

CAMPAIGN NEWS DIGEST

FEBRUARY 2010

NEW TRAVEL RULES IN EFFECT

THE TRANSPORTATION SECURITY ADMINISTRATION (TSA) has issued new security directives in response to the failed attempt to bomb a U.S. airliner in December. The directive outlines new travel rules to all U.S. and international air carriers flying to the United States. To increase aviation security, passengers from certain countries will now be subject to enhanced screening techniques before boarding an aircraft which is heading for the United States.

The new travel rules include full-body scans and pat-downs, as well as random screening for all passengers on international flights bound for the United States. High-tech, full-body scanners will be used in addition to, or in place of, metal detectors and individual airlines can now require passengers to put away electronic devices during the flight. Finally, the plane's captain can ask passengers to remain seated for the final hour of the flight.

The TSA has warned that if airlines do not follow the new security rules, they will be penalized with fines, and possibly barred from flying to the United States.

COUNTERFEITERS ARRESTED

EUROPOL AND THE ITALIAN GUARDIA DI FINANZA have uncovered a transnational organised crime syndicate that has been illicitly producing and distributing counterfeit clothing.

The Guardia di Finanza, supported by Europol, has been investigating illicit factories in Italy for the last two years. Illegal immigrants have been operating the production centres where the counterfeit clothing is manufactured. Over ten 'designer' clothes brands were counterfeited by the factories in question. The clothes were then distributed throughout Europe by a criminal network linked to Chinese, Turkish and Italian syndicates.

16 illicit factories in Italy were dismantled, and counterfeit goods were seized in Germany and France. The seizure was reported to be worth over €150 million.

The operation was successful due to the close cooperation between law enforcement agencies from a number of European countries, including Austria, Belgium, France, Germany and Italy.

SOLDIERS TRAINED IN FORENSICS

U.S. SOLDIERS WITH THE 2ND ENGINEER BATTALION are now using forensic science to locate, identify and capture insurgents.

Intelligence teams collect physical evidence of enemy activity on the battlefield and then analyse it in a laboratory. Items collected include the actual explosives found in Improvised Explosive Device (IEDs), wires, or even batteries.

Intelligence officers look for things that can provide forensic data about the enemy, like the food they eat, or the items that they buy. This evidence can lead to information about the stores that insurgents shop in, the routes they use, and even the IEDs they construct.

The use of investigative techniques will give troops more information about the enemy, and how to best fight them.

NAVY DOLPHINS HUNT MINES

THE NAVY MARINE MAMMAL PROGRAM is currently training dolphins and sea lions to perform underwater tasks for the Navy.

Just as dogs are used to detect land mines, the sonar of dolphins can be used to detect and mark the location of sea mines, particularly when mines are buried deep on the ocean bottom. Dolphin teams operate with a low profile in shallow water, so they are well suited to identify safe corridors for the landing of troops ashore, or to clear a path of safety for troops.

Sea lions are also used at a low cost to recover submerged objects, as they are fast and agile. Both mammals are used to protect piers, ships and harbours.

The teams can be deployed within 72 hours and regularly participate in major Fleet exercises.

Travellers to U.S. face new security measures, MSNBC *The Associated Press*, January 4, 2010

http://www.msnbc.msn.com/id/34679532/ns/us_news-airliner_attack/

16 Factories Producing Counterfeit Goods Dismantled in Italy, *Europol*, December 21, 2009

<http://www.europol.europa.eu/index.asp?page=news&news=pr091221.htm>

Hamilton, Drew Soldiers Train to Use Forensic Science to Catch Insurgents, *WWW.ARMY.MIL*, December 9, 2009

<http://www.army.mil/-news/2009/12/09/31531-soldiers-train-to-use-forensic-science-to-catch-insurgents/>

Flipper Can Find It: US Navy Uses Dolphins to 'Sniff' for Mines, *source of story 4*, December 6,

2009 <http://www.defenseindustrydaily.com/Flipper-Can-Find-It-US-Navy-Uses-Dolphins-to-Sniff-for-Mines-06005/>

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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 directive | a) an organized group of criminals |
| 2 to enhance | b) illegal |
| 3 pat down | c) to make false copies of something valuable |
| 4 random | d) to prove that something is present using scientific methods |
| 5 to bar | e) the collection of physical evidence and its subsequent analysis |
| 6 illicit | f) to prevent from entering or to keep out |
| 7 syndicate | g) to improve something or make it better |
| 8 to counterfeit | h) an official order |
| 9 forensic science | i) happening without any particular order or purpose |
| 10 insurgent | j) covered completely with water |
| 11 to detect | k) a person who takes part in an armed rebellion against the government |
| 12 submerged | l) passing the hands over a clothed person to find concealed weapons |

Task 2: comprehension check

Decide if the following sentences are true (T) or false (F).

