

CAMPAIGN NEWS DIGEST

APRIL 2007

US TO BUY ANTI-SNIPER SYSTEM

THE UNITED STATES is about to acquire the Spotlite Mk2 sniper-tracking system from Israel.

The system was originally designed for urban warfare in Israel and has been operational since 2005. This system can identify sources of enemy fire and transfer this information to sharpshooting teams in less than 10 seconds.

Israeli counter terror specialists report that it only takes a few weeks of training to learn how to use the Spotlite Mk2. Additionally, it is man-portable to support operations on the move.

An additional feature of this system is its ability to handle more than one target simultaneously. It has built-in investigation software so that commanders can identify whether or not a sniper is near civilians. They can then assess whether or not their sharpshooters can successfully hit the intended target.

The Israeli Army reports that this system has saved many lives, and it can effectively detect enemy shooters.

PROPOSED HIKE IN SPENDING

THE FRENCH DEFENSE MINISTER has asked for a 50 percent increase in the annual military space budget. France is encouraging its European neighbours to increase their military space capabilities as well.

Currently, the French are testing technologies for missile warning, eavesdropping, laser communications, and the detection and identification of radar systems on the ground.

The defence minister has proposed a European military space co-operation. Individual countries must collaborate to establish a European missile-defence effort for this system to be effective.

Similarly, Italy is planning to launch its Sicral 1B satellite this year, following the failure of the Sicral 1 satellite in 2006. Sicral 1 stopped communicating for several weeks, reducing UHF satellite capacity. Italy is a major service provider for UHF.

French and Italian space agencies are discussing two joint projects: a new military telecommunications satellite and a broadband communications satellite suitable for more general use.

NEW SHIPS TO SOUTH AFRICA

SOUTH AFRICA has suffered both isolation and an arms embargo over the years, leaving the country in need of new equipment. In 1994, after the first democratic elections, the newly-elected government began an acquisition programme to meet these needs.

Military analysts claim that the new equipment has not yet fulfilled the needs of the South African National Defence Force (SANDF). More frigates fitted with weapon systems are needed to patrol South African waters. The frigates are also used to deter illegal foreign fishing trawlers.

In addition, the new frigates can remain at sea for 28 days without refuelling, and could be used for peace enforcement operations.

The modernized armed forces qualify South Africa as a global military player.

HUMAN INTELLIGENCE TRAINER

THE US ARMY has developed a simulator called the human intelligence control cell (HCC). This 'new trainer' will train soldiers in the military intelligence field in tactical questioning in foreign languages.

They will work with virtual translators and interrogate virtual people who are programmed for this interaction. This is done using a screen similar to those used for commercial video games. The soldier can have a conversation with a virtual person while speaking through a virtual interpreter. At the end of the interaction, the soldier will receive feedback and further training from an instructor.

At present, the HCC speaks both Arabic and German, and is aimed at military intelligence troops. In the future, it could be adapted to other job classifications.

Opall-Rome, Barbara, 'U.S. Eyes Israeli Anti-Sniper System', *Defense News*, 5 March 2007

De Selding, Peter, 'French Minister Urges 50% Hike in Space Spending' *Defense News*, 5 March 2007

Gibson, Erika, 'South Africa to Take Delivery of New Aircraft, Ships', *Defense News*, 12 March 2007

Weible, Jack, 'Gained in Translation', *Defense News*, 5 March 2007

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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. sniper | a) a government plan to buy a series of things |
| 2. urban | b) to discover |
| 3. handle | c) to ask questions in order to get information from a prisoner or criminal |
| 4. built-in | d) an integral part of something |
| 5. detect | e) a small fast ship used to protect other ships |
| 6. acquisition programme | f) to satisfy |
| 7. fulfil | g) to engage in, to deal with, or to involve |
| 8. frigate | h) to prevent |
| 9. deter | i) someone who shoots at people from a hidden place |
| 10. interrogate | j) a city environment |

Task 2: comprehension check

Write short answers to the following questions:

1. What is the Spotlite Mk2 used for?
2. What are some features of the Spotlite Mk2?
3. What has the French defence minister requested?
4. What has the French defence minister proposed ?
5. How is South Africa upgrading and modernizing its military capabilities?
6. What does the HCC train soldiers for?

Task 3: discussion

The main theme of this month's Campaign News Digest is defence spending. You are going to practise speaking in a group about the defence budget. Your teacher is going to give you each a different role card: you are military representatives and you must decide how to spend the defence funds for the 2008 budget. Try to convince the others to agree with you. At the end of the discussion, your teacher will ask you to vote.

