



ESPE
UNIVERSIDAD DE LAS FUERZAS ARMADAS
INNOVACIÓN PARA LA EXCELENCIA



T & A

“Trainees in Action”

Book 2

BA., BE. Luis Germánico Calero Bonilla, Mgtr.
BA, Mishell Romina Angulo Álvarez, Ph.D. (c)
BA, Solange de los Ángeles Mora Garcés
BA, Odalis Belén Camino Cordero

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Departamento de
Seguridad y Defensa

Sede Latacunga



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Prólogo

Como director de la Escuela de Formación de Soldados de la Fuerza Terrestre “Vencedores del Cenepa”, tengo el honor de presentar el libro T&A “Trainees in Action” volumen 2, una obra que refleja el compromiso institucional con la formación integral de los futuros soldados del Ecuador. En un mundo marcado por el cambio constante y por desafíos cada vez más complejos en materia de seguridad y defensa, resulta imprescindible contar con herramientas que fortalezcan las capacidades comunicativas en inglés, especialmente dentro de contextos operacionales, tácticos y estratégicos. Este libro ha sido desarrollado como una respuesta concreta a esa necesidad, integrando elementos doctrinarios con situaciones reales que nuestros soldados enfrentan, tanto en el ámbito nacional como en escenarios de cooperación internacional.



Trainees in Action se alinea con la visión del Departamento de Seguridad y Defensa de la Universidad de las Fuerzas Armadas ESPE, al contribuir a la formación de profesionales civiles y militares con pensamiento crítico, conciencia ciudadana, liderazgo, sentido humanista y capacidad de innovación; este material representa una oportunidad para enriquecer el proceso de enseñanza aprendizaje del idioma inglés desde una perspectiva funcional y operativa, permitiendo a nuestros aspirantes enfrentar los retos del entorno con mayor preparación; estoy convencido de que esta obra será un recurso de gran valor para toda la comunidad académica y militar que busca desarrollar soluciones concretas a las necesidades de nuestra sociedad, con ética, servicio y vocación de excelencia.

Agradezco profundamente al equipo docente que hizo posible este segundo libro; su contenido refuerza nuestro compromiso con el fortalecimiento de una Fuerza Terrestre profesional, dinámica y comprometida con el desarrollo del país y la construcción de un futuro más seguro, justo y equitativo para todos los ecuatorianos.

¡Juntos Somos Invencibles!

Silva A. Fernando P., GRAB

Director - ESFORSFT

Introduction



ESFORSFT Mission

“To train soldiers in Arms, Services, and Specialties; in the technical-military, academic, ethical-moral, physical, and scientific fields, based on the profile, professional competencies, and institutional values, to contribute to the operational efficiency of the army”.



ESFORSFT Vision

“To be the reference in military training for armed forces troops, accredited for its academic-educational military innovation processes, aligned with future roles and scenarios, valued by society, with recognition in the regional context, contributing to the strengthening of the military education system, based on an effective management model, with qualified personnel and cutting-edge technology”.

THE FIRST MILITARY YEAR



The first military year has the primordial characteristic of carrying out the recruitment period for 12 weeks. These professional values are cultivated; the first week is for adaptation, and the subsequent ones focus on basic individual and patriotic expression.

Following recruitment, the academic period begins, lasting for a period of 7 months. Simultaneously, the axes of military science, culture, physical Training, science, technology, and humanistic culture are developed, which shape the soldier candidates as future professionals with a broad understanding of national reality and its issues.

At the end of this stage, the integrative project of the first year is planned and executed, effectively demonstrating the achieved skills in the field (Luis G. Calero, 2024, pág. 2).

THE SECOND MILITARY YEAR



The second year is developed with the purpose of elevating the standards of demand in academic-military training, for a period of 10 months.

Former cadets are considered capable of undertaking tasks related to their studies and the projection of their careers. During this time, military preparation is intensified, complemented by academic components. They continue studying the subjects to complete their profile as individual fighters.

This period concludes with the jungle phase, where they trained for 4 weeks at Iwias' army jungle, which prepares them for the execution of special operations and counter-guerrilla actions in a jungle environment (Luis G. Calero, 2024, pág. 3).

SPECIALISTS



Recruits who enlist in the Army with a bachelor's degree or with desired civilian skills and experience may be eligible to enter the Army as a Specialist.

The course has similar characteristics to the training of soldiers in arms and services. Its general objective is:

"To train the specialist soldier as an individual combatant, being a member of a squad, section, or patrol, capable of supporting military operations according to their specialty."

At the end of six months of military training, they will attain the rank of specialist soldiers and will be given the transfer to any Ecuadorian Army military unit (Luis G. Calero, 2024, pág. 4).



School Headquarters Building

CHAPTER I

Unit 1: Infantry



A



B



C



D

Ten-hut

- A. Name the weapons in the pictures
- B. What do you think each soldier likes?

Vocabulary: Mortar

A. Name the words in the right order



1



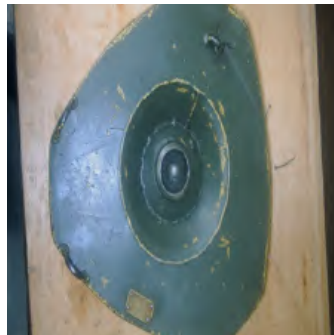
2



3



4



5



6

- | | |
|---------------|---------|
| a. Base plate | 1. |
| b. Tube | 2. |
| c. Mortar | 3. |
| d. Rocket | 4. |
| e. Ammunition | 5. |
| f. Bipod | 6. |

Grammar

Present Simple

DO: subject + verb

- + They **calculate** the distance to fire the mortar
 _ They **don't calculate** the distance to fire the mortar
 ? Do they **calculate** the distance to fire the mortar?

DOES: subject + verb (- s, - es, - ies)

- + He **detonates** the cartridge
 _ He **doesn't detonate** the cartridge
 ? Does he **detonate** the cartridge?

A. Fill in the blanks using the correct verb:

1. The gunner_____ the elevation before firing Adjust/adjusts
2. The assistant gunner_____ the round into the barrel loads/ load
3. The commander_____ check the weather conditions does not/
do not
4. _____ the team prepare the firing data? Does/ Do
5. The crew _____ the bipod and base plate on level ground sets/
set
6. The mortar_____ every five minutes fire/ fires
7. Soldier Carpio _____ clean the barrel after the mission does not/
do not
8. Sergeant Posligua _____ the round before the shot prepares/
prepare

B. Put the words in order, then ask and answer the questions for more information

1. do / clean / when / you / the / barrel /? _____

2. prepare / data / who / the / firing /? _____

3. start / what time / you / training / do /? _____

4. the / how often / fire / crew / does /? _____

5. daily / practice / does / team / what / the /? _____

Speaking: What do you do, soldiers?

A. Conversation:

Trainee Tamayo: What do you do every morning?

Trainee Romero: I check the sight and adjust the elevation.

Trainee Zamora: I carry the rounds and load the mortar.

Trainee Tamayo: How often do you clean the barrel?

Trainee Romero: I clean it after each mission

Trainee Zamora: In the army is mandatory to clean it

B. Group activity: Try to guess

bipod, barrel, round, aiming sight, elevation, load, set up, fire mission

Instruction:

1. Without saying the word given, trainees describe what it is or what it does
2. The rest of the group listens and tries to guess the correct word.

Example:

Cadet A: "I use it to support the barrel. It has two legs."

Cadet B: "Is it the bipod?"

Cadet A: "Yes, it is!"

Listening: What is that?

A. Task 1: Listen and repeat the following terms:



- | | |
|----------------|-----------------------|
| 1. Mortar tube | 6. Fire mission |
| 2. Base plate | 7. High explosive |
| 3. Round | 8. Illumination round |
| 4. Elevation | 9. Ready to fire |
| 5. Deflection | 10. Target grid |

Reading: Weapons

The MORTAR is a lightweight infantry weapon. It provides indirect fire support to infantry units. The mortar consists of a barrel or tube, a base plate, and a bipod. Ecuadorian Soldiers use it to engage targets that are not in direct line of vision.

A mortar team includes a commander, a gunner, an assistant gunner, and an ammunition bearer. The gunner sets the elevation and deflection.

The assistant gunner loads the round into the barrel. The team communicates to adjust fire and achieve accuracy.



The 60 mm mortar fires high-explosive, smoke, and illumination rounds. It has a maximum range of approximately 3.200 meters. Regular maintenance ensures its reliability in combat situations. (Escuela de Infantería de la Fuerza Terrestre, 2022, pág. 105).

A. Look at the information about “The mortar of 60mm”, and underline the present simple verbs

B. Read the text carefully, and complete the table

Parts of the mortar	Barrel, _____, _____.
Personnel involved	_____, gunner _____, _____
Types of rounds	_____, illumination round, _____.
Technical actions	Fire, _____, _____, _____.

C. Read Heckler & Koch HK 23-E. Then complete the table with the right information

The Light machine gun (LMG) HK 23-E is a light machine gun used by the Ecuadorian Army, especially in jungle and special forces units. It uses 5.56mm x 45 caliber ammunition. This weapon provides high accuracy and low recoil. It fires in three modes: single shot, three-round bursts, and fully automatic.



The gun has a roller-delayed blowback system and a long sight line. It includes a telescopic bipod, a carrying handle, and a heat-insulated assault grip for easy barrel change. The HK 23-E lasts for more than 60,000 shots.

Its main parts are: barrel, stock, bolt, trigger group, bipod, and feeding system. The gun offers quick conversion from belt-fed to magazine-fed mode by changing the feed adapter.



The soldier cleans the weapon after use and regularly checks all parts. Maintenance requires dry solvent and oil. This ensures the gun functions properly during combat operations. (Escuela de Formación de Soldados ESFORSFT, 2023, pág. 5)

Verbs	Main Parts
	Barrel
Offers	

Writing: In the Army

A. Match the English terms with the correct synonyms

- | | |
|-------------------|----------------|
| 1. Cocking handle | A. Take apart |
| 2. Feed tray | B. failure |
| 3. Safety | C. bolt handle |
| 4. Disassemble | D. solid base |
| 5. Malfunction | E. Security |
| 6. Clean | F. washed |

B. Write five sentences using some of these verbs in the present simple tense

Example:

- a. The soldier checks the weapon.
- b. It fires in three modes.

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 2: Cavalry



1



2



3



4



5

Ten-hut

A. Match the comments and the description in the pictures

___ this is an insignia ___ they are in instruction ___ AMX 13 light tank
___ AMX 13, 155 mm heavy tank ___ its reconnaissance vehicle

B. Do you know what the soldiers are doing?

Vocabulary: Tank

A. Match the adjectives with the correct picture

Burnished intelligent heavy elegant tactical High-mobility



A



B



C



D



E



F

Grammar: Adjectives' Order

ORDER OF ADJECTIVES

Adjectives: Describe nouns, they have the same form in **singular** and **plural**



A heavy tank



heavy tanks

Adjectives: they go **before nouns**, **after the verb To Be**, and after verbs such as: **Look, smell, sound, feel, taste, etc.**



- Colonel Silva is a strict **commander**
- Mr. Castillo **is** tall
- They **look** serious

There are two kinds of adjectives: **Opinion** (beautiful, nice, good, etc.); **Fact**, (long, strong, far, etc.)

Order of adjectives: Opinion adjectives go before fact adjectives

O S A S C O M P

Opinion - Size - Age - Shape - Colour - Origin - Material - Purpose/Noun



Nice big old square green american metal **TANK**

A. Look at the pictures and order the adjectives

1. The (French / compact / tracked / light / modern) tank is highly maneuverable.

2. The (mobile / 105 mm / powerful / steel / long) gun is mounted on the turret.

3. We inspected a (reliable / new / armored / Ecuadorian / small) reconnaissance vehicle.

4. The unit operated a (self-propelled / long-range / 155 mm / heavy / efficient) howitzer.

5. They replaced the (damaged / rear / old / hydraulic / French) suspension component.

B. Complete the sentences using the adjectives in the correct order

1. The AMX-13 is a _____ tank.
(small/powerful / French)
2. It has a _____ gun.
(steel / long / 105 mm)
3. Ecuadorian cavalry use a _____ howitzer.
(old/big/self-propelled)
4. The instructors work inside a _____ compartment.
(comfortable/armored/small)
5. The corporals cleaned the _____ system.
(mechanical/complex/hydraulic)

Speaking: What is that?

A. Using the correct adjective order, describe the military vehicles like AMX-13.

Example:

"This is a powerful small French tank."

"It has a long 105 mm steel gun."

"The vehicle includes a comfortable, small armored crew compartment."

"We use an old heavy self-propelled howitzer."

**B. Work in pairs. Think of a person, a soldier, an instructor, or a cadet.
Use 3 to 5 adjectives to describe their appearance and personality.**

Example:

Soldier A:

"He is a tall, young, strong Ecuadorian soldier."

Soldier B:

"Is it Sergeant Torres?"

Soldier A:

"Yes, he is."

Listening: "At the Motor Pool"

A. Task 2: Listen to Mr. Obando's inspection, and answer the questions.



What color is the tank?

- A) Green
- B) Brown
- C) Black

Who is tall and serious?

- A) Private Luis
- B) Lieutenant Bonilla
- C) Sergeant Torres

What is the truck like?

- A) Old and dirty

- B) Big and clean
- C) Small and French

What is the 105 mm gun made of?

- A) Plastic
- B) Steel
- C) Aluminum

True or False: The AMX-13 is new and slow.

False – It's old but fast

Reading: Heavy armor

A. Read the text and answer the questions

The AMX-13 105 mm is a French light tank used by the Ecuadorian Army. It features powerful armament, great mobility, and a low, streamlined silhouette, making it suitable for anti-tank combat. The vehicle is known for its rapid movement, reaching speeds of up to 75 km/h, and its capability to operate on varied terrains. However, it has limitations to anti-tank weapons, reduced visibility, and the need for fuel and lubricants for sustained operation. (Escuela de Caballería Blindada, 2024, pág. 6)



1. What is the maximum speed of the AMX-13 105 mm?

2. Name two limitations of the AMX-13 105 mm.

3. Why is the AMX-13 105 mm suitable for anti-tank combat?

B. Read the text and write T (TRUE) or F (FALSE) in the following questions.

The AMX-13 155 mm is a self-propelled artillery vehicle equipped with a 155 mm F3 A.P. cannon. This cannon can perform direct, curved, and vertical fire. The vehicle has a shooting range of approximately 20 km and features a maximum speed of 60 km/h. It is used to provide long-range fire support and is manned by a team that includes a commander and a driver during movement, while additional crew members join during short displacements. (Escuela de Caballería Blindada, 2024, pág. 40)



1. The AMX-13 155 mm can perform only direct fire. ()
2. Its maximum speed is 60 km/h. ()
3. The shooting range of the vehicle is about 15 km. ()
4. A team includes a sub-commander ()

C. Read the text and complete the sentences:



The AMX-13 V.C.I. is an armored infantry fighting vehicle used to transport troops. It has a team of three (driver, machine gunner, and radio operator) it can carry an infantry squad of up to eight soldiers. The vehicle features a coaxial machine gun and has tracks that allow it to maneuver over rough terrain.

Its armor thickness ranges from 20 to 40 mm, offering protection against small-arms fire. (Escuela de Caballería Blindada de la Fuerza Terrestre, 2022, pág. 8)

1. The AMX-13 V.C.I. is mainly used for _____.
2. It can carry up to _____ soldiers in addition to the team.
3. The vehicle is equipped with a _____ machine gun.
4. The vehicle _____ a coaxial machine gun

Writing: Military Personality

A. Write a short paragraph (30-40 words) describing a military NCO's appearance and personality.

Example:

Mr. Calero is a First Sergeant. He is a strong leader. He is a talkative and friendly soldier. He has short black hair, but sometimes he is stern in his English classes.



B. Describe a military vehicle used by the Ecuadorian Army.

Example:



The AMX-13 105 mm is a fast, powerful, reliable French combat tank. It features a durable, steel mobile chassis and a high-speed, efficient diesel engine, making it suitable for various terrains.

