formations directly under the Chief of the Army. These include Special Forces, 10th Parachute Brigade and Army Aviation.	
	The Malaysian Army is the land component of the Malaysian Armed Forces. Unlike the Royal Malaysian Air Force and the Royal Malaysian Navy, the Army does not use the title 'royal'. The title is given only to selected army corps and regiments.  (Abridged from Wikipedia)	

**8. WRITE A TEXT ABOUT YOUR MILITARY UNIT. THINK OF THE FOLLOWING QUESTIONS. CONSULT YOUR INSTRUCTOR IF YOU NEED HELP.**

- a. What is your military unit?
- b. What are its main responsibilities/functions?
- c. Are there any divisions? If any, what are they?
- d. Is there any specific characteristic of your unit? If any, what is it?

<p>General classification</p>		<p>Specific participants</p> <p>.....</p> <p>.....</p>
<p>Descriptions</p> <p>.....</p>		<p>Present tense</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Logical connectors</p> <p>.....</p> <p>.....</p> <p>.....</p>



Descriptions .....		Technical terms ..... ..... .....
Descriptions .....		

# MY MILITARY EXPERIENCE

4



## WHAT YOU'LL LEARN

- Military Experience
- Simple Past Tense Verbs
- Recount Text on Military Career

# LISTENING & SPEAKING

Describing

Past Experience

## 1. ANSWER THE FOLLOWING QUESTIONS ORALLY!

- a. Why did you sign up for the army service?
- b. Where did you get any information about army?
- c. How did you apply for the job?
- d. What was your last education before you applied?
- e. What sorts of training did you get?
- f. How long have you worked?



## 2. YOUR INSTRUCTOR WILL READ A DIALOGUE. AS YOU LISTEN CAREFULLY, THINK ABOUT THE FOLLOWING.

- a. What is being talked about?
- b. Who are the speakers?
- c. What are their jobs?

**3. YOUR INSTRUCTOR WILL AGAIN READ THE DIALOGUE. AS YOU LISTEN CAREFULLY, COMPLETE THE GAPS.**

Agus : How long have you been 1. [in the army], Sutan?

Sutan : For about five years. What about you?

Agus : 2. [About the same].

Sutan : What got you interested in this job?

Agus : Well, I look up to my dad. He was 3. [a brave and proud army]. So, I'm following [his footsteps]. And you?

Sutan : I had a different story. Some army members rebuilt my village after it was struck by 4. [landslide]. Then, I thought I have to pay forward.

Sutan : Okay. You are in 5. [medical corps], aren't you?

Agus : Yes. You?

Sutan : 6. [Logistics].

Agus : I was in Logistics. When I first joined in the army, I was in logistics corps 7. [for two years]. Then, I moved to medical corps.

Sutan : You did not like to be in logistics corps?

Agus : No. I really enjoyed it. Before I joined the Army, I was working in 8. [a pharmacy] for two years. I thought when I joined the army, I would like to have a new experience, so I chose logistics corps, but after two years, I missed working in 9. [the medical field], so I changed corps to medical corps.

**4. ANSWER THESE QUESTIONS BASED ON THE DIALOGUE ABOVE.**

- a. How long have Damian served in the Army?
- b. What corps does he work?
- c. What did Hasyim do before he joined the army?
- d. What was Hasyim jobs in the first he started joining the Army?
- e. Why did Hasyim move to Medical corps?

5. IN PAIRS, TAKE TURNS PRACTICING THE DIALOGUE ABOVE. CHANGE THE NAMES IN THE DIALOGUE WITH YOUR OWN.

6. INTERVIEW YOUR FRIEND ABOUT HIS/HER CAREER EXPERIENCE. USE THE FOLLOWING QUESTIONS.

QUESTION	ANSWER
NAME	
AGE	
RANK	
MILITARY UNIT	
HOW LONG	
MOTIVATION TO JOIN ARMY	
FORMER JOB	
TRAINING	

7. BASED ON THE INFORMATION IN TASK 6, IN PAIRS MAKE UP A DIALOGUE USING THIS TEMPLATE.

\_\_\_\_\_ : How long have you been in the army, \_\_\_\_\_?

\_\_\_\_\_ : For about \_\_\_\_\_ years. What about you?

\_\_\_\_\_ : \_\_\_\_\_.

\_\_\_\_\_ : What got you interested in this job?

\_\_\_\_\_ : Well, I \_\_\_\_\_

And you?

\_\_\_\_\_ : I had a different story. \_\_\_\_\_

\_\_\_\_\_ : Okay. You are in \_\_\_\_\_, aren't you?

\_\_\_\_\_ : Yes. You?

\_\_\_\_\_ : \_\_\_\_\_.

**8. LISTEN CAREFULLY TO A MONOLOGUE. AS YOU LISTEN, CORRECT THE INFORMATION IN BOLDFACE. WRITE YOUR CORRECTION IN THE GIVEN BOX.**

I didn't join the army as an officer. I joined as a soldier when I was **18** [     ].  
I liked the army. In **1919** [     ], I entered the NCO school. I was **20** [     ].  
I was one year in the school. I graduated in **1920** [     ] and I was promoted to sergeant. In **1922** [     ], I served in UNPROFOR, that's the United Nations Protection Force in Bosnia. I worked in the UN Headquarters with French, Italian, and Spanish Soldiers. In **1923** [     ], I entered a school for officers. I was there for two years. I graduated in **1995** [     ] and I was promoted to second lieutenant. I was twenty-nine. After officer school, I attended the infantry officer specialization course. In **1997** [     ], I was deployed to **Bostwana** [     ] with my Battalion. This was my second time in Bosnia. In **2000** [     ], I was promoted to captain.

