

# CAMPAIGN NEWS DIGEST

FEBRUARY 2008

## SOLDIERS AT EASE

THE NEWEST MEMBER of the 85<sup>th</sup> Medical Detachment Combat Stress Control Unit is a Black Labrador Retriever named Sergeant 1<sup>st</sup> Class Boe. The dog is used by the Army to ease the psychological stresses of war. Boe is a therapy dog, and works with an occupational therapy assistant in the unit. The Army is currently using specialized service dogs in combat zones. Boe is one of two K-9 therapists to be used for therapeutic purposes to help prevent and control the stresses of living in a combat zone.

Soldiers deployed to Iraq experience different kinds of stress, such as operational stress, or sleeping problems. Similarly, soldiers miss their homes and their families. The Army uses the therapy dogs to comfort the soldiers through physical interaction

Major Charles Kuhlman recently told reporters that, 'Dogs make a huge difference in morale. In fact, the response from soldiers has been a positive one'.

## HIGH TECH HELMETS

THE ARMY'S 101<sup>ST</sup> AIRBORNE DIVISION in Iraq now has new headgear. Approximately 1,200 soldiers are wearing helmet-mounted sensors.

These sensors measure the impact of an explosion, and store the information about the impact, or 'event'. The Army is going to use this data to improve its headgear in the future. It hopes this will ultimately improve its medical response to injuries caused by explosions.

The sensor weighs only 0.17 kilograms, and is battery operated. It is externally fitted to the back of the Army's Kevlar helmet.

The sensors have a memory that can store data from up to 527 'events'. Normally, it remains in sleep mode. In the event of an explosion, it automatically turns itself on to record data about the impact. This information is then downloaded to a database by connecting the sensor directly to a computer.

In the future, the Army will provide soldiers with sensors that fit internally. These internal sensors will have the same features as the external ones, except they will have a rechargeable battery.

## COMBAT SUPPORT TECHNOLOGY

AIR FORCE RESEARCH LABORATORY OFFICIALS have developed an identification system that could save lives and increase combat effectiveness.

The system, called 'TRON', allows soldiers in the theatre to identify unexploded devices on the ground. In addition, TRON can be used to identify friendly positions during close-air support missions.

TRON is inexpensive, and is also user-friendly to soldiers in the theatre. First, it can run for 200 hours on only two AA batteries. Furthermore, it weighs less than 0.085 kilograms, so soldiers can comfortably wear the system under their clothes, on their vests, or mounted on their helmets.

The Air Force Special Operations Command currently uses an upgraded version of TRON. This does not require an external source of power; it can be hooked up to the power supply of a vehicle.

## ADVANCED PROTECTIVE GEAR

THE IMPROVED OUTER TACTICAL VEST (IOTV) is the Army's newest body armour. It was originally designed to protect a soldier's torso area, but it also has added features. These new features are the result of a recent Army survey. The soldiers' suggestions were used by the Army to improve the protective gear. Now, the IOTV has a special lining that improves ventilation, so soldiers will not feel the heat as much. It also has a waist strap that makes it more comfortable to wear. It is lighter, and it allows better arm movement. An additional feature is the quick-release cable: this is a cable that, when pulled, allows soldiers to remove the IOTV quickly. This feature can save lives in emergency situations. Tony Gonzales, a tank driver, said that the IOTV 'is a lot better, because it fits better around the body, and is more comfortable.'

Man's Best Friend: Combat Stress Dog Helps Put Soldiers 'At Ease', *Official Website of Multi-National Force-Iraq*, January 12, 2008

[http://www.mnf-iraq.com/index.php?option=com\\_content&task=view&id=16390&Itemid=128](http://www.mnf-iraq.com/index.php?option=com_content&task=view&id=16390&Itemid=128)

Rendleman, John, Higher-tech headgear, *Government Computer News*, January 21, 2008

[http://www.gcn.com/online/vol1\\_no1/45716-1.htm](http://www.gcn.com/online/vol1_no1/45716-1.htm)

Cooper, Mindy, Air Force Develops Friend vs. Foe Identification System, *Air Force Print News*, January 24, 2008

<http://www.globalsecurity.org/military/library/news/2008/01/mil-080124-afpn02.htm>

Marotto, Wayne Soldiers Try out Improved Body Armor, *Army News Service*, Jan 25, 2008

<http://www.globalsecurity.org/military/library/news/2008/01/mil-080125-arnews01.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 to ease      | a) a system of providing fresh air   |
| 2 therapy      | b) violent contact between two or more things                                      |
| 3 to miss      | c) to improve  |
| 4 sensor       | d) to keep something for later use   |
| 5 to store     | e) to attach something to a support  |
| 6 impact       | f) a form of psychological help that involves talking about your problems          |
| 7 to upgrade   | g) to lessen tension, to give relief   |
| 8 to mount     | h) a device that responds to a physical stimulus and transmits a resulting impulse |
| 9 tactics      | i) to feel sad about something or someone because it is not there                  |
| 10 ventilation | j) a system or mode of procedure   |

### *Task 2: comprehension check*

Write short answers to the following questions:

- 1 What does the Army use dogs for?
- 2 How are soldiers responding to the dogs?
- 3 What do helmet-mounted sensors do?
- 4 Why is the information important?
- 5 What is the TRON used for?
- 6 How will the upgraded TRON be different?
- 7 What is the IOTV?
- 8 What are the advantages of the IOTV for soldiers?