The AMX-13 155 mm is heavy

Unit 3: Artillery



1



2



3



4



5



6

Ten-hut

A. Describe the pictures. Where are the soldiers?

B. How intensely are the trainees operating the artillery equipment?

Vocabulary: Obús

A. Label the artillery pieces with the correct order

Obus 105 mm American - Obus 105 mm Italian - 155 mm self-propelled
- 155 mm towed - BM-21 Grad - Oerlikon 35 mm



A _____



B _____



C _____



D _____



E _____



F _____

Grammar: Adverbs of intensity

Adverbs of intensity/ quantifiers

They are used to indicate the degree or
extent of something
(How intense/extreme)

Adverbs modify verbs, adjectives, and other adverbs

Precision is **important** in artillery operations

Precision is **extremely important** in artillery operations

Common Adverbs

Very, extremely, quite, fairly, really,
much, a lot, too, so, almost, barely,
hardly, just, nearly

They go **after** the auxiliary “Be”.

After the **main verb**, or at the **end and before** the adjective



1. The 155 mm towed is quite accurate at long distances.
2. The 155 mm howitzer is extremely powerful
3. In Riobamba, it is extremely cold to operate them
4. In Machala, it is really hot to transport ammunition
5. In Engabao, it is pretty sunny to position the artillery pieces



1. The Trainees study a lot
2. They train quite a bit
3. They do not move very much
4. In Machala does not rain at all
5. The soldiers sleep a little
6. I really like this job

**A. Choose the correct adverb of intensity to complete each sentence.
More than one answer is possible**

Really just extremely very really hot

1. The recoil mechanism must be _____ accurate to ensure the correct functioning during fire
2. The corporals were _____ tired after moving the piece across rough terrain.
3. The commander was _____ ready to give the firing order when a problem was detected.
4. The correct oil level in the recuperator is _____ important for safe operation.
5. In Salinas, it is _____ to transport ammunition

B. Correct the sentence using an adverb.

1. The aiming device is barely essential for accurate firing.

2. The recoil was too absorbed by the hydro-pneumatic mechanism.

3. The soldiers were hardly efficient during the rapid-fire exercise.

4. The barrel almost weighs 4,980 pounds.

5. The panoramic sight must be aligned very carefully before any firing procedure

Speaking: weather conditions?

- A. Describe the weather conditions where you usually operate the Obús. Use expressions like: extremely hot, very windy, really cold, pretty sunny, quite a bit.**

Example:

In the coastal region training, it is **extremely hot** to operate the Obuses.

- B. Explain how much training artillery soldiers need to manage the Obuses efficiently.**

Use expressions like: **quite a bit, a lot, a little, very much**

Example:

Artillery soldiers need **quite a bit** of training to properly handle the 155 mm self-propelled.

Listening: Fires Mission

A. Task 3: Listen to a fire mission and answer the questions.



1. What is the azimuth given in the fire mission?

4, __, __, __, M_____

2. What is the distance to the objective?

__, __, __, __, M_____

3. How much should the fire be adjusted downward?

__, __, __, Meters

4. How many shots are they going to fire?

_____, shot

5. What is the objective described in the mission?

Reading: Weapons information

A. Read the text and answer the questions with T (True) or F (False).



The BM-21 rocket launcher is extremely powerful and can fire a lot of rockets in a short time. It is quite reliable when used in rough terrain and has enough mobility to move quickly. Soldiers need a lot of training to operate it efficiently. The BM-21 is very effective in neutralizing enemy positions. (Escuela de Artillería de la Fuerza Terrestre, 2022, pág. 14)

1. The BM-21 is not powerful at all. (___)
2. The launcher can fire many rockets quickly. (___)
3. The BM-21 is not reliable in rough terrain. (___)

4. It requires a lot of training to operate. (___)
5. The BM-21 is effective against enemy fortifications. (___)

B. Read the text and draw the sentences with the correct description

The Obús 155 mm self-propelled howitzer is really powerful. It requires a lot of ammunition for sustained operations. The team needs to be quite skilled to handle it efficiently. The howitzer is fairly mobile but becomes really vulnerable when moving. (Escuela de Artillería de la Fuerza Terrestre, 2022, pág. 7)



The howitzer is really		vulnerable when moving
It requires a lot of		ammunition
The team needs to be quite		skilled to handle it
The howitzer is fairly		mobile
It becomes really		powerful

C. Read the article and decide which is the best description.



Effective Field Gun



Versatile Howitzer



Mobility Challenges



The Obús 105 mm M2A2 is very effective in field operations. It can fire quite a lot of rounds per minute, making it particularly useful in support missions. The Obús is moderately easy to handle when stationary, but it becomes somewhat difficult to reposition during combat. (Escuela de Artillería de la Fuerza Terrestre, 2022, pág. 8)

Writing: An Invitation's email

A. Write an Invitation to your superior about Artillery Day, use a model to do help you

From: Captain Mora

To: General Alvear



Dear General Alvear,

I am writing to invite you to the artillery shooting event. It will take place in Enga-bao-Salinas as part of the Artillery Day. This celebration is on December 4th. During the event, you will enjoy the firing and the activities that we are going to do.

Will be honored with your presence

Kindly regards

Cpt. Mora



From:

To:

See you soon.

B. Think of Artillery's Obuses and write a description of your favorite one



The Obús of 155 mm self-propelled is extremely powerful and can fire



Military and Civilian English Instructors of the Army Soldiers Training School

CHAPTER II

Unit 4: Engineers



A



B



C



D



E



F

Ten-hut

A. Name the tools in the pictures

B. What do you think each soldier does?

Vocabulary: Military Engineers

A. Match the words to the images

Excavator Backhoes Bulldozer Water-tank Concrete-Mixer
Dump- Truck



a. _____ b. _____ c. _____

d. _____ e. _____ f. _____

Grammar: Quantifiers

Some, any, much, many

They tell us about the amount or quantity of something

Engineers carry **some** explosives

They don't have **any** wire cutters

How **much** C-4 do they carry?

How **many** engineers are in the squad?



SOME

Affirmative sentences with countable/uncountable nouns

ANY

Negative sentences and questions

HOW MUCH?

To talk about the **quantity or amount**

How much + **UNCOUNTABLE** noun

To talk about the **price**

How much + **singular or plural** noun

HOW MANY?

To talk about the **quantity or amount**

How many + **(PLURAL COUNTABLE)** noun



- + They use some wire cutters in the field
- + The Squad carries many tools for the operation
- _ Engineers don't carry any spare batteries
- _ There isn't much time left before detonation
- ? Do you need any help with the mine detector?
- ? How many charges do we need?
- ? How many soldiers are there?
- ? How much explosive is used in this mission?
- ? How much are these boots?

A. Fill in the blanks with the correct quantifier (some, any, much, many):

1. The engineers carry _____ mine detectors in their packs.
2. There isn't _____ time before the demolition.
3. Are there _____ wire cutters on the table?
4. The squad doesn't have _____ spare fuses.
5. How _____ explosives are packed for the mission?
6. They bring _____ protective gear to the site.
7. Do you see _____ warning signs nearby?
8. How _____ engineers are assigned to this unit?

B. Put the words in order, then ask and answer the questions for more information

How / carry / much / you / do / explosive /?

Q _____

A _____

engineers / many / are / How / operation / the / in /?

Q _____

A _____

they / any / have / wire cutters / Do /?

Q _____

A _____

tools / some / use / we / always / Do /?

Q _____

A _____

much / do / water / use / they / How /?

Q _____

A _____

Speaking: How many Engineers are there?

Trainee Salazar: How many engineers are there in your squad?

Trainee Gómez: There are four.

Trainee Salazar: What do they usually do during missions?

Trainee Gómez: They detect mines, clear paths, and set charges.

Trainee Salazar: Do they carry any wire cutters?

Trainee Gómez: Yes, they carry some in their tool kits.

Trainee Salazar: How much C-4 do they use?

Trainee Gómez: They use only a small amount per target.

A. PAIR WORK – Ask and answer the questions below:

1. How many engineers are there in your team?
2. What equipment do they carry?
3. Do they carry any protective gear?
4. How often do they use explosives?
5. How much time does it take to clear a minefield?

B. GROUP ACTIVITY: Guess the Tool

Vocabulary:

mine detector, wire cutter, shovel, demolition charge, C-4, protective gear

Instructions:

1. One trainee describes the function of the object without saying the word.
2. The group listens and tries to guess the correct word.

Example:

Trainee A: I use this to find buried objects. It makes a sound when metal is near.

Trainee B: Is it the mine detector?

Trainee A: Yes, it is!

Listening: Engineers' equipment

A. Task 4: Listen to the conversation and answer the questions



1. What two tools does Sergeant Ortega mention first?

2. What type of explosive is mentioned?

3. How many blocks of C-4 are packed?

4. What safety item must the engineers wear?

5. Where are the engineers going?

Reading: The Combat Engineer

A. Read the text and complete the table:



The combat engineer is a highly trained soldier who supports infantry units by removing obstacles, detecting mines, and building structures. To accomplish the tasks detecting mines and building structures. The engineer uses tools like the mine detector, wire cutter, and shovel. Furthermore,

Ecuadorian engineers operate in urban and jungle environments. An engineering team includes leader, demolition expert, and support operator. The leader gives commands and supervises the team. The demolition expert prepares charges and detonates explosives. The support operator marks mines and clears the area.

Combat engineers use C-4 to destroy enemy barriers, wearing protective gear to avoid injury, and following safety procedures and checking the fuse before every operation. Where regular training ensures success in real missions. (Comando de Educación y Doctrina Militar Terrestre, 2023, pág. 86)

Engineering Tools	Personnel Involved	Explosives Used	Action Performed
1. _____	4. _____	7. _____	8. _____
2. _____	5. _____		9. _____
3. _____	6. _____		10. _____

B. Read the text and complete the table with information:



AN/PSS-14 Mine Detector

The AN/PSS-14 is a handheld mine detector used by combat engineers in the Ecuadorian Army. It combines a metal detector and a ground-penetrating radar to locate metallic and non-metallic mines, in order to increase safety during demining operations.

The device includes a sensor head, control unit, battery pack, and audio alert system. Operationally, Engineers sweep the sensor head slowly over the ground.

If a mine is detected, the detector emits a signal and displays the location.

It is mandatory that engineers must calibrate the device before each use; they inspect the battery pack, test the signal, and adjust the ground balance. After each mission, the detector is cleaned and stored in a padded case, ensuring accurate detection and protecting the equipment from damage. (Escuela de Ingeniería del Ejército, 2023, pág. 42)

Tool Name:	Main Functions:	Parts	Maintenance Actions
1. _____	2. _____	3. _____	6. _____
		4. _____	7. _____
		5. _____	8. _____
			9. _____

C. Reading Comprehension: Choose the correct quantifier (some, any, how much, how many):



Soldiers use many materials to plant a minefield. They need some anti-tank mines, claymore mines, and some tools like shovels and compasses. Before work begins, they must check the area for any problems, such as rocks or water.

Each group has a job. One marks the area, another plants the mines, and a third one records how many mines are used and how much explosive is in each.

If there aren't any mines, the work cannot start. If the ground is soft, they need to use a hard material to fix the hole. The mines must be hidden well, and everything must be safe for friendly troops. (Escuela de Ingeniería Militar, 2023, pág. 17)

1. We don't have ____ Claymore mines left in storage.
2. ____ explosive is needed to fill a Claymore mine?
3. The engineers need to know ____ AT mines are required.
4. Are there ____ signs marking the minefield for friendly forces?
5. Soldiers must bring ____ tools to dig and plant the mines.

Writing: How many mines can you see?

A. Write five sentences using quantifiers (*some, any, much, and many*) and engineer vocabulary. Use verbs from the readings and nouns like: explosives, wire cutters, mines, tools, protective gear

Examples:

Engineers carry some demolition charges in their packs.

The technician doesn't use any extra fuses.

How many wire cutters do we have?

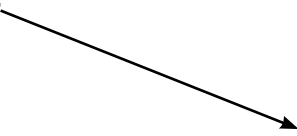
We don't have much time to complete the task.

Now write your own:

1. _____
2. _____
3. _____
4. _____
5. _____

B. Match the English terms with their Synonyms:

English Term	Synonyms
1. Mine detector	A. Explosive
2. Wire cutter	B. EPP
3. C-4 explosive	C. Magnetometer
4. Protective gear	D. Dikes
5. Fuse	E. Detonator
6. Shovel	F. E-tool



Unit 5: Communication



Ten-hut

- A. Name the communication devices.
- B. What do you think each soldier is doing?

Vocabulary: Radio Equipment

A. Match the words to the images.



a. Antenna

b. External audio

c. Handheld radio

d. Battery charger

e. Headset

f. Battery

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Grammar: Imperatives

Command Language – Imperatives



In the military, orders must be clear, direct, and immediate. That's where imperatives come in.

When you instruct the radio, use the base form of the verb. Do not say “you.” Just speak like a commander



Affirmative commands (+)

- Turn on the radio.
- Adjust the frequency.
- Repeat the message.
- Listen to the transmission.

Negative commands (-)

- Don't switch the channel.
- Do not interrupt the message.
- Don't touch the antenna.
- Do not speak without permission.

Tactical Tip: Think like a squad leader. Imperatives are your tools for clarity, control, and command – on the field and on the airwaves.

A. Fill in the blanks with the correct imperative form:

1. _____ the headset before the transmission. **(check)**
2. _____ the push-to-talk button. **(press)**
3. _____ until the signal is clear. **(wait)**
4. _____ the radio during briefing. **(don't use)**
5. _____ the message to command. **(send)**
6. _____ the frequency immediately. **(change)**
7. _____ your voice. **(lower)**
8. _____ messages when the line is busy. **(do not send)**

B. Read each situation and write a clear imperative command using appropriate vocabulary**Scenario:**

You are the radio operator in a field unit. Your commander gives you a situation, and you must write the correct imperative command to respond appropriately.

Examples:

Situation: The signal is weak and distorted. **Command:** Adjust the frequency.

Situation: You must alert Command quickly. **Command:** Transmit the message now.

Your Turn:

1. Your teammate is speaking without pressing the button.

Command: _____

2. You need to stop a soldier from touching the radio during the briefing.

Command: _____

3. The frequency is incorrect.

Command: _____

4. A message was not received. Ask for it again.

Command: _____

5. You are receiving too many calls at once.

Command: _____

6. Someone is about to switch to the wrong channel.

Command: _____

Speaking: Radio transmission

A. Conversation: You are operating a military radio. Use CODIGO-Q and imperatives to transmit and receive messages clearly.

Pair Practice - Dialogue

Soldier Garcia: *Bravo 2, this is Alpha 1. Do you copy?*

Soldier Caicedo: *Alpha 1, this is Bravo 2. I read you loud and clear.*

Soldier Garcia: *Switch to Channel 4. Press the push-to-talk button before speaking.*

Soldier Caicedo: *Roger. Switching to Channel 4. Over and out.*

Now practice in pairs:

Take turns being the **radio sender** and **receiver**.

Use these instructions and questions:

Transmitter

- Call your partner: "Do you copy?"
- Give an order using imperatives (e.g., Switch channels)
- Close the transmission: "Over and out."

Receiver

- Respond: "I read you loud and clear."
- Confirm the order (e.g., "Roger. Switching.")
- Respond appropriately

Suggested Phrases to Use:

- Do you copy?
- I read you loud and clear.
- Adjust the frequency.
- Change to Channel ____.
- Wait for the signal.
- Don't transmit yet.
- Confirm the message.
- Over and out.

Mini-Mission: Role-play the following

Trainee González is a field unit leader calling command.

Trainee Moreira is the radio operator at the command post.

Use 3 commands, 2 questions, and the proper radio call code Q.

Listening: Say again**A. Task 5: Listen and repeat the following phrases after your instructor**

These are common expressions used in military radio communication:

- | | |
|-----------------------------------|---------------------------------|
| 1. Do you copy? | 6. Change to Channel 2. |
| 2. I read you loud and clear. | 7. Don't interrupt the message. |
| 3. Say again. | 8. Over and out. |
| 4. Wait for signal. | 9. Confirm the message. |
| 5. Press the push-to-talk button. | 10. Transmit now. |

Reading: Types of radios

Military communication depends on reliable radio systems. Soldiers use different types of radios depending on the mission, distance, and terrain.

For example, the handheld radio is small and portable, and it is used for short-range operations, like patrols and checkpoints. A soldier wears a headset and presses the push-to-talk button to send a message. This radio is fast and easy to operate.