*Source: Mellor-Clark, S., and Baker de Altamirano, Y. (2004)*

**9. IN PAIRS, SEE EACH OTHER'S ANSWERS AND FIND OUT WHOSE IS CORRECT. THEN SHARE YOUR ANSWERS WITH THE CLASS.**

**10. DISCUSS THE FOLLOWING VERBS WITH YOUR INSTRUCTOR. FIND OUT WHAT THEY MEAN.**

- a. deployed
- b. worked in
- c. graduated
- d. promoted
- e. entered
- f. served
- g. attended
- h. joined

**11. LISTEN TO A PERSON TALKING ABOUT HIS MILITARY CAREER. ANSWER THE FOLLOWING QUESTIONS. DISCUSS THE RESULTS WITH YOUR INSTRUCTOR.**

1. What did he do before joining a military?
2. What time did he start working in the place before joining military?
3. What time does he get up now?
4. What does he do in the morning?
5. What did he not do when he was a civilian?
6. What differences does he have between his careers now and before?

**12. IN PAIRS. ASK EACH OTHER THESE QUESTIONS. RESPOND ORALLY.**

- a. When did you join the army?
- b. What military school did you go to? When?
- c. In what military unit did you first work?
- d. Did you ever take any military course? When?
- e. Were you ever sent to a conflict area? When?

**13. NOW, ORALLY DESCRIBE YOUR OWN MILITARY EXPERIENCE TO THE CLASS. USE THE FOLLOWING TEMPLATE AS A GUIDE.**

I joined as a soldier when I was \_\_\_\_\_. I liked the army. In \_\_\_\_\_, I entered the \_\_\_\_\_ school. I was \_\_\_\_\_ year(s) in the school. I graduated in \_\_\_\_\_ and I was promoted to \_\_\_\_\_. In \_\_\_\_\_, I served in \_\_\_\_\_ in \_\_\_\_\_. I worked in \_\_\_\_\_. In \_\_\_\_\_, I entered a school for \_\_\_\_\_. I was there for \_\_\_\_\_. I graduated in \_\_\_\_\_. After \_\_\_\_\_ school, I attended \_\_\_\_\_ course. In \_\_\_\_\_, I was deployed to \_\_\_\_\_ with my Battalion. In \_\_\_\_\_, I was promoted to \_\_\_\_\_.

# READING & WRITING

Recount

Past Experience

Past Tense

## 1. LOOK AT THE PICTURES BELOW AND ANSWER THE QUESTIONS.



- Who are the men in the pictures?
- In what military force were they?
- What were their last rank?
- What military school did they first go to?

## 2. STUDY THE TEXT BELOW.

Yudhoyono spent three years at Indonesian Armed Forces Academy (AKABRI) and became the Commander of the Cadet Corps Division there. He graduated from AKABRI as second lieutenant in 1973. As the best graduate of the year, he received the prestigious Adhi Makayasa.

After graduating, Yudhoyono joined the Army Strategic Reserve (Kostrad) and became a platoon commander in the 330th Airborne Battalion. Aside from leading his troops, Yudhoyono was also tasked with giving the battalion soldiers



lessons on general knowledge and English. Yudhoyono's proficiency in English was one of the reasons why he was sent to the United States to undertake the Airborne and Ranger Courses at Fort Benning in 1975.

Yudhoyono returned to Indonesia in 1976 where he became a platoon commander in the 305th Battalion and assigned to Indonesian-occupied East Timor. From East Timor, Yudhoyono became a mortar platoon commander in 1977, an operations officer for an airborne brigade from 1977 to 1978, and a battalion commander at Kostrad from 1979 to 1981. Yudhoyono then spent 1981 and 1982 working at the Army headquarters.

*(Adapted from [https://en.wikipedia.org/wiki/Susilo\\_Bambang\\_Yudhoyono#Political\\_career](https://en.wikipedia.org/wiki/Susilo_Bambang_Yudhoyono#Political_career))*

**3. ANSWER THESE QUESTIONS BASED ON THE TEXT ABOVE.**

- a. What is the purpose of the author of this text?
- b. When did SBY enter the military academy?
- c. How long did he study in the academy?
- d. Upon graduation from the academy, what rank did he receive?
- e. In what military force did he join?
- f. Why was he sent to the U.S.A.?
- g. When did he come back to Indonesia?
- h. What did he do after he returned?

**4. DISCUSS THE FOLLOWING VOCABULARY WITH YOUR INSTRUCTOR.**

**TRANSLATE INTO INDONESIA.**

- a. Commander of the Cadet Corps Division
- b. Platoon commander
- c. Airborne Battalion
- d. Airborne and Ranger Courses
- e. Mortar platoon commander
- f. Airborne brigade
- g. Battalion commander
- h. Army headquarters

**5. STUDY THE SHAPE OF THE VERBS IN BOLDFACE IN THE SENTENCES BELOW.**

- a. Yudhoyono **spent** three years at Indonesian Armed Forces Academy (AKABRI).
- b. He **graduated** from AKABRI as second lieutenant in 1973.
- c. He **received** the prestigious Adhi Makayasa.
- d. He **joined** Kostrad and became a platoon commander.
- e. He **was** also tasked with giving the battalion soldiers lessons.
- f. He **returned** to Indonesia in 1976.

