**The Arctic Convoys of the Second World War**

**Twee.com**

***Warming up***

Name three qualities you think are essential for someone serving in a dangerous situation. Why do you believe those qualities are important in challenging or hazardous circumstances? Share your thoughts in pairs.

**Reading**

**From “The Murmansk Run: Running the Gauntlet of WWII’s Arctic Convoys”**

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[**https://warfarehistorynetwork.com/article/the-murmansk-run-running-the-gauntlet-of-wwiis-arctic-convoys/**](https://warfarehistorynetwork.com/article/the-murmansk-run-running-the-gauntlet-of-wwiis-arctic-convoys/)

***Notes:***

**Menace** - noun **uk** /ˈmen.ɪs/ [C usually singular] something that is likely to cause harm

Thousands of cargo ships, manned by tens of thousands of brave British, Canadian, and American civilian merchant mariners, along with Navy and Coast Guard personnel, made the hazardous voyages carrying invaluable supplies to America’s chief Allies—Great Britain and the Soviet Union—months before, and years after, the United States was propelled into the war on December 7, 1941.

The voyages across the North Atlantic and from Iceland to the Russian ports of Murmansk, Archangel, and Kola Inlet involved more hazards than in any other kind of naval duty. Severe weather was commonplace. Ice fields could be encountered at any time of year. Floating mines were a constant menace. German submarines, surface craft, and warplanes could strike at will from nearby bases in German-occupied Norway. And, prior to the spring of 1943, when an effective Allied antisubmarine offensive got underway, ships and men making the so-called “Murmansk Run” had about one chance in three of returning.

This was no glamorous sea campaign, with full-sail, tall-masted men-of-war firing broadside after broadside into their enemy’s rigging. It was a cold, dirty, dangerous business in which seamen might be blown into a flaming sea of burning oil and left to die of wounds, burns, or hypothermia.

Once the convoys reached their destinations, there was no guarantee of safe harbor, either, for the Germans often attacked while the cargo ships were in port, unloading. Then there was the return trip.

The history of the convoy operations, which went on nearly continuously from the autumn of 1939 until May 1945, is one of intense suffering, great loss, unparalleled bravery, and uncompromising devotion to duty. The epic saga is one of the most remarkable chapters of World War II—one that has for too long been overshadowed by other events.

**Answer the questions**

1. What was the role of British, Canadian, and American civilian merchant mariners, along with Navy and Coast Guard personnel, during World War II?

2. What were some of the hazards faced by the merchant ships making the voyages across the North Atlantic and from Iceland to the Russian ports?

3. How did the chances of survival for ships and men making the "Murmansk Run" change over time?

4. How would you describe the nature of the convoy operations, as opposed to a more traditional naval campaign?

5. What happened to the merchant ships once they reached their destinations in Russia?

6. What qualities did the merchant mariners and naval personnel demonstrate during these hazardous voyages?

**Answers:**

1. Thousands of cargo ships, manned by tens of thousands of brave British, Canadian, and American civilian merchant mariners, along with Navy and Coast Guard personnel, made the hazardous voyages carrying invaluable supplies to America's chief Allies-Great Britain and the Soviet Union-months before, and years after, the United States was propelled into the war on December 7, 1941.

2. The voyages across the North Atlantic and from Iceland to the Russian ports of Murmansk, Archangel, and Kola Inlet involved severe weather, ice fields, floating mines, and attacks from German submarines, surface craft, and warplanes.

3. Prior to the spring of 1943, when an effective Allied antisubmarine offensive got underway, ships and men making the so-called "Murmansk Run" had about one chance in three of returning.

4. This was no glamorous sea campaign, with full-sail, tall-masted men-of-war firing broadside after broadside into their enemy's rigging. It was a cold, dirty, dangerous business in which seamen might be blown into a flaming sea of burning oil and left to die of wounds, burns, or hypothermia.

5. Once the convoys reached their destinations, there was no guarantee of safe harbor, as the Germans often attacked while the cargo ships were in port, unloading.

6. The history of the convoy operations has for too long been overshadowed by other events of World War II.

7. The merchant mariners and naval personnel demonstrated intense suffering, great loss, unparalleled bravery, and uncompromising devotion to duty during these hazardous voyages.

**Paraphrase @GPT4Telegrambot**

**Prompt:** please, paraphrase the text into neutral: This was no glamorous sea campaign, with full-sail, tall-masted men-of-war firing broadside after broadside into their enemy’s rigging. It was a cold, dirty, dangerous business in which seamen might be blown into a flaming sea of burning oil and left to die of wounds, burns, or hypothermia.

This was not an exciting naval battle with ships sailing full speed and firing at their enemies. Instead, it was a harsh, dirty, and dangerous situation where sailors could be thrown into a sea of burning oil and left to suffer from injuries, burns, or the cold.

**Discussion**

**In pairs discuss these questions and share opinions with the class.**

1. What do you think motivates people to take on dangerous jobs at sea?
2. How important do you believe it is for countries to support their allies during difficult times?
3. Can you imagine what it would be like to work on a cargo ship in harsh weather conditions?
4. Do you think the sacrifices made by seamen during wars are often recognised enough?
5. What kind of supplies do you think are most crucial during wartime?
6. Why do you think some historical events, like convoy operations, are less known than others?

**Watching 1.**

**@GPT4Telegrambot**

**Prompt:** create five specific questions focused on content comprehension and the potential propaganda elements present in the text

***Notes:***

**Gauntlet, to run the gauntlet – провести через строй (рус), to be attacked**

**Answer the questions**

1. What was the primary purpose of the military aid sent by the Allies to the Soviet Union after Hitler's invasion?

2. How many escorted merchant ships were involved in transporting military aid to Russia, and what types of military equipment were mentioned?

3. What challenges did the convoy face while transporting supplies to the Soviet Union, as described in the text?

4. How does the language used in the text (e.g., "death struggle of men and machines" and "steady stream of iron ships and iron men") contribute to a sense of urgency or heroism regarding the Allied efforts?