- 1 The TSA requires that all passengers travelling through U.S. airports be subject to a full-body scan.
- 2 The TSA has barred certain countries from flying into the United States.
- 3 Europol, working in conjunction with the Guardia di Finanza disrupted a massive counterfeiting operation.
- 4 An investigation took place before the arrests in Italy, Germany and France.
- 5 Intelligence officers analyze evidence from enemy activities to determine their locations, motives and activities.
- 6 Intelligence officers do not consider materials such as wires and batteries as valuable evidence.
- 7 Human/animal teams are currently being used to detect mines both on land and at sea.
- 8 The marine mammals perform mine hunting and marking, force protection, and object recovery tasks.

Task 3: discussion

The first story in this month's Campaign News Digest talks about new technology that can reveal objects hidden under clothes at airport checkpoints, but some people say that this is too personal. You are going to debate the pros and cons of enhanced screening techniques, and try to reach a consensus.

Task 4: writing

The four articles in this month's CND focus on training and investigating. Since both of these activities are normally followed by a report; good report writing is an essential skill for both military and law enforcement officers. Write a report of about 300 words about a training course or an investigation you participated in.

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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 directive | h) an official order |
| 2 to enhance | g) to improve something or make it better |
| 3 pat down | l) passing the hands over a clothed person to find concealed weapons |
| 4 random | i) happening without any particular order or purpose |
| 5 to bar | f) to prevent from entering or to keep out |
| 6 illicit | b) illegal |
| 7 syndicate | a) an organized group of criminals |
| 8 to counterfeit | c) to make false copies of something valuable |
| 9 forensic science | e) the collection of physical evidence and its subsequent analysis |
| 10 insurgent | k) a person who takes part in an armed rebellion against the government |
| 11 to detect | d) to prove that something is present using scientific methods |
| 12 submerged | j) covered completely with water |

Task 2: comprehension check

Decide if the following sentences are true (*T*) or false (*F*).

- 1 False. The TSA requires passengers travelling *to* the U.S. to be subject to enhanced screening techniques.
- 2 False. The TSA could, however, bar countries that do not comply with the new rules from flying into the U.S.
- 3 True
- 4 True
- 5 True
- 6 False. Materials such as wires and batteries are indeed considered valuable evidence.
- 7 True
- 8 True

Task 3: discussion

This exercise aims to practise speaking fluency skills and develop discussion techniques.

As a lead-in, read the following news update to your class: 'On January 3, 2010, the Transportation Security Administration issued new security directives to increase aviation security. The new directive requires that individuals flying into the U.S. go through enhanced screening.'

Invite your students to give their opinions about the ongoing debate about enhanced screening (full body scanning) at airports. Ask them if they think that full body scans infringe on a traveller's dignity. Discuss whether or not public safety is more important than privacy concerns, and how far we are willing to sacrifice our freedom, privacy, and basic human dignity in the name of public safety.

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Then divide the students into two groups: the Pros (those in support of enhanced screening techniques), and the Cons (those against enhanced screening techniques). Give the two groups 15 minutes to prepare their “platforms” to support or defend their position. As students work in their groups, go around the class and offer input where needed.

Ask a spokesman from the ‘Pros’ to give a one minute presentation summarizing their position, then ask the ‘Cons’ to give theirs. Let the two groups debate the issue for about 15 minutes, encouraging them to reach a consensus. Close the activity as a class, asking a student / students to briefly summarise the two positions and the consensus reached.

The following are some ideas in support of and against enhanced screening. You could cut these up and ask your students to sort them into groups or display them randomly on your board and ask students decide if each statement is for or against enhanced screening.

