

CAMPAIGN NEWS DIGEST

MARCH 2009

UI NEW RECRUITS IN U.S. ARMY

THE U.S. ARMED FORCES are now recruiting skilled immigrants with temporary visas who have lived in the U.S. for two years or longer.

The military is targeting skilled, educated immigrants who have both foreign language skills and professional expertise. The Army is getting ready to deploy 30,000 troops to Afghanistan, and there is a great demand for healthcare professionals and language experts. The new recruits will be able to meet those demands, as well as provide the Army with 14,000 new volunteers.

Not only will the U.S. military gain in strength and human capital, but it will also benefit from the cultural awareness that these individuals will contribute to the military. The immigrants will benefit, because they will be able to obtain U.S. citizenship in as little as six months, and naturalization fees will be waived.

This program is also open to foreign students and refugees who have a native knowledge of strategically important languages and cultures. The military will not, however, recruit illegal immigrants, and all interested parties will need to pass a security screening.

OPERATION TRADEWINDS 2009

THE BAHAMAS AND THE DOMINICAN REPUBLIC will be the venue for the 25th annual Tradewinds exercise this month, sponsored by the U.S. Southern Command.

Tradewinds is a security exercise which focuses on maritime interdiction and search-and-rescue operations. The aim of the exercise is to improve coordination among partner nations in their ability to detect and prevent illicit trafficking in the Caribbean. Participants will rehearse critical skills needed in these scenarios, such as boarding party operations training, and hazardous material identification and handling.

The United States and Great Britain, along with 16 Caribbean countries, will take part in the exercise. Participating countries include the Bahamas, Belize, Grenada, Haiti, Honduras, Jamaica and Nicaragua.

SOLDIERS AGAINST DRUG GANGS

MEXICAN SOLDIERS are being deployed to the Mexican border city of Juarez to fight drug violence. The soldiers will be tasked with fighting against drug trafficking gangs and join the 2,400 police officers and soldiers who are already positioned and operating in the area.

The area of the violence is located on the U.S.-Mexican border in the northern Mexican state of Chihuahua, directly across the border from El Paso, Texas. Local drug gangs are reportedly trying to smuggle drugs from Mexico into the United States along routes in this area.

This escalation in drug-related violence has caused the U.S. State Department to issue a travel alert for warning about the violence in the area.

BOOMERS PRACTICE MANEUVERS

TRIDENT SUBMARINERS ABOARD THE USS MARYLAND are currently carrying out strategic deterrence missions in the Atlantic Ocean. Sailors aboard these submarines are carrying out practice maneuvers 400 feet under the waves.

Tridents, or 'Boomers', are nuclear-powered submarines, and are the largest submarines in the U.S. Navy. Their crucial mission is to deter nuclear conflict. 'Boomers' are manned by highly qualified volunteers, who must go through rigorous screening procedures before becoming submariners.

The crew of the USS Maryland recently embarked on their 53rd patrol to date. During the patrol, submariners will conduct damage control exercises, such as flooding and fire scenarios, as well as battle and strategic-deterrence simulations. Particular attention will be focused on developing teamwork strategies, which are essential aboard a submarine.

Preston, Julia, U.S. Military Will Offer Path to Citizenship, *New York Times*, February 15, 2009

http://www.nytimes.com/2009/02/15/us/15immig.html?_r=1&scp=3&sq=immigration%20citizenship%20military&st=cse

Miles, Donna, Multinational Exercise to Test Interoperability in Caribbean, *American Forces Press Service*, February 27, 2009

<http://www.globalsecurity.org/military/library/news/2009/02/mil-090227-afps02.htm>

Mexico Sending Extra Troops to Besieged Border City, *VOA News*, February 26, 2009

<http://www.voanews.com/english/2009-02-26-voa57.cfm>

Gilmore, Gerry J., Tight-knit Trident Submariners Conduct Strategic Deterrence Missions, *Navy News Stand*, February 26, 2009

<http://www.globalsecurity.org/wmd/library/news/usa/2009/usa-090226-nns01.htm>

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Student Worksheet

Task 1: pre-reading vocabulary

Before reading the articles, match the words on the left to the definitions on the right.

- | | |
|-----------------|---|
| 1 demand | a) rigid and accurate |
| 2 venue | b) an increase in intensity |
| 3 to handle | c) the idea of taking measures to prevent hostile action |
| 4 reportedly | d) touch, lift, or hold with the hands |
| 5 escalation | e) urgent need |
| 6 to deterrence | f) extremely important |
| 7 maneuver | g) the place where an event is held |
| 8 crucial | h) according to another source |
| 9 rigorous | i) to start |
| 10 to embark | j) a large-scale training exercise involving military and naval units |

Task 2: comprehension check

Write short answers to the following questions:

- 1 What is the purpose of recruiting skilled immigrants?
- 2 How does this new program benefit skilled immigrants?
- 3 What is the objective of Exercise Tradewinds?
- 4 What skills are practiced during the exercise?
- 5 What unusual task are Mexican soldiers performing?
- 6 What is the current situation on the Mexican-U.S. border?
- 7 What is the most important mission of 'Boomers'?
- 8 What kind of maneuvers are practiced on patrol?

