



GENERAL JONAS ŽEMAITIS MILITARY ACADEMY OF LITHUANIA

**ASTA JASNAUSKIENĖ**

# **First in, last out!**

**English Reader for the Military**

**Vilnius**

**2016**





GENEROLO JONO ŽEMAIČIO LIETUVOS KARO AKADEMIJA

ASTA JASNAUSKIENĖ

# **Pirmieji – kautis, paskutiniai – trauktis!**

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## PREFACE

The teaching book “First in, Last out!” has been prepared as a supplementary material to be used in class or by learners working alone and is intended for students to enhance their English language reading skills on a variety of military topics. It has been designed as an English reader and contains authentic texts that are accompanied by specially designed tasks aimed at developing students’ reading comprehension skills, including improving reading strategies and expanding their vocabulary.

There are 7 different units covering various military topics ranging from soldier’s everyday life, army carriers, future uniforms and tactical gear to issues of hazing, terrorism and some periods of military history. Each unit consists of 2 or 3 lessons. The choice of topics is based on cadets’ interest noticed during teaching practice classes. The development of more extended and creative oral practice is ensured through discussions, case studies and presentations. The authentic content encourages students, links them to language use outside of the classroom, and encourages personal expression and critical thinking.

The teaching book is primarily intended for cadets at B2 and C1 levels studying at the General Jonas Žemaitis Military Academy of Lithuania, but I hope that it will also be useful for teachers conducting Level 3 English language courses at the Institute of Foreign Languages (IFL) and for individual English language learners wishing to improve their reading skills in military English.

The book contains a number of photos, illustrations, maps, funny cartoons and charts to foster student engagement and make the content and activities come alive. It includes the articles which are interesting to read and equally interesting to discuss.

Author





## UNIT 1

## FUTURE UNIFORMS AND TACTICAL GEAR

## Lesson 1.1 Military Uniforms of the Future



photo credit: [www.wallpaperswa.com](http://www.wallpaperswa.com)

## Pre-reading task

**Task 1** Work in small groups. Discuss the main features of the future military uniforms. When discussing, focus on: material, weight, extra protection possibilities and greater battlefield capabilities. Present your group's common vision to the class.

## Reading

**Task 2** Read the article about the future military uniforms. Have any of your predictions been mentioned in the text? Which visionary concepts have you found completely new to you?

## Military Uniforms of the Future

Two future soldier combat uniform concepts were demonstrated to members of the US congress in 2004 – a vision of what the American soldier will be wearing in 2010 and ten years hence in 2020. Both systems look straight out of a science fiction movie, with the 2020 concept bearing more than a passing **(1) resemblance** to Star War's Darth Vader.

They call it the “Christmas tree” effect. Defence engineers come up with the latest new **(2) gadgets** and

**(3) gizmos** to help troops on the battlefield, and – just like ornaments being added to the holiday tree – they “hang” them on the warfighter.

As a result, troops frequently carry a full combat load of 75, 100 or even 150 pounds.

“What warfighters are carrying today is just ridiculous,” said Robert Kinney, director of the Individual Protection Directorate at the U.S. Army Soldier Systems Centre at Natick, Mass. “Our challenge is to provide greater protection and capabilities, but with less weight and **(4) bulk**.”

Kinney and an army of engineers and researchers at the centre, which conducts research and development for all the military services, is committed to reducing the load being carried by service members – while making them safer and more **(5) formidable** on the battlefield.

Their goal, he said, is to incorporate new, lighter-weight materials to reduce troop loads by almost half, to 50 pounds or less.

At the same time, Natick engineers are exploring advanced technologies that will give warfighters of the future capabilities once thought restricted to the fictitious Power Rangers, Terminator and Contra series characters.

Tomorrow’s warfighters, Kinney said, will wear uniforms with built-in chemical-biological protection, **(6) embedded** with electric wires and fibre optics that give **(7) sophisticated** battlefield capabilities. Uniforms will be waterproof and flame-resistant, with built-in insect repellent, antibacterial agents that help stop open injuries from getting infected and even antimicrobial agents that keep odour in check. New synthetic materials being explored will make the uniforms warmer in cold environments, cooler in hot ones, and lighter in weight and bulk.

In addition, uniforms of the future will enable troops to adapt quickly to changing conditions. They’ll change colour, chameleon-style, to reflect the surrounding environment. Boots will come with snap-on soles for different terrains and removable liners that can be replaced when they get wet.

Headgear will take on a whole new dimension, protecting against ballistic and fragmentation while serving as the wearer’s personal “control centre.” Tomorrow’s helmets will integrate thermal sensors, video cameras, and chemical and biological sensors. They’ll include a **(8) visor** that can act as a **(9) “heads-up** display monitor” equivalent to two 17-inch computer monitors in front of the wearer’s eyes. And powering all the warfighter’s gear will be a single battery, capable of running 24 hours or longer before being recharged.

As futuristic as these technologies may sound, many are being incorporated into the Army’s Objective Force Warrior – which LeeAnn Barkhouse, business **(10) liaison** for the program, describes as a “system of systems” being developing for warfighters in 2010 and beyond. The program is expected to become a prototype for all the military services, she said.

Barkhouse said Objective Force Warrior introduces a far-ranging array of new capabilities, many of them embedded directly into the warfighter’s uniform to reduce the heavy, **(11) cumbersome** add-ons that have evolved over time. And unlike the current combat load, which imposes immense weights on the warfighter’s back and shoulders, Barkhouse said the new system will centre its lighter load at the body’s strongest point: the waist and hips.

Gone will be the “Christmas tree effect.” In its place, she said, will be a system that works with, rather than against, the warfighter’s body – and offers almost unimaginable new capabilities. “It represents a tremendous advance,” Barkhouse said.

The second uniform system, the Vision 2020 Future Warrior concept, will follow the 2010 Future Force Warrior with more advanced **(12) nanotechnology**.

Think about a good action movie that shows an average person walking down a street with a nice designer suit. All of a sudden, gunshots are heard and just before a bullet hits this person, his soft fabric suit transforms into an incredible display of alien armour that **(13) deflects** bullets. If Natick engineers are successful, this movie will become a reality in the future U.S. Army.

Another potential development is inserting “nanomuscle fibres” that can actually simulate muscles, giving soldiers more strength. Fabric is impregnated with nanomachines that create the same weight, lift and feel as

a muscle. “So I coat the outside of the armour with a nanomuscle fibre that gives me 25 to 35 percent better lifting capability,” Jean-Louis DeGay of the Soldier Systems Centre explained.

The uniform from the waist down will have a robotic-powered system that is connected directly to the soldier. This system could use **(14) pistons** to actually replicate the lower body, giving the soldier “upwards of about 300 percent greater lifting and load-carriage capability,” DeGay said. “We are looking at potentially mounting a weapon directly to the uniform system and now the soldier becomes a walking gun platform.”

He said researchers hope to see this developing technology mature in the next 15 to 20 years. “Future Warrior is a visionary concept of how the individual warrior may be equipped in the 2015-2020 timeframe,” DeGay said.

Based on the articles *Military Uniforms of the Future* by Donna Miles, *American Forces News Service* from the website [usmilitary.about.com](http://usmilitary.about.com) and *Future Warrior Suit 2020* by Mike Hanlon from the website [www.gizmag.com](http://www.gizmag.com)

## Comprehension Check

**Task 3** Read the text again and choose the best statement reflecting the ideas of the text.

### 1. The objective of creating new uniforms for the troops is:

- a) to provide greater protection.
- b) to reduce load carried by the soldiers.
- c) to give protection, greater capabilities and reduce weight.

### 2. The Army’s Objective Force Warrior system:

- a) incorporates all futuristic technologies.
- b) is meant to become an instance serving as a basis or standard for later stages.
- c) will have been developed by 2010.

### 3. The “Christmas tree” effect in this text refers to:

- a) a system that works with, rather than against the warfighters body.
- b) uniforms that are inflammable and dangerous.
- c) various pieces of equipment that are gradually put on the soldier to carry.

### 4. New nanocomposite materials which can be woven into fabrics:

- a) make body armour heavy and cumbersome.
- b) provide greater flexibility as well as better ballistic protection.
- c) offer worse ballistic resistance together with greatly decreased flexibility.

### 5. New artificial muscle technologies:

- a) will give soldiers from 25 to 35 percent more strength.
- b) will be easy and cheap to produce.
- c) will do the work of the real muscles.

### 6. The robotic-powered system that will be connected directly to the soldier:

- a) will be used to knock down walls or pound down doors in urban combat.
- b) will help soldiers bear heavier loads, but it will decrease their speed.
- c) will give the soldier of about 300 percent greater lifting and load-carriage capability.

**Task 4** Describe the future military uniform in detail.

- a) the costumes:
- b) footwear:
- c) headgear:

## Vocabulary

**Task 5** Read the text and match each boldfaced word to the definition below.

- ..... **a.** inspiring fear or respect through being impressively large, powerful, intense, or capable
- ..... **b.** (of a machine, system, or technique) developed to a high degree of complexity
- ..... **c.** large or heavy and therefore difficult to carry or use
- ..... **d.** designed and built (a microprocessor) as an integral part of a system or device
- ..... **e.** large size or mass
- ..... **f.** small mechanical or electronic devices with a particular purpose
- ..... **g.** a movable part of a helmet that can be pulled down to cover the face
- ..... **h.** gadgets, especially the ones whose names the speaker does not know or cannot recall
- ..... **i.** the science of working with atoms and molecules to build devices (such as robots) that are extremely small
- ..... **j.** parts of an engine that move up and down inside their tubes and that cause other parts of the engine to move
- ..... **k.** a way in which two or more things are alike
- ..... **l.** a person who acts as a link to assist communication or cooperation between people
- ..... **m.** an advance warning of something
- ..... **n.** causes (something) to change direction; turns aside from a straight course

**Task 6** Use the boldfaced words from the text and Task 5 in the sentences below. Turn a plural noun into a singular noun where necessary. You may need to change the verb form in some sentences too.

1. \_\_\_\_\_ is the manipulation of matter on a near-atomic scale to produce new structures, materials and devices.
2. There are tons of no equipment workouts you can do at home with positive effects, but it's tough to make those workouts add \_\_\_\_\_ and muscle mass to your physique.
3. Combat now is a less crowded affair and more dependent on \_\_\_\_\_ electronic equipment.
4. In the photograph, he's proudly showing his father some sort of \_\_\_\_\_ that had to do with the airplanes he flew.
5. The KitchenAid mixer is a classic kitchen \_\_\_\_\_ which can be used with some amazing affordable attachments.
6. Most riot shields are constructed from transparent, high-impact polycarbonate to enable the bearer to see incoming thrown objects, so the shield can quickly be positioned to \_\_\_\_\_ them away from

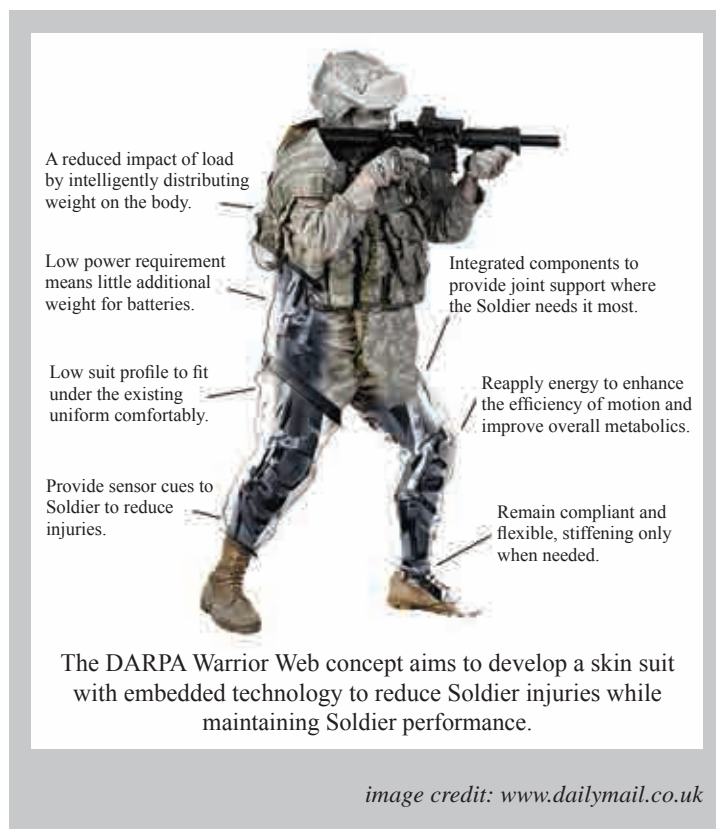
the user's body.

7. We decided to abandon many of those parcels halfway because they were getting very \_\_\_\_\_ to carry.
8. But if the president's health improves, he will still be a \_\_\_\_\_ candidate.
9. The Falcon is a light-weight, strap-on, exoskeleton aircraft coupled to you through a computer controlled interface. It transforms your arms and hands into bird wings. The wing movements are driven by hydraulic \_\_\_\_\_ pressurized by a Halbach Array electric motor driven by Li-poly battery packs.
10. In May, planning chiefs ordered work to stop because the building bore little \_\_\_\_\_ to the approved plans.
11. If you want to interview someone in particular, see if a media \_\_\_\_\_ can arrange it for you.
12. A microchip is \_\_\_\_\_ into the credit or debit card.
13. He pulled down the \_\_\_\_\_ of his helmet as the sun rose higher.
14. Just last month, Volvo announced a new safety system that warns drivers of approaching cyclists via a symbol on their car's \_\_\_\_\_ display.

## Discussion

**Task 7** Work in small groups to discuss the advantages and disadvantages of the present-day military uniforms.

1. Brainstorm the arguments for and against the uniforms soldiers wear these days. Condense the main points into a bulleted list.
2. Present your ideas to the class. Be ready to support your arguments with good reasons and /or concrete examples.





## Lesson 1.2 Digital Soldiers



photo credit: www.cnbc.com

### Pre-reading task

**Task 1** Work in small groups to make a list of useful military gadgets that soldiers carry. When compiling a list, decide:

- a) which gadgets are related to gathering and analysing information
- b) which are meant to improve a soldier's safety under battle conditions and
- c) which are expected to increase fighting ability.

Compare your list with other groups' results.

### Reading

**Task 2** Read the article about the high-tech military gizmos and gadgets. Which of these devices do you find the most useful? Which of them have surprised you?

### Top 5 Gadgets on the High-tech Soldier

It's no secret that the U.S. military researches and uses some of the world's most forward-looking technologies. It integrates high-tech, digital components into everything from fighter jets to aircraft carriers. But individual soldiers benefit from the move towards digital innovations, too.

Many soldiers working on the front lines now carry an array of **(1) high-tech** gadgets designed to increase operational efficiency and safety, and in some cases, lethality. Their digital tools help them navigate unfamiliar areas, interact with locals who speak different languages and track enemies during a firefight. And that's just for starters.

Military authorities **(2) envision** future warfare in which every soldier and vehicle is linked to a real-time network. Such a network will let officers track and monitor each person's activities and availability, with the overall goal of reducing the so-called fog of war that every wartime decision-maker fears.

The Department of Defence funnels hundreds of millions of dollars into various tech-related projects. As you'll see, sometimes those projects result in breakthroughs that benefit soldiers and consumers alike. Other times, grand visions of high-tech military gadgetry **(3) flame out** as massive **(4) blunders**.

For now, though, some of the most effective technology is the stuff that soldiers carry with them before they even hit boot camp. Keep reading to see the kinds of gadgets they use to accomplish their objectives – some of these devices will probably surprise you.

## The Land Warrior Program

Land Warrior was one of the U.S. Army's **(5) landmark** programs, designed to **(6) outfit** infantry soldiers with a collection of high-tech equipment. The goal was to increase fighting ability in urban warfare and other situations where large, armoured vehicles and long-distance weaponry aren't practical.

Land Warrior equipped soldiers with computers, GPS receivers, radios, video cameras and other gear, all designed to increase the battlefield awareness and combat value of individuals. More than 15 years of research and \$500 million went towards Land Warrior's development, but the program was cut in 2007 due to **(7) glitches** that caused more problems than they solved. In particular, commanders feared the 16 pounds (7.3 kilograms) of equipment would only make soldiers less mobile and more vulnerable.

However, in spite of those opinions, a battalion of soldiers took Land Warrior equipment to Iraq, and a funny thing happened. Individual soldiers immediately began stripping down the system to the basics, dropping its overall weight and using only features that were truly useful during the stress and rigors of combat.

Land Warrior's most popular feature is its digital chemical marking system, which lets soldiers mark areas cleared of enemies so that other units don't repeat their efforts. Other useful elements are text messaging (good for when radios are hard to hear) and digital maps that display comrades' positions.

Despite its shortcomings, the program produced some practical equipment. In current war zones, an updated version of Land Warrior that weighs around only 9 pounds (4.1 kilograms) is in use, but only by team leaders and special forces.

So in spite of its **(8) flaws**, the spirit of Land Warrior lives on. Although the program is officially dead, its successful components will be used in the Army's next (very similar) project, the Ground Soldier System.



photo credit: [www.pixgood.com](http://www.pixgood.com)

## Helmet-mounted Radar

Sometimes the figurative phrase “fog of war” takes on literal meaning for soldiers on the ground. Smoke, darkness, shrubs, walls and dust storms obscure the troops’ view on the battlefield, creating a huge range of potentially deadly scenarios. Enemies, especially those hiding in urban jungles, might be hiding around any corner.

But what if a soldier could detect enemies running through a smoke screen or behind a concrete wall? That’s the idea behind the helmet-mounted radar systems currently under development.



*photo credit: www.archive.armytimes.com*

The Helmet Mounted Radar Program hopes to provide soldiers with 360-degree coverage via Moving Target Indicator sensors that “see” movement up to 82 feet (25 meters) away. The entire system should weigh less than 2.5 pounds (1.1 kilograms), with less than half of that load affixed to the helmet. Thus equipped, soldiers will be able to detect motion that could **(9) tip them off** to potential ambushes.

Because the product is still being researched as of this writing, it’s hard to say how it will use visual, audible or other warning cues. Perhaps it will work in tandem with other gadgets soldiers currently carry.

There are other concerns to address as well, such as radiation exposure to the wearer and false alarms tripped by fellow soldiers or a pack of stray dogs, for example. But there’s little doubt that a properly calibrated system would benefit soldiers struggling to find enemies who are willing to take cover just about anywhere.

## Wrist-mounted Display

Carrying a lot of high-tech equipment has its **(10) downsides**. One device may come with several accessories, and all of them have accompanying chargers, too. That’s why the Army hopes to condense several gadgets into one wrist computer.



*photo credit: www.popsci.com*

With the help of HP Labs, the Army Research Laboratory is working on just such a computer, which should weigh only about half a pound (227 grams). The foundation of the device is its flexible 2 by 3-inch (5 by 7.6-centimeter) screen. The device employs a very thin layer of transistors that work with an electronic screen, which changes data signals into grayscale images.

HP uses its technology to stamp the electronics and screen components directly into bendable plastic. Minus a traditional (and very breakable) glass backing, the device will **(11) withstand** abuse and still work flawlessly. The displays will also use less power than normal, thus reducing the need for constant recharging sessions.

Affixed to a soldier’s wrist, the display will become a **(12) hub** for sending and receiving vital information via data and radio transmissions, among other tasks. And, like so many devices dreamed up for the military, this one will definitely have plenty of commercial uses, too – everything from floppy e-books, to stretchy cell phones, to TV screens that you can roll up and carry in your gym bag.

Current versions of the display are monochrome. However, a colour version is in the works.



## Wearable Fuel Cells

High-tech tools require power, and lots of it. In combat zones where power supplies might be destroyed or inaccessible, that's a problem. When their gadgets' batteries **(13) run dry**, soldiers must return to base to recharge critical equipment, such as night vision goggles, environmentally-controlled clothing, radios, handheld computers, mine detectors, range finders, infrared sights and other tools.

To find new solutions to this challenge, the Department of Defence sponsored the Wearable Power Prize Competition. 169 teams registered, with the winning prize going to DuPont and a German firm called SFC Smart Fuel Cell AG, for their M-25 fuel cell.

The M-25 is a wearable power source that combines direct methanol technology with fuel cell systems. What is the result? A device that's 80 percent lighter than conventional batteries, but it provides constant power for at least 72 hours. The M-25 can continually provide a minimum of 20 watts, with short spurts of 200 watts. That's a big jump in performance – more than three times the power supply that soldiers now carry in the field. And that's enough power to keep navigation and communications systems working in harsh, multi-day missions where recharging stations are few and far between.



## iPod Touch

Aside from a rifle, an iPod Touch or iPhone might eventually be one of the most important tools a U.S. soldier carries. If you doubt that a consumer product could really be that vital in war zones, keep in mind that iPods aren't just music players – they're miniature computers with an established history of adaptability and durability.

Military uses for iPods are virtually endless. iPods have a large range of potential functions, and authorities and software developers can team up to develop new **(14) applications** (or apps, in Apple-speak) for just about any sort of task. Plus, because most soldiers have already used an iPod Touch, training sessions and their associated costs are minimal.

In fact, the Army has been using iPods for years. One program, called Vcommunicator Mobile, displays phrases and words appropriate for a variety of situations a soldier might **(15) encounter**. It displays text on an iPod's screen and pumps audio through a portable speaker to help the soldier communicate in languages such as Kurdish and Arabic. The app even displays animations of gestures appropriate for certain phrases.

Snipers like a ballistics calculator called BulletFlight. They simply enter range and atmospheric details, and the software generates vital details for an accurate shot. An upgraded version even shows impact energy, flight time and other valuable information.

Other apps will enable teleconferencing, or may even turn an iPod into a remote control for bomb disposal robots. Further developments will let soldiers take a photo of a landmark and subsequently receive intelligence about their surroundings, including everything from local power availability to images of suspected insurgents.

That's really just boot camp for the iPod's military career. With more research and better software, these humble music players will help soldiers complete dozens of other tasks and, in the process, save lives on the battlefield, too.



The article *Top 5 Gadgets on the High-tech Soldier*  
by Nathan Chandler from the website [science.howstuffworks.com](http://science.howstuffworks.com)

**Task 3** Read the article again and answer the following questions.

## Comprehension Check

1. How do digital innovations help soldiers working on the front lines?
2. What was the goal of the Land Warrior Program? Was it a real breakthrough or a massive blunder? Why?
3. What is the Helmet Radar Program aimed at? Which aspects of this program still seem to be problematic?
4. How is a wrist-mounted display going to look like?
5. Which critical military equipment needs to be recharged on regular basis?
6. What can different iPod apps enable soldiers to do?

## Vocabulary

**Task 4** Working with a partner, match each boldfaced word in the text to the definition below.

- ..... **a.** be faced with or experience (something hostile or difficult)
- ..... **b.** provide with equipment
- ..... **c.** small problems or faults that prevent something from being successful or working as well as it should
- ..... **d.** warn someone in a discreet or confidential way
- ..... **e.** an important stage in something's development
- ..... **f.** programs or pieces of software designed to fulfil particular purposes
- ..... **g.** disadvantages of a situation
- ..... **h.** mistakes or shortcomings in a plan, theory, program etc. which cause it to fail or reduces its effectiveness
- ..... **i.** (of a source or supply) be completely used up
- ..... **j.** stupid or careless mistakes
- ..... **k.** the effective centre of an activity, region, or network
- ..... **l.** using, requiring or involved in high technology
- ..... **m.** fail badly
- ..... **n.** imagine as a future possibility; visualize
- ..... **o.** remain undamaged or unaffected by; resist

**Task 5** Working with a partner, be ready to explain what the highlighted word in a phrase means.

1. **navigate** unfamiliar areas
2. **interact** with locals
3. **track** enemies
4. **accomplish** objectives
5. **obscure** the view
6. work **in tandem**
7. **affix** to a wrist

**Task 6** Match the words from column A with the ones from column B to make meaningful collocations.

A	B
1. false	a. shot
2. wrist-mounted	b. technologies
3. figurative	c. images
4. grayscale	d. display
5. fuel	e. calculator
6. ballistic	f. weaponry
7. accurate	g. stations
8. recharging	h. alarms
9. forward-looking	i. meaning
10. long-distance	j. cells

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_

## Speaking

**Task 7** Describe the future military programs and systems in detail: How do they work? What could they be used for?

- a) The Land Warrior Program
- b) Digital Chemical Marking System
- c) The Helmet Mounted Radar Program
- d) The Wrist Mounted Display
- e) The M-25 Fuel Cell
- f) Vcommunicator Mobile
- g) Ballistic Calculator

## Research

**Task 8** Follow the steps to research the topic.

**Step 1:** Use the Internet to research the cutting-edge military technologies in the world such as laser weapons, high power microwave weapons, smart rifles, drones (UAVs), military robots, spy satellites etc.

**Step 2:** Organize your research into the following parts:

- how this technology evolved
- how this technology works
- what advantages and disadvantages this technology has
- what possible risks this technology poses
- what safety, legal or ethical issues this technology raises

**Step 3:** Present the selected military technology to the class. Support your oral presentation by giving visual information: photos, diagrams, illustrations, a short video clip etc.



image credit: [www.pinterest.com](http://www.pinterest.com)



Operation Zeus

image credit: [www.rd.com](http://www.rd.com)

## UNIT 2

## SOLDIER'S LIFE

## Lesson 2.1 Meals Ready to Eat



photo credit: alfa-img.com

## Pre-reading task

**Task 1** What do you know about MREs? Discuss the questions in small groups to find out.

1. Can you name some of the nicknames that MREs have received over the years?
2. Since 1993, an individual jar of Tabasco sauce has been included in each MRE. Why?
3. The Flameless Ration Heater (FRH) was also added to the MRE in 1993. How does it work?
4. How many different varieties of MREs are currently available in the U.S. Army?
5. How many different varieties of MREs are currently available in the Lithuanian Armed Forces?
6. How long are MREs shelf-stable?
7. How many calories per meal do MREs have?
8. How much does each MRE weigh?

## Reading

**Task 2** Read the text that provides the answers to the questions above. Which facts about MREs surprised you most? Which information made you smile?

## Things you didn't know about Meals Ready to Eat

Ah, the unsung, lovely MRE. It's so much more than daily sustenance: the myths and facts of meals ready to eat are woven into the very fabric of the military way of life.

### Here are a few bits of information about MREs you probably don't know.

Introduced in the U.S. military in the 1980s to replace C-rations, some of the early MRE meals were not very palatable. Some of the most notable of these received nicknames like “Mr. E” (mystery), “Meals Rejected by Everyone”, “Meals, Rarely Edible”, “Meals Rejected by the Enemy”, and even “Meals Rejected by Ethiopians.” Some individual meals received their own personal nicknames. For example, the frankfurters, which came sealed in pouches of four, were referred to as “the four fingers of death.”

While MRE quality has greatly improved over the years, many of the early nicknames still stick. MREs are often called “Three Lies for the Price of One” - it's not a Meal, it's not Ready and you can't Eat it. It is rumoured they were originally to be called MNRs for “Meals....No, Really!”

