

# CAMPAIGN NEWS DIGEST

NOVEMBER 2010

## INVESTIGATORS ON DEMAND

COUNTER TERRORISM INVESTIGATORS in New York City are not all members of the municipal police force (NYPD). Although it is not widely known, the department has a special team of civilian intelligence analysts who do not belong to any specific law enforcement agency. The team, known as the Analytic Unit, is made up of civilian lawyers, corporate consultants, academics, linguists and cyber specialists. These analysts conduct counter terrorism investigations for the NYPD on demand, providing a wide range of skills outside the conventional policing skills. They are leading experts on geopolitical issues, terrorism and international affairs. The linguists speak rare languages such as Urdu and Farsi; the consultants specialise in terrorist finance, and the academics are experts on issues pertaining to the Middle East.

Whilst the police officers are trained in policing skills, the analysts complement these skills, helping police understand the wider cultural and political issues.

## VOICE ID SOFTWARE

VOICE BIOMETRIC TECHNOLOGY is being used by law enforcement agencies throughout Europe to uncover plots against European cities. The new technique is also referred to as voice identification technology or voiceprinting.

Voiceprinting is one of a number of technologies called biometrics that uses biological information to confirm identity, and also includes facial recognition, iris scans, handprints and traditional fingerprinting. Many experts believe that matching a voice to its owner has great potential in tracking down wanted individuals. Others are more cautious, claiming that it is not possible to identify a person's voice with certainty, because factors such as age and health influence reliability.

INTERPOL is exploring the applications of voiceprinting with great urgency, and investigating how it can be used to prevent future attacks. Voiceprinting is already used in the private sector: probation officers use it to monitor offenders; call centres use it to identify customers; and banks use it in telephone banking to authenticate customers and boost customer safety.

## DISASTER RESPONSE TRAINING

ARMENIA was this year's host to an annual training event earlier this month organised by NATO. Experts from NATO and partner countries met in the capital Yerevan, to discuss possible ways to prevent and mitigate natural and man-made disasters in Armenia. The workshop was funded by NATO's Science for Peace and Security programme; defence and environment are both priorities of the alliance.

Historically, civil protection structures in the Soviet Union were oriented towards national defence and responding to security threats. Today, the focus of civil protection is generally on responding to a variety of disasters including soil erosion, wildfires, floods, landslides, earthquakes and pollution. During the training programme, first responders assisted in simulations of real world disasters.

The experts agreed on the importance of promoting a coordinated international response to disaster.

## RAF MILITARY DOGS JOIN POLICE

ROYAL AIR FORCE (RAF) DOGS that have operated in Afghanistan are now joining forces with the City of London Police Dog Unit, serving as explosive experts. The military dog 'veterans' have showed courage under fire in operations in Iraq and Afghanistan, some of them serving as many as five tours abroad. These military working dogs were trained by RAF teams to detect arms and explosives in war zones, lead foot patrols, and search buildings and vehicles for improvised explosive devices.

The military dogs are now patrolling with the City of London Police. Although the location is different, the dogs are carrying out the same tasks, searching for arms and explosives.

The initiative has received a positive public response and has given the military and the police forces the opportunity to share their experiences.

Feuer, Alan, The Terror Translators, *The New York Times*, September 17, 2010

<http://www.nytimes.com/2010/09/19/nyregion/19intel.html?pagewanted=1&r=1>

Satter, Raphael G, Euro Terror Alert Spotlights Voiceprint Technology, *Associated Press*, , October 6,

<http://www.washingtonpost.com/wp-dyn/content/article/2010/10/05/AR2010100500278.html>

NATO Helps Integrate Human and Social Dynamics into Natural Disaster Response, *NATO News*, October 7, 2010

[http://www.nato.int/cps/en/natolive/news\\_66568.htm](http://www.nato.int/cps/en/natolive/news_66568.htm)

RAF Dogs Patrol London Streets, *Defence News*, October 7, 2010

<http://www.mod.uk/DefenceInternet/DefenceNews/DefencePolicyAndBusiness/RafDogsPatrolLondonStreets.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 municipal       | a) when needed or asked for                                     |
| 2 analytic        | b) a heavy fall of earth and rock down a mountain or cliff      |
| 3 on demand       | c) people who have served in the armed forces                   |
| 4 recognition     | d) an important action intended to solve a problem              |
| 5 probation       | e) to reduce the harmful effects of something                   |
| 6 to authenticate | f) identification   |
| 7 to mitigate     | g) belonging to a place that has its own local government       |
| 8 to orient       | h) to prove that someone is who they claim to be                |
| 9 landslide       | i) to discover something  |
| 10 to detect      | j) a system for dealing with offenders without imprisoning them |
| 11 veterans       | k) to have a particular aim                                     |
| 12 initiative     | l) logical, thinking focused on different parts of a subject    |

### *Task 2: comprehension check*

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

- 1 The Analytic Unit is made up of civilian experts, breaking traditional law enforcement boundaries.
- 2 The Analytic Unit will bring a range of theoretical experience to New York law enforcement officers.
- 3 Biometrics is exclusively used by law enforcement agencies; private businesses do not use biometrics.
- 4 Law enforcement agencies are exploring the use of biometrics as a way to prevent terrorist acts.
- 5 NATO is increasingly using its civil protection structures to deal with the defence of territory.
- 6 NATO will deploy its assets to respond to natural and man-made catastrophes.
- 7 Animal rights groups have raised concerns about retired military dogs.
- 8 Military working dogs cannot be effectively trained to work in a civilian municipal setting.