The man-pack radio is larger and carried in a backpack. It allows medium-range communication. The operator must regulate the frequency, check the battery, and follow safety procedures. It is often used during combat missions or in mountainous areas.

The vehicle-mounted radio is installed in military vehicles like armored trucks and tanks. It provides long-range and encrypted communication. The driver or commander gives orders using the radio, and the system uses a stronger antenna and internal transceiver.

Before any transmission, soldiers follow a checklist:

- Wear protective gear
- Turn on the radio
- Set the correct channel
- Wait for the signal
- Press the push-to-talk button
- Speak clearly and end with “Over and out.”

(Escuela de Comunicaciones del Ejército, 2022)

A. Read the text given and match the radio part with its function:

Term	Function
1. Headset	A. Increases signal power
2. Antenna	B. Allows the soldier to hear and speak hands-free

3. Push-to-talk button

C. Push-to-talk button

4. Frequency dial

D. Frequency dial

1. ____

2. ____

3. ____

4. ____

B. From the checklist in the reading, extract 4 imperative sentences:

1. _____

2. _____

3. _____

4. _____

C. Using the reading “Types of Radios” Complete the chart:

Type of Radio	Use Case / Location	Special Feature
Handheld radio	_____	_____
Man-pack radio	_____	_____
Vehicle-mounted radio	_____	_____

Writing: Military Transmission

A. Write five short imperative commands you give during a radio transmission. Use Unit 5 vocabulary.

Examples:

- Switch to Channel 4.
- Confirm the coordinates.
- Press the push-to-talk button.
- Don't speak until the signal is clear.
- Adjust the frequency now.

Now write your own:

1. _____
2. _____
3. _____
4. _____
5. _____

B. Radio Log Practice:

Imagine you are a radio operator in a field operation. Write a short radio log entry (4-5 lines) describing a transmission. Use proper military phrases and imperatives.

Model:

08:45 – Alpha 1, this is Bravo 3. Switch to Channel 5.

Confirmed transmission. Ordered standby.

Transmission ended with “Over and out.”

Time:

Unit 6: Military Intelligence



Ten-hut

- A. Can you name some activities in the pictures?
- B. What are they doing?

Vocabulary: Silent War

A. Look at the pictures. Match each picture with the correct vocabulary word from the box.



Word Bank:

- A. Camouflage suit
- B. Safety hook
- C. Extraction rope
- D. Fast rope
- E. Recon patrol
- F. Combat boat

Match:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Grammar: Present Continuous

We use the Present Continuous to describe actions that are happening now.

◆ Structure:

Subject	Be (am/is/are)	Verb + ing	Example
I	am	observing	I am observing the objective.
He/She/It	Is	scanning	She is scanning the enemy zone.
We/You/They	are	recording	They are recording enemy movement.

In military operations, intelligence personnel report what is **currently taking place**. This tense is useful when **observing, recording, or communicating live updates** in real time.

Affirmative:

- The observer is watching the compound.
- We are gathering information from the field.
- The patrol is moving silently through the forest.



Negative:

- The agent is not transmitting the coordinates.
- They are not using the GPS.
- I am not listening to the enemy radio.

Questions:

- Is the team using night vision?
- Are they taking photos silently?
- What is the recon unit doing right now?



A. Complete the sentences with the correct form of the Present Continuous

1. The patrol _____ (move) through the jungle.
2. The radio operator _____ (not send) the message.
3. What _____ you _____ (record) with that camera?
4. I _____ (wear) a camouflage suit.
5. They _____ (gather) intel from the post.
6. We _____ (not use) the combat boat right now.

B. Put the word to form present continuous questions:

1. is / recon / the / where / going / team /?

2. taking / who / is / photos / the /?

3. coordinates / they / are / the / transmitting /?

Speaking: What are you recording?

A. Pair Practice – Speech Bubbles: Look at the dialogue and read it aloud in pairs. Then create your own.

Mr. Zambrano: *What are you recording?*

Mr. Romero: *I'm recording enemy movement near the extraction point.*

Mr. Zambrano: *Is the recon patrol using the combat boat?*

Mr. Romero: *No, they are hiding under camouflage nets*

👤 A. Pair Practice – Dialogue Soldier A: What are you recording? Soldier B: I'm recording enemy movement near the extraction point. Soldier A: Is the recon patrol using the combat boat? Soldier B: No, they are hiding under	🗣️ Useful Phrases • What is the observer doing? • I'm recording with a silent camera. • They're moving through the jungle. • We're not using the GPS. • He's securing the safety hook. • She's scanning the area with night vision goggles.
--	--

Now create your own:

Private A: _____

Private B: _____

Private A: _____

Private B: _____

B. Pair Visual Prompts – Describe what is happening: Look at the 'Vocabulary: Silent War' pictures. Ask and answer questions about what each team is doing.

Example:

Picture 1 – What are they doing? They're wearing camouflage suits.

Picture 2 – Is the team boarding the boat? Yes, they're boarding the combat boat.

Now write 2 of your own:

Picture ____ What are they doing? _____

Picture ____ What is the operator doing? _____

Listening: Sergeant Information



A. Task 6: Listen and Tick:

Your instructor will read or play a mission audio report. Listen carefully. Tick the items that are mentioned in the Sergeant's report.

Word Bank:

- ☐ Camouflage suit
- ☐ Combat boat
- ☐ Silent camera
- ☐ GPS coordinates
- ☐ Extraction point
- ☐ Fast rope
- ☐ Radio signal
- ☐ Drone feed
- ☐ Observer
- ☐ Safety hook

Reading: Military Intelligence

A. Write T (true) or F (false) based on the reading

1. The recon patrol always moves in vehicles. (___)
2. The observer is recording with a loud camera. (___)
3. GPS and night vision are used by the patrol. (___)
4. Soldiers speak often during operations. (___)
5. The team uses fast rope systems during extraction. (___)
6. Military intelligence supports mission success. (___)

Inside the Silent War

Military intelligence units are essential in modern operations; they work silently behind the frontlines, gathering data that helps commanders make decisions.

A recon patrol usually includes an observer, radio operator, and navigation specialist, who are wearing camouflage suits and are moving quietly through forests or urban areas. The observer records enemy activity using a silent camera, night vision goggles, and GPS devices to move safely and secretly.



In a mission, soldiers do not talk; they signal with hand gestures. The radio operator listens for encrypted messages and sends updates to headquarters. The patrol watches enemy movement and marks coordinates for artillery or rescue teams.

When the operation ends, the team prepares for extraction. They often wait at an extraction point with a fast rope system, safety hooks, and combat boats if needed. Every movement matters because one sound, one mistake, can compromise the entire mission.

These silent warriors are always gathering, analyzing, and transmitting – not just information, but the key to mission success. (Comando de Educación y Doctrina Militar Terrestre, 2018, pág. 18)

B. Based on your reading comprehension, answer the questions

1. What equipment is the observer using?

2. What is the radio operator doing during the mission?

3. How do the soldiers move and communicate?

4. Where does the team go after the mission ends?

5. What makes the mission dangerous?

C. Underline five verbs in Present Continuous from the text. Write your own sentences:

1. _____
2. _____
3. _____
4. _____
5. _____

Writing: My favorite job

A. Brainstorming: Military Intelligence Roles.

Check (✓) the job that you prefer. Then write something this role usually does.

☒	Job Title	Typical Duties
☐	Observer	1. _____
☐	Radio Operator	2. _____
☐	GPS Navigator	3. _____
☐	Extraction Team	4. _____
☐	Camouflage Specialist	5. _____

B. Write 5 - 7 sentences describing your favorite job and what you (or someone in that role) are doing during a mission. Use Present Continuous where possible

Example:

My favorite job is being a radio operator. First, I carry my radio and listen carefully for the signal. Then, I transmit updates to Command while the team waits near the extraction point. At the same time, we use GPS to confirm the coordinates. However, I do not speak out loud because the enemy is close. Therefore, we move silently through the trees to avoid detection.

Now write your own:



CPL. Janeth Sayavedra, Administrative Specialist, Military Staff-ESFORSFT

CHAPTER III

Unit 7: Aviation



Ten-hut

- A. Describe and compare the pictures. What are the people doing?
- B. Which helicopter is better? Which one is bigger?

Vocabulary: Helicopters

A. Label the words with the correct images

Insignia - helicopter - cabin - hangar - aviation's school - plane



Grammar: Comparatives

Comparatives

We use them to compare two things or show changes.

The form depends on the number of syllables in the adjective

Adjectives

Fast, noisy, heavy, small, dangerous, comfortable, funny, far, tall, strong, easy, and big



Rules

One syllable:

Add er + than

More than one syllable

More + adjective + than

End in consonant + y

Erase "y" and change to "ier."

Irregular:

They are different

Good – better

Bad – worse

Far – further/ farther

Inferiority: Less than

1. A helicopter **is** *faster* **than** a paraglider.
2. The pilot's job **is** *more important* **than** the flight attendant's job.
3. A paraglider **is** *heavier* **than** a helicopter.
4. The helicopter **is** *better* **than** the plane for landing in remote or hard-to-reach areas.
5. This plane **is** *less expensive* **than** this one

A. Find the mistake in each sentence and rewrite it correctly

Ex: 0. The Beechcraft B2 *is more light* than the Arava.

The Beechcraft B2 is **lighter** than the Arava.

The Arava is slower than the Citation.

The CASA CN235 is biggest than the Cessna TU-206.

The Fennec is more small than the Puma.

The Cessna TU-206 is cheap than the M28.

B. Look at the pictures and choose the correct comparative adjective



Type: CASA CN235-300
Max Speed: 450 km/h
Weight (kg): 15,500
Year: 1988
Capacity: 48 pax



Type: BEECHCRAFT B2
Max Speed: 450 km/h
Weight (kg): 5,670
Year: 1980
Capacity: 6 pax



Type: CESSNA CITATION
Max Speed: 870 km/h
Weight (kg): 7,500
Year: 1993

1. The Cessna Citation is **faster/ slower** than the Beechcraft B2.
2. The Beechcraft B2 is **lighter/ heavier** than the CASA CN-235.
3. The Citation is **more/ less** modern than the CN-235.
4. The CN-235 is **bigger/smaller** than the Beechcraft B2.
5. The Citation is **cheaper/ more expensive** than the Beechcraft B2.

Speaking: Let's Compare

A. Speaking Cards

AIRCRAFT

- Are fighter jets faster than transport planes?
- Is a stealth aircraft more advanced than a conventional one?
- Are drones easier to operate than manned aircraft?

EQUIPMENT

- Is a radar system more reliable than visual observation?
- Are night vision goggles more useful than regular binoculars?
- Is a flight helmet safer than a standard helmet?

TRAINING

- Is simulator training more effective than live training?
- Are ground school lessons easier than flight lessons?
- Is teamwork more important in military training than in civilian

B. FIND SOMEONE WHO... Use the information, ask for students' answers.

QUESTIONS	TRAINEE'S NAME
...thinks an engineer is better than a technician.	
...has more aircraft experience than a mechanic.	
...believes the M28 is cheaper than the Cessna TU-206.	
...has more knowledge of fuels than Sgt. Calero.	
...is younger than a Beechcraft B2.	

Listening: Plane Instructions



A. Task 7: Listen to the information and complete the missing words

Less Faster More Than Smaller

Good morning, soldiers.

Today, we will talk about airplanes and how they compare to helicopters. This knowledge is essential for your training in military aviation and for making the right decisions during different missions.

First, remember: an airplane is 1 _____ than a helicopter. That means it is better for long-distance missions where speed is important.

Second, an airplane is heavier 2 _____ a helicopter. Because of this, it needs a longer runway to take off and land. A helicopter, on the other hand, can land in 3 _____ and tighter areas. So, helicopters are 4 _____ flexible, but airplanes are more stable in the air.

When flying an airplane, you must follow all procedures with precision. Airplanes fly at higher altitudes and are more affected by weather conditions. Always check your instruments; an airplane is more complex than a helicopter, so more attention is required.

In emergencies, airplanes are 5 _____ maneuverable, so you must be more careful. Communication with the control tower is also more important due to speed and height.

Reading: Ecuadorian Aviation



Helicopter vs. Airplane

A helicopter is a popular type of aircraft. In fact, it is lighter than an airplane. Instead of wings, a helicopter uses one or more horizontal rotors, which are more important than wings in this type of aircraft. These rotors help the helicopter go up and stay in the air. Furthermore, a helicopter is more flexible than an airplane; therefore, it can take off and land more easily in small places.

On the other hand, an airplane is a bigger and heavier aircraft. It is also faster than a helicopter. In addition, an airplane has large wings on the sides and uses one or more engines for propulsion. As a result, airplanes are more stable in the air; however, they need a long runway to take off or land. (Escuela de Aviación del Ejército, 2025)



A. Based on the reading, choose the TRUE sentence

1. A helicopter is smaller than an airplane.
2. Airplanes are more flexible than helicopters.
3. A helicopter uses wings for flying.

B. Read the text carefully, and complete the table with the correct adjectives.

Feature	Helicopter	Airplane
Weight	Lighter	
Speed	Slower	
Size		Bigger

C. According to the reading, complete the sentence with the correct word.

better - more flexible- faster- more useful - lighter

An airplane is _____ than a helicopter.

Helicopters are _____ in small places.

A helicopter is _____ than an airplane.

Helicopters are more _____ than airplanes.

Airplanes are _____ for long-distance flights.

Writing: It is bigger than

A. Write 5 comparative sentences using the following words:

Example: An airplane is faster than a helicopter.

1. Big _____
2. Fast _____
3. Useful _____
4. Heavy _____
5. Flexible _____

B. Complete simple sentences with a provided comparative of the word in parentheses.

1. A plane is _____ (fast) than a bicycle.
2. A helicopter is _____ (useful) for landing in cities.
3. The pilot's job is _____ (important) than the passenger's job.
4. New planes are _____ (safe) than old planes.
5. A glider is _____ (light) than a cargo plane.

Unit 8: Ordnance



Ten-hut

- A. Do you know the equipment that they are using? Which is the best?
- B. Describe the equipment that you are familiar with

Vocabulary: Military Weapons

A. Match each image with the correct description.



A. Pistol



B. Riot shields



C. Trufly



D. Rifle HK-33E



E. Stun grenade



F. Body armor

Lethal weapons	Non-lethal weapons	Body-equipment

Grammar: Superlatives

Superlatives

We use them to compare three or more things and show which one is the most or least of a quality.

The form depends on the number of syllables in the adjective

Adjectives

Crowded, disciplined, brave, veteran, armed, professional, allied, competent, powerful, modern, large, fast.



Rules

One syllable:

Add is the + est

More than one syllable

The most + adjective

End in consonant + y

Erase "y" and change to "iest"

Irregular:

They are different

Good - better - best

Bad - worse - worst

Far - further - furthest

Much - more - most

Little - less - least

1. This helmet is the **smallest**.
2. The Esforsft is the **most crowded** school in the Army.
3. Mr. Armijos is the **angriest** instructor at Esforsft.
4. Machachi has the **worst** weather areas for training

A. Choose the correct superlative form of the adjective in parentheses

1. The Glock 19 is one of the _____(light) pistols in military service.
2. The Jaguar M1 is the _____ (comfortable) uniform.
3. The MI-171 is the _____ (powerful) helicopter in our unit.
4. The camouflage tent is the _____ (big) shelter available for base camps.
5. The Browning pistol is one of the _____ (old) weapons still in use.
6. The old communication radio is the _____(bad) equipment in terms of signal range.

B. Match each image with the correct superlative description.



A. Alfa M2 boots



B. Combat poncho



C. Generator



D. Beretta 92

1. The best option for urban close-combat

2. The most useful rain protection in tropical climates.

3. The most resistant soles for jungle environments.

4. The most reliable power source in the field.

Speaking: What is the most....?

- A. Ask and answer questions about which is the most useful weapon in the Army. Use three or more adjectives to do it.**

Example:

What is the most useful weapon at ESFORSFT?

The HK-33 rifle is one of **the most used** at ESFORSFT. It must be clean. A dirty weapon **is the worst** mistake in combat.

- B. Use superlative grammar with ordnance-related vocabulary. Ask your partner the following question**

"What is the most important ordnance item in your opinion, and why?"