### Here's a few trivia about MREs you may not realize:

- An individual jar of Tabasco sauce has been included in each MRE since 1993.
- Cayenne is a main ingredient in Tabasco. The capsaicin in cayenne blocks a chemical involved in the nerve transmission of pain.
- Cayenne is also rich in salicylates, natural aspirin-like compounds. Have a headache and no aspirin? Massage a balm containing Tabasco into your temples.
- Tabasco sauce may be used as a gargle for sore throats. The most amazing and effective treatment is using 10-20 drops of Tabasco sauce in a glass of warm water.
- Tabasco sauce may be used to prepare a liniment for sore muscles. Capsaicin can dramatically reduce chronic nerve pain. It appears to act by decreasing the concentration of the primary chemical used by nerve cells to transmit pain signals. Several weeks of regular use may be required to achieve this effect.
- CAUTION: Cayenne pepper is a natural blood thinner. Do not take it before surgery or dental treatment!
- In a bare base situation with minimal civil engineer support, Tabasco sauce may be used to create a home-made insect repellent to keep pests out of your tent.

### Other MRE Trivia:

- The thermal process used to create an MRE can be likened to canning in a pouch. It protects an entree and fruits, exposing the cooked meal to high heat and pressure kills any microorganisms that cause mould and spoiling.
- Oxygen and moisture are two primary factors in food spoilage. Protecting the meals from oxygen and moisture, the tri-laminate foil packaging is the secret to the MRE's shelf life.
- MREs have approximately 1300 calories per meal with 55% of the energy from carbohydrates, 35% from fat and 15% from protein.
- Packaging requirements are strict. MREs are designed to withstand parachute drops from 1,250 feet\* and non-parachute drops of 100 feet\*.
- Each MRE weighs 380 to 510 g (13 to 18 oz) depending on the menu.
- The Flameless Ration Heater (FRH) was also added to the MRE in 1993. It lets soldiers heat their meals in the field. When soldiers add one ounce\*\* of water there is a reaction with the magnesium iron compound causing the water to boil. The FRH will heat the entree of an MRE by raising the temperature of the 8-ounce\*\* entree by 38° C (100° F) in 12 minutes. The heating process produces no toxic chemical by-products.
- FRHs are approximately the shape and size of a playing card, weigh less than one ounce, and are easy to store, and have a five-year shelf life.
- FRHs are made from powdered food grade iron, magnesium, and salt, all biodegradable materials. Spent heater pads contain no toxic materials, and are easily disposed in the trash... just drain the water off first.
- MREs are shelf-stable for a minimum of three years at 26° C (80° F) and a minimum of 6 months at 38° C



(100° F). Chemicals and preservatives are not used to extend the shelf life of the MRE.

- MRE menus are designed using feedback from the U.S. Army soldiers in the field. Surveys are conducted several times each year. As a result of customer feedback, over 50 new items have been included and approximately 12 items have been discontinued since 1993. Today there are 24 menus available. Some of the examples are:

1. “Beefsteak with Mushrooms and Western Beans”
2. “Beef Ravioli and Potato Sticks”
3. “Chicken Breast and Minestrone Stew”
4. “Chili and Macaroni”
5. “Pasta with Vegetables in Tomato Sauce”
6. “Black Bean and Rice Burrito”
7. “Cheese Tortellini”

\* *one foot* (written abbreviation *ft*) is a unit of measurement equal to twelve inches or 30.48 cm (pl. feet)

\*\**one ounce* (written abbreviation *oz*) is a unit of weight equal to approximately 28 g

Based on the article *Things you didn't know about Meals Ready to Eat*  
by Col. Rich Curry from *The Official Web Site of the 507th Air Refueling Wing*  
*Official Web Site of the 507th Air Refueling Wing*

## Comprehension Check

**Task 3** Read the text again and choose the best statement reflecting the ideas of the text.

### 1. Tabasco sauce may be used :

- a) as a gargle for sore throats.
- b) to prepare a liniment for sore muscles.
- c) to prepare a home-made insect repellent or a liniment for sore muscles and as a gargle for sore throats.

### 2. The secret to the MRE's shelf life is:

- a) the tri-laminate foil packaging that protects meals from oxygen and moisture.
- b) chemicals and preservatives that are added to keep food fresh longer.
- c) their ability to withstand harsh military transportation requirements, including airdrop with and without parachutes.

### 3. Flameless Ration Heaters:

- a) contain some toxic materials that are produced by the heating process.
- b) are approximately the shape and size of a box of matches.
- c) weigh less than one ounce, are easy to store and have a five-year shelf life.

### 4. MRE menus are designed:

- a) following guidelines established by the surgeon general.
- b) using feedback from soldiers in the field.
- c) according to studies conducted by the U.S. Army Food Research Laboratories.



*A soldier using his FRH to heat his meal in the field*

*photo credit: www.pakma.lt*

## Vocabulary

**Task 5** Look at the text again and find words which mean...

1. \_\_\_\_\_ food and drink regarded as a source of strength; nourishment (Introduction)
2. \_\_\_\_\_ (of food or drink) pleasant to taste (part 1)
3. \_\_\_\_\_ unimportant details or pieces of information (part 2)
4. \_\_\_\_\_ a red powder made from a type of pepper that has a strong flavour. It is added to food to make it taste spicy. (part 2)
5. \_\_\_\_\_ the active component of chilli peppers which creates the burning sensation when they are eaten (part 2)
6. \_\_\_\_\_ substances formed from two or more elements chemically united in fixed proportions (part 2)
7. \_\_\_\_\_ a liquid used for moving it around in your throat without swallowing, especially to clean it or stop it feeling painful (part 2)
8. \_\_\_\_\_ a liquid, usually containing alcohol, that is rubbed into the skin to reduce pain or stiffness in a joint (part 2)
9. \_\_\_\_\_ the main dish of a meal (part 3)
10. \_\_\_\_\_ a soft, green or grey growth that develops on old food or on objects that have been left for too long in warm, wet air (part 3)
11. \_\_\_\_\_ the length of time that food may be stored and still be good to eat (part 3)
12. \_\_\_\_\_ able to survive long periods on store or home shelves without spoiling (part 3)

**Task 6** Complete the sentences with the words from Task 5.

1. A growing number of dairy-based beverages are \_\_\_\_\_ and can be stored in the storeroom rather than the refrigerator.
2. We fill our days with meaningless \_\_\_\_\_.



3. We tasted a very \_\_\_\_\_ local red wine while on holiday in Spain.
4. As school-aged children rely on low-grade processed foods and fizzy drinks for daily \_\_\_\_\_, the devastating effects are beginning to show.
4. As school-aged children rely on low-grade processed foods and fizzy drinks for daily \_\_\_\_\_, the devastating effects are beginning to show.
5. Myrrh resins and tinctures have also been used as a \_\_\_\_\_ and mouthwash, made by steeping one teaspoon of myrrh in one pint of boiling water for a few minutes, to treat gum infections, coughs and other chest problems.
6. Excess humidity inside your home also promotes the growth of \_\_\_\_\_, fungi and bacteria.
7. A lot of fertilizers contain nitrogen \_\_\_\_\_.
8. The meals include a(n) \_\_\_\_\_, soup, salad, sandwich and dessert for a cost of \$6.
9. Oil of wintergreen, also known as methyl salicylate, is a time-honoured rub or \_\_\_\_\_ used for sprains, strains, aches, pains and arthritis.
10. Melt the butter in a large pot, then add the onion, celery, leek, curry powder, \_\_\_\_\_, bay leaves, thyme and saffron.
11. Fresh fruit have a very short \_\_\_\_\_.
12. What you were up against was the awesome power of a chemical known as \_\_\_\_\_, an odourless, flavourless substance present in chili peppers.

## Discussion

**Task 4** Work in small groups to discuss the questions below.

1. Lithuanian field rations are based on the U.S. Army's MRE - they come in 10 menus packed in a dark green plastic bag. What's inside it?
2. What is your personal opinion of the Lithuanian field rations?
3. Which field ration components (entrees, side dishes, desserts etc.) taste the best?
4. Which meals or drinks taste the least palatable?
5. What could be done to improve our combat rations?

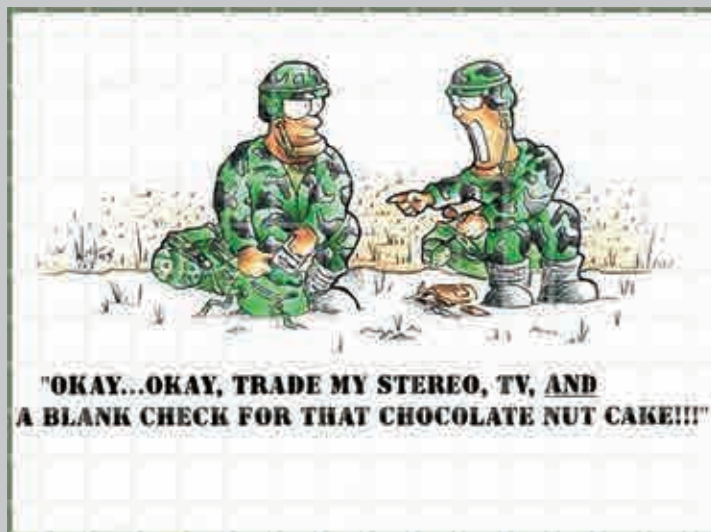


image credit: [www.pinterest.com](http://www.pinterest.com)

## Lesson 2.2 Battlefield Medicine



photo credit: [www.lsmuni.lt](http://www.lsmuni.lt)

### Pre-reading task

**Task 1** What do you know about battlefield medicine? Discuss the questions in small groups to find out.

1. What is the “golden hour”?
2. What does the acronym MERT stand for?
3. Do you remember the “ABCs” of emergency medicine?
4. What is a haemorrhage? What cause(s) it?
5. Do you know any recent field surgery innovations that have already helped to save more wounded soldiers?

### Reading

**Task 2** Read the text that provides the answers to the questions above. Which latest battlefield medical advances have you never heard before?

### Emergency Care on the Battlefield

Statistics show that most battlefield deaths occur within the first 10 minutes of wounding. To survive injury in combat every second counts. Medical planners in the military now refer to the time immediately after injury as the “platinum 10 minutes”, rather than the “golden hour” that used to be talked about.

To reduce the number of fatalities during these critical first few minutes, emergency medicine can now be

provided deep inside enemy territory. All soldiers on operation have basic first aid training. At least one in four soldiers is an army team medic. They have advanced first aid training and carry additional medical equipment including products to stem excessive bleeding.

If the injury is serious, a Medical Emergency Response Team (MERT) is sent urgently. This is a Chinook helicopter carrying highly specialist medical personnel, consisting of a consultant, an emergency nurse and two paramedics. In Afghanistan, the MERT is equipped to deliver life-saving care on board the helicopter on the way to the field hospital.

“In effect, we are taking the resuscitation room to the injured,” says Lieutenant Colonel Rob Russell, head of the academic department of military emergency medicine at the Royal Centre for Defence Medicine (RCDM) in Birmingham. Casualties are taken to Camp Bastion field hospital, which has an intensive care facility with Computed Tomography (CT) and X-ray imaging equipment. Based on two years of figures, the average time between injury on the battlefield and arrival in a hospital bed is under 50 minutes.

### Unexpected survivors

More British troops are surviving battlefield injuries than ever. Between April 2006 and July 2008 there were 75 unexpected survivors out of nearly 300 trauma cases in British field hospitals. These were casualties who suffered injuries so severe that they were not expected to survive.

“That’s a substantial number of people surviving who should have died from their injuries,” says Lt Col Rob Russell. “All our statistics tell us they should be dead. These casualties include penetrating brain injuries and multiple injuries to limbs which require amputation, causing life-threatening blood loss at the scene. We’ve had people with serious trauma, such as gunshot wounds to the chest, who have had a cardiac arrest as a result of their injuries and have made a full recovery.” While advances in emergency medicine have made a difference, improvements to hardware, such as body armour and helmets, have also been significant.

Emergency medicine was introduced as a speciality in the armed forces in Kosovo in 1999. Lt Col Russell has been at the forefront of developments in emergency medicine since 2003, when he served in Iraq. Having completed four tours of Iraq, two of Afghanistan, and been deployed in Northern Ireland and Bosnia, his research is supported by extensive experience. His work involves the analysis of every stage of a serviceman or woman’s treatment, from the point of wounding to rehabilitation, to see where improvements can be made.

The research into combat fatalities shows that most deaths occur within the first hour. Rapid treatment after an injury can greatly improve chances of survival. Improvements in medical care mean that this “golden hour” has been narrowed down further.

“The most important part of that hour is the first 10 minutes. We call them the ‘platinum 10 minutes’,” says Lt Col Russell. “We’ve tightened up our processes, concentrating on how we can save a life during that time. If you survive long enough to enter the military medical chain then the chance of survival is good. We’ve made sure an individual soldier or army medic can stop external bleeding in the first few minutes after injury, particularly from the limbs.”

### Blood-stemming agents

The standard practice for checking vital signs, ABC (airway, breathing, circulation), has been updated to CABC, with the first C standing for catastrophic haemorrhage. Army team medics are equipped with the latest blood-stemming agents, such as the Celox gauze. Celox gauze, which contains a substance derived from crushed shellfish, becomes sticky on contact with blood, helping clots develop and rapidly stopping even severe bleeding. “The bandage can be applied by the soldier himself as soon as the wound occurs,” says Lt Col Russell. “Their buddy can give them additional first aid, and so can the army team medic. Within seconds a soldier can receive life-saving care that you would not get as a civilian.”

Army doctors have intraosseous needles, which are special syringes that deliver drugs or vital fluids into the bone when access to a vein is impossible due to severe injury. These have proved invaluable on MERT helicopters. The MERT system, which has been likened to taking accident and emergency (A&E) into the

battle zone, is consistently praised for its novel approach and achievements.

“We are bringing the emergency department forward on to the helicopter,” says Lt Col Russell. “Soldiers who would have died are now surviving because of more advanced first aid and better emergency and pre-hospital critical care. But all the parts of the process, including treatment at University Hospitals Birmingham and rehabilitation at Headley Court, have made great advances in caring for the wounded.”

### New developments

Lt Col Russell describes the military’s approach to healthcare as “horizon scanning” or always looking ahead for new medical products, treatment techniques and best practice. Research is underway into controlling internal bleeding which, with current techniques, can only be contained through surgery in a hospital. New ways of giving pain relief on the battlefield, including inhalers and nose sprays, are also being considered.

“Substantial advances in medicine have been made during wartime,” says Lt Col Russell. “We’re doing the same now in trauma care.” He says one of the biggest advances in British military healthcare in the past few years has been its ability to keep its practices up to date.

Every week there is a clinical-case phone conference between the UK and the field hospitals in Afghanistan. Those taking part discuss the treatment of individual patients in the theatre of operations and, where necessary, make suggestions for improvement.

“The weekly meetings can bring about immediate changes and most problems are solved within one week,” says Lt Col Russell. Expertise gained in the field of emergency medicine, surgery and intensive care is shared with the NHS\* to improve civilian care. “The process is patient-focused and gives clinicians the ability to change the system,” says Lt Col Russell.

\*NHS is an abbreviation for *National Health Service* in the UK.

The article *Emergency Care on the Battlefield* from  
the official website of 5 Boroughs Partnership NHS Foundation Trust

## Comprehension Check

**Task 3** Read the text again and choose the best statement reflecting the ideas of the text.

### 1. To increase the survivability of wounded soldiers during the first ten minutes:

- a) every third soldier on operation is an army doctor.
- b) army medics have advanced first aid training and carry additional medical equipment including products to stem profuse bleeding.
- c) all soldiers on operation have to be trained in battlefield acupuncture.

### 2. The MERT’s mission is:

- a) to collect the injured individual at the point of injury as quickly and safely as possible.
- b) to stabilize casualties on the ground and then get them to the hospital facility at the camp.
- c) to deliver life-saving care on board the helicopter on the way to the field hospital.

### 3. The MERT usually:

- a) comprises a Military Doctor, an RAF\* Emergency Nurse and two RAF State-Registered Paramedics.
- b) consists of a team working on board Chinook helicopter which is specially kitted out as a flying Emergency Room.
- c) both a and b

## 4. Celox gauze:

- a) is the proven treatment for life-threatening bleeding in military and pre-hospital medicine.
- b) is used as a medical dressing to protect a wound and prevent infection.
- c) can be used in various ways as a sling or for immobilisation of broken bones and soft tissue injuries.

## 5. Emergency medicine is developing new ways of giving pain relief on the battlefield:

- a) such as lozenges and candies.
- b) such as inhalers and nose sprays.
- c) such as morphine and ketamine injections.

\*RAF is an abbreviation for *Royal Air Force* in the UK



*U.S. Army Soldiers transport a trauma victim to a U.S. Army medical helicopter in Tarmiyah, Iraq, 2007.*

*photo credit: www.army.mil*

## Vocabulary

**Task 4** Match these words or word collocations to their definitions.

1. resuscitation	a. stop or restrict (the flow of something)
2. cardiac arrest	b. thickened masses of blood formed by tiny substances called platelets which form to stop bleeding, such as at the site of a cut
3. haemorrhage	c. revival of someone from unconsciousness or apparent death
4. gauze	d. doctors having direct contact with patients rather than being involved with theoretical or laboratory studies
5. blood clots	e. a large flow of blood from a damaged blood vessel (= tube carrying blood around the body)
6. intraosseous needle	f. a condition in which the heart stops beating
7. stem	g. thin, loosely woven cloth used for dressings and swabs
8. clinicians	h. a special syringe for insertion directly into the bone marrow, used only in emergencies to administer drugs and fluids to an unconscious patient when access to a vein is impossible due to severe injury

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



## **Task 5** Complete the sentences with the words from Task 4.

1. The \_\_\_\_\_ may remain in the place of insertion for 72 to 96 hours, but it is best removed within 6 to 12 hours, as soon as an alternative site of intravascular access has been established. The use of the appropriate technique will ensure that the procedure is performed as safely and effectively as possible.
2. \_\_\_\_\_ that form in response to an injury or a cut are beneficial, stopping potentially dangerous bleeding. However, a number of conditions can cause you to develop them in critical locations, such as your lungs and brain, and they require medical attention.
3. The first sign of a sudden \_\_\_\_\_ may be loss of consciousness (fainting) and/or no heartbeat or pulse; some individuals may have a racing heartbeat, dizziness, chest pain and shortness of breath, nausea or vomiting. However, many individuals have no signs whatsoever and simply collapse.
4. Cardiopulmonary \_\_\_\_\_ (CPR) is a lifesaving technique useful in many emergencies, including heart attack or near drowning, in which someone's breathing or heartbeat has stopped. The American Heart Association recommends that everyone – untrained bystanders and medical personnel alike — begin CPR with chest compressions.
5. Medical \_\_\_\_\_ are the primary health care providers. They are physicians, nurse practitioners, and physician assistants.
6. All external bleeding is treated using three key techniques, which allow the body's natural repair process to start. These can be remembered using the acronym mnemonic 'RED': **R**est, **E**levation and **D**irect pressure. The most important of these three is direct pressure. This is simply placing pressure on the wound in order to \_\_\_\_\_ the flow of blood.
7. Cotton \_\_\_\_\_ has been used to dress wounds for hundreds of years because it is naturally soft, flexible, and absorbent.
8. There has been a significant change in the types of injuries sustained on the modern battlefield due to the use of improvised explosive devices (IEDs) which are designed to cause severe penetrating injuries to limbs and torso, often resulting in massive \_\_\_\_\_ in injured soldiers.

## **Task 6** Match the words from column A with the ones from column B to make meaningful collocations.

A	B
1. severe	a. gauze
2. full	b. fatalities
3. intensive	c. hospital
4. emergency	d. injuries
5. field	e. conference
6. combat	f. recovery
7. blood-stemming	g. care
8. Celox	h. medicine
9. phone	i. agents

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_

**Task 7** Read some shocking facts that give the numbers of the injured and/or sickened U.S. soldiers and their allies in the war. Use the Internet to add two more facts illustrating the cost of war to the list. Present them in class.

## Did you know that ...

- As in every war, in Iraq and Afghanistan the wounded are far more numerous than those killed. United States forces have suffered grievously as have allied forces. Common combat injuries have included second and third degree burns, broken bones, shrapnel wounds, brain injuries, spinal cord injuries, nerve damage, paralysis, loss of sight and hearing, post-traumatic stress disorder (PTSD), and amputations.
- The official Department of Defense reports only a small fraction of those actually hurt in the combat zones. That official total – over 52,000 – includes only those “wounded in action.” Those who suffer heat stroke, combat fatigue, self-inflicted injuries, and local diseases are not included in that number, nor are most of those who are later diagnosed with such common injuries as traumatic brain injury or PTSD.
- Many more injuries and illnesses have been publicly recognized post-combat than in theatre, with 970,000 disability claims registered with the VA\* as of March 31, 2014.
- Over 1550 individuals have suffered major limb amputations.
- The wounded also include the growing number of American troops whose genitals were damaged or destroyed by roadside bomb blasts. Since 2005, almost 1,900 have suffered genital wounds, according to Defense Department data through July 2012.
- Thirty-eight per 100,000 of all Iraq and Afghanistan veterans using VA health care have committed suicide, compared with 11.5 deaths per 100,000 for the general public.

\* VA is an abbreviation for *U.S. Department of Veterans Affairs*



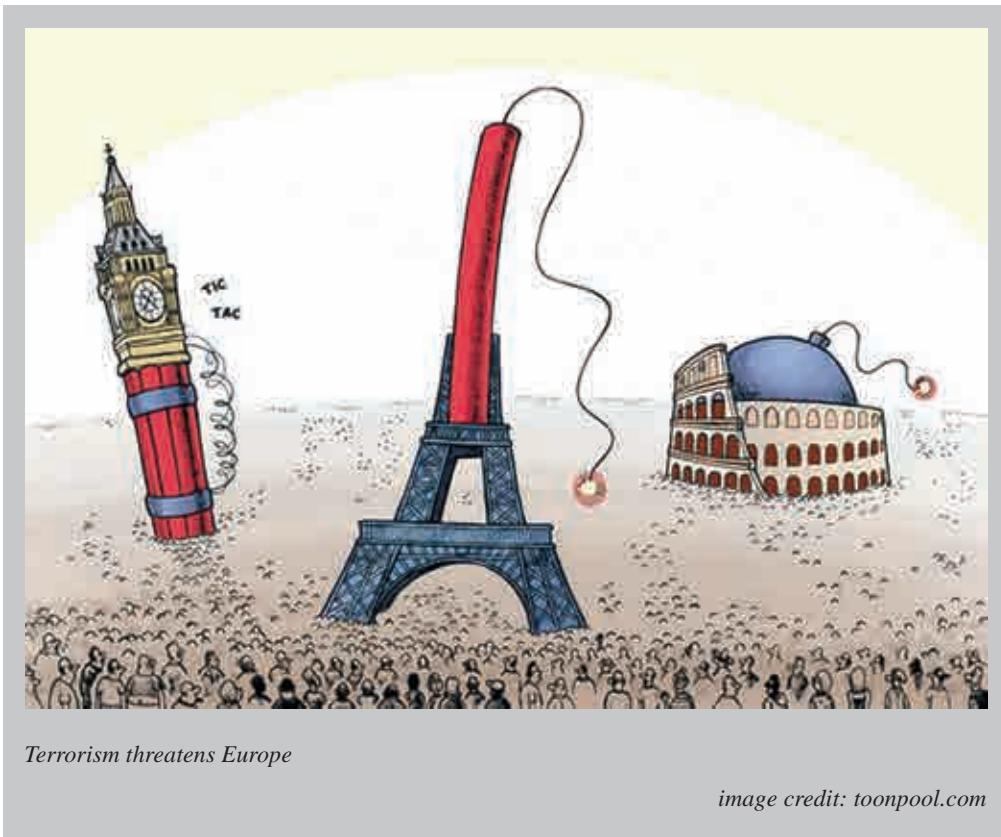
*Wounded Veteran with his son*

*photo credit: [www.rockymountaingolfmag.com](http://www.rockymountaingolfmag.com)*

## UNIT 3

## TERRORISM

## Lesson 3.1 What is Terrorism?



## Pre-reading task

**Task 1** How much do you know about terrorism? Discuss the questions in small groups to find it out.

1. Where does the word “terrorism” come from?
2. Is terrorism a new phenomenon?
3. Is there a definition of terrorism?
4. Is terrorism just brutal, unthinking violence?
5. Is terrorism aimed at an audience?
6. Was September 11 part of an increasingly deadly trend in the evolution of terrorism?
7. Was September 11 the deadliest terrorist attack in history?
8. Are religiously motivated terrorists like al-Qaeda less restrained than other terrorists?
9. Have terrorists ever used weapons of mass destruction?
10. Did anything hold back terrorists from mass killing in the past?



## Reading

**Task 2** Read the text that provides all answers to the questions above. Choose the most suitable heading (Questions 1-10 in Task 1) for each part (A-J) of the text below.

### Terrorism: What is it?

#### A.....

No. Experts agree that there is almost always a strategy behind terrorist actions. Whether it takes the form of bombings, shootings, hijackings, or assassinations, terrorism is neither random, spontaneous, nor blind; it is deliberate use of violence against civilians for political or religious ends.

#### B.....

Even though most people can recognize terrorism when they see it, experts have had difficulty coming up with an ironclad definition. The state department defines terrorism as “premeditated, politically motivated violence perpetrated against non-combatant targets by subnational groups or clandestine agents, usually intended to influence an audience.” In another useful attempt to produce a definition, Paul Pillar, a former deputy chief of the CIA’s Counterterrorism Center, argues that there are four key elements of terrorism:

- 1 It is premeditated – planned in advance, rather than an impulsive act of rage.
2. It is political – not criminal, like the violence that groups such as the mafia use to get money, but designed to change the existing political order.
3. It is aimed at civilians – not at military targets or combat-ready troops.
4. It is carried out by subnational groups – not by the army of a country.

#### C.....

It was coined during France’s Reign of Terror in 1793-94. Originally, the leaders of this systematized attempt to weed out “traitors” among the revolutionary ranks praised terror as the best way to defend liberty, but as the French Revolution soured, the word soon took on grim echoes of state violence and guillotines. Today, most terrorists dislike the label, according to Bruce Hoffman of the RAND think tank.

#### D.....

No. The oldest terrorists were holy warriors who killed civilians. For instance, in first-century Palestine, Jewish Zealots would publicly slit the throats of Romans and their collaborators; in seventh-century India, the Thuggee cult would ritually strangle passers-by as sacrifices to the Hindu deity Kali; and in the eleventh-century Middle East, the Shiite sect known, as the Assassins would eat hashish before murdering civilian foes. Historians can trace recognizably modern forms of terrorism back to such late-nineteenth-century organizations as Narodnaya Volya (“People’s Will”), an anti-tsarist group in Russia. One particularly successful early case of terrorism was the 1914 assassination of Austrian Archduke Franz Ferdinand by a Serb extremist, an event that helped trigger World War I. Even more familiar forms of terrorism-often custom-made for TV cameras-first appeared on July 22, 1968, when the Popular Front for the Liberation of Palestine undertook the first terrorist hijacking of a commercial airplane.