### *Task 3: discussion*

This month's Campaign News Digest focuses on the introduction of new ideas, designs, and technology. You are going to give an oral presentation to the class describing an innovation. Decide on an innovation and make notes for your presentation. Your teacher will give you additional instructions. You can use these websites to give you some ideas:

[http://www.army.mil/fact\\_files\\_site/index.html](http://www.army.mil/fact_files_site/index.html).

[http://usmilitary.about.com/od/weapons/Weapons\\_of\\_the\\_United\\_States\\_Military.htm](http://usmilitary.about.com/od/weapons/Weapons_of_the_United_States_Military.htm)

### *Task 4: writing*

The articles this month focus on new technology. When new technology is introduced, we need to learn how to use it. Write detailed instructions on how to use something. Write your instructions for a person with no knowledge about the subject. Your teacher will help you choose a subject.

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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 to ease      | g) to lessen tension, to give relief   |
| 2 therapy      | f) a form of psychological help that involves talking about your problems          |
| 3 to miss      | i) to feel sad about something or someone because it is not there                  |
| 4 sensor       | h) a device that responds to a physical stimulus and transmits a resulting impulse |
| 5 to store     | d) to keep something for later use   |
| 6 impact       | b) violent contact between two or more things                                      |
| 7 to upgrade   | c) to improve  |
| 8 to mount     | e) to attach something to a support  |
| 9 tactics      | j) a system or mode of procedure   |
| 10 ventilation | a) a system of providing fresh air   |

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

Write short answers to the following questions.

- 1 Dogs are used as therapists in combat zones to treat stress.
- 2 The dogs boost moral and comfort soldiers.
- 3 They measure impacts, record the information, store the data, and transmit the data to a computer.
- 4 The Army wants to improve future headgear as well as its emergency medical response in the field.
- 5 TRON can identify friendly forces or unexploded devices on the ground, and friendly positions from the air.
- 6 The new TRON can be attached to an external power supply and will not need batteries.
- 7 It is improved protective gear for soldiers in the theatre.
- 8 It is lighter, more comfortable, not as hot, and can be quickly removed in an emergency.

### *Task 3: discussion*

The aim of this activity is to practice the language of descriptions.

As a lead in, ask your students what an innovation is. After you have elicited some definitions, tell them that innovation is usually considered as the introduction of something new, which can be an idea, a method, or a device. You may want to brainstorm examples of recent innovations.

Ask them to select a description of a new weapon or piece of equipment (this part can be done in class or for homework). You could suggest the following websites for ideas:

[http://www.army.mil/fact\\_files\\_site/index.html](http://www.army.mil/fact_files_site/index.html)

[http://usmilitary.about.com/od/weapons/Weapons\\_of\\_the\\_United\\_States\\_Military.htm](http://usmilitary.about.com/od/weapons/Weapons_of_the_United_States_Military.htm)

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Ask your students to read the information and take notes of key information so that they can give a presentation describing the innovation to the class.

When they have completed this task, ask them to change some of the details, so that their descriptions include some false information.

Once they have individually completed their edited descriptions, ask each student to give an oral presentation to the class describing their innovation.

While listening to the descriptions, the rest of the class must try and guess which of the facts are true and which have been changed (they may want to take notes). When students have finished their descriptions, the listeners should challenge the speaker, pointing out those characteristics that they think have been changed. This can get animated, so encourage your students to speak freely to practice their fluency skills.

Alternatively, if you have a large class, you could have your students present their descriptions in small groups, rather than as a class.

You may also want to review the present simple passive before they begin writing. Remind your students to also use linking words and signposting phrases to improve the quality of their presentations.

You can repeat this process if you think the students need more writing practice.

## ***Task 4: writing***

The aim of this exercise is to practice the language of giving instructions. Tell your students they are going to write instructions on how to use something.

Tell your students that they must write instructions for another student, who will have to follow the instructions. Therefore, they should select something that can be done in class. You may want to suggest the following:

the Internet	a cell phone	a personal computer	a flash drive
e-mail	commercialized GPS	a portable computer	a memory disc
a digital camera	an electronic dictionary	voice mail	any electronic device

For example, a student could write instructions on how to access e-mail on a cell phone. Alternatively, you could assign your students tasks.

Once the instructions have been written, ask your students to work in pairs. Ask them to give their written instructions to another student, and watch them trying to use the instructions. Discourage your students from any oral communication at this point in the exercise. By testing their instructions on another student, they can observe any misinterpretations and discuss them.

On the basis of feedback received during the exercise, they should redraft their instructions as necessary.

This exercise can be challenging, as it involves more than language knowledge. It is often difficult to organize our thoughts into simple, easy to understand instructions. Remind your students that they are writing instructions that need to be followed by a person with no knowledge about the subject. Therefore, the instructions need to be very detailed and clear. Tell your students to keep their sentences short and simple.

Before your students begin writing, you may want to review the imperative voice. Additionally, it is helpful to review how to sequence instructions, using sequencers (firstly, secondly, then, next, finally, etc.)

For lower level students, you may want to review instruction writing conventions, such as numbering instructions.

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