5. In what ways might the depiction of the Arctic convoys serve as propaganda to influence public perception of the war effort and support for Allied actions?

**Answers**

1. to support the Soviet Army in its fight against Nazi Germany following Hitler's invasion. This aid aimed to reinforce the Soviet military efforts on the Eastern Front during a critical phase of World War II.
2. More than 1,400 escorted merchant ships were involved in transporting military aid to Russia. The types of military equipment mentioned included British tanks, light and medium armored destroyers, and other supplies intended to reinforce the Soviet fighting forces.
3. The convoy faced significant challenges, including attacks from Nazi bombers and threats from U-boats (submarines). These dangers created a "deadly gauntlet" that the ships had to navigate while transporting supplies through treacherous Arctic waters.
4. The language used in the text evokes a sense of urgency and heroism by framing the situation as a critical and intense conflict ("death struggle") where both human lives and machinery are engaged in a monumental fight against a powerful enemy. Phrases like "steady stream of iron ships and iron men" highlight the relentless effort and determination of the Allied forces, portraying them as courageous and steadfast in their support for the Soviet Union.
5. by emphasizing themes of bravery, sacrifice, and solidarity among the Allies. By showcasing the dangerous conditions faced by the convoys and their critical role in supporting the Soviet war effort, the narrative aims to rally public support for military actions and foster a sense of shared responsibility among citizens. It portrays the Allies as heroes fighting against tyranny, thereby encouraging greater engagement and morale among the public regarding the war effort.

**Vocabulary**

**@GPT4Telegrambot**

**Prompt:** please select all the words meaning military equipment, armory, battles, etc and make a filling the gap exercise with them from the text

**Exercise 1.**

1. Over four years, more than 1,400 escorted merchant ships sailed from Great Britain and North America to Russian ports on the Barents Sea. The ships ran a deadly gauntlet of \_\_\_\_\_and bombers.

2. These are British \_\_\_\_\_ destined for the battlefront in Russia.

3. Light and medium armored \_\_\_\_\_ by the trainload, going to reinforce the fighting Soviet Army in that death struggle of men and machines on the Eastern Front.

4. Outward bound, they're convoyed by \_\_\_\_\_ heading for the Arctic Circle, over 2,000 miles of dangerous waters traversing the icy route that leads to Russia.

5. Off the bleak northern tip of Norway, as the Arctic night falls, lookouts spot Nazi \_\_\_\_\_\_\_ sneaking in to attack.

6. Pom-poms, anti-aircraft \_\_\_\_\_ blaze into action.

7. But the convoy goes through. Help for embattled Russia in a steady stream of iron ships and iron \_\_\_\_\_ .

**Answers**

1. U-boats

2. tanks

3. destroyers

4. warships

5. bombers

6. guns

7. men

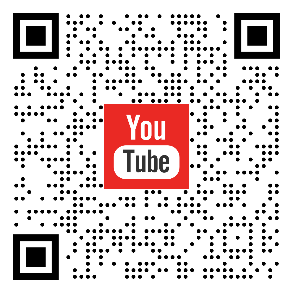
**Watching 2.**

***Notes:***

* Brummie, ***noun*** [[ C ]](https://dictionary.cambridge.org/help/codes.html)  UK informal **uk**  /ˈbrʌm.i/  a [person](https://dictionary.cambridge.org/dictionary/english/person) who comes from the Birmingham [area](https://dictionary.cambridge.org/dictionary/english/area), in [central](https://dictionary.cambridge.org/dictionary/english/central) [England](https://dictionary.cambridge.org/dictionary/english/england)
* sea legs ***noun*** [[ plural ]](https://dictionary.cambridge.org/help/codes.html) **uk**  /ˈsiː ˌleɡz/ a person's [ability](https://dictionary.cambridge.org/dictionary/english/ability) to [keep](https://dictionary.cambridge.org/dictionary/english/keep) [their](https://dictionary.cambridge.org/dictionary/english/their) [balance](https://dictionary.cambridge.org/dictionary/english/balance) while [walking](https://dictionary.cambridge.org/dictionary/english/walking) on a [moving](https://dictionary.cambridge.org/dictionary/english/moving) [ship](https://dictionary.cambridge.org/dictionary/english/ship) and to not be [ill](https://dictionary.cambridge.org/dictionary/english/ill)
* Greenock industrial burgh (town) and port in Inverclyde council area, historic county of Renfrewshire, Scotland, on the southern shore of the Firth of Clyde west of Glasgow.
* HMS Oxlip, Flower class corvette, used during World War II, specifically with the Allied navies as anti-submarine convoy escorts

**Able Seaman Albert Malin**

<https://www.youtube.com/watch?v=BYY9gmxwat0&t=20s>



*Able Seaman Albert Malin was 18 when he served the Royal Navy in the Arctic Convoys. The 96-year-old, from Bromsgrove in Worcestershire, took part in three convoys which delivered vital war supplies to Russia during the Second World War.*

***Notes:***

sense of accomplishment –

Greenock – a Scottish city

**Exercise 1. Watch the video and answer the question**

1. How did the narrator feel when he first joined the ship?

2. What was the narrator's experience during the severe storm in the Arctic?

3. What did the narrator and his crew do to cope with the extreme cold conditions?

4. What happened to the sister ship, the Ming the Blue Bells?

5. How did the narrator feel when they returned to port and the Ming the Blue Bells was not there?

6. What does the narrator reflect on as he looks back on his wartime experiences?

7. What sense of accomplishment (чувство исполненного долга) does the narrator feel about his own contribution during the war?