#### E.....

Usually, yes. Terrorist acts are often deliberately spectacular, designed to rattle and influence a wide audience, beyond the victims of the violence itself. The point is to use the psychological impact of violence or of the threat of violence to effect political change. As the terrorism expert Brian Jenkins bluntly put it in 1974, “Terrorism is theatre.”

**F.**.....

Yes. Before September 11, the deadliest attacks were the bombings of airplanes, such as Pan Am flight 103, destroyed over Lockerbie, Scotland, in 1988 by terrorists linked to Libya, or the 1985 bombing of an Air India jet. Each of these attacks killed more than 300 people. The August 1998 bombings of the U. S. embassies in Kenya and Tanzania – before September 11, the largest attacks on major buildings – killed 224 people; these attacks have been linked to al-Qaeda.

By way of comparison, Timothy McVeigh killed 168 people by bombing a federal office building in Oklahoma City in 1995. The failed February 1993 attempt by Islamist terrorists to destroy the World Trade Center killed six people and injured about 1,000 others. In addition, the 1983 Islamist suicide bombing of the U.S. marine barracks in Beirut, Lebanon, killed 242 Americans.

**G.**.....

Yes. During the 1990s, there were fewer terrorist attacks, but they tended to kill more people. Experts attribute this trend – fewer attacks, more fatalities – to a rise in religiously motivated terrorism, which lacks some of the restraints of earlier versions of terrorism. They add that heightened vigilance and security has often made the hijackings and kidnappings popularized in the 1960's and 1970's more difficult, driving some groups toward simpler but sometimes deadlier bombing operations.

**H.**.....

Yes. Some terrorist groups before the 1990's often were limited by fears that too much violence could backfire. In other words, experts say, terrorists groups wanted to find the proverbial sweet spot: they sought to use enough shocking violence to bring attention to a cause they felt had been neglected, but they did not want to use so much violence that their audiences abroad would become permanently alienated. Nor did nationalist terrorist groups – such as the Palestine Liberation Organization or the Irish Republican Army (IRA) – want to go so far that they dried up support among their own people.

These considerations often affected choices of targets as well as the level of violence. Between 1969 and 1993, for instance, less than a fifth of the IRA's victims were Protestant civilians, reflecting a deliberate choice to avoid alienating potential Irish supporters. As the terrorism expert Brian Jenkins has put it, terrorists used to want a lot of people watching, not a lot of people dead.

**I.**.....

Yes. In 1995, members of Aum Shinrikyo, a Japanese cult, released sarin nerve gas into the Tokyo subway, killing 12 and wounding over 3,500 – the first recorded use of chemical weapons by terrorists. The first deadly use of biological weapons by terrorists was the late – 2001 U.S. mailings of anthrax – laced letters by persons still unknown.

**J.**.....

Yes, generally speaking. Not only are these terrorists' goals after vaguer than those of nationalist terrorists – who want, for example, an independent state, a much more concrete goal than Osama bin Laden's sweeping talk of jihad – but their methods are more lethal. That is because, experts say, the religious terrorist often sees violence as an end in itself, as a divinely inspired way of serving a higher cause. As RAND's Hoffman notes, even such earlier arch terrorists as Carlos the Jackel and Abu Nidal never “contemplated, much less attempted, the complete destruction of a high rise office building packed with people.” But for al-Qaeda, the Iranian-backed Hezbollah, the Japanese cult Aum Shinrikyo, the Palestinian group Hamas, and other religious terrorist organizations, mass killings are considered not only acceptable but also “holy.”

The article *Terrorism: What is it?* from the website *DanielRevelationBibleStudies.com*

## Comprehension Check

**Task 3** Read the text again and mark the sentences *T* (True) or *F* (False).

1. Terrorism is the unsystematic and unplanned use of violence against civilians for political, religious or ideological goals.
2. Though many have been proposed, there is no consensus definition of the term “terrorism.”
3. The French Revolution provided the first use of the word “terrorism” in reference to the Reign of Terror initiated by the Revolutionary government.
4. Terrorist acts or the threat of such action have been in existence for millennia.
5. Usually terrorist groups commit acts of violence to obtain worldwide, national, or local recognition for their cause by attracting the attention of the media.
6. The deadliest terror attacks ever committed happened in 1998 when the U.S. embassies in Kenya and Tanzania were bombed by al-Qaeda.
7. Religiously oriented terrorists tend to keep casualties at the minimum amount to attain their objectives.
8. It still remains unclear whether chemical or biological weapons have actually been used by any of terrorist groups so far.



*In 2014 Spain marked the 10th anniversary of the March 11, 2004 Al-Qaeda-inspired bombing of four packed commuter trains in Madrid, which killed 191 people.*

*photo credit: www.news.asiaone.com*

## Vocabulary

**Task 4** Find words in the text which have the same or similar meaning to the words or phrases below. The relevant paragraph letter (A-J) is given in brackets.

1. \_\_\_\_\_ done or happening by chance rather than according to a plan (A.)
2. \_\_\_\_\_ goals or desired results (A.)

3. \_\_\_\_\_ (especially of a crime or something unpleasant) done after being thought about or carefully planned (B.)
4. \_\_\_\_\_ (especially of a harmful, illegal, or immoral action) carried out or committed (B.)
5. \_\_\_\_\_ planned or done in secret, especially describing something that is not officially allowed (B.)
6. \_\_\_\_\_ to get rid of unwanted people from a group (C.)
7. \_\_\_\_\_ enemies (D.)
8. \_\_\_\_\_ to cause something bad to start (D.)
9. \_\_\_\_\_ to make somebody nervous, worried, or irritated (E.)
10. \_\_\_\_\_ measures or conditions that keep someone or something under control (G.)
11. \_\_\_\_\_ (of a plan or action) have an opposite and undesirable effect to what was intended (H.)
12. \_\_\_\_\_ unsympathetic or hostile (H.)
13. \_\_\_\_\_ able to cause or causing death; very harmful or destructive (J.)
14. \_\_\_\_\_ thought about (J.)

**Task 5** Match the words in two columns to make compound nouns. Explain the meanings of these compound nouns. Use an English-English dictionary to help you.

1. subnational	a) letters
2. ironclad	b) targets
3. think	c) bombings
4. heightened	d) groups
5. psychological	e) definition
6. shocking	f) vigilance
7. anthrax-laced	g) troops
8. combat-ready	h) tank
9. suicide	i) impact
10. non-combatant	j) violence

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_

## Discussion

**Task 6** Work in small groups to discuss the questions below.

1. What can be done to combat terrorism? Is there any way that we can keep ourselves safe from these extremists?
2. Is the civilised world winning or losing the war on terror? What makes you think so?
3. Much of the work of fighting terrorism is done by governments, security agencies, and the military. What can an ordinary citizen do to help halt terrorism?

## Lesson 3.2 Types of Terrorist Incidents



*A scene of a bomb blast in front of Cairo Directorate that left this crater and killed four people*

*photo credit: www.aljazeera.com*

### Pre-reading task

**Task 1** Work in small groups. Make a list of the most common terrorist methods of attack. Compare your list with other groups' results.

### Reading

**Task 2** Read the article about the most prevalent terror attacks. Which terrorist incidents could be added to your list?

## Types of Terrorist Incidents

The most common types of terrorist incidents include:

### Bombings

Bombings are the most common type of terrorist act. Typically, improvised explosive devices (IEDs) are inexpensive and easy to make. Modern devices are smaller and are harder to detect. They contain very destructive capabilities; for example, on August 7, 1998, two American embassies in Africa were bombed. The bombings claimed the lives of over 200 people, including 12 innocent American citizens, and injured over 5,000 civilians. Terrorists can also use materials that are readily available to the average consumer to construct a bomb.



## Kidnappings and Hostage-Takings

Terrorists use kidnapping and hostage-taking to establish a bargaining position and to elicit publicity. Kidnapping is one of the most difficult acts for a terrorist group to accomplish, but, if a kidnapping is successful, it can gain terrorists money, release of jailed comrades, and publicity for an extended period. Hostage-taking involves the seizure of a facility or location and the taking of hostages. Unlike a kidnapping, hostage-taking provokes a confrontation with authorities. It forces authorities to either make dramatic decisions or to comply with the terrorists' demands. It is overt and designed to attract and hold media attention. The terrorists' intended target is the audience affected by the hostage's confinement, not the hostage.

## Armed Attacks and Assassinations

Armed attacks include raids and ambushes. Assassinations are the killing of a selected victim, usually by bombings or small arms. Drive-by shootings is a common technique employed by unsophisticated or loosely organized terrorist groups. Historically, terrorists have assassinated specific individuals for psychological effect.

## Arsons and Firebombings

Incendiary devices are cheap and easy to hide. Arson and firebombings are easily conducted by terrorist groups that may not be as well-organized, equipped, or trained as a major terrorist organization. Arson or firebombing against a utility, hotel, government building, or industrial centre portrays an image that the ruling government is incapable of maintaining order.

## Hijackings and Skyjackings

Hijacking is the seizure by force of a surface vehicle, its passengers, and/or its cargo. Skyjacking is the taking of an aircraft, which creates a mobile, hostage barricade situation. It provides terrorists with hostages from many nations and draws heavy media attention. Skyjacking also provides mobility for the terrorists to relocate the aircraft to a country that supports their cause and provides them with a human shield, making retaliation difficult.

## Other Types of Terrorist Incidents

In addition to the acts of violence discussed above, there are also numerous other types of violence that can exist under the framework of terrorism. Terrorist groups conduct maimings against their own people as a form of punishment for security violations, defections, or informing. Terrorist organizations also conduct robberies and extortion when they need to finance their acts and they don't have sponsorship from sympathetic nations. Cyberterrorism is a new form of terrorism that is only going to increase in profile as we rely on computer networks to relay information and provide connectivity to today's modern and fast-paced world. Cyberterrorism allows terrorists to conduct their operations with little or no risk to themselves. It also provides terrorists an opportunity to disrupt or destroy networks and computers. The result is interruption of key government or business-related activities. This type of terrorism isn't as high profile as other types of terrorist attacks, but its impact can be very destructive.

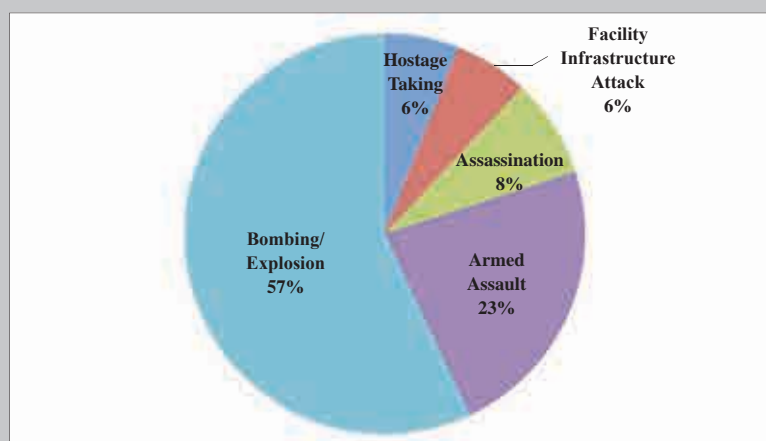
Historically, terrorist attacks using nuclear, biological, and chemical (NBC) weapons have been rare. Due to the extremely high number of casualties that NBC weapons produce, they are also referred to as weapons of mass destruction (WMD). However, a number of nations are involved in arms races with neighbouring countries because they view the development of WMD as a key deterrent of attack by hostile neighbours. The increased development of WMD also increases the potential for terrorist groups to gain access to WMD. It is believed that in the future terrorists will have greater access to WMD because unstable nations or states may fail to safeguard their stockpiles of WMD from accidental losses, illicit sales, or outright theft or seizure. Determined terrorist groups can also gain access to WMD through covert independent research efforts or by hiring technically skilled professionals to construct the WMD.

The article *Types of Terrorist Incidents* by Kallie Szczepanski from the website *Terrorism-Research.com*

## Comprehension Check

**Task 3** Read the article and answer the following questions.

1. What is the most common type of terrorist act and why?
2. What are kidnappings and hostage-takings used for?
3. Which types of terrorist acts are usually chosen by unsophisticated and not well-organized terrorist groups?
4. What is the difference between hijacking and skyjacking? What are the advantages of skyjackings over hijackings?
5. What other types of terrorist incidents are conducted by various terrorist groups?
6. Is it likely that future terrorist will gain greater access to WMD? Why?



Tactics used in terrorist attacks worldwide, 2013

image credit: www.state.gov.com

## Vocabulary

**Task 4** Match these words or word collocations to their definitions.

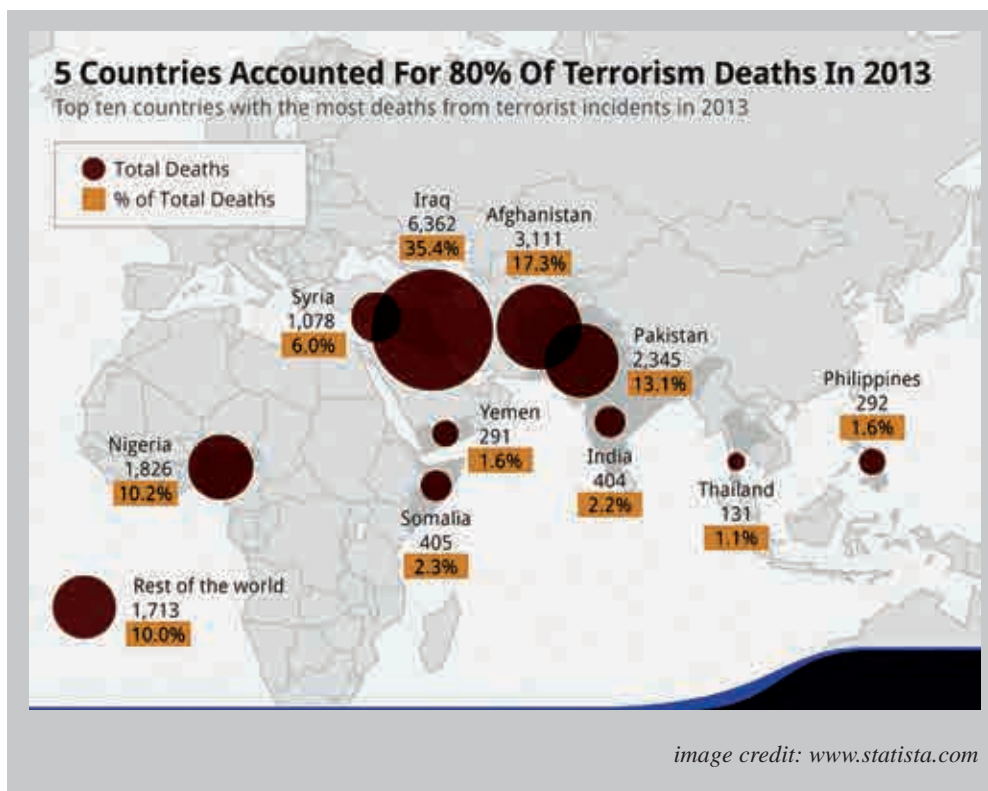
1. incendiary device	a) competition between countries to achieve superiority in quantity and quality of military arms
2. drive-by shooting	b) a thing that discourages from doing something through fear of the consequences
3. illicit sales	c) a bomb or a similar device designed to cause fires
4. extortion	d) wounds or injuries of someone so that part of the body is permanently damaged
5. maiming	e) (making) an attack or assault in return for a similar attack
6. retaliation	f) illegal trading
7. skyjacking	g) the use of Internet based attacks in terrorist activities, including acts of deliberate, large-scale disruption of computer networks, especially of personal computers attached to the Internet, by the means of tools such as computer viruses
8. arms race	h) an incident in which a person, building or vehicle is shot at by someone in a moving vehicle
9. deterrent	i) demanding money with menaces
10. cyberterrorism	j) the seizure by force of an aircraft, its passengers, and/or its cargo

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_

**Task 5** Complete the sentences with the words from Task 4.

1. Cameras are a major \_\_\_\_\_ to crime.
2. The charges against the two women – of corruption and \_\_\_\_\_, respectively – may or may not be deserved.
3. Terrorists carry out their attacks without warning, killing and \_\_\_\_\_ tens of thousands of civilians as well as thousands of soldiers.
4. And all of a sudden he tossed a homemade \_\_\_\_\_ into a crowd of people.
5. The nuclear \_\_\_\_\_ was central to the Cold War. Both America and Russia massively built up their stockpiles of nuclear weapons.
6. Egyptian warplanes attacked ISIS targets inside Libya on Monday, in swift \_\_\_\_\_ for the videotaped slaughter of 21 Christians of Egypt at the hands of Islamic terrorists.
7. The first recorded \_\_\_\_\_ of an airplane took place on February 21, 1931 at the city of Arequipa, Peru when a group of rebel soldiers forced two American pilots to fly them about and drop propaganda leaflets over Lima.
8. \_\_\_\_\_ is a current and real threat to U.S. businesses and to national security. IT and Security personnel everyday fight and defend against thousands of daily attacks on computers and computer networks.
9. Al-Qaeda and nearly half of all U.S. State Department-listed Foreign Terrorist Organizations have ties to the illegal drug trade. For example, the FARC\* in Colombia finances its activities with \$300 million a year in \_\_\_\_\_ drug \_\_\_\_\_.
10. A man suspected in a bloody \_\_\_\_\_ on Valentine's Day in 2011 that killed one person and injured four, including a baby girl, is standing trial this week at Orleans Parish Criminal District Court.

\* FARC is an abbreviation for *Revolutionary Armed Forces of Columbia* which is on U.S. and European lists of terrorist organisations





## Lesson 3.3 International Terrorist Organization: The Taliban



*Taliban fighters train with their weapons in an undisclosed location in Afghanistan July 14, 2009.*

*photo credit: www.uspolicyinabigworld.com*

### Pre-reading task

**Task 1** Work in small groups. Make a list of the things that you know about the Taliban. Compare your list with other groups' results.

### Reading

**Task 2** Read the text about the Taliban. What new information have you found out about this terrorist organization?

### Who Are the Taliban?

The Taliban is a loosely-linked network of local Islamist fighters based in Afghanistan, although there is some spill-over into the tribal areas of Pakistan as well. Between 1996 and 2001, the Taliban ruled Afghanistan; the United States invaded Afghanistan and **(1) ousted** the Taliban government in 2001 following the September 11 attacks. Today, the Taliban's strength is unknown – estimates range from 25,000 to 40,000 fighters, but the true number likely fluctuates with the seasons.

The word "Taliban" is the Pashto language plural of the Arabic talib, meaning "student" or "seeker." Many of the original **(2) core** Taliban members studied in religious madrassahs in the border regions of Pakistan – schools funded by fundamentalists in Saudi Arabia and other wealthy Gulf states. The majority of ordinary

Taliban today, however, are Pashtun farmers with little formal religious training. They **(3) adhere to** and enforce a harsh interpretation of Sunni Islam, including requirements that men grow beards, women wear full burkas, and that convicted thieves have their hands cut off with a sword.

The Taliban originated among Afghan refugees and madrassah students in Pakistan in the early 1990s. After the Soviet Union pulled out following their failed invasion and war in Afghanistan (1979-89), the Taliban under Mullah Muhammad Omar moved into Afghanistan and began to fill the power vacuum. In the post-war chaos, some of the former **(4) mujahideen** forces who had opposed the Soviets became **(5) rogue** militias headed by warlords, robbing, raping, and killing Afghan civilians with **(6) impunity**. By 1994, the Taliban were openly fighting against the mainly non-Pashtun warlords for control of the Afghan countryside; many Pashtun villagers saw the Taliban as protectors against the **(7) warlords'** abuses.

In September of 1996, the Taliban took control of Kabul from the United Front and formed a government. This new Islamic regime **(8) banned** music, kite-flying, movies and television, and tried to prevent girls from attending school. It also imposed capital punishment for crimes like **(9) adultery**, and held public executions of those convicted. The only foreign nations that recognized the Taliban as a legitimate government were the United Arab Emirates, Saudi Arabia, and neighbouring Pakistan.

Because Mullah Omar was married to one of Osama bin Laden's sisters, and the al-Qaeda network provided financial support to the Taliban, the new Afghan regime allowed bin Laden and his followers a safe **(10) haven** in eastern Afghanistan, in the rough terrain along the Pakistani border. Despite these top-level contacts, however, most ordinary Taliban have little interest in al-Qaeda's program of global Islamization. After al-Qaeda's attacks on the U.S. embassies in Kenya and Tanzania, Bill Clinton ordered missile strikes against bin Laden's bases in Afghanistan in 1998. Notably, the Taliban also sparked international **(11) outcry** by destroying the historic Bamiyan Buddhas in 2001.

After the infamous September 11 attacks on the United States, a U.S.-led coalition invaded Afghanistan, ousting the Taliban government by December of 2001 in retaliation for its support of al-Qaeda. The coalition joined forces with elements of the former mujahideen, renamed the Northern Alliance, although its most trustworthy commander, Ahmad Shah Massoud, had been **(12) assassinated** by al-Qaeda operatives on September 9, 2001.

Although its support waxes and wanes in the countryside, the Taliban continues to operate as an insurgent force in Afghanistan more than a decade after its government was brought down. Some Afghans see the Taliban as heroes, fighting a foreign invader, while others see it simply as an opportunity for a paycheck. Still others are tired of the Taliban and its extremist policies. The long-term outcome for this group of "students" is uncertain.

The article *Who are the Taliban?* from the website *asianhistory.about.com*

## Vocabulary

**Task 3** Read the text and match each boldfaced word to the synonym or definition below.

- ..... **a.** murdered ( a political or religious leader)
- ..... **b.** driven out from a place
- ..... **c.** a place of safety or refuge
- ..... **d.** officially prohibited; made illegal
- ..... **e.** remain faithful to
- ..... **f.** strong expression of public disapproval
- ..... **g.** behaving in ways that are not expected or not normal, often in ways that cause damage

- ..... **h.** military commanders who autonomously command a region
- ..... **i.** the central or most important part of something
- ..... **j.** exemption from punishment; immunity
- ..... **k.** Islamic guerrilla fighters
- ..... **l.** sex between a married person and someone who is not that person's wife or husband

**Task 4** Match the words from column A with the ones from column B to make meaningful collocations.

A	B
1. legitimate	j. policies
2. insurgent	k. madrassahs
3. financial	l. militias
4. religious	m. force
5. top-level	n. strikes
6. extremist	o. government
7. missile	p. contacts
8. rogue	q. support

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

**Task 5** Complete the sentences with word collocations from Task 4.

- CBS News has announced that the Pentagon is making the initial preparations for cruise \_\_\_\_\_ on Syrian government forces.
- Saudi leaders acknowledge providing \_\_\_\_\_ for Islamic and Palestinian causes, but maintain that no official Saudi funding goes to any terrorist organizations, such as Hamas.
- The Taliban regime faced international scrutiny and condemnation for its policies. Only Saudi Arabia, Pakistan, and the United Arab Emirates recognized the Taliban as Afghanistan's \_\_\_\_\_.
- The reforms, and his reputation and \_\_\_\_\_ in the U.S. and Europe, helped him to mobilize \$20 billion in new loans from the International Monetary Fund and the World Bank.
- In 2001 the Taliban's steady march towards increasingly \_\_\_\_\_ caused international outrage with the blowing up of the Buddhas of Bamiyan.
- Since then, the Taliban has emerged as an \_\_\_\_\_ with bases of power in parts of Afghanistan and Pakistan that continues to attack U.S. forces, Afghan government forces and civilians in both countries.
- In Pakistan, the \_\_\_\_\_ are regarded as breeding grounds for religious terrorism. There are more than 46,000 of these schools, mostly founded during the last three decades, which usually attract students from poorer classes.
- The Arbakai, semi-official \_\_\_\_\_, have committed tremendous abuses in Afghanistan's northeastern provinces of Kunduz and Baghlan. They are known to collect forced "taxes" from feeble locals, create illegal checkpoints, seize property, and detain people in private jails – all at gun point and sanctioned by the government in Kabul.

## Research

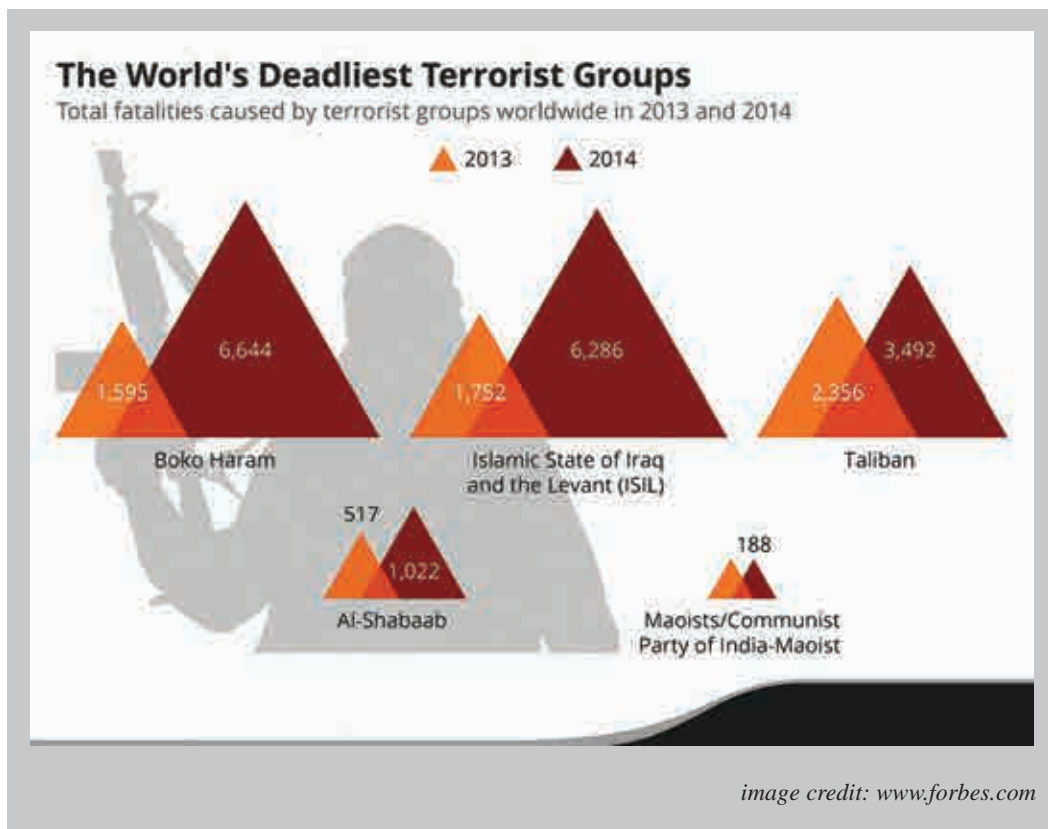
**Task 6** Follow the steps to research the topic.

