

CAMPAIGN NEWS DIGEST

SEPTEMBER 2008

EXERCISE PANAMAX

A 20-NATION COALITION participated in the annual Panamax exercise in Panama, El Salvador, Honduras and the United States last week. The exercise was a simulation of a terrorist attack in which a group took control of an island off Panama and planted mines at approaches to the Panama Canal. Over 7,000 troops, 30 ships and 12 aircraft took part in the exercise, bringing together maritime, air and land and Special Forces in a combined operation. Participating countries included Argentina, Brazil, Canada, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Nicaragua, Peru and Uruguay, while France, Mexico Paraguay and Spain participated as observers.

The Panama Canal is one of the world's most strategic waterways, and free access is crucial to world economies. Operations simulated real-world situations such as mine countermeasures, operations on vessels at sea in the Caribbean and Pacific, land-based peacekeeping operations in El Salvador and Honduras, and humanitarian assistance and disaster relief operations.

HI-TECH NATO DEMONSTRATION

A DEMONSTRATION OF NEW SURVEILLANCE TECHNOLOGIES for harbours was held in Germany earlier this month. The TECHDem08 demonstration took place at Eckernförde naval base on the Baltic Sea coast in Germany and was part of the Defence against Terrorism Programme of Work.

In response to recent security threats, the demonstration aimed to develop technology to protect civilians and NATO forces, equipment, and infrastructure from security threats such as terrorism. The new system is designed to search, identify and defeat potential terrorist threats approaching the harbour.

Belgium, Germany and Italy worked together to test and validate new surveillance technologies in a harbour environment. The demonstration was sponsored by NATO and coordinated by its Counter Terrorism Technology Unit.

SAILOR AIMING FOR GOLD

NAVY PETTY OFFICER 1ST CLASS CASEY TIBBS will compete in this year's Paralympics Games in Beijing later this month. Casey is representing the United States Navy in the pentathlon, 200-metre race, 400-metre race, and long jump.

Tibbs lost his leg in a motorcycle accident seven years ago. Two and a half months later, he was able to run 400 metres, and then went on to win a gold and a silver medal in the 2004 Paralympics Games in Greece, setting a new American record. In preparation for the Games, Tibbs has spent an average of 30 to 35 hours per week training at the San Diego Olympic Centre near his duty station. He can now run 400 metres in 53 seconds.

Tibbs is also a mentor at the Naval Medical Centre San Diego, where he helps other service members who have similar injuries.

NEW EDUCATIONAL PLAN

THE ROYAL BRITISH ARMY has launched a new initiative aimed at young people who wish to obtain a university degree.

The plan will offer financial assistance for those who wish to study vocational programmes including Information Technology, Engineering, Sports, Catering, Business Administration, Construction, Public Services and Vehicle Repair. Student soldiers will also be given guidance by Army mentors, aimed at preparing them for training and selection for the armed forces.

During their studies, student soldiers will be given work experience within the Army. After completing their studies, they will be guaranteed a job offer.

Over 200 universities in the UK will participate in the program starting in September.

Miles, Donna, *Panamax Exercise Emphasizes Combined, Interagency Cooperation*, American Forces Press Service, August 20, 2008
<http://www.globalsecurity.org/military/library/news/2008/08/mil-080820-afps01.htm>

Nato tests new harbour protection technologies, NATO, August 21, 2008
<http://www.nato.int/docu/update/2008/08-august/e0825a.html>

Cragg, Jennifer, *Sailor to Pursue Gold Medals in Beijing 2008 Paralympic Games*, American Forces Press Service, August 15, 2008
<http://www.defenselink.mil/news/newsarticle.aspx?id=50822>

Army offers secure future to student soldiers, DefenceNews August 7, 2008,
<http://www.mod.uk/DefenceInternet/TrainingAndAdventure/ArmyOffersSecureFutureToStudentSoldiers.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 approach | a) a competitive athletic event consisting of five different sports |
| 2 waterway | b) an important action designed to solve a problem |
| 3 access | c) a path or road that leads to a place |
| 4 demonstration | d) a river or canal that boats use to travel from one place to another |
| 5 surveillance | e) people who are physically handicapped |
| 6 to validate | f) directed towards a particular profession or trade |
| 7 pentathlon | g) an occasion when people are shown how something works |
| 8 to set a record | h) close observation of a person or group |
| 9 mentor | i) permission to make use of something |
| 10 disabled | j) an experienced person who helps other, less experienced people |
| 11 initiative | k) to officially state that something is of a suitable standard |
| 12 vocational | l) to do something better than any other past performances |