**Exercise 2. Match the items in Column A with the correct items in Column B to form meaningful collocations. Write the letter of the correct match next to each number.**

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | | **B** | |
| **1** | to toss about | **A** | the upper deck |
| **2** | to tie with | **B** | like a cork |
| **3** | the starboard | **C** | lookout |
| **4** | crashing down | **D** | on top of smb |
| **5** | the northern | **E** | lights |
| **6** | to stay on | **F** | a crackling noise |
| **7** | to hear the | **G** | a rope |

**Fill in the gaps with the collocations**

We hit one of the worst storms the Arctic had ever had, and this is where I soon found my sea legs. A Corvette, 900 tons, and we had 92 men on board, 1. \_\_\_\_\_. While I was on lookout, I was 2. \_\_\_\_\_, and I 3. \_\_\_\_\_to a rail. With the seas 4. \_\_\_\_\_ us and freezing water running down inside my clothes, my boots were full of water. I had my first idea of how cold it was going to be.

The bonus, of course, was occasionally we had the pleasure of seeing the auroras, 5. \_\_\_\_\_, and this made a difference. It was so cold that we could only stay on 6. \_\_\_\_\_to look out for about an hour. You could 7. \_\_\_\_\_ on your clothing.

**Watch the beginning of the movie again and check your answers**

**Answers**

1. tossed about like a cork
2. the starboard lookout
3. tied myself with a rope
4. crashing down on top of
5. the northern lights
6. the upper deck
7. hear the crackling noise

1. to toss about - B. like a cork

2. to tie with - G. a rope

3. the starboard - C. lookout

4. crashing down - D. on top of smb

5. the northern - E. lights

6. to stay on - A. the upper deck

7. to hear the - F. a crackling noise

**Exercise 3. Fill in the gaps with the appropriate words from the list below.**

bridge party sister ship harbour Greenock ship lookout

Gradually, you sort of got used to these conditions, and I became quite an expert at carrying mugs of tea on the rolling 1. \_\_\_\_\_\_\_ up to the 2. \_\_\_\_\_\_\_\_, much to the relief of the officers in charge up there. Suddenly, the officer in charge leaned over to me on the bridge and said, "Keep an extra 3. \_\_\_\_\_\_\_\_." Ming the Blue Bells was our 4. \_\_\_\_\_\_\_\_, and she had 92 men on board, the same as we did. Only a few nights before, while we were tied up in the 5. \_\_\_\_\_\_\_\_, we’d had a 6. \_\_\_\_\_\_\_\_ with the men. We’d all had a good party, a good sing-song, and when we left, we would all wave to each other and shout, "Lads, see you back in \_\_\_\_\_\_\_\_!"

Answers:

1. ship

2. bridge

3. lookout

4. sister ship

5. harbour

6. party

7. Greenock

**Reading & Vocabulary**

**@GPT4Telegrambot**

**Prompt: please suggest vocabulary exercises to learn words from this text. Identify topic groups of words.**

**Exercise 4. Read the text carefully and group the following words into categories: Weather, Ship Movement/motions, Ship Parts, Safety Equipment, and Nautical Terms.**

gale, lifeline, port(side), storm, aft, roll, starboard, (no)deviation, hook, sea channels, steady

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Weather: | Ship Movement: | Safety Equipment: | Ship Parts | Nautical Terms: |
|  |  |  |  |  |

“The gale force winds cut through to your bones, we ploughed through, but in the Arctic, east of Bear Island, the sea channels were very narrow we had to go east with NO deviation.

The weather caused tremendous problems with fierce and unforgiving storms. The Orwell was rolling as much as 30 degrees to port and starboard. We had to use lifelines when going aft... These lifelines were fitted very firmly and anyone going aft on deck had to have a fixed lifeline around his body with a hook on to the lifeline and then gradually inch their way aft when the ship was steady. For when she (the Orwell) rolled over your feet left the deck and at 30 degrees you were hanging above the sea”

**Answers**

Exercise 4.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Weather: | Ship Movement: | Safety Equipment: | Ship Parts | Nautical Terms: |
| gale  storms | roll  steady | lifelines  hook | port(side)  starboard  aft | sea channels  (no)deviation |

**Exercise 5. Match the words to their definitions.**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | gale | A | the direction to the left side of a ship |
| 2 | aft | B | a strong wind |
| 3 | lifeline | C | the right side of a ship |
| 4 | roll | D | ropes or cables used for safety on a ship |
| 5 | starboard | E | the back part of a ship |
| 6 | port(side) | F | the motion of a ship tilting side to side |

Answers

1B 2E 3D 4F 5C 6A

**Exercise 6. Fill in the gaps. Use the words from the list below to fill in the gaps in the sentences.**

storm lifeline deviation narrow rolling

1. The ship faced a fierce \_\_\_\_\_\_\_ that made navigation difficult.

2. To ensure safety, crew members had to attach a \_\_\_\_\_\_\_ around their bodies.

3. We had to travel east with no \_\_\_\_\_\_ from our course.

4. The sea channels were very \_\_\_\_\_\_, requiring careful maneuvering.

5. The Orwell was significantly \_\_\_\_\_\_, making it challenging to stay on deck.

**How can you explain these expressions?**

the gale force winds, fierce and unforgiving storms, tremendous problems, gradually inch their way aft

***Warming up***

|  |  |
| --- | --- |
| Look at the picture. What is this? | https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSN9lFUsswys4ffwubk0KzPKtVaCrk3FxaGj8PVbQP0oQ&usqp=CAE&s |

Have you heard about the Enigma machine? How did the use of the Enigma machine impacted naval operations and communications during World War II?

**@GPT4Telegrambot**

**Prompt 1:** please tell about Enigma in ww2 Result: the text

**Prompt 2:** please rewrite this text as an "open the brackets" grammar exercise: rewrite all the verbs in any past tense into the infinitive in brackets. Provide the answers at the end

**Exercise 7. Open the Brackets Exercise.**

**The Enigma machine**

The Enigma machine 1. \_\_\_\_\_\_\_\_\_\_ (to be) a cipher device used by the German military during World War II to encrypt communications. Its complexity and the way it 2. \_\_\_\_\_\_\_\_\_\_(to operate) made it one of the most famous encryption devices of the war.