Alternatively, more advanced students can use this website to research and develop their arguments: <http://community.nytimes.com/comments/www.nytimes.com/2009/12/30/us/30privacy.html?sort=oldest&offset=3>

FOR	AGAINST
Using available technology such as advanced body-imaging systems is our best and last defence.	The machines cost between \$130 and \$200 thousand each.
It is an attempt to make flights safer.	This technology has not led to the capture of a single terrorist.
Privacy in normal times is welcome but in this terror-dominated era, privacy has to be secondary.	Privacy concerns are raised; we have already given up too many civil and constitutional rights to the government.
The TSA says the technology is harmless and the scanners produce less energy than a mobile phone.	The scanners may pose health risks, especially for frequent.
If someone objects to full-body scanning, the TSA offers a physical pat-down.	Advanced body-imaging systems potentially humiliate people.
If the option of enhanced screening is designed not to store and record images there are no privacy issues.	Gathering information through human intelligence is a more effective way to approach this problem.
Screens can be hidden from the general public, and not recorded, stored or printed.	X-ray systems cannot detect explosives cleverly disguised in carry-on baggage and advanced body-imaging systems cannot pick up explosives hidden inside a person’s body.

If your students are interested in high-tech, full-body scanning machines, direct them to this Associated Press website, where they can find questions and answers about enhanced screening techniques:

<http://www.dailymail.com/News/TechnologyNews/200912310190>

If the Internet is not available in your classroom, you could access the website before the lesson and print out the Questions and Answers page for your students.

You may want to input various discussion phrases and leave them for reference on the board:

Deciding on a spokesman:

Will you do that then?

Can we leave that to you?

Giving opinions:

In my opinion,

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From my point of view,

Rejecting an interruption:

If you would allow me to continue...

If I could just finish...

Interrupting:

May I interrupt you for a moment?

Excuse me but...

Agreeing / Acknowledging an Opinion:

I (completely) agree with you.

That's a good point.

Disagreeing:

I tend to disagree

I am not totally convinced by your argument

Closing:

In conclusion / In short ...

To summarise, ...

To extend this activity (or for homework) and recycle key vocabulary from the text, direct students to the TSA Office of Law Enforcement website: <http://www.tsa.gov/lawenforcement/index.shtm>. Ask them to find out more about the Federal Air Marshal Service, their role in homeland security (they secure America's civil aviation system from both criminal and terrorist acts), and how they cooperate with other law enforcement agencies to accomplish their mission.

Follow up this activity as a class by asking the students to share what they learned about the TSA.

Task 4: writing

The purpose of this exercise is to write a narrative report. As a lead-in, brainstorm why reports are written. Students might come up with ideas such as:

- The purpose of any report is to provide information.
- Reports provide a permanent and official record of activities and findings.
- Reports are usually written to record the methodology, results and conclusions of an investigation or incident.

Then ask what information a basic report should include (it should answer the questions *who? what? when? where? how? and why?*)

You may want to give guidelines below to help your students organise their reports. Tell your students to focus on the narrative aspect of writing, and not the format, as reports can be written in a variety of ways and there is no single correct format.

Ask students to write an account describing an incident or training course and describe the actions and tasks they performed in response to the event. Remind them to write their accounts in chronological order, and to use the active voice where possible. Instruct them to be detailed (but to the point), and factual.

Additionally, instruct them to avoid phrasal verbs, contracted forms, and pronouns such as 'he' or 'she' (by using proper names) for clarity. Suggest they avoid unnecessary adjectives and that they refrain from including their personal feelings or conjecture, as the purpose of a report is to create a factual record of what happened. Finally, encourage students to proofread their work.

Alternatively, you could do a peer assisted writing activity. Pair the students up so that they can brainstorm ideas and learn from each other. You might want to pair up a more proficient student with a less proficient one. Monitor the pairs and provide suggestions to generate content and improve accuracy. Finally, meet with each pair and edit their first draft, before they write a final draft.

To extend this activity, you could ask students to give an oral summary of their reports

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REPORT GUIDELINES

1. Heading

To: (who the report is for) _____

From: (who wrote the report) _____

Subject: (topic of the report: short and clear!) _____

Date: (date the report was written) _____

2. Introduction

The background to the investigation/event, and a clear statement about the objective of the event or investigation.

3. Development

This could be sub-divided into the following paragraphs:

Design or sort of exercise or investigation carried out

Materials or equipment used

Procedure or a description about the work was carried out (tasks performed, actions taken), what happened during the investigation/exercise from the start to the finish.

Result: findings

Discussion: the findings and a general discussion of the investigation. It could address some of these questions:

- What has the investigation shown?
- Did it achieve its objectives?
- Why was it important?
- Can you identify any shortcomings?
- What factors might have affected the results?
- Would the results have been different under different conditions?
- Can you make any recommendations that could improve future exercises/investigations?

4. Conclusion

Provide a brief summary

Writing conventions

- Dates (written "21 October 2010")
- Times (written "1230 hours / 0800 hours")

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