**Step 1:** Use the Internet to research some most dangerous terrorist organizations in the world such as the Islamic State of Iraq and Syria (ISIS), al-Qaeda, Boko Haram, Hamas, Hezbollah, Irish Republican Army (IRA), Basque Fatherland and Freedom (ETA) or any others of your choice.

**Step 2:** Organize your research into four parts:

- founding philosophy
- leadership and structure
- ideology and current goals
- group's most infamous terrorist attacks

**Step 3:** Prepare a PowerPoint presentation on the chosen terrorist organization and deliver it to the class. Support your presentation by giving visual information: photos, graphs, bar charts, a short video clip etc.



## UNIT 4

## HAZING IN THE RANKS

## Lesson 4.1 Military Hazing: Rite or Wrong?



photo credit: [www.taskandpurpose.com](http://www.taskandpurpose.com)

## Pre-reading task

**Task 1** Discuss the questions in small groups.

1. What is hazing? Which types of social groups is it most often committed by?
2. What is the purpose of hazing? What is the difference between hazing and “corrective training” in the military? When does the “corrective training” become an abuse?
3. Is it necessary for soldiers to be hazed by their fellow troops in order for the military to be strong?
4. What types of hazing do you know? Give some examples of military hazing.
5. What kind of punishment should the perpetrators of hazing be given? What is the real punishment that they usually receive?
6. How should we respond to hazing? What can be done to stop it?
7. How widespread is hazing at the General Jonas Žemaitis Military Academy of Lithuania?



## Reading

**Task 2** Read the article about hazing in the ranks. Which of the questions in Task 1 can you answer now?

### Hazing is Never Okay

AR 600-20\* defines hazing as any conduct whereby one military member or employee, regardless of service or rank, unnecessarily causes another military member or employee, regardless of service or rank, to suffer or be exposed to an activity that is cruel, abusive, oppressive, or harmful. Put in simpler words, hazing is any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing is never allowed in the Army and is illegal under the UCMJ\*\*. It is most commonly charged under Article 93, UCMJ "Cruelty and Maltreatment," but often violates other articles under the UCMJ as well.

Hazing includes any form of initiation, "rite of passage" or congratulatory act that involves: physically striking another in order to inflict pain; requiring the consumption of excessive amounts of food, alcohol or other substances; or encouraging another to engage in illegal, harmful, demeaning or dangerous acts. Hazing need not involve physical contact among or between military members or employees; it can be verbal or psychological in nature.

Hazing is often justified as a teambuilding activity. However, it doesn't build teams, it destroys teams. A teambuilding activity is one that includes all the team members, and allows them to share a positive experience that builds trust and knowledge of each other. Hazing singles out the few for degrading acts that are meant for the enjoyment of others in the group. It hurts people, breaks apart teams, destroys morale and breaches trust.

Hazing is also justified as corrective training. It is not corrective training (see the Corrective Training Guide). Corrective training is for soldiers who have demonstrated that they need, and would benefit from additional instruction or practice in a particular skill. Corrective training should be directly related to the military skill that the soldier is deficient in and assist him/her in meeting the standard. Hazing is not an effective way to teach respect and develop discipline. Victims of hazing rarely report having respect for those who have hazed them. Just like other forms of victimization, hazing breeds mistrust, apathy and alienation.

Some people think that if a person agrees to participate in an activity, it can't be considered hazing. The fact that a person consented to the activity is not a defence to hazing. This is because even if someone agrees to participate in a hazing activity it may not be true consent when considering the peer pressure and desire to belong to the group. Also, in the military, the person conducting hazing typically outranks the individual being hazed.

If you are questioning whether a certain activity is hazing, consider the following:

1. Is the activity degrading or embarrassing?
2. Would you be ashamed or embarrassed to do the exact same activity?
3. Does the activity risk emotional or physical abuse?
4. Are you ashamed to tell your spouse, mother, religious leader, first sergeant or commander about the activity?
5. Would you object to you and the activity being photographed for the local newspaper or filmed by the local TV news crew?

If the answer to any of these questions is "yes," the activity is probably hazing. If you have any doubt whether an activity is hazing, do not do it. Contact your chain of command, chaplain, IG\*\*\* or legal advisor for clarification.

\*Army Command Policy

\*\* The *Uniform Code of Military Justice* is the foundation of military law in the United States.

\*\*\* *Inspector General* is an investigative official in a civil or military organization.

The article *Hazing is Never Okay* from the website [www.stewart.army.mil](http://www.stewart.army.mil)



## Comprehension check

### **Task 3** Answer the questions.

1. Is hazing legally allowed in the Army?
2. When is hazing often justified in the ranks?
3. Can it still be considered hazing if a person agrees to participate in the abusive activity? Why?
4. How is it possible to identify that a particular activity is actually hazing?

## Vocabulary

### **Task 4** Match the words with their definitions.

1. demeaning	a. a member of the clergy attached to a private chapel, institution, ship, regiment, etc.
2. embarrassing	b. the manner in which a person behaves, especially in a particular place or situation
3. degrade	c. to break or violate
4. breach	d. causing someone to become or feel less respected
5. outrank	e. the feeling that you have no connection with the people around you
6. conduct	f. permission or agreement
7. consent	g. making you feel ashamed or shy
8. rite of passage	h. an official ceremony or informal activity that marks an important stage or occasion in a person's life, especially becoming an adult
9. chaplain	i. to have a higher rank than someone
10. alienation	j. to cause people to feel that they or other people have no value and do not have the respect or good opinion of others

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_

### **Task 5** Complete the sentences with the words from Task 4. Change the verb form where necessary.

1. An Army \_\_\_\_\_ is a commissioned officer in the military who has the responsibility of caring for the spiritual well-being of soldiers and their families.
2. He was arrogant and would debase and \_\_\_\_\_ people around him to inflate his own ego.
3. They can't publish your name without your \_\_\_\_\_.
4. At least we no longer have to listen to her \_\_\_\_\_ comments.
5. The major \_\_\_\_\_ in adulthood is marriage.
6. We were living in a time of lies, deceit, and \_\_\_\_\_.
7. The overall commander of NATO was the only man who \_\_\_\_\_ him in Europe.
8. They were arrested for disorderly \_\_\_\_\_.
9. NATO said it has enough evidence to show Moscow has \_\_\_\_\_ international law by sending Russian troops to fight inside Ukraine.
10. My most \_\_\_\_\_ moment was trying to introduce a woman whose name I couldn't remember.

## Lesson 4.2 Types of Hazing



**Task 1** Read the text. Study the examples of common military hazing. Then, working with a partner, decide

- which types of subtle hazing may also be considered harassment hazing and
- which types of harassment hazing can also be considered violent hazing.

### Types of Hazing: How can we recognize them?

The following are some examples of hazing divided into three categories: subtle, harassment, and violent. It is impossible to list all possible hazing behaviours because many are context-specific. While this is not an all-inclusive list, it provides some common examples of hazing traditions.

#### A. Subtle Hazing

Behaviours that emphasize a power imbalance between **(1) rookies** and other members of the group or team. Termed “subtle hazing” because these types of hazing are often taken-for-granted or accepted as “harmless” or meaningless. Subtle hazing typically involves activities or attitudes that breach reasonable standards of mutual respect and place new members on the receiving end of **(2) ridicule**, embarrassment, and/or humiliation tactics. Rookies often feel the need to endure subtle hazing to feel like part of the group or team.

#### Some Examples:

- Deception
- Assigning **(3) demerits**
- Silence periods with implied threats for violation

- **(4) Deprivation** of privileges granted to other members
- Requiring rookies to perform duties not assigned to other members
- Socially isolating rookies
- Line-ups and drills on meaningless information
- Name calling
- Requiring new members to refer to other members with titles (e.g. “Mr.,” “Miss”) while they are identified with demeaning terms
- Expecting certain items to always be in one’s possession

## B. Harassment Hazing

Behaviours that cause emotional anguish or physical discomfort in order to feel like part of the group. **(5) Harassment** hazing confuses, frustrates, and causes undue stress for rookies.

### Some Examples:

- Verbal abuse
- Threats or implied threats
- Asking new members to wear embarrassing or humiliating **(6) attire**
- **(7) Skit** or stunt nights with degrading, **(8) crude**, or humiliating acts
- Expecting rookies to perform personal service to other members such as carrying books, **(9) errands**, cooking, cleaning etc.
- Sleep deprivation
- Sexual simulations
- Expecting new members to be deprived of maintaining a normal schedule of bodily cleanliness
- Be expected to harass others

## C. Violent Hazing

Behaviours that have the potential to cause physical and/or emotional, or psychological harm.

### Some Examples:

- Forced or coerced alcohol or other drug consumption
- Beating, paddling, or other forms of assault
- **(10) Branding**
- Forced or coerced ingestion of **(11) vile** substances or **(12) concoctions**
- Burning
- Water intoxication
- Expecting abuse or mistreatment of animals
- Public nudity
- Expecting illegal activity
- Abductions/kidnaps
- Exposure to cold weather or extreme heat without appropriate protection

The article *Recognize it. Types of Hazing* from the website *ocm.auburn.edu*

## Comprehension Check

**Task 2** Read the article again and mark sentences T (true), False (F) or doesn't say (DS).

1. Hazing can be divided into three categories: subtle, harassment, and corrective.
2. Rookies often feel the need to endure subtle hazing to feel like part of the group or team.
3. Subtle or harassment hazing occurs in every branch of the military to both men and women.
4. Sleep deprivation, branding and beating are all examples of harassment hazing.
5. Harassment hazing comprises behaviours that have the potential to cause physical and/or emotional, or psychological harm.
6. Forced alcohol consumption and coerced ingestion of vile substances are typical examples of violent hazing.
7. Military hazing has grown from small unofficial rituals to violent traditions that superior officers know about.

## Vocabulary

**Task 2** Working with a partner, match each boldfaced word in the text to the synonym or definition below.

- ..... **a.** mixtures of various ingredients or elements
- ..... **b.** behaviour that annoys or upsets someone
- ..... **c.** newly enlisted or drafted members of the armed forces
- ..... **d.** (fml) clothes
- ..... **e.** unkind words or actions that make someone or something look stupid
- ..... **f.** marking someone by burning
- ..... **g.** rude and offensive; vulgar
- ..... **h.** a situation in which you do not have things or conditions that are usually considered necessary for a pleasant life
- ..... **i.** short journeys either to take a message or to take or collect something
- ..... **j.** marks awarded against someone for a fault or offence
- ..... **k.** a short humorous trick played on someone
- ..... **l.** extremely unpleasant

**Task 3** Complete the sentences with the boldfaced words from the text and Task 2.

1. According to state attorneys general, these super-caFFEinated alcoholic \_\_\_\_\_ may not be safe.
2. It is always amazing to see how people choose \_\_\_\_\_ and belittlement when they are out of argument.
3. Even if it doesn't involve direct infliction of pain, such as sleep \_\_\_\_\_, it is still torture.
4. He was standing right there in surprisingly normal \_\_\_\_\_: a black shirt and jeans.
5. These boys are nothing but \_\_\_\_\_. They've never seen a gun up close!
6. He's never before asked her to make coffee or do personal \_\_\_\_\_.
7. Her fiancé's \_\_\_\_\_ and disrespectful remarks about other women made her lose her confidence.
8. \_\_\_\_\_ is one of the oldest and best ways to permanently identify livestock.

9. Double \_\_\_\_\_ will be in force for all traffic offences over the Easter period.
10. The Bold Eagle program is developed for young people who want to join the military. It offers a standard military training with a four day culture camp that comprises such specific activities as sharing circles, pipe ceremonies, tipi building, \_\_\_\_\_ nights lifestyle discussions, and fitness.
11. Rotten eggs, fish and cigarettes mixed together produce a \_\_\_\_\_ smell.
12. Allegations of sexual \_\_\_\_\_ have led to disciplinary proceedings being taken against three naval officers.

### Did you know that ...

- Initiation rites, like line-crossing ceremonies, are customary in the Navy, Marines and Coast Guard. In a line-crossing ceremony, veteran sailors (shellbacks) initiate their shipmates who haven't crossed the Equator (pollywogs). Common practices include spraying "wogs" with fire hoses, locking them in stocks and enclosing them in coffins filled with salt water. These rituals, originally used to ensure new sailors could handle life at sea, escalated over time and have even led to deaths.
- Russia's military is one of the most infamous for hazing. Hazing among Russia servicemen revolves around "dedovshchina", a Russian term, which can literally be translated as "rule of the grandfathers". "Ded", Russian for grandfather, refers to senior conscripts, who subject lower ranks to humiliating activities and abuse. The country's ministry of defence reported 14 servicemen died from being hazed in 2010. However, the Union of Committees of Soldiers' Mothers of Russia, a human rights organization, estimates the number of hazing deaths to be around 2,000. In 2009, the group said it received 9,523 complaints of military hazing.
- Other nations that reported military hazing as an issue include: Japan, Lithuania, Kazakhstan, South Korea, Tajikistan, Turkmenistan and Ukraine.
- Although Italy's human rights report didn't mention hazing as an issue, the country's military has a term similar to "dedovshchina", called "nonnismo," which means hazing in Italian, but stems from the word "nonno," meaning grandfather.

Based on the article *Military Hazing: Rite or wrong?* by Tony Briscoe from the website *The New Bullying*



## Lesson 4.3 Hazing Incident



*Phillip Roach gets hit with a wooden mallet during an Army initiation ceremony*

*image credit: jerry611.newsvine.com*

### Reading

**Task 1** Read the news report and watch a video [www.huffingtonpost.com/.../soldier-hite-with-mallet](http://www.huffingtonpost.com/.../soldier-hite-with-mallet) of one particular case of military hazing. Then answer the questions given below.

1. Why was Sergeant Phillip Roach hit with a wooden mallet in the chest by his superior? Where does this “rite of passage” come from?
2. What injuries and health problems did this “unauthorized ceremony” cause to Sergeant Roach? What future problems might still be awaiting him?
3. Do you agree that Sgt First Class Carpenter was given an appropriate punishment? Why?
4. What does the father of Sergeant Roach, Ken Roach say about the punishment imposed on the wooden mallet’s wielder?
5. What kind of punishment should Sgt First Class Carpenter have received?

### Soldier collapses after disturbing hazing ritual

A disturbing case of military hazing was caught on video, and the soldier’s father is furious about what happened to his son. Ken Roach, from Michigan, even wrote to Barack Obama in an attempt to obtain justice for his 22-year-old son Phillip. The video of Sergeant Phillip Roach’s “rite of passage”, as the Army calls it, is hard to watch. What happens afterwards, however, might be worse.



The video shows Sergeant Roach being struck in the chest with an instrument that appears to be a wooden mallet, and after a brief period, he falls backwards striking his head, opening a cut which required six staples to close. He then suffered a seizure that required a hospital visit and that still has him unable to go airborne for the Army, Ken Roach has said. He also claimed that his son's fiancée, who also was a soldier but since has been honourably discharged, was at the event, and that she and his son both fear retribution over the incident and don't want to publicly comment.

Mr. Roach added that his son was an aviator, but is yet to be cleared by a doctor to return to his duties. "That was assault with a deadly weapon," Mr. Roach told WMMT.\* "He could've killed my son and he should pay for it... I'm mad at the individuals who've done it and who're trying to give a little slap on the wrist and say, "It's good to go. Let's just sweep it under the rug. Send him somewhere else and be done with it."

The wooden mallet's wielder (Sgt First Class Carpenter) reportedly received a \$1,000 fine and a reprimand for simple assault. Mr Roach has said he would like to see formal assault charges brought. "I never thought in my wildest dreams I'd be contacted by anybody that my son had a seizure and was hit in the chest during a hazing incident," he told the AP\*\*, adding that Phillip required six staples to close a head wound from the affair.

In response to his plea to Mr. Obama, the elder Roach reportedly said he received a letter from "someone in the president's office." The reply acknowledged the "unauthorized ceremony," in which his son was injured, as well as called it a "clear incident of hazing that caused injury to a great soldier." But Mr Roach sneered that the punishment was a "slap on the wrist" and said it was not good enough. Phillip has been a serviceman in the U.S. Army for five years. Mr. Roach, for his part, served from 1982 to 1990.

The father told the AP\*\* his son informed him during his junior year at Battle Creek Central High School that he wanted to join the Army "so he could serve under the flag and fight for the freedom of the United States." Now, the elder Roach added to WMMT\*, "There's a possibility that he may never be able to clear medically and be able to do his job and they could medically discharge him just because of this stupid hazing."

Carl Levin, chair of the Senate Armed Services Committee, has released a statement asking the Army to review the case.

\*WMMT is a radio station licensed to Whitesburg, Kentucky, USA. The station is currently owned by Appalshop, Incorporated.

\*\*The Associated Press (AP) is an American multinational nonprofit news agency headquartered in New York City.

Based on the article *Sgt. Phillip Roach, Soldier Hit With Mallet At Ft. Bragg Army Base, Suffers Seizure In Hazing Incident* by Jeff Karoub in *The Huffington* (May 9, 2012)

## Vocabulary

**Task 2** Find words in the text which have the same or similar meaning to the words or phrases below.

1. a hammer with a large, usually wooden head \_\_\_\_\_
2. a request made in an urgent and emotional manner \_\_\_\_\_
3. a user of a weapon or tool \_\_\_\_\_
4. a sudden attack of illness, especially a stroke or an epileptic fit \_\_\_\_\_
5. punishment inflicted on someone as vengeance for a wrong or criminal act \_\_\_\_\_
6. stitches that are applied to the wound to close it \_\_\_\_\_
7. a formal expression of disapproval \_\_\_\_\_
8. dismiss from the armed forces or police \_\_\_\_\_

**Task 3** *An idiom is a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own. Here are some idioms connected with situations. Some of them were used in the previous text. Can you paraphrase their meaning, as in the example?*

1. All that trouble last year was just swept under the carpet in the end. [ ignored / deliberately forgotten, without solving it]
2. Mr Roach sneered that the punishment was a slap on the wrist and said it was not good enough.
3. The government and the unions have buried the hatchet for the time being.
4. Yes, it's been a real turning point in my career.
5. We need a proper investigation to get to the bottom of things.
6. He looks like he could defend himself in a tight corner.
7. Why don't you take the bull by the horns and tell him to leave?
8. I was content to take a back seat and let the rest of my family deal with the crisis.
9. Try to get a grasp of the basic rules.
10. No, please, don't say anything: you'll only stir things up.

## Discussion

**Task 4** *Work in small groups to discuss the questions below.*

1. Can you remember any more cases of military hazing that have been reported in news publications around the world? Tell the publicized incident, that you can recall, to your groupmates.
2. Have you ever witnessed a hazing incident? Share the story with the class.
3. Is there an initiation rite in the General Jonas Žemaitis Military Academy of Lithuania? Can you describe it?

## Research I

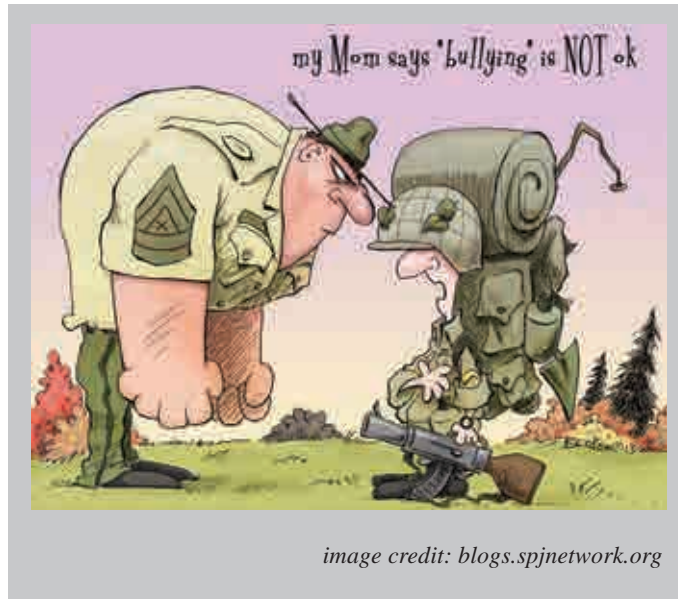
**Task 5** *Follow the steps to research the topic.*

**Step 1:** Use the Internet to research an initiation rite called “Blood wings”.

**Step 2:** Organize your research into four parts:

- purpose of “blood-winged”
- when and how this ritual is performed
- origins of this rite of passage
- moral aspects of this forbidden ceremony

**Step 3:** Present your findings to the class and give your personal evaluation of this hazing ritual. Support your Powerpoint presentation with some photos and/or a short video clip.



## Research II

**Task 6** Follow the steps to research the topic.

**Step 1:** Use the Internet to research one of the most infamous and brutal cases of military hazing that have been reported in news publications around the world.

**Step 2:** Include the following information in your research:

- when and how the soldier(s) was/were hazed
- what emotional and bodily injuries the victim(s) of hazing received
- the punishment imposed on the perpetrator(s) of hazing

**Step 3:** Present your findings to the class and give your personal evaluation of the chosen case of military hazing. Support your Powerpoint presentation with some photos and/or a short video clip.



## UNIT 5

## ARMY CAREERS

## Lesson 5.1 Army Interpreter or Translator



*An interpreter working for the U.S. Army interviews villagers in Logar province in 2010*

*photo credit: www.stripes.com*

**Pre-reading task**

**Task 1** *Discuss the questions in small groups.*

1. What is the difference between a translator and an interpreter?
2. What does the job of an Army translator or interpreter involve?
3. Why are Army translators in high demand?
4. How can one become an Army translator?

## Reading

**Task 2** Read the article to find out more about an Army interpreter's or translator's job.

### How to Become an Army Interpreter or Translator

#### Introduction to How to Become an Army Interpreter or Translator

On the afternoon of April 9, 1865, General Ulysses S. Grant arrived at a small courthouse to meet with Robert E. Lee, the commander of the Army of Northern Virginia, a force Grant had ruthlessly pursued for months. After four years of war, Lee's army was hungry, tired and sick, and the 58-year-old Lee had come to Grant to bring their fight to an end. The two commanders had a quick chat about a time they met each other in Mexico, politely negotiated the terms of surrender, signed an agreement, and then waved each other off. The whole thing was over in just a couple hours.

Surrenders can be much easier when both sides speak the same language. Of course, the American Civil War was one of the last major conflicts where the United States would have the convenience of battling an opponent who spoke English. From World War I to Vietnam, to the United States' current conflicts in Iraq and Afghanistan, the U.S. military has rarely been able to fire a shot without bringing along bilingual soldiers. This was clear most recently when, in the months leading up to the U.S. invasion of Iraq, the U.S. Army began enlisting speakers of Arabic, one of the country's primary languages.

Any U.S. soldier entering a foreign country is usually provided with a list of common phrases to help them if he or she encounters locals or surrendering troops. For instance, during World War II, every U.S. soldier storming French beaches on D-Day carried a book of basic French phrases.

However, a phrasebook can only go so far when it comes to translating enemy communications or asking for help from local people. That's where the role of an Army translator is **(1) paramount**.

But language isn't like most other military skills. Almost anyone, with the proper training, can drive a tank, shoot a rifle and guard a checkpoint, but learning a new language takes years. A translator once said that it's easier to teach someone to fly a fighter jet than it is to teach him a new language. The Army can train soldiers, but it has to find translators.

#### What languages are important to the Army?

The United States has troops stationed in more than 150 countries around the world. Whether military personnel are organizing joint manoeuvres with the German Military or negotiating with Taliban commanders in Afghanistan, the U.S. Military always has plenty of language barriers to **(2) contend with**.

Of course, the U.S. Army's translation needs change often based on the location of the conflict. During the Cold War, all branches of the U.S. military and intelligence services placed particular emphasis on learning Russian, German and other languages spoken within the Communist bloc. When the Soviet Union collapsed in 1991, however, these Russian speakers suddenly had nothing to translate. Conversely, at the close of 2001, when the United States **(3) was ramping up** operations in Afghanistan, it needed to **(4) scramble** to fill its ranks with enough soldiers able to speak languages such as Persian and Pashto.

The Army's demand for translators also changes based on the type of war being fought. In World War II, the marching orders were pretty simple: Armies would move into a new area, and if they saw someone wearing an enemy uniform, they would try to shoot him. Translators were only needed to interrogate prisoners of war, **(5) interpret** intercepted messages and negotiate with enemy commanders.

It becomes more complicated with wars in Vietnam or Afghanistan, where U.S. personnel are facing off against guerrilla armies without identifiable uniforms. Fighting off an insurgency requires developing a close and trusting relationship with the local population – something that's very hard to do when the best you can



do is to use hand gestures to communicate.

That's why, as a result of the ongoing wars in Iraq and Afghanistan, translators for Middle Eastern languages like Arabic and Farsi have been in such high demand. In 2011, the Army was offering bonuses of \$10,000 for Middle Eastern translators to enlist – and an extra \$20,000 if applicants were ready to go to basic training within the next 30 days.

## Army Interpreter and Translator Requirements

In a war zone, having translators can mean the difference between life and death for soldiers. In a public market, they might be able to overhear a **(6) snippet** of conversation indicating that an ambush is **(7) imminent**. They can establish relationships with the local populace and extract, crucial bits of information about nearby insurgents. If a soldier inadvertently causes a miscommunication, a translator can defuse the situation before it gets deadly.

Behind the lines, translators also serve a crucial role in logistics and diplomacy. If a congressperson or senator comes to visit, translators need to **(8) tag along** to help communicate with local **(9) dignitaries**. If a television station is hosting a news show **(10) critiquing** U.S. military policy, translators may be invited in to help express a counter-opinion. When the military needs to acquire supplies from a local merchant, a translator needs to help negotiate the purchase.

Of course, it's not all battles and high-level meetings. Translators are also needed to perform a wide variety of clerical work. The military often has translators listen to radio reports and skim newspapers to gather information about local affairs. Or they'll be asked to translate informational leaflets to be distributed to the local population.

The U.S. Army currently has 14,000 “soldier-linguists” stationed around the globe. To become a translator in the U.S. Army, applicants need to do one of two things. If they already speak a valuable foreign language, they need to prove their fluency by passing an exam known as the Defense Language Proficiency Test. If they don't speak a language the Army is looking for – but they're really good at learning languages – they can take the Defense Language Aptitude Battery, a test designed to **(11) gauge** an applicant's natural linguistic ability.