PRESENT VERBS	PAST VERBS	TYPE OF CHANGE
graduate	<b>graduated</b>	regular
receive	<b>received</b>	regular
join	<b>joined</b>	regular
return	<b>returned</b>	regular
is	<b>was</b>	irregular
spend	<b>spent</b>	irregular

**6. CHANGE THE VERBS IN THE BOX INTO CORRECT PAST VERBS.**

- a. is : \_\_\_\_\_
- b. are : \_\_\_\_\_
- c. enjoy : \_\_\_\_\_
- d. send : \_\_\_\_\_
- e. participate : \_\_\_\_\_
- f. suffer : \_\_\_\_\_
- g. station : \_\_\_\_\_
- h. join : \_\_\_\_\_
- i. work : \_\_\_\_\_
- j. treat : \_\_\_\_\_
- k. locate : \_\_\_\_\_

**7. COMPLETE THE GAP IN THE TEXT BELOW WITH THE CORRECT WORD IN THE BOX IN TASK 6.**

Three years ago, I [ \_\_\_\_ ] in a peacekeeping mission in Iraq. I [ \_\_\_\_ ] [ \_\_\_\_ ] at the Delta base military hospital. It [ \_\_\_\_ ] [ \_\_\_\_ ] in Wasit Governate near the regional Capital of Al-Kut, Iraq. I [ \_\_\_\_ ] there for nine months. My job [ \_\_\_\_ ] to treat soldiers as well as Iraqi civilians. I [ \_\_\_\_ ] dozens of Iwaqis. Most of the time, they [ \_\_\_\_ ] from respiratory problems and skin burns. Being part of peacekeeper is a very good experience. I [ \_\_\_\_ ] the time learning new culture and I am glad I can help people.

*(Adapted from Liklikadze, K. (2008). Reporter's Notebook: A Day in the Life of Georgian Peacekeepers.)*

**8. STUDY THE TEXT BELOW AND ITS STRUCTURE. CONSULT YOUR INSTRUCTOR IF YOU FIND IT DIFFICULT TO UNDERSTAND.**

Orientation	Hello, my name is José Donis Muñoz. I am a soldier from Guatemala. I would like to share my experience when I was deployed for peacekeeping mission in Haiti. I was deployed to Haiti two years ago.	Specific participant (José Donis Muñoz).
Events	I worked there for nine months. Before my comrades and I were sent to Haiti, we did not know much about it. I googled, but it was very different when I arrived there. So, it was a new experience for me and it was totally different from my daily task in my base.	Simple past tense (worked, did not know, googled, was, arrived)
Events	In Haiti, my tasks were to maintain discipline, law and order among the peacekeepers. I also helped controlling traffic especially when there was a military presence. My mission had no relation with the Haitian Population. Even so, my team helped provide portable water. We also helped local orphanage, bringing them food and water every week.	Action verbs (worked, deployed maintain, helped, controlling, bringing
Reorientation	I enjoyed my experience in peacekeeping mission and I am looking for another chance to participate in the mission again.	Personal pronoun usage (I, we, my) Comment (I enjoyed my experience, ... looking for ..)
Adapted from: <a href="http://dialogo-americas.com/en_GB/articles/rmisa/features/regional_news/2011/12/13/aa-haiti-minustah-guatemala">http://dialogo-americas.com/en_GB/articles/rmisa/features/regional_news/2011/12/13/aa-haiti-minustah-guatemala</a>		

9. IN PAIRS, FIND THE CORRECT ORDER OF THE PARAGRAPHS BELOW TO MAKE A MEANINGFUL ESSAY. THEN, IDENTIFY THE STRUCTURE OF THE TEXT BELOW. CONSULT YOUR INSTRUCTOR IF YOU FIND IT DIFFICULT TO UNDERSTAND.

	<ol style="list-style-type: none"> <li>1. Being a part of peacekeeper is very good experience. I enjoyed the time learning new culture and people and I am glad I can help people.</li> <li>2. Three years ago, I participated in a peacekeeping mission in Iraq. I was stationed at the Delta base military hospital. It was located in Wasit Governate near the regional Capital of Al-Kut, Iraq. I worked there for nine months.</li> <li>3. Hello, I am Lieutenant Nino Chkhenkeli. I am one of the soldier medics from Georgia, United States. I want to share my experience when I was deployed to Iraq as a part of the peacekeeper.</li> <li>4. It was very busy time for me. I almost had no time to rest, though I have my own shift. In my spare time, I usually called my daughter in Tbilisi. I was very sad that I am separating from my daughter but at the same time I was also happy because she supported me for the mission.</li> <li>5. My job was to treat soldiers as well as Iraqi civilians. I treated dozens of Iraqis. Most of the time, they suffered from respiratory problems and skin burns.</li> </ol> <p><i>Adapted from: Liklikadze, K. (2008). Reporter's Notebook: A day in The Life of Georgian Peacekeepers. Retrieved July 30, 2008 from <a href="http://www.rferl.org/content/Georgian_Peacekeepers_Iraq/1187343.html">www.rferl.org/content/Georgian_Peacekeepers_Iraq/1187343.html</a>.</i></p>	
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10. CROSS T IF EACH OF THE FOLLOWING STATEMENTS IS TRUE OR F IF FALSE BASED ON THE TEXT ABOVE.

**11. WORK INDIVIDUALLY. BY USING THE SAME PLAN AS ABOVE, WRITE A TEXT INFORMING YOUR JOB EXPERIENCE/CAREER. CONSULT YOUR WRITING WITH YOUR INSTRUCTOR AND THEN RETELL IT TO THE CLASS. DO NOT READ.**

Orientation:
Event (s):
Reorientation:

# A VISIT TO THE BASE

5



# LISTENING & SPEAKING

- Welcome A Visitor
- Ask Directions

## 1. DO YOU KNOW THESE PLACES? WHAT ARE THEY FOR?

Barracks	Married quarters	Sergeants' mess
Cookhouse	Parade square	Dining room

## 2. YOUR TEACHER WILL READ A MONOLOGUE.

AS LISTEN CAREFULLY, FILL IN THE BLANKS.