The Enigma machine 3. \_\_\_\_\_\_\_\_\_\_ (to resemble) a typewriter and 4. \_\_\_\_\_\_\_\_\_\_ (to feature) a series of rotating disks or rotors that scrambled the letters of the alphabet. Each rotor 5. \_\_\_\_\_\_\_\_\_\_ (to have) 26 positions, corresponding to the letters A-Z.

**Encryption Process**

When a key 6. \_\_\_\_\_\_\_\_\_\_ (to press), an electrical current 7. \_\_\_\_\_\_\_\_\_\_(to pass) through the rotors, 8. \_\_\_\_\_\_\_\_\_ (to cause) the letters to be substituted according to the machine's internal wiring. The rotors 9. \_\_\_\_\_\_\_\_\_\_ (to rotate) after each letter 10. \_\_\_\_\_ (to type), changing the cipher with every keystroke.

**Answers**

1. was
2. operated
3. resembled
4. featured
5. scrambled
6. had
7. was pressed
8. passed
9. causing
10. be
11. rotated
12. typed

**Gamma.app**

**Prompt: euphemisms used during the Arctic convoys**

**Exercise 8. Match the euphemisms and their definitions:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | Consolidation of Assets | **A** | Indicates a ship has been sunk or captured by enemy forces. |
| **2** | Navigational Hazards | **B** | Refers to a situation where a vessel is experiencing severe damage or has sunk, disguised as a minor delay. |
| **3** | Slightly Delayed | **C** | A euphemism for severe injury or death of personnel, often used in official reports. |
| **4** | Tactical Repositioning | **D** | A term used to describe a masked retreat from enemy forces, often indicating a strategic maneuver. |
| **5** | Medical Leave | **E** | Signifies the presence of mines or enemy surface raiders posing a threat to navigation. |
| **6** | Adverse Weather Conditions | **F** | Refers to sacrificing weaker ships to protect more valuable vessels during operations. |
| **7** | Reassigned Duties | **G** | Indicates that a ship is undergoing critical repairs or is irretrievable, often implying extensive damage. |
| **8** | Gone Astray | **H** | A euphemism for the loss of life or wounded crew members following an engagement. |
| **9** | Lost with All Hands | **I** | I. Used as a code for the presence of enemy submarines in the area, often masking an imminent threat. |

**Answers**

1F 2E 3B 4D 5C 6I 7H 8A 9G

**Exercise 9. Guess the meaning of the euphemisms and put them into the table**

Consolidation of Assets, Navigational Hazards, Slightly Delayed, Tactical Repositioning, Medical Leave, Adverse Weather Conditions, Reassigned Duties, Consolidation of Assets, Gone Astray, Lost with all hands

|  |  |  |  |
| --- | --- | --- | --- |
| **Ship Damage & Losses** | **Personnel Casualties** | **Enemy Activity** | **Strategic Maneuvering** |
|  |  |  |  |

**twee.com**

**Exercise 10. Fill in the gaps**

lumber-men at marvelous under into railway-shed crates

“Large \_\_\_\_\_ 1 which contained “Kittyhawks” and fighter planes from the USA were clearly stenciled “Goods for Russian” and “Murmansk or Arkhangelsk”.

 “I saw a couple of old Russian \_\_\_\_\_\_2 and a party of a dozen Russian girls sawing up and loading timber \_\_\_\_\_\_\_ 3 lorries as they arrived \_\_\_\_\_\_ 4 the dockside. After they had loaded up all the timber that was in sight, they moved off to the next \_\_\_\_\_\_\_\_ 5, and from the coming and going of lorries it was obvious that the sawing and loading up was still going forward.

The party was \_\_\_\_\_\_ 6 command of a girl about twenty, a qualified engineer”.

“The whole thing was, on their part, a \_\_\_\_\_\_\_ 7 exhibition of enthusiasm, energy and concentration

**Answers:**

1. crates

2. lumber-men

3. into

4. at

5. railway-shed

6. under

7. marvelous

**Exercise 11. Creative writing. Can you compete with AI? Imagine you are participating in the Arctic Convoys. Write a short (150 word) report describing harsh Arctic conditions. Your partner can use an AI to create report, but have to edit it to check the use and meaning. Share and discuss your reports.**

Exercise 11.

**Suggested answer**

During my time as an able seafarer in the Arctic convoys of World War II, I faced some of the most severe and unforgiving conditions imaginable. The gale force winds howled relentlessly, piercing through our thickest clothing. Each day, we battled against blinding snowstorms that reduced visibility to mere feet, making navigation perilous.

The icy waters were treacherous, waves towered crashing against our vessel, threatening to capsize us at any moment. Frostbite was a constant concern, as our fingers and toes grew numb from the bitter cold. The darkness of the polar night added to the oppressive feeling of isolation, while the eerie silence was occasionally shattered by the ominous sounds of crackling ice.

**Supplementary materials**

**I**

**Script watching American News**

After Hitler's invasion of the USSR, the Allies poured military aid into the Soviet Union through the Arctic shipping lanes. Over four years, more than 1,400 escorted merchant ships sailed from Great Britain and North America to Russian ports on the Barents Sea. The ships ran a deadly gauntlet of U-boats and bombers. US news cameras were there to capture some of the action.

These are British tanks destined for the battlefront in Russia. Light and medium armored destroyers by the trainload, going to reinforce the fighting Soviet Army in that death struggle of men and machines on the Eastern Front. Outward bound, they're convoyed by warships heading for the Arctic Circle, over 2,000 miles of dangerous waters traversing the icy route that leads to Russia.

Off the bleak northern tip of Norway, as the Arctic night falls, lookouts spot Nazi bombers sneaking in to attack. Pom-poms, anti-aircraft guns blaze into action. But the convoy goes through. Help for embattled Russia in a steady stream of iron ships and iron men.