Task 4: writing

Two of the articles describe new electronic equipment. Before you write, your teacher will ask you to write eight questions about weapons and equipment. Then choose a weapon or piece of equipment. You can use this website to help you: http://www.army.mil/fact_files_site/index.html. Write answers to your questions in note form. Then use your notes to write a description of a weapon or piece of equipment.

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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. sniper | i) someone who shoots at people from a hidden place |
| 2. urban | j) a city environment |
| 3. handle | g) to engage in, to deal with, or to involve |
| 4. built-in | d) an integral part of something |
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| 8. frigate | e) a small fast ship used to protect other ships |
| 9. deter | h) to prevent |
| 10. interrogate | c) to ask questions in order to get information from a prisoner or criminal |

Task 2: comprehension check

Write short answers to the following questions:

1. It is for urban warfare. It can identify sources of enemy fire and transfer this information to sharpshooters.
2. It is easy to learn how to use, it is portable, it can handle more than one target at a time, it has built-in investigation software.
3. She wants a 50 percent increase in the military budget for space spending.
4. She has proposed a European military space cooperation, to establish a joint missile-defence effort.
5. They are procuring new equipment (frigates).
6. It trains soldiers to interrogate in a foreign language.

Task 3: discussion

The aim of this activity is to practise speaking in a group.

- o Group role play (for groups of 6 to 8 students): tell your students that the defence budget has been cut, and that they are military representatives at a meeting. Their task is to determine how to best spend funds for next year's defence budget.
- o Give each student a role card (on separate page). Explain to students that they are representing their commands at a meeting on the defence budget. The objective of the meeting is to determine how to spend these limited funds.
- o Ask your students to state and argue their positions (according to their role card) to convince the other representatives. At the end, ask your students to vote for one that is not their own to reach a consensus.
- o Ask your students to prepare their arguments. You can monitor this activity, providing input where necessary.
- o Alternatively, you can set this task for homework and ask students to research their positions using the Internet (to get some ideas and expand their vocabulary).
- o You may want to nominate a chairman (e.g. if you have eight students) or play the role of chairman yourself (if you have 7 students).
- o You may also need to prompt students at the beginning, so that the activity takes the form of a discussion and not a sequence of individual presentations.
- o You may want to present or review strategies for interrupting, agreeing, disagreeing, giving opinion and suggesting before you start the discussion, modelling pronunciation, stress, intonation and weak forms as necessary. You can leave these written suggestions on the board for the student's reference.

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Task 4: writing

The aim of the exercise is to write a short description of a piece of equipment.

- Ask your students what information they would like to know about a piece of equipment. Elicit about 8 information questions from the class. You can offer prompts, e.g. What type of weapon is it? / How much does it weigh? / How long is it? / How wide is it? / How fast can it go? / How much does it cost? / Where is it manufactured? / When was it first produced? etc.
- Ask your students to access the US Army Fact File website: http://www.army.mil/fact_files_site/index.html. Ask them to choose a description of a weapon or piece of equipment (this part can be done in class or for homework).
- Ask your students to work alone and add any other questions they think are important.
- Ask them to read their Fact File description to answer their questions. Instruct them to write the answers to their questions in note form.
- Alternatively, for more advanced students, you can ask them to transfer the information from the specifications (in chart form) into written prose.
- Now ask them to write a full description using their answers in note form.
- Choose which tense you want the students to use in their descriptions (present or past). You may also want to review the present / past simple passive before they begin writing. Remind your students use linking words to improve the quality of their writing (coherence).
- When they have finished, they can compare their descriptions to the descriptions in the Army Fact File , and make any additions they think are important.
- You can repeat this process if you think they need more writing practice.

To extend this activity, you can ask your students to give the class / a partner a brief oral presentation describing their equipment.

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Role cards

<p>1. You want funds to go to <i>maintenance</i>. You think it is better to repair vehicles and equipment being used in operations now than to buy new ones.</p>	<p>2. You think funds should go to <i>military construction</i>. You think it is best to modernize facilities. You want to improve the working conditions.</p>
<p>3. You want funds to be spent on <i>research and development</i>. You want to upgrade communications systems. You think this is the key to future success.</p>	<p>4. You want the funds to be used for <i>procurement</i>. You think it is better to buy new equipment than repair the old. You think the military must be more competitive in multinational operations.</p>
<p>5. You want the funds to be used for <i>military personnel</i>. You want to increase the salaries of personnel on missions abroad. You want to motivate soldiers to volunteer for future missions.</p>	<p>6. You want the funds to be used to finance <i>operations</i>. You want to increase support of new or ongoing operations. You want to invest in training activities to improve performance in operations.</p>
<p>7. You think funds should go to the <i>Department of Energy Defence Activities</i>. You want to develop alternative sources of energy. You think this is the key to future political and economic success.</p>	