*Welcome to our camp, Sir. I will walk you around the camp to tell you the places here. There's our [1. **dining room**]. Over there next to it is the [2. **sergeants' mess**]. Warrant officers live there. That is [3. **the parade's square**]. And as you can see, some soldiers are practicing a parade. This is our obstacle course. Those are the soldiers from the first Raider Battalion. Those are [4. **the barracks**]. And we come to the [5. **Cookhouse**]. We have meals here. And that small building over there is our [6. **regimental shop**]. You can buy some souvenir there.*

## 3. MATCH YOUR ANSWERS WITH THE CORRECT PICTURES BELOW.





**4. PRACTICE THE MONOLOGUE ABOVE.**

**5. WHERE DO YOU GO TO ....**

- a. buy food to eat?
- b. buy medicines?
- c. buy gas?
- d. receive medical treatment?
- e. do exercise?
- f. report a crime?
- g. cash a check?
- h. buy snack?

**6. YOUR TEACHER WILL READ OUT DIALOGUES. AS YOU LISTEN, WRITE THE NAME OF THE PLACE THAT CORRESPONDS TO EACH NUMBER.**

*Listening Transcript*

Officer 1: Excuse me. Do you know some places around here?

Officer 2: Of course. I've been here long. Anything I can help?

Officer 1: I want to go around the town. I'm new here.



Officer 2: Alright. Let me get you a map. So, we are now in Iowa Hotel.

Where do you want to go?

Officer 1: I need to go to places like the post office, bar, grocery store, drug store.

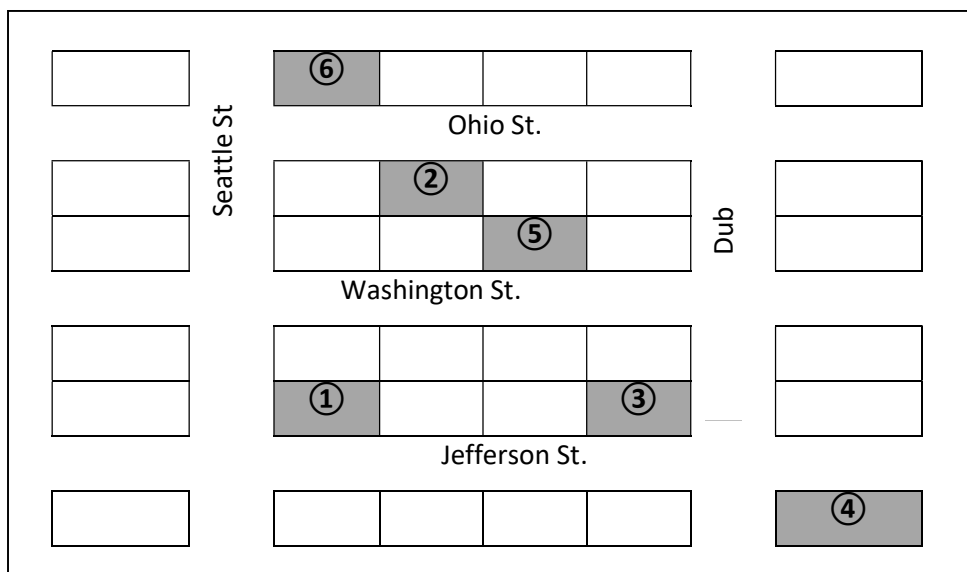
Officer 2: Well, we're here. The post office is on the corner of First Dubuque and Jefferson Street, across from the Capitol Hill. You can't miss it. The best bar in town is in Hawkeye Hotel. To get to the hotel, you just have to turn right and go along Washington Street. It's on your left. The grocery is on the corner of Seattle and Ohio Street.

Officer 1: Where is the drug store? I need to buy some meds.

Officer 2: Well, It's so close to this hotel. Go straight up the street and turn right. It's on your right.

Officer 1: Thank you so much for all the info.

Officer 2: My pleasure.



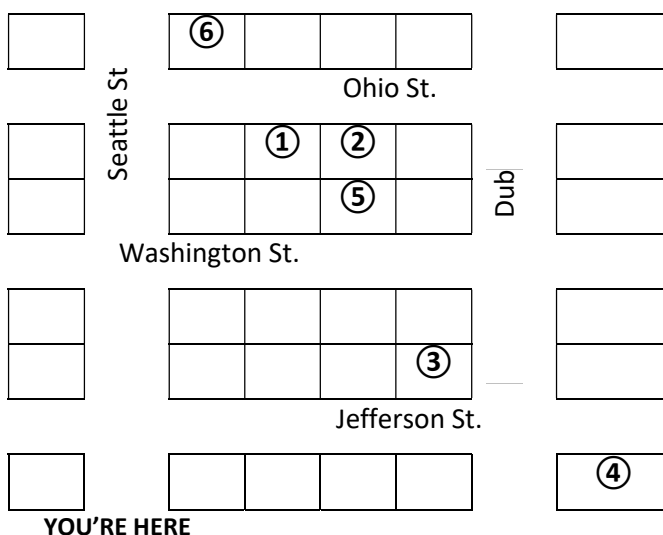
1. Iowa Hotel
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

7. PRACTICE THE DIALOGUE WITH YOUR PARTNER AND THEN ROLE PLAY IT IN FRONT OF THE CLASS.

8. STUDY THE FOLLOWING EXPRESSIONS.

Asking for direction	Responses
How can I get to ...?	go up
How do I get to...?	go down
Do you know how to get to ...?	walk up
Could you please show me the way to ...?	walk down
	go along
	walk along
	go straight
	walk straight
	turn right on
	turn left on
	... on ...
	...until ...
	You can't miss it.
	You won't miss it.