### *Task 3: discussion*

The second story in this month's Campaign News Digest talks about the use of biometrics. You are going to explore some of the applications of biometric technology for security procedures, and report your findings to your classmates.

### *Task 4: writing*

The third story in this month's CND focuses on NATO disaster relief operations. Write a report of about 300 words about a disaster relief training exercise. You can use this website for reference: <http://www.nato.int/eadrcc/exercises-e.htm>.

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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 municipal       | g) belonging to a place that has its own local government        |
| 2 analytic        | l) logical, thinking focused on the different parts of a subject |
| 3 on demand       | a) when needed or asked for                                      |
| 4 recognition     | f) identification  |
| 5 probation       | j) a system for dealing with offenders without imprisoning them  |
| 6 to authenticate | h) to prove that someone is who they claim to be                 |
| 7 to mitigate     | e) to reduce the harmful effects of something                    |
| 8 to orient       | k) to have a particular aim                                      |
| 9 landslide       | b) a heavy fall of earth and rock down a mountain or cliff       |
| 10 to detect      | i) to discover something   |
| 11 veterans       | c) people who have served in the armed forces                    |
| 12 initiative     | d) an important action intended to solve a problem               |

### *Task 2: comprehension check: short answer questions*

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

- 1 True
- 2 True
- 3 False. Biometrics is being used by probation officers and to identify and authenticate customers in banks.
- 4 True
- 5 False. NATO is increasingly using its civil protection structures to deal with natural and man-made disasters.
- 6 True
- 7 False. London residents are in favour of the use of RAF military working dogs by the City of London Police
- 8 False. Military working dogs are working well with the City of London Police.

### *Task 3: discussion*

As a lead in, brainstorm the different types of biometric technologies used in solving crimes and tracking down criminals (e.g. speaker recognition, fingerprint recognition, retina recognition, hand geometry, iris recognition and facial recognition).

Divide students into small groups of four or five. Ask students to come up with a list of potential uses of biometrics for enhancing security. Encourage students to be creative and consider future scenarios. While the groups are working, monitor and offer assistance as required. When the groups are finished collect feedback on the whiteboard.

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Suggestions might include:

- forensic technology
- issuing and authenticating travel documents
- facial recognition and voice printing to verify user identity /authorise bank transactions
- fingerprint scanning in place of keys to control access to security areas
- security screening at airports and mass transit systems
- fingerprint scanning to secure access to computer systems and mobile phones
- encoding biometric data into smart cards
- securing access to military installations, and government and high-security buildings
- employee identity verification
- passenger identity verification

Put the students back into their groups, and ask each group member to find out about a different biometric technique. Students should make notes of the key information and use their notes to present their findings to their group.

Suggest the following websites for reference. If the Internet is not available in your classroom, you could access the websites before the lesson, choose several techniques and print out the pages for your students.

<http://science.howstuffworks.com/biometrics.htm> (general information about biometrics)

<http://computer.howstuffworks.com/fingerprint-scanner.htm> (fingerprint scanning)

<http://electronics.howstuffworks.com/gadgets/high-tech-gadgets/facial-recognition.htm> (facial recognition)

<http://www.explainthatstuff.com/voicerecognition.html> (voice recognition)

<http://www.explainthatstuff.com/how-iris-scans-work.html> (iris scans)

## **Task 4: writing**

The aim of this exercise is to develop reporting skills.

As a lead in, brainstorm as many kinds of natural and man-made disasters as possible where NATO provides assistance. Suggestions include floods, pandemic flu, earthquakes, forest fires, explosions, and extreme weather conditions such as snowfall and hurricanes.

Tell your students they are going to write a report describing a disaster relief training exercise or operation. If your students have access to the internet, direct them to this website where there are accounts of different NATO disaster relief training exercises: <http://www.nato.int/eadrcc/exercises-e.htm>. Alternatively you could print out copies of the training exercises.

You may want to review / introduce basic reporting skills and text organisation, and the narrative tenses before your students begin writing their reports.

Suggest that the students organise their reports into separate paragraphs describing the general situation and damage, the disaster response measures taken, and the assistance.

To extend this activity, you could ask students to watch the short video on the training exercise in Armenia, which provides additional information about the exercise on this website: <http://www.natochannel.tv/> (page 3). Students can listen to the report, take notes and then use their notes to write a summary.

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