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HYBRID ENGLISH LANGUAGE COURSE FOR SECURITY PROFESSIONALS

Module 1 Peacekeeping

Module 2 Counter-Terrorism



Valentina Georgieva
Tanya Netcheva
Aneliya Hristova

Rakovski National Defence College

ACADEMIA MILITAR MILITARY ACADEMY

Swedish Defence University

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Authors Valentina Ivanova Georgieva, Tanya Netcheva Todorova, Aneliya Petrova Hristova, 2023

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Erasmus+

Module 1

PEACEKEEPING

Hybrid English Language Course
for Security Professionals



Valentina Georgieva

Rakovski National Defence College
ACADEMIA MILITAR MILITARY ACADEMY
Swedish Defence University

Module 1

Peacekeeping



This Module helps you to develop comprehensive understanding of the myriad challenges that peacekeeping presents and deeper knowledge of professional English terminology and concepts related to peacekeeping. It has been developed after consultations with military specialists with peacekeeping experience from Rakovski National Defence College and Bulgarian Armed Forces who have added enormous value to the Module with their input on content, design, and delivery methods and also by contributing useful guidance, feedback, case studies, photographs and other materials, which have been incorporated into the Module content.

Course instructors from partner institutions provided feedback and support during various stages of the Module design. In addition, a survey conducted with more than 100 Bulgarian peacekeepers by the designer of the Module Assoc. Prof. Valentina Georgieva has outlined some general trends and common troubles with the English language knowledge and skills for Bulgarian peacekeepers.

The Module's content is organised in five units of thematic topics, each subdivided into two methodological blocks: one of teacher assisted class work on terminology acquisition and practice, and developing reading, listening, speaking and writing skills, and one of self-study practice on vocabulary, grammar, and integrating language competences and skills.

The five **Unit topics** are as follows:

1. UN PEACEKEEPING
2. HISTORY OF PEACEKEEPING
3. TYPES OF PEACE OPERATIONS
4. CIVIL-MILITARY COOPERATION IN PEACE OPERATIONS
5. TACTICAL COMMUNICATION IN PEACE OPERATIONS

The curriculum of Module 1 is composed of open-source materials and, therefore, does not operate with classified information.

1.1. UN Peacekeeping

UNIT 1 AT A GLANCE

Thematic Goal The thematic goal of Unit 1 is to introduce the learners into the topic with a focus on UN Peacekeeping which will be further studied with its various aspects not only in this Module, but also in Module 5 and Module 6. The **basic principles** of UN Peacekeeping are introduced, as well as personal stories of peacekeepers from different nationalities. The information is extracted from the official UN website https://peacekeeping.un.org.

Learning objectives In this unit, you will acquire new vocabulary and terms used in the field of peacekeeping; will listen to authentic speech of peacekeepers from different nationalities; will search for information related to symbols of peace from all over the world and will present it; will express your opinion based on preferences.

Outcome objectives You will develop abilities to use correctly the new thematic words; to speak in the form of a short presentation; to read extensively for learning new specialized vocabulary in a context; to read in detail with specific learning aims and tasks; to listen for understanding in order to fill in missing information in a text; and to integrate what you have learned into production/communicative exercises: to retell factual information; to express opinion; to listen for making inference; to write precisely; to make recommendations/give advice.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
1.1.1.	45’	UN Peacekeeping (PK) (Reading comprehension)	Topical vocab: principles of UN PK, legal framework, peacekeepers’ roles and tasks	To understand a lecture on a complex topic To read a text on professional topic; to read for details	Class
1.1.2.	15’	Reading comprehension	Topical vocab	To read for details	Self-study
1.1.3.	30’	Vocabulary in context	Topical vocab	To use new terms in context	Self-study
1.1.4.	45’	Traditional vs Multi-Dimensional Peacekeeping Operations (Reading comprehension)	Topical vocab: difference between traditional and multi-dimensional UN operations and b/n PK and peace enforcement	To use new terms in context; to distinguish true/ false info	Self-study
1.1.5.	45’	Meet the Expert: Life as a Peacekeeper in Congo	Peacekeeping vocab: daily routine, tasks	To understand different accents & pronunciation of non-native English speakers; to listen for factual info; to write precisely	Class
1.1.6.	30’ 15’	Integrating skills	Peacekeeping symbols Action movies related to peacekeeping	To think critically; to retell factual info; to listen for making inference; to express opinion	Class
1.1.7.	45’	Speaking: making a recommendation	Phrases for making recommendations/ giving advice	To make recommendations/ give advice	Self-study

1.1.1. Introduction to UN Peacekeeping

Listen to the recording (track 1.1.1.) and answer the following questions:

1. What is the main purpose of the United Nations?
2. What types of operations has the UN undertaken?
3. What are some of the results of the UN efforts for peace?

Read the text about the UN Peacekeeping, study carefully the new words from the Target vocabulary, and be ready to answer the questions in 1.1.2. Reading comprehension and to practise the Target vocabulary terms in 1.1.3. that follow.

UN Peacekeeping

United Nations Peacekeeping helps countries in conflict to create conditions for lasting peace, supports political processes, protects hundreds of thousands of civilians and helps guarantee ceasefires. It is one of the most effective tools to assist host countries transit from conflict to peace. The UN has helped resolve disputes between nations, reduce tensions, prevent conflicts and put an end to fighting.



Source of the image: https://minusca.unmissions.org

Peacekeeping has unique strengths, including legitimacy, burden sharing, and an ability to deploy and sustain troops and police from around the globe, integrating them with civilian peacekeepers. As a result, it has played a major role in resolving some of the most protracted conflicts of recent years. Yet peacekeeping faces several challenges such as protracted conflicts, elusive political solutions, increasingly dangerous environments, rising peacekeeping fatalities, and complex mandates.

UN Peacekeeping is guided by **three basic principles**:

- Consent of the parties;
- Impartiality;
- Non-use of force except in self-defence and defence of the mandate.

Peacekeeping is flexible and over the past two decades has been deployed in many configurations. There are currently 13 UN peacekeeping operations deployed on three continents. Major goals of the United Nations are halting the spread of arms and reducing and eventually eliminating all weapons of mass destruction (WMD).



Source of the image: https://peacekeeping.un.org/

The UN has been an ongoing forum for disarmament negotiations and making recommendations. The UN is also supporting efforts to prevent, combat and eradicate the trade in small arms and light weapons — the weapons of choice in 46 of 49 major conflicts since 1990. Today's multidimensional peacekeeping operations are called upon not only to maintain peace and security, but also to facilitate the political process, protect civilians, assist in the disarmament, demobilization and reintegration of former combatants; support the organization of elections, protect and promote human rights and assist in restoring the rule of law.

The UN does not have an army. United Nations peacekeepers, wearing distinctive UN blue helmets or berets, are dispatched by the Security Council to help implement peace agreements, monitor cease-fires, patrol demilitarized zones, create buffer zones between opposing forces, and put fighting on hold while negotiators seek peaceful solutions to disputes. But ultimately, the success of peacekeeping depends on the consent and cooperation of the opposing parties. UN peacekeepers provide security and political and peacebuilding support to help countries make the transition from conflict to peace. For each peacekeeping mission, Member States voluntarily provide troops and equipment, for which they are compensated from a special peacekeeping budget. Lightly armed for self-defence - and often unarmed - peacekeepers' strongest 'weapon' is their impartiality. They rely on persuasion and minimal use of force to defuse tensions and prevent fighting. Over the past 70 years, more than 1 million men and women have served under the UN flag in more than 70 UN peacekeeping operations. It is a dangerous business: since 1948, more than 3 500 personnel have lost their lives serving in UN peace operations, including 943 killed by violence. Since 2013, casualties have spiked, with 195 deaths in violent attacks.

UN Peacekeeping is a unique global partnership. It brings together the General Assembly, the Security Council, the Secretariat, troop and police contributors and the host governments in a combined effort to maintain international peace and security. Its strength lies in the legitimacy of the UN Charter and in the wide range of contributing countries that participate and provide resources.

Source: https://peacekeeping.un.org/en/



Target vocabulary

ceasefire /ˈsiːs ˈfaɪr/ a temporary stoppage of a war
resolve /rɪˈzɒlv/ 1 **v.** to settle or find a solution to something; 2. **n.** a strong determination to do something
legitimacy /ləˈdʒɪtəməsi/ the lawfulness or authenticity of something
burden /ˈbɜːdən/ a heavy load
deploy /dɪˈplɔɪ/ move (troops or equipment) into position for military action
protracted /prəˈtræktɪd/ lasting for a long time
elusive /iˈluːsɪv/ difficult to find or achieve
consent /kənˈsent/ permission or agreement to do something
impartiality /ɪmˌpɑːʃiˈæləti/ equal treatment of all; fairness
mandate /ˈmændeɪt/ an official order to do something, the authority to carry out a policy
spread of arms /spred əf ɑːmz / transfer, proliferation of arms
weapon of mass destruction (WMD) a weapon that is able to cause widespread devastation and loss of life (AAP-6)
disarmament /dɪˈsɑːməmənt/ the reduction or withdrawal of military forces and weapons
eradicate /ɪˈrædɪkeɪt/ to eliminate or destroy completely
combatant /ˈkɒmbətənt/ a direct participant in an armed conflict
implement /ˈɪmplɪment/ to put (a decision, plan, agreement, etc.) into effect, to carry out, to accomplish
demilitarized zone /ˌdiːˈmɪlɪtəraɪzd zəun/ a defined geographical area, agreed by two or more parties, in which the stationing, or concentrating of military forces, or the retention or establishment of military installations of any description, is prohibited (AAP-6)
buffer zone /ˈbʌfə zəun/ a neutral area separating conflicting forces
persuasion /pəˈsweɪʒən/ the action or process of making someone do or believe something
defuse /ˌdiːˈfjuːz/ to make less harmful or dangerous

1.1.2. Reading comprehension



Answer the questions which check your understanding of the information in the reading text in 1.1.1. *Introduction to UN Peacekeeping*

1. UN Peacekeeping is guided by the following basic principles: (select three)

a. Consent of the parties
b. Impartiality
c. Support of elections
d. Establishing buffer zones
e. Non-use of force except in self-defence and defence of the mandate

2. How many UN Peacekeeping operations are conducted today?

a. 13
b. 46 to 49
c. 70

3. How can you recognize a UN peacekeeper?

a. UN peacekeepers wear blue helmets or berets
b. UN peacekeepers carry weapons

4. How has the UN helped to preserve world peace? (Mark three)

a. UN creates conditions for lasting peace
b. A forum for disarmament negotiations and making recommendations
c. UN supports efforts to prevent, combat and eradicate the trade in small arms
d. Border protection
e. Capturing and punishing criminals

5. Where are peacekeepers from?

a. They are provided by Member States
b. They are recruited from the local population
c. They are former combatants

6. What is the UN's strongest weapon? (Mark two)

a. Peacekeepers' impartiality
b. Minimal use of force
c. Peacekeepers use smart weapon system
d. The special peacekeeping budget

1.1.3. Vocabulary in context



Match the Target vocabulary terms 1-10 from Reading text 1.1.1. to their explanations A-J

1. **buffer zone**	A. an authoritative command; an authorization to act
2. **ceasefire**	B. to make a difficult or dangerous situation calmer
3. **mandate**	C. to find a solution or an answer to a problem
4. **consent**	D. a temporary stopping of warfare by mutual agreement of the participants
5. **resolve**	E. permission or agreement
6. **defuse**	F. area that serves to prevent sharp impact between conflicting forces
7. **combatant**	G. something that causes a lot of difficulty, worry, or hard work
8. **burden**	H. the act of influencing, urging someone
9. **persuasion**	I. to organise (troops or resources) into a position ready for action
10. **deploy**	J. a member of the armed forces of a party to a conflict



Fill in the gaps with the following Target vocabulary words:

demilitarized zone, weapons of mass destruction, elusive, eradication, legitimacy, disarmament, impartiality, mandate, spread of arms, protracted

1. The _____ meeting with the general led to several positive changes.
2. The goal of the new health program is the _____ of the most dangerous disease in that area.
3. UN peacekeepers managed to maintain _____ in the face of threats and a lack of respect.
4. A peacekeeping _____ has to clearly identify the authority and responsibilities of the peacekeepers.
5. When the Korean War stopped in 1953, the _____ was created to keep the warring armies apart.
6. There are three types of _____: Biological, Chemical, and Nuclear.
7. Political _____is considered a basic condition for governing.
8. The _____ (approximately 1 billion) around the world continues to be a major threat.
9. There are many talks about "sustainable" development, but so far that has been _____.
10. The growing threat of global terrorism has only increased the need for _____.

1.1.4. Traditional vs Multi-dimensional Peacekeeping Operations

A. Read the text from *United Nations Peacekeeping Operations. Principles and Guidelines* (adapted) and fill in the missing words. Use the words from the box below:

humanitarian, resolve (2), buffer, transition, conflict, peacekeeping operations, deployed, infrastructure, regional, agreement, mandates, observation, ceasefires, demilitarized zone

The Core Business of the United Nations Peacekeeping Operations

The practice of peacekeeping began in 1948 when the first United Nations military observers were deployed to the Middle East. During the following Cold War years, the goals of United Nations peacekeeping were limited to maintaining (1) _____ and stabilizing situations on the ground, so that efforts could be made at the political level to (2) _____ the conflict by peaceful means. Several of the United Nations longstanding peacekeeping operations fit this "traditional" model.

Traditional United Nations (3)_____ are deployed as an interim measure to help manage a conflict and create conditions in which negotiations can happen. The tasks assigned to traditional United Nations peacekeeping operations by the Security Council are essentially military in character and may involve the following:

- (4) _____, monitoring and reporting – using static posts, patrols, over flights or other technical means, with the agreement of the parties;
- Supervision of cease-fire;
- Interposition as a (5) _____ and confidence-building measure.

By monitoring the implementation of a cease-fire or (6) _____ agreements and by investigating complaints of violations, traditional peacekeeping operations enable each party to be reassured that the other party will not gain military advantage.
Traditional peacekeeping operations do not normally play a direct role in political efforts to (7) _____ the conflict. Other actors such as bilateral partners, regional organizations or even special United Nations representatives may work on long-term political solutions, which will allow the peacekeeping operation to withdraw. As a result, some traditional peacekeeping operations are (8)_____ for decades before a political solution is found.

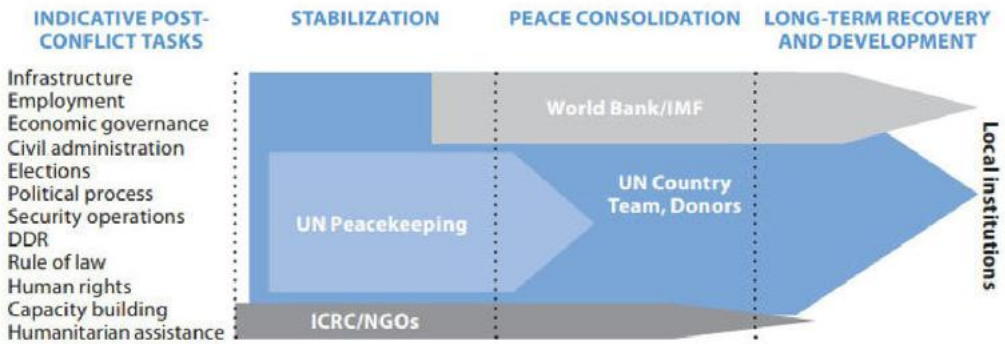
With the end of the Cold War, the strategic context for United Nations peacekeeping changed dramatically and the Security Council began to work more actively to promote peaceful resolution of (9)_____ conflicts.

Internal armed conflicts are the majority of today's wars. Many of these conflicts take place in the world's poorest countries. The transformation of the international environment has led to a new generation of "multi-dimensional" United Nations peacekeeping operations. These operations are typically deployed after a violent internal (10)_____ and may employ a mix of military, police and civilian capabilities to support the implementation of a comprehensive peace (11) _____.

Multi-dimensional United Nations peacekeeping operations face a challenging environment. The State's capacity to provide security to its population and maintain public order is often weak, and violence may still be ongoing in various parts of the country. Basic (12) _____ has often been destroyed and large sections of the population may have been displaced. Society may be divided along ethnic, religious and regional lines. Multi-dimensional United Nations peacekeeping operations are deployed as one part of a much broader international effort to help countries emerging from conflict make the (13)_____ to a sustainable peace. As shown in Figure 2 below, this effort consists of several phases and may involve different actors with separate (14)_____ and areas of expertise.



Figure 2 The Core Business of Multi-dimensional United Nations Peacekeeping Operations



In addition to monitoring and observing ceasefires, multi-dimensional United Nations peacekeeping operations are frequently mandated to provide operational support to national law enforcement agencies; provide security at key government installations, ports and other vital infrastructure; establish the necessary security conditions for the free flow of people, goods and (15) _____ assistance; and provide humanitarian mine action assistance. Thus, the multi-dimensional United Nations peacekeeping operations play a critical role in securing the peace process, and ensuring that humanitarian and development partners are able to work in a safe environment.

Source: https://peacekeeping.un.org

B. Read the text about the differences between peacekeeping (PK) and peace enforcement (PE) and mark the statements that follow as True or False.

Both PK and PE operations are classified as peace support. UN peacekeeping has been traditionally based on the consent of opposing parties and involves the deployment of peacekeepers to implement an agreement approved by those parties.
In the case of ***enforcement*** action, the Security Council gives Member States the authority to take all necessary measures to achieve a stated objective. Consent of the parties is not necessarily required. Forces conducting PE may be involved in the forcible separation of fighting parties or be engaged in combat with one or all parties to the conflict. PE has been used in very few cases – including the Gulf War, in Somalia, Rwanda, Haiti, and Bosnia and Herzegovina. None of these enforcement operations was under UN control. Instead, they were directed by a single country or a group of countries.



Source of the image: https://unmogip.unmissions.org.

The UN peacekeeping operation in Bosnia and Herzegovina was followed by a NATO-led multinational force. PE missions include the restoration and maintenance of order and stability, protection of humanitarian assistance, enforcement of sanctions, establishment and supervision of protected zones, and other operations.

Statement	True	False
In PK, belligerent parties consent to the presence and operations of PK forces.		
In PK, impartiality is more easily maintained.		
PE operation is conducted after an international authorization.		
PE forces are not armed.		
In PE operations the consent between the parties of the conflict is absolute.		
Peace support can be PK or PE.		
The operation in Rwanda was a PK operation.		

1.1.5. Meet the Expert: Life as a Peacekeeper in Congo

Watch the three video clips from the UN video „Life as a peacekeeper in the Democratic Republic of Congo". Fill in the missing words/phrases in the sentences.

Dictation Part I (track 1.1.5.1.)

1. Assignment: the Democratic Republic of Congo - the country roughly the size of all of _____ (2 words). 2. Fighting has driven some ____ million people from their homes since 2017. 3. 145 UN _____ have lost their lives here since 2010. 4. This is Kinshasa, the _____ of the DRC* (*Democratic Republic of Congo); it's also the headquarters of the UN mission called MONUSCO. 5. I'm Captain Bathen Ahmad from _____, an individual police officer in the UN peacekeeping mission in Congo. 6. We are mandated for _____ of civilian, building the capacity of the _____ (2 words) and support the local police in the security of the next election process. 7. For example, we are interacting with the local people to understand their needs, their _____ about their normal life, their comments about their _____ to live in peace. 8. So my answer to them, "The MONUSCO are here _____(2 words) and trying to do all the efforts to reach your dreams, to reach your hopes". 9. I have a daughter of ____ years old and I have a son of ___ years old. 10. But it's a _____, it's an obligation, it's a commitment for the _____.

Dictation Part II (track 1.1.5.2.)

1. Captain Moshud is from _____ Army. 2. The Fatach situation was not stable before _____ (2 words). 3. The _____ is fragile, so peacekeepers maintain constant vigilance. 4. For the protection of civilians every day they go for _____ as well as the night _____. 5. As peacekeepers we are here for the protection of _____, protection of the _____ and protection of the local _____. 6. I pray for my _____ safety, for my _____ safety and for my _____ safety.

Dictation Part III (track 1.1.5.3.)

1. Civilian peacekeepers consult with local _____ and their leaders. 2. MONUSCO works with local population to encourage _____, stability and return to _____ (2 words). 3. I have been demobilised since _____. 4. Thanks to the activities of MONUSCO, for example the installation of solar _____, the construction of _____, we were able to open this shop. 5. As a civilian, I want to benefit from the resources of my _____ and to be able to _____ for my community. 6. Peacekeeping mission is important to the people who are living in _____ (2 words). 7. Peacekeeping mission taught me _____, _____ and humanity.



Source of the image: https://monusco.unmissions.org

1.1.6. Integrating skills

Look at the pictures. What is common between them?








Search on the Internet and find some more symbols related to the pictures above.

Prepare a 2-minute speech to tell the story behind one of the symbols.

Watch the trailers of the following 2 movies:

- The Peacemaker (1997) https://www.youtube.com/watch?v=TGNftlpMsr8
- The Peacekeeper (1997) https://www.youtube.com/watch?v=xSIv6oo6PRE

Be ready to answer the following questions:

1. What is the threat the main character is dealing with in the movie?
2. Who else is involved in the plot?
3. Which movie would you prefer to watch? Why?

1.1.7. Speaking: Making a Recommendation



What movie about a threat to peace would you recommend to your friend to watch? Why?

Before making a recommendation, study the following useful **Phrases for making recommendations/giving advice**

Phrase	Example
You should….	You should watch Those Who Wish Me Dead the next time you have some free time.
You have to…	You have to watch No Time To Die so we can talk about it!
I highly recommend (it)	Matt Damon is one of my favourite actors. I highly recommend his last movie Stillwater.
I'd recommend...	I'd recommend watching Francis Coppola's classic from 1979 *Apocalypse Now*.
I really think you would like …	I know you don't like musicals, but I really think you would like Spielberg's West Side Story.
Don't miss….	Don't miss This is Us next week. It's supposed to be a great episode.
Make sure you...	Make sure you watch the next Ridley Scott's movie!
Have you thought about…	Have you thought about watching the new sequel to The Matrix?
Why don't you…	Why don't you watch the newest action movie?
How about…	How about watching the football game together on Saturday afternoon?
You may / might as well…	You may as well watch the new sci-fi thriller when you have free time.
I'm thinking out loud here…	I'm thinking out loud here, but if we went to the cinema on Sunday, we'd have a better time than staying at home.
Well, if you want my opinion…	Well, if you want my opinion, watching a movie is better than going to a cafe.

Phrases to respond to suggestions

Accept	Reject
Yes, good idea./ What a good idea!	I'm not sure about that idea./What an awful/bad idea!
Yes, I'd be up for that.	I don't feel like that.
Good point.	I'm thinking out loud here… Hmm, interesting, but don't you think…
Yeah, you're right.	Well, if you want my opinion… Actually, I don't!
Yes, I'd like to./ Yes, I'd love to.	I'd love to, but...
Count me in, too.	Well, I'd rather...
Yes, with pleasure.	I'm not very keen on (+ V-ing)

Practice the phrases following the link: https://learningapps.org/display?v=pt2q8ov7a22



Choose the correct response in each situation.

1. Today is my birthday. _____ going to the cinema?

a. Let's
b. Would you like
c. How about

2. Q. Would you like to come with me to watch the new action thriller with Jason Statham?

A. No _____.

a. Count me in
b. I'd rather stay at home
c. I'd be up for that

3. You should watch *Project Gemini* the next time you have some free time.

a. Yes, I'd love to.
b. Are you sure?
c. I must study English.

4. Have you thought about watching the new sequel to The Matrix?

a. Sure. Thank you for your invitation.
b. Hmm, interesting, but I'm not very keen on sci-fi movies.
c. No, never.

5. Q. If you ask my opinion, I'd recommend watching *Wrath of Man*.

A. Yes, _____.

a. actually, I don't!
b. I'd be up for that.
c. I'm not sure about that.



Choose a partner and make a dialogue. Follow the suggested model:

You: Suggest going to the cinema
Partner: Agree. Ask which movie?
You: Make a recommendation. Provide arguments.
Partner: Reject. Suggest another movie. Provide arguments.
You: Agree or disagree.

1.2. History of Peacekeeping

UNIT 2 AT A GLANCE

Thematic Goal The thematic goal of Unit 2 is to familiarise the learners with some important facts related to the history of UN Peacekeeping and how various PK missions affected the peace process globally. The information is extracted from the official UN website https://peacekeeping.un.org.

Learning objectives In this unit, you will acquire new vocabulary and terms used in the field of peacekeeping; will learn about some of the reasons for PK operations in various countries; listen to authentic speech of peacekeepers telling about their personal PK experience; will interview and retell about personal experience.

Outcome objectives You will develop abilities to use correctly the new thematic words; to give a short presentation; to read extensively for learning new specialized vocabulary in a context; to read in detail with specific learning aims and tasks; to listen for understanding in order to answer comprehension questions; to revise and use correctly Past Simple Tense.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
1.2.1.	45'	A Short History of UN Peace-keeping: Part I. (Reading comprehension)	Topical vocab: UN Charter, League of Nations, earliest PK operations (1948)	To read a text on professional topic; to read for details; to answer comprehension questions; To discuss the main players of the UN	Self-study
1.2.2.	45'	History of UN Peacekeeping: Part II. (Reading &Listening comprehension)	Topical vocab: reasons for PK operations in various countries	To learn &use new terms in context; to listen for details	Class
1.2.3.	30'	UN Peacekeeping changes for 70 years	Topical vocab: PK missions and their characteristic features	To distinguish true/ false info; to arrange chronologically PK events	Self-study
1.2.4.	15'	Vocabulary in context	Peacekeeping vocab from 1.2.1.&1.2.2.	To use new terms in context	Self-study
1.2.5.	45'	Meet the Expert: PK experience of an officer from RNDC (video)	Topical vocab: PK personal experience	To listen for factual information; to interview and retell about personal experience	Class
1.2.6.	45'	Grammar check	Past Simple Tense	To revise and use correctly Past Simple Tense	Self-study
1.2.7.	45'	Preparing and presenting a short PPP	Useful tips for preparing a PPP	Speaking skills: giving a PPP	Class

1.2.1. A Short History of United Nations Peacekeeping: Part I

A. Watch the video (track 1.2.1.1.) and take notes to answer the questions:

1. Which is the main document related to peacekeeping?
2. What does Chapter 7 permit?
3. How are peacekeeping operations sometimes referred to as?
4. Who authorizes the deployment of peacekeeping forces?
5. Where were peacekeeping forces deployed during the Cold War?
6. What was their main function?
7. What armaments did the peacekeeping forces have during the Cold War deployments?
8. How did the nature of the peacekeeping operations change with the end of the Cold War?

B. Read the text, study the new words and answer the Comprehension questions.

Peacekeeping is found nowhere in the United Nations Charter. Its invention is often credited to Secretary-General Dag Hammarskjöld (1953-1961), who called it "chapter six and a half" of the Charter—meaning that it is between Chapter VI, which calls for the peaceful resolution of disputes, and Chapter VII, which empowers the Security Council to respond to aggression with military power if negotiations fail.



UN Secretary-General Dag Hammarskjöld
Source of the image: https://activistpost.com

But some researchers trace the idea of peacekeeping back to the fifth century B.C. when the Greek city-states of the Delian League jointly policed the Aegean Sea. Later, during the Middle Ages, the popes wanted to impose the "Truce of God." And the 18th century produced a number of utopian writings for preserving peace.

The clearest precedent for present-day peacekeeping, however, is the decision of the League of Nations (an association of countries established in 1919 by the Treaty of Versailles to promote international cooperation and achieve international peace and security which was replaced by the United Nations in 1945) to monitor the referendum that returned the region of Saar to Germany in 1935. Around 3,200 troops from Britain, Italy, Sweden, and the Netherlands, together with a police contingent, were sent to the region under the command of a British general - but wearing their normal uniforms - to preserve law and order while the citizens of Saar voted for their future. This force was described as "a peace force, not a fighting force," and exercised strict impartiality.



The fact that peacekeeping was not found in the Charter was useful because it gave the Secretary-General and the Security Council flexibility to design operations to respond to the particular circumstances of each crisis. On the other hand, it also allowed the Soviet Union to question the legitimacy of operations that it thought favoured Western interests and to refuse to pay for them. Thus, in 1947 the United Nations assigned military officers to the Special Committee on the Balkans (UNSCOB). It was sent to investigate Communist infiltrations of Greece from neighbouring Balkan states. This operation planted the first seeds of Soviet opposition to the organization's peacekeeping role. After the Soviet Union vetoed this anti-Communist action in the Security Council, the United States created a precedent which was followed several times in the future, most notably during the Korean War, by seeking authorization from the UN General Assembly, which was then controlled by the West.
The largest of the early true UN peacekeeping operation was the UN Truce Supervision Organization (UNTSO).



Israeli and UN Personnel during the withdrawal from the Sinai in 1957

Source of the image: https://en.wikipedia.org

This force of over 500 military observers was sent to Jerusalem in 1948 to supervise a truce after the first Arab-Israeli war. Israel had been attacked by its neighbours, Egypt, Jordan, Lebanon, and Syria, within hours of its creation. UNTSO was given a flexible mandate and existed until 2018, with its members often redeployed to help with other peacekeeping activities in the region.

Thus, within four - five years of its creation, the UN established a clear procedure for deploying military observer forces in trouble spots around the world, to monitor truces while efforts were made to find a permanent political solution. The UN observers gradually built up a reputation for impartiality, and the Secretary-General slowly established operational control.

Although the observers sent in 1947 to Greece had been told to show "strict impartiality," US State Department officials were telling Congress in 1949 that the American representatives on all of these early missions were under the "administrative" authority of the United Nations but American "operational" command. But member states increasingly accepted the Secretary-General's argument that such forces must be independent and impartial to win moral influence with the parties to a dispute, and this required them to take their day-to-day orders from him, with a broad mandate defined by the Security Council. In 1948 the General Assembly agreed to give the Secretary-General a worldwide communications system of his own.

The United States also emerged as a strong supporter of such operations during these early years, agreeing to pay 30 percent of their costs and providing logistic assistance. But Moscow was becoming increasingly alert of the organization's expanding peacekeeping role and the control of the Secretary-General over these operations, which the Soviets felt served Western interests more than their own by stabilizing troubled parts of the developing world.



Target vocabulary

United Nations Charter a multilateral treaty that serves as the organization's constitution
Secretary-General ofs the UN The UN Charter designates the secretary-general as the "chief administrative officer" of the UN and allows them to perform "such other functions as are entrusted" by other UN organs. The Charter also empowers the secretary-general to inform the Security Council of "any matter which in his opinion may threaten the maintenance of international peace and security"
negotiation /nɪgəʊʃɪˈeɪʃ(ə)n/ a dialogue between two or more people or parties intended to reach an agreement
truce /truːs/ a short interruption in a war or argument, or an agreement to stop fighting for a period of time
precedent /ˈpresɪdənt/ an action, situation, or decision that has already happened and can be used as a reason why a similar action or decision should be performed or made, or decision that has already happened and can be used as a reason why a similar action or decision should be performed or made
Security Council a permanent body of the United Nations seeking to maintain peace and security. It consists of fifteen members, of which five (China, France, the UK, the US, and Russia) are permanent and have the power of veto. The other members are elected for two-year terms
infiltration /ɪnfɪlˈtreɪʃ(ə)n/ a technique and process in which a force moves as individuals or small groups over, through or around enemy positions without detection (AAP-6)
veto /ˈviːtəʊ/ ***v.*** to refuse to allow something; ***n.*** an official power or right to refuse something; ***n.*** an official power or right to refuse to refuse something; ***n.*** an official power or right to refuse
to accept or allow something
deploy /dɪˈplɔɪ/ move (troops or equipment) into position for military action
alert /əˈlɜːt/ ***adj.*** quick to notice any unusual and potentially dangerous or difficult situations. AAP-6: ***n.*** 1. Readiness for action, defence or protection; 2. A warning signal of a real or threatened danger, such as an air attack; 3. The period of time during which troops stand by in response to an alarm; ***v.*** to forewarn; to prepare for action.



Comprehension questions

1. Who introduced the term "peacekeeping"?
2. What was peacekeeping originally called informally?
3. When and where was a form of peacekeeping first applied?
4. What did the popes want to achieve in the Middle Ages?
5. What was the League of Nations?
6. What happened in Saar in 1935?
7. What was the benefit of not including peacekeeping in the UN Charter?
8. Why was UNSCOB assigned?
9. How did the Soviet Union respond to UNSCOB?
10. What was the purpose of UNTSO? How long did it operate?
11. How did US State Department officials describe the early UN missions to the Congress in 1949?
12. What did the General Assembly vote for in 1948?
13. What was the US financial contribution to early peacekeeping?
14. How did Moscow feel about the increased control of the Secretary-General?

1.2.2. History of UN Peacekeeping: Part II

Read the text, study the new words and answer the Comprehension questions.

The Suez crisis of 1956 marked the opening of a more confident period, during which major operations were conducted in the Middle East, the Congo, and Cyprus. What had started with small, unarmed observer missions was now evolving into much larger and more structured operations with deployment of army units of thousands of men who served as buffers between fighting armies. The peacekeepers' responsibilities grew more complex as they were required to patrol borders, maintain law and order, and manage day-to-day developments in an international crisis.

In July **1956, Egypt** had nationalized the Suez Canal. On October 29, following a number of armed clashes, Israel invaded Egypt with the intention of cleaning out Palestinian guerrilla bases. Two days later, Britain and France started bombing Egyptian airfields after demanding that Egypt and Israel withdraw 10 miles from their side of the canal so that the invasion force could take back control of it. By November 3, Britain and France were suggesting to join a UN operation. With three foreign armies fighting in Egypt, the UN troops needed clear identification, particularly as the peacekeeping contingent of Canada would be wearing British battle dress. The allies found a solution: to wear the same light blue berets as the UN flag. However, it was discovered that such berets would take months to manufacture. So the United States quickly painted thousands of army helmets the right shade of blue and sent them to Suez. The **"blue helmet"** was born. This first 6,000-strong United Nations Emergency Force (UNEF I) maintained a buffer zone in the Gaza strip and Sinai between the Egyptian and Israeli forces. Because of its size and complexity, UNEF I became the model for several subsequent operations. Above all, the UN involvement in Suez showed that countries were prepared to deploy substantial forces under the UN flag to keep the peace in troubled areas with the consent of the parties to the crisis.



Photo: Egypt, 1956 UN troops arrive in Port Said

In **1958**, within two years of UNEF's formation, the United Nations began its long peacekeeping association with **Lebanon** when it dispatched the 600-strong UN Observer Group in Lebanon (UNOGIL) to investigate complaints that Egypt and Syria (both then known as the United Arab Republic) were infiltrating guerrillas into that troubled country. But by the end of the year, the internal situation in Lebanon appeared stable and UNOGIL was disbanded.

The largest, costliest, and most complex peacekeeping operation by the standards of its time resulted from the chaos in **the Congo (now Democratic Republic of Congo - DRC)** after Belgium granted it independence in **1960**. Within days, the army disobeyed the authorities, law and order broke down, and Belgium sent troops back to protect its citizens. Defeated by the chaos, the President of the country sent a telegram to the United Nations appealing for help. But the UN involvement in the Congo became increasingly controversial as its forces had to deal with a full-scale civil war between supporters of the pro-Western President and the Moscow-oriented Prime Minister.

Meanwhile, financial problems troubled the operation, because for opposite reasons, the Soviet Union and France refused to pay their shares of the costs, almost bankrupting the organization. The United States stroke back by threatening to deprive the Soviet Union of its General Assembly vote in 1964. This was a move which might have broken up the UN if a compromise had not been found.



Source of the image: https://unmissions.org

At the time the Congo operation seemed a disaster that had almost cost the United Nations its existence. Today, the operation seems to have been more successful than was thought at the time. It helped to maintain the unity of present-day DRC, stopped an East-West confrontation in Africa, provided valuable peacekeeping experience, and showed that UN peacekeeping can reduce and even put an end to a state of anarchy and civil war.