9. NOW, COMPLETE THE FOLLOWING DIALOGUES BASED ON THE MAP BELOW.



<b>NOTE:</b>	1. Drug store	2. Clinic
	3. Library	4. Coffee Shop

### *Conversation 1*

Man: Excuse me, Ma'am. How do I get to the nearest clinic?

Woman: It's on \_\_\_\_\_. Go \_\_\_\_\_ this street until you get to \_\_\_\_\_. Go along \_\_\_\_\_. Go past the drug store and it's on your right. You can't miss it.

Tourist: Thank you.

Woman: You are welcome.

### *Conversation 2*

Woman: Excuse me, Sir. How can I get to the library?

Man: It's on \_\_\_\_\_ Street. Walk up \_\_\_\_\_ Street until \_\_\_\_\_ Street. Turn right. Go along \_\_\_\_\_ Street. The library is on your left. You won't miss it.

Woman: Thanks.

Man: No big deal.

### *Conversation 3*

Man: Excuse me. Do you know where the coffee shop is?

Woman: Oh it is pretty close from here. Just walk up this street. Then turn right on the \_\_\_\_\_ right turn. Go down the \_\_\_\_\_ street until you reach the library. The coffee shop is just across from the library

Man: Thank you.

Woman: You are welcome.

## **10. PRACTICE THE DIALOGUE WITH YOUR PARTNER AND THEN ROLE PLAY IT IN FRONT OF THE CLASS.**

# READING & WRITING

- Descriptive Text Of
- 'A Military Base'
- Present Tense Passive

## 1. MATCH THE NAME OF PEACEKEEPING OPERATIONS AND THEIR SHORT FORMS.

a. MINUSMA	United Nations Peacekeeping Force in Cyprus
b. MINUSCA	United Nations Military Observer Group in India and Pakistan
c. UNMIK	United Nations Stabilization Mission in Haiti
d. UNIFIL	United Nations Multidimensional Integrated Stabilization Mission in the Central African Republic
e. UNMOGIP	United Nations Mission in the Republic of South Sudan
f. MINUSTAH	United Nations Interim Force in Lebanon
g. UNMISS	United Nations Truce Supervision Organization
h. UNTSO	United Nations Multidimensional Integrated Stabilization Mission in Mali
i. UNFICYP	United Nations Interim Administration Mission in Kosovo

**2. LOOK AT THE MAP BELOW.**



**3. BASED ON EACH LOCATION IN THE MAP ABOVE, WRITE THE CORRECT PEACEKEEPING OPERATION.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**4. STUDY THE TEXT BELOW.**

UNIFIL stands for The United Nations Interim Force in Lebanon is a demilitarized zone created by the Security Council in March 1978. The main objective is to confirm Israeli withdrawal from Lebanon and restore international peace and security in the country.

UNIFIL Headquarters is located in Naqoura. The area of operations extends from the Blue Line in the south to the Litani River in the north and is divided into two sectors, east and west. Five battalions are deployed in Sector West,

with a Sector HQ in Shamaa, while four are deployed in Sector East, with a Sector HQ in Marjayoun.

The Force Commander Reserve is centrally located in Burj Qallawiyah to support both sectors as needed. UNIFIL also has a presence at Beirut airport and seaport, to facilitate military rotations and shipments, in addition to UNIFIL House – Beirut, which mainly supports the Mission's administrative and logistics requirements.

UNIFIL is composed of more than 10,500 military personnel from 40 troop contributing countries (TCCs), supported by approximately 820 international and national civilian staff. UNIFIL is also supported by about 56 military observers from the United Nations Truce Supervision Organization (UNTSO), organized in the Observer Group Lebanon (OGL).

**5. ANSWER THE QUESTIONS BASED ON THE TEXT ABOVE.**

1. What is the topic of the text?
2. What is the purpose of the text?
3. What is UNIFIL?
4. What does it do?
5. What area of operation does it cover?
6. How many battalions are there in total?
7. What is the function of the Force Commander Reserve?
8. What does UNIFIL do at the Lebanon airport and seaport?
9. How many countries are involved in UNIFIL?
10. Who observes UNIFIL?

**6. FIND THE SYNONYM IN THE TEXT ABOVE FOR EACH OF THE FOLLOWING WORDS. NUMBER ONE IS AN EXAMPLE.**

1. temporary interim
2. moving out \_\_\_\_\_
3. return \_\_\_\_\_
4. stretch \_\_\_\_\_

5. be sent \_\_\_\_\_
6. appearance \_\_\_\_\_
7. delivering \_\_\_\_\_
8. equipment \_\_\_\_\_
9. nations \_\_\_\_\_
10. ceasefire \_\_\_\_\_

**7. STUDY THE STRUCTURE OF THE TEXT BELOW. CONSULT YOUR INSTRUCTOR IF YOU FIND IT DIFFICULT TO UNDERSTAND.**

Identification	<p>UNIFIL stands for The United Nations Interim Force in Lebanon is a demilitarized zone created by the Security Council in March 1978. The main objective is to confirm Israeli withdrawal from Lebanon and restore international peace and security in the country.</p>	Specific participants (UNIFIL, Israeli, Lebanon)
Descriptions (location of headquarters)	<p>UNIFIL Headquarters is located in Naqoura. The area of operations extends from the Blue Line in the south to the Litani River in the north and is divided into two sectors, east and west. Five battalions are deployed in Sector West, with a Sector HQ in Shamaa, while four are deployed in Sector East, with a Sector HQ in Marjayoun.</p>	Present tense (is, extends, are, supports, etc.)
Descriptions (location of commander reserve)	<p>The Force Commander Reserve is centrally located in Burj Qallawiyah to support both sectors as needed. UNIFIL also has a presence at Beirut airport and seaport, to facilitate military rotations</p>	Technical terms (demilitarized zone, headquarters, commander reserve, truce, etc.)