**II**

**Script watching Able Seaman Albert Malin**

Good comrade, ship right from the beginning. The men who were on board welcomed me. "Come on, Brummie, have some beer." How did I know? I'm from Birmingham.

We hit one of the worst storms the Arctic had ever had, and this is where I soon found my sea legs. A Corvette, 900 tons, and we had 92 men on board, tossed about like a cork. While I was on lookout, I was the starboard lookout, and I tied myself with a rope to a rail. With the seas crashing down on top of us and freezing water running down inside my clothes, my boots were full of water. I had my first idea of how cold it was going to be.

The bonus, of course, was occasionally we had the pleasure of seeing the Aurora Borealis, the Northern lights, and this made a difference. It was so cold that we could only stay on the upper deck to look out for about an hour. You could hear the crackling noise on your clothing. We put Vaseline on our eyes because if our eyes watered, it would freeze. We kept the Vaseline on our eyes so that we could use the binoculars.

Gradually, you sort of got used to these conditions, and I became quite an expert at carrying mugs of tea on the rolling ship up to the bridge, much to the relief of the officers in charge up there. Suddenly, the officer in charge leaned over to me on the bridge and said, "Keep an extra lookout." Ming the Blue Bells was our sister ship, and she had 92 men on board, the same as we did. Only a few nights before, while we were tied up in the harbor, we’d had a party with the men. We’d all had a good party, a good sing-song, and when we left, we would all wave to each other and shout, "Lads, see you back in Gren!"

But she was gone. I really… I was 18 years of age being involved in all this. When we got back to Grennock, it was so sad to think we tied up and normally the Blue Bell was tied up alongside us, but there was just this empty space.

I think it's a feeling of at least having done a bit. As the years have gone on, I’ve seen all the wars continue, and I feel for all those brave soldiers, sailors, and airmen time after time. I think to myself that at least I've done my share—or tried to anyway.

**II**

**The Enigma machine**

**Euphemism Category 1: Ship Damage & Losses**

* **"Slightly Delayed"**: Implies minor issue, actually severe damage/sinking
  + Example: "SS Empire Dawn *slightly delayed* due to *technical difficulties*" (Decrypted message, Convoy PQ-17, July 1942). Actual loss: sunk by U-boat U-255. Crew losses: 37
* **"Gone Astray"**: Ship sunk or captured by enemy forces
  + Example: "MV Silver Sword *gone astray* from convoy QP-14" (Convoy QP-14, September 1942). Actual loss: Sunk by U-boat U-408. Crew losses: 114
* **"Temporary Absence"**: Vessel undergoing critical repairs or irretrievable
  + Example: "HMS Fury experiencing *temporary absence* for refitting" (Convoy JW-51B, December 1942). Actual status: extensive damage from German surface engagement.

**Euphemism Category 2: Personnel Casualties**

* **"Reduced Complement"**: Signifies loss of life/wounded crew members
  + Example: "HMS Beagle reporting *reduced complement* after engagement" (Convoy RA-55A, January 1944). Actual loss: 12 confirmed dead, 21 injured
* **"Medical Leave"**: Indicates severe injury or death of personnel
  + Example: "*Medical leave* requested for AB Seaman Davies" (Convoy JW-58, March 1944). Actual incident: fatal shrapnel wounds.
* **"Reassigned Duties"**: Death of officer or specialized crew member
  + Example: "Navigator Collins *reassigned duties* after incident" (Convoy PQ-16, May 1942). Actual incident: navigator killed by Luftwaffe bombing

**Euphemism Category 3: Enemy Activity**

* **"Adverse Weather Conditions"**: Used as code for enemy submarine presence
  + Example: "Expect *adverse weather conditions* near Bear Island" (Decrypted Kriegsmarine message referencing U-boat patrol lines, Convoy JW-59, August 1944). Actual status: Wolfpack "Grimm" operating in area with 7 U-boats
* **"Navigational Hazards"**: Signifies presence of mines or surface raiders
  + Example: "Be advised of *navigational hazards* in sector Charlie" (Convoy RA-60, March 1945). Actual threat: German surface raider "Admiral Hipper" approaching convoy
* **"Increased Patrol Activity"**: Used to mask an anticipated heavy attack by Luftwaffe
  + Example: "*Increased Patrol Activity* reported on convoy PQ-18" (Convoy PQ-18, September 1942). Actual incident: Heavy air attacks by KG 26 (80 aircraft)

**Euphemism Category 4: Strategic Maneuvering**

* **"Tactical Repositioning"**: Masked retreat from enemy forces
  + Example: "*Tactical Repositioning* required for HMS Sheffield" (Convoy JW-51B, December 1942). Actual action: retreating from the German battleship *Admiral Hipper*.
* **"Course Adjustment"**: Code for altering course to avoid known U-boat positions
  + Example: "*Course adjustment* of 15 degrees starboard recommended" (Convoy RA-53, February 1943). Actual reason: Avoiding U-boat concentration reported by Bletchley Park
* **"Consolidation of Assets"**: Sacrificing weaker ships to save faster/more valuable vessels
  + Example: "*Consolidation of Assets* order issued. Stragglers to fall back" (Convoy PQ-17, July 1942). Result: unprotected merchant ships left vulnerable after cruiser escort withdrew.

**III**

**The Impact of Euphemisms: Deception and Morale**

* Protecting sensitive information from enemy interception
* Maintaining morale among convoy crews and the public at home
* Balancing transparency with operational security
* Ethical considerations: the human cost of euphemistic language. Example: Loss of HMS Pathfinder (Sept 1942) officially reported as "mechanical failure" to avoid alarming public. Decrypted message: torpedoed by U-223.