Target vocabulary

deployment /dɪˈplɔɪmənt/ ***n.*** 1. the movement of forces within areas of operations; 2. the positioning of forces into a formation for battle; 3. the relocation of forces to desired areas of operations (AAP-6)
invade /ɪnˈveɪd/ ***v.*** to enter a country by force with large numbers of soldiers in order to take possession of it;
invasion /ɪnˈveɪʒən/ when an army or country uses force to enter numbers of soldiers in order to take possession of it;
guerrilla /gəˈrɪlə/ a member of an unofficial military group that is trying to change the government by makin g sudden, unexpected attacks on the official army forces;
guerilla warfare military and paramilitary operations conducted in enemy held or hostile territory by irregular, predominantly indigenous forces. (AAP-6)
battle dress ***n.*** the uniforms worn by soldiers and other military groups, especially when they go to fight
dispatch /dɪˈspatʃ/ ***v.*** send s.th or s.b. to a destination or for a purpose
disband /dɪsˈband/ ***v.*** to stop being a group
appeal /əˈpiːl/ ***v.*** make a serious or urgent request
civil war a war between different groups of people living in the same country
confrontation /ˌkɒnfrʌnˈteɪʃn/ a dispute, fight, or battle between two groups of people

Comprehension questions

1. What marked the beginning of a new period in peacekeeping?
2. How did peacekeepers' responsibilities change after 1956?
3. Why did Israel invade Egypt?
4. Who was involved in the Israeli-Egyptian conflict?
5. Why did the UN peacekeepers need clear identification during the Suez crisis?
6. Why did the UN peacekeepers wear distinctive blue helmets instead of blue berets during the Suez crisis?
7. What was the reason to dispatch UN Observer Group in Lebanon in 1958?
8. Where did a civil war break out in 1960? How did it start?
9. What happened after the beginning of the peacekeeping mission in the Congo?
10. What were the positives of the Congo operation?



Listen to the recording (track 1.2.2.) about more peacekeeping operations and choose the correct answer:

1. In the period 1962-1965, UN observers were sent to

a. Yemen
b. Kashmir
c. Cyprus
d. all of the countries mentioned in a, b and c

2. Cyprus became independent in

a. 1960
b. 1962
c. 1963
d. 1964

3. United Nations Peacekeeping Force in Cyprus was unique because

a. it involved NATO members
b. the opposing parties were members of NATO
c. The Soviet Union was involved

4. As a result of the Turkish invasion in Cyprus in 1974

a. the government of President Makarios was changed
b. Blue Helmets left the peacekeeping operation
c. a cease-fire line was established

5. The UN forces in Cyprus

a. are keeping the crisis alive
b. are performing a peace-making role as well
c. are helping the progress by separating the island's two communities

1.2.3. UN Peacekeeping Changes for 70 Years

A. Read the text about the post-cold war surge of UN Peacekeeping and mark the following statements as True or False.

The Post-Cold War Surge

With the end of the Cold War, the strategic context for UN Peacekeeping changed dramatically.



Source of the image: https://unmissions.org

The UN shifted and expanded its field operations from 'traditional' missions involving observational tasks performed by military personnel to complex 'multi-dimensional' operations. These multi-dimensional missions had the goal to implement peace agreements and to assist in establishing sustainable peace. The nature of conflicts also changed over the years. UN Peacekeeping, originally developed as a means of dealing with inter-State conflict, was increasingly being applied to intra-State conflicts and civil wars.
UN Peacekeepers were now increasingly asked to perform a wide variety of complex tasks, from helping to build governmental institutions, to human rights monitoring, to security sector reform, to the disarmament, demobilization and reintegration of former combatants.

Source: https://peacekeeping.un.org/en/our-history

Mark the statements as True or False

Statement	True	False
UN Peacekeeping remained the same after the Cold War.		
Traditional missions did not differ significantly from multi-dimensional missions.		
UN Peacekeeping is typical for both inter-State and intra-State conflicts.		
Contemporary Peacekeeping missions involve both military and civilian professionals.		
Nowadays, the main field of operation of Peacekeeping is solving problems between countries.		
Reintegration of former fighters is part of peacekeepers tasks.		

B. Arrange the paragraphs A-I in the correct chronological and logical order.

1.____, 2.____, 3.____, 4.____, 5._____, 6.____, 7._____, 8._____, 9._____

A. The mid-1990s: A period of reassessment
The general success of earlier missions raised expectations for UN Peacekeeping beyond its capacity to deliver. This was especially true in the mid 1990's in situations when the Security Council was not able to authorize sufficiently strong mandates or provide adequate resources.

B. The earliest armed peacekeeping operation was the First UN Emergency Force (UNEF I) deployed successfully in 1956 to address the Suez Crisis.

C. With continuing crises in a number of countries and regions, the essential role of UN Peacekeeping was soon emphatically reaffirmed. In the second half of the 1990s, the Council authorized new UN operations in:

• Angola;
• Bosnia and Herzegovina;
• Croatia;
• North Macedonia;
• Guatemala;
• Haiti.



D. 1989 – 1994: Rapid increase in numbers
After the Cold War ended, there was a rapid increase in the number of peacekeeping operations. With a new consensus and a common sense of purpose, the Security Council authorized a total of 20 new operations between 1989 and 1994, raising the number of peacekeepers from 11 000 to 75 000. Peacekeeping operations established in such countries as Angola, Cambodia, El Salvador, Mozambique and Namibia, were deployed to:

• Help implement complex peace agreements;
• Stabilize the security situation;
• Re-organize military and police;
• Elect new governments and build democratic institutions.

E. The setbacks of the early and mid-1990s led the Security Council to limit the number of new peacekeeping missions and begin a process of self-reflection to prevent such failures from happening again. In the meantime, UN peacekeepers continued their long-term operations in the Middle East, Asia and Cyprus.

F. The early years
United Nations Peacekeeping began in 1948 when the Security Council authorized the deployment of UN military observers to the Middle East. The mission's role was to monitor the Armistice Agreement between Israel and its Arab neighbours. Peacekeeping was primarily limited to maintaining ceasefires and stabilizing situations on the ground, providing crucial support for political efforts to resolve conflict by peaceful means. Those missions consisted of unarmed military observers and lightly armed troops with primarily monitoring, reporting and confidence-building roles.

G. Missions were established in situations where the guns had not yet fallen silent, in areas such as the former Yugoslavia, Rwanda and Somalia, where there was no peace to keep. These three high-profile peacekeeping operations came under criticism as peacekeepers faced situations where warring parties failed to adhere to peace agreements, or where the peacekeepers themselves were not provided adequate resources or political support. As civilian casualties rose and hostilities continued, the reputation of UN Peacekeeping suffered.

H. In the 1960s and 1970s, the UN established short-term missions in the Dominican Republic, West New Guinea, and Yemen and started longer term deployments in Cyprus and the Middle East.

I. The UN Operation in the Congo (ONUC), launched in 1960, was the first large-scale mission having nearly 20 000 military personnel at its peak. ONUC demonstrated the risks involved in trying to bring stability to war-torn regions – 250 UN personnel died while serving on that mission, including the Secretary-General Dag Hammarskjold.

1.2.4. Vocabulary in context



A. Practise the new words 1-11 from the Target vocabulary in 1.2.1. and 1.2.2. and match them to their synonyms a-k
OR: Click on the link and match the new word with its synonym, which can be a word or a picture, to make a pair: https://learningapps.org/display?v=p42z9qann21

1. ceasefire	a. uniform for fight
2. confrontation	b. argument, fight
3. civil war	c. dialogue, debate, talks
4. battle dress	d. positioning, arrangement
5. precedent	e. ban, prohibition
6. negotiation	f. model, example
7. appeal	g. a war within a country
8. deployment	h. rebel, partisan
9. invade	i. truce
10. veto (n.)	j. occupy, conquer
11. guerrilla	k. request



B. Provide synonyms a-e for the following Target vocabulary words 1-5 from 1.2.1. and 1.2.2.

1. infiltration	a. send
2. rebel	b. treaty, ceasefire, moratorium
3. dispatch	c. break up, demobilise
4. truce	d. penetration, sneak
5. disband	e. guerrilla

C. Fill in the gaps in the sentences. Use the following words:

dispatch, appealed, guerrillas, truce, infiltrate, confrontation, negotiations, delayed, civil war, precedent, veto, disbanded, invaded

1. The Roman Catholic Church undertook measures to suspend warfare during certain days of the week and during the period of some church festivals called „_____ of God".
2. The desires to use the strategic raw materials of the Arctic can make the region a new arena of _____ of the world great powers.
3. The achievements of this period were without _____ in history.
4. Peace _____may not resolve the conflict problems and, unfortunately, they may not mark an end to the violence.
5. The United Nations _____for help from the international community.
6. US military assistance for hurricane relief _____ the deployment of forces to Afghanistan.
7. Industries that _____include couriers, and emergency and commercial services.
8. Under the codename Operation „Barbarossa", Nazi Germany _____ the Soviet Union on 22 June, 1941.
9. If one of the five permanent members of the UN Security Council (China, United States, France, United Kingdom, and Russia) uses its _____, a decision is rejected.
10. In Colombia, _____have become active in the drug trade.
11. She formed a political group which _____ a year later.
12. Attempts to _____ undercover agents into the gang failed.
13. The American _____was a war from 1861 to 1865 between northern and southern states.

1.2.5. Meet the Expert: PK Experience of an Officer from RNDC

A. Watch the video (track 1.2.5.) with Major-General Grudi Angelov and answer the comprehension questions that follow.

1. How long has MG Angelov been serving in the Bulgarian Armed Forces?
2. What is his current position?
3. What was his previous position?
4. Where was his assignment at NATO Joint Forces Command?

5. When did MG Angelov become the Commandant of the Bulgarian National Defence College?
6. He was the deputy commandant of which Bulgarian contingent in Iraq?
7. How long was his mission in Iraq?
8. Under which command was the Bulgarian contingent in Iraq?
9. The main tasks of the Bulgarian contingent in Iraq were: (fill in the missing word)
 - to _____ the Karbala province;
 - to _____ the region;
 - to do _____;
 - to _____ the civil population of the area.
10. What were some of the challenges for the Bulgarian peacekeepers? (fill in the missing word(s))
 - no _____ experience;
 - very limited _____ _____;
 - very limited _____ about the _____;
 - lots of things to be _____ in _____.
11. How many people were in the advanced party to Iraq?
12. What is MG Angelov's overall assessment of his first mission abroad?
13.What assignment did he receive after Iraq?



B. Find somebody who has been on a PK mission. Ask him/her questions about their personal experience and memorable moments.

Hint: you can use some of the comprehension questions in A.



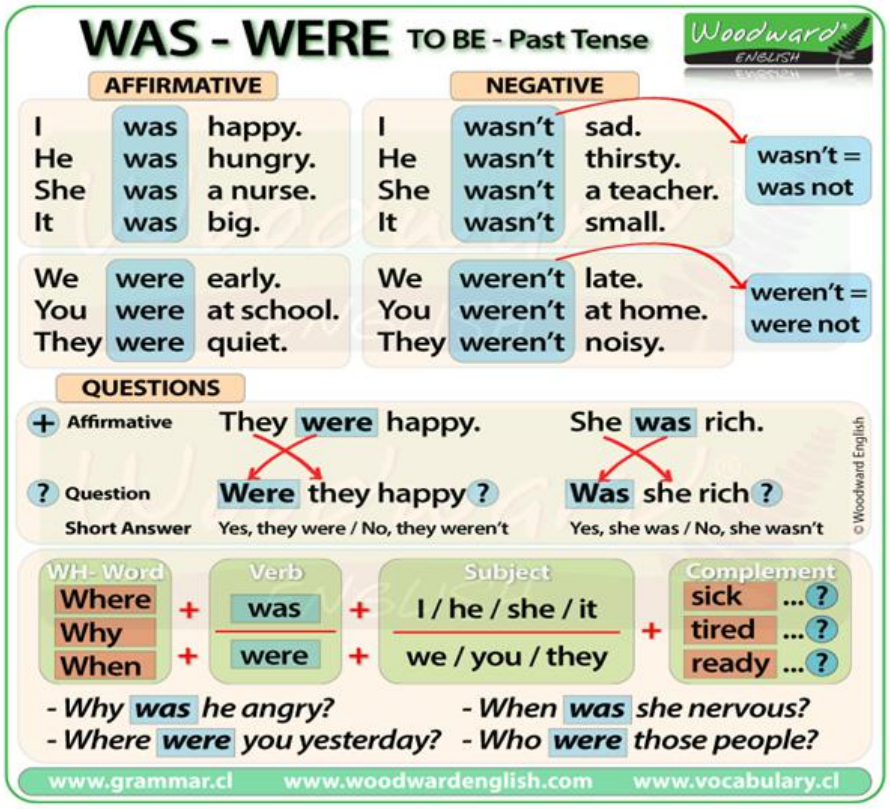
C. Record the interviewee and present the recording to your classmates OR retell about his/her experience in your own words.
OR: Find on YouTube a video about a PK experience and present it with your own words to your classmates.

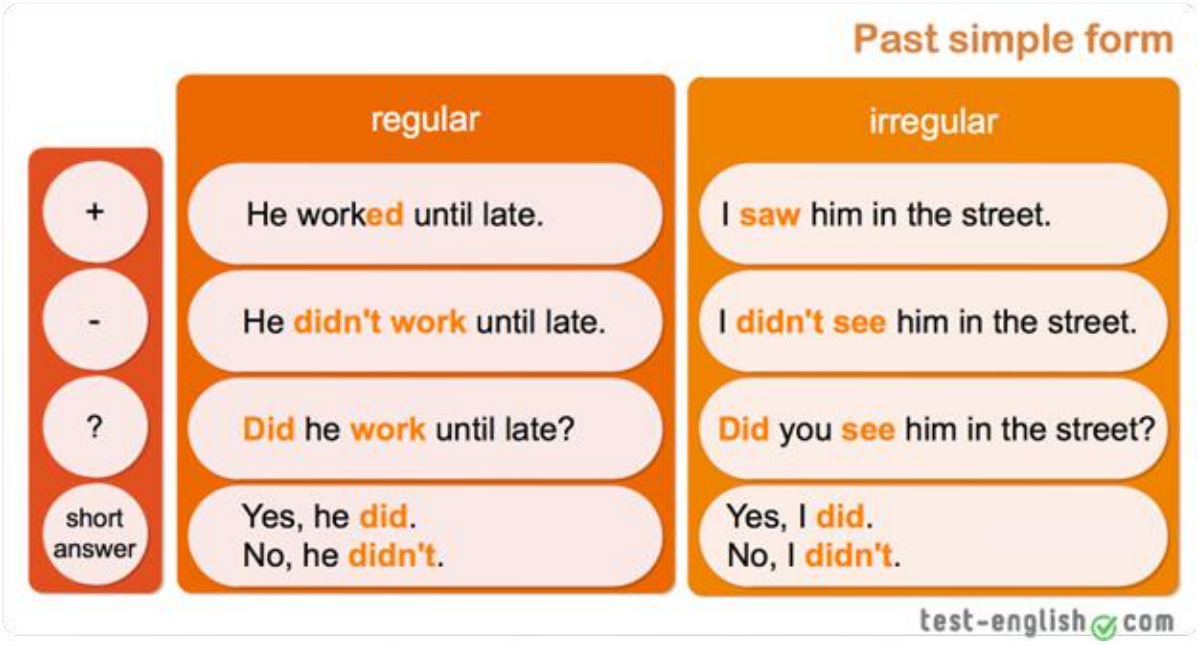
Below are some of the freely available links:

Women Peacekeepers: A Key to Peace (Peacekeepers' Day 29 May) - YouTube
Ask a Peacekeeper - "What is the experience like as a female peacekeeper?" - YouTube
India's UN Peacekeepers in Akobo, An Area No Other Blue Helmets Are Present In - YouTube
Service and Sacrifice - Peacekeepers from India - YouTube

1.2.6. Grammar check: Past Simple Tense

Revise the formation of the Past Simple Tense of the verb BE (Table 1), the forms of regular and irregular verbs and their usage in sentences (Table 2) and the usage of Past Simple Tense (Table 3).





Usage	Example
To express completed action in the past	I saw a ghost last Friday.
To describe a series of completed actions in the past	I finished work, walked to the beach, and found a nice place to swim.
To express habits in the past	When I was young, I watched lots of television every day after school.
For stative verbs (have (own), be, think (believe), know, dislike, need, owe, wish	He had a small cottage in the woods.

Source of Table 3: https://7esl.com/past-simple-tense/



Click on the link below to practise some of the most common irregular verbs:
https://learningapps.org/3879661
OR revise the most common irregular verbs.



Read the text about Vietnam War. Fill in the gaps with the correct past form of the verbs in brackets.

The Vietnam War and active US involvement in the war 1. _____ (begin) in 1954.
The treaty from 1954 2. _____ (split) Vietnam into North and South Vietnam along the 17th Parallel.
The Cold War 3. _____ (intensify) and the United States 4. _____ (harden) its policies against the allies of the Soviet Union. In 1955 President Eisenhower 5. _____ (promise) to support South Vietnam. In 1961 President Kennedy 6. _____ (decide) to help the South Vietnam with American military, economic and technical aid. Next year, he 7. _____ (increase) US aid, but he 8. _____ (stop) a large-scale military intervention.
In August 1964, President Johnson 9. _____ (order) bombing of military targets in North Vietnam and US planes 10. _____ (begin) regular bombing raids. The bombing 11. _____ (be) not limited to Vietnam; from 1964-1973, the United States 12. _____ (drop) two million tons of bombs on neighbouring, neutral Laos. The bombing 13. _____ (make) Laos the most heavily bombed country per capita in the world.
In March 1965, Johnson 14. _____ (take) the decision to send US combat forces into Vietnam. By June, 82 000 combat troops 15. _____ (be) stationed in Vietnam, and military leaders 16. _____ (call) for 175 000 more. Johnson 17. _____ (authorize) the dispatch of 100 000 troops at the end of July 1965 and another 100 000 in 1966. By November 1967, the number of American troops 18. _____ (approach) 500 000, and US casualties 19. _____ (reach) 15 058 killed and 109 527 wounded.
The war 20. _____(expand) and some soldiers 21. _____ (start) to question the government's reasons for keeping them there.
On November 15, 1969, the largest anti-war demonstration in American history 22. _____ (take) place in Washington, as over 250 000 Americans 23. _____ (gather) peacefully, and 24. _____ (call) for withdrawal of American troops from Vietnam.

In January 1973, the United States and North Vietnam 25. _____ (conclude) a final peace agreement and 26. _____ (end) hostilities between the two nations. Trade and diplomatic relations between them 27. _____ (be) resumed in the 1990s.

Adapted from: www.history.com/topic/vietnam-war

1.2.7. Preparing and Presenting a Short Power Point Presentation

Tips for a good Power Point presentation.

PowerPoint presentations are useful no matter what the topic is and whether you are presenting at a briefing or a conference. They help communicate ideas to your audience. Below are some useful tips on how to create a good basic PowerPoint presentation.



- Plan carefully.
- Know your audience.
- Time your presentation.
- Speak comfortably and clearly.
- Check the spelling and grammar.
- **Do not read from your slides**. The content of your slides is for the audience, not for the presenter.
- Give a brief overview at the start. Then present the information. Finally review important points.
- Do not turn your back on the audience. Try to position the monitor so you can speak from it.
- Limit the number of words on each screen. Include only essential information.
- Limit punctuation and avoid putting all the text in all-capital letters.
- Use good-quality images that reinforce and complement your message.
- Limit the number of slides. Presenters who constantly "flip" to the next slide are likely to lose their audience. A good rule of thumb is **one slide per minute**.
- Have a Plan B in the event of technical difficulties.
- Practice with someone who has never seen your presentation. Ask them for honest feedback.
- **Do not speak to your slides.** Many presenters face their presentation onscreen rather than their audience.
- Use fonts such as Arial or Helvetica. Avoid fonts such as Times New Roman or Palatino because these fonts are sometimes more difficult to read.
- Use no font size smaller than **24 point**.
- Use the same font for all your headlines. Select a font for body and another for headlines.
- Use larger fonts to indicate importance.
- Use different colors, sizes and styles (e.g., bold) for impact.
- Avoid long sentences. Avoid abbreviations and acronyms. Avoid italicized fonts as these are difficult to read quickly.
- No more than **6-8 words per line**.
- Use colours that contrast and complement.
- Too many slides can lose your audience.
- Use one or two large images rather than several small images. Make images all the same size.
- Limit the number of graphical images on each slide.

Source: https://www.ncsl.org/legislative-staff/lscc/tips-for-making-effective-powerpoint-presentations

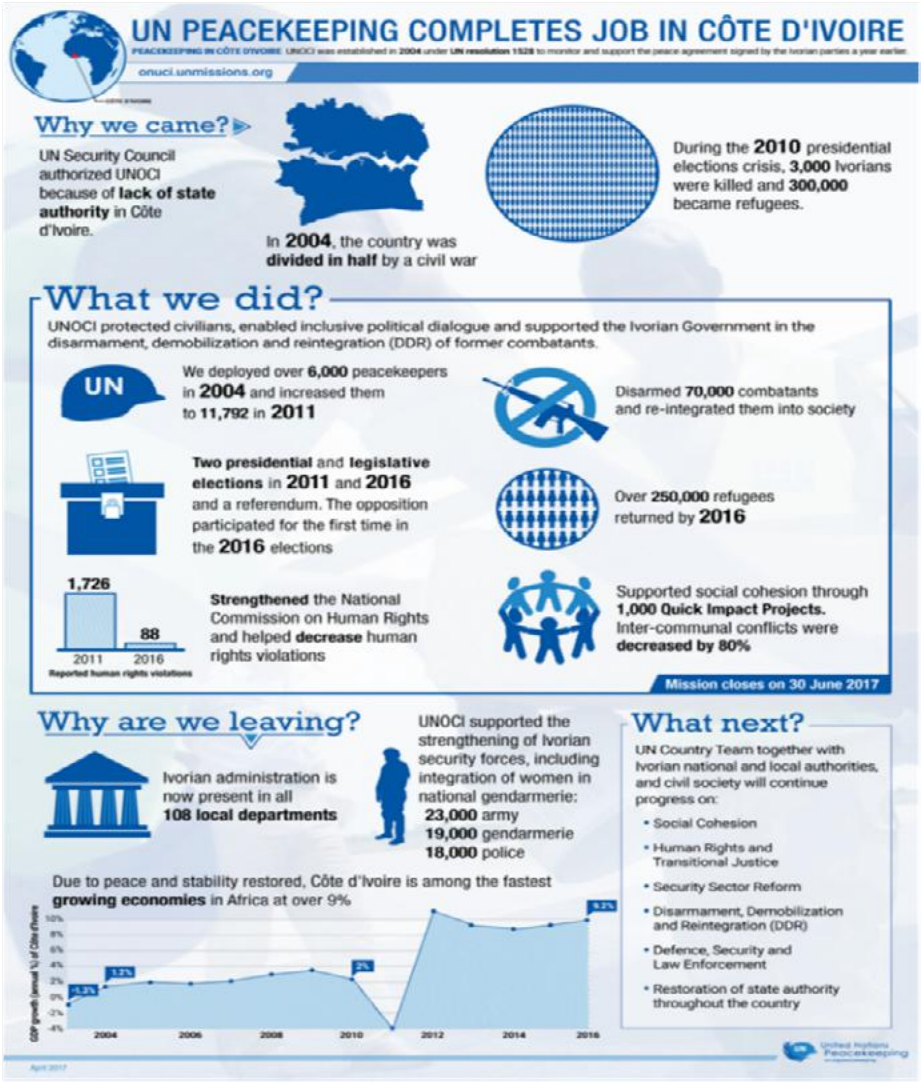


Which of the tips do you find most useful? Why?



Examine the diagram about the successful UN Peacekeeping mission in *Côte d'Ivoire (Ivory Coast).*

Be ready to answer your teacher's questions on the information on it.



Visit the UN website https://peacekeeping.un.org/en/where-we-operate and find the map with the current UN Peacekeeping operations (e.g. UNMIK Kosovo, MUNISMA Mali, MINURSO Western Sahara, etc.). Choose one of them and prepare a short Power Point presentation (5-10 slides). Include information about:

- Resolution of the UN Security Council
- goal(s) of the mission;
- personnel involved and number of fatalities;
- contributing countries;
- funding.

NB: Don't forget to include images/video in your presentation.

Present your PowerPoint to your classmates

1.3. Types of Peace Operations

UNIT 3 AT A GLANCE

Thematic Goal The thematic goal of Unit 3 is to present the types of peace operations (Peace Support, Conflict Prevention, Peace-making, Peace Enforcement, Peacekeeping, Peacebuilding) from *AJP 3.4.1. Military Contribution to Peace Support* so that the learners distinguish between them; to distinguish between positive and negative peace and to learn about the main criteria in defining Global Peace Index. Learners will also read press releases about military incidents; will get familiarised with a press conference briefing and will practice debating.

The information is extracted from *AJP 3.4.1.* and from https://www.visionofhumanity.org/defining-the-concept-of-peace/.

Learning objectives In this unit, you will acquire new terms related to types of peace operations; will learn about the features/content of a press release; will practice writing a press release; will watch a press conference briefing and listen for details; will learn useful phrases for stating and defending opinion, disagreeing, giving reasons and offering explanations.

Outcome objectives You will enhance your military terminology related to the types of peace operations; will develop abilities to use correctly the new thematic words; will write a press release and summarise information from a PPP into a paragraph; will read extensively for learning new specialised vocabulary in a context; will listen for understanding in order to answer comprehension questions; will participate in a debate.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
1.3.1. 1.3.2.	45'	Types of Peace Operations	Definitions of Peace Support, Conflict Prevention, Peace-making, Peace Enforcement, Peacekeeping, Peace Building	To watch a video for details; to read info from AJP 3.4.1.; to practice target vocab	Self-study
1.3.3.	45'	Defining the concept of peace and trends in global peacefulness (Reading comprehension)	Topical vocab: positive vs negative peace; global peace index	To read a text on professional topic; to read for details; to answer comprehension questions	Self-study
1.3.4.	45'	Listening: UN successful and unsuccessful missions	Topical vocab: UN PK missions	To listen for details	Self-study
1.3.5. 1.3.7	45'	Military Incidents reports: Writing a press release Writing a paragraph	Writing a press release	Improving military writing skills	Class
1.3.6.	45'	Meet the Expert: Press conference briefing	Topical vocab: PK personal experience	To listen for factual information; to interview and retell about personal experience	Class
1.3.8.	45'	Speaking: a debate	Stating and defending opinion; disagreeing; giving reasons	Improving speaking skills	Class

1.3.1. Types of Peace Operations: Peace Support, Conflict Prevention, Peace-making, Peace Enforcement, Peacekeeping, Peacebuilding

Watch the video about Peacekeeping, Peace-making, Peacebuilding (https://www.youtube.com/watch?v=y2xOe22dwi4) and answer the following questions:

1. What colour codes are used for peacekeeping, peace-making and peacebuilding?
2. What does peacekeeping mean?
3. Why is red colour used for PK?
4. What are the opposing parties involved in during peace-making?
5. In global politics, who engages the opposing parties in discussions during peace-making?
6. What happens during peacebuilding?
7. What is the key word in peacebuilding?

Read the text from Allied Joint Publication (AJP)-3.4.1(A) *Allied Joint Doctrine for Military Contribution to Peace Support* and study the new words.

Allied Joint Publication (AJP)-3.4.1(A) *Allied Joint Doctrine for Military Contribution to Peace Support* provides guidance for commanders when planning for and conducting peace support.
NATO's North Atlantic Council (NAC) may decide to intervene in crises beyond NATO borders to help strengthen or restore peace and security. The decision to employ NATO forces is likely to be part of a wider response from the international community that will also include civilian governmental and non-governmental organisations.

Peace support can take place in the context of both interstate and intrastate conflict.



Peace support: Efforts conducted impartially to restore or maintain peace. Peace support (PS) efforts can include conflict prevention, peace-making, peace enforcement, peacekeeping and peacebuilding.

Peace support includes a series of efforts that support international peace and security. ***Figure 1*** provides a basic conceptual framework to visualise when these types of efforts take place in and around conflict.

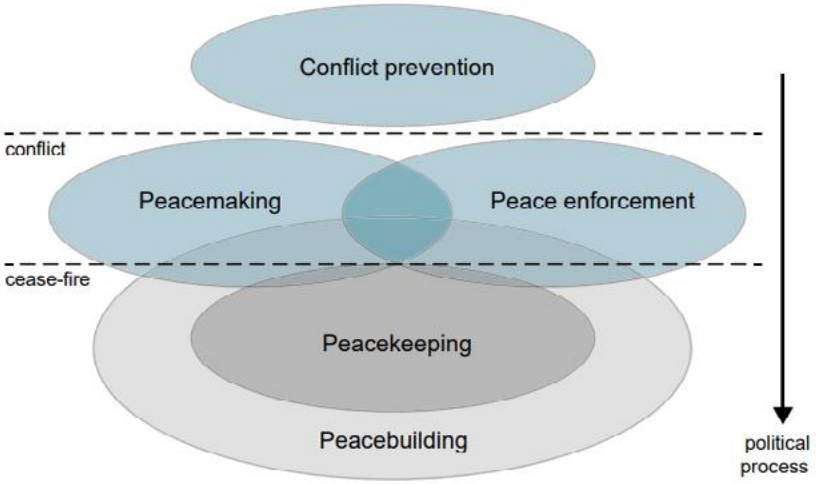


Figure 1: Basic Conceptual Framework

> **Conflict Prevention:** A peace support effort to identify and monitor the potential causes of conflict, and take timely action to prevent the occurrence, escalation, or resumption of hostilities. The purpose of conflict prevention is to keep interstate and intrastate disputes from escalating into armed conflict. It aims to prevent imminent conflict. Specific military tasks could include the provision of strategic early warning systems and analytical support to help identify states which are most at risk of entering into conflict, or the rapid projection of Allied forces to prevent an escalation of hostilities.

> **Peace-making**: A peace support effort conducted after the initiation of a conflict to secure a ceasefire or peaceful settlement with primarily diplomatic action supported, when necessary, by direct or indirect use of military assets. Peace-making (PM) involves primarily diplomatic-led activities aimed at establishing a negotiated agreement between major conflicting parties, such as a ceasefire or peace agreement. PM is conducted after a conflict has started. Peacemakers may represent an international organisation such as the United Nations (UN), a state, group of states or a regional organisation. Military forces are able to support the peace-making process through the provision of military advice to other actors and the threat and the use of coercive force to deter major conflicting parties from continuing to pursue conflict.

> **Peace Enforcement**: A peace support effort designed to end hostilities through the application of a range of coercive measures, including the use of military force. It is likely to be conducted without the strategic consent of some, if not all, of the major conflicting parties. The purpose of peace enforcement (PE) is to restore peace and security in situations where, for example, the UN Security Council has authorised coercive action on the basis of the existence of a threat to the peace, breach of the peace or act of aggression.

Peace enforcement will require UN Security Council authorisation in accordance with Chapter VII of the UN Charter because it is conducted without the consent of some of the major conflicting parties in the conflict. In such instances, the UN can authorise a third party -- a regional security actor, such as NATO, or a coalition of states -- to implement a PE mandate. Peace enforcement operations may require a wide range of military capabilities to coerce major conflicting parties to negotiate and end hostilities. The peace support force (PSF) should be prepared to use force to physically separate the major conflicting parties or to stop atrocities. The PSF should also expect to suffer casualties.

The use of military force in PE does not resolve the causes of conflict, it can only stop hostilities. Making further progress and sustaining peace is often the role of peacekeepers.

> **Peacekeeping**: A peace support effort designed to assist the implementation of a ceasefire or peace settlement and to help lay the foundations for sustainable peace. It is conducted with the strategic consent of all major conflicting parties.

Peacekeeping (PK) is conducted under the authority of Chapter VI of the UN Charter, and is based on the strategic consent of the major conflicting parties following a peace settlement or ceasefire. The purpose of PK to prevent the reappearance of conflict, mitigate humanitarian crises and help to develop state authority where state capacity and legitimacy is weak. The PSF should be prepared to use force to implement the mandate. Peacekeeping can be conducted by the UN or a regional organisation, and is likely to involve a mixture of military, police and civilian actors.

Peacekeeping is multi-dimensional in nature. It is used as part of a broader international response to provide a safe and secure environment and assist in implementing agreements made between conflicting parties. Some peacebuilding activities may be carried out by military and civilian peacekeepers, in part, to build confidence among the local population and also between the conflicting parties.

The overlap between peacekeeping and peacebuilding activities highlights the complex nature of contemporary PS.

> **Peacebuilding**: A peace support effort designed to reduce the risk of returning to conflict by addressing the underlying causes of conflict and the longer-term needs of the people. It requires a commitment to a long-term process and may run together with other types of peace support efforts. Peacebuilding (PB) should not be viewed in isolation since its activities often overlap with other efforts such as conflict prevention and peacekeeping. PB strategies should be adapted to the specific needs of the country. Peacebuilding includes mechanisms to identify and support structures that will consolidate peace and support long-term reconstruction.



There are also operations organised in the event of disasters or pressing humanitarian crises. Their definitions are in the NATO Glossary of terms and definitions AAP-6:

> **Humanitarian Assistance:** As part of an operation, the use of available military resources to assist or complement the efforts of responsible civil actors in the operational area or specialised civil humanitarian organisations in fulfilling their primary responsibility to reduce human suffering.

> **Humanitarian Operation:** An operation specifically organised to reduce human suffering in an area where the civil actors are unable or unwilling adequately to support a population.

Target vocabulary

intervene /ˌɪn.təˈviːn/ to intentionally become involved in a difficult situation in order to improve it or prevent it from getting worse
interstate /ˌɪn.təˈsteɪt/ involving two or more states
intrastate /ˈɪntrəsteɪt/ within one state
resumption /rɪˈzʌmp.ʃən/ the start of something again after it has stopped
imminent /ˈɪmɪ.nənt/ about **t**o happen very soon
projection /prəˈdʒek.ʃən/ (power) projection is the ability to conduct military operations at long distances from bases of operations
coercive /kəʊˈɜːsiv/ relating to or using force or threats
deter /dɪˈtɜːr/ to prevent or discourage from acting
breach /briːtʃ/ an act of breaking a law, promise, agreement, or relationship
atrocity /əˈtrɒs.əti/ an extremely cruel, violent, or shocking act
mitigate /ˈmɪtɪ.geɪt/ to make something less harmful, unpleasant, or bad

Answer the questions on the reading text above:

1. Who takes the decision to employ NATO forces beyond NATO borders?
2. What can Peace support (PS) efforts include?
3. Which type of peace support is aimed at taking timely action to prevent a conflict?
4. Which type of peace support is conducted after the consent of all major conflicting parties?
5. Which type of peace support effort supports long-term needs of the people and long-term reconstruction?
6. Which type of peace support involves primarily diplomacy?
7. type of peace support requires UN Security Council authorization?
8. Which type of peace support typically uses military force?
9. When is peace support initiated in order to stop atrocities?
10. Which type of peace support follows after a peace settlement or ceasefire?
11. Which peace support activities can be conducted simultaneously?
12. Which operations are organised when disasters or humanitarian crises happen
13. Which process do military forces support with military advice to other actors?
14. When do strategic early warning systems are employed?

1.3.2. Vocabulary in context



A. Practice the Target vocabulary words from 1.3.1. by filling them in the crossword. Follow the link: https://learningapps.org/watch?v=p5szikpy222

B. Match the term to its description

Model: 7 G

1. peace support (PS)	A. Politico-military activity aimed at conflict control, which involves a UN presence in the field (usually involving military and civilian personnel)
2. peace-making	B. Application of military force, or the threat of its use, to enforce international resolutions or sanctions designed to maintain or restore peace and order.
3. peacekeeping (PK)	C. This operation is conducted in the aftermath of conflict. It means identifying and supporting measures and structures which will solidify peace and build trust and interaction among former enemies. It often involves organizing elections, supervised or conducted by the United Nations, the rebuilding of civil infrastructures and institutions such as schools and hospitals, and economic reconstruction.
4. Conflict Prevention	D. This PS effort keeps interstate and intrastate disputes from escalating into an armed conflict.
5. peacebuilding	E. The process of diplomacy, negotiation, or other forms of peaceful measures that arranges an end to a dispute, and resolves issues that led to it.
6. peace enforcement (PE)	F. This term covers a range of activities, including conflict prevention, peace-making, peacekeeping, peace enforcement, and peacebuilding, as well as humanitarian assistance
7. Humanitarian Operation	G. An operation specifically organised to reduce human suffering

C. Read the text about the characteristic features of peace support efforts and fill in the gaps with the following words:

building, conflict, intrastate, media, environment, military, new wars, operation, peace, warfighting, weakened, intervene

(1) _____ exists when there is an absence of violence or the threat of violence. (2) _____ exists when violence is either manifested or threatened. The range of military responses to peace and conflict defines the type of (3) _____. War may be one of these responses. The military response to war is (4) _____ while activities during peace and conflict are defined as Operations Other Than War (OOTW). From classical peacekeeping, the international community has become involved in complex peace support efforts that address every aspect of the conflict spectrum from conflict prevention, peace-making, peace enforcement and peacebuilding. These have occurred in support of peace agreements between **belligerents** (e.g. in Cambodia, Guatemala, Ethiopia /Eritrea) or when the international community chooses to (5) _____ in a conflict on humanitarian grounds (e.g. Somalia, Kosovo, East Timor).