Of late, the U.S. Army has also been relying more and more on **(12) outsourcing** its translation needs to private contractors. These contractors fly in translators from around the world, or they may recruit English speakers from the local population. It's big business. In 2007, one of the largest translation contractors in Afghanistan was paid \$700 million to provide about 4,500 translators. That's about \$150,000 per translator. But while translation may seem **(13) lucrative**, it's also extremely dangerous. Translators may be killed by explosives or gunfire while on an operation, or, if they're members of the local population, they may be targeted by insurgents. In Iraq, one translating contractor had more than 200 employees killed in only four years of the war.

One day, translators may never need to put themselves in harm's way. The U.S. military already has automated planes and automated trucks, so it would only be natural to assume that automated translators are just over the horizon. In April 2011, the Defense Advanced Research Projects Agency (DARPA) issued a call to tech companies to design a translating robot. For years, computer engineers have been working on devices to automatically translate spoken word, but DARPA wanted an instrument that would be able to translate written documents on sight and interpret local gestures.

It's a tall order – and it's doubtful that soldiers are ready to delegate translation duties to a robot. But who knows? One day, the idea of language barriers in a combat zone may be as **(14) quaint** as muzzle-loading rifles.

The article *How to Become an Army Interpreter or Translator* by Tristin Hopper from the website [science.howstuffworks.com](http://science.howstuffworks.com)



## Comprehension check

**Task 3** Answer the following questions to the text.

1. How have the U.S. Army's translation needs been changing throughout history?
2. What kind of languages is the U.S. Army looking to translate nowadays?
3. What role do translators serve in a war zone?
4. What is the role of Army translators behind the lines?
5. What two things do all applicants need to do to become a translator in the U.S. Army?

**Task 4** Read the text again and choose the best statement reflecting the ideas of the text.

**1. During World War II, every U.S. soldier assaulting French beaches:**

- a) was offered bonuses if they could speak German or French.
- b) was required to learn some basic German phrases.
- c) carried a book of basic French phrases.

**2. In World War II, translators were needed:**

- a) to develop a close and trusting relationship with local population.
- b) to interrogate prisoners of war and interpret intercepted messages.
- c) to persuade enemy army units to surrender.

**3. Of late, the U.S. Army has been relying more and more:**

- a) on training of their own "soldier-linguists".
- b) on recruiting of bilingual soldiers.
- c) on outsourcing its translation needs to private contractors.

**4. Translation is:**

- a) a safe and lucrative business.
- b) extremely dangerous because translators may be killed by explosives or gunfire while on an operation.
- c) relatively safe because translators are never targeted by insurgents.

**5. In the nearest future the Army:**

- a) will continue to exclusively rely on Army interpreters in different locations of the conflicts worldwide.
- b) will delegate some translation duties, such as automatic translation of spoken word, to translating robots.
- c) will teach all soldiers the main foreign language spoken in the war zone.

## Vocabulary

**Task 4** Read the text and match each boldfaced word to the definition below.

- ..... **a.** perform (an action) or achieve (a result) hurriedly, clumsily, or with difficulty  
 ..... **b.** a small piece or brief extract  
 ..... **c.** people considered to be important because of high rank or office  
 ..... **d.** obtaining (goods or a service) by contract from an outside supplier  
 ..... **e.** struggle to overcome (a difficulty)  
 ..... **f.** producing a great deal of profit  
 ..... **g.** more important than anything else; supreme  
 ..... **h.** attractively unusual or old-fashioned  
 ..... **i.** was increasing in quantity, pace, output, intensity, etc.; boosting  
 ..... **j.** judge or assess (a situation, mood, ability etc.)  
 ..... **k.** follow or accompany someone  
 ..... **l.** translate orally or into sign language the words of a person speaking a different language  
 ..... **m.** evaluating in a detailed and analytical way  
 ..... **n.** about to happen

**Task 5** Match the words from column A with the ones from column B to make meaningful collocations.

A	B
1. express	a. information
2. cause	b. prisoners of war
3. overhear	c. hand gestures
4. translate	d. a counter-opinion
5. gather	e. a situation
6. defuse	f. the terms of surrender
7. use	g. a conversation
8. interrogate	h. a miscommunication
9. negotiate	i. written documents

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_

**Task 6** Complete the sentences with word collocations from Task 5. Change the verb form or use a different article where necessary.

- Translators \_\_\_\_\_ from one language into another – usually from their second language into their native language – while maintaining the style and meaning of the original work.
- Japanese American Military Intelligence Service (MIS) servicemen made vital contributions to both the Allied victory in the Pacific War and the peaceful occupation of Japan. This select group of soldier-linguists used their understanding of Japanese language and culture to translate captured documents, monitor enemy transmissions, and \_\_\_\_\_.

3. It's easy to get flustered or upset when you're confronted with an angry person; and, if you don't know how to respond, you can easily make the situation worse. However, when you respond calmly and with empathy, you can stay in control, and you can \_\_\_\_\_ in a professional, courteous way.
4. Elicitation is a technique used to discreetly \_\_\_\_\_. It is a conversation with a specific purpose: collect information that is not readily available and do so without raising suspicion that specific facts are being sought. It is usually non-threatening, easy to disguise, deniable, and effective. The conversation can be in person, over the phone, or in writing.
5. Suppose you discuss your case with your attorney in a restaurant, loud enough for other diners to \_\_\_\_\_. Can they testify to what you said?
6. The UN says three generals loyal to Ivory Coast's besieged President Laurent Gbagbo \_\_\_\_\_ in return for guarantees of safety for him and themselves.
7. Technology is fantastic: it is convenient, it is fun, and it is expanding. Today, we can communicate faster than ever. However, there is a downside to all this communication via technology. Sometimes, technology can \_\_\_\_\_ between people and groups.
8. Do you know how to speak with your hands? The best, most charismatic speakers and influencers know the importance of \_\_\_\_\_.
9. Have you ever sat in a class, squirming because you disagreed but were afraid to say so? Of course you have. It's scary to \_\_\_\_\_. That's why it's so hard to be a whistleblower against wrongdoing.

### Did you know that ...

- In 1941, as diplomatic relations between the United States and Japan began to break down, the U.S. government started a secret program to recruit the children of Japanese immigrants to act as translators in the event of war between the two countries. Soon after the attack on Pearl Harbour, the U.S. military already had a team of Japanese translators ready for the Pacific Theatre. Throughout the course of the war, these translators would be critical in interpreting intercepted messages and, in some cases, convincing Japanese army units to surrender.
- According to critics, the U.S. Army's "don't ask, don't tell" policy barring homosexuals from the military had a particularly damaging effect on the Army's already-thin ranks of Arabic translators. Before the policy was repealed in late 2010, at least 58 Arab linguists had been kicked out of the U.S. Military for being gay.



image credit: [www.loc.gov](http://www.loc.gov)

## Lesson 5.2 Army Intelligence Analyst



photo credit: [www.forces.ca](http://www.forces.ca)

### Pre-reading task

**Task 1** Discuss the questions in small groups.

1. What do you know about an intelligence analyst job? What does it involve?
2. Do you know anyone doing this job in person?
3. What specific skills and personality traits should a successful intelligence analyst have?

### Reading

**Task 2** Read the article to find out more about a military intelligence analyst job.

## How to Become an Army Intelligence Analyst

### Introduction to How to Become an Army Intelligence Analyst

For as long as America has had soldiers, its army has been **(1) scrutinizing** information about its enemies to gain an advantage on the battlefield. George Washington advised his commanders to maintain **(2) logs** of intelligence on British forces detailing the sizes of their regiments, arms and food supplies among other things.

Weapons have changed since the Revolutionary War, but the role of the Army intelligence analyst remains no less important. Essentially, the intelligence analyst is a soldier who **(3) compiles** timely facts about an enemy from as many sources as possible, **(4) interprets** the information and relays that analysis to commanding

officers to help them determine strategy on the battlefield. The role is like an assistant coach on a football team who **(5) pores through** film and scouting reports to prepare a strategy for an upcoming game. In the war in Iraq, intelligence analysts organized data about the date, time and nature of insurgent attacks on military convoys, which led analysts to make educated guesses on future attacks, as well as determine the specific insurgent groups conducting them.

Intelligence analysts don't make restrictive predictions on what will happen in a particular combat scenario. Instead, they examine all available sources of information – which could include weather conditions, intercepted enemy communications and facts acquired from interrogations and interviews – place the information into context and provide their commanders with a full **(6) scope** of threats and potential courses of action to help them make informed decisions. Useful intelligence **(7) exploits** enemy weaknesses using immediately available forces and can save lives.

### Army Intelligence Analyst Careers

The intelligence analyst is responsible for processing incoming reports and messages, determining the accuracy and credibility of the intelligence, organizing records and files, and conducting intelligence preparation of the battlefield – the continual analysis of threats, the terrain and the environment on the battlefield. Intelligence analysts identify threats, potential targets and social elements that might affect an operation, and they distribute their findings manually and electronically to commanding officers. In addition to these duties, intelligence analysts also perform fundamental tasks like guard duty, administrative work and all of the other basics required of soldiers.

Within the Army, several jobs require skill sets similar to that of the intelligence analyst.

- *Human intelligence collectors* conduct interrogations and **(8) debriefings** of people to gather intelligence about an enemy.
- *Imagery analysts* analyse aerial photography and electronic images to identify targets and conduct damage assessments in battle areas.
- *Counterintelligence agents* conduct investigations to detect and counter enemy threats to U.S. national security.
- *Psychological operations specialists* develop and **(9) disseminate** flyers, television and radio messages and other media to influence the attitudes of foreign populations to benefit U.S. objectives.

The Army is one of 17 member agencies in the United States intelligence community, which also includes the Central Intelligence Agency, the Department of Homeland Security, as well as other military branches. The skills and experience acquired by Army intelligence analysts make them natural candidates for positions within these agencies. Civilian jobs for former intelligence analysts could include database administrators, detectives, business planners and other occupations that require creative thinking to draw conclusions from a set of facts.

### Tips for Becoming an Army Intelligence Analyst

Before you consider working toward a career as an Army intelligence analyst, make sure you meet all of the basic requirements. New intelligence analysts must have:

- A high school diploma
- U.S. citizenship
- No convictions by court-martial or in a civilian court for offenses other than minor traffic violations
- Eligibility for top-secret (TS) security clearance and sensitive compartmented information (SCI) access, which is determined through background checks and interviews with the soldier, his friends and relatives

Army intelligence analysts must complete 83 total days of specialized instruction at the United States Army Intelligence Center and School at Fort Huachuca in Arizona (in addition to nine weeks of basic training). The specific skills covered in the curriculum include using automated intelligence systems and software, analytical writing, assessing the effects of weather and terrain on operations, analysing threats, developing courses of action and creating reconnaissance and surveillance plans. Entry-level intelligence analysts should have a talent for gathering and organizing information, an interest in reading and interpreting charts and maps, and strong written and verbal communication skills. More experienced analysts should also possess extensive knowledge of the culture, geography, and history of the region in which they are operating. They should also be competent speaking the language of the region in which they're working.

In terms of personality, successful intelligence analysts are self-motivated people with a natural curiosity. They have a natural ability to solve complex problems, an **(10) aptitude** for learning new computer software programs and an ability to think critically without **(11) bias**.

The article *How to become an Army Intelligence Analyst* by Jeff Harder from the website *science.howstuffworks.com*

## Comprehension check

**Task 3** Answer the following questions to the text.

1. What is an intelligence analyst?
2. What does an intelligence analyst do?
3. What jobs within the Army require skill sets similar to that of an intelligence analyst?
4. What are the basic requirements to become an intelligent analyst?
5. What does a job training for an intelligence analyst consist of? What skills do they learn during this training?

**Task 4** Read the article again and mark sentences *T* (true), *F* (False) or *DS* (Doesn't say).

1. Intelligence analysts use information derived from one reliable source to assess threats and prevent attacks from interior and exterior enemies.
2. The intelligence analyst is primarily responsible for the analysis, processing and distribution of strategic and tactical intelligence.
3. The analytical skills of intelligence specialists are also useful in other fields, such as detective work or business planning.
4. Intelligence specialists work in offices on land and aboard ships, and in tents when in the field.
5. Critical thinking, analytical skills, a natural curiosity and interest in computers are essential for this job.
6. The ability to speak one or more foreign languages is a desired skill.
7. In terms of personality, top intelligent analysts are self-confident, impatient and even rude people.
8. Most intelligence officers are trained in self-defence and the use of deadly weapons.



## Vocabulary

**Task 4** Match each boldfaced word from the text to the definition below.

- ..... **a.** the extent of the area or subject matter that something deals with or to which it is relevant
- ..... **b.** inclination or prejudice for or against one person or group, especially in a way considered to be unfair
- ..... **c.** a natural ability to do something
- ..... **d.** series of questions about a completed mission or undertaking
- ..... **e.** examine or inspect closely and thoroughly
- ..... **f.** makes full use of and derives benefit from (a resource)
- ..... **g.** collects (information) from different sources in order to produce a list, a book or a report
- ..... **h.** is absorbed in reading or studying (something)
- ..... **i.** explains the meaning of (information or actions)
- ..... **j.** regular or systematic records of incidents or observations
- ..... **k.** spread (something, especially information) widely

**Task 4** Cross out the word which does not normally go with the key word.

1. interpret / gather / conduct / scrutinize + **information**
2. collect / make / share / gather + **intelligence**
3. conduct / undergo / make / use + **interrogation**
4. carry out / conduct / launch / realize + **investigations**
5. perform / develop / prepare / implement + **a strategy**
6. identify / analyse / develop / counter + **threats**

**Task 5** Complete the sentences with word collocations from Task 4.

1. Detainees determined by medical personnel to be medically unfit to \_\_\_\_\_ will not be interrogated.
2. You can use tactful diplomacy to persuade others to agree with your arguments, to resolve differences, and to \_\_\_\_\_ valuable \_\_\_\_\_ or rumours from people.
3. Pentagon is planning to increase drone flights by 50 percent to \_\_\_\_\_ security \_\_\_\_\_ by Russia and China.
4. Before you \_\_\_\_\_ a marketing \_\_\_\_\_ that suits your business, you need to have a clear idea of your business and the position you hold in the market. This is called positioning.
5. The central function of the Bureau of Investigations, within the Division of Occupational Safety and Health, is to \_\_\_\_\_ criminal \_\_\_\_\_.
6. Drones can \_\_\_\_\_ directly with their own sensors.



*The U.S. military makes extensive use of intelligence analysts.*

*photo credit: www.wisegeek.com*

## Discussion

**Task 4** *Work in small groups to discuss the questions below.*

1. Where should you apply for an intelligence analyst job in Lithuania?
2. What are the minimum requirements for this job in Lithuania?
3. Would you like to become an intelligence analyst? Why? Do you think you have the necessary skills and desirable personality traits for this job?
4. Where do the entry-level intelligence analysts receive their training? What is their job training like?

## Lesson 5.3 Army Reconnaissance Jobs



*Soldiers operating at the observation post*

*photo credit: www.vtg.admin.ch*

### Pre-reading task

**Task 1** In pairs, discuss these questions.

1. What's the difference between these terms: *intelligence*, *reconnaissance*, *espionage*, *scouting* and *surveillance*? Refer to the table below and match the words with their definitions.

1. intelligence	a) military observation of a region to locate an enemy or ascertain strategic features
2. reconnaissance	b) close observation, especially of a suspected spy or criminal
3. espionage	c) military or political information
4. scouting	d) another word for reconnaissance
5. surveillance	e) the practice of spying or of using spies, typically by governments to obtain political and military information

2. What are British and American informal terms for reconnaissance?

3. Have you ever considered becoming a Reconnaissance Unit Commander? What responsibilities does this job include?

4. What are the ways to get into a reconnaissance unit? What personal characteristics should one have to become a good Reconnaissance Specialist?

## Reading

**Task 2** Read the article to find out more about Army reconnaissance jobs in the U.S. Army. Has the text answered some of the questions from Task 1?

# How Army Reconnaissance Jobs Work

## Introduction to How Army Reconnaissance Jobs Work

Picture yourself deep behind enemy lines with a small detachment of three or four other soldiers. You're nestled behind shrubbery in a densely forested area where you can't be seen. You've been here for three days, binoculars trained on a target, watching for enemy movement. This is an Army reconnaissance job. These missions aren't **(1) glamorous**, but that doesn't make them any less important than other duties of Army soldiers.

The primary goal of Army reconnaissance is to gather intelligence and scout out enemy areas. We're not talking about espionage though, which involves spying within an enemy camp by infiltrating the opposition's ranks or pretending to be someone you're not. *Reconnaissance* is the collection of two types of intelligence from **(2) afar**: terrain-oriented and force-oriented. *Terrain-oriented recon* focuses on the weather and terrain of a region to determine its potential effectiveness for incoming troops. *Force-oriented recon* centres on evaluating the combatants, activities, equipment, assets and high-payoff targets of an enemy force. After the soldier collects the information, it's **(3) relayed** back to a commander or, in some cases, acted upon by the unit doing the reconnaissance. It depends on the nature of the situation and the experience of the soldiers.

Recon has been an important part of warfare since battles began. Gathering intelligence about a location has the potential to save lives and prevent further escalation of a conflict. Because of this **(4) versatility**, many reconnaissance forces are also trained to handle counterterrorism, call in air strikes and secure areas with limited man-power. By their very nature, these missions aren't publicized or **(5) attributed** to a particular group.

## How to Get Army Recon Jobs

If dangerous, high-speed work interests you, you're probably wondering how you can get into an Army recon unit. There are a number of different methods, but let's start near the bottom of the list.

Most infantry battalions have a scout section where you can get the majority of your initial training. When you enlist, you'll have to select your *Military Occupational Specialty (MOS)*. An MOS that deals directly with reconnaissance is a Cavalry Scout (MOS 19D). As you might imagine, scouts are usually chosen for their ability to think and act quickly, **(6) ascertain** information without being seen and their memory skills. Scouts can be assigned many different roles. For example, the Cavalry Scout 19th Delta Armoured Reconnaissance Specialist is a person who acts as the eyes and ears of a squad, relaying all information to a commanding officer. If you're physically able and willing to accept the **(7) inherent** danger involved with this job, you can enter cavalry scout training, which includes a 16-week course at Fort Knox, Ky.

On top of doing reconnaissance, you'll also likely be in charge of a few other aspects of Army operations. These responsibilities might include navigating for a unit during combat, manning listening and observation posts, collecting data and classifying routes. You'll also need to be trained and skilled in creating and maintaining camouflage.

Beyond selecting a reconnaissance-oriented MOS, you might also be interested in the Special Operations Command, which consists of several different sections that **(8) cater to** reconnaissance.

You have to have an E-4 enlistment rank, be qualified in an MOS and in Airborne before you can apply. Understand that these forces represent the best of the best – there are no guarantees of being accepted.

If you qualify, you'll go through a series of training sessions, each different depending on the unit, but that usually include training in crawling, walking and running. After an assessment test, you'll move on to an orientation program specific to the unit you're trying to be a part of. Finally, if you complete months of training and endure **(9) gruelling** tests, you'll be a part of the unit.

### Army Ranger Recon Jobs

The Army Rangers might be one of the most famous units in the Army, but like the rest of the Special Operations Command, we don't know too much about them. That's because the unit's missions tend to fall into three categories usually best kept secret: airfield seizures, special operations raids and urban combat. Recon is so important to the day-to-day activity of the U.S. Army that the Rangers have a detachment solely devoted to it - the *Regimental Reconnaissance Detachment (RRD)*. All Rangers are skilled in reconnaissance, but RRD is the **(10) cream of the crop** when it comes to navigation and assessment skills.

In general, Rangers played an **(11) integral** role in Vietnam in collecting long-range intelligence in hostile territory. Operating in well-concealed observation posts, the Rangers were often relied on to keep track of enemy movements in the jungles, where troops could easily slip through undetected.

Rangers operate in small teams of three to four men and spend their time gathering intelligence, surveying equipment and reporting troop actions. That surveillance enables them to call in air strikes on specific targets and relay up-to-date and accurate information to incoming troops and commanders. Often these detachments have orders to avoid confrontation at all costs and to move undetected to confirm or deny pre-existing intelligence.

Many of the RRD's missions have paved the way for successful troop actions, and it's not uncommon for Rangers to meet up with infantry and continue on their missions, meaning they need to be skilled in a wide variety of ways.

The article *How Army Reconnaissance Jobs Work* by  
Thorin Klosowski from the website *science.howstuffworks.com*

### Comprehension check

**Task 3** Read the article again and answer the questions.

1. What is the major goal of Army reconnaissance?
2. What types of intelligence does it gather from a great distance?
3. What are the main methods one can use to get into a U.S. Army recon unit?

**Task 4** Refer to the article again and mark sentences T (true), False (F) or doesn't say (DS).

1. Recon has become an important part of warfare since World War II.
2. Many reconnaissance forces are trained to handle counterterrorism, call in air strikes and secure areas with limited man-power.
3. Reconnaissance Specialists are usually chosen for their ability to create and maintain effective camouflage.
4. The main responsibilities of a scout are doing reconnaissance, navigating for a unit during combat, manning listening and observation posts, collecting data and classifying routes.
5. The Army Rangers' missions fit into three categories usually best kept secret: airfield seizures, captures of



high-value targets and recovery of sensitive information.

6. Rangers operate in small teams of three to four men and spend their time gathering intelligence, surveying equipment and reporting troop actions.

7. The Ranger Regiment is composed of a multitude of Military Occupational Specialties and it comprises only the most professional, skilled, and hand-picked Soldiers the Army has to offer.

## Vocabulary

**Task 5** Match each boldfaced word from the text to the definition below.

- ..... **a.** the very best of a particular group of people or things
- ..... **b.** existing as a natural or basic part of something
- ..... **c.** said or thought that something is the result or work of something or someone else
- ..... **d.** extremely tiring and demanding
- ..... **e.** attractive in an exciting and special way
- ..... **f.** from or at a great distance
- ..... **g.** necessary and important as a part of a whole
- ..... **h.** ability to adapt or be adapted to many different functions or activities
- ..... **i.** (of information or a message) received and passed on
- ..... **j.** find (something) out for certain; make sure of
- ..... **k.** to provide what is wanted or needed by a particular person or group

**Task 6** Use the boldfaced words from the text and Task 4 in the sentences below.

1. The firm \_\_\_\_\_ its success to a talented staff and an open culture that honours individual creativity and nurtures teamwork.
2. Junior doctors often have to work a \_\_\_\_\_ 100-hour week.
3. Flight attendants, whose profession was once considered \_\_\_\_\_, may have one of the toughest jobs in the airline industry these days.
4. There are dangers \_\_\_\_\_ in almost every sport.
5. They hoped to hire only the \_\_\_\_\_ for the new project team.
6. It's vital for today's employees to hold valuable skills and maintain a competitive edge. But, for many employees, \_\_\_\_\_ can prove even more important. Companies are always looking for "Swiss Army Knife" employees.
7. He's an \_\_\_\_\_ part of the team and we can't do without him.
8. I've never actually spoken to him – I've just admired him from \_\_\_\_\_.
9. Schools often fail to \_\_\_\_\_ the needs of gifted children.
10. The police have so far been unable to \_\_\_\_\_ the cause of the explosion.
11. In the days before phones were commonplace, electric telegraphs \_\_\_\_\_ many messages and telegrams from family members overseas.



## Research

**Task 7** Follow the steps to research the topic.

**Step 1:** Use the Internet to research some specialized (e.g. technical, medical or engineering) careers in the Army to learn more about them. Choose a job in the Army (e.g. Army Air Traffic Controller, Combat Engineer, Army Chaplain, Special Band Musician or any other of your choice) to look into and prepare a presentation on it.

**Step 2:** Include the following information in your research:

- job requirements
- how to get this job
- specialized training that one has to undergo
- benefits that this career can offer

**Step 3:** Prepare a PowerPoint presentation on the chosen Army career and deliver it to the class. Support your presentation by giving visual information: photos, graphs, bar charts, a short video clip etc.

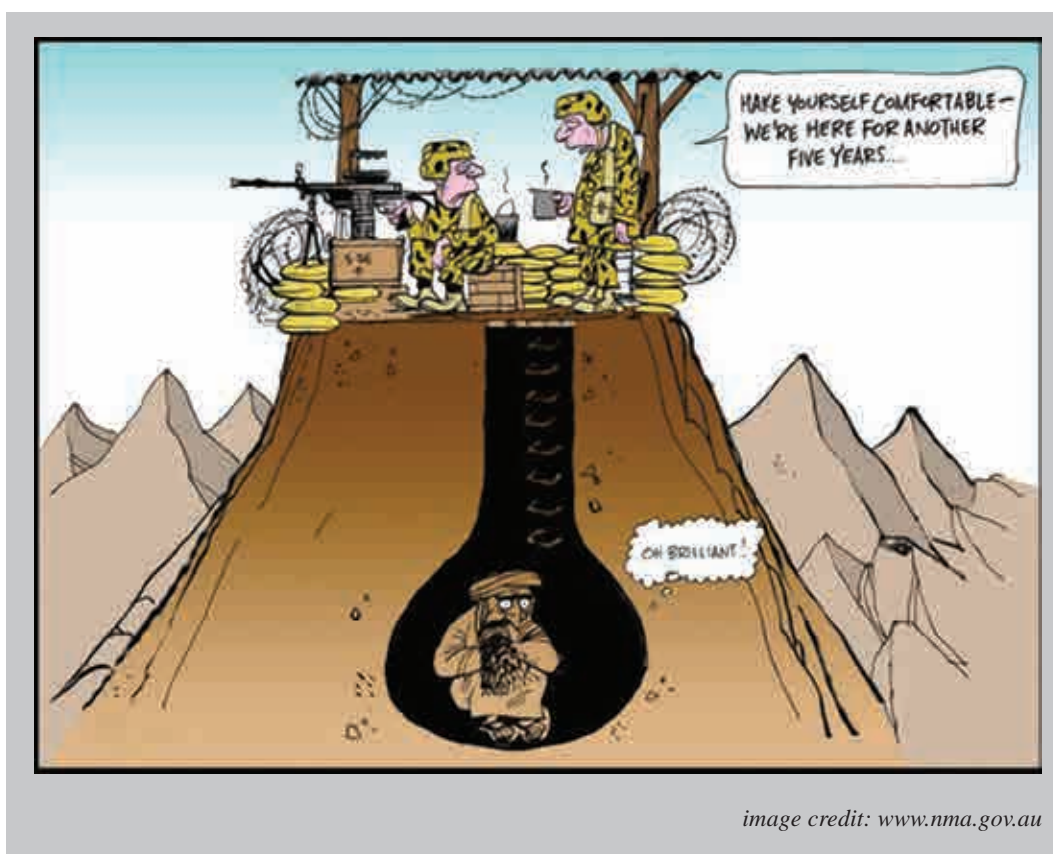


image credit: [www.nma.gov.au](http://www.nma.gov.au)

## UNIT 6

## LESSONS TO LEARN: FIGHT FOR INDEPENDENCE

## Lesson 6.1 Frozen Hell: the Winter War



## Pre-reading task

**Task 1** How much do you know about the Russo-Finnish Winter War? Look at the questions below and try to answer as many as you can.