**IV**

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**Prompt:** types of ships, words parts of ships in arctic convoys

**The outline of the presentations**

# Arctic Convoys: A Vital Lifeline

* Introduction to the Arctic Convoys of World War II
* Allied effort to supply the Soviet Union
* Extreme conditions: U-boats, Luftwaffe, icy seas
* High stakes: support Soviet war effort, tie down German forces
* 85 merchant ships lost out of approximately 1,400 sailings
* 16 Allied warships lost

# Merchant Ships: The Workhorses

* Primarily Liberty ships and other freighters
* Transported tanks, aircraft, ammunition, raw materials
* Vulnerable to attack, lightly armed for defense
* Average speed: 8-11 knots (9-13 mph)
* Key cargo examples: M4 Sherman tanks, P-40 Warhawk fighters, tons of flour and medical supplies
* Often crewed by civilian merchant mariners: high casualty rates

# Destroyers: Escort and Defense

* Primary escort vessels, anti-submarine warfare (ASW) role
* Hunted U-boats with sonar and depth charges
* Defended convoys from air attacks with anti-aircraft guns
* Examples: British Town-class destroyers, US Fletcher-class destroyers
* HMS Walker sunk U-471 in August 1944, protecting convoy JW 59

# Corvettes: Small but Mighty

* Smaller escort ships, increased ASW capabilities
* More numerous than destroyers, provided close escort
* Suffered in heavy seas, uncomfortable for crews
* Examples: Flower-class corvettes, HMS Bluebell sunk by U-711 in February 1945, protecting convoy JW 64
* Armed with depth charges, hedgehogs, and small guns

# Cruisers: Heavy Protection

* Provided long-range defense against surface raiders
* Anti-aircraft capabilities, command and control platforms
* Risked being sunk by U-boats and air attacks
* HMS Edinburgh sunk by U-456 in May 1942 while escorting convoy QP 11
* HMS Sheffield provided crucial AA cover during numerous convoys

# Icebreakers and Rescue Tugs: Essential Support

* Icebreakers cleared paths through ice, assisted damaged ships
* Rescue tugs salvaged stricken vessels, crucial for morale
* Often unarmed, highly vulnerable
* US Coast Guard icebreakers like the Northland helped escort convoys in Greenland Strait

# Naval Aviation: Fleet Air Arm and CAM Ships

* Aircraft carriers (e.g., HMS Avenger, HMS Activity) provided air cover
* Catapult Aircraft Merchant (CAM) ships launched Hurricane fighters
* Limited effectiveness due to weather, short range
* HMS Audacity (converted merchant ship) was the first escort carrier, sunk in December 1941

# The Human Cost: "The Worst Journey in the World"

* Over 3,000 Allied sailors and merchant mariners lost their lives
* Enduring freezing temperatures, constant threat of attack
* "Murmansk Run" earned infamous reputation for danger
* Survivors suffered long-term physical and psychological trauma
* Recognition and remembrance of Arctic Convoy veterans
* "Arctic Star" medal created in 2012 to honor veterans

V

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**Listening (watching)**

**Identifying Key Information**

* **Video Clip:** Short segments (1-2 minutes) of interviews with convoy veterans describing their roles and experiences. Example: A sailor describing his duties in the engine room.
* **Task:** Students listen and note down specific details: names, dates, locations, types of ships, and weather conditions mentioned.
* **Follow-up:** Class discussion comparing notes and clarifying any misunderstandings.
* **Example Question:** What were the primary dangers faced by sailors on the convoys, according to the veteran?

**Reconstructing Events**

* **Video Clip:** Lengthier excerpts (3-5 minutes) describing specific convoy events or battles. Example: A survivor recounting the sinking of a ship.
* **Task:** Students listen and create a timeline or storyboard of the events described.
* **Collaboration:** Group work to compare reconstructions and create a unified narrative.
* **Challenge:** Focus on sequencing and understanding cause-and-effect relationships.

**Inferring Meaning from Context**

* **Video Clip:** Segments with emotional or nuanced language. Example: A veteran reflecting on the loss of comrades.
* **Task:** Students identify the speaker's feelings and infer unspoken meanings.
* **Discussion:** Focus on understanding tone, body language, and cultural context.
* **Example Question:** What does the speaker imply about the human cost of the Arctic Convoys?

**Focused Vocabulary Building**

* **Video Clip:** Short, targeted clips (30-60 seconds) featuring specific vocabulary related to naval warfare, weather, or maritime life.
* **Task:** Students identify and define unfamiliar words and phrases. Example: learning terms like "depth charge," "ice floe," or "mess hall."
* **Resources:** Use online dictionaries and historical glossaries.
* **Assessment:** Vocabulary quiz or "definition relay" game.

**Pronunciation**

**Understanding Accents and Dialects**

* **Video Clip:** Segments featuring speakers with varying regional accents (British, American, Russian, etc.). Example: A Scottish sailor describing an encounter with a German U-boat.
* **Task:** Students identify the speaker's origin and describe features of their accent.
* **Discussion:** Focus on the challenges and strategies for understanding different English accents.
* **Extension:** Research and presentation on the historical context of the identified accents.
* **Fact:** Many sailors spoke in slang that is no longer used, making this a fun challenge.

**Dictation and Transcription**

* **Video Clip:** Short, clear statements (15-30 seconds) from the archival footage.
* **Task:** Students transcribe the spoken words verbatim.
* **Analysis:** Check for accuracy and discuss common errors (e.g., misheard words, spelling mistakes).
* **Benefit:** Develops precise listening and writing skills.
* **Tip:** Select sentences that are factually interesting so students are more engaged in

**Reading**

**Comprehension through Letter Analysis**

* Objective: Improving reading comprehension by analyzing personal letters from convoy participants.
* Activity: Students read letters from sailors, nurses, or civilians involved with the convoys.
* Focus questions:
  + What were the writer's experiences?
  + What emotions did they express?
  + What challenges did they face?
* Example Letter: Letter from a sailor describing the constant threat of U-boats and the freezing conditions; analyze tone, word choice, and historical context.
* Discussion: Class discussion of letter content, historical perspectives, and emotional impact.

