

CAMPAIGN NEWS DIGEST

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SURVEILLANCE VIDEO RECEIVER TO BECOME HANDHELD DEVICE

A laptop computer that displays video collected by drones and other aircraft will soon come in a handheld device that can also transmit voice communications.

In its third generation, the remotely operated video enhanced receiver, or ROVER, system provides video and data transmissions from airborne surveillance cameras and sensors. The system has three separate parts - a receiver, antennas and a laptop. ROVER's developer, L3 Communications, is making the system small enough to fit in the palm of the hand.

About the size of early mobile phones, the handheld device will have a small display with UHF radio transmission capabilities. It will also receive two frequency bands at which unmanned aerial vehicles are transmitting.

The smaller size will mean that operators are more mobile than they are with the current system. A prototype is expected to be ready by the end of the year, and deployment is scheduled for 2008.

FOUND IN TRANSLATION

A futuristic translation device could help save the lives of troops and Iraqi civilians on operations, military chiefs believe. Many believe the wrist-mounted gadget, which would interpret key words and phrases into Arabic, will be a possible peace-winning tool.

Soldiers from the 4th Battalion, were so intrigued with the innovation that they invited the inventor, Amin Ismail, to visit them at their Leeds base so they could have a closer look.

The Ahky, which means "speak" in Arabic, would help Iraqis understand commands at potential flashpoints such as vehicle checkpoints. It would translate phrases such as "don't shoot", "stay back" and "help will be here soon" and could be adapted to work with other languages as well as Arabic.

Ismail, a University student who lived in Baghdad before he was forced to flee in 2002, said he had wanted to design the gadget to help troops bring peace to his country. "It was my way of thanking British soldiers for their honourable work. Secondly it is to improve communication in high-risk situations where any misunderstandings might lead to tragedy."

HMS PENZANCE RESCUES SINKING SCOTTISH TRAWLER

The royal navy minesweeper, HMS Penzance, came to the (1) _____ of a sinking fishing trawler after answering a mayday (2) _____ off the west coast of Scotland.

The minesweeper sped to the rescue after hearing from the coastguard that the FV Prospect was sinking west of the Isle of Bute. HMS Penzance was carrying out a survey of the sea (3) _____ when the call came through.

The crew onboard the fishing boat had already (4) _____ ship when HMS Penzance arrived. It arrived just in the nick of time as two inshore lifeboats were fighting a losing battle to keep the fishing boat (5) _____.

A team made up of specialists from the Royal Navy crew transferred an emergency pump to the (6) _____ vessel and, within fifteen minutes, had the Prospect back on an even keel.

Having averted the sinking, HMS Penzance then took the fishing vessel in (7) _____ and moved her to a mooring buoy.

Jean, Grace 'Surveillance Video Receiver to Become Handheld Device', National Defense Magazine

<http://www.nationaldefensemagazine.org/issues/2007/July/SurveillanceVideo.htm>

'Found in translation' Soldier Magazine, July 2007

'HMS Penzance rescues sinking Scottish trawler', UK Defence News

<http://www.mod.uk/DefenceInternet/DefenceNews/MilitaryOperations/HmsPenzanceRescuesSinkingScottishTrawler.htm>

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Student Worksheet

Task 1: pre-reading vocabulary

Before reading the article 'Surveillance Video Receiver to become Hand-held Device', match the underlined words in the first column with their closest synonyms in the second column.

- | | |
|-----------------|---|
| 1. drone | a) close watch |
| 2. transmit | b) having no crew or pilot |
| 3. enhanced | c) existing now |
| 4. surveillance | d) the act of employing |
| 5. antennas | e) pilotless aircraft |
| 6. unmanned | f) full-size working model |
| 7. mobile | g) able to move freely |
| 8. current | h) to send a radio or TV signal |
| 9. prototype | i) increased clarity of image |
| 10. deployment | j) long thin pieces of metal used for receiving signals |

Task 2: comprehension check

Read the article 'Found in Translation' and write short answers to the following questions:

- 1 Which part of the body can the Ahky be worn on?
- 2 What did the British soldiers in Leeds do when they heard about the Ahky?
- 3 Why did the inventor leave Baghdad?
- 4 Why did Ismail invent the device?

Task 3: gap-fill

Read the final text. Choose from A, B, C, and D the word which best fits each gap.