1. When did the war start?
2. Why did the Russians start the war?
3. Who was the leader of the USSR?
4. Who led the Finnish?
5. How old was the Finnish commander-in-chief of the Finnish armed forces?
6. What was the main country that Finnish people evacuated to during the war?
7. What was the Finnish line called on the Karelian Isthmus?
8. Which side officially won?
9. Which side lost more men?
10. When did the war finish?

## Reading

**Task 2** Read the article. Choose the most suitable heading (1-7) which best summarizes each part (A-F) of the text below. There's one extra heading which you do not need to use.

1. Course of the War
2. Conflict
3. Peace
4. Dates
5. Propaganda
6. The Tide Turns
7. Causes of the War

## The Winter War: Death in the Snow

**A.**.....

The Winter War was fought between Finland and the Soviet Union.

**B.**.....

Soviet forces began the war on November 30, 1939, and it was concluded on March 12, 1940, with the Peace of Moscow. Many saw the war as already been won by the Soviets before it even began, but what came as a surprise to many was that the tiny Finnish army was able to hold off Stalin's mechanized echelons for 105 days.

**C.**.....

Following the Soviet invasion of Poland in the fall of 1939, they turned their attention north to Finland. In November the Soviet Union demanded that the Finns move the border back 25km from Leningrad and grant them a 30-year **(1) lease** on the Hanko Peninsula for construction of a naval base.

In exchange, the Soviets offered a large **(2) tract** of the Karelian wilderness. Termed as exchanging "two pounds of dirt for one pound of gold" by the Finns, the offer was flatly refused. Not to be denied, the Soviets began massing approximately 1 million men along the Finnish border.

On November 26, 1939, the Soviets **(3) faked** the Finnish shelling of the Russian town of Mainila. In the **(4) aftermath** of the shelling, they demanded that the Finns apologize and withdraw their forces 25km from the border. Denying responsibility, the Finns refused. Four days later, 450,000 Soviet troops crossed the border. They were met by the small Finnish army which initially numbered only 180,000.

The Finns were badly outnumbered in all areas during the conflict with the Soviets also possessing superiority in armour (6,541 to 30) and aircraft (3,800 to 130).

**D.**.....

The Finns faced the inevitable Russian Armageddon with a grim optimism that must be alien to anyone who has not themselves lived through a desperate land war for their motherland. Anticipating the harsh winter, they spent much of the autumn of 1939 destroying bridges, roads, houses and barns that had taken a generation to build so the Soviets would have no shelter during their march. They also set booby traps everywhere – even under outhouse toilet seats.

Led by Marshal Carl Gustav Mannerheim, Finnish forces **(5) manned** the Mannerheim Line – a complex of trenches, wire, mine fields and obstacles – across the Karelian **(6) Isthmus**. Anchored on the Gulf of Finland and Lake Lagoda, this fortified line saw some of the heaviest fighting of the conflict.

To the north Finnish troops moved to **(7) intercept** the invaders. Soviet forces were overseen by the skilled Marshal Kliment Voroshilov but suffered heavily at lower command levels from Josef Stalin's **(8) purges** of the Red Army in the 1930s. Lots of Soviet top military commanders were either killed or put into gulags. Also many officers were promoted not based on their military ability but on their loyalty to Stalin himself. Advancing, the Soviets had not anticipated meeting heavy resistance and lacked winter supplies and equipment. Soviet political commissars estimated that they could knock out Finland in roughly twelve days. The winter of 1939-40 was particularly severe.

Generally attacking in regimental strength, the Soviets in their dark uniforms presented easy targets for Finnish machine gunners and snipers. Utilizing local knowledge, white camouflage, and skis, Finnish troops were able to inflict **(9) staggering** casualties on the Soviets.

Their preferred method was the use of “motti”\* tactics which called for fast-moving light infantry to swiftly encircle and destroy isolated enemy units. As the Finns lacked armour, they developed specialized infantry tactics for dealing with Soviet tanks.

Utilizing four-man teams, the Finns would jam the tracks of enemy tanks with a log to stop it then use Molotov Cocktails to detonate its fuel tank. Over 2,000 Soviet tanks were destroyed using this method. After effectively halting the Soviets during December, the Finns won a stunning victory on the Raate Road near Suomussalmi in early January 1940. Isolating the Soviet 44th Infantry Division (25,000 men), the Finnish 9th Division, under Colonel Hjalmar Siilasvuo, was able to break the enemy column into small pockets that were then destroyed. Over 17,500 were killed in exchange for around 250 Finns.

For many of the encircled Soviet troops in a pocket, just staying alive was an ordeal comparable to combat. The men were freezing and starving and endured poor sanitary conditions. Historian William R. Trotter\*\* describes these conditions thus: “The Soviet soldier had no choice. If he refused to fight, he would be shot. If he tried to sneak through the forest, he would freeze to death. And surrender was no option for him; Soviet propaganda had told him how the Finns would torture prisoners to death.”

#### E.....

Angered by Voroshilov's failure to break the Mannerheim Line or achieve success elsewhere, Stalin replaced him with Marshall Semyon Timoshenko on January 7. Building up Soviet forces, Timoshenko launched a massive offensive on February 1, attacking the Mannerheim Line and around Hatjalahti and Muolaa Lake. For five days the Finns beat back the Soviets inflicting horrifying casualties. On the sixth, Timoshenko began assaults in West Karelia which met a similar fate. On February 11, the Soviets finally achieved success when they penetrated the Mannerheim Line in several places.

With his army's ammunition supply nearly exhausted, Mannerheim withdrew his men to new defensive positions on February 14. Some hope did arrive when the Allies, then fighting World War II, offered to send 135,000 men to aid the Finns. The catch in the Allies' offer was that they requested their men to be allowed to cross Norway and Sweden to reach Finland. This would have allowed them to occupy the Swedish **(10) iron ore** fields that were supplying Nazi Germany. Upon hearing of the plan Adolf Hitler stated that should Allied troops enter Sweden, Germany would invade.

#### F.....

The situation continued to worsen through February with the Finns **(11) falling back** towards Viipuri on the 26th. On March 2, the Allies officially requested transit rights from Norway and Sweden. Under threat from Germany, both countries denied the request. Also, Sweden continued to refuse to intervene directly in the conflict. With all hope of substantial outside assistance lost and the Soviets on the outskirts of Viipuri, Finland

dispatched a party to Moscow on March 6 to begin peace negotiations.

Finland had been under pressure from both Sweden and Germany for nearly a month to seek an end to the conflict, as neither nation wished to see a Soviet takeover. After several days of talks, a treaty was completed on March 12 which ended the fighting. By the terms of the Peace of Moscow, Finland **(12) ceded** all of Finnish Karelia, part of Salla, the Kalastajansaarento Peninsula, four small islands in the Baltic, and was forced to grant a lease of the Hanko Peninsula. Included in the ceded areas was Finland's second-largest city (Viipuri), most of its industrialized territory, and 12% of its population. Those living in the affected areas were permitted to move to Finland or remain and become Soviet citizens.

The Winter War proved a costly victory for the Soviets. In the fighting, they lost approximately 126,875 dead or missing, 264,908 wounded, and 5,600 captured. In addition, they lost around 2,268 tanks and armoured cars. Casualties for the Finns numbered around 26,662 dead and 39,886 wounded. The Soviet's poor performance in the Winter War led Hitler to believe that Stalin's military could be quickly defeated if attacked. He attempted to put this to the test when German forces launched Operation Barbarossa in 1941. The Finns renewed their conflict with the Soviets in June 1941, with their forces operating in conjunction with, but not allied to, the Germans.

*\* The term "Motti" is today a part of the Finnish military slang, and it is also sometimes used in everyday language. It means today a surrounded/encircled military unit or a place, where that unit is surrounded/encircled. The term "Motti" has some older meanings in Finnish language, the most widely known is "one cubic meter of firewood".*

**\*\***William R. Trotter. *A Frozen Hell: The Russo-Finnish Winter War of 1939-1940*. Algonquin Books, 1991.

Based on the article *The Winter War: Death in the Snow* by Kennedy Hickman  
from the website [militaryhistory.about.com](http://militaryhistory.about.com)



*In autumn 1942 every town resident had to cut one motti or one cubic meter of split wood (hallo). The original halkomotti was made of 1m long splitted wood inside to 1x1m wooden frames.*

*photo credit: [www.forum.axishistory.com](http://www.forum.axishistory.com)*



## Comprehension Check

**Task 3** Look at the questions in Task 1 again. Which unanswered questions from this pre-reading task can you answer now? Here are some more questions for you to answer.

1. Why did the Finns refuse the offer of territorial exchange made by the Soviet Union?
2. How did Finnish troops manage to inflict staggering casualties on the Soviets?
3. How did the Soviet Army finally manage to beat the Finns?
4. What lessons can we learn from this war?

**Task 4** Refer to the text again and mark the statements as T (true), F (false) or DS (doesn't say).

1. The Winter War was a military conflict between the Soviet Union and Finland that was fought in 1939–1940 and lasted 3 months, 1 week and 5 days.
2. The Soviet Union made demands that Finland cede substantial border territories in exchange for the retention of its sovereignty.
3. On November 26, 1939, Finnish artillery shelled the Russian town of Mainila.
4. The Finns living in the war zone abandoned their homes and burnt them to the ground, depriving the Russians of possible shelter.
5. The Finnish military leadership – including Field Marshall Mannerheim – had all been trained in an elite Russian unit during the Russo-Japanese War.
6. Stalin's purges had devastated the officer corps of the Red Army. They were commonly replaced by soldiers who were less competent but more loyal to their superiors.
7. The Soviet soldiers were not prepared for the Finnish winter and many were not clothed properly.
8. The Soviets were so confident of an easy victory over Finland that their soldiers had even been warned not to cross the border into Sweden by mistake.
9. The Red Army was superior in numbers and materiel, but the Finns used the advantages of speed, tactics, and economy of force.
10. The Finns had plenty of anti-tank weapons and sufficient training in modern anti-tank tactics.
11. Molotov cocktails were mass-produced by the Finnish "Alko" corporation and bundled with matches with which to light them.
12. By mid-February, it became clear that the Finnish forces were rapidly approaching exhaustion.
13. Neither Germany nor Sweden was keen to see an end to the Winter War.
14. The Red Army successfully executed Blitzkrieg tactics in the Finnish theatre.

## Vocabulary

**Task 4** Match each boldfaced word from the text to the synonym or definition below.

- ..... **a.** moving or turning back; retreating
- ..... **b.** astonishing or deeply shocking
- ..... **c.** gave up (power or territory)
- ..... **d.** made (an event) appear to happen
- ..... **e.** (of personnel) worked at, ran, or operated (a place or piece of equipment) or defended (a fortification)



- ..... **f.** an area of land, typically a large one
- ..... **g.** a narrow strip of land with sea on either side, forming a link between two larger areas of land
- ..... **h.** a rock or mineral from which iron can be profitably extracted
- ..... **i.** the consequences or after-effects of a significant unpleasant event
- ..... **j.** acts of getting rid of people from an organization because you do not agree with them
- ..... **k.** a contract by which one party conveys land, property, services, etc. to another for a specified time, usually in return for a periodic payment
- ..... **l.** stop and catch something or someone before that thing or person is able to reach a particular place

**Task 5** Match the words from column A with the ones from column B to make meaningful collocations.

A	B
1. grant	a) casualties
2. launch	b) a conflict
3. inflict	c) an offensive
4. intercept	d) a lease
5. intervene in	e) the invaders

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_

## Discussion

**Task 6** Work in small groups to discuss the questions below.

1. In 1940, the Lithuanian army had decent standard armaments and sufficient ammunition. According to historians, reserve troops were 250,000-strong, including over 5,000 officers. The Lithuanian Riflemen's Union at the time had 88,000 members, including men, women and children. Can we say that Lithuania was better prepared for war than Finland?
2. Finland fought and defended itself against the Soviet army in the 1940 Winter War. Meanwhile Lithuania did not. Lithuania capitulated to the USSR in June 1940 without even attempting to resist. Why did that happen?
3. According to the historian Vytautas Jokubauskas, by February 1940, Lithuania's political leadership had decided to resist possible Soviet invasion and retreat to Germany. The Lithuanian army had been preparing for war, too, conducting military exercise and analysing possible Soviet offensive scenarios. What defence plans were initially discussed? Can you describe the so-called beehive tactic that was proposed by that time military commanders?
4. Do you think that Lithuania had to mount armed resistance against the Soviet Union? Did Lithuania stand a chance of defending its sovereignty? How our history would have been different if Lithuanian Armed Forces had gone to war with the Soviets?

### Did you know that ...

- Finnish soldiers were spectacularly educated in winter fighting and also how to make things posh: every company usually had a sauna nearby, and trenches were lined with fur to keep in the warmth.
- While Finnish field doctors knew, for example, that morphine would freeze in the cold unless stored in the mouth or armpit, their Russian counterparts scratched their heads as their wounded howled in pain. So great were the casualties that hospitals in Leningrad were filled to capacity early in the invasion; soon after, mile-long lengths of trains wound their way as far as Moscow, windows covered with curtains to hide curious passers-by from the hideous sight of the frostbitten, the bleeding, the wounded and the dying.
- Before the Winter War, no modern army had fought in such freezing conditions. In Soviet field hospitals, operations were performed and limbs were amputated at  $-20^{\circ}\text{C}$  while just past the canvas tent wall the temperature was  $-30^{\circ}\text{C}$ . Injured Finnish soldiers could expect a heated operating room. This improved their fighting abilities while hampering Soviet soldiers.

### Research

**Task 7** Follow the steps to research the topic.

**Step 1:** Use the Internet to research the life and career of the Field Marshal Mannerheim who was voted the greatest Finn of all time.

**Step 2:** Include the following information in your research:

- distinctive background
- remarkable career in Russia
- commander-in-chief of the Finnish armed forces
- assessment of Mannerheim's leadership
- brief presidency
- legacy

**Step 3:** Prepare a PowerPoint presentation on Gustaf Mannerheim and deliver it to the class. Support your presentation by giving visual information: photos, maps, a short video clip etc. Share some interesting facts you managed to find out about this man, who became the symbol of the Finnish struggle against Soviet Russia during the Winter War of 1939-1940.

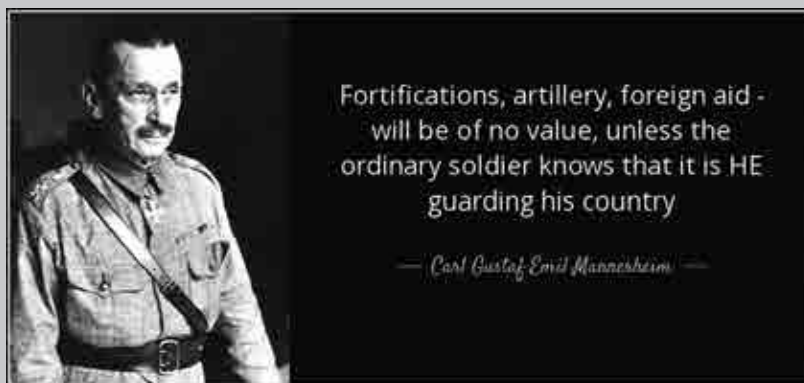


photo credit: [www.azquotes.com](http://www.azquotes.com)

## Lesson 6.2 Finnish Motti



*The remains of a motti near Suomussalmi*

*photo credit: www.reddit.com*

### Pre-reading task

**Task 1** How much do you know about the Finnish tactics in the Winter War? Knowledge of their terrain and loyalty to a national ideal became strengths of the Finnish forces. Work in small groups. Discuss how the Finnish forces used this to their advantage.

### Reading

**Task 2** Read the article. Which aspects of the Finnish tactics have you missed in your discussion?

### Finnish Tactics

The Finns had expected and anticipated a Soviet attack from the south, through the Karelian Isthmus. Finnish commanders mobilized the armed forces in September and October and began preparing their defensive line, called the Mannerheim Line, three to four months in advance of the outbreak of war. If not for this early mobilization, Soviet troops would have likely easily broken through.

In the north, geography greatly helped the Finns. Although Finnish commanders were surprised by the Soviet attack through this mostly wilderness area, the few passable roads made the terrain unsuitable for mechanized warfare.

The weather also favoured the Finns. The winter of 1939 was one of the coldest in history, making it difficult

for machinery to operate. Motorized vehicles were kept running continuously, so their fuel would not freeze, which led to increased breakdowns and aggravated fuel shortages.

The deep cold at Suomussalmi that winter was so intense that almost any wound was fatal, and the instant a man was hit by a bullet and his circulation slowed, his body would freeze in the very posture that he was standing in when he was hit. A macabre legend of the Winter War tells of a surreal scene in still life: a Soviet patrol standing by the side of the road, the men upright and frozen stiff in the snow, a Soviet officer beside them with a loaded pistol in hand; all had had their throats neatly cut, without a single shot fired from the officer's pistol. They never saw the freedom fighters who had snuck up on them to deliver the silent death of the *puukko* – a traditional Finnish hunting knife that emerged as the Finn's close combat weapon of choice during the Winter War.

The terrain and the weather favoured highly mobile, small unit tactics developed by the Finns. By striking the front and rear of the long, single files of the Soviet mechanized columns, they were able to stop them, trap them and then with hit and run raids on skis, chop them into smaller and smaller pieces. These so-called “motti” (the Finnish word for a cord of firewood) tactics, in the forests of northern Finland, in sub-zero weather, neutralized the Soviets' numeric and technological strengths. The Finns used unorthodox tactics to break Soviet units. They targeted field kitchens as their number one target. Without supplies and hot food, many of the Russians died of starvation and hypothermia. Most were too weakened to put up major resistance as the days went by. Every night, Finnish ski troops, operating in pairs, would raid the Soviets. The ski troops would blind the Soviets with lights, spray sub-machine gun fire and hit them with grenades before disappearing into the black forest.

“Belaya smert” was a Russian term for the Finnish snipers. The term means “white death”. The Finnish army had white uniforms which allowed them to blend into the countryside and deep forest of the war zone. With their training in extreme cold survival, the “belaya smert” were able to wait for long periods of time for the perfect target. Sniper teams massacred Soviet officers and non-coms early in the battle leaving many Soviet units without leadership. The Finns mopped up the bands of Soviet survivors until they were all killed or captured.

Another strategic advantage for the Finns came from their unity of purpose and their high morale. Finns knew that the war was a fight for their national survival. All segments of Finnish society banded together against a common enemy. Thus, they endured constant air raids, unceasing artillery barrages, the winter cold and the numerous casualties of the war. “The Finns have something they call *sisu*,”- the New York Times reported in 1940. “It is a compound of bravado and bravery, of ferocity and tenacity, of the ability to keep fighting after most people would have quit, and to fight with will to win. The Finns translate *sisu* as the “Finnish spirit,” but this word has a much stronger underlying meaning than that.”

In the end, however, the Soviet Union's vast army and virtually infinite resources beat down Finland's spirited resistance. Yet, the Finnish Army was able to punish the Red Army sufficiently and hold out long enough so that Soviet Party leaders saw the wisdom of a negotiated settlement.

Finland's military leader, Field Marshall Mannerheim summed up the Winter War experience in his memoirs:

The one lesson above all that I wish to stamp on the consciousness of the next generation is this: fractiousness in one's own ranks is more deadly than the enemy's sword, and internal discord opens the door to the outside aggressor. The people of Finland have shown in two wars that a united nation, small though it may be, can develop unprecedented fighting power and thus withstand the most formidable ordeals that destiny brings.

Based on the article *Finnish Tactics* from the website *Fire and Ice: History*

## Comprehension Check

**Task 3** Read the text again and choose the best statement reflecting the ideas of the text.

**1. Which Isthmus was the Mannerheim line, a line of Finnish defence structures located on?**

- a) Finnish
- b) Karelian
- c) Mannerheim

**2. Winter and forest were regarded as ... by the Finns.**

- a) a slowdown for their attacks
- b) hindrance for their operations
- c) allies

**3. Motti is Finnish military slang for... .**

- a) a traditional Finnish hunting knife
- b) a totally encircled enemy unit
- c) a Molotov cocktail

**4. The Finns ambushed the Russians on the roads with ... .**

- a) enveloping attacks
- b) frontal assaults
- c) flanking attacks

**5. More Russian soldiers died from ... rather than from Finnish bullets.**

- a) low morale
- b) hunger and cold
- c) frostbite

**6. During the Winter War, Finnish snipers ... the invading Soviet army.**

- a) were numerous killed using artillery attacks by
- b) were shot in great numbers by counter snipers of
- c) took a heavy toll of

**7. Sisu is a word that has no direct translation, but it refers to ... .**

- a) the idea of continuing to act even in the face of repeated failures and extreme odds
- b) the ability to escape life-threatening danger
- c) the mental capacity to accept death as inevitable

## Vocabulary

**Task 4** Match these words to their definitions.

1. \_\_\_\_ 2. \_\_\_\_ 3. \_\_\_\_ 4. \_\_\_\_ 5. \_\_\_\_ 6. \_\_\_\_ 7. \_\_\_\_ 8. \_\_\_\_ 9. \_\_\_\_ 10. \_\_\_\_

1. outbreak	a. a concentrated artillery bombardment over a wide area
2. aggravate	b. a specific quantity of wood cut for burning in a fire
3. hypothermia	c. a very unpleasant and painful or difficult experience
4. barrage	d. a thing that is composed of two or more separate elements; a mixture
5. massacre	e. deliberately and brutally kill (many people)
6. mop up	f. (as applied to a group or organization) difficulty to control; unruliness
7. cord	g. make (a problem, injury, or offence) worse or more serious
8. fractiousness	h. a sudden occurrence of something unwelcome, such as war or disease
9. compound	i. the condition of having an abnormally (typically dangerously) low body temperature
10. ordeal	j. complete the military conquest of an area by capturing or killing enemy troops

**Task 5** *In pairs use your dictionaries and be ready to explain the difference between the highlighted words. Then, match the words with the blanks.*

**1. discord / bravado**

Although Marina suspected they were lost, she displayed \_\_\_\_\_ so that the hikers would assume they were on the right path.

A note of \_\_\_\_\_ has crept into relationships between the two countries.

**2. macabre / surreal**

Driving through the total darkness was a slightly \_\_\_\_\_ experience.

Even the police were horrified at the \_\_\_\_\_ nature of the killings.

**3. ferocity / tenacity**

The \_\_\_\_\_ of the attack shocked a lot of people.

He had a chance to measure the motive forces of men, their qualities of character, their foresight, and their \_\_\_\_\_ of purpose.

## Research

**Task 7** *Follow the steps to research the topic.*

**Step 1:** Use the Internet to research the Soviet tactics during the Winter War.

**Step 2:** Include the following information in your research:

- the weaknesses and strengths of the Red Army
- the unique characteristic of the Red Army – the political officers
- biggest Soviet failures
- the Soviet tactics evolution: how it differed at the beginning and the end of the war
- General Timoshenko and his reforms

**Step 3:** Prepare a PowerPoint presentation on the Red Army's tactics and deliver it to the class. Support your presentation by giving visual information: photos, maps, diagrams, schematic displays of attacks and defences, a short video clip etc.



### Did you know that ...

- For the Winter War, Russia used 45 divisions – each division had 18,000 men; so by that reckoning Russia used 810,000 men; nearly 25 % of the whole of Finland's population. In fact, for the whole duration of the war, the Russians used 1,200,000 men in total in some form of military capacity.



photo credit: [www.theatlantic.com](http://www.theatlantic.com)

- The professional Finnish military was very small and called upon a large number of reservists to serve as light infantry. 180,000 soldiers were called up, but they were underequipped and had little artillery, armour, or aircraft.

For logistics, the Finns mostly used horses and required their militiamen to supply their own weapons, clothing, and food. In some cases, the Finns even used reindeer to move supplies.

- Tactically and strategically, the Finns were absurdly outnumbered and outgunned. One battle along the Kollaa at “Killer Hill” saw a single platoon of 32 Finns stand against an entire Soviet regiment of 4,000. *The Finns held.*
- The term Molotov cocktail was actually coined during the Winter War. When the Soviet People's Commissar for Foreign Affairs, Vyacheslav Mikhailovich Molotov, claimed in propaganda broadcasts that the Soviet Union was not actually dropping bombs but merely delivering food to the starving Finns, the Finns began calling the air bombs Molotov bread baskets. They began attacking the advancing tanks with “Molotov cocktails” which were, with characteristic Finnish laconic wit, meant to repay Molotov's generous gift of bread with the reciprocal gift of an alcoholic beverage – “a drink to go with the food”, as they joked.
- Finnish defenders sometimes took fallen, frozen Russian soldiers and posed them upright as psychological warfare.
- Later Soviet Premier Khrushchev remarked that the USSR lost the war and a million men. He said it was a “moral defeat” for Stalin.



photo credit: [rarehistoricalphotos.com](http://rarehistoricalphotos.com)

## Lesson 6.3 White Death



photo credit: 3dprint.com

### Pre-reading task

**Task 1** Work in pairs. Can you guess what the record for the highest number of confirmed kills for any sniper in history is? Who does this impressive kill record belong to? Discuss the qualities necessary to have in order to become a good sniper.

### Reading

**Task 2** Read the text about a Finnish soldier who holds the title of the best sniper in history.

### Best Sniper in History

They may not have had (1) **nifty** toys like mechanized infantry, but at least all the Finnish troops had rifles and bullets – even if they often had to (2) **relieve** the dead Soviets of some so that there were enough to go around and carry on. Indeed throughout the war the Finns made use of captured Soviet guns, ammunition, and tanks – a classic guerrilla tactic of relying on your enemy to supply you.

Moreover, the Finnish soldiers knew how to use their rifles. One Finn in particular, Corporal Simo Häyhä, became a living legend during and after the Winter War for his exemplary service as a sniper in the Finnish Army. The Red Army respectfully and fearfully nicknamed him the *White Death*.

Häyhä was born in the municipality of Rautjärvi near the present-day border of Finland and Russia, and started his military service in 1925. Before entering combat, Häyhä was a farmer and hunter. At the age of 20, he joined the Finnish militia Suojeluskunta and succeeded with his (3) **marksman** skills in shooting sports in

Viipuri province. His home was reportedly full of trophies for marksmanship.

During a period of just 90 days in the Winter War, in bone-chilling temperatures ranging from -20 down to -50 degrees of centigrade, dressed completely in white camouflage and operating with a very limited amount of daylight per day, Häyhä went out to “hunt Russians” each day. He is credited with 505 confirmed sniper kills of Soviet soldiers, 542 if unconfirmed deaths are included. It was an average of 5 kills a day. His personal best was twenty-five confirmed kills in a single day. The unofficial front line figure from the battlefield of Kollaa places the number of Häyhä’s sniper kills at over 800.