**Speaking**

**Role-Play: Sailor Interviews**

* Source: Excerpts from personal accounts, diaries, and interviews with Arctic Convoy veterans from BBC Archives and IWM collections.
* Task: Students role-play interviews between a journalist and a sailor on an Arctic Convoy.
  + Example: One student plays a sailor describing the conditions, challenges, and camaraderie on board. The other student is a journalist asking questions.
* Speaking Focus: Practicing question formation, past tense narration, and expressing opinions and feelings.

**Role-Playing: Crew Members and Historical Figures**

* Activity: Students assume roles of sailors, officers, reporters, or political figures involved in the Arctic Convoys
* Example: Simulate a meeting between a British captain and an American convoy commander discussing strategy
* Learning Outcomes: Develop conversational skills, practice negotiation, and improve historical comprehension
* Materials: Archive photos and texts to provide background information for each role

**Presentation: A Specific Convoy**

* Source: Detailed convoy records, ship manifests, and casualty lists from the National Archives UK and convoy-related historical societies.
* Task: Each student researches and presents on a specific Arctic Convoy (e.g., PQ-17).
  + Presentations should cover the convoy's purpose, route, challenges, and outcomes.
* Speaking Focus: Improving presentation skills, organizing information, and using visual aids (images, maps).

**Storytelling: Creative Retellings of Convoy Events**

* Activity: Students create and share fictional stories based on real events of the Arctic Convoys
* Options: Write a short story, create a dramatic monologue, or develop **a radio play**
* Guidelines: Maintain historical accuracy while adding creative elements to engage the audience
* Assessment: Focus on creativity, clarity, and effective use of language to evoke emotion and imagery

**Writing**

**Photo Analysis and Descriptive Writing**

* Objective: Enhancing visual literacy and descriptive writing skills.
* Activity: Students analyze archival photographs of ships, sailors, and Arctic landscapes related to the convoys.
* Prompts:
  + Describe the scene in detail.
  + What emotions does the photo evoke?
  + What does the photo tell us about the Arctic Convoys?
* Example: A photo of sailors on deck covered in ice; students describe the harsh conditions, the sailors' expressions, and the overall atmosphere.
* Extension: Research the context of the photo and write a short caption explaining its significance.

**Creative Writing and Storytelling**

**Creative Writing and Storytelling**

* Source: Inspired by the general history of the Arctic Convoys.
* Task: Students write and present a short story or poem about the Arctic Convoys from a specific perspective (e.g., a sailor**, a civilian in Murmansk**).
* Speaking Focus: Developing creative expression, using figurative language, and engaging an audience through storytelling.

**Creative Response: Writing & Presentation**

* **Activity:** Assign creative writing projects based on the video archives.
* **Options:**
  + Write a diary entry from the perspective of a sailor on an Arctic Convoy.
  + Create a short play based on a historical event depicted in the videos.
  + Deliver a presentation summarizing the challenges and significance of the Arctic Convoys.
* **Assessment:** Evaluate students' understanding of the material, creativity, and language skills.
* **Benefit:** Encourages deeper engagement with the material and enhances writing/presentation skills.

**Creative Writing - "Voices from the Arctic"**

* Objective: Encouraging creative expression and deeper engagement with historical material.
* Activity: Students write fictional diary entries, poems, or short stories from the perspective of someone involved in the Arctic Convoys.
* Roles: Sailor, captain, nurse, civilian, or even a historical figure.
* Emphasis: Historical accuracy, emotional depth, and vivid descriptions.
* Example: A diary entry from a young sailor on his first convoy, expressing his fears, hopes, and experiences.
* Sharing: Students share their creations in class.

**@GPT4Telegrambot**

**Speaking**

**1. Presentation Activities**

• Group Presentations: Students work in groups to present on specific topics related to Arctic convoys, using visuals from archives.

• Individual Speeches: Each student prepares a short speech about a particular aspect of the Arctic convoys, such as key figures or missions.

**2. Role-Playing**

• Historical Role Play: Students take on the roles of different individuals involved in the Arctic convoys (e.g., sailors, commanders) and act out scenarios based on historical events.

• Interview Simulation: One student plays a historian or a soldier, while another conducts an interview about their experiences during the convoy missions.

**3. Discussion Circles**

• Socratic Seminars: Facilitate a discussion where students analyze and debate the significance of the Arctic convoys based on their readings and multimedia materials.

• Fishbowl Discussions: Arrange an inner circle to discuss while an outer circle observes, allowing for feedback and insights on speaking skills.

**4. Storytelling**

• Personal Narratives: Students create and share fictional stories inspired by the experiences of those involved in the Arctic convoys.

• Photo Storytelling: Using archival photos, students narrate a story or describe what they think is happening in the images.

**5. Peer Teaching**

• Teach Back Sessions: After researching a specific topic, students teach their peers about it, using archive materials as support.

• Mini-Lessons: Students prepare short lessons on vocabulary or concepts related to the Arctic convoys and present them to the class.

**6. Video Analysis**

• Video Summaries: After watching a documentary or video about Arctic convoys, students summarize key points and discuss their thoughts.

• Reaction Videos: Students create short videos expressing their reactions to specific archival footage or documentaries.

**7. Interviews and Dialogues**

• Pair Interviews: Students pair up to interview each other about what they learned regarding Arctic convoys, practicing question formation and active listening.

• Dialogue Creation: In pairs or small groups, students create and perform dialogues based on scenarios from the Arctic convoy missions.

**8. Panel Discussions**

• Expert Panels: Simulate a panel discussion where students represent different perspectives (e.g., military leaders, historians) on the Arctic convoys.

• QA Sessions: After presentations, allow time for classmates to ask questions, encouraging spontaneous speaking practice.

**9. Creative Projects**

• Podcast Recording: Students create a podcast episode discussing various aspects of the Arctic convoys, incorporating research and personal insights.

• Dramatic Readings: Select letters or diary entries from soldiers and have students perform dramatic readings, emphasizing emotion and clarity.