The evolution of the PSO has been in response to two factors. First, the dynamic of conflict has shifted from interstate to (6) _____. Since the end of the Cold War the majority of conflicts now occur within the boundaries of a single nation.

Secondly, many conflicts are "new wars" driven by non-traditional actors and motivations. These (7) _____ often take place in failed or (8) _____ states. In some cases such as Somalia, the state may disintegrate altogether. When a vacuum exists, non-state actors from **insurgent** groups to **warlords** and criminal gangs will often contest power by violent means. Such groups are often more difficult to predict, combat, or negotiate with.

The nature of international military interventions have also changed as a result of the new security (9) _____. They are now more multi-dimensional with activities from simple monitoring to complex nation (10) _____ tasks such as good governance, support to changes in the social sector and infrastructure. Contemporary operations are also multi-disciplinary, including different professions from both (11) _____ and civilian organisations.

Finally, operations today are conducted with intense (12) _____ involvement. In the age of electronically transmitted news, a few minutes of television coverage from places like Somalia, Bosnia or the Congo often create powerful images of chaos and bloodshed.

FYI:
belligerent a nation or person engaged in war or conflict
insurgent a person fighting against a government or invading force; a rebel or revolutionary
warlord a military commander, especially an aggressive regional commander with individual autonomy

Source: CF44E CIMIC Tactical Course. Department of National Defence, Canada, Pearson Peacekeeping Centre, September 2004.

1.3.3. Defining the Concept of Peace and Trends in Global Peacefulness

PRESENTATION: Read the text and the PPP (PPP file 1.3.3.) about the Global Peace Index 2021

There are two common conceptions of peace — Negative Peace, or actual peace, and Positive Peace. The definition of Negative Peace is 'the absence of violence or fear of violence'. Measures of Negative Peace are the foundation of the Global Peace Index which tells us how peaceful a country is, but it doesn't tell us what or where we should be investing in to strengthen or maintain levels of peace. Positive Peace, on the other hand, provides a framework to understand and address the many complex challenges the world faces.

Positive Peace is a cross-cutting factor for progress, making it easier for businesses to sell, businessmen and scientists to innovate, individuals to produce, and governments to effectively regulate. In addition to the absence of violence, Positive Peace is also associated with many other social characteristics which are desirable, including better economic outcomes, measures of well-being, levels of inclusiveness and environmental performance.



Source: https://www.visionofhumanity.org/defining-the-concept-of-peace/

Global peacefulness has deteriorated over 2021, with this being the 9th time in the last 13 years that the world has seen a fall in peacefulness, with the average country score falling by 0.07%. 87 countries improved while 73 recorded deteriorations over the past year. The 2021 Global Peace Index (GPI) reveals a world in which the conflicts and crises that emerged in the past decade have begun to decrease, but they were replaced by a new wave of tension and uncertainty as a result of the COVID-19 pandemic.

Iceland remains the most peaceful country in the world – a position it has since 2008. It is joined at the top by New Zealand, Denmark, Portugal, Slovenia, Austria, and Switzerland. Afghanistan is the least peaceful country in the world for the third year in a row, followed by Yemen, Syria, South Sudan, Iraq, and Somalia. All have been ranked amongst the five least peaceful since at least 2015.

Despite the overall deterioration in peacefulness, some indicators have recorded improvements. The largest improvements have occurred in the Militarisation domain, with reduction of average military expenditure.

The Middle East and North Africa region remained the world's least peaceful in 2021. However, despite ongoing armed conflict and instability in the region, it recorded improvements on many indicators. The number of deaths from internal conflict continued to fall, and the intensity of internal conflict also improved in the region.

The 2021 GPI reveals a world in which the tensions, conflicts, and crises that emerged in the past decade remain unresolved, and while levels of violence fell in the early stages of the COVID pandemic, most forms of violence returned to pre-COVID levels. While long-running conflicts began to decline or at least reached a plateau, the underlying causes of many of these conflicts were not solved, and the potential for violence to start remains very real. If poor economic conditions persist, likelihood of future civil unrest will increase.



Select the correct answer:

1. GPI measures _____.
a. countries
b. peace
c. experts

2. _____ is the requirement for improvement.

a. Negative peace
b. Global Peace Index
c. Positive peace

3. Negative peace is associated with _____.

a. lack of fighting
b. growing violence
c. sustainable society

4. 2021 marks _____ in peacefulness.

a. the same level
b. improvement
c. worsening

5. A decrease in the level of peacefulness has been typical for the last_____.

a. 9 years
b. 13 years
c. 10 years

6. Afghanistan, Syria, Iraq, South Sudan and Yemen are the five least peaceful countries.

a. True
b. False

7. The Militarisation domain's status is based on the level of expenditure.

a. True
b. False

8. In 2021, the negative impact of the COVID pandemic increased.

a. True
b. False

9. The reasons of the conflicts _____.

a. led to more deaths
b. provoked more tension
c. remained unsolved

1.3.4. Listening



A. Watch the video (track 1.3.4.1.) and fill in the missing words:

In many countries around the world, violent conflicts cause countless (1) _____ _____ (2 words) and widespread chaos. Armed conflicts have not only increased in number, but have also caused more (2) _____ in recent years. Whether in Syria, (3) _____ _____ (2 words) or (4) _____ the population is always the first to be affected. As chaos of armed and (5) _____ groups emerge, conflicts are becoming more (6) _____. Yet, armed conflict violence is still often seen in an overly (7) _____ way while key decisions regarding (8) _____ _____ _____ (3 words) are made remotely without involving the people affected. Despite these challenges, many people are working for (9) _____ _____ (2 words) in their countries. These efforts must be supported in order to achieve (10) _____ peace.



B. Listen (track 1.3.4.2.) about some of the UN's successful and unsuccessful missions. Fill in the table. The first row is a model.

MISSION	YEAR	SUCCESS OR FAILURE?
1. El Salvador	*1991- April 1995*	**success:** *ending Civil War; holding free and fair elections*
2. Sierra Leone		
3. Iraq and Kuwait		
4. Somalia		
5. Afghanistan and Pakistan		



C. Listen (track 1.3.4.3.) and mark the correct answer

1. The first criticism is about ...

a. their increased use
b. the political nature of the PK use

2. What is the reason for the deployment of PK forces?

a. the vote of the Security Council
b. willingness of the Member states to support the operation
c. all of the above

3. Some examples of late deployment of PK forces include:

a. Rwanda
b. Congo, Sudan, Darfur and Syria
c. all of the above

4. A report from 2005 reveals that the most effective PK operations are:

a. UN-led
b. US-led

5. The UN proposal to develop a standing Rapid Reaction Force

a. has been approved
b. has been neglected

6. The accusations of sexual abuse, rape and prostitution by the UN peacekeepers has resulted in

a. changes in the regulations
b. punishment of soldiers
c. including more women-peacekeepers

1.3.5. Military Incidents Reports in the Media: Writing a Press Release



A press release is an official statement (written or recorded) that an organization, including the military, issues to the news media and beyond. Tips on how to write a press release are presented in the Press Release Triangle:



While the heading should contain action verbs, the first paragraph should answer the *who, what, why*, and *where*. You have to provide information about:

- The date
- The time
- The place
- The participants involved/injured and their condition
- How the incident happened (sequence of events)
- Description of the incident in details
- Reasons/causes of the incident

The press release should also contain understandable language and a quote.

Source of the image: https://prowly.com/magazine/how-to-write-press-release-guide/



A. Class is divided into 3 groups.

Step 1: Each group reads one of the press releases about incidents. Within a group, discuss which elements of a press release are not present.

Step 2: A spokesperson of each group presents the incident to the other 2 groups.

1. Four explosions in Afghanistan kill at least 16 people on Wednesday 25 May

Four improvised explosive devices (IEDs) exploded in Afghanistan on Wednesday 25 May 2022, leaving 16 people dead and over 33 injured. Three of the attacks have been claimed by ISIS. This is the latest in a string of explosive violence incidents in Afghanistan since April, many of which have been claimed by ISIS.

Three IEDs went off on separate minibuses in Balk province's Mazar-i-Sherif, killing 10 people, including three women, and injuring 15. Several hours later, ISIS stated that its soldiers had carried out the attacks.

On that same evening, another IED exploded in a mosque in Kabul, and authorities confirmed that six people had been killed and 18 injured.

It is so far unclear if any particular group was being targeted in the attacks.

Source: Four Explosions in Afghanistan Kill At Least 16 People On Wednesday 25 May - Afghanistan | ReliefWeb

2. Blasts near Kabul schools kill at least 6 civilians, hurt 17

By Mohammad Shoaib Amin Associated Press
April 19, 2022, 7:16 PM

Kabul, Afghanistan. Explosions targeting educational institutions killed at least six people, including students, and wounded 17 Tuesday, in a mostly Shiite neighbourhood of Afghanistan's capital city, police said.
The blasts, which happened in rapid succession, were being investigated and more casualties were feared, according to Kabul police spokesman Khalid Zadran and the city's Emergency Hospital. Several of the wounded were in serious condition and some had been treated and released.

The explosions occurred inside the Abdul Rahim Shaheed High School in the predominately Shiite Muslim neighbourhood of Dasht-e-Barchi. There were no immediate reports of casualties at the education centre.

Guards in the narrow street leading to the two-story high school said they saw 10 casualties.

Source: Blasts near Kabul schools kill at least 6 civilians, hurt 17 - ABC News (go.com)

3. South Sudan: Condemnation for attempted ambush on food convoy

The interagency convoy of 59 trucks was carrying World Food Programme (WFP) food and nutrition assistance on Monday, 1 March 2022, when it was attacked by armed gunmen near Gadiang, located in Jonglei state, some 160 kilometres from the state capital, Bor (South Sudan).



WFP/Eulalia Berlanga World Food Programme trucks deliver aid in South Sudan

UNMISS peacekeepers were protecting the convoy, which was travelling to various locations to preposition much needed assistance for some 95,000 people ahead of the rainy season, when access becomes heavily restricted.

The Mission and WFP issued a statement strongly condemning the attempted ambush. They said such incidents derail humanitarians from being able to deliver lifesaving assistance to people in need during the limited window of opportunity available to reach them.

Meshack Malo, UN interim Acting Humanitarian Coordinator for South Sudan, added that continued attacks on humanitarians, and attempted looting of vital relief, are a flagrant violation of international humanitarian law. “At a time of major funding constraints, the loss of aid due to theft, looting or destruction, means that every bag of food, nutrition or other humanitarian supplies looted, is stolen directly from the South Sudanese families most in need,” he said.

Source: South Sudan: Condemnation for attempted ambush on food convoy | | UN News

B. Using the information below, write a press release

Car bombs kill 4 Iraqis, injure 52 in Hilla

Date: 18 Feb 2004
Time: 0715 local time
Location: Iraqi city of Hilla, about 60 miles south of Baghdad, near the logistics base used by coalition soldiers in Hilla

People involved in the incident: 2 suicide car drivers, 42 Iraqis, 8 coalition soldiers: 6 Poles, 1 Hungarian and 1 American

Injured: 2 suicide drivers killed, 2 Iraqis standing in the street killed, 42 other Iraqi passers-by injured, 8 coalition soldiers wounded; the injuries to the troops not life-threatening.

Description of incident: terrorist attack using two cars

Other details: bodies of the two drivers found

Reporting person: Lieutenant-Colonel Robert Strzelecki, a spokesperson for Polish-led troops in the region.

1.3.6. Meet the Expert: Press Conference Briefing (video)



Part 1

Watch a video (track 1.3.6.1.) of a staff exercise at Rakovski National Defence College. It practises a press conference briefing of a commander of a PK force in an imaginary country called Afraq. Watch the video and answer the questions below:

1. What is the rank of the commander of the PK?
2. What is the PK operation about?
3. What is the ultimate goal of the mission?
4. Who do peacekeepers cooperate with?
5. What happened yesterday?
6. What will help to assure normal life for local farmers and their livestock?
7. What are the peacekeepers building?
8. What was published?



Part 2

Watch Part 2 of the Press conference briefing video (track 1.3.6.2.) which is the Questions and Answers part.
Listen to the 6 questions which are asked to the commander of the PK force.
Arrange the following questions in the order in which they are asked.

a. When are you going to start weapons' assembly? __
b. There was information for incidents and dead citizens in which soldiers are involved. Can you confirm that? ___
c. Could you provide us with more details and what are the prospects for his future? ___
d. What measures have been taken to limit death of animals in minefields in the area of Bolgarooglu? - ***1***
e. Could you comment details on the claims that because of people's fear for their lives, more of them refuse to support the coalition forces? ___
f. Do you intend to support the local economy and population by infrastructure reconstruction projects in Afraq? ___



Watch the video again and mark the statements that follow as True or False

1. All local people support the coalition forces T/F
2. The former dictator Hasani has been killed T/F
3. The joint investigation about complaints was with the local police T/F
4. Humanitarian projects are in progress T/F
5. No bridges are built T/F
6. The weapons assembly will start soon T/F
7. Some measures have been taken to keep people safe from the minefields T/F

1.3.7. Writing a Paragraph



In addition to the information in Reading 1.3.3. *Defining the concept of peace and trends in global peacefulness*, write 3 paragraphs with 200-300 words to present the information from the Power Point Presentation from 1.3.3. Global-Peace-Index-2021



1.3.8. Speaking: Debate

Study some of the useful phrases to state and defend your opinion.

Opinions and Preferences:

I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that…., I strongly believe that..., Without a doubt,..., Frankly, I'm of the opinion…, It seems to me that…, From my point of view…, From my perspective…

Disagreeing:

I don't think that..., Don't you think it would be better..., I don't agree, I hate to disagree with you but…, I respect your opinion but…, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., The truth of the matter is..., The problem with your point of view is that...

Giving Reasons and Offering Explanations:

To start with,…, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think...., Considering..., Allowing for the fact that..., When you consider that..., The point I'm trying to make is…



Follow the steps below to conduct a debate in class/online.

1. As a class, choose one topic from the list below.
2. Form two teams. One team will argue FOR the proposition and the other AGAINST. Prepare your arguments. Each person of the team has only 3 minutes to talk. That's why the arguments should be divided equally among team members and not too long. You must listen carefully to what your opponents are saying and take notes, because after all the arguments have been presented, each student will be given 1 min. to argue against the arguments that the other team gave. Remember to use the useful phrases for stating, supporting and defending your opinion.
3. Team members present their arguments for 3 min. Teams alternate with their FOR and AGAINST arguments.
4. When all the arguments have been presented, the teams have about 10 min. to plan their rebuttal. Pick certain arguments to rebut and decide who will rebut which argument.
5. Each team member has 1 min to rebut the other team's arguments.
6. The teacher decides which team gave the best and strongest arguments.

Topics to debate:

1. A well-trained soldier is a well-trained peacekeeper.
2. Peacekeepers should be allowed to use force.
3. The UN should be the 'armed police' of the world.
4. Wars can be stopped by peacekeeping missions.

1.4. CIMIC Operations

UNIT 4 AT A GLANCE

Thematic Goal The thematic goal of Unit 4 is to familiarise the learners with the core functions of CIMIC, with the activities which are typical for civil-military interaction and the commander's tasks related to CIMIC.

Learning objectives In this unit, you will acquire new vocabulary and terms related to CIMIC; will understand information from videos explaining the functions and activities related to CIMIC; will discuss successful and unsuccessful cases of UN-CIMIC community support projects; will express your opinion based on information studied; will perform the role of a CIMIC officer or an NGO representative.

Outcome objectives You will develop abilities to use correctly the new thematic words; to listen for details while watching videos; to listen for making inference; to express and support your opinion in oral and written form; to write brief summaries; to analyse situations based on the information received.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
1.4.1.	10' 20' 15'	NATO's Operations and CIMIC NATO's Multinational CIMIC Group video NATO's Operations and CIMIC (Reading comprehension) Core functions of CIMIC (video)	Topical vocab: main words which describe CIMIC Topical vocab: definition, aims, application of CIMIC Topical vocab	To watch/listen for details To read a text on professional topic; to read for details To watch/listen for details	Class
1.4.2.	25'	Vocabulary in context Civil-Military Interaction (video)	Topical vocab Multiple choice quiz Gap fill	To use new terms in context	Self-study
1.4.3.	20'	Reading comprehension	Topical vocab	To use new terms in context; to match the levels of CMI to the activities which are typical for them	Self-study
1.4.4.	15'	Meet the expert: NATO CIMIC (video)	Military and civilian cooperation	To listen for factual info	Class
1.4.5.	30'	CIMIC functions. Writing.	Reading comprehension Writing based on reading	Analysing a diagram Transferring info into a table	Class
1.4.6.	45'	Integrating skills Principle of transparency in civil-military relationships CIMIC and Commanders Challenges to CIMIC	Topical vocab	To use new terms in context To distinguish true from false info To match parts of a sentence	Self-study
1.4.7.	45'	Speaking Role play between a Liaison officer and an NGO representative. Examples of UN-CIMIC Community support	Role-play Case studies	To prepare a speech based on a scenario Analysis of the scenario, hypothesising, reporting info, summarising	Class
1.4.8.	45'	Writing	Writing an opinion essay	Support opinion in a written form and provide arguments	Self-study

1.4.1. NATO's Operations and CIMIC

A. Watch the video https://www.youtube.com/watch?v=NpehnRRdtuA of the NATO's Multinational CIMIC Group and write down the main words which describe CIMIC.

B. Read the text and learn the new Target vocabulary words.



Civil-military cooperation (CIMIC) is not a new phenomenon within NATO. NATO's operations have different and more complex challenges when they are conducted beyond its own domestic borders, on territory, where the civil institutions do not function properly and the infrastructure is damaged. During the early 1990s, NATO realised that any future operation would have to take account of social, political, cultural, religious, economic, environmental and humanitarian factors. As a result of this, NATO needed to establish policies, doctrine, training and physical resources to operate in this environment.

Operations have underlined the requirement to coordinate activities with national and local governments as well as with both international organisations (IOs) and non-governmental organisations (NGOs). The cooperation between military and the civil world is not a new feature. On June 6, 1944, the most important military operation *Overlord* started bringing 10 000 US and 500 UK Civil Affairs in Normandy. They were responsible to help the sovereign European countries to re-establish the democratic dimension, including commerce and economy, freedom of movement, etc.

In the framework of a military operation conducted by NATO, the spectrum of relations between Alliance forces and non-military actors which include civilian authorities, populations, organisations and agencies, is wide. These relations differ according to the type of activity. Civil-military cooperation is interdependent: military means are requested to help civil authorities, at the same time civil support to the military operation is important.

CIMIC in some form or another is present throughout the complete spectrum of conflict: from combat to peace support operations to assisting with humanitarian and disaster relief.
Definition. Civil-military cooperation is a joint function comprising a set of capabilities integral to supporting the achievement of mission objectives and enabling NATO commands to participate effectively in a broad spectrum of civil-military interaction with different non-military actors.
The **aim** of CIMIC is to support the mission objectives by establishing and maintaining cooperation with non-military actors within the area of operations. Ideally all actors will work to a common goal. Where this is not possible, CIMIC will ensure that activities to support each plan are harmonized. Thus, negative impacts on own operations, on non-military operations and on the civil environment are avoided. This will minimize interference or unintended conflict between different actors.
Application. CIMIC is applicable to all types of NATO operations. The application of CIMIC depends on the type of operation, the civil environment, and the relationship with non-military actors.

Source: AJP-3.19 Allied Joint Doctrine for Civil-Military Cooperation, Ed. 1, November 2018. NATO Standardization Office.



C. Watch the video which explains the main aspects of CIMIC https://www.youtube.com/watch?v=Hfh_rCsUSTs&t=11s. While watching, write down the 3 core functions of CIMIC.



Target vocabulary

sovereign /ˈsə-v(ə-)rən/ **adj.** a *sovereign* state in international law is a political entity that is represented by one centralized government that has sovereignty over a geographic area.
framework /ˈfreimˌwərk/ **n.** the ideas, information, and principles that form the structure of an organisation or plan
spectrum /ˈspektrəm/ **n.** 1. a band of colours, as seen in a rainbow; 2. a wide range
interdependent /ˌintərdiˈpendənt/ **adj.** (of two or more people or things) dependent on each other.
means /miːnz/ **n.** an action or system by which a result is achieved; a method
joint /dʒɔint/ **adj.** belonging to or shared between two or more people
comprising /kəmˈprʌizɪŋ/ **v.** consisting of; made up of
capabilitiy /keɪpəˈbɪlɪti/ **n.** the ability to do something, capacity, powers; the number of weapons, soldiers, etc. a country has to fight a war
interference /ɪntəˈfɪər(ə)ns/ **n.** 1. obstruction; 2. a jumbling of radio signals

1.4.2. Vocabulary in context



A. Watch the video CCOE Introduction video to Civil-Military Interaction https://www.youtube.com/watch?v=XC6cUuRgK_U and choose the correct answer.

1. Incidents DO NOT include ...
a. armed conflicts
b. chaotic areas
c. epidemic diseases
d. natural disasters

2. CCOE means?

a. Civilian cooperation organization for education
b. CIMIC Centre of excellence

3. Which organisation is NOT mentioned?

a. Flying doctors
b. Cordaid
c. Doctors without borders

4. CCOE is necessary because

a. it is a bridge between military and civilian organisations
b. education training is necessary for CIMIC officers
c. it optimizes collaboration between military and civilian actors
d. all of the above

5. CCOE analyses lessons learnt processes

a. to keep trainees' educational skills at the highest level
b. to change the world and the field of education

B. Fill in the gaps with the words from the Target vocabulary from 1.4.1. Use:

comprising, framework, interdependent, capability, spectrum, joint, sovereign, means, interference

1. Within this collaborative business _____, we see several forms of partnership.
2. They dreamed of a new world order, composed of co-operating independent states, free from outside _____.
3. He had an intuitive _____ of bringing the best out in people.
4. The camp is huge _____ fifteen buildings.
5. He holds _____ citizenship in Sweden and France.
6. The U.S. Constitution established a broad _____ of government.
7. In our complex and _____ world, collaborative work across boundaries is a requirement.
8. The telephone is a _____ of communication.
9. There are now 195 independent _____ states in the world (including de facto independent Taiwan).

1.4.3. Reading comprehension



A. Based on the Reading text in 1.4.1., choose the correct ending for the sentences below.

1. The civil dimension of a conflict is ...

a. a new phenomenon
b. social
c. important

2. The first example of CIMIC involved ...

a. European governmental and non-governmental organizations
b. more than 10 000 civilians
c. NATO

3. Non-military actors include...

a. civilian organisations
b. civil environment
c. provision of humanitarian relief

4. Civil-military cooperation is based on ...

a. civil support only
b. a set of capabilities
c. different scenarios

5. All types of NATO operations involve...

a. CIMIC
b. negative impact
c. complete spectrum of conflict

6. Commanders are NOT required to ...

a. analyse non-military actors
b. define the area of operations
c. consider the civil environment

7. The aim of CIMIC is to ...

a. maximize conflict between actors
b. re-establish the democratic dimension
c. harmonize activities to support the mission plan

B. Read the text about Civil-military interaction (CMI), analyse the diagram and match the levels of CMI to the activities which are typical for them.

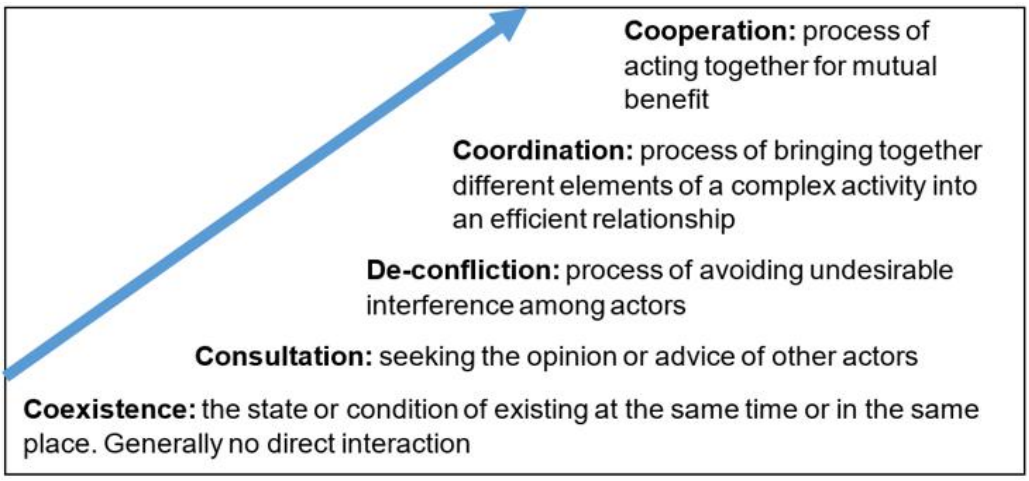
Civil-military Interaction (CMI)

CMI enables processes that are necessary for building and maintaining relationships with non-military actors.

NATO policy defines CMI as: 'a group of activities, founded on communication, planning and coordination, that all NATO military bodies share and conduct with international and local non-military actors, both during NATO operations and in preparation for them, thereby mutually increases the effectiveness and efficiency of their respective actions in response to crises'. The levels of civil-military interaction range from cooperation to coexistence.

Source: Military Committee (MC) 0411/2, *NATO Military Policy on Civil-Military Cooperation (CIMIC) and Civil-Military Interaction (CMI)*, dated 12 May 2014.

Analyse the diagram and match the levels of CMI (1-5) to the activities (a-e) which are typical for them.



1. Cooperation	a. keeping away from intervention
2. Coordination	b. two or more actors are aware of each other's presence but do not directly communicate
3. De-confliction	c. discussions and dialogue with other actors
4. Consultation	d. planning and activities are carried out jointly and/or in support of each other; it does not mean giving up authority, autonomy, or becoming subordinated to the direction of others.
5. Coexistence	e. activities include exchanging information, agreeing on joint policies and actions and harmonizing individual activities

1.4.4. Meet the Expert: NATO CIMIC (video)

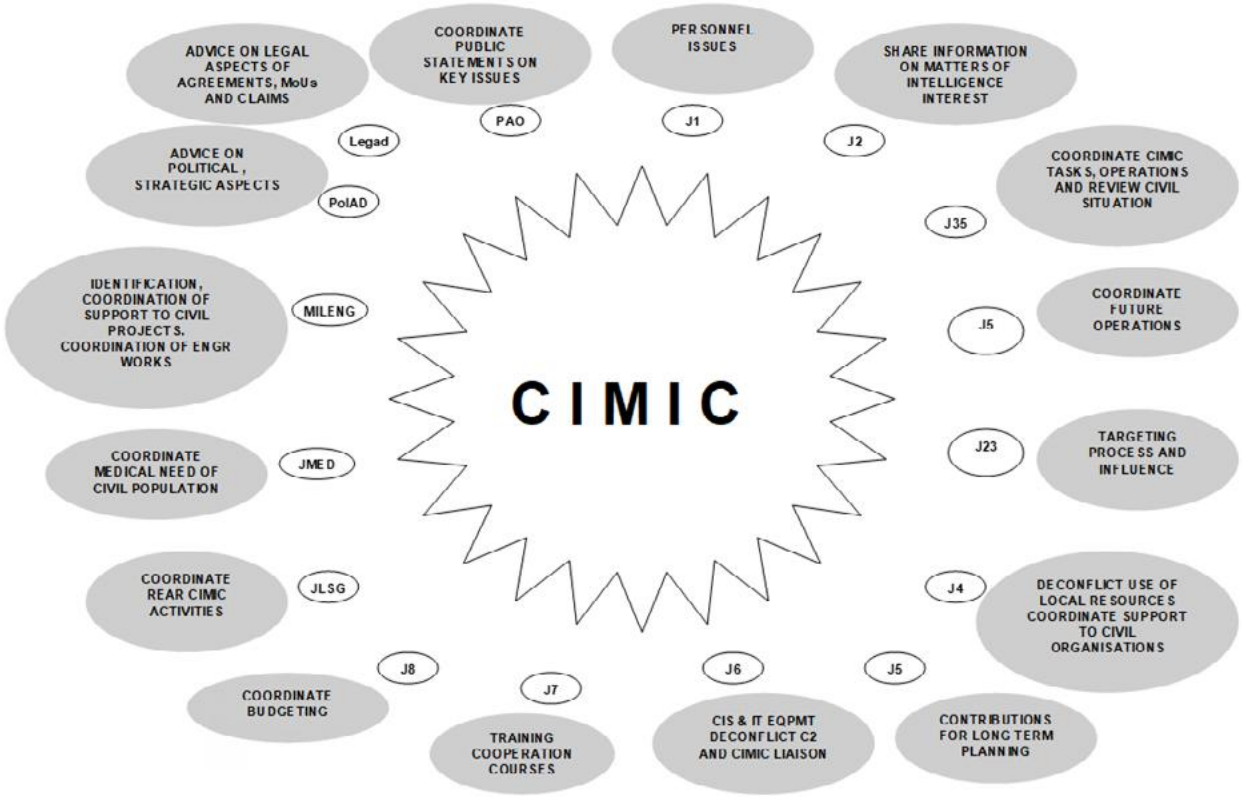
Watch the video https://www.youtube.com/watch?v=a49i2gqbo4Y and answer the questions.

1. What is Leo's responsibility?
2. When can Leo and his colleagues use force?
3. Whose support is necessary for providing aid and reconstruction?
4. Who is Nina?
5. What is Nina responsible for?
6. What is Leo's job?
7. What can he discuss with Nina?
8. What is key to providing security and promoting stability?
9. What is the key to successful cooperation?
10. What is the goal that Leo and Nina work for?

1.4.5. CIMIC Functions



Look at the diagram and read **the text about CIMIC functions.**



CIMIC has the following core functions:

1. Civil-military liaison

The aim of civil-military liaison is to establish and maintain liaison with non-military actors at appropriate levels. It is facilitating interaction, harmonization, information sharing and supporting concerted or integrated planning and conduct of operations. Civil-military liaison includes:

- identification of relevant non-military actors;
- developing a liaison structure including a notification mechanism; and
- internal and external CIMIC information management.

2. Support to the force

Commanders will require non-military support from within their joint operations area as well as coordination of efforts to minimize disruption to military operations. The military may be partially dependent on civilian resources and information from civilian sources. For that reason, CIMIC plays a proactive role by contributing to planning and conduct of operations. This includes, in cooperation with other military functions actions to:

- gather, assess and report information regarding the civil environment;
- identify and assess civil key indicators and sensitive factors having a critical impact on the planning and conduct of operations;
- identify and assess the impact of the military operation on the civil environment;
- identify and assess the impact of non-military activities influencing own operations;
- promote force acceptance and transparency;
- contribute to informing the civil society in the mission area.

3. Support to non-military actors and the civil environment

Military support to non-military actors and the civil environment will generally only be conducted if it is required to create conditions that support the accomplishment of the military mission. It may include a wide spectrum of resources such as information, personnel, materiel, communications facilities, specialist expertise or training. The support itself can be provided by all elements of the military.



Source: AJP-3.19 Allied Joint Doctrine for Civil-Military Cooperation, Ed. 1, November 2018. NATO Standardization Office.

Fill in the table below

CIMIC FUNCTION	AIM	CHARACTERISTIC FEATURES

1.4.6. Integrating skills

A. Read the text about the principle of transparency in civil-military relationships and fill in the gaps. Use:

civilian, civil-military, commander, intelligence, intolerance, military means, understanding, refugee, tasks and activities, timely, trust

Principle of Transparency in Civil-military Relationships

Successful CIMIC requires mutual trust and confidence of all those involved in an operation. CIMIC (1)_____ should be transparent, demonstrating competence and capability in order to win the (2) _____ of all elements of the civil environment. Tension between political, military, humanitarian and other components of a (3) _____ relationship will inevitably lead to confusion and misunderstanding at times. These tensions will be worsened by political (4)_____, media inaccuracy and poor communications. Transparency is vital in preventing such potentially explosive situations because it increases trust and confidence and encourages mutual (5)_____.
CIMIC personnel will be a valuable source of local information, but they will rapidly become ineffective if used for (6) _____ gathering or as a means for communicating inaccurate information. Information obtained by (7) _____ cannot always be shared with civilian organizations and authorities. CIMIC staff must work closely with intelligence to obtain the most timely and accurate information that may be passed to the (8) _____ organisations in time to be effective. Much of this information, such as (9) _____ movements, when given to the civilian organizations may assist the (10) _____ greatly by allowing the appropriate civilian agency to react in a (11) _____ manner.





B. Read the text about CIMIC and Commanders. Mark the statements which follow as True or False.

The Commander has a number of CIMIC assets to support the conduct of operations. CIMIC assets or Operators actually conduct operations. These consist of CIMIC staff, CIMIC forces (Operators) and CIMIC functional specialists. CIMIC staffs conduct the conceptual and planning part of the CIMIC.

- A commander requires CIMIC to operate and to help facilitate the conditions that allow withdrawal of military forces.
- Commanders are required to take account of social, political, cultural, religious, economic, environmental and humanitarian factors when planning and conducting military operations.
- Commanders must take into account the presence of large numbers of IO's and NGO's, all with their own aims and methods.
- The media and the expectations the international community can make it a real challenge for the commander.
- CIMIC is the Commander's tool in establishing and maintaining the relationships with IO's and NGO's.

1. A number of CIMIC assets support the Commander. T/F
2. Operations are actually conducted by CIMIC Operators. T/F
3. Commanders are not interested in IO's and NGO's own aims and methods. T/F
4. The media do not influence the Commander's tasks. T/F
5. When planning and conducting military operations, many non-military factors should be considered. T/F
6. CIMIC is not related to the conditions that facilitate departure of friendly forces. T/F



C. Match the beginning of the sentence in A with its continuation in B and C.

Challenges to CIMIC

A	B	C
1. In a politically sensitive environment	with which NATO military forces must cooperate	through education.
2. Some civilian organisations may take	in ensuring cultural awareness of the forces	can seriously undermine the mission's chances of success.
3. CIMIC plays a vital role	a violation of a local law or custom	is extremely diverse.
4. Once a relationship has been established,	the view that cooperation with the military and independence	in order to survive disagreement and threats from third parties.
5. The structure and working practices of the civil organizations	it will usually need to be maintained	are mutually exclusive.

1.4.7. Speaking: Case Studies



Role play
Class is divided into pairs.
In pairs choose the role of a Liaison Officer or an NGO representative. Use the cards to prepare the dialogue.

You are ***a Liaison Officer*** preparing to escort a group of refugees. Talk to the NGO representative to find out details.

Number of people
Number of trucks available
Destination
Estimated time of the journey
Other factors

You are an ***NGO representative***. You need an escort from the peacekeeping forces for a group of refugees.

Number of people: 105
Number of trucks available: 4
Destination: Refugee camp by the Western border
Estimated time of the journey: 2 days
Other factors: danger of mines



Case studies

You are going to read some information about UN-CIMIC Community support and then to discuss case studies of successful and unsuccessful Community support initiatives.

Step 1: Read the information about UN-CIMIC Community support.