He did all this using a bolt-action rifle with iron sights rather than a scope, an almost incredible **(4) feat** considering that he routinely engaged many of his targets from a distance of 400 meters or more. He preferred his Mosin Nagant M28 or M28/30 rifle over Swedish sniper rifles as it allowed him to keep a slightly lower profile over a scoped rifle; the scopes made you raise your head an extra inch or two making a nice target for other snipers. In addition to this, scopes on sniper rifles tended to reflect the sunlight which is how he says he was able to kill so many of the Soviet snipers who were sent to specifically take him out.

Besides his numerous sniper kills, Häyhä is also credited with over two hundred kills with a Suomi K31 submachine gun, bringing his confirmed kills to at least 705 – reportedly the all-time highest recorded number of confirmed kills in any major war.

As it can readily be imagined, Häyhä himself was such a **(5) menace** to the invaders that the Soviets tried several **(6) ploys** to get rid of him specifically, including counter-snipers and outright artillery strikes. One day before the **(7) armistice** was signed, they finally succeeded.

On March 6, 1940, Häyhä was shot in the face by a Soviet sniper. The bullet **(8) tumbled** upon impact and left his head explosively, in the process crushing his jaw and blowing off his entire left cheek – the fellow soldiers who later evacuated him described the grave injury **(9) succinctly** as “half his head was missing”. Despite the near-lethal injury, Häyhä still somehow managed the **(10) fortitude** to pick up his rifle and kill the Soviet who had shot at him.

Häyhä fell into an eleven-day coma, regaining consciousness the day peace was declared. It took him several years to **(11) recuperate**, but he eventually made a full recovery and, honoured as a national hero, lived to the ripe old age of 96.

### Did you know that ...

- Simo Häyhä also had a Finnish nickname: Simuna, Magic Shooter (“Tarkka-ampuja”)
- After his devastating injury, Simo Häyhä had to go through 26 surgeries. A new jaw was crafted from a piece of bone taken from his hip.
- Simo Häyhä became a wartime celebrity and newspapers wrote about his high kill count.
- Simo Häyhä received five medals for **(12) valour**, including the prestigious Kollaa Cross, and he was express-promoted from corporal to second lieutenant. He wore them in a wrong order, but no one complained. Later, a new marksmanship contest was named after him (Simo Häyhä Sniper Competition).
- He never married, preferring to live alone and work on his farm. It was said that he talked to animals more than to humans, but he went fishing and hunting with his friends, and later hunted with the president Urho Kekkonen.
- Here are some memorable quotes of Simo Häyhä:

*“I just shot every time I saw an enemy. I didn’t care if he was a commander or not.”*

*“I’m a lucky man. I never had dreams about the war. I’ve always slept well, during the war too.”*

*“I only did my duty, and what I was told to as well as I could.”*

When asked how he became such a good shooter, he answered: *“Practice.”*

Based on the articles *Simo Häyhä - Mosin Nagant* ([www.mosinnagant.net](http://www.mosinnagant.net)), *Sniper • Simo Hayha*  
• *The White Death* ([www.simohayha.com](http://www.simohayha.com)) and *White Death Facts* ([www.sites.google.com](http://www.sites.google.com))

## Comprehension Check

**Task 3** Read the text again and mark the statements as T (true), F (false) or DS (doesn't say).

1. Simo Häyhä, a native of Finland, was born and grew up in the town of Rautjärvi near the border to Sweden.
2. Hard farm work had made Häyhä tough, and whatever time there was off from work, it was often spent hunting.
3. Using nothing more than an iron-sighted, bolt-action rifle, Simo killed 505 Russians during a three-month period, a feat still unmatched today by any sniper.
4. The Russian forces were absolutely terrified of Häyhä, nicknaming him the *White Death*.
5. He dressed in all white and even kept snow in his mouth so as to mask his breathing and avoid giving away his position.
6. Simo's personal best was 35 confirmed kills in a single day.
7. He once shot eight Russian soldiers with one bullet. The others thought they were attacked by multiple snipers and ran away.
8. Simo was shot in the face with what turned out to be an exploding bullet and he was taken out of action due to this severe wound.
9. After his head injury, Simo Häyhä sank into a deep coma, awakening on the eleventh day that the war ended.
10. Simo Häyhä died of natural causes in 2002 aged 92.

## Vocabulary

**Task 4** Refer to the text again and match each boldfaced word to the definition below.

- ..... **a.** great courage in the face of danger, especially in battle
- ..... **b.** a person or thing that is likely to cause harm; a threat or danger
- ..... **c.** particularly good, skilful, or effective
- ..... **d.** an agreement made by opposing sides in a war to stop fighting for a certain time; a truce
- ..... **e.** an achievement that requires great courage, skill, or strength
- ..... **f.** recover from illness; get back your strength, health, etc.
- ..... **g.** take from a person something that they have or they are carrying, in a helpful or polite way
- ..... **h.** courage in pain or in a difficult situation
- ..... **i.** someone who can shoot a gun very accurately
- ..... **j.** moved with great speed and in an uncontrolled way
- ..... **k.** cunning plans or actions designed to turn a situation to one's own advantage
- ..... **l.** in a clear and short way

**Task 5** Complete the sentences with the words from Task 4. Change the verb form where necessary.

1. I thought she expressed her feelings most \_\_\_\_\_ at the meeting.
2. He was promoted to the rank of major in recognition of his \_\_\_\_\_ during the battle.
3. The Eiffel Tower is a remarkable \_\_\_\_\_ of engineering.

4. His \_\_\_\_\_ way of talking and dressing has made him a point of attraction in every party he attends.
5. He spent a month in the country \_\_\_\_\_ after the operation.
6. A \_\_\_\_\_, or sharpshooter, is a person who is skilled in precision shooting at long range targets.
7. Both sides agreed to an \_\_\_\_\_ to bury the dead and collect the wounded.
8. During sentencing, Judge Hernandez stated that Leonard was dangerous and a \_\_\_\_\_ to society.
9. Her passing, after a long illness borne with true courage and \_\_\_\_\_, touched the hearts of all who knew her.
10. May I \_\_\_\_\_ you of that heavy bag?
11. An excited group of children \_\_\_\_\_ out of the bus.
12. In his most recent book, author Stephen Guth offers insight into the world of contract negotiation \_\_\_\_\_ and tactics that few ever see.

## Research

**Task 6** Follow the steps to research the topic.

**Step 1:** Use the Internet to research some deadliest snipers in history such as Gunnery Sergeant Carlos Norman Hathcock (United States Marines), Chief Petty Officer Chris Kyle (United States Navy SEALs), Captain Vasily Zaytsev (Soviet Red Army), Major Lyudmila Pavlichenko (Soviet Red Army), Sergeant Fyodor Okhlopkov (Soviet Red Army), or any others of your choice.

**Step 2:** Include the following information in your research:

- short biography
- tactics that he / she used
- severe injuries that he / she suffered (if any)
- outstanding sniper achievements
- highest awards received

**Step 3:** Prepare a PowerPoint presentation on the chosen sniper and deliver it to the class. Support your presentation by giving visual information: photos, maps, diagrams, a short video clip etc.

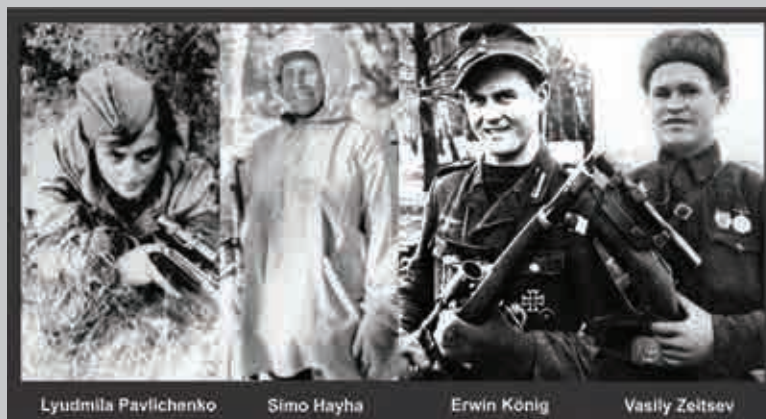


photo credit: misteradli.blogspot.com



## UNIT 7

## COLD WAR CONFRONTATIONS

## Lesson 7.1 Cold War History



## Pre-reading task

**Task 1** What do you know about the Cold War? Work in pairs. Discuss whether this information is true or false.

1. The Cold War was an argument between the United States and Germany.
2. Germany was divided in order to make both communist and capitalist forces content.
3. Berlin was a city located on the border of West and East Germany and it was also divided into two.
4. American President Harry Truman described his request for U.S. economic aid to Greece and Turkey in the Truman Doctrine.
5. The word “containment” represented U.S. policy of attacking communist countries.
6. During the Cold War, many people believed in a policy of brinkmanship and thought the U.S. should be on the brink of war at all times.
7. The Iron Curtain was an imaginary line that separated communist East Europe from capitalist West Europe.
8. The purpose of the Marshall Plan was to convince Americans to support capitalism in the Soviet Union.
9. President Nixon is often remembered for his policy of increasing cold war tensions during the years known as détente.
10. Soviet President Mikhail Gorbachev tried to bring about reform in communist Soviet Union but the communists lost control.



## Reading

**Task 2** Read the article about the main events of the Cold War. Which of the true/false statements in Task 1 were you right about?

### A Brief History of the Cold War

Soldiers of the Soviet Union and the United States did not battle directly during the Cold War. But the two superpowers continually antagonized each other through political manoeuvring, military coalitions, espionage, propaganda, arms build-ups, economic aid, and proxy wars between other nations.

#### From Allies to Adversaries

The Soviet Union and the United States had fought as allies against Nazi Germany during World War II. But the alliance began to crumble as soon as the war in Europe ended in May 1945. Tensions were apparent in July during the Potsdam Conference, where the victorious Allies negotiated the joint occupation of Germany. Americans had long been wary of Soviet communism and concerned about Russian leader Joseph Stalin's tyrannical, blood-thirsty rule of his own country. For their part, the Soviets resented the Americans' decades-long refusal to treat the USSR as a legitimate part of the international community as well as their delayed entry into World War II, which resulted in the deaths of tens of millions of Russians. After the war ended, these grievances ripened into an overwhelming sense of mutual distrust and enmity.

The Soviet Union was determined to have a buffer zone between its borders and Western Europe. It set up pro-communist regimes in Poland, Hungary, Bulgaria, Czechoslovakia, Romania, Albania, and eventually in East Germany.

As the Soviets tightened their grip on Eastern Europe, the United States embarked on a policy of containment to prevent the spread of Soviet and communist influence in Western European nations such as France, Italy, and Greece.

During the 1940s, the United States reversed its traditional reluctance to become involved in European affairs. The Truman Doctrine (1947) pledged aid to anti-communist forces in Greece and Turkey. The policy was expanded to justify support for any nation that the U.S. government considered to be threatened by Soviet expansionism. This policy, known as the containment doctrine, was aimed at holding back and restricting the spread of Communism worldwide. The Marshall Plan (1947) provided billions of dollars in economic assistance to eliminate the political instability that could open the way for communist takeovers of democratically elected governments.

France, England, and the United States administered sectors of the city of Berlin, deep inside communist East Germany. When the Soviets cut off all road and rail traffic to the city in 1948, the United States and Great Britain responded with a massive airlift that supplied the besieged city for 231 days until the blockade was lifted. In 1949, the United States joined the North Atlantic Treaty Organization (NATO), the first mutual security and military alliance in American history. The establishment of NATO also spurred the Soviet Union to create an alliance with the communist governments of Eastern Europe that was formalized in 1955 by the Warsaw Pact.

#### The Cold War: The Atomic Age

The containment strategy also provided the rationale for an unprecedented arms build-up in the United States. In 1950, a National Security Council Report known as NSC-68 had echoed Truman's recommendation that the country use military force to "contain" communist expansionism anywhere it seemed to be occurring. To that end, the report called for a fourfold increase in defence spending.

In particular, American officials encouraged the development of atomic weapons like the ones that had ended World War II. Thus began a deadly “arms race.” In 1949, the Soviets tested an atom bomb of their own. In response, President Truman announced that the United States would build an even more destructive atomic weapon: the hydrogen bomb, or “superbomb.” Stalin followed suit.

As a result, the stakes of the Cold War were perilously high. The first H-bomb test, in the Eniwetok atoll in the Marshall Islands, showed just how fearsome the nuclear age could be. It created a 25-square-mile fireball that vaporized an island, blew a huge hole in the ocean floor and had the power to destroy half of Manhattan. Subsequent American and Soviet tests spewed poisonous radioactive waste into the atmosphere.

The ever-present threat of nuclear annihilation had a great impact on American domestic life as well. People built bomb shelters in their backyards. They practiced attack drills in schools and other public places. The 1950s and 1960s saw an epidemic of popular films that horrified moviegoers with depictions of nuclear devastation and mutant creatures. In these and other ways, the Cold War was a constant presence in Americans’ everyday lives.

## The Worldwide Cold War

In Europe, the dividing line between East and West remained essentially frozen during the next decades. But conflict spread to Asia, Africa, and Latin America. The struggle to overthrow colonial regimes frequently became entangled in Cold War tensions, and the superpowers competed to influence anti-colonial movements.

In 1949, the communists triumphed in the Chinese civil war, and the world’s most populous nation joined the Soviet Union as a Cold War adversary. In 1950, North Korea invaded South Korea, and the United Nations and the United States sent troops and military aid. Communist China intervened to support North Korea, and bloody campaigns stretched on for three years until a truce was signed in 1953.

In 1954, the colonial French regime fell in Vietnam. The United States supported a military government in South Vietnam and worked to prevent free elections that might have unified the country under the control of communist North Vietnam. In response to the threat, the Southeast Asia Treaty Organization (SEATO) was formed in 1955 to prevent communist expansion, and President Eisenhower sent some 700 military personnel as well as military and economic aid to the government of South Vietnam. The effort was foundering when John F. Kennedy took office.

Closer to home, the Cuban resistance movement led by Fidel Castro deposed the pro-American military dictatorship of Fulgencio Batista in 1959. Castro’s Cuba quickly became militarily and economically dependent on the Soviet Union. The United States’ main rival in the Cold War had established a foothold just ninety miles off the coast of Florida.

## The Close of the Cold War

Almost as soon as he took office, President Richard Nixon (1913-1994) began to implement a new approach to international relations. Instead of viewing the world as a hostile, “bi-polar” place, he suggested, why not use diplomacy instead of military action to create more poles? To that end, he encouraged the United Nations to recognize the communist Chinese government and, after a trip there in 1972, began to establish diplomatic relations with Beijing. At the same time, he adopted a policy of “détente” – “relaxation” – toward the Soviet Union. In 1972, he and Soviet premier Leonid Brezhnev (1906-1982) signed the Strategic Arms Limitation Treaty (SALT I), which prohibited the manufacture of nuclear missiles by both sides and took a step toward reducing the decades-old threat of nuclear war.

Despite Nixon’s efforts, the Cold War heated up again under President Ronald Reagan (1911-2004). Like many leaders of his generation, Reagan believed that the spread of communism anywhere threatened freedom everywhere. As a result, he worked to provide financial and military aid to anti-communist governments and insurgencies around the world. This policy, particularly as it was applied in the developing world in places

like Grenada and El Salvador, was known as the Reagan Doctrine.

Even as Reagan fought communism in Central America, however, the Soviet Union was disintegrating. In response to severe economic problems and growing political ferment in the USSR, Premier Mikhail Gorbachev (1931-) took office in 1985 and introduced two policies that redefined Russia's relationship to the rest of the world: "glasnost," or political openness, and "perestroika," or economic reform. Soviet influence in Eastern Europe waned. In 1989, every other communist state in the region replaced its government with a non-communist one. In November of that year, the Berlin Wall – the most visible symbol of the decades-long Cold War – was finally destroyed, just over two years after Reagan had challenged the Soviet premier in a speech at Brandenburg Gate in Berlin: "Mr. Gorbachev, tear down this wall." By 1991, the Soviet Union itself had fallen apart. The Cold War was over.

Based on the article *Cold War History* from the website *HISTORY.com*

## Comprehension check

### **Task 3** Answer the questions.

1. What was the Cold War?
2. What were the problems that led to the Cold War?
3. How could Germany be considered a victim in the Cold War?
4. What happened when the roads to West Berlin were blockaded in 1948?
5. What was the Truman Doctrine?
6. What was the purpose of the Marshall Plan?
7. What was the U.S. policy of containment?
8. What were the goals of NATO and the Warsaw Pact organizations?
9. Why did an arms race between the USA and the USSR begin after 1945?
10. How did the fear of the atomic bomb affect the everyday life of Americans?
11. What proxy wars did the two nuclear-armed superpowers fight against each other worldwide?
12. What was détente?
13. What was Gorbachev trying to achieve with his reforms in the 1980's?
14. What happened to the economics and politics of the Soviet Union when communism collapsed?

## Discussion

### **Task 4** Work in small groups to discuss the questions below.

1. With diplomatic tensions and military activity increasing, Putin's Russia and the West are increasingly flexing their muscles. Are we on the brink of a new cold war or did the era of danger and paranoia never really go away?
2. How does this new cold war-type confrontation differ from the worldwide frozen conflict that dominated the latter half of the 20th century?

## Vocabulary

**Task 5** Circle the word or phrase that has the same meaning as the boldfaced word or phrase on the left.

<b>1. proxy war</b>	nuclear war	civil war	war instigated by a major power which does not itself become involved
<b>2. adversary</b>	opponent	supporter	communist
<b>3. embark on</b>	oppose	begin	reverse
<b>4. containment</b>	restriction	expansion	development
<b>5. reluctance</b>	consent	unwillingness	lack of faith
<b>6. rationale</b>	assumption	complaint	logical basis
<b>7. follow suit</b>	leave behind	imitate	set the example
<b>8. the stakes</b>	expenses	risks	after-effects
<b>9. nuclear annihilation</b>	complete destruction	considerable damage	total surrender
<b>10. foothold</b>	negotiation skills	vulnerable position	achieved strong position

**Task 6** Use the correct word from the box to complete the sentences. If you don't know the meaning of some words, consult your dictionary.

crumble	antagonized	resented	intervene	deposed	took office
ripen into	enmity	airlift	legitimate	wane	

- While Castro \_\_\_\_\_ and infuriated the traditional Cuban elite (many of whom soon fled to Florida), he won the affection and enthusiasm of a large majority of the impoverished Cuban people.
- But even though he was unceremoniously \_\_\_\_\_ from office last year, could the mild-mannered leader really be capable of such deeds?
- Riot police watched from a distance but did not \_\_\_\_\_.
- The governments that \_\_\_\_\_ in post-war Western Europe faced a series of challenges.
- Our two-year election cycle leaves little time for long-acting changes to \_\_\_\_\_ and be judged fairly.
- They may be the “enemies,” but I feel more pity for them than \_\_\_\_\_.
- By the late 70s the band’s popularity was beginning to \_\_\_\_\_.
- Swords are currently on a list of controlled weapons, along with knives, machetes and other implements that have a \_\_\_\_\_ use.
- She bitterly \_\_\_\_\_ her father’s new wife.
- Suddenly the party’s fragile unity began to \_\_\_\_\_.
- The USA provided assistance in the form of an emergency \_\_\_\_\_ of food and other essentials known as Operation Provide Relief.

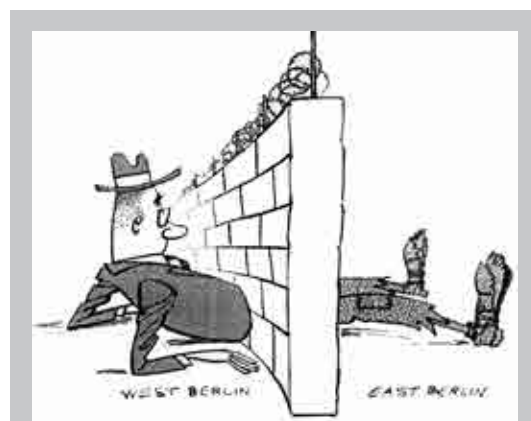


image credit: scottthong.wordpress.com

## Lesson 7.2 U-2 Spy Incident



### Pre-reading task

**Task 1** What do you know about the U-2 spy plane incident? Work in pairs. Test your knowledge by doing a short quiz.

#### 1. Why were the Russians furious about West Berlin?

- a. East Germans were fleeing to the West through West Berlin.
- b. President Kennedy had visited and given speech there.
- c. The Americans had criticised the Berlin Wall.

#### 2. Why were the Americans worried about Cuba in 1960?

- a. Russia was building nuclear missile bases there.
- b. Overkill: the USA and the USSR had enough nuclear weapons to destroy the world.
- c. Fidel Castro had seized power there.

#### 3. Where was a summit meeting arranged to discuss these tensions?

- a. Geneva
- b. Paris
- c. Mont Blanc

#### 4. What date was the U-2 plane shot down in 1960?

- a. 1st May
- b. 2nd May
- c. 3rd May

**5. Who was the pilot?**

- a. Super Powers
- b. Gary Powers
- c. Austin Powers

**6. When the U-2 plane was shot down, what did the Americans at first claim it was?**

- a. a weather plane
- b. an observation balloon
- c. a UFO

**7. What date was the summit of 1960?**

- a. 14 May
- b. 15 May
- c. 16 May

**8. Why did Khrushchev walk out of the Paris summit?**

- a. Eisenhower refused to stop U-2 planes.
- b. Eisenhower refused to apologise for the U-2 spy plane incident.
- c. Eisenhower refused to stop refugees fleeing to the West through West Berlin.

**9. Which of the following was not a result of the U-2 incident?**

- a. The Paris Treaty collapsed.
- b. The Russians were seen to be liars.
- c. There was no Test Ban Treaty.

**10. Why was John F. Kennedy elected president of the United States in 1961?**

- a. He was Catholic.
- b. He was married to Jacqueline Bouvier Kennedy.
- c. He promised to be tougher with Russians.



*Eisenhower representing U-2 crisis*

*image credit: iletisim.ieu.edu.tr*



## Reading

**Task 2** Read the text that provides the answers to the questions above. Choose the most suitable heading (1-5) which best summarizes each part (A-D) of the text below. There is one extra heading which you do not need to use.

1. Eisenhower Issues a Denial
2. Peeking Behind the Iron Curtain
3. Soviets Shoot Down U.S. Aircraft
4. The Failed Summit
5. The Birth of the Spy Satellite

### U-2 Spy Incident

An international diplomatic crisis erupted in May 1960 when the Union of Soviet Socialist Republics (USSR) shot down an American U-2 spy plane in Soviet air space and captured its pilot, Francis Gary Powers (1929-1977). Confronted with the evidence of his nation's espionage, President Dwight D. Eisenhower (1890-1969) was forced to admit to the Soviets that the U.S. Central Intelligence Agency (CIA) had been flying spy missions over the USSR for several years. The Soviets convicted Powers on espionage charges and sentenced him to 10 years in prison. However, after serving less than two years, he was released in exchange for a captured Soviet agent in the first-ever U.S.-USSR "spy swap." The U-2 spy plane incident raised tensions between the U.S. and the Soviets during the Cold War (1945-1991), the largely political clash between the two superpowers and their allies that emerged following World War II.

#### A.....

Alarmed over rapid developments in military technology by his Communist rivals in the USSR, President Dwight D. Eisenhower, who served in office from 1953 to 1961, approved a plan to gather information about Soviet capabilities and intentions. High-altitude U-2 spy planes began making reconnaissance flights over the USSR in 1956, giving the U.S. its first detailed look at Soviet military facilities.

Eisenhower was pleased with the information gathered by the flights. Photographs taken by the spy planes revealed that Soviet nuclear capabilities were significantly less advanced than had been claimed by Soviet leader Nikita Khrushchev (1894-1971). Eisenhower learned that the U.S., rather than suffering a shortage of weapons or a "missile gap," as many American politicians claimed, instead had nuclear forces far superior to those of its Cold War foe.

The Soviets were aware of the reconnaissance flights, because they could spot the spy planes on radar. For nearly four years, however, the USSR was powerless to stop them. Flying at an altitude of more than 13 miles above the ground, the U-2 aircraft were initially unreachable by both Soviet jets and missiles. However, by the spring of 1960, the USSR had developed a new Zenith surface-to-air missile with a longer range. On May 1, that weapon locked on to a U-2 flown by a 30-year-old CIA pilot Francis Gary Powers.

#### B.....

Winging through the thin atmosphere at the edge of space, Powers was carrying out the type of top-secret mission he specialized in: flying a U-2 spy plane over the USSR to photograph military installations. If all had gone according to plan, Power's nine-hour flight would have taken him from Pakistan to a landing zone in Norway. Unlike previous U-2 missions, however, this one went terribly wrong.

As Powers flew over Sverdlovsk (present-day Yekaterinburg, Russia), a Soviet surface-to-air missile exploded

near his plane, causing it to drop to a lower altitude. A second missile scored a direct hit, and Powers and his aircraft began to plummet from the sky. The pilot managed to bail out, but when his parachute floated to earth, he was surrounded by Soviet forces. Powers landed in the centre of a major diplomatic crisis.

### C.....

On May 5, Khrushchev announced that the Soviet military had brought down an American spy plane, but he made no mention of capturing Powers. Officials in the Eisenhower administration believed that little evidence of the plane's espionage mission had survived the crash, so they responded that the aircraft was merely a weather plane that had accidentally flown off course. The Soviet leader quickly disproved that story by producing a photograph of the imprisoned pilot as well as evidence recovered from the wreckage that conclusively showed it was a surveillance aircraft.

The U-2 spy plane incident occurred at a crucial juncture in U.S.-Soviet relations. Eisenhower and Khrushchev were scheduled to join the leaders of France and Great Britain at a summit in Paris on May 14. The American president had hoped the Paris summit would yield new agreements on nuclear arms production and testing, but he recognized that the embarrassing U-2 crisis posed a potential obstacle to that goal.

### D.....

Before the world leaders opened their Paris meeting, the Eisenhower administration took responsibility for the spy flights and admitted that the weather plane explanation was false. But the president's confession could not save the summit. When the summit met on 14 May, the first thing Khrushchev did was to demand that the U.S. president, Eisenhower, apologise. When Eisenhower refused, the Soviet leader walked out of the Paris meeting in a huff. Soviet negotiators also abandoned talks on nuclear disarmament the following month. The fallout over the incident resulted in the cancellation of the Paris Summit scheduled to discuss the ongoing situation in divided Germany, the possibility of an arms control or test ban treaty, and the relaxation of tensions between the USSR and the United States. This incident was seen as a defeat for the U.S. – so the Americans elected John F. Kennedy as their president because he promised to be much tougher on communism.

While world leaders squabbled about the spy flights, Powers remained in a Soviet prison. In August 1960, he was put on trial for espionage, convicted and sentenced to 10 years of confinement. He ultimately spent less than two years behind bars. Powers received his freedom in February 1962, when he and Soviet agent Rudolf Abel (1903-1971) became the subjects of the first “spy swap” between America and the Soviet Union.

After returning to the U.S. and leaving the CIA, Powers eventually worked as a helicopter pilot for a Los Angeles TV station. In 1977, he died at the age of 47 in a helicopter crash and was buried at Arlington National Cemetery.