Descriptions (military personnel)	<p>and shipments, in addition to UNIFIL House – Beirut, which mainly supports the Mission’s administrative and logistics requirements.</p> <p>UNIFIL is composed of more than 10,500 military personnel from 40 troop contributing countries (TCCs), supported by approximately 820 international and national civilian staff. UNIFIL is also supported by about 56 military observers from the United Nations Truce Supervision Organization (UNTSO), organized in the Observer Group Lebanon (OGL).</p>	
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**8. GRAMMAR FOCUS – PRESENT SIMPLE PASSIVE. STUDY THE EXAMPLES. THEN, COMPLETE THE SENTENCE USING THE VERBS IN THE PARENTHESIS.**

*UNIFIL Headquarters **is located** in Naqoura.*

*Five battalions **are deployed** in Sector West.*

Subject + is/are + past participle verb
---

**We use the passive to put the topic at the beginning of the sentence.**

1. Ali Al Salem Air Base ..... (situate) in Kuwait.
2. The airfield ..... (own) by the Government of Kuwait.
3. The Kuwaiti military personnel ..... (line up) outside the Kuwaiti officers’ club.
4. The Kuwait Air Force Flight Training School ..... (locate) at Ali Al Salem Air Base.
5. Fighter pilots ..... (prepare) to execute U.S. and NATO war plans.



6. Bagram Airfield ..... (occupy) by government contractors and the United States Armed Forces.
7. Bagram Airfield currently ..... (maintain) by the Combined Joint Task Force 1st Cavalry Division.
8. Access to the International Red Cross usually ..... (guarantee) to all prisoners.
9. The Heathe N. Craig Joint Theater Hospital is ..... (name) after SSG Heathe N. Craig, a United States Army medic.
10. The tugboat also ..... (use) for daily sightseeing tours of Northstar Bay during the summer.

**9. STUDY THE FOLLOWING DETAILS ABOUT THE INDONESIAN ARMED FORCE PEACE KEEPING MISSION CENTER.**

WHAT	<i>Pusat Misi Pemeliharaan Perdamaian TNI</i> or The Indonesian Armed Force Peace Keeping Mission Center
MAIN TASK	Planning and preparing Indonesian military personnel for peacekeeping operations
FUNCTIONS	<ul style="list-style-type: none"> <li>- Formulating and evaluating peacekeeping missions</li> <li>- Conducting training activities</li> <li>- Preparing administrative and logistics needs for the operation</li> </ul>
DIVISIONS	<ul style="list-style-type: none"> <li>- Planning and Operations Development</li> <li>- Training Management</li> <li>- Administration and Logistic Management</li> <li>- International Cooperation and Information Management</li> </ul>

**10. WRITE A DESCRIPTIVE TEXT BASED ON THE DETAILS ABOVE IN THE PROVIDED TEMPLATE BELOW. YOU MAY ADD RELEVANT INFORMATION FROM THE INTERNET. CONSULT YOUR IF YOU NEED HELP.**

General classification		Specific participants ..... .....
Descriptions (.....)		Present tense ..... ..... .....
Descriptions (.....)		Technical terms ..... ..... .....

# PEACEKEEPING OPERATIONS

6



# LISTENING & SPEAKING

## MILITARY PROCEDURES

### 1. WHICH OF THESE IS YOUR TASK AS A PEACEKEEPER?

- a. Clearing mines
- b. Demobilizing soldiers
- c. Deploying in a buffer zone
- d. Providing medical support
- e. Helping refugees to go home
- f. Monitoring ceasefire agreements
- g. Organize elections
- h. Patrolling border areas
- i. Monitoring human rights

### 2. YOUR TEACHER WILL READ A MONOLOGUE.

AS YOU LISTEN, DECIDE WHAT IT IS ABOUT.

TOPIC:

### **LISTENING SCRIPT**

#### *PART I*

*Ladies and gentlemen, let me briefly describe how a new UN peacekeeping operation may be formed. These steps have to take place before a decision is made. Ok, ehmm the first step is the so-called initial consultation. This basically means the UN secretary general will talk to several important parties about all options out there to resolve a conflict. After that, the Secretariat deploys a technical assessment mission the conflict area to look at overall security, political, military, and humanitarian situations on the ground.*

- 3. LISTEN AGAIN TO THE MONOLOGUE CAREFULLY.  
THEN, MATCH THE PARTY AND ITS RESPONSIBILITY.**


**LISTENING SCRIPT**

**PART II**

*When the team considers the operation is the most likely step to take, the Security Council will issue a resolution about the operation. The resolution details the operation in terms of mandate, size, budget, and resources. The UN will then appoint a senior official to lead the mission. The Head of Mission will make some planning about the mission including establishing a headquarters, task force, programs and funds. An advance team will be deployed to build a headquarters and other military personnel will come afterwards. As the mission runs, the Secretary General will provide regular reports to the Security Council. Finally, the Security Council will review these reports, renew or adjust the mission, until the mission is over. Any questions?*

- 4. NOW, LISTEN AGAIN TO THE ENTIRE MONOLOGUE AND THEN DECIDE THE CORRECT STEPS BASED ON WHAT YOU HEARD.**

<b>order</b>	<b>Step</b>
	The Security Council reviews the reports and makes adjustment.
	The Secretariat sends a technical assessment team to the conflict area.
	An advance team comes to the conflict area and build a headquarters.
	The UN assigns a leader for the mission.
	The UN Secretary General conducts first consultation.
	During the mission, the Secretary General write regular reports to the Security Council.