UN-CIMIC Community support

Community support refers to UN-CIMIC activities that help local communities to improve and normalize their lives. Community support projects are often related to physical infrastructure repair/rehabilitation projects that could be requested by any civilian organization or entity through appropriate mission coordination structures. This activity could be implemented as Quick Impact Project (QIP) which is a small-scale project of benefit to the local population. Such QIPs are funded through the mission budget and are used by UN peacekeeping operations to establish and build confidence in the mission. Community support initiatives include wide variety of projects, e.g. building of infrastructure projects, rehabilitation of buildings, revival of economic activities; vocational training; reconstruction or maintenance of roads and bridges; reconstruction of water and sanitation services and rehabilitation of electricity supply. Socio-cultural activities and support for gender and environmental initiatives are also valuable community support projects.
Step 2: Read Case study 1 and state the reason the QIP was successful

Case study 1: Conflict resolution

During the mission in Chad, MINURCAD Civil Affairs Officers were active in the resolution of disputes between farmers and herders over insufficient and contested natural resources. Using an approach based on consultations with local authorities, Civil Affairs Officers facilitated a successful dialogue process between the farmers and herders in a village in Chad where the former community had fled their village and become internally displaced persons. The agreement was cemented to build a mill in the village.

Step 3: Class is divided into two groups: A and B.

Group A: Read Case study 2. Group B: Read Case study 3. Discuss within the groups: What was wrong? Report your case to the other group.

Case study 2: Military contingent individually supports an orphanage in Haiti

A Battalion commander received one day a request for assistance from an Orphanage in Haiti. (For information, the "Chambre de L'Enfance Nécessiteusse Haitienne" indicated that it has received during the year requests for assistance from nearly 200 orphanages from around the country for more than 200,000 children). Very concerned by the abandoned children and interested in doing something related to Community support, the commander decided to accept helping this orphanage by raising funds to buy equipment and support them. Project to fund an orphanage had been performed in close coordination with only local individuals. What was wrong?

Case study 3: Military Contingent provided support to a village in a remote area by digging a well just in the centre of the village.

This project has been undertaken as a QIP in full coordination with locals. The sustainable aim was to help them developing their village, to avoid having women and their daughters walking for hours to seek water and to allow young girls to attend school. Unfortunately, ladies from the village kept on going to the very remote well which was several hours of walking from the village. What was wrong with this project?

Source: United Nations Civil-Military Coordination (UN-CIMIC) Specialized Training Materials, 1st ed. (2014), pp. 115-121. Available online: STM UN CIMIC - Specialised Training Materials (STM) - Research Guides at United Nations Dag Hammarskjöld Library



Expressing opinion

A. You have learnt some information about CIMIC. Do you agree or disagree with the following quote from General Joachim Spiering, Commander-in-Chief, Allied Forces Central Europe, 9 September 1998:

"In former times, commanders never thought about civil-military cooperation. It was the responsibility of old colonels who were unfit for operations. Today, all that has changed. CIMIC is a commander's responsibility".

What are your thoughts regarding the last sentence of the quotation?



B. Some refer to CIMIC as a "Force Multiplier". What does this mean to you?

1.4.8. Writing



State your opinion

Do you agree or disagree with the following statement made by Col. Joe Muzvidziwa, Director of Southern African Development Community (SADC) Regional Peacekeeping Training Centre in 2006:
"Civilians are key in peace support mission because they manage the political and humanitarian offices and their role is to advise other players on how to handle the whole process".
State your opinion and provide arguments to support your views. Use about 300 words.

1.5. Tactical Communication in Peace Operations

UNIT 5 AT A GLANCE

Thematic Goal The thematic goal of Unit 5 is to explain the basic principles of military tactical communication and to introduce the military alphabet and the procedure words (often called prowords) used for the purpose of radio transmissions. This unit addresses the proper way to pronounce letters and numbers when sending messages over a radio. It familiarises the learners with the basic two-way radio rules. The main focus of the unit is on filling in the MEDEVAC Request.

Learning objectives In this unit, you will acquire new vocabulary and terms necessary for proper radio communication and filling in a MEDEVAC request using the proper abbreviations.

Outcome objectives You will develop abilities to pronounce correctly NATO Phonetic Alphabet and numbers when sending messages over a radio; to use correctly the most common prowords; you will acquire the military vocabulary necessary to send a MEDEVAC request; will learn to fill in the NATO 9-line *MEDEVAC Request* form used during PSO; to report/transmit MEDEVAC Request following the template; will learn and practice the terms of the MEDEVAC equipment.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
1.5.1.	45'	Tactical communication: military alphabet	Basic Two-Way Radio Rules Golden Rules for Radio Communication NATO phonetic alphabet	Pronunciation of numbers Pronunciation of the letters of the alphabet Listening and writing call signs	Self-study
1.5.2.	45'	Procedure words (prowords)	Most common prowords and their explanation	Initiating a radio check Signal reporting Transmitting a message Repetitions Corrections Receipt of a message Acknowledgment of messages	Class
1.5.3.	45'	MEDEVAC Request (form and template for transmitting a MEDEVAC request)	NATO 9-line MEDEVAC Request: new terms and phrases	To fill in the 9 lines of a MEDEVAC Request	Self-study
	45'	MEDEVAC Request samples	NATO 9-line MEDEVAC vocabulary	To understand videos /recordings of MEDEVAC Request	Class
1.5.4.	45'	MEDEVAC Vocabulary Practice	MEDEVAC Vocabulary	To communicate/ transmit MEDEVAC requests	Class
1.5.5.	45'	Tactical Communication Quiz	Confirm/check tactical communication	To communicate in accordance with tactical com rules	Self-study

1.5.1. Tactical Communication: Military Alphabet

When communicating and exchanging messages over the radio, basic rules should be followed by all the military partners in order to comply with the NATO standards. Using the same terminology and procedures saves lives.

This unit explains the basic principles of military tactical communication and introduces the military alphabet which is used for the purpose of **radio transmissions**.

Using proper radio procedures can make the difference in time and security when operating on C2 nets. This unit addresses the proper way to pronounce letters and numbers when sending messages over a radio.



Photo Wilhelm Jotsov

Basic Two-Way Radio Rules:

- The international radio language is English.
- When using a two-way radio you cannot speak and listen at the same time, as you can with a phone.
- Do not interrupt if you hear other people talking. Wait until their conversation is finished unless it is an emergency. If it is an emergency, inform the other parties that you have a urgent emergency message.
- Do not respond if you are not sure the call is for you. Wait until you hear your call sign to respond.
- Never transmit sensitive, confidential, financial or military information. Unless you are certain your conversations are secured with the proper level of encryption for the level of sensitivity, assume your conversations can be heard by others.
- Perform radio checks to ensure your radio is in good working condition.
  - Ensure the battery is charged and the power is on.
  - Keep the volume high enough to be able to hear calls.
  - Regularly make radio checks to make sure everything is working and that you are still in range to receive signals.
- Memorize call signs and locations of persons and radio stations you communicate with regularly.
  - In radio communication you are not called by your name. Everybody has their own unique call sign.
- Think before you speak.
  - Decide what you are going to say and to whom it is.
  - Make your conversations as brief, precise, and clear as possible.
  - Avoid long and complicated sentences. If your message is long, divide it into separate shorter messages.
  - Do not use abbreviations unless they are well understood by your group.

Golden Rules for Radio Communication

1. Clarity

Your voice should be clear. Speak a little slower than normal. Speak in a normal tone, do not shout.

2. Simplicity

Keep your message simple enough for the listeners to understand.

3. Brevity

Be precise and to the point.

4. Security

Do not transmit confidential information on a radio unless you know the proper security technology is in place. Remember, frequencies are shared, you do not have exclusive use of the frequency.

Source: https://callmc.com/two-way-radio-etiquette-basic-rules-of-radio-communication/

Pronunciation of numbers



A. The table outlines the pronunciation of numbers transmitted by radio. Look and listen (track 1.5.1.1. and 1.5.1.2.).

NUMERAL	SPOKEN AS
0	ZE-RO
1	WUN
2	TOO
3	TREE
4	FOW-ER
5	FIFE
6	SIX
7	SEV-EN
8	AIT
9	NIN-ER

**Note* The underlined syllable is with the stress.

NUMBERS	PRONUNCIATION
44	FOW-ER, FOW-ER
90	NIN-ER, ZE-RO
136	WUN, TREE, SIX
TIME 1200	WUN, TOO, ZE-RO, ZE-RO
1748	WUN, FOW-ER, SEV-EN, AIT
7000	SEV-EN, TOU-SAND
16000	WUN, SIX, TOU-SAND
812681	AIT, WUN, TOO, SIX, AIT, WUN

***Note* Any abbreviated words used in the message must be transmitted phonetically, for example, 1st is sent as ONE SIERRA TANGO.

Numbers are transmitted digit by digit.
Special attention should be paid to the pronunciation of 4 as [FOW-ER] and 9 as [NIN-ER]



B. Listen and write down the numbers you hear (track 1.5.1.3.)

Pronunciation of letters



C. The table below presents the phonetic alphabet for tactical communication and the pronunciation of the letters of the alphabet. Listen. https://www.youtube.com/watch?v=f28fAVRL5Jg

NATO Phonetic Alphabet

A	Alpha	N	November
B	Bravo	O	Oscar
C	Charlie	P	Papa
D	Delta	Q	Quebec
E	Echo	R	Romeo
F	Foxtrot	S	Sierra
G	Golf	T	Tango
H	Hotel	U	Uniform
I	India	V	Victor
J	Juliett	W	Whiskey
K	Kilo	X	X-ray
L	Lima	Y	Yankee
M	Mike	Z	Zulu



D. Follow the links and do the activities

a. Practice the alphabet https://quizlet.com/273395/flashcards
b. Memorize the alphabet https://quizlet.com/273395/learn
c. Match the letters and numbers https://quizlet.com/273395/match
d. Practice and play https://quizlet.com/273395/gravity
e. Take the quiz https://quizlet.com/273395/test



E. Listen and write the call signs you hear (track 1.5.1.4.)

1.5.2. Procedure Words



Procedure words (often called **prowords**) are words or phrases limited to radio telephone procedures used to facilitate communication by conveying information in a condensed form. The table below presents proper procedure words that should be used during radio transmissions and their meanings.

A. Watch the video, which explains the usage of some of the most common prowords https://www.youtube.com/watch?v=Alro8SfO-tQ

B. Study the list with the most common prowords and their explanation

Prowords listed alphabetically

PROWORD	MEANING
ACKNOWLEDGE	A directive from the originator requiring the addressee (s) to advise the originator that his communication has been received and understood. This term is normally included in the electronic transmission of orders to ensure the receiving station or person confirms the receipt of the orders.
AFFIRMATIVE	Yes
ALL AFTER	The portion of the message to which I have referenced is all that which follows.
ALL BEFORE	The portion of the message to which I have referenced is all that proceeds.
AUTHENTICATE	The station called is to reply to the challenge which follows.
AUTHENTICATION IS	The transmission authentication of this message is.
BREAK	I hereby indicated the separation of the text from other portions of the message.
BREAK- BREAK	I have an urgent message and need to interrupt.
CLEAR	To eliminate transmission on a net in order to allow a higher-precedence transmission to occur.
COPY	You understand what was said.
CORRECT	You are correct, or what you have transmitted is correct.
CORRECTION	An error has been made in this transmission. Transmission will continue with the last word correctly transmitted.
DISREGARD THIS TRANSMIS-SION-OUT	This transmission is in error. Disregard it. (The proword shall not be used to cancel any message that has been completely transmitted and for which receipt or acknowledgement has been received.)
DO NOT ANSWER	Stations called are not to answer this call, receipt for this message, or otherwise to transmit in connection with this transmission. When this proword is employed, the transmission shall be ended with the proword "OUT".
EXEMPT	The addressees immediately following are exempted from the collective call.
FIGURES	Numerals or numbers follow. (Optional)
FLASH	Reserved for initial enemy contact reports on special operational combat traffic originated by specifically designated high commanders of units directly affected.
FROM	The originator of this message is indicated by the address designator immediately following.
GO AHEAD	You are ready to receive transmission.
GROUPS	This message contains numbers of groups indicated.
I AUTHENTICATE	The group that follows it is the reply to your challenge to authenticate.

IMMEDIATE	Reserved for messages relating to situations which gravely affect the security of national /multinational forces of populace, and which require immediate delivery.
INFO	The addressees immediately following are addressed for information.
I READ BACK	The following is my response to your instructions to read back.
I SAY AGAIN	I am repeating transmission or portion indicated.
I SPELL	I shall spell the next word phonetically.
I VERIFY	That which follows has been verified at your request and is repeated. (To be used as a reply to verify information.)
MESSAGE	A message which requires recording is about to follow. (Transmitted immediately after the call.)
MORE TO FOLLOW	Transmitting station has additional traffic for the receiving station.
NEGATIVE	No
OUT	This is the end of my transmission, all conversation is finished, the channel is clear for others to use. (Since OVER and OUT have opposite meanings, they are never used together.)
OVER	Your message is finished. A response is necessary. Go ahead; transmit.
PRIORITY	Reserved for important messages which must have precedence over routine traffic. This is the highest precedence which normally may be assigned to a message of administrative nature.
RADIO CHECK	What is my signal strength? Can you hear me?
READ BACK	Repeat this entire transmission back to me exactly as received.
READ YOU LOUD & CLEAR	Response to "Radio Check". Means your transmission signal is good. Also use "Read you 5-by-5".
RELAY (TO)	Transmit this message to all addressee (or addresses immediately following this proword). The address component is mandatory when this proword is used.
REPEAT	Used before you repeat something. e.g. "I require 9-5, repeat 9-5, gallons of diesel fuel. Over."
ROGER	Message received and understood.
ROUTINE	Precedence ROUTINE. Reserved for all types of messages which are not of sufficient urgency to justify a higher precedence, but must be delivered to the addressee without delay.
SAY AGAIN	Re-transmit your message.
SILENCE	"Cease Transmission Immediately." Silence will be maintained until lifted. (Transmission imposing silence must be authenticated.)
SILENCE LIFTED	Silence is lifted. (When authentication system is in force the transmission silence is to be authenticated.)
SPEAK SLOWER	Your transmission is at too fast of a speed. Reduce speed of transmission.
STAND-BY	You acknowledge the other party, but I you are unable to respond immediately.
THIS IS	This transmission is from the station whose designator immediately follows.
TIME	That which immediately follows is the time or date/time group of the message.
SILENCE	"Cease Transmission Immediately." Silence will be maintained until lifted. (Transmission imposing silence must be authenticated.)
TO	The addressee(s) immediately following is (are) addressed for action.
UNKNOWN STATION	The identity of the station with whom I am attempting to establish communications is unknown.
VERIFY	Verify the entire message (or portion indicated) with the originator and send correct version. (To be issued only at the discretion of the addressee to which the questioned message was directed.)
WAIT	I must pause for a few seconds.
WAIT OUT	I must pause for longer than a few seconds.
WILCO	I have received your signal, understand it and will comply. (To be used only by the addressee. Since the meaning of ROGER is included in that of WILCO, the two prowords are never used together)
WORD AFTER	The word of the message to which I have reference is that which follows…
WORD BEFORE	The word of the message to which I have reference is that which proceeds…
WORD TWICE	Communication is difficult. Transmit (ring) each phrase (or each code group) twice. This procedure word may be used as an order, request, or as information.
WRONG	Your last transmission was incorrect. The correct version is…

When a word must be spelled, use NATO Phonetic Alphabet for each letter. Do not invent your own words (e.g. Burgas for B) - they might be misleading and not comprehensive.

- Give the call sign of the unit you are calling first. It will alert the addressee to focus on the incoming message.
- Introduce yourself by your call sign. Do not use real names or nicknames.
- Conduct radio checks by identifying yourself and saying RADIO CHECK.
- When someone else requests a radio check, respond with READ YOU LOUD AND CLEAR or READ YOU 5-BY-5.
- When multiple people are in range, do not answer a transmission unless you know the call is for you. Listen for your call sign.
- Interrupting someone is extremely rude. Moreover, the other person cannot hear you when he is talking.
- Do not say YES and NO. Always use the words AFFIRMATIVE or NEGATIVE.

Source: https://militaryalphabet.net/military-radio-communication-tips-and-tactics



C. How to use prowords?

Whenever using a radio for the first time or when there is doubt about its performance, the simplest check that can be done is what is known as a "radio check." Radio checks should be carried out periodically during periods of low traffic.

INITIATING A RADIO CHECK

The person initiating a radio check says:
- The call sign of the station being called.
- The words "THIS IS."
- The call sign of the station calling.
- The prowords RADIO CHECK (meaning, "What is my signal strength and readability? How do you hear me?")

SIGNAL REPORTING

The receiving station answers:
• ROGER ("I have received your last transmission satisfactorily.") Strength of signals and readability need not be exchanged unless one station cannot clearly hear another. The omission of comment on signal strength and readability is understood to mean that reception is LOUD and CLEAR.

• If reception is other than loud and clear, it must be described with prowords for signal strength and readability, such as:

Signal Strength

LOUD Your signal is strong.
GOOD Your signal is plainly audible.
WEAK I can hear you, but with difficulty.
FADING At times your signal fades so much that continuous reception is not dependable.
NOTHING HEARD I cannot hear you at all.

Readability

CLEAR Excellent quality.
READABLE Good quality; no difficulty in reading you.
DISTORTED Having problems reading you due to distortion.
WITH INTERFERENCE Having trouble reading you due to interference.
INTERMITTENT Having trouble reading you because your signal is intermittent.
NOT READABLE I can hear that you are transmitting but cannot read you at all.

e.g. Radio Check:
Tethers End, Tethers End, Tethers End, **THIS IS** Erebus, Erebus, Erebus, **RADIO CHECK**, **OVER**
Erebus **THIS IS** Tethers End, you are loud and clear **OVER**
Tethers End, **THIS IS** Erebus, Thank you, **OUT**
Source: https://militaryalphabet.net/military-radio-communication-tips-and-tactics

In case of some interference or just to confirm how your message was received, you may need to ask about the reception. In this case we use HOW DO YOU COPY? or even HOW COPY? To ask about general quality of the reception you may also ask HOW DO YOU READ?

There are two ways of responding to such questions. You may simply answer COPY LOUD AND CLEAR (=LIMA CHARLIE) or give the answerer the notion of the signal quality by giving the note from 1 to 5.

Example: ***COPY 3 out of 5***

The meaning of numbers used in assessment over the radio:
1 = Bad (unreadable);
2 = Poor (readable now and then);
3 = Fair (readable but with difficulty);
4 = Good (readable);
5 = Excellent (perfectly readable).

TRANSMITTING A MESSAGE

- When communication reception is satisfactory, message parts may be transmitted only once.
- When communication is difficult, call signs should be transmitted twice. Phrases, words, or groups may be transmitted twice after use of the proword WORDS TWICE. Reception may be verified by use of the proword READ BACK.
- When you finish transmitting your message, clearly end with OVER (=Your message is finished) and release the PTT button so the other person can start transmitting.
- At the end of the conversation say the words OUT or OVER AND OUT (All conversation is finished, the channel is clear for others to use) to signal the end of the conversation.

RULES FOR FIGURES

- Begin radio contact by saying call signs digit-by-digit.
- Figures in the text of a message may be spoken as in normal speech, but when conditions are difficult or when misunderstanding is likely or dangerous, figures should be spoken digit-by-digit, preceded by the proword FIGURES. This proword warns that figures follow immediately, to help distinguish them from other similarly pronounced words.

REPETITIONS

- When the message is unclear, stations request repetitions. For this purpose, the proword SAY AGAIN may be used alone or in together with prowords that identify the portion of the message that is unclear (e.g., ALL BEFORE, ALL AFTER, FROM, TO, WORD BEFORE, WORD AFTER). In complying with requests for repetitions, the transmitting station must identify the portion that is being repeated.
- When you want to stress the importance of the message or simply make sure that important data get through, you say your message and then use I SAY AGAIN and repeat the message, e.g. *I need five more minutes, I SAY AGAIN, five more minutes…*

CORRECTIONS

- When an operator makes an error while transmitting a message, he/she uses the proword CORRECTION, followed by the last word or phrase correctly transmitted. Then continues transmission.
- If an operator discovers an error in a message after it has been received, he/she sends an abbreviated service message, identifying the message and the portion to be corrected.

READ BACK

- To ensure that a message has been accurately received, the sending station may request that all or part of the message be read back, using the proword READ BACK and identifying the segment (e.g. READ BACK TIME, READ BACK GRID, READ BACK TEXT, etc.)
- Specify which stations are to read back by saying their call numbers before the proword READ BACK. Remaining stations keep silent. When call signs do not precede the proword READ BACK, all recipients have to read back.
- If the station reading back does so incorrectly, the sending station will call attention to the error by using the proword WRONG, followed by the correct version.

RECEIPT

- When you have received and understood the message respond with ROGER or 10-4.
- The proword WILCO also means "I have received your signal, understand it and will comply." The meaning of WILCO includes that of ROGER.
- Either the sending or the receiving station may indicate a wish to add another transmission with the proword MORE TO FOLLOW in the message ending or receipt.

ACKNOWLEDGMENT OF MESSAGES

- Always acknowledge. Silence is not the completion of a conversation.
- Only acknowledge a message when you fully understand it. If you have not understood the message, ask to repeat it with SAY AGAIN (not "repeat").
- The request for acknowledgment of a message normally is included in the text of that message.
- If the message has been transmitted, the request for acknowledgment constitutes a new message.
- A prompt reply referring to the message may serve in place of acknowledgment.

Source: https://militaryalphabet.net/military-radio-communication-tips-and-tactics



D. Practice the prowords following the links:

https://quizlet.com/49298584/army-prowords-flash-cards/
https://quizlet.com/49298584/match

E. Match the description to the correct proword following the link:
https://learningapps.org/display?v=pn8tx9src22
OR Match the description (1-10) to the correct proword (a-j)

1. end of the transmission	a. AFFIRMATIVE
2. I finish my message and expect an answer	b. ROGER
3. "yes"	c. RADIO CHECK
4. I have received and understood the message	d. OVER
5. numbers follow	e. BREAK, BREAK
6. pause for a few seconds	f. THIS IS
7. an emergency message	g. NEGATIVE
8. I identify myself	h. WAIT
9. I ask for my signal strength and readability	i. OUT
10. "no"	j. FUGURES

F. Match the description to the correct proword following the link:
https://learningapps.org/display?v=pn8tx9src22
OR Match the description (1-10) to the correct proword (a-j)

1. I repeat the message	a. READ YOU LOUD AND CLEAR
2. before you repeat something	b. SAY AGAIN
3. I have made an error while transmitting a message	c. I SAY AGAIN
4. I request repeat	d. ACKNOWLEDGE
5. response to a radio check when you receive the message clearly	e. REPEAT
6. I want the receiving station to repeat the entire message back exactly as received	f. WRONG
7. I correct the receiving station because they have not understood my message correctly	g. WILCO
8. I require the receiving station to confirm that the message has been received and understood	h. CORRECTION
9. I will transmit each word/phrase twice because communication is difficult	i. WORDS TWICE
10. I have received and understood the message, and will comply	j. READ BACK



G. Choose the correct proword below
OR folow the link https://learningapps.org/display?v=pn9jwj67522

1. “No“
a. Incorrect
b. No way
c. Negative

2. End of the transmission

a. Over
b. Out
c. End

3.The message is received and understood

a. Affirmative
b. Received
c. Roger

4. Repeat the entire message back exactly as received

a. Read Back
b. Repeat
c. Words Twice

5. An error has been made while transmitting a message

a. Wrong
b. Wait
c. Correction

6. Correction of the receiving station because they have not understood the transmitted message

a. Correction
b. Wrong
c. Negative

7. an emergency message

a. This is ...
b. Words Twice
c. Break, Break

8. Repeat all of your last transmission

a. I Say Again
b. Say Again
c. Repeat

9. I have received your message, understand it and will comply.

a. Wilco
b. Affirmative
c. Roger

10. I indicate the separation of one part of the message from another part of the message

a. Break
b. Read Back
c. Break, Break

1.5.3. MEDEVAC Request



This unit is aimed at preparing you to fill in a MEDEVAC Request by:

- Familiarising you with the *MEDEVAC Request* form used during PSO;
- Listening to communications with *MEDEVAC* requests;
- Developing your military communication skills.

If you need detailed information about NATO concept for medical support during allied operations, it is presented in ALLIED JOINT MEDICAL SUPPORT DOCTRINE AJP 4-10.



Source of the image: Medevac crews in Afghanistan increase en-route patient care | DefenceTalk

What is MEDEVAC?

Medical evacuation (MEDEVAC) is the timely, efficient movement of the wounded, injured, or ill service members from the battlefield and other locations to medical treatment facilities using a **specialised military medical vehicle**. Medical personnel provide medical care during the evacuation.

What is CASEVAC?

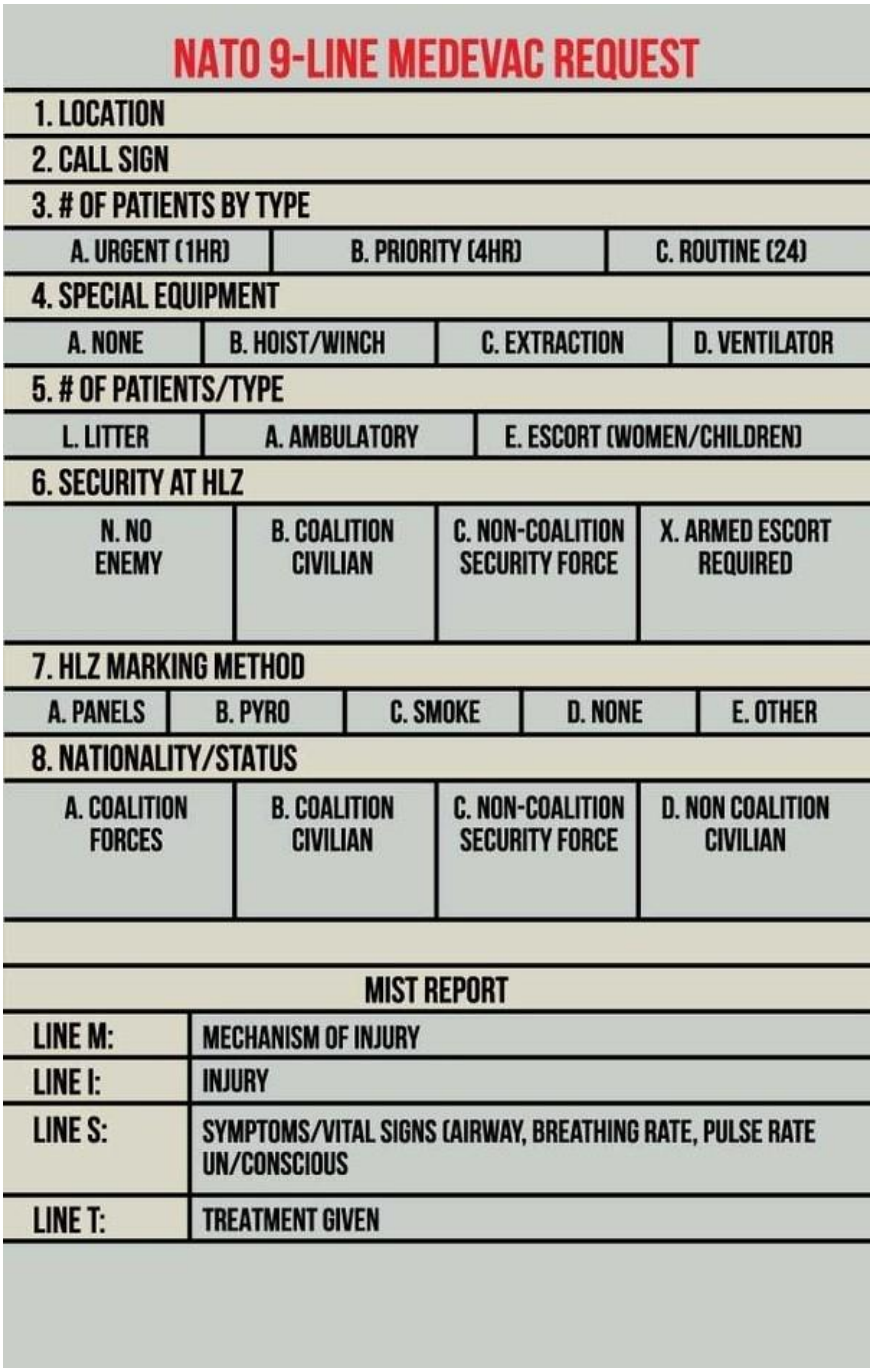
Casualty evacuation (CASEVAC) refers to the movement of wounded, injured, or ill service members aboard **nonmedical vehicles or aircraft**. Casualties transported in this manner do not receive medical care during the evacuation.

A MEDEVAC request is transmitted over the radio, on a dedicated frequency, requesting that medical evacuation take place to remove casualty from the battlefield.

A standard, special, pre-set **MEDEVAC format** which consists of 9 lines (and sometimes called a "**9-liner**") is established by the medical community and used world-wide. As a result of your request either a ground or an air ambulance will be sent depending on the location, distance, and mission.

What is M.I.S.T. REPORT?

The M.I.S.T. Report has recently been incorporated into the 9 Line MEDEVAC format and traditionally comes after the 9 Line Format. The M.I.S.T. Report stands for:
M – Mechanism of injury (mine, GSW, RPG, RTA, etc.)
I – Type of Injury (found or suspected)
S – Signs (pulse rate, blood pressure, respiratory rate)
T – Treatment given (morphine, tourniquet, etc.)
A/C – adult/child (include age if known)



NATO 9-LINE MEDEVAC REQUEST

1. LOCATION
2. CALL SIGN
3. # OF PATIENTS BY TYPE

A. URGENT (1HR)	B. PRIORITY (4HR)	C. ROUTINE (24)

4. SPECIAL EQUIPMENT			
A. NONE	B. HOIST/WINCH	C. EXTRACTION	D. VENTILATOR

5. # OF PATIENTS/TYPE		
L. LITTER	A. AMBULATORY	E. ESCORT (WOMEN/CHILDREN)

6. SECURITY AT HLZ			
N. NO ENEMY	B. COALITION CIVILIAN	C. NON-COALITION SECURITY FORCE	X. ARMED ESCORT REQUIRED

7. HLZ MARKING METHOD				
A. PANELS	B. PYRO	C. SMOKE	D. NONE	E. OTHER

8. NATIONALITY/STATUS			
A. COALITION FORCES	B. COALITION CIVILIAN	C. NON-COALITION SECURITY FORCE	D. NON COALITION CIVILIAN

MIST REPORT

LINE M:	MECHANISM OF INJURY
LINE I:	INJURY
LINE S:	SYMPTOMS/VITAL SIGNS (AIRWAY, BREATHING RATE, PULSE RATE UN/CONSCIOUS
LINE T:	TREATMENT GIVEN

Source of the image: https://qph.fs.quoracdn.net/main-qimg-f1fdc271dce24052b7e1efc97fe8fe96-c

PRESENTATION Study the information in the PPP about MEDEVAC Request (file 1.5.3.)

Medical Evacuation (MEDEVAC) Request

OVERVIEW

- MEDEVAC and CASEVAC are two different terms.
- MEDEVAC is the evacuation of casualties using a dedicated military medical vehicle and medical personnel are aboard to monitor casualty.
- CASEVAC is the evacuation of casualties using non-medical vehicles.

A MEDEVAC is transmitted over the radio, on a dedicated frequency, requesting that medical evacuation take place to remove a casualty from the battlefield.



Source of the image: TF Lobos medevac crews conduct rescue hoist training with Germans | Article | The United States Army

A standard, special, pre-set format is already established by the medical community and used world-wide.

The format request will dispatch either a wheeled or an air ambulance depending upon the location, distance, and mission.

Sometimes a MEDEVAC/CASEVAC cannot be conducted due to Mission phase. Sometimes it will be impossible due to weather, or enemy fire to evacuate a casualty when requested.

The Mission and the fighting do not stop due to an injury.

The Mission always comes first!!!

Proper classification of an injury

Proper casualty classification is needed to ensure that the casualties are picked up in the right order.

What you think is critical may not be critical compared to another casualty in another location with a more severe wound.

(Example: You have a casualty who was in a vehicle roll-over, and has a broken leg, broken arm, and minor head wounds, but alert and oriented. In another location another casualty may have suffered an explosive IED, and has a traumatic amputation of the leg, and has lost blood, and needs surgery immediately.)

Preparing a MEDEVAC request

- Each line has a number Brevity code
- This keeps MEDEVAC requests quick, thereby helping to clear the channel up for the next one coming in, and also to help reduce the chance of jamming by the enemy.
- You should utilize "Breaks" after every line.
- There are two formats. One for Peacetime and one for wartime. You will be taught the WARTIME one.
- Before an Air Ambulance lifts off the ground or will launch, lines 1-5 must be transmitted. The rest can be transmitted to the ground or air ambulance while they are en-route if time/mission does not permit.

"I have a MEDEVAC request. Over"

"Unit on MEDEVAC frequency stand by…Break…Unit on MEDEVAC frequency send your request utilizing MEDEVAC format over."

"Line 1……"



The standard *MEDEVAC Request* is reported /transmitted following the template below:

MEDEVAC REQUEST

SENDER	RECEIVER
_____ this is _____ **Over**	__ this is __ Over
_____ this is _____ I have a **MEDEVAC Request. Over**	__ this is __ - Roger Send it - Over
_____ this is _____	
Line 1: (Location of LZ) _____ _____ _____ *(grid zone letters + 8-digit grid coordinates)* **Line 2:** (Radio Frequency and Call Sign) _____ **Line 3:** (Number of Patients)_____ *(A=urgent;* B=*urgent surgical;* C= *Priority;* D= *Routine;* E=*Convenience)* **Line 4:** (Special Equipment)_____ *(A = None;* B = *Hoist;* C = *Extraction equipment;* D = *Ventilator)* **Line 5:** (Number of Patients by Type) A + _____ *Break* L+ _____ *(A = ambulatory,* L = *litter)* **Line 6:** (Security of LZ) _____ *(N = No enemy;* P = *Possible enemy,* E = *Enemy in area,* X = *Enemy (armed escort)* **Line 7:** (Marking LZ) _____ *(A = Panels;* B = *Pyrotechnic signal;* C = *Smoke Signal;* D = *None;* E = *other)* **Line 8:** (Patient Nationality & Status) _____ *(A =coal. military;* B = *coal. civilian;* C = *Non-coal. military;* D = *Non-coal. civilian;* E = *Enemy Prisoner of War,* L= *Local)* **Line 9:** (NBC / Terrain) _____ Over	
	__ this is __ Acknowledged. OUT.

Line 1: Location of Landing Zone (LZ)/Pickup Site

Often the grid coordinates where the incident occurs is given– as opposed to the place where the helicopter will land and pick up the patient.

e.g. "Line 1: PY 93408765. I say again PY93408765. Break"

Example: An engineering unit is blowing up a bridge in the woods. A blasting cap goes off pre-maturely and amputates the hand of an engineer. A MEDEVAC request is sent using the location's grid co-ordinates. The nearest landing zone is 2 km away. What do you do in this situation?

Answer:

- As soon as you realize the mistake, contact the air ambulance and inform them of the change in grid co-ordinates. Send someone immediately to the LZ to set it up. Then package the patient and get there quickly.
- If the area is a HOT area, the air ambulance will not wait for your casualty.

Line 2: Radio Frequency & Call Sign

e.g. "Line 2: This is W64M on 2-0-8-0-0. Break"

This is needed because once you clear the MEDEVAC frequency, you will go back to your unit's frequency, and it is there that the air/ground ambulance will link up with you via radio. Any additional information you think they need can be then given.

This applies also so that when the ambulance is approaching you, it can verify to you what signal you are using. (For example if you pop smoke, they will call out the colour. If that is not the colour, you need to tell them not to land.)

Line 3: Number of Patients

A - URGENT- Emergencies that need to be seen within 2 hours in order to save life, limb, or eyesight.
B - URGENT SURGICAL - Emergency cases that need to be evacuated within 2 hours to the nearest surgical unit.
C - PRIORTIY- Sick or wounded casualties that need to be evacuated within 4 hours or their medical condition will deteriorate and become an Urgent.
D - ROUTINE - Sick or wounded casualties requiring evacuation, but whose condition is not expected to deteriorate significantly. They need evacuation in 24 hours.
E - CONVENIENT - Persons being evacuated for medical convenience rather than necessity. (Example: a scheduled dental appointment, or a follow up treatment of a soldier).