Task 2: comprehension check

Write short answers to the following questions:

- 1 What did exercise Panamax aim to practice?
- 2 What target is so important to protect, and why?
- 3 What was TECHDemo08?
- 4 What kind of technology was tested at the demonstration?
- 5 What event is Petty Officer 1st Class Tibbs training for?
- 6 Which events will he compete in?
- 7 What does the new plan offer students?
- 8 What can soldier students study?

Task 3: discussion

The third story in this month's Campaign News Digest is a story about a military hero. Plan and make notes about a true story of your own, then share your story with the rest of the class.

Task 4: writing

The fourth article in this month's Campaign News Digest talks about military education and careers. Write your military background. You can use this website to help you:

<http://www.nato.int/ISAF/structure/bio/index.html>

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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 approach | c) a path or road that leads to a place |
| 2 waterway | d) a river or canal that boats use to travel from one place to another |
| 3 access | i) permission to make use of something |
| 4 to sponsor | k) to officially state that something is of a suitable standard |
| 5 demonstration | g) an occasion when people are shown how something works |
| 6 surveillance | h) close observation of a person or group |
| 7 pentathlon | a) a competitive athletic event consisting of five different sports |
| 8 to set a record | l) to do something better than any other past performances |
| 9 mentor | j) an experienced person who helps other, less experienced people |
| 10 disabled | e) people who are physically handicapped |
| 11 initiative | b) an important action designed to solve a problem |
| 12 vocational | f) directed towards a particular profession or trade |

Task 2: comprehension check: short answer questions

Write short answers to the following questions.

- 1 The exercise practiced counter-terrorism skills.
- 2 It is critical to protect the Panama Canal because it is strategically and economically important.
- 3 It was a technology demonstration sponsored by NATO that was recently held in Germany.
- 4 It specifically tested and validated technology used to protect harbours.
- 5 He is training for the 2008 Beijing Paralympics.
- 6 He will compete in the track and field events.
- 7 The plan offers financial aid, guidance, military training and work experience, as well as a job in the Army.
- 8 They can study a number of vocational programmes.

Task 3: discussion

This exercise aims to practice narrative skills

Ask your students to think of a unique person they know or someone they know about. (Alternatively, you could ask them to talk about an event or situation that they have experienced in the past.) Ask your students to make notes about a true story, including the person's character, the setting of the story, the situation, and the solution of the story. Help your students develop their stories providing input where necessary. You may want to write some 'wh' questions on the board to generate ideas, such as:

What happened?

Where/when did it happen?

Who are the main characters in the story?

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Who did what?

What was the situation?

What happened next? ...Then?...After that?

Additionally, you could ask questions about the moral lesson of the story, such as 'What did you learn at the end?'

After developing and writing notes on their stories, students take turns in sharing their stories to the whole class. Encourage them not to read their notes.

Follow up the individual presentations with some basic comprehension questions to check whether the whole class understands the story.

You may want to review narrative tenses before your students begin making their notes. Remind them that narrative tenses are used to talk about the past. They are often found in stories and descriptions of past events. You could give them examples of narrative tenses, such as the Past simple ('It happened on a cold winter day'), or the Past continuous ('We were working abroad at the time') Additionally, remind your students to organize their stories into a clear beginning, middle, and end.

Task 4: writing

The purpose of this exercise is to plan and write a simple military background. You may want to use these guidelines to help your students organize their personal information:

<http://esl.about.com/library/howto/htresume.htm>

If the Internet is not available in your classroom, access the website before the lesson, print out the guidelines for the students to read.

You can ask your students to write their backgrounds using the examples on this website as models:

<http://www.nato.int/ISAF/structure/bio/index.html>

Again, if the Internet is not available in your classroom, access the website before the lesson and print out one or two of the backgrounds to help students write their own.