	The Head of the mission will make some planning.
	Other soldiers come after the advance team.
	The Security Council makes a resolution.

**5. NOW, COMPARE YOUR ANSWERS WITH YOUR FRIEND'S. SHARE YOUR AGREED ANSWERS WITH THE REST OF THE CLASS.**

**6. STUDY THIS DIALOGUE.**

X: I heard you've been to many conflict areas as a peacekeeping soldier.

Y: Yes, many times. I've been to Sudan, Lebanon, India, Pakistan and many other countries.

X: Have you ever done demining?

Y: Sure, a couple times. It always feels scary every time I do it.

X: Kind of curious. What are the steps of demining?

Y: Well, first of all, you have to put on body armor and a visor as protection.

Then, study the terrain and look for tripwires and booby traps. After that, clear the vegetation. Next, check the area with a metal detector. When you find a mine or unexploded ordnance, mark the area. Check the area with a probe.

Finally, destroy the mine.

X: That sounds complicated.

**7. BASED ON THE DIALOGUE ABOVE, WHAT ARE THE TOOLS OF DEMINING AND THE STEPS OF DEMINING?**

<b>TOOLS</b>	
<b>STEPS</b>	1. _____. 2. _____. 3. _____. 4. _____

	5. _____.
	6. _____.
	7. _____.

**8. PRACTICE THE DIALOGUE IN TASK 6 WITH A PARTNER.**

**9. ROLE PLAY THE DIALOGUE IN FRONT OF THE CLASS.**

**10. IN PAIRS, STUDY THE FOLLOWING DETAILS.**

*HOW TO USE A BODY ARMOR* (You may watch this video for more information: <https://www.youtube.com/watch?v=WjMyaTM-Zal>)

**Materials:** front and back carrier, front and back ballistic panels, soft trauma insert, shoulder and waist straps

**Step 1: Assemble your vest:** insert the ballistic panels into the carrier, tug gently on the bottoms of the panels to ensure the Velcro is gripped securely; smoothen the ballistic panel in place; and close the zipper on the front and back carrier.

**Step 2: Adjust your vest:** lay the front and back of your vest on a flat surface and loosely adhere the shoulder straps; adjust the length of shoulder and waist straps; loosely adhere the straps and connect the back and front panels.

**11. IN PAIRS, COMPLETE THIS DIALOGUE TEMPLATE BY INSERTING THE INFORMATION ABOVE.**

X: I heard you've been to many conflict areas as a peacekeeping soldier.

Y: Yes, many times. I've been to Sudan, Lebanon, India, Pakistan and many other countries.

X: Have you ever done demining?

Y: Sure, a couple times.

X: You put on a body armor before you start demining, right. Do you know how to put it on?

Y: Well, first of all, .....

Then, .....

After that, .....

Next, .....

Finally, .....

X: That sounds complicated.

**12. THINK OF A SIMPLE SET OF STEPS OF DOING SOMETHING IN YOUR MILITARY ACTIVITIES.**

I'd like to share with you how to ..... In my work.

To do this, you need ..... (materials if any)

Well, first of all, ..... (step 1)

Then, ..... (step 2)

After that, ..... (step 3)

Next, ..... (step 4)

Finally, ..... (step 5)

Thank you.



# READING & WRITING

## DEMINING PROCEDURE

### 1. LOOK AT THE PICTURE BELOW AND ANSWER THE QUESTIONS THAT FOLLOW.



1. What are the people doing in the picture?
2. What is the circle for?
3. What is the stick for?
4. Why is the stick placed in the middle of the circle?

### 2. STUDY THE TEXT BELOW AND ANSWER THE QUESTIONS.

#### **Materials:**

a straight stick 1 meter long

a level spot free of brush

#### **Steps:**

*Step 1.* Place the stick or branch into the ground at a level spot where it will cast a distinctive shadow. Mark the shadow's tip with a stone, twig, or other means. This first shadow mark is always west —everywhere on earth.

*Step 2.* Wait 10 to 15 minutes until the shadow tip moves a few centimeters.

Mark the shadow tip's new position in the same way as the first.

*Step 3.* Draw a straight line through the two marks to obtain an approximate east-west line.

*Step 4.* Stand with the first mark (west) to your left and the second mark to your right—you are now facing north.

(Source: [http://library.enlistment.us/field-manuals/series-2/FM21\\_76/CH18.PDF](http://library.enlistment.us/field-manuals/series-2/FM21_76/CH18.PDF))

**The text is about .....**

**What is this procedure for?**

.....

**In what situation will you ever do this?**

.....

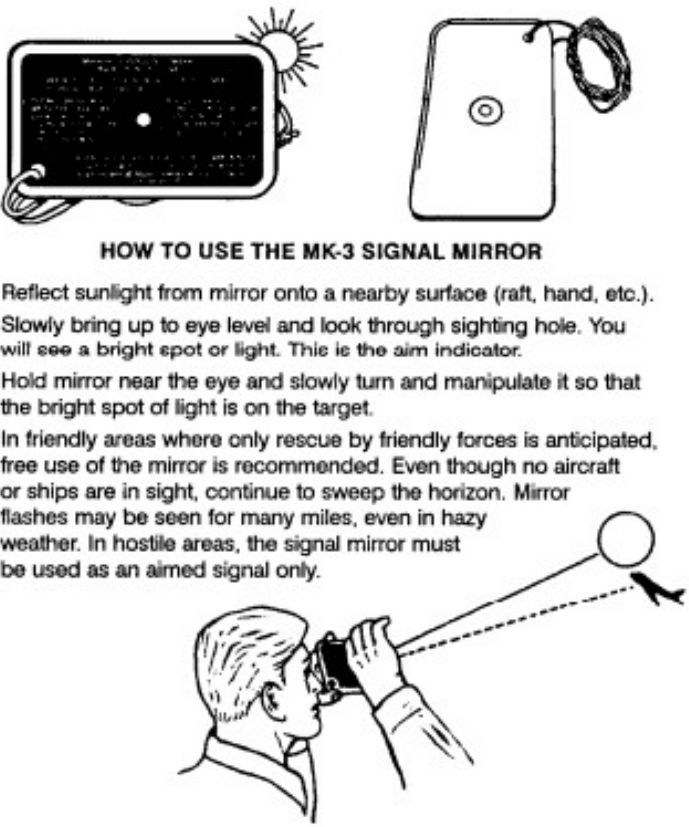
**3. FIND THE SYNONYMS IN THE TEXT FOR THE FOLLOWING. CONSULT YOUR INSTRUCTOR IF YOU NEED HELP.**