- | | | | | | |
|---|------------|---|---------------|---|---------|
| 1 | A help | 4 | A sunk | 7 | A tow |
| | B assist | | B disembarked | | B line |
| | C rescue | | C abandoned | | C lead |
| | D aide | | D boarded | | D chain |
| 2 | A call | 5 | A afloat | | |
| | B sign | | B watered | | |
| | C flare | | C waved | | |
| | D distress | | D submerged | | |
| 3 | A floor | 6 | A stricken | | |
| | B bottom | | B broken | | |
| | C shelf | | C ruptured | | |
| | D bed | | D salvaged | | |

Task 4: discussion

You are going to prepare a short presentation. Texts 1 and 2 focus on gadgets. Choose any 'gadget' or piece of 'futuristic' military equipment that didn't exist 15 years ago, but which you think soldiers of today couldn't be without. You'll have three minutes to persuade everyone that the 'gadget' or 'electronic equipment' you've chosen to talk about is the most essential. When everyone has made their presentations, you should take a class vote to choose which of all the 'gadgets' is the one that most of your colleagues think that soldiers of today just couldn't be without.

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Teacher's Notes

Task 1: pre-reading vocabulary

Before reading the article 'Surveillance Video Receiver to become Hand-held Device', match the underlined words in the first column with their closest synonyms in the second column. Encourage students to work out the meanings of the words from the context, using clues from the text.

- | | |
|-----------------|---|
| 1. drone | e) pilotless aircraft |
| 2. transmit | h) to send a radio or TV signal |
| 3. enhanced | i) increased clarity of image |
| 4. surveillance | a) close watch |
| 5. antennas | j) long thin pieces of metal used for receiving signals |
| 6. unmanned | b) having no crew or pilot |
| 7. mobile | g) able to move freely |
| 8. current | c) existing now |
| 9. prototype | f) full-size working model |
| 10. deployment | d) the act of employing |

Task 2: comprehension check

Before asking students to do the task, write the words 'innovative gadget, flashpoint, checkpoint, volatile situation, improve communication' on the board. Tell students they're going to read an article containing these words and invite them to suggest what it might be about.

Read the article 'Found in Translation' and write short answers to the following questions:

- 1 The Ahky can be worn on the wrist.
- 2 The British soldiers in Leeds were very interested in the Ahky and invited the inventor to visit them so that they could learn more about it.
- 3 Amin Ismail was forced to leave Baghdad.
- 4 Ismail invented the device to help bring peace to his country and as a way of thanking the soldiers for all the work that they have done in his country.

When students have completed Task 2, ask them for their own experiences of communication breakdowns while on operations and invite their opinions on the usefulness of the translation device.

Task 3: gap-fill

This article is rich in idioms, collocations and vocabulary relating to the sea. Before asking students to attempt the task, you may want to set the scene. Tell students they're going to read an article about an incident involving a naval vessel and a fishing vessel off the West Coast of Scotland. Invite them to guess what the article will be about.

There are many ways, you could pre-teach the maritime vocabulary in the text. Perhaps draw the following on flashcards, or a worksheet: trawler, lifeboat, buoy, sinking ship. Also, check that the students understand HMS (Her Majesty's Ship) and FV (Fishing Vessel) and that Clyde refers to the River Clyde.

During this activity, also pre-teach the vocabulary associated with ships in distress and which appears in the article: to come to the rescue of, mayday call, coastguard, sink, to abandon ship, to keep afloat, stricken, in tow, mooring buoy.

CAMPAIGN NEWS DIGEST

SEPTEMBER 2007

Read the final text. Some of the words are missing. Choose from A, B, C, and D, the word which best fits each gap.

- 1 C rescue
- 2 A call
- 3 D bed
- 4 C abandoned
- 5 A afloat
- 6 A stricken
- 7 A tow

The following site has a large number of monolingual and bilingual glossaries relating to maritime terminology:
<http://www.termisti.refer.org/nauterm/dicten.htm>

Task 4: discussion

This task is a good chance for students to practise the language of persuasion as they have to persuade their classmates that the gadget they have chosen is the most vital for today's soldiers. It also gives them the chance to use comparative and superlative forms of adjectives, so you might like to practise these in class beforehand.

When all students have made their presentations, ask everyone to vote on which gadget is the most indispensable.

You could set this task as homework to allow students to draw on different sources of information at home, work, in the library or on the internet.

To make sure that no two students choose the same gadget or piece of equipment, you might invite students, during a pre-task, to make some suggestions which you list on the board. You could then assign each student a gadget.