Example: "We think the most important ordnance item is the rucksack because it carries a lot of the military equipment"



Listening: Arms and ammunition



A. Task 8: Listen and fill in the blanks with the correct superlative

1. The HK-33 is one of the _____ rifles.
2. It is the _____ for long missions.
3. It is the _____ weapon in jungle zones.
4. Soldiers must train with the _____ discipline.

Reading: Armory and ammunition

The Glock 19 is one of **the most modern** pistols in service. In addition, it is **the lightest**, which makes it easier to carry. For this reason, many officers prefer it because it is **the best** for close combat. Furthermore, compared to older models, the Glock is the most reliable.



A. Read the text and select the title you think corresponds to the information

1. The Best Combat Pistol – Glock 19
2. The Most Powerful Ammunition

B. According to the reading, write (T) true or (F) false.

1. The Glock 19 is heavier than other pistols. ()
2. It is one of the most modern pistols. ()
3. The Glock 19 is the best pistol for close combat. ()

C. Read the text. Then match the phrase.***The Oldest Sidearm - Browning Pistol***

The Browning pistol is one of the oldest weapons still in service. It uses 9 mm bullets and is known for its simple design. It is not the most powerful, but it is one of the most durable pistols. Some units still use it because it is the most trusted by older personnel.

Sentence Fragment

1. The Browning is one of the
2. It is not the
3. It is the

Ending

- a. most trusted pistols.
- b. most powerful handguns.
- c. oldest weapons still in service

Writing: She is the best**A. Correct the Mistakes. Then underline and fix the wrong word.**

1. The Beretta is goodest for self-defense.

2. This is the more clean rifle in the group.

3. The tent is biggerest than the others.

4. That helmet is the more strong one.

5. She is the bestest at shooting drills

B. Unscramble the Sentences. Put the words in the correct order.

1. is / pistol / this / best / the

2. soldier / strongest / is / he / the

3. goggles / most / are / protective / these

4. rations / the / complete / most / are

5. the / boots / heaviest / are / those

Unit 9: Quartermaster



Ten-hut

- A. What did they do yesterday?
- B. Tell your partner the duties you did as a quartermaster trainee

Vocabulary: Military Equipment

A. Write each word in the corresponding place

Rucksack - Machete - Jaguar-uniform - Tactical chair - Combat Loat



GRAMMAR: Simple Past

Simple past

We use it to talk about actions or events that were completed at a specific time in the past.

Simple past is often used with time expressions like “yesterday,” “last week,” “a year ago,” or a specific date (in 2025).

Simple past (TO BE)

She **was** on duty yesterday

She **wasn't** on duty yesterday

Was she on duty yesterday? Yes, she was/ No, she wasn't

They **were** military guys, but they retired

They **weren't** military guys

Were they military guys? Yes, they were/ No, they weren't

Regular & Irregular

Regular:

Add **-ed** to the base form.

He **worked** as an English Instructor.

He **didn't** work as an English Instructor.

Did he **work** as an English Instructor?

Yes, he **did**

No, he **didn't**

Irregular:

They do not follow the rule; their forms must be memorized.

The ESFORSFT **bought** new tactical vehicles

The ESFORSFT **didn't buy** new tactical vehicles

Did the ESFORSFT **buy** new tactical vehicles?

Yes, the ESFORSFT **did**

No, the ESFORSFT **didn't**

The authorities **were** in the graduation ceremony

Lieutenant Silva **was** the master of ceremonies

They **were not** ready for the inspection

He **did not** go to the training camp

Did he see the Platoon movie?

Did we clean the rifle yesterday?



A. Fill in the blanks using the correct past simple form of the verbs.

1. The soldier _____ to the training. (not go)
2. We _____ the report after the inspection. (write)
3. The team _____ the equipment to the training area. (take)
4. _____ we _____ the oil for the engine? (forget)
5. I _____ the maintenance instructions. (not understand)
6. Silva Fernando _____ (be) a great director
7. Eloy Alfaro and Simon Bolivar _____ (be) famous commanders
8. _____ you _____ (go) to the maintenance workshop yesterday?
9. We _____ (not see) any damage on the vehicle.
10. When _____ you _____ (buy) this pistol?

B. Rewrite the sentences in the negative form

1. The technician repaired the night vision device.

2. The soldiers assembled the weapon.

3. We tested the communication system.

4. The sergeant trained the recruit.

5. The unit deployed to the field.

6. The engineer calibrated the radar.

Speaking: Describing equipment

A. Pair Activity: Interview

Instructions: Ask and answer the questions using the simple past.

Example:

When did you use this equipment?

I used it when I was in the jungle

Did you repair it?

Which parts did you change?

Did you clean it?

B. In small groups, describe the steps of a past action or maintenance you did. Use an expression to identify the past.

Example:

Student 1: First, we cleaned the rifle **yesterday**.

Student 2: Then, we checked the magazine **last year**.

Student 3: Later, we tested the trigger **last month**.

Now you own:

Trainees A. _____

Trainees B. _____

Trainees C. _____

Listening: Uniforms



A. Task 9: Listen to the audio and put the sentences in the correct order.

- _____ I polished my boots.
- _____ I packed everything.
- _____ I washed my uniform.
- _____ I checked my equipment.
- _____ I repaired a tear.

Reading: Rucksack

Rucksack Maintenance

Yesterday morning, the trainees **checked** their rucksacks before the mission. First, they **inspect-**
ed the exterior carefully. During the inspec-
tion, they **found** some broken buckles and torn
straps. Then, the maintenance team **repaired** the
damaged parts in the workshop. In addition, they

cleaned the inside compart-
ments and **replaced** the miss-

ing clips. After the repairs, the trainees **packed**
their equipment and **carried** the rucksacks to
the vehicle. Finally, Colonel Silva **called** the
shots to keep the rucksacks in good condition
after every mission.



A. Read the information about “Rucksack Maintenance”, and list the simple past verbs.

B. Read the text again. Then write T (True) or F (False) to the following questions:

1. The soldiers cleaned their uniforms before the mission. _____
2. Some rucksacks were broken and had torn straps. _____
3. The maintenance team repaired the rucksacks in the field. _____
4. The soldiers packed their equipment after the repairs. _____
5. The commander ordered the rucksacks to be thrown away. _____

C. Match the words with their definitions.

Words	Definition
1. Buckle	a. A bag carried on the back
2. Compartment	b. Part used to fasten a strap
3. Rucksack	c. Section inside a bag
4. Equipment	d. Fix something broken
5. Repair	e. Tools or items for a purpose

Writing: I used to wear

A. Write 5 sentences about the uniform you used to wear during your basic training.

Use this sentence starter:

"I used to wear..."

Include items like: helmet, boots, camouflage, tactical vest, gloves

Example:

I used to wear a Jaguar uniform.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Write a short paragraph (3-5 sentences) about a maintenance task you did in the past.

Use Past Simple verbs like: checked, cleaned, repaired, replaced, and inspected.

Mention objects like: rifle, radio, engine, battery, weapon.

Example:

Yesterday, I checked my rifle. I cleaned the barrel and replaced the battery in my radio.



General Silva's Farewell Ceremony "Commanders Memorial Park"

CHAPTER IV

Unit 10: Transportation



Ten-hut

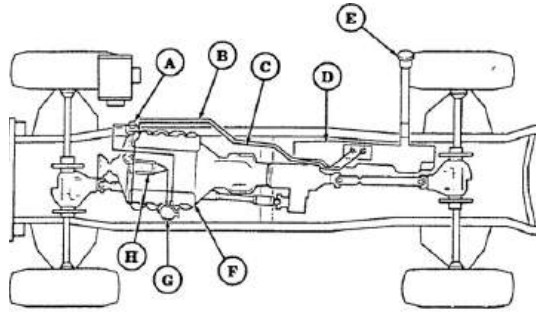
- A. What do these pictures have in common? Describe them.
- B. Which are the most important military vehicles?

Vocabulary: Vehicles

A. Label the pictures with the correct words

Cab - wheels - engine - steering wheel - headlights - cargo bed













Grammar: Present Perfect

Present Perfect

HAVE + Past Participle

- + They **have driven** a HOWO truck.
- + They **have never driven** a HOWO truck.
- They **have not driven** a HOWO truck.
- ? **Have** they **driven** a HOWO truck?

HAS + past participle (He, She, It)

- Captain Pérez **has checked** the engine.
- Captain Pérez **has not checked** the engine.
- Captain Pérez **has never checked** the engine.
- ? **Has** the captain Pérez **checked** the engine?

Ever & Never

They refer to an event happening (or not) at any time up to now

EVER is used in present perfect questions:
Have you ever...?

NEVER is used in affirmative sentences, but the meaning is negative. Also, at no time in the past

**A. Complete the dialogue with the present perfect form of the verbs.
Then practice with a partner.**

Have you ever (drive) _____ a HOWO 4x4 truck?

B: Yes, I _____ (have). I drove it during the training week.

A: Nice! I (never / check) 3_____ the fuel tank before.

B: Oh, I _____ (have). It's part of our daily tasks.

A: What about the tires? (You / repair) _____ a flat tire?

B: No, I _____ (have not). That sounds difficult.

B. Complete the sentences with the present perfect form of the verb in parentheses. Then ask your partner.

1. Soldier Betancourt _____ (check) the oil level.
2. The general _____ (not drive) a HOWO truck.
3. Lieutenant Morocho _____ (clean) the windshield.
4. Trainee Rivera _____ (inspect) the tires.
5. Soldier Calero _____ (not repair) the brakes.
6. Mr. Borja _____ (not use) the horn today.

Speaking: Travel experiences

A. Group Work: Find someone who...?

Ask your classmates' questions using Have you ever...?, and write the verb in the correct form. Ex: Have you ever cleaned a windshield?

Have you ever checked a fuel tank?

Task - Have you ever...	Name
...drive a HOWO bus?	_____
...check a fuel tank ?	_____
...clean a windshield?	_____
...use the horn during a mission?	_____
...fix a flat tire?	_____
...inspect the brakes?	_____

B. Conversation: Roleplay

Work in pairs. One student is a vehicle inspector, the other is a soldier reporting what they have done. Follow the example.

Colonel Mera: *Good morning, soldier. I need to check the vehicle report.*

Soldier Andino: *Good morning, sir. I'm ready.*

Colonel Mera: *Have you checked the oil level?*

Soldier Andino: *Yes, I have. I checked it this morning.*

Colonel Mera: *Have you cleaned the mirrors?*

Soldier Andino: *No, I haven't. I will do it now.*

Colonel Mera: *Have you tested the horn?*

Soldier Andino: *No, I haven't tested it yet.*

Colonel Mera: *Ups! Please, complete the missing tasks.*

Soldier Andino: *Wilco, sir. Right away.*



Listening: Have you ever driven a HOWO before?



A. Task 10. Listen to the dialogue and write T (True) or F (False). Then correct the false statements.

1. ___ Trainee Torres has driven a HOWO truck before.
2. ___ He has inspected the fuel tank today.
3. ___ He checks the mirrors before driving.
4. ___ The sergeant says inspections are not necessary.
5. ___ The engine didn't start once because the battery was dead.

Reading: Multi-purpose Vehicles

Before Driving

Initially, before driving a military truck, soldiers have completed a full inspection of the engine compartment while the engine is off. Subsequently, they have checked the levels of oil, water, hydraulic fluid, brake fluid, and battery electrolyte. Furthermore, they have inspected the fan belt to ensure it is tight. Additionally, they have looked for any leaks or loose electrical connections. Consequently, these checks have helped prevent accidents or damage during the mission. (Comando de Educación y Doctrina Militar del Ejército, 2015)



A. Read again carefully. Decide if the sentences are (T) True or (F) False.

1. Soldiers have checked the engine while it was running. _____
2. They have inspected the fan belt before driving. _____
3. They have forgotten to check the brake fluid. _____
4. Soldiers have looked for leaks before starting the engine. _____

While Driving

During the drive, soldiers have avoided driving too fast, especially on bad roads or off-road areas. Meanwhile, they have monitored the instrument panel to verify that the vehicle is operating correctly. Furthermore, many drivers have heard unusual sounds such as squeaky belts or noises coming from the engine and transmission. In addition, others have detected warning signs like the smell of burning brakes or excessive fuel smoke. Indeed, these signs are serious. Therefore, if a soldier has noticed any problem, they should report it immediately.



B. Choose the correct option (A, B, or C) for each question. Then write your answer in a full sentence.

1. What have soldiers done during the drive?

- A. Washed the vehicle
- B. Avoided high speed
- C. Reported oil levels



2. What have some drivers heard?

- A. Music on the radio
- B. Quiet engine
- C. Strange noises

C. Read the last part of the manual and put the actions in the correct order. Use numbers 1-5. After driving

After driving, trained soldiers have checked the tires, lights, and oil again. Afterward, they have looked for leaks or flat tires. Moreover, many of them have refueled the vehicle to prepare it for the next use. If any problem has been detected, they have reported it to the mechanic. Finally, they have washed the vehicle to keep it clean and ready for the next operation.



- ☐ A. They have informed the mechanic about the problems.
- ☐ B. They have refueled the vehicle.
- ☐ C. They have checked the lights and tires.
- ☐ D. They have looked for oil leaks.

Writing: Have you ever?

A. Think of your experience driving a military vehicle. Answer the questions.

1. Have you ever driven or inspected a military vehicle?
2. What parts of the vehicle have you checked or used?
3. Have you ever had a problem or a special experience while driving or inspecting the vehicle?

B. Write about your experience driving a military vehicle. Use the model and your answers in Part A to help you.

My experience driving a HOWO truck.

I have driven a HOWO truck many times. Before every trip, I have checked the engine. I have also cleaned the cab and inspected the wheels. Once, I heard a strange sound coming from the cargo bed. I have never forgotten to check the lights and tires. Recently, driving military vehicles has been a great experience.

Unit 11: Specialist Rank



Ten-hut

- A. Look at the pictures. What are they doing?
- B. Talk with your buddy. Why do you think these jobs are important for soldiers?

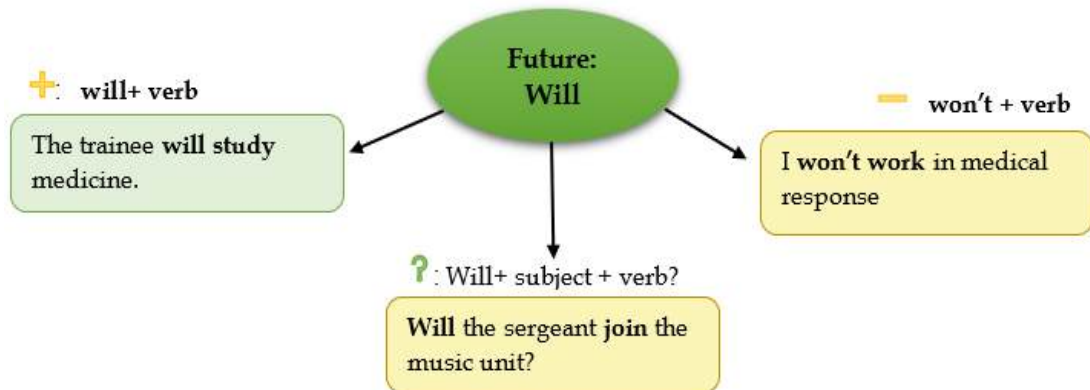
Vocabulary: People

A. Match the medical terms or combat incidents with the pictures. Then talk to your partner. What will you do in each situation?

- a. Tourniquet
- b. Gunshot wound
- c. Fracture
- d. Amputation
- e. Burn
- f. Hypothermia
- g. Tactical stretcher
- h. Casualty evacuation



Grammar: Future/predictions



A. Read the conversation. Circle the correct option in each sentence.

1. A. Hey! What **will / does/is** you do after we finish this course?
2. B. I **will / am / going** to join the medical staff. I want to help in emergencies.
3. A. Nice! I saw a practice where they **will / won't/ would** use a **stretcher/ trumpet/folder** to carry an injured soldier.
4. B. Yes! It was intense. I think I **will / do / am**, learn how to use a tourniquet too.
5. A. That's useful. I **won't / don't / didn't** work in Sanity. I prefer office work.