Task 3: discussion

The last article talks about 'Boomers'. The U.S. Navy has recently announced that it has started the process to find a 21st-century successor to the Trident strategic missile submarine. Work in small groups and design a new weapon or piece of equipment of your own for the 21st century. Describe the defence capabilities and specifications of your invention to the class. You can use this website to help you:

http://www.army.mil/fact_files_site/index.html

Task 4: writing

The third article talks about military soldiers being deployed to fight drug gangs. Write a story (of about 300 words) about an unusual event in your military career. Describe the background to the event, where the event took place, the people involved and the main outcomes of the event. .

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Teacher's Notes

Task 1: pre-reading vocabulary

Before reading the articles, match the words on the left to a definition on the right. Encourage students to try to deduce the meaning of the words from the context using clues from the text.

- | | |
|--------------|---|
| 1 demand | e) urgent need |
| 2 venue | g) the place where an event is held |
| 3 to handle | d) touch, lift, or hold with the hands |
| 4 reportedly | h) according to another source |
| 5 escalation | b) an increase in intensity |
| 6 deterrence | c) the idea of taking measures to prevent hostile action |
| 7 maneuver | j) a large-scale training exercise involving military and naval units |
| 8 crucial | f) extremely important |
| 9 rigorous | a) rigid and accurate |
| 10 to embark | i) to start |

Task 2: comprehension check

Write short answers to the following questions.

- 1 Recruits will provide a native knowledge of foreign languages and cultures, and fill positions in healthcare and intelligence.
- 2 Legal skilled immigrants with temporary status will be able to obtain U.S. citizenship in six months, expense free.
- 3 Tradewinds aims to promote coordination among Caribbean nations and increase security in the area.
- 4 They will simulate boarding party operations and be trained in hazardous material identification and handling.
- 5 Mexican soldiers and police comprise a security force tasked with fighting drug violence.
- 6 The area is considered dangerous and the U.S. is warning citizens not to travel to the area.
- 7 Boomers are used to deter nuclear conflict.
- 8 Sailors develop team skills, emergency scenarios, and strategic-deterrence simulations.

Task 3: discussion

The objective of this exercise is to practise the language of descriptions and specifications. Encourage students to be as creative as they like with this activity. Real-world military knowledge is not important, as long as they use appropriate terminology to describe their inventions.

As a lead-in, brainstorm the types of threats we face during the 21st century that we did not face during the Cold War. You may need to guide this discussion by suggesting that future threats will be very different and involve broader conflicts against enemies that are not nation-states.

Ask students to think about what types of military defence capabilities and systems will be needed to deter these threats to maintain national security.

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Put the students into small groups and encourage them to use their imaginations to design a weapon or piece of equipment for the future. Monitor the groups as they work, and provide input where necessary.

You may want to direct your students to this website: http://www.army.mil/fact_files_site/index.html. Alternatively, you could print out sample fact files for the students to use as a model for their inventions.

When the groups have completed this task, ask a spokesman from each group to present the group's findings to the class. Encourage students to review and discuss each of the inventions in terms of suitability for the 21st century, defence capabilities, utility, etc.

Alternatively, rather than individual presentations, you could get each student to present their group's invention by forming new groups which include only one member from each original group.

To close, ask the class to vote on the invention with the most potential.

You may want to review the language of descriptions and specifications before the students begin the task.

Task 4: writing

This is an opportunity for creative expression, where students can think and write about their personal experience, drawing on their own language to narrate an event.

Explain to students that a narrative is more than an account of events and facts (which would be a report). The purpose of a narrative report is to describe something, providing enough detail so that the reader can experience the story.

As a lead-in, ask students which verb tenses are used to tell stories, personal anecdotes, and descriptions of past events. You may need to review the narrative tenses (e.g. past simple, past continuous and past perfect) before asking students to work independently.

You may want to give students some general guidelines for writing narrative essays. For example, narratives:

- can be written in the first or third person
- provide concrete, sensory details to convey the writer's point of view.
- are written chronologically
- should include a plot (including setting and characters), a beginning, middle, and end.

At the end of this exercise, ask some of your students to share their stories with the class. This can be done as an informal presentation, or in groups or pairs.

To extend this activity, ask your students to exchange their narratives with another student. Each student will read another student's anecdote. Then ask each student to find a new partner, and recount as much as they can remember of the anecdote.

To vary this exercise, students could recount the anecdote but stop at midpoint and ask the listener to guess the end of the story.