- a. A piece of wood \_\_\_\_\_
- b. Different \_\_\_\_\_
- c. Reflection \_\_\_\_\_
- d. A small branch of a tree \_\_\_\_\_
- e. End \_\_\_\_\_
- f. Get \_\_\_\_\_
- g. Symbol \_\_\_\_\_
- h. Heading \_\_\_\_\_

4. STUDY THE STRUCTURE OF THE TEXT BELOW. CONSULT YOUR INSTRUCTOR IF YOU FIND IT DIFFICULT TO UNDERSTAND.

Goal	<p><b>HOW TO FIND DIRECTION USING THE SUN</b></p> <p><b>Materials:</b></p> <p>a straight stick 1 meter long</p> <p>a level spot free of brush</p> <p><b>Steps:</b></p> <p>First of all, place the stick or branch into the ground at a level spot where it will cast a distinctive shadow. Mark the shadow's tip with a stone, twig, or other means. This first shadow mark is always west —everywhere on earth.</p> <p>Then, wait 10 to 15 minutes until the shadow tip moves a few centimeters. Mark the shadow tip's new position in the same way as the first.</p> <p>After that, draw a straight line through the two marks to obtain an approximate east-west line.</p> <p>Finally, stand with the first mark (west) to your left and the second mark to your right—you are now facing north.</p> <p>(Source:  <a href="http://wildernessarena.com/environment/navigation/using-the-sun-and-shadows-for-navigation">http://wildernessarena.com/environment/navigation/using-the-sun-and-shadows-for-navigation</a>)</p>	<p>Present tense (place, mark, wait, draw, etc.)</p> <p>Action and imperative verbs (place, mark, wait, draw, etc.)</p> <p>Temporal conjunctions: first, then, after that, finally</p>
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5. STUDY THE TEXT BELOW. LABEL ITS GENERIC STRUCTURE.

 <p><b>HOW TO USE THE MK-3 SIGNAL MIRROR</b></p> <ol style="list-style-type: none"><li>1 Reflect sunlight from mirror onto a nearby surface (raft, hand, etc.).</li><li>2 Slowly bring up to eye level and look through sighting hole. You will see a bright spot or light. This is the aim indicator.</li><li>3 Hold mirror near the eye and slowly turn and manipulate it so that the bright spot of light is on the target.</li><li>4 In friendly areas where only rescue by friendly forces is anticipated, free use of the mirror is recommended. Even though no aircraft or ships are in sight, continue to sweep the horizon. Mirror flashes may be seen for many miles, even in hazy weather. In hostile areas, the signal mirror must be used as an aimed signal only.</li></ol>	
<p>Source: <a href="http://library.enlistment.us/field-manuals/series-2/FM21_76/CH19.PDF">http://library.enlistment.us/field-manuals/series-2/FM21_76/CH19.PDF</a></p>	

6. STUDY THE EXAMPLES BELOW AND CHANGE THE STATEMENTS INTO IMPERATIVES. THE SENTENCES ARE ABOUT HOW TO JOIN THE MILITARY.

*Reflect sunlight from mirror onto a nearby surface.*

*Slowly **bring up** to eye level and **look through** sighting hole.*

Imperatives are commonly used to express instructions, procedures, commands and the like. Imperative verbs refer to bare infinitive verbs or verbs in default forms without any addition.

- a. You have to talk to a recruiter.

*Talk to a recruiter.*

- b. You will get all the benefits that the government is offering.

c. You must not lie about drug use and criminal records.

\_\_\_\_\_.

d. You need to prepare yourself for basic training.

\_\_\_\_\_.

e. You should demonstrate leadership qualities.

\_\_\_\_\_.

f. You must be motivated.

\_\_\_\_\_.

g. You must not ever make excuses.

\_\_\_\_\_.

h. You will learn to cooperate with different people.

\_\_\_\_\_.

i. You have to keep your cool.

\_\_\_\_\_.

j. When in doubt, you need to do what every else is doing.

\_\_\_\_\_.

**7. BELOW IS A PIECE OF INFORMATION ABOUT FIRST STEPS OF RESCUE  
BREATHING METHODS.**

a. Establish unresponsiveness. Call for help. Turn or position the casualty.

b. Open the airway.

c. Check for breathing by placing your ear over the casualty's mouth and nose, and looking toward his chest.

- Look for rise and fall of the casualty's chest

- Listen for sounds of breathing

- Feel for breath on the side of your face.

- Perform rescue breathing if the casualty is not breathing.

- 8. NOW, WRITE A PROCEDURE TEXT BASED ON THE INFORMATION ABOVE.**  
**CONSULT YOUR INSTRUCTOR IF YOU NEED HELP.**

Goal		Present tense ..... ..... .....
Materials		Action and imperative verbs ..... ..... .....
Steps		Temporal conjunctions ..... .....