B. Read the situations and complete the sentences using "will" and a verb from the box.

help – study – use – join

1. A soldier has a gunshot wound.
The medic _____ him.
2. The trainee loves music and plays the trumpet.
He _____ the music unit.
3. Mr. Trejo wants to be part of the administration team.
He _____ administration.

4. Captain Betancourt and Lieutenant Rojas need to move an injured soldier.

They _____ a tactical stretcher.

Speaking: Will you help people?

A. Conversation

CPL 1ST CAMINO: What will your job be in the mission?

CPL 2ND MORA: I will be part of the medical staff. I will help the injured soldiers.

CPL 1ST CAMINO: That's great. What will you do exactly?

CPL 2ND MORA: I will use a tourniquet and carry a tactical stretcher.

CPL 1ST CAMINO: What about you?

CPL 2ND MORA: I will work in Administration. I will organize the supplies and prepare the reports.

CPL 1ST CAMINO: That's important too! Will we work together?

CPL 2ND MORA: Yes, we will. We are all part of the same team.

B. Work in groups of three. Read the situation and talk about what each person will do. Use "will" to make future sentences.

A rescue mission will take place in the jungle, where Several soldiers have been injured. As the situation is urgent, your team must act fast. Each person has a role.

- **Talk about your future role. Use "will" and action verbs.**

Example:

I will use a tourniquet.

I will carry the tactical stretcher.

I will organize the reports.

I will play music during the ceremony.



- Present your group's conversation to the class

Listening: Operation Jungle Rescue



A. Task 11: Listen to a mission briefing and identify the responsibilities of each team.

What kind of tasks do you think the medical team, the administration team, and the music team will do during a rescue mission?



Listen to the officer's briefing. Write two or three things each team will do.

Medical Specialty

What will they do?

Administration Specialty

What will they do?

Music Specialty

What will they do?

Reading: Trainees/specialists

A. Read about Ecuadorian Army NCOs' Specialist at ESFORSFT and match the headings below.

Military Music - Medical Support - General Administration

Ecuadorian Army NCO's Specialist

In the Ecuadorian Army, every specialist has an important role; some soldiers will organize information, others will give medical care, or play music for special events. In this reading, you will learn about them.



They play an important role in the army, especially at Esforsft. They will provide first aid to injured soldiers during missions in dangerous areas like jungles. Furthermore, they use tactical stretchers to carry people, stop bleeding, and treat burns or bullet wounds. In addition, they work closely with doctors and nurses during the medical procedures to save lives and reduce the number of victims.



The general administration's soldiers will help the army stay organized. They will write official documents like reports and manage information. Also, their work requires clear writing, good organization, and attention to detail. In the field or in the office. Moreover, they help commanders with important files and orders. In the future, administration teams will support both combat and planning operations. Their professional skills have been essential to keep the army running efficiently and efficiently.



Musicians play national cadences during parades, official ceremonies, and military funerals. These soldiers have to practice regularly, travel with different units, and support self-confidence. In addition, their music gives strength and pride to other soldiers. In the future, military bands are going to be part of important public and military events, sharing Ecuadorian culture and encouraging discipline, unity, and motivation throughout the army. (Centro de Estudios Históricos del Ejército Ecuatoriano, 2025)

B. Read the text again. Then answer the questions in complete sentences

1. What will the medical team do to help injured soldiers during missions?

2. What kind of documents will administration soldiers prepare?

3. Why will the music team be important during military events?

4. How will the medical team reduce the number of casualties?

C. Read the Ecuadorian Army NCO's Specialist, and find 10 future predictions

Example:

1. This team will play a vital role

Write your own:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Writing: I will be a soldier

A. Imagine your future as a specialist soldier. Choose one of the following specialty duties. Then answer the questions.

Medical Staff - Administration Soldier - Military Band Member

1. What will your main tasks be? _____
2. Who will you help or support? _____
3. What will be important in your job? _____

B. Write a paragraph of 60 words describing what you will do in your job as a specialist soldier. Use the model to help you.

Army's Future

Mr. Vasquez will work as part of the medical team at ESFORSFT. He will help injured soldiers during missions and provide first aid, for example, wounds, injuries, and burns.

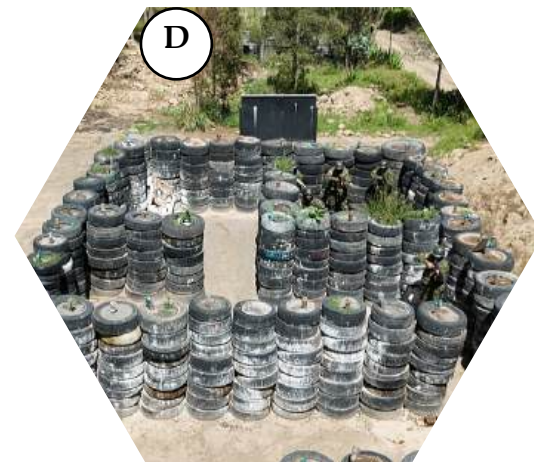
Additionally, he uses tactical stretchers to evacuate soldiers to safe areas when necessary. Furthermore, his role is essential because it helps to save lives during critical situations. Finally, he is always ready to support his team in dangerous missions and medical emergencies.



Unit 12: Urban Operations



-The soldiers of the homeland do not know luxury, but glory. -
Jose de San Martin



Ten-hut

- Look at the pictures. Describe each one to your buddy.
- Identify each phase of the operation. Why is Urban Combat important for soldiers?

Vocabulary: Urban Combat

A. Complete the phrases with the correct words. Then compare your answers.

Room

Forward

Position

Area

Formation



1. Clear a _____



2. Patrol _____



3. Search the _____



4. Rear _____



5. Move _____



6. Take _____

B. Use the words from activity A to complete the sentences about urban combat.

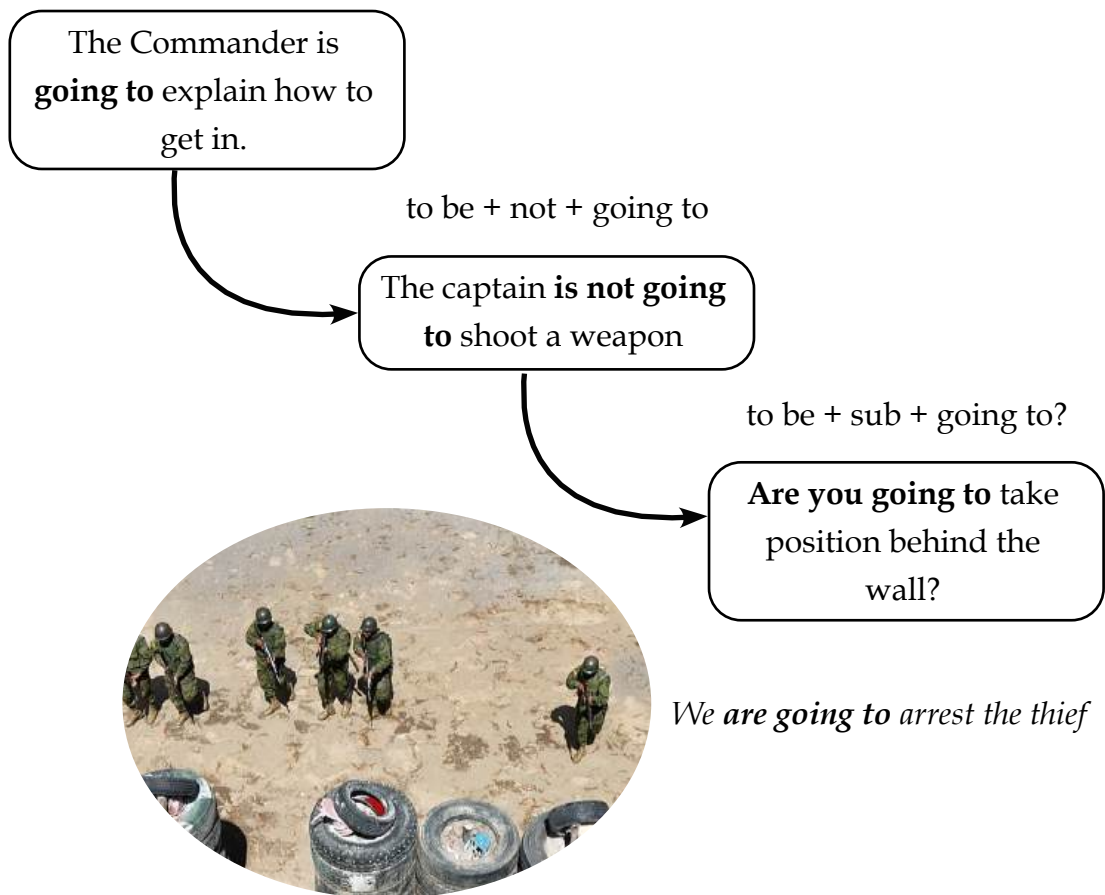
1. The team is going to _____ before entering the building.
2. You are going to _____ along the wall carefully.
3. We need to _____ to find hidden enemies.

4. The soldiers are walking in _____ through the city.
5. The sniper is going to _____ on the roof.
6. The _____ protects the team from the back.

Grammar: be going to + verb

Be going to / Future certain plans

BE + GOING TO + VERB



A. Use, be going to, and the words in parentheses to complete each sentence.

1. The squad _____ (move forward) to the next building.
2. CPT_1ST Molina _____ (check the corner) before we enter.

3. The commander _____ (give instructions) to the squad.
4. The trainees' _____ (clear the barracks) together.
5. The rifle man _____ (cover the entrance) while I enter.
6. The last trainees _____ (watch our backs).

B. Unscramble the words to make sentences using be going to.

1. is / team / the / to / enter / going / building / the

2. to / take / we're / going / position / behind / wall / the

3. formation / patrol / a / to / use / going / are / they

4. is / going / rear / watch / our / to / the / backs / guard

Speaking: We are going to shoot

A. In small groups, plan a short mission and describe what each team member is going to do. Fill in the table below.

Name	Role & Action	Sentence with going to
Trainee Rivera	Check corners	<i>I am going to check the corners.</i>

B. Create a conversation with the information from the table. Then present to another group, simulating the real situation. Follow the conversation below.



A squad is planning an urban combat simulation. One soldier is the team leader, and the others are reporting what they are going to do.

Sergeant Bravo: Alright, team. We're going to enter the training area from the north gate.

Soldier Torres: Yes, SR. I'm going to clear the first room on the left.

Soldier Guevara: I'm going to hunt the hallway and check for anything.

Team Leader (SGT_1ST. Bravo): Good. I'm going to take a position near the wall and cover you both.

Soldier Lema: I'm going to be the last guard. I'll make sure nobody attacks from behind.

Team Leader: (SGT_1ST. Bravo): Excellent. After clearing the building, we're going to meet at the main point. Any questions?

Soldiers: No, Sr. Ready to move!

Listening: Combat Instructions



A. Track 12. Listen to the urban combat briefing from the Major. Match the soldiers with their correct action.

Soldier	Action
Mr. Herrera	A. Use hand signals
Mr. Sanchez	B. Rear guard
Mr. Torres	C. Take position near the north wall
Mr. Mafla	D. Clear the first room

Reading: Urban Combat Operations

URBAN COMBAT OPERATIONS



Urban combat is a tactical operation that requires a high number of maneuver troops in a small urban area.

First, each unit is going to follow specific tasks and use standardized procedures to complete them.

In addition, these missions take place in towns or cities where buildings and streets affect how soldiers move and communicate. Therefore, every action will be carefully planned to enhance the team's

safe-

ty and efficiency.

The design and structure of the urban environment will affect the mission's success. Initially, soldiers will assess the size of the buildings, the construction type, and the available services. Then, these factors will influence their mobility, line of sight, and areas of cover. Furthermore, forces will use this information to plan their movements. Consequently, they will exploit the terrain to move, observe, and attack more effectively than the enemy.



To operate safely, soldiers must follow strict rules. They have to use buildings to gather and reorganize, assist the wounded, and redistribute weapons and gear.

During movement, the team must clear each building and cover nearby areas, and it's mandatory to move in pairs. They will also use available protection and maintain proper fields of fire. These strategies are going to reduce risks and improve mission success.

(Comando de Educación y Doctrina Militar Terrestre, 2019, pág. 14)

A. Read the text and choose the correct answer. Circle a, b, or c.

1. What is the purpose of following specific tasks and procedures in urban combat?
 - a. To explore the city freely
 - b. To increase safety and mission success
 - c. To protect civilians only
2. What are soldiers going to analyze before moving?
 - a. The enemy's uniform
 - b. Civilian activities
 - c. The buildings and urban layout

B. Read the text again and answer true or false.

1. Urban combat requires fewer troops than open-field operations. _____
2. It's important to clear buildings before moving. _____
3. Cover and concealment are not relevant in urban missions. _____
4. Moving in pairs is a basic rule for troop safety. _____

C. Answer the questions on your own. Use "be going to". Then share your ideas with your partner.

1. What are you going to do if you find an injured teammate?

I am going to rescue him

2. How are you going to stay safe in a building during an attack?

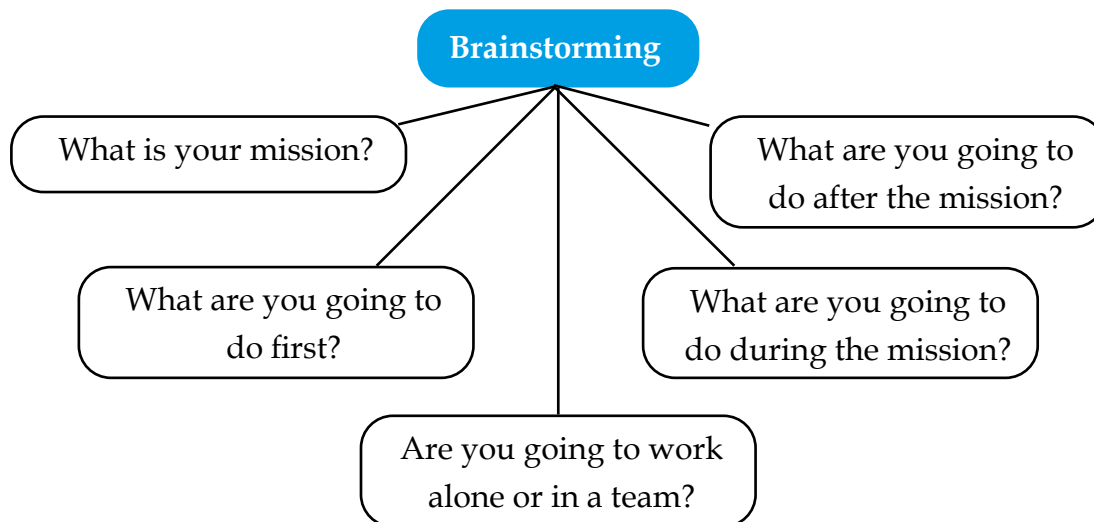
3. What are you going to check before entering a house?

4. Are you going to use take cover and communicate with your team?

Why?

Writing: They are going to fight

A. Think about different actions that you are going to do in an urban combat mission. Brainstorm your ideas.



B. Write a short paragraph (5-6 sentences) about what you are going to do during an urban combat mission. Use the ideas from your brainstorm.

I am going to clear a building with my team. First, we are going to ensure the area. Then we will take a position near the entrance. The last guard soldier must cover us. In the end, after the mission, we have to regroup and report to the commander.





Commanding Officers of the Army Soldiers Training School. "Vencedores del Cenepa"

CHAPTER V

Military Idioms, Expression & Slangs:



Together we are invincibles

Honor

Discipline

Loyalty





Don't worry, I got your six.

Got your six

Cubrir las espaldas





Bite the bullet

Soldiers bite the bullet during the exercise

Aguantar con coraje





On the front lines

The infantry is on the front lines in the fight

En primera línea





Drop the ball

We dropped the ball by not securing the perimeter

Fallar la misión



Call the shots

Colonel Silva Calls the shots at ESFORSFT

Dar órdenes



Come under fire

The convoy came under fire near the river crossing

Recibir fuego



In the same boat

All of us are in the same boat during the mission

En las mismas condiciones





Stand your ground

Congratulation! All of you stood your ground during the strike

Mantener la posición





Fire at will

Enemy ahead, fire at will

Fuego a discreción





Hold fire

Civilians in the area, hold fire

Alto al fuego





Fall back

Too much fire, fall back to the LPC.