### Did You Know?

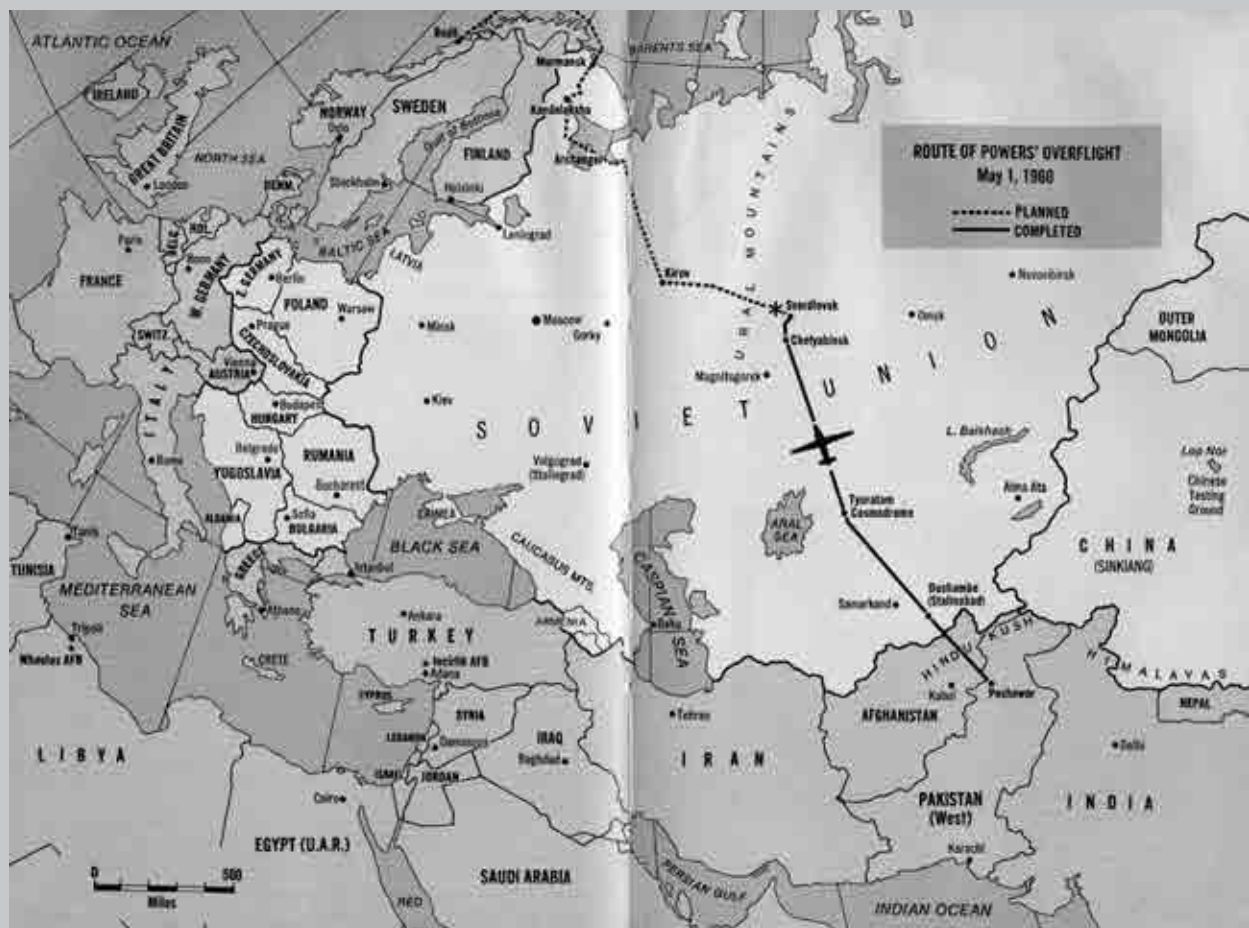
- U-2 pilot Francis Gary Powers carried a tiny needle filled with poison so that he could take his own life if he faced capture. Powers chose not to use the needle when he was shot down over the Soviet Union in 1960, which led some critics to brand him a coward.
- More than 50 years after his U-2 spy plane was shot down over the Soviet Union, iconic Cold War pilot Francis Gary Powers was posthumously awarded the Silver Star. The medal, the third highest honour the U.S. military can bestow, was presented by Air Force Chief of Staff General Norton Schwartz to Power's grandson and granddaughter at a Pentagon ceremony on 15 June, 2012. Mr Power's award is for exhibiting “exceptional loyalty” during the long and intense interrogation that he endured while being held captive by the KGB and the Soviet Union for nearly two years.

Based on the article *U-2 Spy Incident* from the website *HISTORY.com*

## Comprehension check

**Task 3** Read the text again and mark the sentences T (True) or F (False).

1. The U-2 spy plane program grew out of the concerns in the U.S. about the increased nuclear capabilities of the Soviet Union.
2. The CIA had been engaged in aerial espionage over Soviet Union since 1956, with missions designed to photograph military bases and other sensitive sites.
3. The Soviets did not know about the U-2 program because they could not spot the spy planes on radar.
4. The mission of the Power's nine-hour flight was to overfly and photograph some major missile test sites in the Soviet Union, from Pakistan en route to Norway.
5. After the ruined Paris summit Americans became pleased with Eisenhower, who they said was winning the Cold War.
6. Power's plane was shot down a fortnight before the start of a four-nation summit in Paris over Saratov.
7. After extensive questioning by the KGB, Powers was convicted of spying and sentenced to three years in prison and seven more of hard labour.
8. Less than one year later, he was released in a swap for Soviet spy Rudolf Abel.
9. Francis Gary Powers died in 1977 in a car accident.



Map showing flight path of American U-2 spy plane shot down over Soviet territory on May 1, 1960

image credit: [www.eaec.org](http://www.eaec.org)

## Expansion

**Task 4** Work in small groups to discuss the points below.

1. Write out the events of the U-2 incident and the Paris summit in your own words. Condense the main points into a bulleted list.
2. Make a list of **arguments** and **facts** you would use to explain how the U-2 incident damaged Soviet-U.S. relations.
3. Present your ideas to the class.



Francis Gary Powers at trial with a model of a U-2 spy plane

photo credit: [www.dailymail.co.uk](http://www.dailymail.co.uk)

## Vocabulary

**Task 5** Find words in the text which have the same or similar meaning to the words or phrases below. The relevant paragraph letter (A-D) is given in brackets.

1. \_\_\_\_\_ (Introduction) broke out suddenly and dramatically
2. \_\_\_\_\_ (Introduction) the practice of spying or of using spies, typically by governments to obtain political and military information
3. \_\_\_\_\_ (A.) (*phr v*) located and then tracked (a target) by radar or similar means
4. \_\_\_\_\_ (B.) fall or drop straight down at high speed
5. \_\_\_\_\_ (B.) make an emergency parachute descent from an aircraft
6. \_\_\_\_\_ (C.) (*phr v*) caused to fall or collapse
7. \_\_\_\_\_ (C.) proved that (something) is false
8. \_\_\_\_\_ (C./D.) a meeting between heads of government
9. \_\_\_\_\_ (C.) produce or generate (a result, gain, or financial return)
10. \_\_\_\_\_ (D) (*idiom*) in an angry or offended manner
11. \_\_\_\_\_ (D.) the unpleasant results or effects of an action or event
12. \_\_\_\_\_ (D.) quarrelled noisily over something that was not important

**Task 6** Complete the sentences with suitable words from Task 5. Change the verb form where necessary.

1. The politicians constantly \_\_\_\_\_ over money, power, ideology and business issues.
2. Due to Ukraine's crisis, the planned 2014 G8 \_\_\_\_\_ in Sochi, Russia, did not take place. Instead, leaders of the G7 nations met in Brussels, Belgium on June 4-5, where they discussed a variety of pressing issues.
3. We can and we will prevent \_\_\_\_\_, sabotage, or other actions endangering our national security.
4. Requiring nerves of steel, speed sky diving involves \_\_\_\_\_ from a plane at more than 300 mph.
5. Evidence can \_\_\_\_\_ a theory, but it cannot prove it.
6. His theory gives a good explanation for both wars as well as the \_\_\_\_\_ that continues to this day.
7. But the precautions are such that it seems unlikely that large-scale protests could \_\_\_\_\_.
8. The pilot managed to \_\_\_\_\_ and deploy his parachute and he safely landed on a roof after a dramatic mid-air collision between two gliders at 3,000 feet.
9. There are more direct and quicker methods that \_\_\_\_\_ similar results.
10. In the midst of the Cold War, the Soviet Union \_\_\_\_\_ a US spy plane and captured its pilot.
11. She left the office \_\_\_\_\_ when he criticized her work.
12. The new laser gun can \_\_\_\_\_ a car from almost half a mile.



*Khrushchev visits display of U-2 wreckage*

*photo credit: en.wikipedia.org*



## Lesson 7.3 Cuban Missile Crisis



*Cuban Missile Crisis Arm-wrestling Cartoon*

*image credit: www.mrallsophistory.com*

### Pre-reading task

**Task 1** What do you know about the Cuban Missile Crisis? Work in pairs. Test your knowledge by doing a short quiz.

#### 1. When did the Cuban Missile Crisis occur?

- a. November 1961
- b. August 1964
- c. April 1963
- d. October 1962

#### 2. How long did the Cuban Missile Crisis last?

- a. 12 days
- b. 14 days
- c. 13 days
- d. 11 days

#### 3. Who were the leaders of the U.S. and the Soviet Union during the Cuban Missile Crisis?

- a. Johnson, Khrushchev
- b. Eisenhower, Stalin
- c. Johnson, Brezhnev
- d. Kennedy, Khrushchev



**4. The U.S. became convinced that Soviet nuclear missiles were in Cuba by which of the following?**

- a. a Cuban defector's report and pictures of missiles sites
- b. photos taken by a U-2 spy plane
- c. a CIA spy's report
- d. Soviet announcement of the installation of nuclear missiles in Cuba

**5. What was the body of U.S. government officials that convened to advise the U.S. president during the Cuban Missile Crisis?**

- a. DEFCON
- b. ExComm
- c. NACC
- d. The Security Council

**6. When Kennedy became aware that the Soviet Union was about to station missiles on Cuban territory, what did he order the U.S. Navy to do?**

- a. He did not order the Navy to do anything.
- b. He sent submarines to the Soviet harbour for a covert attack.
- c. He ordered set up a "quarantine" (partial blockade) around Cuba.
- d. He ordered to annihilate the Soviet ships that were entering the Cuban territory to prevent more missiles from entering the harbour.

**7. There was only one death as a result of military action during the Cuban Missile Crisis. When did it occur?**

- a. when an American U-2 spy plane was shot down over Cuba
- b. when the U.S. fired on a Soviet ship at the blockade line
- c. when a Cuban soldier was killed during a fight between U.S. warplanes and Cuban anti-aircraft guns
- d. when a U.S. ship was damaged by a torpedo fired by a Soviet submarine

**8. The U.S. gained some legality for their blockade of Cuba during the Cuban Missile Crisis when they received strong approval and support from this organization.**

- a. The United Nations
- b. The Organization of American States
- c. The European Union
- d. The North Atlantic Treaty Organization

**9. What do you call the direct communication link between the U.S. and the Soviet Union that was created to better solve a crisis like the Cuban Missile Crisis?**

- a. U.S.- Soviet Union Direct Link
- b. Cuban Crisis hot line
- c. Moscow-Washington hot line
- d. U.S.- Soviet Union help line

**10. The Cuban Missile Crisis was finally resolved when the following agreement was reached.**

- a. The Soviets would remove their nuclear missiles from Cuba.
- b. The U.S. would promise never to invade Cuba.
- c. The U.S. promised (secretly) to remove its nuclear missiles that were near the Soviet Union in Turkey.
- d. All of these

## Reading

**Task 2** Read the text that provides the answers to the questions above. Choose the most suitable heading (1-6) which best summarizes each part (A-E) of the text below. There is one extra heading which you do not need to use.

1. Weighing the Options
2. A New Threat to the U.S.
3. Nuclear Danger Today
4. A Deal Ends the Standoff
5. Showdown at Sea
6. Discovering the Missiles

### Cuban Missile Crisis

During the Cuban Missile Crisis, leaders of the U.S. and the Soviet Union engaged in a tense, 13-day political and military **(1) standoff** in October 1962 over the installation of nuclear-armed Soviet missiles on Cuba, just 90 miles from U.S. shores. In a TV address on October 22, 1962, President John Kennedy (1917-1963) **(2) notified** Americans about the presence of the missiles, explained his decision to enact a naval blockade around Cuba and made it clear the U.S. was prepared to use military force if necessary to neutralize this perceived threat to national security. Following this news, many people feared the world was on the brink of nuclear war. However, disaster was avoided when the U.S. agreed to Soviet leader Nikita Khrushchev's (1894-1971) offer to remove the Cuban missiles in exchange for the U.S. promising not to invade Cuba. Kennedy also secretly agreed to remove U.S. missiles from Turkey.

#### A.....

After seizing power in the Caribbean island nation of Cuba in 1959, leftist revolutionary leader Fidel Castro (1926-) **(3) aligned himself with** the Soviet Union. Under Castro, Cuba grew dependent on the Soviets for military and economic aid. During this time, the U.S. and the Soviets (and their respective allies) were engaged in the Cold War (1945-1991), an ongoing series of largely political and economic clashes.

The two superpowers plunged into one of their biggest Cold War confrontations after the pilot of an American U-2 spy plane making a high-altitude pass over Cuba on October 14, 1962, photographed a Soviet SS-4 medium-range ballistic missile being assembled for installation.

President Kennedy was briefed about the situation on October 16, and he immediately called together a group of advisors and officials known as the executive committee, or ExCom. For nearly the next two weeks, the president and his team wrestled with a diplomatic crisis of epic proportions, as did their **(4) counterparts** in the Soviet Union.

#### B.....

For the American officials, the urgency of the situation **(5) stemmed from** the fact that the nuclear-armed Cuban missiles were being installed so close to the U.S. mainland – just 90 miles south of Florida. From that launch point, they were capable of quickly reaching targets in the eastern U.S. If allowed to become operational, the missiles would fundamentally alter the complexion of the nuclear rivalry between the U.S. and the Union of Soviet Socialist Republics (USSR), which up to that point had been dominated by the Americans.

Soviet leader Nikita Khrushchev had gambled on sending the missiles to Cuba with the specific goal of increasing his nation's nuclear strike capability. The Soviets had long felt uneasy about the number of nuclear

weapons that were targeted at them from sites in Western Europe and Turkey, and they saw the deployment of missiles in Cuba as a way to level the playing field. Another key factor in the Soviet missile scheme was the hostile relationship between the U.S. and Cuba. The Kennedy administration had already launched one attack on the island – the failed Bay of Pigs invasion in 1961 – and Castro and Khrushchev saw the missiles as a means of deterring further U.S. aggression.

### C.....

From the **(6) outset** of the crisis, Kennedy and ExCom determined that the presence of Soviet missiles in Cuba was unacceptable. The challenge facing them was to **(7) orchestrate** their removal without initiating a wider conflict – and possibly a nuclear war. In **(8) deliberations** that stretched on for nearly a week, they came up with a variety of options, including a bombing attack on the missile sites and a full-scale invasion of Cuba. But Kennedy ultimately decided on a more measured approach. First, he would employ the U.S. Navy to establish a blockade, or quarantine, of the island to prevent the Soviets from delivering additional missiles and military equipment. Second, he would deliver an ultimatum that the existing missiles be removed.

In a television broadcast on October 22, 1962, the president notified Americans about the presence of the missiles, explained his decision to enact the blockade and made it clear that the U.S. was prepared to use military force if necessary to neutralize this perceived threat to national security. Following this public declaration, people around the globe nervously waited for the Soviet response. Some Americans, fearing their country was on the brink of nuclear war, **(9) hoarded** food and gas.

### D.....

A crucial moment in the unfolding crisis arrived on October 24, when Soviet ships **(10) bound for** Cuba neared the line of U.S. vessels enforcing the blockade. An attempt by the Soviets to breach the blockade would likely have sparked a military confrontation that could have quickly escalated to a nuclear exchange. But the Soviet ships stopped short of the blockade.

Although the events at sea offered a positive sign that war could be averted, they did nothing to address the problem of the missiles already in Cuba. The tense standoff between the superpowers continued through the week, and on October 27, an American reconnaissance plane was shot down over Cuba, and a U.S. invasion force was readied in Florida. (The 35-year-old pilot of the downed plane, Major Rudolf Anderson, is considered the sole U.S. combat casualty of the Cuban missile crisis.) “I thought it was the last Saturday I would ever see,” recalled U.S. Secretary of Defense Robert McNamara (1916-2009), as quoted by Martin Walker in “The Cold War.” A similar sense of **(11) doom** was felt by other key players on both sides.

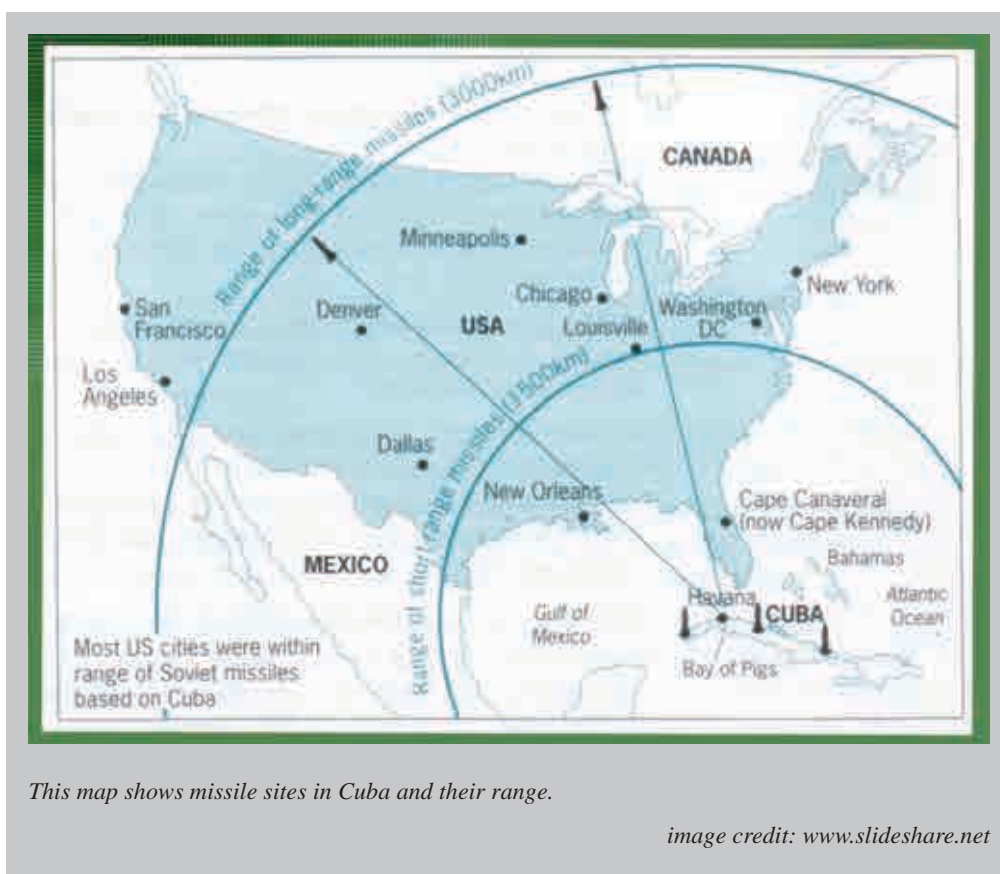
### E.....

Despite the enormous tension, Soviet and American leaders found a way out of the impasse. During the crisis, the Americans and Soviets had exchanged letters and other communications, and on October 26, Khrushchev sent a message to Kennedy in which he offered to remove the Cuban missiles in exchange for a promise by U.S. leaders not to invade Cuba. The following day, the Soviet leader sent a letter proposing that the USSR would **(12) dismantle** its missiles in Cuba if the Americans removed their missile installations in Turkey.

Officially, the Kennedy administration decided to accept the terms of the first message and ignore the second Khrushchev’s letter entirely. Privately, however, American officials also agreed to withdraw their nation’s missiles from Turkey. U.S. Attorney General Robert Kennedy (1925-1968) personally delivered the message to the Soviet ambassador in Washington, and on October 28, the crisis drew to a close.

Both the Americans and Soviets were **(13) sobered** by the Cuban Missile Crisis. The following year, a direct “hot line” communication link was installed between Washington and Moscow to help **(14) defuse** similar situations, and the superpowers signed two treaties related to nuclear weapons. The Cold War was far from over, though. In fact, another **(15) legacy** of the crisis was that it convinced the Soviets to increase their investment in an arsenal of intercontinental ballistic missiles capable of reaching the U.S. from Soviet territory.

Based on the article *Cuban Missile Crisis* from the website *HISTORY.com*



## Comprehension check

**Task 3** Read the text again and answer the questions.

1. Why did the Soviets decide to deploy nuclear missiles in Cuba?
2. Why was this situation regarded as totally unacceptable by the U.S. and had to be addressed as a matter of urgency?
3. What courses of action was Excom considering when they found out about the presence of nuclear-armed Soviet missiles on the island of Cuba?

## Vocabulary

**Task 4** Working with a partner, match each boldfaced word in the text to the synonym or definition below.

- ..... **a.** people or things that correspond to or have the same function as other people or things in a different place or situation
- ..... **b.** long and careful considerations or discussions
- ..... **c.** a deadlock between two equally matched opponents in a dispute or conflict
- ..... **d.** the start or beginning of something
- ..... **e.** take (a machine or structure) to pieces
- ..... **f.** make (a situation) less tense or dangerous
- ..... **g.** informed (someone) of something, typically in a formal or official manner

- ..... **h.** plan or coordinate the elements of (a situation) to produce a desired effect, especially surreptitiously
- ..... **i.** accumulated (money or valued objects) and hid or stored away
- ..... **j.** gave support to (a person, organization, or cause)
- ..... **k.** going or ready to go towards a specified place
- ..... **l.** originated in or was caused by
- ..... **m.** death, destruction, or some other terrible fate
- ..... **n.** something that is a part of your history or that remains from an earlier time
- ..... **o.** became more calm and serious, or made someone do this

**Task 4** Cross out the word which does not normally go with the key word.

1. establish / enact / breach / demolish + **a (naval) blockade**
2. spark / plunge into / confront / avoid + **a (military) confrontation**
3. wrestle with / find / deal with / respond to + **a crisis**
4. reduce / declare / wage / avert + **war**
5. launch / come under / host / withstand + **an attack**
6. deliver / target / receive / comply with + **an ultimatum**

**Task 5 a)** Look at the following idioms taken from the text and guess the meaning of the ones you don't know from the context. Explain their meaning in class.

1. Some Americans, fearing their country was **on the brink of** nuclear war, hoarded food and gas.
2. The Soviets had long felt uneasy about the number of nuclear weapons that were targeted at them from sites in Western Europe and Turkey, and they saw the deployment of missiles in Cuba as a way to **level the playing field**.

**b)** Now look at the following idioms. What do you think they mean? What are their Lithuanian equivalents? Check with a dictionary.

**lead the field**  
**meet one's match**

**play second fiddle**  
**mend fences**

**Task 6** Match the idioms from Task 5 a and b to the definitions 1-6.

1. \_\_\_\_\_ give everyone the same advantages or opportunities.
2. \_\_\_\_\_ (in an activity or business) be more successful than anyone else.
3. \_\_\_\_\_ meet someone who is able to defeat you in an argument or a competition.
4. \_\_\_\_\_ be less important or in a weaker position than someone else.
5. \_\_\_\_\_ at the point at which something, typically something unwelcome, is about to happen.
6. \_\_\_\_\_ make peace with a person or group.

**b)** Now use these idioms in sentences below. You may need to change a verb form in some sentences.

1. U.S. and European cyclists predominate and usually \_\_\_\_\_. This could be due to their hi-tech equipment.
2. Yesterday he was publicly criticized for not doing enough to \_\_\_\_\_ with his big political rival.
3. Government funding can \_\_\_\_\_ for political candidates without money.
4. I'm better trained than he, and I have more experience. I shouldn't always \_\_\_\_\_.
5. The country is \_\_\_\_\_ civil war.
6. The world chess champion finally \_\_\_\_\_ when he was beaten by a computer.

## Research

**Task 8** Follow the steps to research the topic.

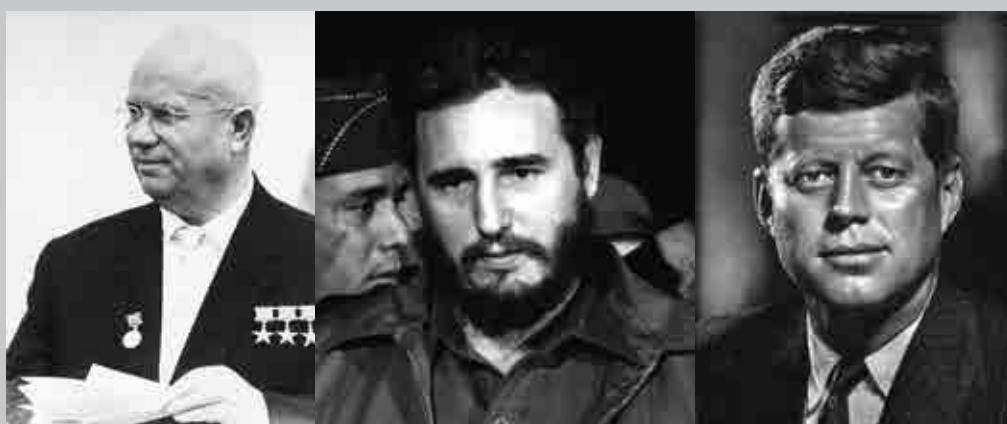
**Step 1:** Use the Internet to research the key moments of the Cold War:

- Berlin Blockade and Airlift (1948)
- Korean War (1950-1953)
- Anti-Soviet Movements (1956)
- Berlin Wall (1961)
- Space Race (1955-1972)
- Vietnam War (1965-1973)
- Fall of the Berlin Wall (1989)

**Step 2:** Organize your research into three parts:

- causes or background
- events
- results or consequences

**Step 3:** Present your findings to the class. Support your PowerPoint presentation with some photos, maps, cartoons, and a short video clip.



*Cuban Missile Crisis: Three Men Go to War*

*photo credit: [www.en.wikipedia.org](http://www.en.wikipedia.org); [www.wargamingmiscellany.blogspot.com](http://www.wargamingmiscellany.blogspot.com); [www.ultraswank.net](http://www.ultraswank.net)*



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GENEROLO JONO ŽEMAIČIO LIETUVOS KARO AKADEMIJA

ASTA JASNAUSKIENĖ

## **FIRST IN, LAST OUT!**

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