Line 4: Special Equipment

A - None
B - Hoist
C - Extraction equipment
D - Ventilator

If there is no Brevity code, then use the item's brand name and quantity:

e.g. "Line 4: 1 O2 bottle, 1 backboard, and 1 C-collar replacement. Break"

Line 5: Number of Patients by Type

A= Ambulatory
L= Litter

e.g. “Line 5: 3 Alpha and 3 Lima. Break”

Based on the number of patients and their wounds, determine who needs to go on a litter and who can be seated during the evacuation. This aids the Evacuation element in configuring the MEDEVAC asset correctly.

This will also help them determine how many vehicles/helicopters to send to your site. There is nothing more frustrating than a wasted vehicle on a MEDEVAC– someone else could have been evacuated in that vehicle.

Line 6: Security of LZ/Pick up Site

N = No enemy troops in area
P = Possibly enemy troops in area; approach with caution
E = Enemy troops in area; approach with caution
X = Enemy troops in area close by; armed escort required.

e.g. “Line 6: X-ray. I repeat X-ray. Break”

The unit’s leader will make the tactical assessment of the site based upon the evaluation of the situation. This information is critical in determining whether the ambulance (air/ground) will need escorts to go along for security.

Line 7: Method of Marking the LZ

A - Panels (NB: use orange side and use NATO approved symbols)
B - Pyrotechnic signal, e.g. phosphorous grenade
C - Smoke
D - none
E - other

- Signal person: one soldier with a chemlight tied to 550 cord waving it in a circle over his head
- Signal lamp, flashlight, or vehicle lights - extinguish these when vehicle gets near. It will “blind” them
- Open Flame: keep far away from the LZ, at the head or the base, but well away from where the vehicle will approach. Keep it downwind from the casualty as well.

e.g. “Line 7: Smoke. Break”

Line 8: Patient Nationality and Status

A = Coalition Military
B = Coalition Civilian
C = Non-coalition Military
D = Non-coalition Civilian
E = Enemy Prisoner of War (EPW)
L = Local

e.g. “Line 8: 4 alpha. Break. 2 Echo. Break.”

Line 9 NBC Contamination

N= Nuclear, B=Biological, C=Chemical

If there is no NBC contamination, this line is not transmitted.

HOWEVER, it is always safe to make sure the air ambulance coming to get you 'knows' whether this is a Hot or Cold LZ. The info CAN be transmitted at your discretion if it is cold.

e.g. "Line 9: None. I say again: None. Break"

Example of a MEDEVAC request

"W64M, I acknowledge receipt of this MEDEVAC request as follows:

Line 1: PY93408765, break
Line 2: W64M on 20800. Break
Line 3: 4 alpha, 2 charlie. Break
Line 4: 1 O2 bottle, 1 backboard, and 1 C-collar replacement. Break
Line 5: 3 alpha, 2 Lima. Break
Line 6: X-ray, I say again: X-ray. Break.
Line 7: Smoke. Break. MEDEVAC Helicopter will advise colour upon approach. Break.
Line 8: 4 alpha, 2 echo. Break
Line 9: None. I say again: none. Break. IS this correct W64M?"

"Roger."

W64M, you are directed to go back to your operating frequency of 20800 in the red, and await contact from approaching MEDEVAC helicopter. Be advised that there will be gunships following in escort, so keep your element together.

"Roger. W64M clear of this net. Out."

At this time go back to your unit's frequency and be prepared to communicate with the approaching helicopter and any other escort elements they may have. Ensure that the LZ is being prepared, and then get the casualty ready for transport.

Source: http://blog.refactortactical.com/blog/how-to-call-in-a-9line-medevac-and-mist-report/



Watch 2 videos which present training on MEDEVAC request:

1. https://www.youtube.com/watch?v=UyWwueM_luQ
2. https://www.youtube.com/watch?v=cKwW96GoG90 (from 4.07 min until the end)



Read the following example of 9 Line MEDEVAC request

A: Bravo five. This is Victor two. I have a **MEDEVAC** Request. Over.

B: Victor two. This is Bravo five. Prepared to copy.

A: Line one. One- eight- Sierra- whiskey- papa- one- two-tree-one- four -five –one- seven. Break.
Line two. Two -seven -zero -zero -Bravo five.
Line tree. Alpha one, Bravo tree.
Line four. Alpha. Break.
Line five. Alpha four.
How copy? Over.

At this point, the MEDEVAC line operator (B) will repeat all given and initiate movement for MEDEVAC. Once in the air, the operator (A) will transmit the final four lines in the same manner.



Read and listen to two more examples of MEDEVAC requests.

Conversation 1: (track 1.5.3.4.)

A: Oscar 1. This is COYOTE 0-1. I have a MEDEVAC request. Over

B: COYOTE 0-1. This is Oscar 1. Roger. Send it. Over.

A: Line 1: 4-2-Whisky X-ray-Charlie- 3-4-5-9-0 -4-3-2-9-1. Break.
Line 2: 1-5-1.5-7-2-5-0. COYOTE 0-1. Break
Line 3: 1- alpha; 2- Delta.
Line 4: Alpha
Line 5: 1- Alpha; 2 Lima. Break.
Line 6: Papa.
Line 7: Charlie, green. Break.
Line 8: Charlie – 2; Echo – 1.
Line 9: None. Over.

B: COYOTE 0-1. This is Oscar 1. Acknowledged. Out.

Conversation 2: (track 1.5.3.5.)

A: Alpha 0-4. This is Whisky- 6- 4- Mike. I have a MEDEVAC request. Over”

B: Whisky- 6- 4- Mike. This is Alpha 0-4. Stand by. Send your request utilizing MEDEVAC format. Over.

A: Line 1: Papa Yankee 9-3-4-0-8-7-6-5. I say again Papa Yankee 9-3-4-0-8-7-6-5. Break.

Line 2: This is Whisky- 6- 4- Mike on 2-0-8-0-0. Break.
Line 3: 4 alpha, 2 charlie.
Line 4: 1 Oxygen bottle, 1 backboard, and 1 C-collar replacement. Break.
Line 5: 3 alpha, 2 Lima.
Line 6: X-ray, I say again: X-ray. Break.
Line 7: Charlie.
Line 8: 4 alpha, 2 echo.
Line 9: None. I say again: none. Over.

B: Whisky -6- 4- Mike, I acknowledge receipt of this MEDEVAC request as follows:

Line 1: Papa Yankee 9-3-4-0-8-7-6-5. Break
Line 2: Whisky- 6- 4- Mike on 2-0-8-0-0.
Line 3: 4 alpha, 2 charlie. Break.
Line 4: 1 Oxygen bottle, 1 backboard, and 1 C-collar replacement. Break.
Line 5: 3 alpha, 2 Lima.
Line 6: X-ray.
Line 7: Charlie. Break.
Line 8: 4 alpha, 2 echo.
Line 9: None. Over.

A: Roger. Over.

B: Whisky- 6- 4-Mike, you are directed to go back to your operating frequency of 2-0-8-0-0 in the red, and await contact from approaching MEDEVAC helicopter. Be advised that there will be gunships following in escort, so keep your element together. Over.
A: Roger. Acknowledge. Whisky- 6- 4-Mike. Out."



A. Watch the following video on MEDEVAC request https://www.youtube.com/watch?v=BqnOfdohml8

B. Watch the excerpt from the video in A above and explain the information that the MEDEVAC request contains (track 1.5.3.6.)

Line 1. HD 4025 4635: It gives_____
Line 2. 34.55 (Break) E4V95: It gives information about _____
Line 3. 1 A (Break) 1B. It means _____
Line 4. Delta. It means _____
Line 5. 1 L (Break) 1 A. It means_____
Line 6. Papa. It means _____
Line 7. Charlie. It means_____
Line 8. Alpha. It means_____
Line 9. Wooded with open field. This is information about _____

1.5.4. MEDEVAC Vocabulary Practice



This section will provide you with the military vocabulary necessary to send a MEDEVAC request. You will practice the MEDEVAC vocabulary.
Let us revise the information on the 9 lines that is required to be send/ transmitted over the radio:

Line 1: Location of LZ

If you have difficulties to give the military coordinates, go back to 1.5.1. and practice the pronunciation of the military alphabet and digits.

Line 2: Radio Frequency and Call Sign

If you have difficulties to pronounce military alphabet and digits, go back to 1.5.1. and practice their pronunciation.

Line 3: Number of Patients

A=*urgent;* B=*urgent surgical;* C= *Priority;* D= *Routine;* E=*Convenience*

In order to give information about the number of the casualties and their condition, you need the meaning of the terms *urgent, urgent surgical, priority, routine, convenient* as defined in STANAG 3204.

For patients who need to be transported by MEDEVAC, they have to be categorized into evacuation priorities.
P1 = Priority 1/ URGENT Emergency Patients for whom speedy evacuation is necessary to save life, to prevent complications, or to avoid serious permanent disability.
P2 = Priority 2/ PRIORITY Patients who require specialized treatment not available locally, who are liable to deteriorate unless evacuated with the least possible delay.
P3 = Priority 3/ ROUTINE Patients whose immediate treatment is available locally, but whose prognosis would benefit from air evacuation on routine scheduled flights.
(Definitions from STANAG 3204)



A. Follow the link to practice. Decide what the evacuation priority of a casualty is who is in the described situation. https://learningapps.org/watch?v=p70iekt7a22
OR: Read the situations and decide what the evacuation priority is.

Situation 1: The casualty has triggered a blast from an IED and he is unconscious. His face is severely burnt and his legs are bleeding.
Situation 2: The casualty has been shot in the left shoulder and he is bleeding. He is conscious but in severe pain.
Situation 3: The wounded has undergone surgery for an eye operation and is in the process of recovery but she needs a scheduled post-surgical checkup.
Situation 4: The injured has tripped over and fallen during a field exercise in full combat gear (heavy armour) and complains of serious ankle pain.

Line 4: Special Equipment

In order to give information about special equipment needed for the evacuation of the injured, you need to know the meaning of the following words: ***hoist, extraction equipment, ventilator, jungle penetrator/forest penetrator, litter/rescue basket, stretcher, backboard/spinal board, Kendrick Extrication Device (KED), C-collar replacement, O2 bottle***



PRESENTATION: Study the information in the PPP (file 1.5.4.)

B. Practice the terms of the MEDEVAC equipment following the link: https://learningapps.org/display?v=pke2x683t22

OR: Write the term for the MEDEVAC equipment.

1._____



2._____



3._____



4._____



5._____



6._____



7._____



8._____



9._____



10._____





C. Watch the videos about MEDEVAC. Which types of evacuation equipment are shown?

1. Helicopter Medevac Training - Combat Scenario - YouTube (track 1.5.4.3.a.)
2. Combat Air Medevac in Afghanistan HD - REAL WAR FOOTAGE - YouTube (track 1.5.4.3.b.)

Line 5: Number of the injured by type

You have to know the meaning of the terms **ambulatory** (reported as Alpha) and **litter** (reported as Lima).

ambulatory the patient/casualty can move
litter the patient/casualty cannot move and requires a litter for evacuation

Line 6: Security of LZ

You have to know the meaning of the phrases **enemy troops, approach with caution, armed escort** and to describe the type of injury

troops soldiers, especially when they are in a large organized group doing a particular task; **enemy troops** an armed opponent; opposing military force
to approach with caution to come closer carefully
armed escort escort with weapons



D. Practice the phrases for Line 6 following the link: https://learningapps.org/display?v=pywxhvagt22
OR Use:

enemy troops, approach with caution, armed escort

1. The use of military or _____is seen as a new means to achieve a long-standing humanitarian goal. 2. The _____ escaped in the high mountains. 3. The pilot has to _____ Hongkong airport because clouds could be low. 4. Policies and practices have already been put in place about the use of _____ and their effectiveness. 5. At midnight, Charlie Company reported that _____ were crossing the river. 6. Pilots say that if you follow the published guidelines and _____, aircraft can land in Aspen safely. 7. When _____ was provided in Bosnia and Herzegovina, humanitarian organizations were able to deliver aid. 8. Our attack forced a large number of _____ to move back.

Line 7: Marking of the LZ /pick-up site with code letters A-E

Detailed information about the selection and marking of the helicopter and fixed wing aircraft *landing zone/pick-up site* can be found in STANAG 3619 and in the book *Special Operations Forces Medical Handbook* by the US Department of Defence, pp. 1-14 – 1-19 (https://books.google.bg/books?id=GFYhY49DzQkC&pg=SA1-PA7&lpg=SA1-PA7&dq=&redir_esc=y#v=onepage&q&f=false)

E. Practice the code letter (A-E) you transmit in Line 7 when marking the pick-up site/LZ with the corresponding image following the link https://learningapps.org/display?v=pz7y535tt22.

OR: Write the code letter (A-E)

1._____



2._____



VS-17 Signal Panel

3._____



4._____



5._____



F. Watch the two videos about preparing and marking the LZ for civilian purposes and answer the questions

I. Track 1.5.4.6.A.
Source: Landing Zone (LZ) Setup - EMTprep.com - YouTube

Questions:

1. What information is required by the helicopter crew?
2. How do the helicopters land?
3. What visual markers are mentioned by the presenter?

4. What information is not required?
5. What requirements does the air crew have?

II. Track 1.5.4.6.B.
Source: Landing Zone Safety Full Training Final - YouTube

Questions:

1. What ensures safety for all?
2. What is considered "an excessive slope"?

Line 8: Patient's nationality and status

In order to report the required information in Line 8, you have to know the meaning of **military, civilian, coalition, Enemy Prisoner of War (EPW).**



G. Practice these terms following the link https://learningapps.org/display?v=pyq7k6y7n22
OR: Fill in the right word:

military, civilian, coalition, Enemy Prisoner of War (EPW)

1. As a result of the Soviet invasion of Poland in 1939, thousands Polish soldiers became _____ in the Soviet Union.

2. In ancient times, little distinction was made between enemy combatants and enemy _____.

3. A _____ is a pact or treaty among individuals or groups, during which they cooperate in joint action, joining forces together for a common cause.
4. Active-duty service members are full-time members of the _____, living on base or in _____ housing and immersed in _____culture.

Line 9: NBC contamination (wartime) OR terrain features of the LZ (peacetime)

In order to report the required information in Line 9 during peacetime, you have to know the meaning of the words that describe the terrain or prominent landmarks: **plain, hill, slope, valley, desert**, **clearing, swamp**, **wooded, power lines, tower.**



H. Practice these words following the link
https://learningapps.org/display?v=pkn3xgo1k22
OR: Use the words:

plain, hill, slope, valley, desert, clearing, swamp, wooded (terrain), power lines, tower.

A._____



B._____



C._____



D._____



E._____



F._____



G._____



H._____



I._____



J._____



1.5.5. Tactical Communication Quiz



A. Read the radio communication and fill in the gaps with the appropriate proword. Use:

Negaive, Message, Out, this is, Send, Wilco, Roger, I spell

Conversation 1:

A: Bravo one-five, 1. _____ Alpha two-one.
B: Go ahead, Alpha two-one.
A: Objective Whisky is complete. We've found the enemy's bunker.
B: 2._____ that. Enemy sighted?
A: 3._____.
B: Proceed with caution. We'll send a combat patrol.
A: 4._____. Alpha two-one 5._____.

Conversation 2:

A: Charlie tree- zero. This is Charlie two-four. Message. Over.
B: Charlie tree- zero.6. _____. Over.
A: Charlie two-four. 7. _____. Proceed to Hamraz road. 8. _____ hotel-alpha-mike-romeo-alpha-zulu. Acknowledge. Over.
B: Charlie tree- zero. Over.



B. Listen and fill in the appropriate proword.

Conversation 1: (track 1.5.5.1.)

A: Delta two-two. This is Charlie tree-two.1. _____. Over.
B: Delta two-two. 2. _____. Over.
A: Charlie tree-two. Reporting traffic accident on route RED. Two civilian vehicles involved. 3. _____. Four people injured. We 4. _____ a helicopter. Over.
B: Delta two-two. Is there a doctor on the spot? Over.
A: Charlie tree-two. 5. _____. We don't have a doctor. Over.
B: Delta two-two. We will send a medical team as soon as possible. Stay at the site. 6. _____. Over.
A: Charlie tree-two. 7. _____. Over.
B: Delta two-two. 8. _____. Out.

Conversation 2: (track 1.5.5.2.)

A: Foxtrot tree-one. This is Foxtrot two-zero. 1. _____ Over.
B: Foxtrot tree-one. Send it. Over.
A: Foxtrot two-zero. 2. _____ incident. Grid 256390. Distance 800 metres east of Burfit. 3. _____ bravo-uniform-romeo-foxtrot-india-tango. We request support. Over.
B: Foxtrot tree-one. Is the area safe? Over.
A: Foxtrot two-zero. Negative. We believe there are hostile elements in the area. Over.
B: Foxtrot tree-one. Stay at your current 4. _____. We will send two APCs to extract you. Over.
A: Foxtrot two-zero. Roger. 5. _____.

C. Write the proword which is used to indicate that you:

1. repeat the message _____
2. say „no“ _____
3. finish your message and expect an answer_____
4. have an emergency message _____
5. identify yourself _____
6. use before you repeat something _____
7. say “yes” _____
8. request repeat _____
9. end the transmission _____
10. received and understood the message _____
11. have made an error while transmitting a message _____
12. ask for your signal strength and readability _____
13. respond to radio check when you receive the message clearly _____
14. want the receiving station to repeat the entire message back exactly as received _____
15. correct the receiving station because it has not understood your message correctly _____
16. have received and understood the message, and will comply _____
17. will transmit numbers _____
18. require the receiving station to confirm that the message has been received and understood _____
19. will transmit each word/phrase twice because communication is difficult _____
20. will pause for a few seconds _____

D. Watch the video with a briefing about the LZ. Fill in the missing words. (track 1.5.5.3.)

Air care, we’re going to land you in a page level 1. _____ lot behind a school in the 2. _____ side of Oakville. Now the LZ is 3. _____ and it’s marked with 4 cones. There’s 4. _____ to the east and a tree line to the north. We’ve parked apparatus under the wires to mark them and there’s a 5. _____ on the school and a large cell phone tower about a half a mile to the 6. _____.The wind is out of the East at 7. _____ miles per hour.
Here is another LZ briefing. This one describes a scene 8. _____. Usually air care can see emergency vehicle 9. _____ many miles away as we approach.
Air care, we are landing you in a large flat grass covered field just south of the 10. _____ scene which is on a county road. There are a few wires running 11. _____ along the north side of the road. There is a tree line west of the LZ. Now, the 12. _____ is firm and we’ve tested it by driving POVs and apparatus over. And the LZ is 100 by 100 feet and it’s 13. _____ with flashing strobes. Now, be advised there’s also a 300-foot tower about 1 mile south of this location. These are about the only known overhead obstructions we could find. The 14. _____ currently is 8 miles per hour out of the North-East.

Source: https://www.youtube.com/watch?v=nLoKeCmEyUw



E. Match the line of the MEDEVAC request (column 1) with its purpose (column 2) and the necessary information it provides (column 3)

Model: Line 1 - C - g

Line	Purpose	Information
Line 1	A. Number of patients by type	a) A – Panels B – Pyrotechnic signal C – Smoke D – none E – other
Line 2	B. Terrain description	b) Report only applicable information and transmit the appropriate amount(s) and brevity code(s)
Line 3	C. Location of pick up site/LZ	c) Transmit the frequency of the radio at the pick-up site/ LZ
Line 4	D. Security of pick-up site/LZ (wartime)	d) Include details of terrain features in and around proposed LZ. If possible, describe relationship of site to prominent terrain features (e.g. mountain, lake, tower)
Line 5	E. Number of patients by precedence	e) Transmit the appropriate brevity codes(s): N – nuclear, B – biological, C – chemical
Line 6	F. Special equipment required.	f) N – No enemy troops in area. P – Possibly enemy troops in area (approach with caution). E – Enemy troops in area (approach with caution). X – Enemy troops in area (armed escort required).
Line 7	G. Patient nationality and status	g) Transmit the grid coordinates of the pick-up site/LZ.
Line 8	H. NBC contamination	h) A – Coalition military. B – Coalition civilian. C – Non- coalition military. D – Non-coalition civilian. E – Enemy prisoner of war (EPW).
Line 9a (wartime)	I. Method of marking pick-up site/LZ.	i) Report only applicable information and encrypt the appropriate amount(s) and brevity code. If requesting MEDEVAC for both types, insert the proword “BREAK” between the litter entry and ambulatory entry.
Line 9b (peace-time)	J. Radio frequency, call sign	j) Transmit the appropriate brevity codes(s): A – None, B – Hoist, C – extraction equipment, D – ventilator



F. Based on the following situation, prepare a MEDEVAC report

Situation: During a routine patrol, your platoon becomes engaged in an attack and receives 2 casualties: one casualty receives a gunshot wound in his right arm. The second casualty receives a gunshot wound to his abdomen and has signs and symptoms of shock, which are typical for internal bleeding. While you perform initial treatment of the wounds, members of your platoon determine that the closest potential landing zone for a helicopter is 100 m to the west. Its grid location on the map is DH 1234 3427. Your call sign is WPT and your unit is operating on the frequency 99.65. Your unit commander informs you that the site is secure and will be marked with green smoke.

Line 1:_____
Line 2: _____
Line 3: _____
Line 4: _____
Line 5: _____
Line 6: _____
Line 7: _____
Line 8:_____
Line 9:_____

This is the end of Module 1 Peacekeeping

Erasmus+

Module 2
COUNTER-TERRORISM

Hybrid English Language Course for Security Professionals



Tanya Netcheva (Units 1, 3, 4, 5)
Aneliya Hristova (Units 2, 3)

Rakovski National Defence College
ACADEMIA MILITAR MILITARY ACADEMY
Swedish Defence University

Module 2

Counter-Terrorism



The Module 2 curriculum provides a wide-ranging framework by which you may gain not only a more nuanced understanding of the myriad challenges that terrorism presents, but also deeper knowledge in professional English terminology concerning the issues of terrorism and counter-terrorism. This module helps learners develop specialized English language competence and skills professionally needed to understand terrorism and counterterrorism in order to successfully operate in specialized multinational environment. The thematic components of the module are intended to present a smooth gradual development of the issues of terrorism and counterterrorism in a linear manner from unit to unit. Module 2 contents are distributed in five units of thematic topics. Each unit consists of 6 class periods. They are further subdivided into 2 methodological blocks of 3 periods each: one of 3 hours teacher assisted class work on vocabulary development, pronunciation, and grammar review, and one of 3 hours self-study practice on listening, writing, and integrated language skills. The distribution of class hours and self-study hours does not follow the same order in each unit.
Each period has a duration of 45 minutes.

The five **Unit topics** are as follows:
1. TERRORISM OVERVIEW
2. HISTORICAL OUTLINE
3. COMBATTING TERRORISM
4. TERRORISM PREVENTION
5. FUTURE THREATS

The curriculum of Module 2 is composed of open-source materials and, therefore, does not operate with classified information.

2.1. Terrorism Overview

UNIT 1 AT A GLANCE

Thematic Goal The thematic goal of this topic is twofold: a) to provide a summary of various definitions and types of terrorism and to examine the reasons for a lack of consensus on a definition of terrorism among professionals; and b) to give an overview on global distribution of terrorist acts and trends.

Learning objectives In this unit, you will acquire new vocabulary and terms used in the professional field of counterterrorism; you will study parts of speech, word formation, collocations, and will practice their pronunciation. You will also learn how to use the language of presenting visual display of data.

Outcome objectives You will develop abilities to pronounce correctly thematic words; to present a topic describing through graphs how different types of information are related; to read extensively for building reading speed and reading fluency; to read in detail with specific learning aims and tasks; to listen for understanding the gist of a text; and to integrate what you have learned into linguistic production in the form of a presentation.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
2.1.1.	25' 20'	Reading 1: Definitions of Terrorism Reading 2: Different Types of Terrorism	Target vocabulary	Speaking: intro to topic. Intensive reading. Reading for pronunciation.	Class
2.1.2.	45'	Vocab study - text understanding, objective words, context	Word formation	Speaking - pronunciation	Class
2.1.3.	45'	Understanding graphs: Types of graphs – presentation 1	Vocab of description	Intensive Reading	Class
2.1.4.	45'	Grammar check: Language of Graphs -presentation 2	Parts of speech Verbs and phrases of describing trends	Reading: understanding ppt presentation	Self-study
2.1.5.	45'	Structure of Graph Description – presentation 3	Collocations and connectives	Recorded Speaking Description of visual data: graphs	Self-study
2.1.6.	45'	Writing: Presenting trends	Description of processes	Writing: Preparing a presentation	Self-study

2.1.1. Defining Terrorism

Reading 1

Read the text and check the meanings of the coloured words in the Target vocabulary after the text.

Terrorism poses one of the most immediate and asymmetric threats to nations and states. It also creates longterm consequences for global peace and stability.

The word "terror" comes from Latin and means extreme fear and is over 2,100 years old. The term terrorism, in and of itself, was coined during the French Revolution's Reign of Terror (1793–1794). So, terrorism is a form of crime causing great panic and fear. Because of its violent nature and, often, political aims, it is closer to the concept of war than to that of crime, but differs from war in some essential aspects, mainly due to the fact that war, in short, is a formal relationship between sovereign states.

There is no universal agreement on the definition of terrorism. Various legal systems and government agencies use different definitions of terrorism. Moreover, governments are reluctant to formulate a common definition. Difficulties come from the fact that the term has become a politically and emotionally charged point of view. As the American historian Walter Laqueur said, there is no definition since there is "not one, but many terrorisms" because the perceptions of what constitutes terrorism differ from country to country. Studies have found more than 200 definitions of terrorism used around the world.

Over the years, many scholars have attempted to define terrorism. Here are some examples of definitions given by scientists and institutions:

- Prof. Bruce Hoffman, a well renowned political analyst specializing in the study of terrorism and counter-terrorism, sees terrorism as "the deliberate creation and exploitation of fear through violence or the threat of violence in the pursuit of political change."
- Prof. Boaz Ganor, the founder and the executive director of the International Policy Institute for Counter-Terrorism, says that "terrorism is the intentional use of, or threat to use violence against civilians or against civilian targets, in order to attain political aims."
- The League of Nations Convention Definition of Terrorism as early as 1937 describes terrorist acts as "criminal acts directed against a State and intended or calculated to create a state of terror in the minds of particular persons or a group of persons or the general public."
- Since 1994, the United Nations has generally classified terrorism as "use of violence or of threat of violence for political, religious, ideological or social objectives committed by non-state actors reaching more than the immediate target victims and also directed at targets consisting of a larger spectrum of society."
- FBI looks on terrorism as acts including unlawful use of force and violence against persons or property to intimidate or coerce a government and the civilian population in help of reaching political or social objectives.
- NATO gives the following explanation of terrorism: "The unlawful use or threatened use of force or violence, inducing fear and terror, against individuals or property in an attempt to coerce or intimidate governments or societies, or to gain control over a population, to achieve political, religious or ideological objectives."

Two researchers at the University of Leiden (Netherlands) used another approach to figure out how to best define terrorism. They gathered over a hundred academic and official definitions of terrorism and examined them. They discovered that the concept of violence existed in 83.5% of definitions; political goals emerged in 65%; causing fear - in 51%; random targeting - in 21%; and the victimization of civilians - in 17.5%. Another study found that, in the U.S., Britain, and Germany, there are three common elements that exist in the legal definitions of terrorism of those countries: (1) the use of violence, (2) political objectives, and (3) the aim of spreading fear in a target population.



Sources: https://www.fbi.gov/investigate/terrorism
https://www.nato.int/cps/en/natohq/topics_69482.htm

Target vocabulary

pose /pəʊz/ ***v.*** to create a threat or problem that has to be dealt with
asymmetric threat a broad and unpredictable spectrum of military, paramilitary, and information operations, conducted by nations, organizations, or individuals or by indigenous or surrogate forces under their control, specifically targeting weaknesses and vulnerabilities within an enemy government or armed force. (DoD *definition of unconventional warfare*)
consequence /ˈkɒnsɪkwəns/ ***n.*** a result, especially unpleasant
extreme /ɪkˈstriːm/ ***adj.*** 1. very great in degree;. 2. not ordinary or usual; serious or severe
in and of itself - "on its own" or "by its very nature"
coin /kɔɪn/ ***v.*** to invent a new word or phrase
reign /reɪn/ ***n.*** the period during which a king, queen, emperor, etc. rules
differ /ˈdɪfə(r)/ ***v.*** to be unlike or dissimilar
sovereign /ˈsɒvrɪn/ ***adj.*** (of a country or state) free to govern itself; completely independent
universal /juːnɪˈvɜːsl/ ***adj.*** present or occurring everywhere or in all things, without limit or exception
legal /ˈliːgl/ ***adj.*** relating to the law
reluctant /rɪˈlʌktənt/ ***adj.*** feeling or showing hesitation or unwillingness
charged /tʃɑːdʒt/ ***adj.*** filled with excitement, tension, or emotion
perception /pəˈsepʃn/ ***n.*** understanding; an idea, a belief or an image you have
constitute /ˈkɒnstɪtjuːt/ ***v.*** make up, form, compose
scholar /ˈskɒlə(r)/ ***n.*** a specialist in a particular field of study
deliberate /dɪˈlɪb(ə)rət/ ***adj.*** done on purpose, intentionally
exploitation /ˌekspləɪˈteɪʃn/ ***n.*** the fact of using a situation in order to get an advantage for yourself
pursuit /pəˈsjuːt/ ***n.*** process of trying to achieve something
intentional /ˌɪntəˈnæʃnəl/ ***adj.*** deliberate, done on purpose
attain /əˈteɪn/ ***v.*** to succeed in getting something
as early as is used to emphasize that a particular time or period is surprisingly early
calculate /ˈkælkjuleɪt/ ***v.*** intend (an action) to have a particular effect; to determine mathematically
non-state actor includes organizations and individuals that are not affiliated with, directed by, or funded through the government. These include corporations, private financial institutions, and NGOs, as well as paramilitary and armed resistance groups
victim /ˈvɪktɪm/ ***n.*** a person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc.
consisting of including people or things
spectrum /ˈspektrəm/ ***n.*** a complete or wide range of related qualities, ideas, etc.
intimidate /ɪnˈtɪmɪdeɪt/ ***v.*** to frighten or threaten somebody so that they will do something
coerce /kəʊˈɜːs/ ***v.*** to force somebody to do something by using threats
unlawful /ʌnˈlɔːfl/ ***adj.*** not allowed by the law
threaten /ˈθretn/ ***v.*** to endanger; to say that you will cause trouble, hurt somebody, etc.
induce /ɪnˈdjuːs/ ***v.*** to cause something
researcher /rɪˈsɜːtʃə(r)/ ***n.*** a person who studies something carefully and tries to discover new facts about it
figure out ***v.*** to understand or solve something
concept /ˈkɒnsept/ ***n.*** an abstract idea or a principle
emerge /ɪˈmɜːdʒ/ ***v.*** to move out of or away from something and become visible
random /ˈrændəm/ ***adj.*** having no specific pattern, purpose, or objective
victimization /ˌvɪktɪmaɪˈzeɪʃn/ ***n.*** the act of making someone a victim by harming or killing them

Reading 2 Different Types of Terrorism

There are many types of terrorism with many different purposes. When combating terrorism, it is important to know the different types of terrorism in order to understand how to profile, counter and deter it.

Read the text about some types of terrorism and try to guess the term for each particular description.

1. S_____ TERRORISM – These terrorists are usually sponsored by state to use force or threat of force to achieve political goals. For example, The US considers Iran to sponsor arm groups to carry out its foreign policy goals. Another example is the fact the USA was called terrorist through its covert sponsorship of Nicaraguan Contras in the 1980s.
2. N_____ TERRORISM – These terrorists use violence to get people's sympathy because they fight for national liberation. Kurdistan Workers' Party, Basque Fatherland and Liberty and IRA (Irish Republican Army) are the major examples of this type.
3. P_____ TERRORISM – These terrorists use violence to terrorize for their own pleasure or because of personality disorders. They often operate alone rather than in groups and lack any well-defined political or religious motive. This violence is commonly seen in school shootings e.g., Columbine High School in the USA in 1999.
4. S_____ TERRORISM – These terrorists try to cause fragmentation within a country and establishment of a new state. This type of terrorism is typical of minorities within a nation-state that desire their own independence. For examples the ETA Basque separatists in Spain, the Chechen terrorists in Chechnya, the Kurdish PKK in Turkey, and the Quebec Liberation Front in Canada, etc.
5. B_____ TERRORISM – This is a type of terrorism describing violence in the interests of toxic agents to terrorize civilians in the name for the political or other cause. The bacteria, viruses and toxins like measles, viruses like Ebola, Anthrax, Botulism, etc. could be used in an attack and most likely to do the most damage.
6. C_____ TERRORISM – These terrorists use information technology to orchestrate a traditional attack on state and civilians and draw attention to their cause or to show off their technical abilities. They would radically disrupt networked services; hack into networks housing critical financial information, could disable networked emergency systems dams or power plants or can allow disruptions in military communications. Groups like Tamil Tigers and Aum Shinrikyo are identified as such type.
7. N_____ TERRORISM – This term originally refers to nuclear materials that might be exploited as a terrorist tactic. It includes purchasing nuclear weapons, attacking nuclear facilities or building nuclear weapons.
8. N_____ TERRORISM – This is another type of terrorism coined in 1983. Terrorist organizations such as Liberation Tigers of Tamil Eelam, Kurdistan Workers' Party, Revolutionary Armed Forces of Columbia, Real IRA, Basque Fatherland and Liberty use drug production and trafficking. Experts think that nearly every terrorist group today uses this type of terrorism to fund their other operations.
9. R_____ TERRORISM – This is one of the disorganized terrorist groups that aims to combat preserve traditional social orders and liberal governments. These terrorists are characterized by gangs and militias. These organizations are mostly racially motivated and they attack refugees and immigrants. They also aim to marginalize minorities within a state. The Neo-Fascists and the Ku Klux Klan are example of such groups. Many groups are also present in the US, Russia, Germany and others.
10. L_____ TERRORISM – The activities these groups limit the use of terror and stay away from harming victims, however, seek to overthrow capitalist democracies and take over with communist or socialist regime in their place. Examples are: the Red Brigades, Japanese Red Army, etc.
11. R_____ TERRORISM – This is a type of terrorism that uses violence as strategy and attacks large numbers of people. It has a long history. For example, Muslim-Hindu tensions in India and Pakistan and Catholic-Protestant violence in Ireland. This terrorism can be motivated by grievances and ideologies and particularly dangerous due to the fanaticism of those groups or individuals who practice it and their willingness to sacrifice themselves for the cause, such as suicide bombings.

Adapted from : https://css.ethz.ch/en/services/digital-library/publications/publication.html/168595
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2.1.2. Reading comprehension

A. Answer the questions on reading text 2.1.1. Defining Terrorism:

1. What is the original meaning of the word “terror”?

a. Terrorism
b. Extreme terror
c. Great fear
d. Reign of terror

2. Why does terrorism differ from war?

a. For some essential aspects
b. For its violent nature
c. War has political aims
d. War is official engagement

3. Why does a historian say there is no universal formulation of the term “terrorism”?

a. Governments are reluctant to formulate it
b. It is emotionally and politically charged
c. For there are numerous “terrorisms”
d. Because there are many definitions

4. How many quoted examples of definitions are given in the text?

a. 7
b. 5
c. 6
d. 2

5. What are the three least repeated elements in terrorism definitions according to a study of more than hundred definitions?

a. Violence
b. Civilian victims
c. Creating fear
d. Random targets
e. Political aims



6. In the report of a study on the definitions used by three specific countries, which of the following components are not mentioned?

a. Violence
b. Civilian victims
c. Creating fear
d. Random targets
e. Political aims



B. Which one of the suggested words is not a synonym to the word in bold?

1. threaten	intimidate induce terrorize frighten
2. pose	constitute formulate coin cause
3. define	describe classify explain direct
4. objective	aim method goal target
5. attain	pursue achieve gain reach
6. scholar	student scientist researcher professor
7. deliberate	intentional calculated emergent planned



C. Match the phrases from the text with their definitions.

asymmetric threat	
in and of itself	
to differ from	
sovereign state	
as early as	
general public	
non-state actors	
unlawful use of	
threatened use of	
to figure out	

A. illegal usage
B. surprisingly early
C. individuals or groups that hold influence and are independent of a sovereign *state*
D. a broad and unpredictable harmful intent or act
E. different from something else
F. danger of usage
G. political unity with one centralized government and own geographic area
H. built-in, considered alone
I. discovering the answer to a question
J. all the people of an area, country, etc.