Retroceder





Roger that

"Tiger, tiger, this is leon".
Hold the fire. Roger that.

Copiado / recibido



Barraks

We have to be ready for the inspection, so clean the barracks.

Dormitorios / instalaciones



WILCO

Did you receive information? Roger that. Wilco, Sr.

Su orden



Voluntold

That soldier was voluntold to do the task

Forzado a ser voluntario





Soup sandwich

The commander looks like a soup sandwich

Desorganizado



Getting smoked

Soldiers were getting smoked, that is why they lost the mission

Agotado / exhausto



Pop smoke

The lieutenant says, 5 seconds to pop smoke

Desaparecer



Shark attack

It's a shock tactic designed to intimidate the recruits

Gritos fuertes





Beat your face

"Are you talking back to me, trainee? beat your face! 20 do it now!"

Posición para pagar pechos



Ate-up

Look at that recruit. His boots are completely ate-up

Desordenado / incorrecto



High-speed

Mr. Ocaña is a high-speed troop, always one step ahead

Soldado atento / listo



Blue falcon

Don't be a blue falcon, cover your soldiers

Traidor / desleal





Zero dark thirty

The Esforsft moves out at zero dark thirty tomorrow.

Madrugada



Brain housing group

Use your brain housing group, recruit.

cerebro / razonamiento



Tactical pause

Let's take a tactical pause and hydrate

Pausa táctica



Lima Charlie

"Tiger, tiger, this is leon. Radio check. Leon here Lima Charlie.

Fuerte y claro





Firewatch

Mr. Castillo, you're on fire watch from 20:00 to 12:00

Ronda general



Duty guard

I can't go home now, I'm on duty guard

De guardia



Officer / NCO on deck TEN-HUT

Good morning, Sr. We are 14 trainees ready to start the class.

(There are 3 trainees absent)

I request permission to carry on.

Giving report / parte inicial



TEN-HUT

Good afternoon, Sr.

The class has finished all accounted for.

I request permission to carry on.

Giving report / parte final



Informal English expressions

An arm and leg

As you wish

A hot mess

A live and kicking

Back me up

Better than ever

Be seeing you

Catch up

Chatterbox

Don't get me wrong

Don't make a scene

Don't pin this on me

Fair enough

Fine by me

For God sake

Get off my back

Have it your way,

Have a good one

Hands off

Hit me up

How does it taste?

Hurry back

It's not bother

I take that back

I got to take a leak

I hit the sack

I won't be long

Precio muy alto

Como quieras

Un auténtico desastre

Vivito y coleando

Respáldame

Mejor que nunca

Nos estamos viendo

Nos vemos

Hablador

No me mal interpretes

No exageres

No me culpes de esto

Me parece justo

Bien por mí

Por Dios

Déjame en paz

Hazlo a tú manera

Que la pases bien

No tocar

Escríbeme / llámame

Cómo sabe (de sabor)

Regresar rapidamente

No es molestia

Retiro lo dicho

Tengo que ir a orinar

Me fui a dormir

No tardaré

It won't be happen again

I cherish you

I kid you not

It's on me

I can't stand you.

It's no skin off my nose

I won't tell a soul

I'd better be off

I don't buy it

I screwed up

Is not my cup of tea

I'm dying to know

Just the same old

Keep it down

Keep it up

Live it up

Mark my words

Miss the boat

No pain, no gain

Once in a blue moon

Overmorrow

Over the moon

Pop the question

Start over

Scoot over

Shake a leg

Sleep over

Some other time

Sleep on it

No volverá a suceder

Te aprecio

No estoy bromeando

Yo invito / yo pago

No te soporto

Ni me va, ni me viene

No se lo diré a nadie

Será mejor que me vaya

No lo creo

Cometí un error

No es mi tipo

Me muero por saber

Lo mismo de siempre

Keep it down

Continúa así

Disfruta la vida

Recuerda lo que te digo

Demasiado tarde

El que no arriesga no gana

De repente

El día después de mañana

Feliz

Haz la pregunta

Empezar de nuevo

Hacer espacio en medio

Date prisa

Quedarse a dormir / pijamada

En otra ocasión

Piénsalo

To rip out

Tit for tat

That takes me back

Water under the bridge

What are you up to?

You know the drill

You will be sorry

You flatter me

Arrancar una hoja

Ojo por ojo

Eso me recuerda el pasado

Cosas que quedaron en el pasado

Qué estás haciendo

Ya sabes qué hacer

Te arrepentiras

Me halagas

Glossary

Unit 1:

Army Soldiers Training School: Name of the Military NCO'S School, Escuela de Formación de Soldados del Ejército

Assistant gunner: A Soldier who assists the gunner by loading or adjusting the weapon.

Barrel: Tube of a weapon through which the projectile is fired.

Bipod: A two-legged stand that stabilizes the weapon during firing.

Bolt: A mechanical part that opens and closes the breech.

Chamber: The part of the barrel where the round is placed before firing.

Cocking handle: A lever used to pull the bolt back and prepare the weapon for firing.

Deflection: Lateral adjustment to align the weapon with the target.

Elevation: Vertical angle adjustment of the weapon for aiming.

Feed tray: Part where ammunition is placed before being chambered.

Firing pin: Strikes the primer of the round to ignite the charge.

Gunner: The soldier who operates the weapon and fires.

High-explosive round: A mortar or machine gun round designed to produce a blast effect.

Light machine gun (LMG): A portable automatic firearm that fires continuously or in bursts.

Misfire: Failure of the weapon to fire after the trigger is pulled.

Mortar tube: The barrel of the mortar where the round is dropped to fire.

Mount: A structure that holds the weapon steady, especially in mortars.

Round: A single unit of ammunition.

Safety: A mechanism that prevents accidental discharge.

Sight: Device used to aim the weapon at a target.

Trigger: The part pulled by the shooter to fire the weapon.

Unit 2:

Anti-Tank Weapon: A weapon designed specifically to destroy or incapacitate armored vehicles.

Armored Fighting Vehicle (AFV): A vehicle designed for combat, equipped with armor and weapons.

Chassis: The structural framework of a vehicle that supports its components.

Coaxial Machine Gun: A machine gun mounted alongside the main weapon, sharing the same aiming system.

Crew: The personnel assigned to operate a military vehicle.

Elevation: The upward or downward movement of a weapon's barrel.

Fire Support: Providing suppressive or destructive fire to assist friendly forces.

Firing Range: The maximum distance a weapon can effectively shoot.

Infantry Fighting Vehicle (IFV): An armored vehicle designed to transport and support infantry troops.

Light Tank: A fast, maneuverable tank with lighter armor and armament.

Maneuverability: The ease with which a vehicle can change direction or position.

Mobility: The ability of a vehicle to move efficiently across different terrains.

Self-Propelled Artillery: A mobile artillery piece mounted on a vehicle chassis.

Traverse: The horizontal rotation of a turret or weapon system.

Unit 3:

Aiming Post: A visual marker used to align the howitzer during indirect fire.

Ammunition Box: A container used for the safe transportation of shells.

Artillery Crew: The personnel responsible for operating and maintaining the howitzer.

Artillery Doctrine: The set of rules and tactics governing the use of artillery.

- Barrel:** The long metal tube through which the projectile is fired.
- Battery:** A unit composed of multiple artillery pieces operating together.
- Breech:** The rear part of the barrel where ammunition is loaded.
- Caliber:** The internal diameter of the barrel, measured in millimeters.
- Carriage:** The structure that supports and transports the howitzer.
- Charge:** The explosive propellant used to launch the projectile.
- Direct Fire:** Firing at a target that is visible to the gunner.
- Elevation:** The vertical adjustment of the gun barrel to change firing range.
- Firing Handle:** A lever or mechanism used to trigger the gun.
- Firing Table:** A chart that provides data for adjusting fire based on conditions.
- Fire Control System:** Equipment used to direct and manage artillery fire.
- HE (High Explosive):** A type of shell that explodes on impact or proximity.
- HEAT (High Explosive Anti-Tank):** A round designed to penetrate armor.
- Howitzer:** A type of artillery used for both high- and low-angle indirect fire.
- Indirect Fire:** Firing at a target that is not directly visible.
- Panoramic Sight:** An optical device used to aim the gun for indirect fire.
- Projectile:** The object fired from the barrel, such as a shell or round.
- Quadrant:** An instrument used to measure elevation angles.
- Recuperator:** The part that returns the barrel to its firing position after recoil.
- Track Vehicle:** A vehicle that moves on tracks, such as a tank.
- Tube Life:** The expected number of rounds a barrel can fire before replacement.
- Wheeled Vehicle:** A vehicle that moves on wheels, often used to tow artillery.

Unit 4:

- Anti-tank mine (AT):** A Mine used to stop or destroy vehicles.
- Breach:** A cleared path in a minefield for movement.
- Capsule:** A small part that starts the explosion.

Claymore mine: A Directional mine that shoots steel balls in one direction.

Danger area: Area where the mine's fragments can hurt people.

Density: Number of mines per meter or per square meter.

Explosive charge: The amount of explosive inside a mine or bomb.

Fuze (or detonator): A Device that activates the explosion of a mine.

Lane: Narrow safe path inside a minefield.

Minefield: An Area with explosive mines to stop or slow the enemy.

Mine belt: A line of mines placed in a specific pattern.

Main charge: The big explosive inside the mine.

Mine-section: A smaller part of a mine belt.

Registration team: Soldiers who write down mine positions and data.

Supervision team: Soldiers who plan, control, and check the whole operation.

To arm (a mine): To make the mine ready to explode.

To activate: To connect the fuse and remove the safety.

To deactivate: To stop the mine from working.

Unit 5:

Antenna: A Device that transmits and receives radio signals.

Battery: A Power source for radio equipment.

Battery charger: Used to recharge the radio's power.

Channel: Frequency used for radio communication.

Confirm the message: To acknowledge receipt and understanding of a transmission.

Do you copy?: Radio question asking if the receiver can hear and understand.

Frequency dial: A Control used to change the radio frequency.

Handheld radio: A portable radio for short-range communication.

Headset: A Device worn on the head with hands-free listening and speaking.

Imperative: Used to give direct orders or instructions.

Listen to the transmission: Command for an incoming radio message.

Manpack radio: A medium-range communication device carried in a backpack.

Over and out: To end a radio transmission.

Press the push-to-talk button: Instruction to activate the microphone for speaking.

Radio discipline: A Set of rules to ensure clarity and security in communication.

Radio operator: Person responsible for managing military radio communication.

Silent communication: Operating radios without vocal noise, often with hand signals.

Switch to Channel [X]: Command to change frequency to a specific channel.

Transmit now: Command to immediately send a message.

Vehicle-mounted radio: Long-range radio system installed in military vehicles.

Wait for signal: To pause communication until optimal conditions.

Unit 6:

Camouflage suit: Clothing designed to blend with the surroundings.

Combat boat: A small watercraft used in military operations for insertion or extraction.

Coordinates: Numerical values for a specific location on a map.

Drone feed: Live video or data from an unmanned aerial vehicle.

Encrypted message: A secure communication that only intended recipients can understand.

Extraction point: Location where soldiers are picked up after a mission.

Extraction rope: Used to assist in pulling or evacuating personnel from the field.

Fast rope: Used to descend quickly from helicopters without a harness.

GPS: Global Positioning System; used to navigate and mark coordinates.

Hand signals: Gestures used for silent communication between soldiers.

Mission: A specific operation or task assigned to a military unit.

Night vision goggles: Vision in low-light conditions.

Observer: A soldier responsible for watching and recording enemy movement.

Present Continuous: To describe actions happening at the moment of speaking.

Radio operator: A Person who handles communication using a radio device.

Recon patrol: A group of soldiers sent to gather intelligence on enemy activity.

Safety hook: A metal device used to secure soldiers during extractions.

Signal: A sound or movement used to convey a message silently.

Silent camera: To take pictures without making noise.

Transmit: To send a message, especially through radio or signal.

Unit 7:

Aerial Reconnaissance: Observing from the air to collect information about the landscape or potential enemy forces.

Aeromedical Evacuation: Air transport of wounded personnel to provide them with medical assistance.

Aircraft: A vehicle designed to fly and move through the air using wings or engines.

Airframe: The main physical structure of an aircraft, including the fuselage, wings, and landing gear.

Airplane: A fixed-wing aircraft powered by engines, designed for traveling long distances.

Blade: The rotating arms that form part of a helicopter's rotor system.

Cargo Bay: The section of the aircraft used to carry equipment, supplies, or personnel.

Cockpit: The area where pilots operate and control the aircraft.

Crew: The group of individuals responsible for flying and managing the aircraft's systems.

Cruising Speed: The steady speed an aircraft maintains for most of the flight.

Empennage: The tail section of an aircraft, which provides stability and control during flight.

Engine: The component that converts energy into thrust to power the aircraft.

Flight Instruments: A set of gauges and indicators that give pilots essential information about the aircraft's performance and flight conditions.

Fuselage: The central body of the aircraft, where passengers, cargo, and equipment are located.

Helicopter: A type of aircraft with rotating blades that allow it to take off, hover, and land vertically.

Hydraulic System: A system that uses pressurized fluids to operate various movable parts like brakes, landing gear, or flight controls.

Landing Gear: The wheels or skids that support the aircraft during takeoff, landing, and taxiing on the ground.

Landing Zone: A designated or prepared area where an aircraft is intended to land safely.

Machine Gun: An automatic firearm mounted on aircraft, used for offensive or defensive purposes.

Missile: A guided weapon launched from aircraft or helicopters toward a target.

Payload: The maximum weight an aircraft can carry, excluding the aircraft's own weight.

Range: The maximum distance or time an aircraft can fly without needing to refuel.

Rocket: A self-propelled projectile launched from aircraft or ground platforms.

Rotor: The rotating blades that enable a helicopter to fly and remain airborne.

Service Ceiling: The highest altitude at which an aircraft can operate safely and efficiently.

Stabilizer: A surface designed to keep the aircraft balanced and stable during flight.

Tactical Mission: A military aerial operation with a specific goal or objective.

Turbine: A type of engine that generates thrust by releasing high-speed gases.

Turboshaft: A turbine-based engine mainly used in helicopters to drive the main rotor.

Turret: A rotating platform on an aircraft where weapons or sensors are mounted.

Vertical Stabilizer: A fixed fin on the tail of an aircraft that helps maintain directional stability.

Vertical Takeoff: The ability of an aircraft, like a helicopter, to lift off vertically without needing a runway

Unit 8:

Ammunition: A general term for bullets, shells, or explosive materials that are loaded into weapons.

Automatic: A type of firearm that keeps firing continuously as long as the trigger remains pressed.

Ballistics: The scientific study of how bullets behave once they've been fired from a weapon.

Barrel: The metal tube of a gun through which the bullet travels when fired.

Bullet: The projectile that is launched from the firearm when the weapon discharges.

Caliber: The measurement of the inside diameter of a gun's barrel, usually noted in millimeters or inches.

Cartridge: A complete round of ammunition, which includes the bullet, casing, powder, and primer.

Casing: The outer shell that holds together the bullet, gunpowder, and primer in one unit.

Chamber: The area of the firearm where a cartridge is placed and held before being fired.

Cleaning Kit: A collection of tools designed to clean and maintain firearms, ensuring they stay functional and safe.

Flash Suppressor: An attachment placed on the barrel that minimizes the visible flash when the weapon is fired.

Holster: A holder, often worn on the belt or leg, used to safely carry a handgun.

Jam: A failure in the gun's mechanism that prevents it from firing, usually caused by a stuck bullet or cartridge.

Magazine: A device, either detachable or built-in, that stores ammunition and feeds it into the firearm.

Muzzle: The very tip or opening of the barrel where the bullet exits the weapon.

Pistol: A compact, handheld gun designed for use in short-range situations.

Recoil: The backward movement or force experienced when a gun is discharged.

Rifle: A firearm with a long barrel designed for accurate shooting at greater distances.

Safety: A mechanical feature on firearms that locks the trigger to prevent accidental firing.

Scope: An optical device mounted on a firearm to help the shooter aim more precisely at distant targets.