**Writing**

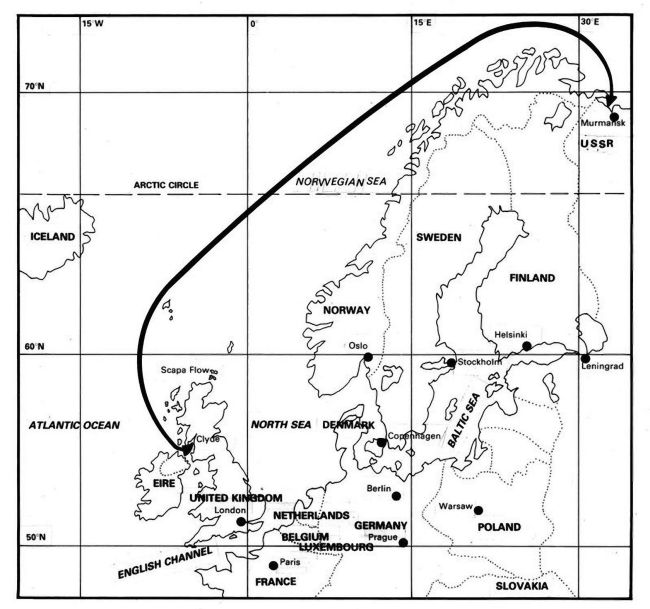
Creative Projects

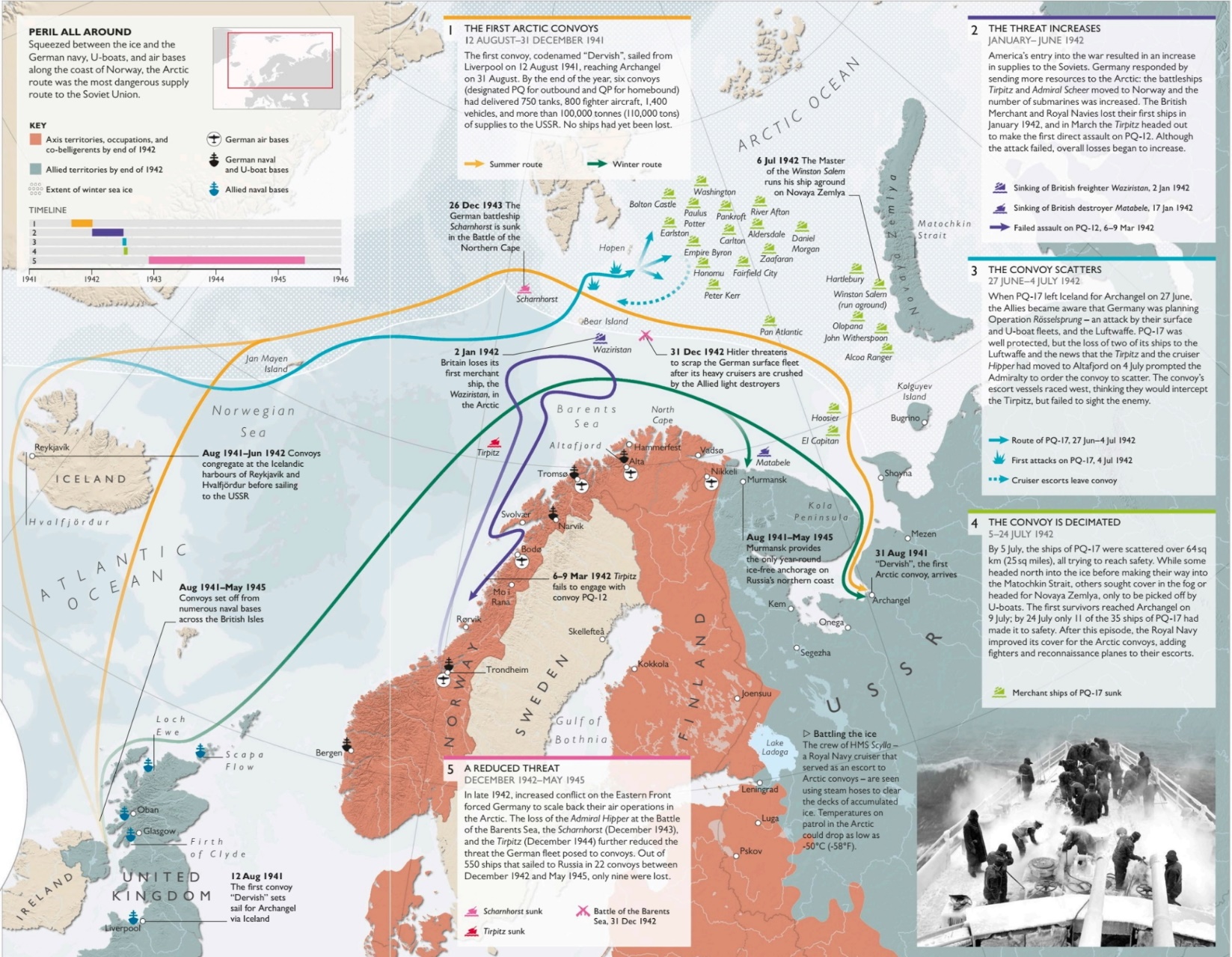
• Storyboards: Students create storyboards illustrating key events from the convoy missions.

• Letters Home: Have students write fictional letters from soldiers to their families based on what they read.

**Speaking/writing from the photo**

**Source: perplexity. ai**







Source: Wikipedia



Погрузка танков «[Матильда](https://ru.wikipedia.org/wiki/%D0%9C%D0%B0%D1%82%D0%B8%D0%BB%D1%8C%D0%B4%D0%B0_(%D1%82%D0%B0%D0%BD%D0%BA))» для СССР в ливерпульских доках (17 октября 1941 года)



**Propaganda: Poster Source: Wikipedia**