D. The words in bold have more than one meaning depending on the context. Look at the table with the words and their meanings. Tick the meaning or meanings they have in Reading 1.

state	1. condition		2. country	
since	1. from		2. because	
mean	1. indicate		2. plan	
study	1. learn		2. research	
charge	1. load		2. accuse	
mind	1. brain		2. watch out	
objective	1. neutral		2. goal	
commit	1. perform		2. devote	



E. What are the nouns and adjectives of the following verbs?

VERB	NOUN	ADJECTIVE
differ		
intend		
direct		
mean		
coerce		
perceive		
intimidate		

F. Check the pronunciation of the following words and record yourself pronouncing them.

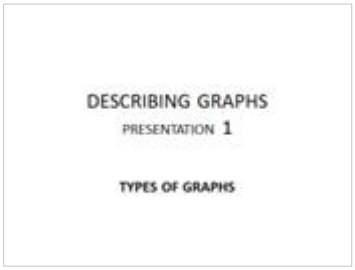
consequences
threaten
extreme
reign
differ
sovereign
legal
reluctant
constitute
pursuit
attain
scholar
coerce
unlawful
inducing
victimization
spread

2.1.3. Understanding and Describing Graphs

In the following activities – 2.1.3., 2.1.4. and 2.1.5. – you will study how to describe visual aids. The learning material in the activities is presented in the form of Power Point Presentations (PPP). Read the slieds carefully and try to learn as many words and phrases as possible.

PRESENTATION 1: Types of Graphs

Open PPP file 2.1.3. called **Types of Graphs** and study it carefully. You can find the file in the media folder of this unit.



Put the words and phrases from the box into their correct places in the text.

pie charts	visual	tables	concise	trends	line
graphs	bar charts	diagrams	complicated		

Graphs, charts and diagrams are _____ methods for presenting data in a _____ manner offering clear relationships and _____. Otherwise, data would be too _____ for quick understanding.

_____ are used for illustrating the connection of elements.

_____ are used for focusing on a couple of numbers at a time.

_____ are used for series of data that are independent of each other.

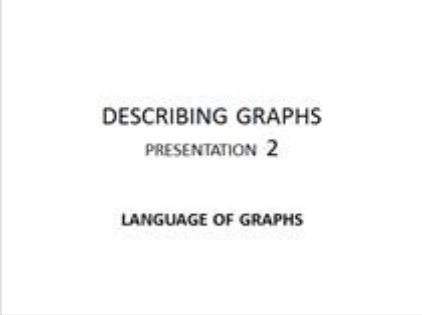
_____ are used for dividing a whole into different parts.

_____ are used for showing changes over time.

2.1.4. Grammar check: Language of Graphs

PRESENTATION 2: Language of Graphs

Open PPP file 2.1.4. called **Language of Graphs** and study it carefully. You can find the file in the media folder of this unit.





A. Combine the words with opposite meanings.

increase	
hugely	
suddenly	
rise	
significantly	
expand	
quick	
clearly	

narrow **slow** **go down** **slightly** **insignificantly** **vaguely** **decrease** **gradually**



B. Answer the questions.

1. Which of the following words are nouns?
a. Slowly
b. Figure
c. Quick
d. Axis
e. Huge
f. Curve
g. Percentage

2. Which of the following words are verbs?
a. Climb
b. Plunge
c. Bar
d. Continue
e. Reduce
f. Area
g. Solid

3. Which of the following words are adjectives?
a. Hard
b. Rapid
c. Hardly
d. Slightly
e. Massive
f. Minimal
g. Nearly

4. Which of the following words are adverbs?
a. Vaguely
b. Constant
c. Drastically
d. Steadily
e. Steep
f. Gently
g. Level



C. Match the connectives with their usage.

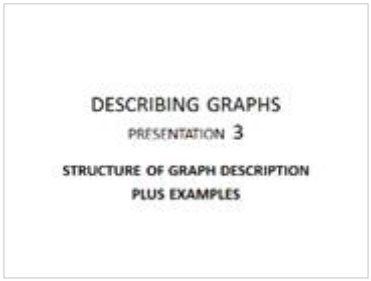
to give an example
results
to summarize or report
to add ideas
space and place
contrast
purpose
comparison
time
order or sequence

USAGE	CONNECTIVE WORDS AND PHRASES
	and, also, besides, further, furthermore, too, moreover, in addition, then, of equal importance, equally important, another
	next, afterward, finally, later, last, lastly, at last, now, subsequently, then, when, soon, thereafter, after a short time, the next week (month, day, etc.), a minute later, in the meantime, meanwhile, on the following day, at length, ultimately, presently
	first, second, (etc.), finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually
	above, behind, below, beyond, here, there, to the right/left, nearby, opposite, on the other side, in the background, directly ahead, along the wall, as you turn right, at the top, across the hall, at this point, adjacent to
	for example, to illustrate, for instance, to be specific, such as, moreover, furthermore, just as important, similarly, in the same way
	as a result, hence, so, accordingly, as a consequence, consequently, thus, since, therefore, for this reason, because of this
	to this end, for this purpose, with this in mind, for this reason/s
	like, in the same manner/way, as so, similarly
	but, in contrast, conversely, however, still, nevertheless, nonetheless, yet, and yet, on the other hand, on the contrary, or, in spite of this, actually, in fact
	in summary, to sum up, to repeat, briefly, in short, finally, on the whole, therefore, as I have said, in conclusion, as you can see

2.1.5. Structure of Graph Description

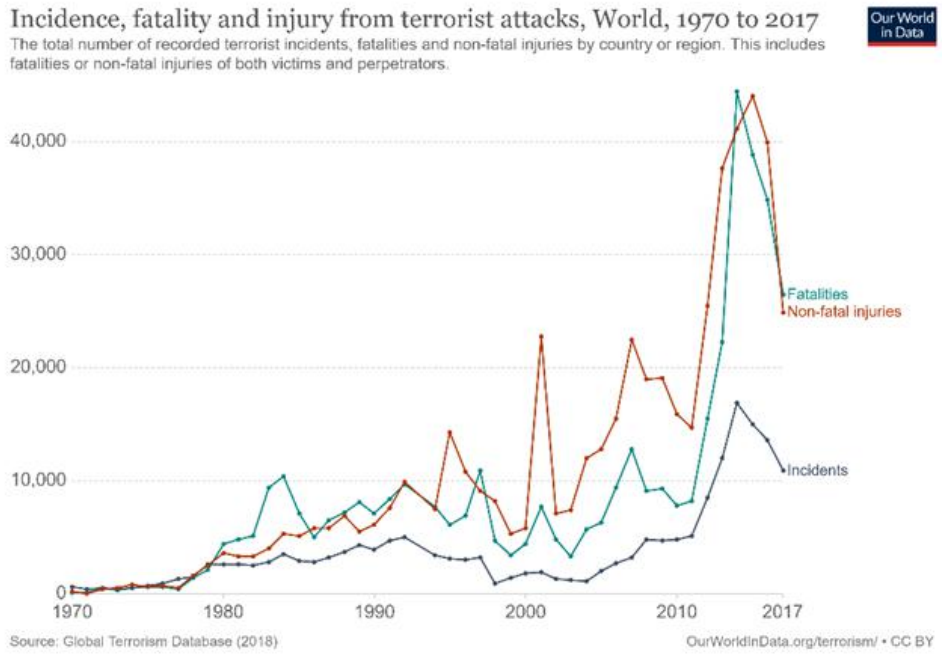
PRESENTATION 3: Structure of Graph Description

Open PPP file 2.1.5. called **Structure of Graph Description** and study it carefully. You can find the file in the media folder of this unit.



2.1.5.1. Speaking. Description of Visual Data

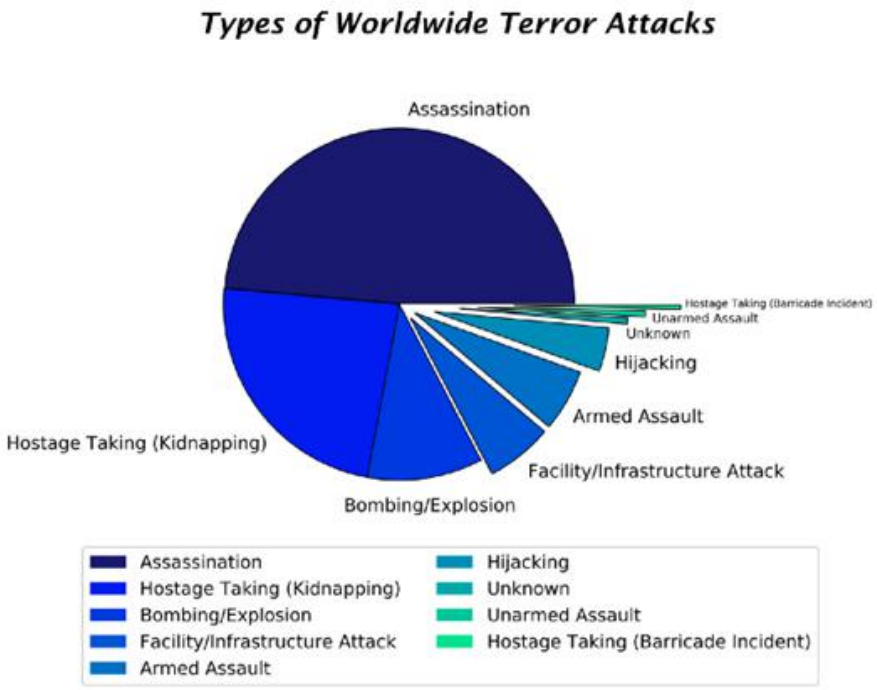
The line graph below presents the terrorist incidents around the world from 1970 to 2017.



Describe what you see in the graph in your own words. Do not worry if your description is rough and not complete or polished. This is just a "first draft" attempt. If online, record your description of the graph and send it to your teacher for review.

2.1.6. Writing. Terror Attacks Around the World

The pie-chart below presents the types of terror attacks around the world.



Write a description of the chart and hand it in to your teacher for review.

2.2. Historical Outline

UNIT 2 AT A GLANCE

Thematic Goal This unit gives learners a concise historical overview of how terrorism evolved, and how the late 20th and early 21st centuries international terrorist actions and groups continued to grow. Also, learners will be introduced briefly to some of the notorious terrorist acts of the past century presented as concise facts.

Learning objectives In this unit, you will acquire new topical vocabulary and professional terms, will refresh your knowledge in aorist, namely verbs in the past form and past simple tense. Additionally, you will learn how to formulate and use past unreal conditional. You will be introduced to passive voice as well.

Outcome objectives You will develop abilities to read for gist with the purpose of increasing your general comprehension skills and activating your schematic knowledge, to read for understanding context clues, and to listen for specific information. You will also develop the productive skills of past narration and expressing opinion as well as speculating on a past situation. You will learn how to effectively use Internet grammar sites for development of self-study habits.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
2.2.1.	45’	Reading 1: History of Terrorism	Target vocabulary	Reading: intensive reading	Class
2.2.2.	45’	Reading text 2: Tokyo Subway Sarin Attack	Verbs in past tense; Vocab study - txt understanding	Reading: context clues	Self-study
2.2.3.	15’ 30’	Grammar check: Active vs Passive voice	Forming passive voice – present and past	Speaking: Sentence formation	Class
2.2.4.1. 2.2.4.2.	15’ 30’	Listening: Brief Reports Video Meet the Expert: A Story of Choice	Past narration	Listening for specific information Listening for text completion Expressing opinion	Self-study
2.2.5.	45’	Grammar check: Past Unreal Conditional	Expressing unreal situations in the past	Using Internet resources for grammar self-study	Class/ self-study
2.2.6.	45’	Speaking: Mumbai hostage crisis of 2008	Past structures usage	Speaking – talking about imaginary situations in the past	Class

2.2.1. History of Terrorism

Reading 1

A. Read the text and check the meanings of the coloured words given below, then put the sentences a-f in the gaps 1-6 to complete the text. The coloured words can be found in the Target vocabulary after the text.



Terror has been practiced by state and nonstate actors throughout history and throughout the world. The ancient Greek historian Xenophon (c. 431–c. 350 bce) wrote of the effectiveness of psychological warfare against enemy populations. Roman emperors such as Tiberius (reigned 14–37 ce) and Caligula (reigned 37–41 ce) used **banishment**, **expropriation** of property, and execution as means to discourage opposition to their rule. The most commonly cited example of early terror, however, is the activity of the Jewish Zealots, often known as the Sicarii (Hebrew: "Daggers"), who engaged in frequent violent attacks on fellow Hebrews suspected of **collusion** with the Roman authorities. **1.** ----------After the American Civil War (1861–65), **defiant** Southerners formed the Ku Klux Klan to intimidate supporters of Reconstruction (1865–77) and the newly freed former slaves. In the latter half of the 19th century, terror was adopted in western Europe, Russia, and the United States by **adherents** of anarchism, who believed that the best way to effect revolutionary political and social change was to assassinate persons in positions of power. **2.** ----------Electrically detonated explosives, gave terrorists a new mobility and lethality, and the growth of air travel provided new methods and opportunities. **3.** ----------In these states arrest, imprisonment, torture, and execution were carried out without legal guidance or **restraints** to create a climate of fear and to encourage **adherence** to the national ideology and the declared economic, social, and political goals of the state.

Terror has been used by one or both sides in anticolonial conflicts (e.g., those between Ireland and the United Kingdom, between Algeria and France, and between Vietnam and France and the United States), in disputes between different national groups over possession of a **contested** homeland (e.g., that between Palestinians and Israelis), in conflicts between different religious **denominations** (e.g., that between Roman Catholics and Protestants in Northern Ireland), and in internal conflicts between revolutionary forces and established governments (e.g., those within the successor states of the former Yugoslavia, Indonesia, the Philippines, Nicaragua, El Salvador, and Peru). **4.**----------Some groups, including the Liberation Tigers of Tamil Eelam and Hamas, adopted the tactic of **suicide bombing**, in which **perpetrators** would attempt to destroy an important economic, military, political, or symbolic target by detonating a bomb on their person. In the latter half of the 20th century the most prominent groups using terrorist tactics were the Red Army Faction, the Japanese Red Army, the Red Brigades, the Puerto Rican FALN, Fatah and other groups related to the Palestine Liberation Organization (PLO), the Shining Path, and the Liberation Tigers. **5.** ------



September 11 attacks, also called 9/11 attacks, series of airline hijackings and suicide attacks **committed** in 2001 by 19 **militants** associated with the Islamic extremist group al-Qaeda against targets in the United States, the deadliest terrorist attacks on American soil in U.S. history. The attacks against New York City and Washington, D.C., caused extensive death and destruction and **triggered** an enormous U.S. effort to combat terrorism. Some 2,750 people were killed in New York, 184 at the Pentagon, and 40 in Pennsylvania (where one of the hijacked planes crashed after the passengers attempted to retake the plane); all 19 terrorists died. 6. ----------

a. The most prominent groups in the early 21st century were al-Qaeda, the Taliban insurgency in Afghanistan, and ISIL.
b. Likewise, the use of terror was openly advocated by Robespierre during the French Revolution, and the Spanish Inquisition used arbitrary arrest, torture, and execution to punish what it viewed as religious heresy.
c. From 1865 to 1905 a number of kings, presidents, prime ministers, and other government officials were killed by anarchists' guns or bombs.
d. Police and fire departments in New York were especially hard-hit: hundreds had rushed to the scene of the attacks, and more than 400 police officers and fire-fighters were killed.
e. Terrorism was virtually an official policy in totalitarian states such as those of Nazi Germany under Adolf In the late 20th and early 21st centuries some of the most extreme and destructive organisations that engaged in terrorism possessed a fundamentalist religious ideology (e.g., Hamas and al-Qaeda).

Source: www.britannica.com



Target vocabulary

banishment /bæn.ɪʃ.mənt/ ***n***. the act of sending someone or something away from a place and not allowing them to come back
expropriation /ɪksprəʊ.prieɪ.ʃən/ ***n***. the act of taking away money or property, especially for public use without payment to the owner, or for personal use illegally
collusion /kəlu.ʒən/ ***n***. agreement between people to act together secretly or illegally in order to deceive or cheat someone
defiant /dɪfaɪ.ənt/ ***adj.*** proudly refusing to obey authority
restraint /rɪstreɪnt/ ***n.*** something that limits the freedom of someone or something, or that prevents something from growing or increasing
adherence /ədhɪə.rəns/ ***n.*** the fact of someone behaving exactly according to rules, beliefs, etc
adherent /əd'hɪə.rənt/ ***n.*** someone who strongly supports an idea, plan, person, etc.
contest /kəntest/ ***v.*** If you contest a formal statement, a claim, a judge's decision, or a legal case, you say formally that it is wrong or unfair and try to have it changed
denomination /dɪnɒm.ɪneɪ.ʃən/ ***n.*** a religious group that has slightly different beliefs from other groups that share the same religion
perpetrator /pɜpə.treɪ.tər/ ***n.*** someone who has committed a crime or a violent or harmful act
commit /kəmɪt/ ***v.*** to do something illegal or something that is considered wrong
militant /mɪl.ɪ.tənt/***adj.*** active, determined, and often willing to use force
trigger /trɪg.ər/ ***v.*** an event or situation, etc. that causes something to start



B. Complete the sentences with the appropriate coloured words from the text.

1. There are fears that the incident may be a _____ for more violence in the capital.
2. The_____ of the massacre must be brought to justice as war criminals.
3. It is thought that they worked in _____ with the terrorist network.
4. The protesters blocking the entrance to the offices remained _____ this morning.
5. A period of peace followed the successful_____ of the warlords from the country.
6. The two prisoners were kept under _____ while they were transported between prisons.
7. Soldiers who obey orders to _____ atrocities should be answerable for their crimes.
8. He was noted for his strict _____ to the rules.

C. Match the words with their synonyms.

1. perpetrator	A. aggressive
2. banishment	B. compliance
3. defiant	C. restriction
4. contested	D. conspiracy
5. militant	E. rebellious
6. collusion	F. criminal
7. restraint	G. deportation
8. adherence	H. disputed

2.2.2. Tokyo Subway Sarin Attack

Reading 2

A. Read the text, check the meaning of the coloured words in a dictionary and answer with True or False to the statements.

On 20 March 1995, five, two-person teams, who were members of Aum Shinrikyo (a Japanese doomsday cult), executed near-simultaneous sarin attacks on the Tokyo Metro during the height of the morning rush hour. The liquid nerve agent was contained in plastic bags wrapped in newspaper. The attackers each carried approximately 900 millilitres of sarin (a single pinhead-size drop can be lethal). At subway stations, the sarin packets were left and **punctured** with the sharpened tips of umbrellas, allowing the liquid chemical agent to ooze out, slowly vaporizing within the train cars and stations. The attacks were coordinated to occur where and when the subway train routes **converged** on Kasumigaseki Station, the centre of the capital's government district. The attackers fled in escape vehicles. The attacks killed 12 people and injured or contaminated more than 5,500 people. The sarin attacks marked a **turning point** and new level of sophistication and lethality for the terrorist use of CBRN. These attacks attempted to generate the lethal **airborne** agent. The psychological and operational effects and use of CBRN weapons offer a **lucrative** tactic for terrorists. First responders, hospital staffs, and hospital facilities became contaminated, increasing **casualties** and **degrading** emergency response and recovery operations. A post attack analysis and criminal case studies of Aum Shinrikyo revealed a history of escalating violence and showed that, the Japanese police suspected Aum's experimentation with and **intent** to use chemical weapons before the attack.



Statement	True	False
The attackers who executed the sarin attacks were divided into 5 teams.		
The sarin packets were punctured and left at railway stations to flow slowly into the trains.		
The terrorists managed to escape from the contaminated area on their own.		
The use of CBRN in the attacks by terrorists is an old-fashioned way of killing innocent people		
The emergency response and recovery operations became complicated.		

B. Match each word with its correct definition.

1. puncture	A. a person injured or killed in a serious accident or war
2. converge	B. in the air or carried by air or wind or by aircraft
3. turning point	C. to come from other places to meet in a particular one
4. casualty	D. the fact that you want and plan to do something
5. airborne	E. producing much money or making a large profit
6. lucrative	F. the time at which a situation starts to change in an important way
7. degrading	G. to make a small hole in something
8. intent	H. causing people to feel that they have no value

C. Write your own sentences using the coloured words from the text. Exchange them with your peers, then check them with your teacher.



2.2.3. Grammar check: Active and Passive Voice



https://www.perfect-english-grammar.com/passive.html

The Passive Voice

An **active** sentence like **I drank two cups of coffee** has the subject first (the person or thing that does the verb), followed by the verb, and finally the object (the person or thing that the action happens to).

So, in this example, the subject is 'I', the verb is 'drank' and the object is 'two cups of coffee'.

But, we do not always need to make sentences this way. We might want to put the object first, or perhaps we do not want to say who did something. This can happen for many reasons (see the explanation further down the page). In this case, we can use a passive, which puts the object first:

- Two cups of coffee were drunk (we can add 'by me' if we want, but it isn't necessary).

How to Make the Passive in English

We make the passive by putting the verb 'to be' into whatever tense we need and then adding the **past participle.** For regular verbs, we make the past participle by adding '-ed' to the infinitive. So **play** becomes **played**.

Tense	Active	Passive
present simple	I **make** a cake.	A cake **is made** (by me).
present continuous	I **am making** a cake.	A cake **is being made** (by me).
past simple	I **made** a cake.	A cake **was made** (by me).
past continuous	I **was making** a cake.	A cake **was being made** (by me).
present perfect	I **have made** a cake.	A cake **has been made** (by me).
present perfect continuous	I **have been making** a cake.	A cake **has been being made** (by me).
past perfect	I **had made** a cake.	A cake **had been made** (by me).
future simple	I **will make** a cake.	A cake **will be made** (by me).
future perfect	I **will have made** a cake.	A cake **will have been made** (by me).

Verbs with Two Objects

Some verbs that have two objects can make two different active sentences, and so two different passive sentences, too:

The verb 'Give'

1. Active: He gave me the book / He gave the book to me.
You can choose either of the two objects to be the subject of the passive sentence.
- Passive: I was given the book (by him)/ The book was given to me (by him).

Other verbs like this are: ask, offer, teach, tell, lend, promise, sell, throw.

Watch a video and review grammar

https://www.engvid.com/learn-english-grammar-active-passive/

A. Go to Reading 2 (2.2.2) and find four passive verbs used in the past tense.

B. Try to find other cases of terrorist attacks that occurred in the world and narrate them using past tense.





2.2.4. Listening and Video Activities

2.2.4.1. Brief Reports

Notable Terrorist Acts

A. You will hear eight short news recordings on some notable modern international terrorist actions. Listen and select the correct ending to each statement. (Track 2.2.4.1.).

1. The IRA wanted to influence public opinion in:

a. Northern Ireland
b. England
c. Britain

2. Members of the Palestinian militant group:

a. Were raided
b. Were captured.
c. Were asleep

3. In 1983, on the territory of US barracks:

a. Fence exploded
b. 41 people were killed
c. A vehicle exploded

4. In the Moscow theatre crisis, the number of hostages was:

a. 129
b. 145
c. 850

5. The number of IEDs was:

a. 4
b. 30
c. 13

6. The attacks were on:

a. Three subways and a train
b. Three subway trains and a bus
c. Two subway trains and double-deckers

7. The suicide attack happened on:

a. 30.12.2009
b. 06.12.2009
c. 30.12.2001

8. The suicide bombers were:

a. Three Chechen rebels
b. Two Chechen male rebels
c. Two Chechen females

2.2.4.2. Meet the Expert: A Story of Choice





Zak Ebrahim was born as **Abdulaziz El Sayyid Nosair** in Pittsburgh, Pennsylvania on March 24, 1983. He is an American peace campaigner and author. He is the son of El Sayyid Nosair, who assassinated Meir Kahane, the founder of the Jewish Defence League. Nosair was also linked to the 1993 World Trade Centre bombing.
After several years of hiding his true identity, Abdulaziz changed his name to Zak Ebrahim and began to speak publicly about his father's activities and in favour of peace. He published his first book, The Terrorist's Son: A Story of Choice in 2014. The book won an American Library Association award in 2015.

https://www.ted.com/talks/zak_ebrahim_i_am_the_son_of_a_terrorist_here_s_how_i_chose_peace?referrer=playlist-insights_on_terrorism&language=en#t-49610
Zak Ebrahim: I am the son of a terrorist. Here's how I chose peace.



A. Watch the video track 2.2.4.2. with Zak's speech. It can be divided into several parts. Choose the titles of the parts and match them in the order they go. One is extra.

A. The shooting range story	C. His religious beliefs	E. Change of views
B. Biographical notes	D. Family disconnection with father	F. School years

B. Watch the video again and choose the correct answer.

1. Our family dynamics started to change when I was:

a. 7 years old
b. 14 years old
c. In my early childhood

2. At the shooting range:

a. Zak missed all the targets.
b. His last bullet hit the target.
c. His father was angry with him.

3. When Zak turned 19 he had already moved:

a. 10 times
b. 20 times
c. Only once

4. The first change of views in his life was when:

a. He found a summer job at an amusement park.
b. Befriended a Jewish person.
c. Found out about his father's crimes.

5. Who said, "I'm tired of hating people"?

a. Zak
b. his friend
c. his mother

6. Why did he choose to promote peace?

a. For the victims of terrorism and their loved ones
b. For his own sake
c. For his family

C. State your personal view about Zak's story. Do you support his decision to change his name? Write your answer.



Source: https://www.ted.com

2.2.5. Grammar check: Past Unreal Conditional



Follow the link below and study Past Conditionals.

https://www.englishpage.com/conditional/pastconditional.html

FORM

[If ... **past perfect** ..., ... **would have/wouldn't have** + **past participle** ...]
[... **would have/wouldn't have** + **past participle** ... if ... **past perfect** ...]

USE

The past unreal conditional (also called conditional 3) is used to talk about imaginary situations in the past. You can describe what you would have done differently or how something could have happened differently if circumstances had been different.

Examples:

- If I **had owned** a car, **I would have driven** to work. But I didn't own one, so I took the bus.
- She **would have travelled** around the world if she **had had** more money. But she didn't have much money, so she never travelled. Or She **wouldn't have** travelled around the world if she **hadn't had** more money. But she had enough to travel.
- **I would have read** more as a child if I **hadn't watched** so much TV. Unfortunately, I did watch a lot of TV, so I never read for entertainment.
- Mary **would have gotten** the job and **moved** to Japan if she **had studied** Japanese in school instead of French.
- If Jack **had worked** harder, he **would have earned** more money. Unfortunately, he was lazy and he didn't earn much.
- A. What **would** you **have done** if you **had won** the lottery last week?
  B. I **would have bought** a house.
- A. What city w**ould you have chosen** if you **had decided** to move to the United States?
  B. I **would have chosen** Seattle.

IMPORTANT: Only use "If"

Only the word "if" is used with the past unreal conditional because you are discussing imaginary situations. "When" cannot be used.

Examples:

- I would have bought that computer **when** it had been cheaper. *Not Correct*
- I would have bought that computer **if** it had been cheaper. *Correct*

A. Choose the correct Past Unreal Conditional forms to fill in the four sentences.

1. If a heavily armed, ten terrorist cell

a. would have
b. hadn't
c. had

attacked several prominent sites in Mumbai in nearly simultaneous assaults that

a. wouldn't have
b. would have
c. had had

caused more than 170 deaths.

2. If terrorists

a. would use
b. wouldn't used
c. hadn't used

global positioning system and array of communication, they

a. had have
b. would have
c. wouldn't have

transited more than 500 km by sea to a rendezvous point off the shoreline of Mumbai.

3. The terrorists

a. would have
b. wouldn't have
c. wouldn't

murdered the crew transferred their weapons and explosives to the shore if they

a. have
b. haven't
c. hadn't

seized a small fishing trawler at sea.

4.

a. Would
b. Had
c. Shall

there have occurred mass murder if terrorists

a. haven't
b. hadn't
c. wouldn't have

used semiautomatic rifle fire and hand grenades?

2.2.6. Speaking. Talking about Hypothetical Situations in the Past

A. Read the text and discuss: the complexity of such an organisation, the favourability of the locations, and the availability of resorces and technology.

2008 Mumbai Mass Murder and Hostage Crisis

On 26 November 2008, a heavily armed, ten-person terrorist cell attacked several prominent sites in Mumbai, India, in nearly simultaneous assaults that caused more than 170 deaths and wounded over 300 people in site seizures and hostage crises lasting more than 60 hours. The cell was linked to the Pakistan-based, Lashkar-e-Taiba terrorist group. The choice of targets was business and commercial hubs, famous entertainment sites, and cultural landmarks, combined with indiscriminate killing and murders based on nationality or religion. The Lashkar-e-Taiba intent appeared to be exceptional psychological trauma on a major urban population and nation, undermining the confidence in India's ability to protect its people and foreigners, and expanding a Lashkar-e-Taiba regional agenda to global attention and international ideological extremism.



The terrorist cell was thoroughly trained and indoctrinated. More than one year in preparation, surveillance and

reconnaissance refined intelligence. Methodical infiltration of the objective area was followed by ruthless actions at each objective and the corresponding exploitation of mass media during and after the crisis. The terrorists used global positioning system and an array of communications to transit more than 500 kilometres by sea to a rendezvous point off the shoreline of Mumbai. Having seized a small fishing trawler at sea, the terrorists murdered the crew and transferred their weapons and explosives to an inflatable boat to reach the shore.

Four two-person teams went ashore and used taxis while one team walked to their target. A fifth two-person team continued in an inflatable boat along the shore to their target. With teams at their urban objectives, attacks were initiated within minutes of one another at five dispersed locations. Mass murder occurred as terrorists used semiautomatic rifle fire and hand grenades against people in a rail station, hospital, urban streets, café, hotels, and Jewish cultural centre. Earlier, IEDs had been hidden in two taxis and were timed to explode well after the main attacks were underway. These explosions caused additional confusion and mayhem in the first hours of the incident. After attacking the café, one team quickly joined the team assault on the hotel, killing people, starting fires in the hotel, and seizing hostages. Hostages were seized at a Jewish cultural centre and eventually murdered. Another team entered a second hotel and immediately started killing people and seizing hostages. One team shot people randomly in a train station and a hospital and departed to probably link up with other team members. Several other IEDs were emplaced at some of the sites but were discovered before they could cause casualties.

The terrorist team members were well armed with AK-56 assault rifles and 8 to 10 ammunition magazines, pistols with 2 extra magazines, 8 to 10 hand grenades, explosives for IEDs, and basic food and water. They communicated with one another and operational handlers remotely from Mumbai using cellular telephones and subscriber identity module cards, Voice Over Internet Protocol, satellite telephone, and personal digital assistant devices; and they referenced high-resolution, satellite imagery. Handlers provided ideological encouragement, direction, and tactical advice based on the observation of live media coverage at the attack sites. Local law enforcement was initially overwhelmed by terrorist firepower. Once federal military forces arrived on site, police and military forces killed nine terrorists and captured one.

Source: 2-24 FM 3-37.2 18 February 2011



B. Based on the above text, make sentences using Conditional Type 3 to speculate about the past situations and events in this crisis which could have been different, e.g.:

1. If the terrorists hadn't attacked prominent sites in Mumbai, India in 2008,there wouldn't have been more than 170 deaths.

2. _____

_____

3. _____

2.3. Combatting Terrorism

UNIT 3 AT A GLANCE

Thematic Goal This unit offers learners a general idea of some counterterrorism measures and activities. The unit is largely organized around audio-visual aids in the form of film excerpts and presentations with the idea to stimulate the interest and your perception for more dynamic memorization of the material.

Learning objectives In this unit, you will acquire new topical vocabulary and professional terms. You will also recall the grammatical rules of word order and those of interrogative sentences in English, thus you will reinforce their ability to formulate questions. Additionally, you will practice describing things and situations.

Outcome objectives You will develop abilities to read and listen for finding specific information. You will also develop the productive skills of verbal and written description as well as the ability to ask questions about a thing or a situation. You will be able to integrate their audial and visual perceptual skills in order to increase memorization process through expanding the working memory and, as a result, accessing the encoding system of the long-term memory.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
2.3.1.	45’	Reading 1: Terrorist Actions and Tactics	Target vocabulary	Reading for specific information	Class
2.3.2. 2.3.2.1. 2.3.2.2.	 30’ 15’	Countering Terrorism PPT - Instruments of Counterterrorism Video: pre-watch exercise	Target vocabulary	Reading for main ideas	Self-study
2.3.3.	 15’ 15’ 15’	Integrating skills: Video. SAS Survival Skills Part 1 Part 2 Part 3	Context clues	Listening for specific information; Listening for gist	Self-study
2.3.4. 2.3.4.1. 2.3.4.2.	 45’	Grammar check: I. Word order II. Asking questions	Word order; Forming questions in English	Speaking: interrogative form	Class
2.3.5.	45’	Integrating skills: Improvised Explosive Devices	Describing things; asking questions	Visually aided Listening for integrating skills	Class
2.3.6.	45’	Writing: Description of Disarming an IED	Using description vocabulary in context	Writing: describing a situation	Self-study

2.3.1. Terrorist Actions and Tactics

Reading 1

A. Read the text below about the actions and tactics of terrorism. Check the coloured words in the Target vocabulary after the text and make sure you understand their meanings.

By definition, terrorists accepted a philosophical, religious, or political basis for their actions, and thus they have strategic goals to achieve. The methods by which these goals are reached, or at least approached, are the tactics of terrorists. These tactics are designed to gain as much media attention as possible through intimidation and fear, while at the same time enhancing the group's stature in its theatre of political operation.

Bomb attacks, hostage taking, hijacking, kidnapping, and similar types of assaults have been the traditional tactics of terrorists. Domestic terrorists, the so-called New Age terrorists of the twenty-first century, have to some extent taken a step backward from the violent confrontational tendencies of their predecessors. The new groups now engage in such activities as arson, vandalism, and theft in the conduct of their eco terrorism, bioterrorism, animal rights terrorism, and cyber terrorism.

On the other hand, American jihadists tend to favour bombs, armed assaults, and similar confrontational tactics. The bomb remains the weapon of choice among terrorists on the international level, both for the anonymity it affords operatives and the amount of media attention an explosion garners.



Hostage taking, warehousing of hostages, and other incidents involving hostages are tactics that may be used by terrorists to attempt to coerce governments or private companies to act in a certain way, desist from certain actions, or modify a specific point or subject.

Aircraft hijackings of the type we witnessed throughout the 1970s and1980s, in which aircraft are left intact and passengers held as hostages, have disappeared due to the enhanced security procedures that have been implemented in major airports around the globe. Nonetheless, the potential exists for this type of action to occur, even in the age of heightened security precautions.

The threatened use of weapons of mass destruction by terrorists is still very real. These types of attacks might take the form of "dirty bombs" using toxic biological agents such as anthrax or chemicals such as ricin, as well as nuclear material to attack crowds of people or even entire cities.

Acts of sabotage are intentional destruction of property and disruption of an industrial or governmental operation by means other than an explosive device. These include break-ins or other illegal entries designed to harass or intimidate the owners or occupants of the premises. Computer hacking, electronic attacks against a website, and disruption of network servers or other communications are other examples of sabotage, as are simple arson and various attacks staged by eco-terrorists, animal rights activists, and antiabortion extremists. More traditional incidents include damaging power transmission lines and oil pipelines.



Subversion is a systemic attempt to undermine a society. The ultimate objective is the total collapse of the state as a result of bringing its governing administration into disrepute, causing a loss of confidence in the ruling establishment's institutions and government and provoking a breakdown of law and order.

Assassination is a specialized form of assault that has been proven to be a very effective terrorist tool. It is the ultimate weapon of intimidation against target communities. These attacks are designed to gain maximum media attention as well as to have a major psychological impact on the organization the victim represented.