Selector Switch: A control lever on certain firearms that allows the user to choose between firing modes, like safe, semi-automatic, or fully automatic.

Semi-Automatic: A firearm that fires one round for each pull of the trigger but automatically loads the next round.

Sling: A strap attached to a rifle that lets the user carry it over the shoulder for convenience.

Stock: The rear part of a firearm that rests against the shooter's shoulder for better stability while aiming.

Trigger: The small lever that is pulled by the shooter's finger to fire the weapon.

Wing: A part of an airplane's structure that creates lift, allowing it to stay airborne.

Unit 9:

Army Logistics Command (COLOGE): The main military unit in charge of identifying needs and managing all logistics activities within the Army.

Bay: A specific spot inside a warehouse meant for organizing and placing stored items.

Cataloging (Edition): The process of checking and confirming the technical specifications of a part, such as its code number and how it's used.

Consumable Item: An item designed for single use or one that cannot be re-used once it's been consumed.

Federal Supply Group (FSG): A classification system that groups items based on general types or categories.

Fungibility: A characteristic of items that are used up or cannot be recovered after use.

Hazardous Materials: Substances that can be dangerous during storage or transportation, like flammable gases, explosives, or chemicals.

Lubricant: A product applied to reduce friction and prevent wear between moving parts.

Minimum Stock: The smallest amount of an item that must always be kept in storage to prevent shortages.

NSN (National Stock Number): A unique 13-digit number used worldwide to identify and track inventory items.

Overhaul: A detailed maintenance process that restores an item to like-new or fully functional condition.

Personal Protective Equipment (PPE): Safety gear such as helmets, gloves, and vests that protect soldiers from injury.

Preservation: Measures taken to protect items from damage and ensure they stay in good condition while in storage.

Quality Control: Procedures aimed at checking that all supplies meet the required standards and specifications.

Quartermaster Corps: The branch responsible for managing essential supplies such as food, clothing, and personal equipment.

Recoverable Item: A type of item that can be repaired, refurbished, and used again after it serves its purpose.

Regional Logistics Command: A branch of the logistics system that operates within a specific geographic area.

Spare Part: A component used to replace a faulty or worn-out part in equipment, vehicles, or weapon systems.

Supply Cycle: The complete process of determining needs, purchasing, storing, and distributing materials.

Supply Manual: An official guide that outlines the rules and steps for managing military supplies.

Supply Officer: The person in charge of managing the supply chain and supervising logistics personnel in military operations.

Supply Supervisor: Someone who oversees the supply process, ensuring proper handling and quality control of materials.

Supply: The overall function that ensures troops receive the materials and equipment needed for their missions, including storage and distribution.

Technical Clerk: Staff members are responsible for preparing and updating paperwork related to incoming and outgoing materials in the warehouse.

TLR (Time Limit for Review): The maximum period an item can remain in use before needing inspection, maintenance, or review.

TLV/TLR Control Chart: A tool used to track when items are due for inspection, maintenance, or expiration.

Usable Condition: A status indicating that an item is fully functional and ready for immediate use.

Warehouse Manager: The individual responsible for overseeing warehouse operations, including receiving, storing, and issuing supplies.

Warehouse: A facility or building used to store, organize, and manage supply materials.

Warfare Material: Military equipment and supplies such as weapons, ammunition, and combat-related gear.

Unit 10:

Battery electrolyte: The liquid solution inside a battery that allows it to generate and store electrical power.

Burning brakes: Overheating of the braking system, often noticed by a strong odor during intense use.

Cab: The section at the front of a vehicle where the driver and possibly passengers are seated.

Cargo bed: The rear space of a truck or utility vehicle used for transporting goods or equipment.

Compartment: An enclosed or sectioned-off area used to store tools or other items within the vehicle.

Engine: The component of a vehicle responsible for generating the power needed to make it run.

Fan belt: A rubber belt in the engine area that powers essential components and helps maintain temperature control.

Flat tire: A deflated or damaged tire that no longer functions as intended.

Fuel tank: The part of the vehicle designed to store fuel for the engine.

Headlights: The front-facing lights that provide visibility for nighttime or poor weather driving.

Horn: A sound-producing device used to alert or signal other road users.

Inspection: A detailed examination to assess the vehicle's readiness and mechanical safety.

Leaks: Instances where fluids like oil or fuel unintentionally escape due to damage or malfunction.

Off-road: Refers to operating a vehicle on unpaved, rugged terrain rather than standard roads.

Refuel: To add gasoline or diesel into the vehicle's fuel tank to keep it operational.

Repair: The action of restoring a damaged or malfunctioning part of the vehicle to proper condition.

Squeaky: A high-pitched, irritating sound often caused by friction or worn-out vehicle parts.

Steering wheel: The circular device used by the driver to guide the direction of the vehicle.

Windshield: The transparent front window that shields the driver and passengers from wind and debris.

Unit 11:

Bleeding: The loss of blood from the body, usually due to a wound or injury.

Burn: Tissue damage caused by heat, fire, electricity, or chemicals.

Carry: To transport a person or object using physical effort, usually with the arms.

Casualty evacuation: The act of transferring wounded personnel from the field to medical facilities or safer locations.

Field: An open, outdoor space where soldiers may carry out training exercises or tactical movements.

First aid: Immediate and basic medical treatment given at the scene of an injury before advanced care is available.

Gunshot wound: An injury inflicted by the discharge of a firearm projectile.

Injured: Physically harmed, typically due to an accident or hostile action.

Jungle: A dense, tropical forest with thick vegetation and high humidity – often a challenging environment for military operations.

Parades: Organized ceremonial marches often accompanied by music, showcasing military discipline and pride.

Pride: A sense of honor and satisfaction in representing one's unit, team, or national duty.

Rehearse: To practice a drill, ceremony, or mission task in preparation for the real event.

Reports: Communicated updates or summaries—spoken or written—about mission status or operational events.

Rescue: To retrieve or free someone from a dangerous or compromised situation.

Safe: Free from threat or harm; secured from danger.

Supplies: Essential items required for a mission, including food, medicine, tools, or other equipment.

Tourniquet: A tightly wrapped band or strap used to stop severe bleeding by restricting blood flow.

Trumpet: A brass wind instrument often used by military bands during formal events, parades, or commemorations.

Unit 12:

Alone: Operating without support or the presence of others; typically avoided in high-risk scenarios.

Back: The side opposite the front—typically where support elements or vulnerable zones are located.

Behind: Located at the rear of someone or something; used to indicate position in formation or cover.

Briefing: A pre-mission meeting where instructions, objectives, and tactical information are shared.

Building: A man-made structure with walls and a roof. In combat zones, buildings offer shelter, concealment, and defensive advantage.

Corners: The junctions where two walls meet—common areas for cover, surveillance, or ambush setups.

Enemies: Individuals or groups engaged in armed opposition during combat operations.

Fire: To discharge a firearm or weapon in the direction of a threat or target.

Hand signals: Non-verbal commands used by troops to silently coordinate actions and maintain stealth.

Hidden: Positioned out of view, either intentionally or naturally, to avoid being detected by the enemy.

Leader: The soldier with authority over a group; responsible for planning and executing mission objectives.

Line of sight: A direct and unobstructed visual path between the observer and the target or location.

Maneuver troops: To reposition soldiers effectively across terrain to gain a tactical advantage or fulfill mission goals.

Mobility: The ability of a unit or individual to move efficiently through different environments or obstacles.

North gate: A fixed access point on the northern boundary of a location, often referenced in movement plans.

Rear guard: The personnel assigned to protect the back of a moving unit, ensuring security from surprise attacks.

Rifleman: An infantry soldier specialized in handling and firing a rifle during operations.

Risks: Potential threats or hazards that could impact mission success or troop safety.

Roof: The uppermost surface of a building, often used as a lookout point or position for surveillance and engagement.

Shape: The physical outline or configuration of a structure, affecting how soldiers approach or secure it.

Size: Refers to the physical dimensions or space of an area, room, or object relevant to movement or planning.

Squad: A tactical team composed of a few soldiers trained to operate as a single combat unit.

Teammate: A fellow soldier in the same unit who shares responsibilities and works toward common objectives.

Terrain: The ground features of the operational area, including streets, slopes, buildings, and debris.

Weapons and gear: All arms, protective equipment, and tactical tools carried by soldiers during a mission.

Answer Key

Unit 1: Mortar

1. Vocabulary: Infantry

A. 1(Mortar), 2 (Tube), 3 (Bipod), 4 (Rocket), 5 (Base plate 6 (Ammunition).

2. Grammar: Present Simple

A. 1(adjusts), 2 (loads), 3 (does not), 4 (Does), 5 (sets), 6 (fires), 7 (does not), 8 (prepares).

B. 1 When do you clean the barrel?

2 Who prepares the firing data?

3 What time do you start training?

4 How often does the crew fire

5 What does the team practice daily?

3. Listening: What is that?

A. 1 (Mortar tube), 2 (Base plate), 3 (Round), 4 (Elevation), 5 (Deflection), 6 (Fire mission), 7 (High explosive), 8 (Illumination round), 9 (Ready to fire), 10 (Target grid).

4. Reading: Weapons

A. 1 (is), 2 (provides), 3 (consists), 4 (use), 5 (are), 6 (includes), 7 (loads), 8 (communicates), 9 (achieves), 10 (fires), 11 (has), 12 (ensures).

B. 1. Parts of the mortar (barrel, base plate, bipod).

2. Personnel involved (gunner, assistant gunner, the team, soldiers).

3. Types of rounds (high-explosive, smoke, illumination rounds)

4. Technical actions (Load, adjust, set, fire).

C. 1 (uses), 2 (provides), 3 (fires), 4 (offers), 5 (cleans), 6 (checks), 7 (requires), 8 (functions).

1 (barrel), 2 (stock), 3 (bolt), 4 (trigger), 5 (bipod), 6 (feeding system).

5. Writing:

A. 1 (C), 2 (D), 3 (E), 4 (A), 5 (B), 6 (F).

B. The answers will vary

Unit 2: Tank

1. Vocabulary: Cavalry

A. A (Heavy), B (Elegant), C (Intelligent), D (High-mobility), E (Brilliant), F (Tactical).

2. Grammar: Adjectives' Order

A. 1. The modern compact light tracked French tank is highly maneuverable.

2. The powerful, long 105 mm steel mobile gun is mounted on the turret.

3. We inspected a reliable small new Ecuadorian armored reconnaissance vehicle.

4. The efficient heavy long-range self-propelled 155 mm howitzer.

5. They replaced the damaged old rear French hydraulic suspension component.

B. 1. (The AMX-13 is a powerful small French tank)

2. (It has a long 105 mm steel gun.)

3. (Ecuadorian cavalry uses a big old self-propelled howitzer.)

4. (The instructors work inside a comfortable, small armored compartment).

5. (The corporals cleaned the complex mechanical hydraulic system).

3. Listening: "At the Motor Pool."

A. 1 (A), 2 (B), 3 (B), 4 (B), 5 (False)

4. Reading: Heavy armor

A. 1. The maximum speed is 75 km/h.

2. Vulnerability to anti-tank weapons and reduced visibility.

3. It has powerful armament, high mobility, and a low profile.

B. 1 (F), 2 (T), 3 (F), 4 (F).

C. 1 (Transporting infantry troops), 2 (Eight), 3 (Coaxial), 4 (Features).

5. Writing:

A. The answers will vary

B. Students' answers

Unit 3: Artillery

1. Vocabulary: Obús

A. (Obús 105 mm Italian), B (Obús 105 mm American), C (155 mm self-propelled), D (155 mm towed), E (BM-21 Grad), F (Oerlikon 35 mm).

2. Grammar: Adverbs of intensity

A. 1 (Very), 2 (extremely), 3 (Just), 4 (really), 5 (Very).

B. 1. The aiming device is really essential for accurate firing
2. The recoil was very well absorbed by the hydro-pneumatic mechanism

3. The soldiers were quite efficient during the rapid-fire exercise.

4. The barrel nearly weighs 4,980 pounds.

5. The panoramic sight must be very aligned before any firing procedure

3. Listening: Fires Mission

A. 1 (4900 mils), 2 (1350 meters), 3 (220 meters), 4 (1 shot), 5 (Tank Column).

4. Reading: Weapons information

A. 1 (F), 2 (T), 3 (F), 4 (T), 5 (T).

B. 1. The howitzer is really _____ powerful
2. It requires a lot of _____ ammunition
3. The team needs to be quite _____ skilled to handle it
4. The howitzer is fairly _____ mobile
5. It becomes really _____ vulnerable when moving)

C. 1. (Versatile Howitzer)

5. Writing:

A. The answers will vary

B. Students' answers

Unit 4: Engineers

1. Vocabulary: Military Engineers

A. a (Excavator), b (Backhoes), c (Bulldozer), d (Dump-truck), e (Concrete-mixer), f (Water-tank).

2. Grammar: Quantifiers

A. 1 (some), 2 (much), 3 (any), 4 (any), 5 (much), 6 (some), 7 (any), 8 (many).

B. 1 (How much explosive do you carry?)

2 (How many engineers are in the operation?)

3 (Do they have any wire cutters?)

4 (Do we always use some tools?)

5 (How much water do they use?)

3. Listening: Engineers' equipment

A. 1 (Mine detectors and wire cutters), 2 (C-4), 3 (Ten blocks), 4 (Protective gear), 5 (To the clearance zone).

4. Reading: The Combat Engineer

A. 1 (mine detector), 2 (wire cutter), 3 (shovel), 4 (leader), 5 (demolition expert), 6 (support operator), 7 (C-4), 8 (remove obstacles), 9 (mark mines), 10 (detonate charges).

B. 1 (AN/PSS-14), 2 (locates mines), 3 (sensor head), 4 (control unit), 5 (battery pack), 6 (calibrate), 7 (test), 8 (clean), 9 (store).

C. 1 (any), 2 (how much), 3 (some), 4 (any), 5 (some).

5. Writing:

A. The answers will vary

B. 1 (C), 2 (D), 3 (A), 4 (B), 5 (E), 6 (F).

Unit 5: Communication

1. Vocabulary: Radio Equipment

A. 1 (Handheld radio), 2 (Antenna), 3 (Headset), 4 (Push-to-talk button), 5 (Transceiver), 6 (Frequency dial).

2. Grammar: Imperatives

A. 1 (check), 2 (press), 3 (wait), 4 (don't use), 5 (send), 6 (change), 7 (lower), 8 (do not send).

B. 1. Press the push-to-talk button.

2. Do not touch the radio.

3. Adjust the frequency.

4. Repeat the message. (or) (Say again).

5. Wait for instructions. (or) (Stand by).

6. Don't switch the channel.

3. Listening: Say again

A. 1 (B), 2 (C), 3 (B), 4 (C).

4. Reading: Types of radios

A. 1(B), 2(A), 3(C), 4(D).

B. 1 (Wear protective gear), 2 (Turn on the radio), 3 (Set the correct channel), 4 (Wait for the signal), 5 (Press the push-to-talk button), 6 (Speak clearly).

C.

Type of Radio	Use Case / Location	Special Feature
Handheld radio	Patrols, checkpoints, short-range ops	Easy to operate, portable
Man-pack radio	Carried in a backpack, combat missions	Medium range, needs manual frequency tuning
Vehicle-mounted radio	Armored vehicles, tanks	Long-range, encrypted, built-in transceiver

5. Writing: Military Transmission

A. The answers will vary

B. Sample: Time: 10:15, (Delta 2 reported to Base Command), (Ordered to hold position and switch to Channel 6), (Confirmed message and began observation of target zone), (Transmission ended with 'Over and out').

Unit 6: Military Intelligence

1. Vocabulary: Silent War

A. 1(A), 2 (F), 3 (E), 4 (C), 5 (D), 6 (B).

2. Grammar: Present Continuous

A. 1 (is moving), 2 (is not sending), 3 (are you recording), 4 (am wearing), 5 (are gathering), 6 (are not using).

B. 1 (Where is the recon team going?), 2 (Who is taking the photos?), 3 (Are they transmitting the coordinates?).

3. Listening: Sergeant Information

A. 1 (Camouflage suit), 2 (Silent camera), 3 (GPS coordinates), 4 (Extraction point), 5 (Fast rope), 6 (Drone feed), 7 (Observer)

4. Reading: Military Intelligence

A. 1 (F), 2 (F), 3 (T), 4 (F), 5 (T), 6 (T).

B. 1 (A silent camera), 2 (Listening for encrypted messages and sending updates to HQ), 3 (Quietly and with hand signals), 4 (To an extraction point), 5 (A single mistake or noise can compromise the mission).

C. 1 (are wearing), 2 (is recording), 3 (are signaling), 4 (is listening), 5 (is preparing).

5. Writing:

A. Sample Responses.

Observer: (Recording enemy movement), (Using a silent camera), (Staying hidden in camouflage)

Radio Operator: (Transmitting information), (Receiving encrypted signals)

GPS Navigator: (Marking coordinates), (Guiding the patrol through terrain), (Using GPS for navigation)

Extraction Team: (Preparing safety hooks) (Using fast ropes) (Assisting team evacuation)

Camouflage Specialist: (Setting camouflage nets) (Blending team with terrain) (Avoiding visual detection)

B. The answers will vary

Unit 7: Aviation

1. Vocabulary: Helicopters

A. A (helicopter), B (cabin), C (hangar), D (aviation school), E (plane), F (insignia).

2. Grammar: Comparatives

A. 1 (is slower than), 2 (is bigger than), 3 (is smaller than), 4 (is cheaper than), 5 (is faster than), 6 (is heavier than), 7 (is more modern than), 8 (is noisier than).

B. 1 Faster

2 Lighter

3 More modern

4 Bigger

5 More expensive

3. Listening: Plane Instructions

A. 1 (faster), 2 (than), 3 (smaller), 4 (more), 5 (less).

4. Reading: Ecuadorian Aviation

A. 1 A helicopter is smaller than an airplane.

B. Weight (Heavier)

Speed (Faster)

Size (smaller)

C. 1 (Faster), 2 (more useful), 3 (lighter), 4 (more flexible), 5 (better).

5. Writing: It is bigger than

A. The answers will vary

B. 1 (faster), 2 (more useful), 3 (more important), 4 (safer), 5 (lighter).

Unit 8: Ordnance

1. Vocabulary: Military Weapons

A. Arms (Pistol) (HK 33-E RIFLE)

Non-lethal weapons (Trufly, stun grenade)

Body equipment (Body armor, Riot Shields)

2. Grammar: Superlatives

A. 1 (lightest), 2 (most comfortable), 3 (most powerful), 4 (biggest), 5 (oldest), 6 (worst).

B. 1 D

2 B

3 A

4 C

3. Listening: Arms and ammunition

A. 1 (most reliable), 2 (strongest), 3 (most used), 4 (Highest).

4. Reading: Armory and ammunition

A. 1. The Best Combat Pistol – Glock 19

B. 1. (F), 2 (T), 3 (T).

C. 1-C

2-B

3-A

5. Writing: She is the best

A. 1 (best), 2 (cleanest), 3 (biggest), 4 (strongest), 5 (best).

B. 1 This is the best pistol.

2 He is the strongest soldier.

3 These are the most protective goggles.

4 These rations are the most complete.

5 Those boots are the heaviest.

Unit 9: Quartermaster

1. Vocabulary: Military Equipment

- A. 1. (rucksack),
2. (Jaguar-uniform),
3. (machete),
4. (combat load),
5. (tactical chair)

2. Grammar: Simple past

- A. 1 (didn't go), 2 (wrote), 3 (took), 4 (Did forget), 5 (didn't understand), 6 (was), 7 (were), 8 (did go), 9 (did not see), 10 (did buy).
- B. 1. The technician didn't repair the night vision device.
2. The soldiers didn't assemble the weapon.
3. We didn't test the communication system.
4. The sergeant trained the recruit.
5. The unit didn't deploy to the field.
6. The engineer didn't calibrate the radar.

3. Listening: Uniforms

- A. 2 - 5- 1 - 3 - 4

4. Reading: Rucksack Maintenance

- A. 1 (Checked), 2 (inspected), 3 (found), 4 (repaired), 5 (cleaned), 6 (replaced), 7 (packed), 8 (carried), 9 (gave).
- B. 1 (False),
2 (True),
3 (False),
4 (True),
5 (False)

- C. 1.(b), 2 (c), 3 (a), 4(e), 5(d)

5. Writing: I used to wear

- A. The answers will vary

Unit 10: Transportation

1. Vocabulary: Parts of the HOWO truck

A. 1 (Cargo bed), 2 (Engine), 3 (Steering wheel), 4 (Headlights), 5 (Wheels), 6 (Cab).

2. Grammar: Present Perfect

A. 1 (driven), 2 (have), 3 (have never checked), 4 (have), 5 (Have you repaired), 6 (have not).

B. 1 Soldier Betancourt has checked the oil level.

2 The general has not driven a HOWO truck.

3 Lieutenant Morocho has cleaned the windshield.

4 Trainee Rivera has inspected the tires.

5 Soldier Calero has not repaired the brakes.

6 Mr. Borja has not used the horn today.

3. Listening: Have you ever driven a HOWO before?

A. 1 (True), 2 (False), 3 (True), 4 (False), 5 (False).

4. Reading: Weapons

A. 1 (False- The inspection is done with the engine off.), 2 (True), 3 (False- They have checked its tension.), 4 (True)

B. 1 B- Soldiers have avoided high speeds during the drive.

2 C - Some drivers have heard strange noises while driving

C. 1 (C), 2 (D), 3 (B), 4 (A).

5. Writing:

A. The answers will vary

B. The answers will vary

Unit II: Specialist Rank

1. Vocabulary: MEDICAL SPECIALIST

A. 1 (A), 2 (F), 3 (E), 4 (D), 5 (G), 6 (B), 7 (C), 8 (H).

2. Grammar: FUTURE/PREDICTIONS

A. 1 (will), 2 (will), 3 (will/stretcher), 4 (will), 5 (won't).

- B. 1 The medic will help him
 2 He will join the music team
 3 He will study administration.
 4 They will use a tactical stretcher.

3. Listening: What is that?

A. Answers will vary.

B. Medical team: (Provide first aid, Treat burns), (fractures), (and bullet wounds),

(Check vital signs and begin emergency procedures).

Administration team: 1. Organize medical supplies, 2. Communicate with headquarters, 3. Prepare mission reports, 4. Manage logistics (food, water, equipment).

Music team: 1. Rehearse songs, 2. Tune instruments 3. Play at the victory ceremony

4. Reading: Specialist

A. 1 Medical Support, 2 Army Administration, 3 Military Music

B. 1. They will treat wounds, burns, and fractures, use tactical stretchers, and provide fast and efficient medical attention to save lives.

2. They will prepare official documents, reports, and written materials using clear, formal, and coherent language to support military operations.

3. Because they will provide musical accompaniment in parades, ceremonies, and public events, boosting morale and preserving military tradition.

4. They will offer timely and effective medical care during combat, which will help prevent more deaths and maintain high morale among the troops.

5. Writing:

A. The answers will vary

Unit 12: Urban Combat

1. Vocabulary: Urban Combat

A. 1 Clear a room, 2 patrol formation, 3 search the area, 4 rear guard, 5 move forward, 6 take position.

B. 1 clear a room, 2 (move forward), 3 (search the area), 4 (patrol formation), 5 (take position), 6 (rear guard soldier).

2. Grammar: Be going to

A. 1 is going to move forward

2 is going to check

3 is going to give

4 are going to clear

5 is going to cover.

6 are going to watch.

B. 1 The team is going to enter the building.

2 We're going to take a position behind the wall.

3 They are going to use a patrol formation.

4 The rear guard is going to watch our backs.

3. Listening: Combat Instructions

A. 1 Mr. Herrera - clear the first room

2 Mr. Sanchez - take the position near the north wall

3 Mr. Torres - use hand signals

4 Mr. Mafla- rear guard

4. Reading: Urban combat operations

A. 1b, 2c

B. 1 false, 2 true, 3 false, 4 true

C. Answers will vary

5. Writing

A. Answers will vary

Audio Scripts

Chapter 1

Unit 1: Infantry

Listening: What is that?

Task 1: Listen and repeat the following terms:

- 1 Mortar tube
- 2 Base plate
- 3 Round
- 4 Elevation
- 5 Deflection
- 6 Fire mission
- 7 High explosive
- 8 Illumination round
- 9 Ready to fire
- 10 Target grid

Unit 2: Cavalry

Listening: At the Motor Pool

Task 2: Listen to Mr. Calvache's inspection, and answer the questions:

Good morning, trainees. Today, we are doing a quick inspection.

First, I see a small green French tank. It looks old, but it's still fast and powerful. It's the AMX-13. Next to it, there is a big brown Ecuadorian truck. It's new and very clean. Look over there — that is Lieutenant Bonilla. He is a tall, serious, and experienced officer. He is wearing a jaguar uniform. Behind him, you can see Trainee Luis Calero. He is a young, strong, and friendly soldier. He always helps others. Finally, I see a long 105-millimeter gun. It is heavy and made of steel. It's mounted on the AMX-13 turret.

Unit 3: Artillery

Listening: Fires Mission

Task 3: Listen to a fire mission and answer the questions:

RECON, RECON, this is TAURO.

Fire mission.

Azimuth: four, nine, zero, zero mils.

Distance: one, three, five, zero meters.

Down: two, two, zero meters.

Precision fire.

Base piece: one shot.

On tank columns.

At my command, I will adjust.”

Chapter 2:

Unit 4: Engineers

Listening: Engineers’ equipment

Task 4: Listen to the conversation and answer the questions

Sergeant Ortega: Engineers, prepare the mine detectors and wire cutters.

Trainee Silva: Sergeant, we also have the demolition charges ready.

Sergeant Ortega: Good. Check the fuse connections and wear your protective gear.

Trainee Silva: Do we have enough C-4 for the operation?

Sergeant Ortega: Yes, we packed ten blocks. Be sure the toolkit is complete.

Trainee Silva: All set, Sergeant. We are ready to proceed to the clearance zone.

Unit 5: Communication

Listening: Say again

Task 5: Listen and repeat the following phrases after your instructor

1 Do you copy?

2 I read you loud and clear

3 Say again

- 4 Wait for the signal
- 5 Press the push-to-talk button
- 6 Change to Channel 2
- 7 Don't interrupt the message
- 8 Over and out
- 9 Confirm the message
- 10 Transmit now

Unit 6: Military Intelligence

Listening: Sergeant Information

Task 6: Listen carefully. Tick the items that are mentioned in the Sergeant's report.

"This is Sergeant Ramirez. The recon patrol is moving toward the extraction point. One observer is recording enemy positions with a silent camera. The GPS signal is active. Team Bravo is wearing camouflage suits and is waiting near the fast rope zone. Do not use the radio yet. Maintain silence until we give the signal. The drone feed is active. Extraction in five minutes. Over."

Chapter 3:

Unit 7: Aviation

Listening: Plane Instructions

Task 7: Listen to the information and complete the missing words

Good morning, soldiers.

Today, we will talk about airplanes and how they compare to helicopters. This knowledge is essential for your training in military aviation and for making the right decisions during different missions.

First, remember: an airplane is faster than a helicopter. That means it is better for long-distance missions where speed is important.

Second, an airplane is heavier than a helicopter. Because of this, it needs a longer runway to take off and land. A helicopter, on the other hand, can land in smaller and tighter areas. So, helicopters are more flexible, but airplanes are more stable in the air.

When flying an airplane, you must follow all procedures with precision. Airplanes fly at higher altitudes and are more affected by weather conditions. Always check your instruments; an airplane is more complex than a helicopter, so more attention is required.

In emergency situations, airplanes are less maneuverable, so you must be more careful. Communication with the control tower is also more important due to speed and height.

Unit 8: Ordnance

Listening: Arms and ammunition

Task 8: Listen and fill in the blanks with the correct superlative

The Strongest Rifle

The HK-33 rifle is one of the most reliable weapons for infantry. It fires 5.56 mm bullets and is used in many combat zones. It is known as one of the strongest rifles for long missions. Some say it is the most effective when shooting at a distance. In training, soldiers learn to use it with the highest discipline. The HK-33 is the most used rifle in jungle and mountain areas.

Unit 9: Quartermaster

Listening: Uniforms

Task 9: Listen to the audio and put the sentences in the correct order

Soldier's Duties

Yesterday was a busy day. I washed my uniform early in the morning. After breakfast, I polished my boots. Later, I checked all my equipment and repaired a tear on my jacket. In the evening, I packed everything for inspection today.

Chapter 4:

Unit 10: Transportation

Listening: Uniforms

Task 10: Listen to the dialogue and write T (True) or F (False). Then correct the false statements.

Sergeant Ponce: Trainee Torres, have you ever driven a HOWO truck before?

Trainee Castro: Yes, Sergeant. I have driven it twice during our field training.

Sergeant Ponce: Good. Have you ever checked the brakes before starting the engine?

Trainee Castro: Yes, I have. I always check the brakes and the tires.

Sergeant Ponce: And the fuel tank? Have you inspected it?

Trainee Castro: No, I haven't inspected it today, Sergeant. But I did it yesterday.

Sergeant Ponce: Okay. Let's review the steps. What's the first thing you do before driving?

Trainee Castro: First, I check the mirrors and the tire pressure.

Sergeant Ponce: And after that?

Trainee Castro: I fasten my seatbelt, turn the key, and check the dashboard lights.

Sergeant Ponce: Have you ever had a problem with the engine?

Trainee Castro: Yes, once. The engine didn't start because of low oil.

Sergeant Ponce: That's why inspections are important. Carry on, trainee.

Unit 11: Specialist rank

Listening: Operation Jungle Rescue

Task 11: Listen to a mission briefing and identify the responsibilities of each team

Good morning, soldiers. Today's mission is called Operation Jungle Rescue. We will work as a team to assist and evacuate injured personnel in a remote area of the jungle. Each team will have important responsibilities. First, the Medical Team will move to the front lines. They will carry tactical stretchers and provide first aid. They will also treat burns, fractures, and bullet wounds. If a soldier is unconscious, they will check vital signs and begin emergency procedures.

The Administration Team will stay at the base and manage logistics. They will organize medical supplies, communicate with headquarters, and prepare mission reports. They will also make sure all the necessary equipment is ready and that teams have food, water, and transport.

Finally, the Music Team will prepare for the final ceremony after the mission. They will rehearse songs, tune instruments, and play at the victory cer-

emony once the operation is completed. Their role will support morale and honor the success of the mission.

Every team is essential. Work together and follow instructions. This mission will be a challenge, but we will succeed. Good luck, soldiers.

Unit 12: Urban Operations

Listening: Combat Instructions

Task 12: Listen to the urban combat briefing from the Major. Match the soldiers with their correct action.

Officer on deck, Ten-hut. Good morning, team. I am Major Garcia. Today, we are going to practice urban combat tactics. The most important step in our training. First, you are going to move in patrol formation through the training area. Don't separate. Stay close to your partner and keep your eyes open. Then, Soldier Herrera is going to clear the first room. After that, soldier Sánchez is going to take a position near the north wall. Soldier Mafla, you are going to be the rear guard. Soldier Torres is going to give hand signals at each turn. Follow his instructions carefully. If you see anything unusual, raise your hand and stop. We are going to search the area together. Remember: stay focused and follow the orders. Don't trust more than your buddies. Ready? Let's move! Go, go, go.

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T & A

“Trainees in Action”

Book 2

T & A “Trainees in Action – Book 2” is an academic and technical resource designed to develop English language skills in military trainees through real operational contexts. The book combines grammar, vocabulary, listening, reading, speaking, and writing activities with military topics such as infantry, artillery, communications, intelligence, aviation, and urban operations.

Its practical and task-based approach allows learners to apply the language in realistic situations, improving their communicative performance in tactical and professional environments. In addition, the book supports the institutional mission of military education by enhancing operational efficiency and international interoperability.

This work reflects the academic rigor, teaching experience, and research background of its authors, ensuring high-quality content aligned with current educational and military standards. As a result, it becomes a key tool for strengthening military training and professional development within the Ecuadorian Army.

“We do not only train soldiers who speak English; we train knowledge warriors who can lead, communicate, and succeed in any scenario in the world.”



Luis Germánico Calero Bonilla, BBA, Eng.



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