Source: Bolz, Jr. F., Dudonis, K., Shulz, D. (1998). *The Counterterrorism Handbook: Tactics, Procedures, and Techniques*. CRC Press, Tylor&Francis Group

Target vocabulary

Check the definitions and make sure that you understand the words and that you can use them on your own. Then write the translation in your mother tongue in the right column.

Word	Phonetics	Definition	Translation
enhance	/ɪnˈhæns/	to improve the quality, amount, or strength of something	
stature	/ˈstætʃər/	the good reputation a person or organization has, based on their behaviour and ability	
theatre of operations		the part of a theatre of war in which active combat operations are conducted	
hostage	/ˈhɒstɪdʒ/	a person who is captured and held prisoner by a person or group, and who may be injured or killed if people do not do what the person or group is asking	
hijacking	/ˈhaɪdʒækɪŋ/	the use of violence or threats to take control of a vehicle, especially a plane, in order to force it to travel to a different place or to demand something from a government	
kidnapping	/ˈkɪdnæpɪŋ/	the crime of taking somebody away illegally and keeping them as a prisoner, especially in order to get money or something else for returning them	
assault	/əˈsɔːlt/	the act of attacking a building, an area, etc. in order to take control of it	
arson	/ˈɑːsn/	the crime of deliberately setting fire to something, especially a building	
garner	/ˈgɑːnə(r)/	to obtain or collect something such as information, support, etc.	
warehousing	/ˈweəhaʊzɪŋ/	the practice of putting people in large prisons, hospitals, etc. without trying to help them	
desist (from)	/dɪˈsɪst/	to stop doing something, e.g. The soldiers have been ordered to desist from firing their guns.	
precaution	/prɪˈkɔːʃən/	something that is done to try and protect a person or thing from something dangerous or harmful	
sabotage	/ˈsæbə.tɑːʒ/	to damage or destroy equipment, weapons, or buildings in order to prevent the success of an enemy or competitor	
disruption	/dɪsˈrʌp.ʃən/	the action of preventing something, especially a system, from continuing as usual or as expected	
harass	/həˈræs/	to annoy or trouble someone repeatedly	
subversion	/səbˈvɜː.ʃən/	the act of trying to destroy or damage an established system or government	
disrepute	/dɪsrɪˈpjuːt/	the state of not being trusted or respected	
assassination	/ə.sæsɪˈneɪʃən/	the murder of someone famous or important	

B. Based on the information in the Reading text, mark the statements as true or false.

Statement	True	False
Tactics of the terrorists are aimed at improving their reputation and attaining their goals.		
Traditional tactics of terrorists include the so called domestic attacks.		
American jihadists prefer to use domestic assaults.		
Internationally, terrorists prefer to use bombs as a weapon only because the act is anonymous.		
Terrorists take hostages to coerce other parties to act according to terrorists' orders.		
The potential threat of aircraft hijacking has decreased at present.		
Computer hacking and electronic attacks are examples of subversion.		
Maximum media attention is gained by the type of assault known as assassination.		



C. Fill in the gaps with words from the Target vocabulary.

1. Personnel's smart practices _____ the value of a company.
2. His _____ as a military leader was tremendous.
3. The attacks included the _____ of four planes.
4. A (n _____ on the capital was launched in the early hours of the morning.
5. They failed to take the necessary _____ to avoid infection.
6. The rebels had tried to _____ the oil pipeline.
7. The traffic accident has led to widespread _____ on the roads.
8. The police continued _____ foreign journalists.
9. Involvementwith terrorist groups brought the political party into _____
10. President Kennedy's _____ had far-reaching repercussions.



2.3.2.Countering Terrorism

2.3.2.1. Instruments of Counterterrorism

A. Read the adapted version of an article called Instruments of Counterterrorism. It is presented to you in the form of PPP. You can find the file under number 2.3.2. in the media folder of this unit.

B. Study the presentation and fill in the table below using your own words.

Instrument:	Usefulness:	Limitations:

2.3.2.2. Vocabulary work

Pre-watching Activity

A. Before you watch "SAS –Survival Secrets: Counter Terrorist Scenario" in the next part, review the words below and make sure you understand them.

Match the words with their definitions on the next page.

Word	Definition/Letter
1. regiment	
2. embassy	
3. siege	
4. carry out	
5. lethal	
6. last resort	
7. inadvertently	



a. causing or able to cause death
b. by accident, without intending to
c. last course of action that you should or can take in a particular situation;
d. to do and complete a task
e. a large group of soldiers that is commanded by a colonel
f. a situation in which the police surround a building where people are living or hiding, in order to make them come out
g. a group of officials led by an ambassador who represent their government in a foreign country



2.3.3. Integrating skills. SAS Survival Secrets

Activities While Watching

You are going to watch a BBC video called: "SAS –Survival Secrets: Counter Terrorist Scenario" which is divided into 3 parts with 3 tasks for you. *You can find the files under number 2.3.3. in the media folder of this unit.*

A. Watch video clip Part 1 (taken from the BBC video "SAS –Survival Secrets: Counter Terrorist Scenario") and choose the correct answer.

1. The team uses a series of dramatic scenarios:

a. to show their state of readiness.
b. to unfold the secrets of their survival.
c. to perfect the Art of their manoeuvres.

2. This episode shows how SAS:

a. prepares for the counter-terrorist assault.
b. assesses the siege situation.
c. uses special battle techniques in the role of c ounter-terrorists.

3. Assaulting a building by the counter-terrorist team is:

a. a lethal act only for terrorists.
b. as dangerous for the assault team as for the terrorists.
c. equally risky for the hostages, the assault team and the terrorists.

4. The programme was created to illustrate:

a. a real scenario of kidnapping.
b. a fictitious scenario of a diplomat taken hostage.
c. a real scenario of killing a politician.





5. The authorities and SAS team managed to:

a. negotiate with terrorists.
b. prepare for the counter-terrorist siege.
c. locate the position of terrorists.

6. Terrorists have given a green light to the counter-terrorist team to act:

a. by killing one of the hostages.
b. by rejecting the negotiations.
c. by threatening to start killing hostages one by one.

B. Watch video clip part 2 (taken from the BBC video "SAS – Survival Secrets: Counter Terrorist Scenario") two times and fill in the gaps.

The horrifying 1_____posed by modern terrorism began when 11 Israeli athletes were murdered at the 1972 Olympic Games in Munich. The repercussions around the Western world were immense. International 2_____ had come of age. As a direct result of this the British government turned to the SAS to answer this menace. They had already been developing an anti- terrorist force from their existing counter-revolutionary 3_____unit. Perhaps the most famous of all 4_____rescues was witnessed by millions of people live on television in 1980. The stunningly successful conclusion to the Iranian embassy 5 _____ in London brought the SAS worldwide acclaim and notoriety. One of our team, John McAleese, was part of that infamous 6_____.



C. Watch video clip part 3 (taken from the BBC video "SAS –Survival Secrets: Counter Terrorist Scenario") and say if the following statements are True or False.

1. The Iranian embassy siege was not successful.
2. In February 1993 agents from the Bureau of Alcohol Tabaco and Firearms raided a religious compound in Ohio.
3. As a result of the attack, five agents were killed.
4. The siege lasted for a whole week.
5. FBI decided to assault the building by entering inside.
6. The compound was on fire and 40 religious fundamentalists lost their lives.
7. The fire was caused by the tear gas during the assault.
8. The lesson learned from that day was the importance of intelligence and planning.

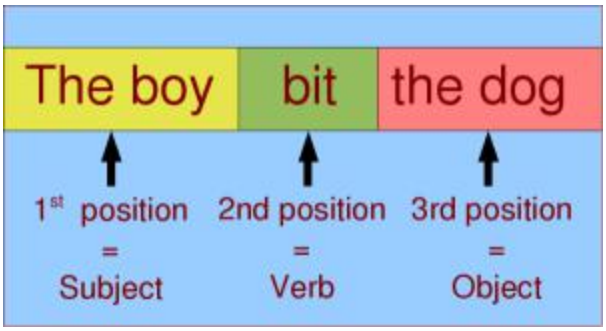


2.3.4. Grammar check

2.3.4.1. Word Order



Word order in English sentences is usually subject + verb + object. It is important to get this right, as having your words in the wrong order can completely change the meaning of the sentence. For example, 'The dog chased the cat.' has a completely different meaning to 'The cat chased the dog.' When you add more verbs, adjectives and adverbs to your sentences, there are simple rules to follow to get them in the correct position.



WORD ORDER: VERB AND OBJECT
Verbs and the objects of verbs go together in the sentence and we do not usually put words in between them. We keep the verb and the objects of the verb together. Examples:
I like apples very much. (not 'I like very much apples.')
The boy kicked the football hard. (not 'The boy kicked hard the football.')

WORD ORDER: PLACE AND TIME
A verb and the place usually go together. Examples:
I go home on the bus. (not 'I on the bus go home.')
I live in a city. (not 'I in a city live.')

If the verb has an object, time and place come after the verb + object. Examples:
I like to eat breakfast in the garden. (not 'I like in the garden to eat breakfast.')
I can meet you tomorrow. (not 'I can meet tomorrow you.')

In a sentence with place and time, place usually comes first in the sentence, then time. Examples:
I bought the shirt in town last week.
The party is at Tom's house this evening.

We can also put time at the beginning of the sentence. Examples:
The park is closed today. Or *Today the park is closed.*

https://www.weloveteachingenglish.com/en/free-lessons/intermediate/adjectives-and-adverbs/word-order.html

WORD ORDER: MULTIPLE ADJECTIVES
When a number of adjectives are used together, the order depends on the function of the adjective. The usual order is: q**uantity, value/opinion, size, temperature, age, shape, colour, origin, material**

What the adjective expresses	Examples
Quantity	four, ten, a few, several
Value/opinion	delicious, charming, beautiful
Size	tall, tiny, huge
Temperature	hot, cold
Age	old, young, new, 14-year-old
Shape	square, round
Colour	red, purple, green
Origin	Swedish, Victorian, Chinese
Material	glass, silver, wooden

Examples:

- They have a **lovely old red** post-box.
- The playroom has **six small round plastic** tables.
- I bought **some charming Victorian silver** ornaments at the flea market.
- She is selling her **flashy 3-year-old Italian** car.
- It was a **beautiful cold** day.

https://www.ef.com/wwen/english-resources/english-grammar/ordering-multiple-adjectives/



A. Put the words in their correct order to make a sentence

1. organisations, terrorists, Counter-terrorism strategy, instruments, is, of, national power, their, a, government's plan, and, to, neutralize, the, use, to.

2. domestic intelligence, Most, an, increase, involve, counter-terrorism strategies, standard police, in, and.

3. terrorist threats, Today, have, designated, many, handle, countries, to special units.

4. sizes, can, all, highly, have, teams, counter-terrorist, of, trained, Countries.

5. agencies, The, operations, conducted, counter-terrorism, state, law enforcement, national, at, majority, tactical level, at, are, federal, and, by, the.

6. called, military, In, countries, some, may, as, resort, the, last, in, a, be.

2.3.4.2. Asking Questions

A. Watch a short video lesson on how to formulate questions in English. Take notes as you watch it. *You can find the file under number 2.3.4.2.1. in the media folder of this unit.*



B. Read a short text about one of US Special Mission Units: the AF 24th Special Tactics Squadron.

The 24th Special Tactics Squadron is a U S Air Force component of the Joint Special Operations Command (JSOC).
Combat Controllers are trained special operations forces and certified air traffic controllers. Their mission is to deploy, undetected, into combat and hostile environments to establish assault zones or airfields, while simultaneously conducting air traffic control, fire support, command and control, direct action, counter-terrorism, foreign internal defense, humanitarian assistance, and special reconnaissance.
Their motto "First There" reaffirms the combat controller's commitment to

undertaking the most dangerous missions behind enemy lines by leading the way for other forces to follow. Their lineage goes back to 1941 when they were known as the 24 Air Corps Interceptor Control Squadron. Since then the unit has been re-designated and reconstituted several times, and came to exist in its current form in 1992.
The unit has been involved in activities in Iraq and Afghanistan as part of JSOC.



C. Ask *wh-questions* (what, where, when, etc.). There are eight questions to be formed. Four of them should be formed in passive voice.

1. They are trained special operations forces and certified air traffic controllers.

_____

2. To deploy into combat and hostile environments.

_____

3. In order to establish assault zones or airfields.

_____

4. Air traffic control, fire support, command and control, direct action, counter-terrorism, foreign internal defence, humanitarian assistance, and special reconnaissance.

_____

5. "First There"

_____

6. In 1941 when they were known as the 24 Air Corps Interceptor Control Squadron.

_____

7. In 1992.

_____

8. In Iraq and Afghanistan as part of JSOC.

_____



2.3.5. Integrating skills. Improvised Explosive Devises (IED)

Listening comprehension

You will hear a briefing presented by an explosives expert. You will be able to see his slide show as he speaks.



A. **Listen** to the briefing **and look** at the slide show presentation **at the same time.** The audio and the presentation are under number 2.3.5. in the media folder of this unit.



B. In the space provided below, write five questions to the presenter.



1.

2.

3.

4.

5.

C. Match the terms to their definitions.

autonomously initiated	Improvised flammable device designed to destroy
trip wire	an explosive or device used to detonate a larger one
Ordnance Disposal Engineer	a device for making and breaking the connection in an electric circuit
IED	IED initiated at the moment the terrorist decides
command-initiated	IEDs detonated automatically without human intervention
pressure plate	a low-placed hidden wire used to trip an enemy and to trigger explosive device
initiator	contactor which reacts to weight
switch	explosive deactivation expert



2.3.6. Writing. Disarming an Improvised Explosive Device (IED)

A. Watch the following movie extract (Hurt Locker, 2008).

The Hurt Locker - Secondary Bomb Disposal scene.





B. Write a description of what you saw in the movie extract. Use words from the slide show about IEDs.



2.4. Terrorism Prevention

UNIT 4 AT A GLANCE

Thematic Goal This unit gives learners a brief idea of prevention measures with a focus on the topics of preventing radicalization, community threat awareness and public protection. The unit includes not only texts for reading and listening but also video clips for broader presentation of both grammatical elements and thematic components. Additionally, a short strategic game is included in Unit 4 for the purpose of familiarizing with terminology in the area of counter-terrorism coordination and strategic communication.

Learning objectives In this unit, you will acquire new topical vocabulary and professional terms, will work towards better comprehension and pronunciation, will enhance your knowledge on imperative mood and modal verbs. You will also refresh your understanding and usage of complex sentences in the English language. The game included in this unit aims at stimulating learners' zone of proximal development through synchronized reading, listening and responding to linguistic stimuli in English.

Outcome objectives You will further progress in their abilities to listen and read intensively for finding specific information, for increasing comprehension, and for developing control over complex structures. You will know how to give verbal instructions and orders. This unit will also improve your response to verbal and visual information in English.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
2.4.1.	45'	Reading 1: Preventing Radicalization	Target vocabulary	Speaking. Reading for specific information	Class
2.4.2.	45'	Reading 2: Women Radicalization	Syntax: breaking sentences into chunks	Reading: Understanding long sentences	Class
2.4.3. 2.4.3.1. 2.4.3.2.	45'	Listening: Car Ramming Mitigation Obstacles	Nouns of urban description	Listening: intensive listening	Self-study
2.4.4.	45'	Grammar check: imperatives and obligation	Imperatives. Modals of obligation	Giving advice and instructions	Self-study
2.4.5. 2.4.5.1. 2.4.5.2. 2.4.5.3.	45'	Public Awareness Reading: Hot Protocol Minimise your risk from terrorism Meet the Expert: Threat Awareness and Community Protection	Imperative verb forms	Giving orders	Class
2.4.6.	45'	An online interactive game	Developing fluency in English	Listening and responding	Self-study

2.4.1. Preventing Radicalisation



Reading 1

A. Read the text and check the meanings of the coloured words in the Target vocabulary after the text.

In 2005, the EU Counter-Terrorism Strategy identified the prevention of radicalisation as a **pillar** of the fight against terrorism since it is a **denial** of democracy and of human rights. Countries have a duty to protect all individuals from terrorism, as part of their human rights obligations to guarantee the right to life, the right to security and other human rights and fundamental freedoms. This requires that they focus particularly on preventing terrorism: to determine the process of why and when individuals turn to terrorism, how it happens, and ways this can be prevented early on.

Radicalisation is when someone starts to believe or support extreme views and, in some cases, then participates in terrorist groups or acts. It can be motivated by a range of factors, including ideologies, religious beliefs, political beliefs, etc. People may be radicalised in many different ways and over different timeframes from a few days to several years.

Who is at risk?

Anyone can be radicalised, but factors such as being easily influenced and sensitive make young people particularly **vulnerable**. Young people who are at risk of radicalisation may have low **self-esteem** or be victims of **bullying** or discrimination. They may feel:

- isolated and lonely or wanting to belong
- unhappy about themselves and what others might think of them
- **embarrassed** or judged about their culture, gender, religion or race
- stressed or depressed
- **fed up** of being bullied or treated badly by other people or by society
- angry at other people or the government
- confused about what they are doing
- pressured to stand up for other people who are oppressed

How does it happen?

Radicalisation does not happen overnight. It is a gradual process, so young people who are affected may not realize what is happening.
People can be radicalised by family members or friends, through direct contact with extremist groups, or through the internet. Extremist messages or membership of an extremist group can offer a sense of purpose and identity which may be appealing, especially if someone is experiencing challenges in their life.

Teenagers can be at greater risk because they are more independent, exploring new things as they grow and discovering more about their identity, faith, and sense of belonging.

Extremist groups often target young people via the internet and social media. The process may involve:

- psychological manipulation
- exposure to violent material and other inappropriate information
- the risk of physical harm or death through extremist acts

What are the signs?

Radicalisation can be difficult **to spot**. There is no specific profile for a person who can become involved in

extremism, but signs that could indicate a young person is being radicalised include:

- a change in behaviour
- changing their circle of friends
- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially about internet use
- accessing extremist material online
- using extremist or hate terms to exclude others or provoke violence
- writing or creating artwork promoting violent extremist messages

However, these signs do not necessarily mean radicalisation – sometimes it may be normal teenage behaviour or a sign that something else is wrong.

What can community do?

We all have a role in ensuring that our communities remain safe. We can make a difference by sharing any concerns we may have about individuals or groups we meet socially or in any other context. Strong evidence shows that an intervention can stop someone becoming a terrorist or supporting violent extremism.



Target vocabulary

pillar /ˈpɪl.ər/ ***n.*** a very important member or part of a group, organization, system, etc.
denial /dɪˈnaɪ.əl/ ***n.*** a statement that something is not true or does not exist
vulnerable /ˈvʌl.nər.ə.bəl/ ***adj.*** able to be easily physically or mentally hurt, influenced, or attacked
self-esteem /ˌself.ɪˈstiːm/ ***n.*** belief and confidence in your own ability and value
bullying /ˈbʊl.i.ɪŋ/ ***n.*** the behaviour of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do
embarrassed /ɪmˈbær.əst/ ***adj.*** feeling ashamed or shy
fed up /ˌfed ˈʌp/ ***adj.*** bored, annoyed, or disappointed, especially by something that you have experienced for too long
stand up /stænd/ ***adj.*** loyal; that you can rely on to defend you
faith /feɪθ/ ***n.*** great trust or confidence in something or someone
spot /spɒt/ ***v.*** to see or notice someone or something, usually because you are looking hard
scripted speech speech that has been written in advance, although the speaker may pretend that it is spoken without preparation
unwillingness /ʌnˈwɪl.ɪŋ.nəs/ ***n.*** the quality of not wanting to do something
necessarily /ˈnes.ə.ser.ɪl.i/ ***adv.*** used in negatives to mean “in every case” or “therefore”
community /kəˈmjuː.nə.ti/ ***n.*** the people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality
make a difference to improve a situation

B. Draw a line to connect each word from column A to its synonym from column B. One pair is given as an example.

A	B
duties	particularly
especially	intervention
scope	appealing
attractive	secretiveness
problems	obligations
mental	disrespectful
unsuitable	range
reluctance	inappropriate
impolite	concerns
secrecy	unwillingness
worries	psychological
interfering	challenges

C. Read the following extract from the text. Find the word referents of the pronouns in green.

In 2005, the EU Counter-Terrorism Strategy identified the prevention of radicalisation as a pillar of the fight against terrorism since **it** (_____) is a denial of democracy and of human rights. Countries have a duty to protect all individuals from terrorism, as part of **their** (_____) human rights obligations to guarantee the right to life, the right to security and other human rights and fundamental freedoms. **This** (_____) requires that **they** (_____) focus particularly on preventing terrorism: to determine the process of why and when individuals turn to terrorism, how **it** (_____)happens, and ways **this** (_____) can be prevented early on.

Radicalisation is when someone starts to believe or support extreme views and, in some cases, then participates in terrorist groups or acts. **It** (_____) can be motivated by a range of factors, including ideologies, religious beliefs, political beliefs, etc.

D. Write the nouns which correspond to the following adjectives from the text.

ADJECTIVE	NOUN
vulnerable	
isolated	
lonely	
embarrassed	
stressed	
depressed	
bullied	
angry	
confused	
pressured	
independent	



E. Check the pronunciation of the following words in a dictionary and then pronounce them.

guarantee
determine
particularly
vulnerable
self-esteem
faith
psychological
physical
unwillingly
necessarily

2.4.2. Understanding Long Sentences: Women Radicalisation

A. Read the following text called: Understanding Women Terrorist Radicalisation.

1. Violent extremism and terrorist radicalisation are still considered a male issue. In situations of conflict and violence, women are often seen as passive, victims, helpless, subordinate, and maternal. Such assumptions reinforce gender stereotypes. As a result, women are neither considered to be potential terrorists, nor perceived to be as dangerous as their male counterparts if they were to be involved in terrorism. However, a woman should not be assumed to be more or less dangerous, nor more prone to peace, dialogue, non-violence and co-operation than a man.

2. It is fundamental to increase awareness of the existence of and potential for women terrorist radicalisation, as well as of violent extremist propaganda and recruitment strategies directed at women and girls. Alerting parents, teachers, social workers, frontline police officers, journalists and judges on this issue is key.

3. Violations of human rights – including when caused by counter-terrorism measures – such as rights to life, right to liberty and security, freedom of expression, freedom of association and the right of peaceful assembly, freedom of thought, conscience, religion or belief, right to the protection of private and family life, can deepen alienation, isolation and exclusion and lead women on the path to violent radicalisation.
These violations are often used by terrorist groups to establish a victimisation idea, to justify their acts and recruit new members, including women.

Source: https://www.osce.org/files/f/documents/4/a/99919.pdf





B. Now read the following explanation:

How to Understand Long Sentences in English

BREAK UP SENTENCES INTO CHUNKS
Some sentences can be difficult to follow because they are long or have a complicated structure. Make them easier to understand by breaking them up into smaller pieces. You can separate sentences by commas, or by thoughts and ideas.

Example:

Sentence four in the first paragraph is quite long:
"As a result, women are neither considered to be potential terrorists, nor perceived to be as dangerous as their male counterparts if they were to be involved in terrorism."

Try to break it apart and take it one piece at a time. It can be helpful to restate each part in your own words. It might look something like this:

- ***As a result*** — therefore
- ***women are neither considered*** — women are not thought of
- ***to be potential terrorists*** — being possible terrorists
- ***nor perceived to be*** — they are also not thought of being
- ***as dangerous as their male counterparts*** — a threat in the same way as their male peers
- ***if they were to be involved in terrorism*** — if they (women) wanted to participate in terrorism

After you understand the separate parts of the sentence, you can put it together in your own words now:
Therefore, women are not thought of being possible terrorists, they are also not thought of being a threat in the same way as their male peers if they (women) wanted to participate in terrorism.

C. In groups, do the same transformation with the three underlined sentences in the text in task A.

2.4.3. Car Ramming

2.4.3.1. Listening. Briefings

The use of a vehicle as a weapon in a terrorist attack is not new. Recent terrorist incidents and violent extremist attacks demonstrate that the use of vehicles as a weapon continues to be widely used. You will hear two short briefings about ways to minimize the danger of vehicle ramming in crowded urban areas. You can find the audio tracks under number 2.4.3. in the media folder of this unit.

Listening 1. (track 2.4.3.1.1.)
Are the following sentences true or false according to the speaker:

1. Terrorist attacks can never be fully eliminated.
2. The only best response is to apply situational prevention.
3. It is important to disregard natural disasters.
4. One way to reduce car terrorism is to improve pedestrian safety.
5. A holistic system of traffic security and regulation can improve the conditions for the residents.

Listening 2. (track 2.4.3.1.2.)
Dictation. Write the words in the gaps as you listen:

1. Armed police _____
2. Increased traffic surveillance
3. _____ pedestrian and road traffic
4. Restricted vehicle access to pedestrian zones
5. Traffic _____
6. Temporary security barriers for mass _____
7. Expanding the existing protection zones around _____
8. Terrorist-proof inner-city zones
9. Change car-accessible roads into_____ walkways
10. Use new technologies to prevent _____ against people



Photo by mauro mora on Unsplash

2.4.3.2. Mitigation Traffic Obstacles



Car ramming attacks require minimal capability, but can have a devastating impact in crowded places. One mitigation strategy involves traffic obstacles which must be tailored to the specific physical restrictions and functional demands of a given location. Here are pictures of various types of barriers.



Match the pictures of various types of barriers to their names in the box. Use dictionary if you have new words.

removable bollard
police checkpoint
clamshell road blocker
dumpster road block
zig-zag beam crash barrier
permanent bollard
spikes barrier
water-filled barrier system
parked cars
x-net
CCTV surveillance systems
road partitions from reinforced concrete
speed bumps
crowd control barriers
Surface Guard
rows of trees
retractable bollard



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____



16. _____



17. _____



Photo by Dan Freeman on Unsplash

2.4.4. Grammar check: Imperative Sentences



A. Open the following link and read the grammar information about imperative sentences.

https://oneminuteenglish.org/en/imperative-grammar-structure/

Imperative Grammar Structure

We use the base infinitive to form an imperative sentence (be, do, make, have). The subject "you" is implied. We use the imperative tense in English when we want to command someone to do something.

Example sentences:

Come here and look at this!
Go away! I am tired.
Please wait for me. I will be a bit late.
Please be quiet. I'm working.

How to form the imperative?

To form the imperative, you need to use the base infinitive form. You do not need the subject in the sentence because it is implied that the subject is you.
The verb is usually at the beginning of the sentence if it is a command.
Bring those clothes upstairs.
Take the dog for a walk.
Do your homework.

What is the function of an imperative sentence?

We use an imperative sentence in the following ways:

- Commands
- Requests
- Warnings
- Suggestions
- Instructions

Example sentences:

Commands	Requests	Warnings	Suggestions	Instructions
Sit down.	Do your homework please.	Watch out for the car!	Have a beer.	Place the cup on the table.
Brush the floor.	Take this to your father.	Don't touch that!	Take a coat with you.	Turn on the button.

How do you change a sentence into imperative?

To change a sentence into an imperative sentence you just need to remove the subject and use the bare infinitive.

B. Open the following link and read the grammar information about modals of obligation.

https://linguapress.com/grammar/modal-obligation.htm

Modal verbs of obligation: must, have to, should to, ought to, need to

There are two types of **modal verbs of obligation:**

- those that primarily express a **firm obligation or necessity**: must and have to
- those that express a **recommendation or moral obligation**: should and ought to, and need to

Firm obligation: must and have to

The verb **must** only exists in the simple present and present perfect forms.
While the **present** form can express obligation, necessity, certainty or strong probability, the **present perfect** forms only express a strongly felt opinion or supposition.

All persons	Present	Present perfect
Affirmative	must	must have
Negative	must not, mustn't	must not have, mustn't have

If other tenses are required, the speaker or writer must use forms of the synonymous modal verb "have to". This modal auxiliary has all normal tenses, including progressive or continuous forms; these are not common, but need to be used in some cases.

Principal tenses	Present	Present perfect	Past	Future
Affirmative	has to, have to	has had to have had to	had to	will have to
Negative	does not have to do not have to doesn't have to don't have to	has not had to have not had to	did not have to didn't have to *	will not have to won't have to
Progressive or continuous	am having to is having to, are having to	has been having to have been having to	was having to were having to	will be having to

* The form "had not to" is sometimes used, but it is generally considered to be archaic.
Got to: In spoken English, and in the present form only, have to is often replaced by the word got.
For example, an alternative to *I have to* is *I've got to.*

Must and **have to** are used to express:
a. Firm obligation or necessity
b. Certainty or strong probability
c. **Must have** only: supposition

Examples:

a1) You must see a doctor at once!
a2) I have to be at school tomorrow at 8 a.m. I have an exam!or
a2) I've got to be at school tomorrow at 8 a.m.
a3) You mustn't touch that plate, it's too hot.
a4) I had to see a doctor, because I felt very sick.
a5) I had to break the window! I lost my key!
a6) The manager isn't here, he's had to go to Washington on urgent business.

b1) He must be over eighty, he was born in 1930.
b2) If my brother's not in London, he has to be in New York.

c1) I can't find my laptop, I must have left it in the train.
c2) If they're out, they mustn't have heard the news.

Take care to distinguish correctly between "had to" and "must have"
They had to go to London.
= They were obliged to go to London.
They must have gone to Chicago .
= In my opinion, they have certainly gone to Chicago.

Must and have to in negative contexts

It is vital to remember that must not and don't have to are NOT synonyms – indeed they mean two completely different things.

Must not implies negative obligation (i.e. being forbidden to do something)
Don't have to implies the absence of obligation (i.e. having no obligation to do something)
Compare:
They must not go to London
= They must stay away from London, they cannot go there.
They do not have to go to Chicago
= They are not obliged to go to Chicago, but they can go there if they wish.

Recommendation or moral obligation – should and ought to, need to

a) should, ought to
The verb should only exists in the simple present, and present perfect forms

Forms of **should**

All persons	Present	Present perfect
Affirmative	should	should have
Negative	should not, shouldn't	should not have, shouldn't have

The verb **ought to** only exists in simple present and present perfect forms.

Forms of **ought to**

All persons	Present	Present perfect
Affirmative	ought to	ought to have
Negative	ought not to, oughtn't to	ought not to have, oughtn't to have

Should and ought to are more or less synonymous.

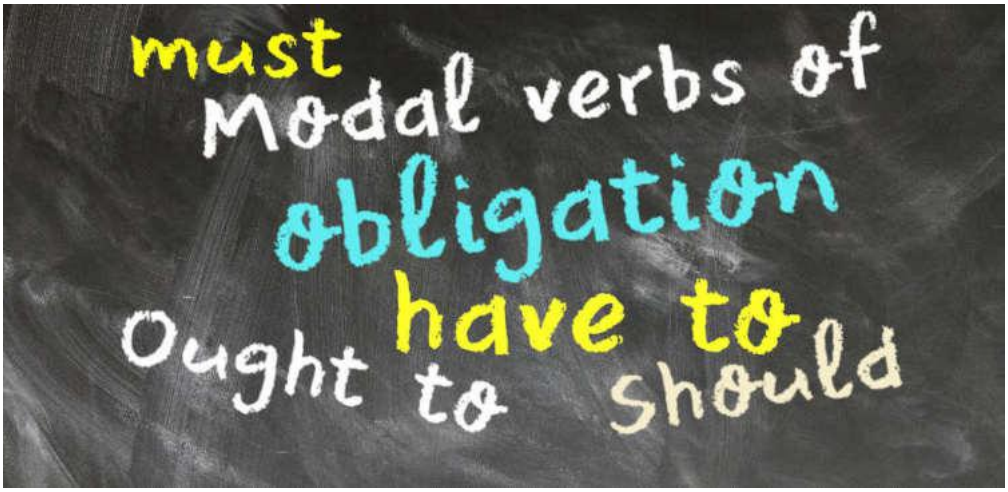
Examples:

a1) You should stop smoking (= You ought to stop smoking.)
a2) It's raining hard, the children ought to come indoors.
a3) I didn't know you were married! You ought to have told me!
a4) If you'd wanted to succeed, you should have worked harder at school.
a5) This pullover's got holes in it, I should get a new one.
a6) This pullover's got holes in it, I ought to get a new one.
a7) That's awful! You really oughtn't to have done that, you know!

b) Need to:
Used affirmatively, **need to** implies strong recommendation; but used negatively it expresses an absence of obligation. There are two negative forms of need, either **don't need to** or **needn't**.
Take care! Needn't is never followed by to. Need is also used as a main verb followed directly by an object, as in *I need you.*

Examples:

b1) I've been working non-stop for six hours, I need to take a rest.
b2) I think you've got covid, you need to get tested at once.
b3) Thank goodness, I haven't got covid, so I don't need to stay at home.
b4) Thank goodness, I haven't got covid, so I needn't stay at home.



2.4.5. Public Awareness

2.4.5.1. Minimise your Risk from Terrorism



A. Which of the verbs in the box is best suitable for the instructions in the text below?

minimise	**be (3)**	**consider**	**follow**	**move**	**look out**	**try**	**identify**
	leave	**attract**	**see**	**tell**	**keep**	**seek**	

When you travel to a foreign country, you are responsible for your own personal safety. You should always be aware of your surroundings, and report any concerns to the local security authorities. As a general principle you should follow the advice of competent local authorities in the country you're in.

You can minimise your risk from terrorism by taking the following steps:

- _____ media reporting about the country and region
- _____ vigilant in public areas and places that _____ foreigners – e.g. hotels, restaurants, bars and crowded places like markets, malls or sports events. Always be aware of your surroundings
- _____ vigilant around significant religious occasions (including the holy month of Ramadan) and public holidays; terrorist groups sometimes call for attacks around these times; during Ramadan in 2016, terrorists attacked Istanbul airport, a café in Dhaka and carried out several attacks in Saudi Arabia
- _____ for anything suspicious and if you _____ anything, report it to the local police immediately – many terrorist attacks are foiled by the vigilance of the public. Where appropriate, you should also report concerns to your employer or your travel company
- Think about the routes you use and have a plan of action to follow in the event of an incident
- _____ to avoid routines that could make you an easier target – vary the time and route of your regular journeys
- _____ your mobile phone charged and with you, with emergency numbers programmed in
- _____ the extent to which you might stand out from the crowd, particularly when travelling off the beaten track or to out-of-town destinations
- _____ discreet on social media about yourself and your travel and social plans
- _____ family, colleagues, neighbours or trusted hotel staff about where you're going and when you plan to return
- _____ places where you could _____ refuge in an emergency
- In airports, _____ the time spent in the public area, which is generally less well protected. _____ quickly from the check-in counter to the secured areas. Upon arrival, _____ the airport as soon as possible.

Source: https://www.gov.uk/guidance/reduce-your-risk-from-terrorism-while-abroad

B. Which of the verbs in the box is best suitable for the instructions below? There are two more verbs that you **do not** need.

follow	roll	maintain	break	render	seek	run	catch	call

What Should You Do in Case of a Vehicle Ramming Attack?

_____ to the nearest safe area while moving away from the source of hazard. If you fall down, _____ into a protected position and try to get up as soon as possible to avoid being trampled. If no rapid escape is possible, _____ cover behind any available natural or artificial objects that eliminate direct line of sight from the source of hazard. _____ 9-1-1 and remain alert for potential secondary attacks.

_____ first aid when safe to do so. _____ situational awareness while providing assistance to others. When help arrives, _____ instructions given by law enforcement and first responders.

2.4.5.2. Reading. Hot Protocol

A. Read the file named *HOT Protocol* and answer the questions after the text.

Tool Box Talk No.9 H.O.T Protocol

Introduction

Between 1991 and 2001, 2.5 million reported items were left unattended on Britain's transport system. The railways and the road system are even busier today, so this figure will have increased.

The aim of this Tool Box Talk is to remind and advise you on the very real ongoing terrorist threat to the transport system and its users in the United Kingdom.

In the early 1990's, the British Transport Police devised advice primarily for use on the railways by way of a "mental prompt" in the form of what has become known as the "HOT" Protocol.

This protocol can be applied to all areas of public life and any transport system.

WHY THE "HOT" PROTOCOL IS IMPORTANT

The threat to the UK from terrorism is both real and serious. Since 1991 to date there have been over 50 terrorist attacks on the railways alone, killing many people and injuring hundreds more.

Over 8,000 bomb threats have been made against the United Kingdom's transport system during this period.

The United Kingdom's transport system is difficult to protect, millions of people use all forms of it every day. Rail and road travel is designed to be accessible, so it is difficult to restrict access to transport hubs and the vehicles that carry us. This means potentially numerous casualties and a lesser chance terrorists will be detected amongst the crowds.

SO WHAT DOES "HOT" STAND FOR
"H" = HIDDEN "O" = OBVIOUS "T" = TYPICAL
WHAT DOES IT MEAN TO ME?

Experience tells us that the most likely way of attacking the heart of our transport system is by what is known as an Improvised Explosive Device or I.E.D. By design, these can be carried by one person and can also be small enough to fit into everyday bags/briefcases or be easily disguised as everyday objects.

Most people who wish to attack us also wish to escape detection, so it is the placing of these devices which is the key to the "HOT" Protocol.

So upon finding any item of luggage/shopping/parcels that is unattended, you need to ask yourself: Tool Box Talk No.9 H.O.T Protocol

Is it Hidden?

Why would anyone leave that there? Is it partially covered?

Is it Obviously Suspicious?

Has it been left in plain view on a bench where people were sitting a moment before? Are there wires or batteries visible?

Is it Typical?

Would you normally expect to see that sort of item there? Does it have anything unusual about it?

If you come across any unattended items whilst carrying out your duties which raise any suspicions based on the "HOT" protocol you are to immediately inform a duty member of staff or the Police.

"SAFE SYSTEM OF WORK, ALWAYS"

1. What does H stand for? _____
2. What does O stand for? _____
3. What does T stand for? _____
4. What do the following numbers in the text mean?
   - **8,000** _____
   - **50** _____
   - **2.5 million** _____
   - **Early 1990s** _____

2.4.5.3. Meet the Expert. Attention and Public Awareness



Attention is the ability to actively process specific information in the environment while tuning out other details. Attention is not limitless; thus, it cannot do multitasking. Attention is selective and focused.

A. Watch the following three videos that challenge viewers' attention and public awareness, and check your attention focus. You can find the video tracks under number 2.4.5.3. in the media folder of this unit.

Video 1: track 2.4.5.3.1.

Video 2: track 2.4.5.3.2.

Video 3: track 2.4.5.3.3.



B. Discussion

Which elements in the videos were harder to follow? Why?

How much do you pay attention to your surroundings?

What is your attitude to multitasking? Why?

2.4.6. Play a Game



A. Go to the site of the United Nations Office of Counter-Terrorism:

https://www.un.org/counter-terrorism-expo/

Instructions on how to find the game:

When the home page opens, you will see a vertical dotted menu on the right side of the page. Scroll down to the ninth dot. There you will find a game called:
PREVENT THE VIRUS OF HATE THAT LEADS TO TERRORISM
(Note: the word "virus" is used metaphorically here)

B. Play the game.

UNITED NATIONS
OFFICE OF COUNTER-TERRORISM
UN Counter-Terrorism Centre (UNCCT)

2.5. Future Threats

UNIT 5 AT A GLANCE

Thematic Goal This unit takes a look at future trends and new challenges related to the constantly evolving forms of terrorism. The other focus of the unit is counter-terrorist responses, measures, and strategies that the international community can utilize in the fight against terrorist threats. As part of these response efforts, the unit draws attention to the topic of cyber security.

Learning objectives In this unit, you will acquire new topical vocabulary and professional terms and will work towards improving your self-study abilities through self and optional peer correction. You will learn how to differentiate between topic and main idea. You will learn how to structure and express your critical viewpoint in a written form.

Outcome objectives You will be able to identify topic and main idea as part of the text analysis process. This unit will also improve your productive skill of writing and English spelling. You will develop their sustained attention when perceiving long-lasting material in English (film) and will be able to critically respond to this material in a relevant format (film review).

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
2.5.1.	45’	Reading 1: What terrorism will look like in the future	Target vocabulary	Reading comprehension	Class
2.5.2.	25’ 20’	Reading 2: Terrorist threats in Europe	Text comprehension: topic	Reading comprehension	Class
2.5.3.	45’	Listening Meet the Experts: Forecasting Terrorism	Listening for gist and for details	Listening – intensive listening	Self-study
2.5.4.	45’	Grammar check: Understanding text components	Text comprehension: Main idea vs topic	Developing critical thinking: txt analysis	Class
2.5.5.	45’	Meet the Expert: Cybercrime	Specialized vocabulary	Developing sustained attention skills	Self-study
2.5.6.	45’	Opinion Writing: A Film Review	Language and structure of a review	Writing: expressing critical viewpoint	Self-study

2.5.1. What Terrorism Will Look Like in the Near Future

Reading 1

A. Read the text and check the meanings of the coloured words in the Target vocabulary after the text. The phrase in red is explained after the Target vocabulary. Disregard the numbers at the end of each paragraph for now.

Based on current trends and indicators, terrorism over the next two to three years will become more **diverse**, more fragmented, and **empowered** by advances in technologies.

Far-Right/Left Extremism on the Rise

Many Western countries see the rapid growth of far-right violent extremism. The threat posed by violent white supremacists, neo-Nazis, and anti-government militias is now impossible to ignore. Attacks motivated by racism, xenophobia, anti-Semitism, and white **supremacy** have increased dramatically, primarily concentrated in North America, Western Europe, and Oceania. Oslo, Christchurch, Pittsburgh, El Paso, and other cities have all become associated (1) …

For a long time, left-wing groups (such as environmental or animal rights groups) have considered the **mistreatment** of animals a **facilitator** of infectious diseases like COVID-19. Accordingly, causes like this, and those similar to it, will receive increased attention in the years to come. For example, in Mexico, an eco-extremist group calling itself "Individuals Tending to the Wild" has attacked **nano**scientists, transmission towers, and labs. Law enforcement has failed so far to **apprehend** any of its members. Moreover, the concept of **reciprocal radicalization** suggests that, as extremism on the far right grows, it will be met with growth from the far left. In other words, extremist groups fuel one another's **rhetoric** (2) …

Extremist Online Communities

Extremist groups can easily form online communities these days; and the spread of their ideas could induce individuals to engage in acts of violence. Small groups of conspiracy theorists, for example, who have developed an obsession with 5G wireless as a potential cause of various diseases have attacked **cell towers** and other telecommunications infrastructure. This could grow into a movement against technology, especially as artificial intelligence and robotics become more widespread (3) …

Manosphere subculture is **gaining ground** as well. This is a collection of websites, blogs, and online forums promoting masculinity, **misogyny**, and strong opposition to feminism. Their ideas overlap with the far-right communities. There is a renewed focus on a community of violent misogynists known as "incels," or involuntary celibates, who advocate violence against women. Canada recently took the **unprecedented** step of charging a teenager with terrorism for an incel-inspired attack at a Toronto massage parlor (4) …

Diverse and Fragmented

Not only will terrorism be more diverse, but in many ways, it will be more fragmented in terms of organizational structure and ideology. Groups and organizations will still exist, and indeed will continue to be the dominant units, but **lone actors**, small cells, and violent social movements will join them. Also, violent extremists are increasingly attracted to so-called "salad bar" ideologies - those that combine elements of different ideologies, sometimes diametrically opposed to one another. In many cases, neo-Nazi or eco-terrorists been inspired by jihadist groups (5) …

Finally, terrorists and terrorist groups in the future will be empowered by advances in technologies. The result is that terrorists will deploy unmanned aerial systems, or drones, with increasing frequency and skills. Advances in **virtual currencies** will aid non-state actors seeking to finance their operations, while more sophisticated

methods of encryption will facilitate terrorist communication. Individuals or groups with extremely high levels of technical skills might even be able to use the power of artificial intelligence (6) …
For counterterrorism analysts, it is crucial to step outside of analytic comfort zones. Of course, it requires deep knowledge of how terrorist groups train, recruit, and operate. But it also requires intellectual curiosity, an understanding that ideology can be flexible, and ability to identify trend lines (7) …

Source: https://newlinesinstitute.org/nonstate-actors/what-terrorism-will-look-like-in-the-near-future/

Target vocabulary

diverse /daɪˈvɜːs/ ***adj***. including many different types of people or things
empower /ɪmˈpaʊər/ ***v***. to encourage and support the ability to do something
supremacist /s uːˈprem.ə.sɪst/ ***n***. someone who believes that a particular type or group of people should lead or have control over other types or groups of people because they believe they are better
mistreatment /ˌmɪsˈtriːt.mənt/ ***n***. the act of treating a person or animal badly, cruelly, or unfairly
nano /næn.əʊ-/ ***adj.*** one billionth of the stated unit; very small, minute
facilitator /fəˈsɪl.ɪ.teɪ.tər/ ***n***. someone who helps to make something happen, or who makes it easier
apprehend /ˌæp.rɪˈhend/ ***v.*** to catch and arrest someone who has not obeyed the law
reciprocal radicalisation, or cumulative extremism, is a concept that suggests extremist groups become more extreme in response to each other's activity. This means a group may frame violence as justified or necessary because they perceive an opposing group as extreme.
rhetoric /ˈret.ər.ɪk/ ***n***. speech or writing intended to be effective and influence people
manosphere /ˈmæn.ə.sfɪər/ ***n.*** websites and internet discussion groups which are concerned with men's interests and rights as opposed to women's, often connected with opposition to feminism or dislike of women to gain ground. If a political party or an idea or belief gains ground, it becomes more popular or accepted.
misogyny /mɪˈsɒdʒ.ən.i/ ***n.*** feelings of hating women, or the belief that men are much better than women
unprecedented /ʌnˈpres.ɪ.den.tɪd/ ***adj***. never having happened or existed in the past
lone actors - violent individuals who are thought to act out of ideological motivations using terrorist tactics
virtual currency - a digital representation of value only available in electronic form which can be stored and transacted through designated software, mobile, or computer applications. Transactions involving virtual currencies occur through secure, dedicated networks or over the Internet. They are issued by private parties or groups of developers and are mostly unregulated.
fault lines /ˈfɒlt ˌlaɪn/ a problem that may not be obvious and could cause something to fail



Photo: https://www.mirror.co.uk/tech/future-terrorist-attacks-carried-out-8215086



GRAMMAR NOTE:

Not only will … :

If we want to add emphasis to what we say, we can use not only at the beginning of a clause. When we do this, we invert the subject and the verb. Examples:

Not only was it raining all day at the wedding, but also the band was late.

Not only will they paint the outside of the house but also the inside.

When there is no auxiliary verb or verb be, we use do, does, did. Example:

Not only did she forget my birthday, but she also didn't even apologise for forgetting it.



B. The phrases A-G below are endings to the paragraphs in Reading 1. Match them to the gaps 1-7 in the text.

A. before they become fault lines.
B. as a force for attacks and operations.
C. that left one woman dead and another wounded.
D. with violent far-right terrorist attacks.
E. like al Qaeda and ISIS.
F. and, in some cases, acts of violence.
G. and people fear losing their jobs as a result.



C. The definitions below are connected to words from Reading 1. Guess the words.

1. a prefix meaning "billionth part of…"
2. cruel behaviour towards a person or animal
3. the art of effective or persuasive speaking
4. showing a great deal of variety
5. to take into custody; capture
6. make (someone) stronger and more confident

2.5.2. Terrorist Threats in Europe: A Current Picture

Reading 2



A. Read the text and choose the correct heading to each paragraph.

A. Home-Grown Terrorism;
B. The Internet as a Terrorist Tool;
C. Low-Level Conflicts and Irregular Warfare;
D. The Future of Terrorism in Europe;
E. Increase of Foreign Fighters;
F. Rise of Trans-National Terrorist Groups Capabilities;
G. Individual Terrorist Actions.

1.

The characteristics that define current conflicts where terrorist groups even state-sponsored, urban guerrillas, rebels or fighters determine the asymmetry of at least one of its parts, have a dramatic impact on the local and regional security environment, but the effects do not remain there. Even if none of these scenarios take place within Europe today, the closeness regarding conflicts (Ukraine or Libya) requires an action by EU members. This is another effect of the globalization process. We cannot ignore that the world faces massive and enduring tensions like population shifts, demographics movements, natural resources shortage, global competition, spread conflicts, **modus operandi copycat** or transnational **grievances**, among others. These challenges, no matter the way they may take, can only be combated by actions: international cooperation, military missions or international peacekeeping interventions, which in the current geopolitical circumstances should not be trivialized by EU members.

2 .

Without underestimating the **gravity** of previous contexts as Bosnia, Chechnya, Afghanistan and Iraq, the current situation of foreign fighters are marked by the Syrian scenario that has become the largest field of the jihadist battle so far and is acting as a lure to radicals from around the world. According to data from the International Centre for the Study of Radicalisation (ICSR) (April and December, 2013) during the period between 2011 and early 2013 around 140–600 European fighters were **displaced** to Syria, and in the winter of 2013 this number increased to 1100–1700 individuals. Recent CIA data shows that this number could increase up to 2.000 fighters.

3.

9/11 led to an **unprecedented** growth of violent activity inspired by radical Islamism and perpetrated by European citizens' descendants from immigrants, which have been called the second and third generations, and Muslim **converts**. Even when domestic terrorism is not a novel phenomenon, the current development of terrorism, especially coming from jihadist roots, has become a weapon of great destructive power that threats Western interests and citizens and is generally associated with transnational socio-political grievances. As Europol shows, Al-Qaeda and like-minded terrorist groups continued to encourage self-organized attacks within the EU aiming for **indiscriminate** casualties.

4.

The phenomenon of individual terrorism is far from a modern modus operandi but it is noticeable that there are new trends: the adaptation process of new-style terrorist tactics helped by the access to new technologies. However, despite the antiquity of this problem, the increase in the number of cases, that still is a marginal problem, is happening mainly in Europe.

5 .

The internet has become an unwanted enhancer in its **illicit** use, although it is recalled that its use by anyone involved in security issues brings great benefits. In 2013, RAND Corporation conducted an investigation which, in an exploratory way, studied the role of the internet use in 15 cases of radicalization, extremism and terrorism that had been previously identified by UK Counter Terrorism Units. The results of the study confirmed the following: the internet increases opportunities and facilitates the process of radicalization, promotes propaganda and begins to be a great recruitment tool.



6.

The problem is not only the growth of **starring** jihadist terrorism, already present in territories like Mali, Algeria, Mauritania, Niger, Libya, Morocco, Nigeria, Senegal and Burkina Faso. Phenomena such as the anarchist or extreme right and left groups have international structures, resulting from the strong bonds between the different organizations, but also due to their ability to call to action and act in third states.

7.

International terrorism will persist, and needs to be faced with all our efforts and imagination. An asymmetric threat needs asymmetric measures.

In conclusion, there are several difficulties with uncertainty, complexity and change dynamics. So, the methodological effort would try to combine positive knowledge about future trends with **intransparency**. Game changers could be managed through a monitoring system of information, analyzing the evolution of each one. Wild cards are impossible to detect, are incontrollable. We deal with the distinction between a "present future" and a "future present".

Source: The future of counter-terrorism in Europe. The need to be lost in the correct direction, José María Blanco Navarro & Jéssica Cohen Villaverde

B. Find the definitions of the coloured words in the text in a dictionary and explain their meanings to the teacher.

2.5.3. Listening. Forecasting Terrorism

You will hear a summary of an article called *Forecasting Terrorism: The Need for a More Systematic Approach.* It is published in the Journal of Strategic Security, and provides a review of publications on the future of terrorism over the last decade.

The summary is divided into 3 listening segments. You can find the audio files under number 2.5.3. in the media folder of this unit.

SEGMENT 1. (track 2.5.3.1.)

Listen and complete the missing information.

1. The article acknowledges that _____ authors are either citizens of the United States or are US- based.
2. In terms of gender, it seems that all authors and consultants studying the future of terrorism are dominated _____.
3. There is not a defined _____ in the majority of the publications for future forecasts.
4. Some authors stress that: weapons of mass destruction, CBRN weapons, suicide attacks, simultaneous attacks and _____ and _____ are the factors likely to be used in the future.



SEGMENT 2. (track 2.5.3.2.)

Listen and answer with True, False or Doesn't Say to the following statments.

Statement	True	False	Doesn't say
The forecast about the future of terrorism is clearly stated and specific.			
It is expected that terrorism will change in the future.			
The research is taken by author's resident of the US.			
Terrorism is influenced mainly by ideological and geographical factors.			

SEGMENT 3. (track 2.5.3.3.)

Listen and choose the correct answer.

1. The recommendations made by the author could lead to:

a. change in the conditions of terrorism.
b. terrorism prevention.
c. terrorism forecast improvements.

2. The number of recommendations the author suggests are:



a. two
b. three
c. Four

3. It's interesting to invite:

a. young people.
b. elderly people.
c. experienced people.

4. If we want to stay ahead of the terrorist threat:

a. we need more experts.
b. we need to use the latest innovative systems and methodologies.
c. we need more social science.

2.5.4. Grammar check: Understanding text components

Text comprehension and analysis usually start with the core elements of that text: topic, main idea, purpose, etc. It is important for the reader to recognize these aspects of the text in order to comprehend the author's point. The main idea is the most central piece of information the author wants you to know about the concept of a paragraph.



A. Go to the link below and watch the video lesson on how to locate the main idea in a text. You can also find the video file in the media folder of this unit.

https://www.youtube.com/watch?v=UoyZ8z7lt3Q

B. Read the paragraph and write its topic and main idea in the table below.

The internet has been widely utilized, enabling individuals to connect, communicate, and plan operations. It is also uniquely useful in radicalizing people from afar and providing virtual training that does not require people to travel to a physical base. The internet has promoted the use of other technology, like Google Maps, which has helped terrorists by providing information such as layouts of cities which can be used to plan escape routes and detect security points.

EXPLANATION	THE PARAGRAPH
TOPIC: the subject of the text or what the text is about. It is short and we can say it with just one word or a simple phrase. It is very general.	The topic of this paragraph is _____
MAIN IDEA: what the author wants you to know about the topic. It is a complete sentence that includes a whole idea. It is the big takeaway that you learned from reading. It is more specific.	The main idea of this paragraph is _____

C. Each paragraph is followed by four statements. Select the statement which best expresses the main idea of the paragraph.

1. Autonomous weapons like killer drones have huge potential to be a flight of fast unstoppable deadly bullets. However, we should not ignore the fact that there are countermeasures against drones in place, and they are increasingly sophisticated – and sometimes quite unsophisticated but effective. Swarms of drones, for instance, can be countered by simple measures like chicken wire and nets.

A. Killer drones have enormous potential to be fast and deadly.
B. Autonomous weapons are deadly but the countermeasures are effective.
C. We should not ignore the fact that there are many countermeasures.
D. There are two types of countermeasures: sophisticated and unsophisticated.

2. Some Internet forums like 8chan do not have moderation to remove content. Users of such a forum can be completely anonymous: there is no need to register or create an account, as is the case with mainstream forums. This makes them an ideal place for potential terrorists to anonymously express intentions. Terrorists that use these forums purposefully want to inspire people to commit violence, and a snowball-effect is already visible: recent right-wing mass-shooters admit that they have used these sites to openly inspire each other.

A. Anonymous forums do not have moderation to remove content.
B. Anonymous forums do not need registration unlike the mainstream ones.
C. Mainstream and anonymous forums are ideal place for terrorist communication.
D. Anonymity makes some forums ideal for terrorist chats and mutual inspiration.

3. The attack in Halle, Germany points to another potentially dangerous use of innovative technology: the use of 3D printers to fabricate homemade guns that can be used in terrorist attacks. The Halle-perpetrator used a homemade gun to execute his attack, using freely online available PDF manuals. Parts of the gun used in Halle were printed by using a 3D printer - the shooter himself posted, right before the attack, a message online stating "All you need is a weekend worth of time and $50 for the materials".



A. The Halle terrorist used a homemade gun printed on a 3D printer.
B. It is cheap to make yourself a gun using a 3D printer.
C. It is easy to make use of hi-tech 3D printers with malicious intentions.
D. It is easy to print a gun using freely online available manuals.

4. Technological innovations that expand surveillance capacity may help governments to combat terrorists despite challenges posed by poor governance. Governments are likely to continue dramatically expanding the amount and types of information they collect as well as the tools to sort and organize that data. Advances in biometric identification, data mining, full-motion video analysis, and metadata analysis will provide governments with improved capabilities to identify terrorists and their plans.

A. Advances in technology can expand surveillance capacity.
B. Governments can combat terrorists despite the weak governance.
C. Governments will expand the amount of information they collect.
D. Progress in technology can help governments combat terrorism.

2.5.5. Meet the Expert: Cybercrime

You will watch a documentary about cybercrime titled *Dark Web*. The film is around 40 minutes long. It will be useful to make notes on the parts of the film while you watch. You may need the notes for your writing task.

Click on the link to watch:

https://www.youtube.com/watch?v=cL3pEe47qyk

You can turn on the subtitles if you want.
You can also find the video file under number 2.5.5. in the media folder of this unit.



2.5.6. Writing. A Film Review

Write a review of the documentary that you have just watched and send the review to your teacher for evaluation. Limit your writing to a maximum of 300 words.

In order to organize the structure of your review, make three paragraphs using the following prompts:

Paragraph 1	What is the TITLE of the documentary? What is the TOPIC of the film? What is the MAIN IDEA of the film?
Paragraph 2	SUMMARISE the main points in the film. (try to avoid details) What LESSONS did you learn from the film?
Paragraph 3	Who would you RECOMMEND this film to? What group of people do you think would like this film? What RATING do you give to the movie? Why? What adjectives would you use to describe it?

DOCUMENTARY REVIEW:

This is the end of Module 2 Counter-Terrorism

Glossary

Module 1

Target vocabulary

9-liner ***n.*** a standard, special, pre-set format for a MEDEVAC request (U 5)
ACKNOWLEDGE ***v.*** in radio communications: a directive from the originator requiring the addressee(s) to advise the originator that his communication has been received and understood (U 5)
AFFIRMATIVE ***v.*** in radio communications: yes (U 5)
alert /əˈlɜːt/ ***adj.*** quick to notice any unusual and potentially dangerous or difficult situations AAP-6: ***n.*** 1. readiness for action, defence or protection; 2. a warning signal of a real or threatened danger, such as an air attack; 3. the period of time during which troops stand by in response to an alarm; ***v.*** to forewarn; to prepare for action. (U 2)
ALFA letter A (U 5)
ALL AFTER ***n.*** in radio communications: the portion of the message to which I have referenced is all that which follows (U 5)
ALL BEFORE ***n.*** in radio communications: the portion of the message to which I have reference is all that proceeds (U 5)
appeal /əˈpiːl/ ***v.*** make a serious or urgent request (U 2)
atrocity /əˈtrɒs.əti/ ***n.*** an extremely cruel, violent, or shocking act (U 3)
AUTHENTICATE ***v.*** in radio communications: the station called is to reply to the challenge which follows (U 5)
AUTHENTICATION IS ***v.*** in radio communications: the transmission authentication of this message is (U 5)
backboard/spinal board ***n.*** a stiff board on which an injured person and especially one with neck or spinal injuries is placed and immobilized in order to prevent further injury during transport (U 5)
battle dress ***n.*** the uniforms worn by soldiers and other military groups, especially when they go to fight (U 2)
belligerent /bəˈlɪdʒ(ə)r(ə)nt/ ***n.*** a nation or person engaged in war or conflict (U 3)
BRAVO letter B (U 5)
breach /briːtʃ/ ***n.*** an act of breaking a law, promise, agreement, or relationship (U 3)
BREAK- BREAK ***v.*** in radio communications: I have an urgent message and need to interrupt (U 5)
BREAK ***v.*** in radio communications: indicates the separation of the text from other portions of the message (U 5)
buffer zone /ˈbʌfə zəun/ ***n.*** a neutral area separating conflicting forces (U 1)
burden /ˈbɜːdən/ ***n.*** a heavy load (U 1)
call sign ***n.*** a message, code, or tune that is broadcast by radio to identify the broadcaster or transmitter (U 5)
capabilitiy /keɪpəˈbɪlɪti/ ***n.*** the ability to do something, capacity, powers; the number of weapons, soldiers, etc. a country has to fight a war (U 4)
casualty evacuation (CASEVAC) ***n.*** the movement of wounded, injured, or ill service members aboard nonmedical vehicles or aircraft (U 5)
C-collar replacement ***n.*** also known as a neck brace, it is a medical device used to support a person's neck. It is also applied by emergency personnel to those who have had traumatic head or neck injuries (U 5)
ceasefire /ˈsiːs ˈfaɪr/ ***n.*** a temporary stoppage of a war (U 1)
CHARLIE letter C (U 5)
civil war ***n.*** a war between different groups of people living in the same country (U 2)

CLEAR ***v.*** in radio communications: to eliminate transmission on a net in order to allow a higher-precedence transmission to occur (U 5)
coercive /kəʊˈɜːsɪv/ ***adj.*** relating to or using force or threats (U 3)
combatant /ˈkɒmbətənt/ ***n.*** a direct participant in an armed conflict (U 1)
comprising /kəmˈprʌɪzɪŋ/ ***v.*** consisting of; made up of (U 4)
Conflict Prevetion ***n.*** This PS effort keeps interstate and intrastate disputes from escalating into an armed conflict (U 3)
confrontation /ˌkɒnfrʌnˈteɪʃn/ ***n.*** a dispute, fight, or battle between two groups of people (U 2)
consent /kənˈsent/ ***n.*** permission or agreement to do something (U 1)
COPY ***v.*** in radio communications: I understand what was said (U 5)
CORRECT ***adj.*** in radio communications: you are correct, or what you have transmitted is correct (U 5)
CORRECTION ***n.*** in radio communications: an error has been made in this transmission. Transmission will continue with the last word correctly transmitted (U 5)
defuse /ˌdiːˈfjuːz/ ***v.*** to make less harmful or dangerous (U 1)
DELTA letter D (U 5)
demilitarized zone /ˌdiːˈmɪlɪtəraɪzd zəun/ ***n.*** a defined geographical area, agreed by two or more parties, in which the stationing, or concentrating of military forces, or the retention or establishment of military installations of any description, is prohibited (AAP-6) (U 1)
deploy /dɪˈplɔɪ/ ***v.*** move (troops or equipment) into position for military action (U 1)
deployment /dɪˈplɔɪmənt/ ***n.*** 1. the movement of forces within areas of operations; 2. the positioning of forces into a formation for battle; 3. the relocation of forces to desired areas of operations (AAP-6) (U 2)
deter /dɪˈtɜːr/ ***v.*** to prevent or discourage from acting (U 3)
disarmament /dɪˈsɑːməmənt/ ***n.*** the reduction or withdrawal of military forces and weapons (U 1)
disband /dɪsˈband/ ***v.*** to stop being a group (U 2)
dispatch /dɪˈspatʃ/ ***v.*** send s.th or s.b. to a destination or for a purpose (U 2)
DISREGARD THIS TRANSMISSION-OUT ***v.*** in radio communications: this transmission is in error. Disregard it. (U 5)
DO NOT ANSWER ***v.*** in radio communications: stations called are not to answer this call, receipt for this message, or otherwise to transmit in connection with this transmission. When this proword is employed, the transmission shall be ended with the proword “OUT” (U 5)
ECHO letter E (U 5)
elusive /iˈluːsɪv/ ***adj.*** difficult to find or achieve (U 1)
eradicate /ɪˈrædɪkeɪt/ ***v.*** to eliminate or destroy completely (U 1)
EXEMPT ***adj.*** in radio communications: the addressees immediately following are exempted from the collective call (U 5)
extraction equipment /ɪkˈstrakʃ(ə)n ɪˈkwɪpm(ə)nt/ ***n.*** used in the process of removing personnel out of a hostile environment (U 5)
FIGURES ***n.*** in radio communications: numerals or numbers follow (U 5)
FLASH ***n.*** in radio communications: reserved for initial enemy contact reports on special operational combat traffic originated by specifically designated high commanders of units directly affected (U 5)
FOXTROT letter F (U 5)
framework /ˈfreimˌwərk/ ***n.*** the ideas, information, and principles that form the structure of an organisation or plan (U 4)
GO AHEAD ***v.*** in radio communications: ready to receive transmission (U 5)
GOLF letter G (U 5)
GROUPS ***n.*** in radio communications: this message contains numbers of groups indicated (U 5)
guerrilla /gəˈrɪlə/ ***n.*** a member of an unofficial military group that is trying to change the govern-

ment by making sudden, unexpected attacks on the official army forces (U 2)
guerilla warfare ***n.*** military and paramilitary operations conducted in enemy held or hostile territory by irregular, predominantly indigenous forces (AAP-6)
hoist ***n*** an apparatus (such as a tackle or a hydraulic lift) for lifting or raising (U 5)
HOTEL letter H (U 5)
Humanitarian Operation ***n.*** an operation specifically organised to reduce human suffering (U 3)
I AUTHENTICATE ***v.*** in radio communications: the group that follows it is the reply to your challenge to authenticate (U 5)
I READ BACK ***v.*** in radio communications: the following is my response to your instructions to read back (U 5)
I SAY AGAIN ***v.*** in radio communications: I am repeating transmission or portion indicated (U 5)
I SPELL ***v.*** in radio communications: I shall spell the next word phonetically (U 5)
I VERIFY ***v.*** in radio communications: that which follows has been verified at your request and is repeated. (U 5)
IMMEDIATE ***adj.*** in radio communications: reserved for messages relating to situations which gravely affect the security of national /multinational forces of populace, and which require immediate delivery (U 5)
imminent /ˈɪmɪ.nənt/ ***adj.*** about to happen very soon (U 3)
impartiality /ɪmˌpɑːʃiˈæləti/ ***n.*** equal treatment of all; fairness (U 1)
implement /ˈɪmplɪment/ ***v.*** to put (a decision, plan, agreement, etc.) into effect, to carry out, to accomplish (U 1)
INDIA letter I (U 5)
infiltration /ɪnfɪlˈtreɪʃ(ə)n/ ***n.*** a technique and process in which a force moves as individuals or small groups over, through or around enemy positions without detection (AAP-6) (U 2)
INFO ***n.*** in radio communications: the addressees immediately following are addressed for information (U 5)
insurgent /ɪnˈsəːdʒ(ə)nt/ ***n.*** a person fighting against a government or invading force; a rebel or revolutionary (U 3)
interdependent /ˌintərdiˈpendənt/ ***adj.*** (of two or more people or things) dependent on each other (U 4)
interference /ɪntəˈfɪər(ə)ns/ ***n.*** 1. obstruction; 2. a jumbling of radio signals (U 4)
interstate /ˌɪn.təˈsteɪt/ ***adj.*** involving two or more states (U 3)
intervene /ˌɪn.təˈviːn/ ***v.*** to intentionally become involved in a difficult situation in order to improve it or prevent it from getting worse (U 3)
intrastate /ˈɪntrəsteɪt/ ***adj.*** within one state (U 3)
invade /ɪnˈveɪd/ ***v.*** to enter a country by force with large numbers of soldiers in order to take possession of it; →**invasion** /ɪnˈveɪʒən/ when an army or country uses force to enter and take control of another country (U 2)
joint /dʒɔɪnt/ ***adj.*** belonging to or shared between two or more people (U 4)
JULIETT letter J (U 5)
jungle penetrator/forest penetrator ***n.*** a tool used for aerial evacuation (U 5)
Kendrick Extrication Device (KED) ***n.*** a device used in extrication of victims, commonly carried on ambulances. A KED is typically used by an emergency medical technician, paramedic, or another first responder (U 5)
KILO letter K (U 5)
legitimacy /ləˈdʒɪtəməsi/ ***n.*** the lawfulness or authenticity of something (U 1)
LIMA letter L (U 5)
litter /ˈlɪtə/ ***n***. a stretcher, carried by two or four bearers, for evacuation of sick and wounded (U 5)
mandate /ˈmændeɪt/ ***n.*** an official order to do something, the authority to carry out a policy (U 1)

means /miːnz/ ***n.*** an action or system by which a result is achieved; a method (U 4)
MEDEVAC request ***n.*** a message transmitted over the radio, on a dedicated frequency, requesting that medical evacuation take place to remove casualty from the battlefield (U 5)
medical evacuation (MEDEVAC) ***n.*** timely, efficient movement of the wounded, injured, or ill service members from the battlefield and other locations to medical treatment facilities using a specialised military medical vehicle (U 5)
MESSAGE ***n.*** in radio communications: a message which requires recording is about to follow. (U 5)
MIKE letter M (U 5)
mitigate /ˈmɪtɪ.geɪt/ ***v.*** to make something less harmful, unpleasant, or bad (U 3)
MORE TO FOLLOW ***n.*** in radio communications: transmitting station has additional traffic for the receiving station (U 5)
NEGATIVE in radio communications: no (U 5)
Negative Peace ***n.*** the absence of violence or fear of violence (U 3)
negotiation /nɪgəʊʃɪˈeɪʃ(ə)n/ ***n.*** a dialogue between two or more people or parties intended to reach an agreement (U 2)
NOVEMBER letter N (U 5)
O2 bottle ***n.*** a metal cylinder containing oxygen under pressure (U 5)
OSCAR letter O (U 5)
OUT ***v.*** in radio communications: this is the end of my transmission, all conversation is finished, the channel is clear for others to use (U 5)
OVER ***adv***. in radio communications: the message is finished. A response is necessary. Go ahead; transmit (U 5)
PAPA letter P (U 5)
peace enforcement (PE) ***n.*** Application of military force, or the threat of its use, to enforce international resolutions or sanctions designed to maintain or restore peace and order (U 3)
peace support (PS) ***n.*** This term covers a range of activities, including conflict prevention, peacemaking, peacekeeping, peace enforcement, and peacebuilding, as well as humanitarian assistance (U 3)
peacebuilding ***n.*** This operation is conducted in the aftermath of conflict. It means identifying and supporting measures and structures which will solidify peace and build trust and interaction among former enemies. It often involves organising elections, supervised or conducted by the United Nations, the rebuilding of civil infrastructures and institutions such as schools and hospitals, and economic reconstruction (U 3)
peacekeeping (PK) ***n.*** Politico-military activity aimed at conflict control, which involves a UN presence in the field (usually involving military and civilian personnel (U 3)
peacemaking ***n.*** The process of diplomacy, negotiation, or other forms of peaceful measures that arranges an end to a dispute, and resolves issues that led to it (U 3)
persuasion /pəˈsweɪʒən/ ***n.*** the action or process of making someone do or believe something (U 1)
Positive Peace ***n.*** a cross-cutting factor for progress, making it easier for businesses to sell, businessmen and scientists to innovate, individuals to produce, and governments to effectively regulate (U 3)
precedent /ˈpresɪdənt/ ***n.*** an action, situation, or decision that has already happened and can be used as a reason why a similar action or decision should be performed or made (U 2)
PRIORITY ***n.*** in radio communications: reserved for important messages which must have precedence over routine traffic (U 5)
procedure word/proword ***n.*** a word or a phrase ised only in radio telephone procedures to facilitate communication by conveying information in a condensed form (U 5)
projection /prəˈdʒek.ʃən/ (power ~) ***n.*** the ability to conduct military operations at long distances from bases of operations (U 3)

protracted /prəˈtræktɪd/ ***adj.*** lasting for a long time (U 1)
QUEBEC letter Q (U 5)
RADIO CHECK ***n.*** in radio communications: What is my signal strength? Can you hear me? (U 5)
READ BACK ***v.*** in radio communications: repeat this entire transmission back to me exactly as received (U 5)
READ YOU LOUD & CLEAR ***v.*** in radio communications: response to "Radio Check". Means your transmission signal is good; *syn*. "Read you 5-by-5" (U 5)
RELAY (TO) ***v.*** in radio communications: transmit this message to all addressee (or addresses immediately following this proword) (U 5)
REPEAT ***v.*** in radio communications: used before you repeat something (U 5)
resolve /rɪˈzɒlv/ 1 ***v.*** to settle or find a solution to something; 2. **n.** a strong determination to do something (U 1)
resumption /rɪˈzʌmp.ʃən/ ***n.*** the start of something again after it has stopped (U 3)
ROGER ***exclamation*** in radio communications: message received and understood (U 5)
ROMEO letter R (U 5)
ROUTINE ***n.*** in radio communications: reserved for all types of messages which are not of sufficient urgency to justify a higher precedence, but must be delivered to the addressee without delay (U 5)
SAY AGAIN ***v.*** in radio communications: re-transmit your message (U 5)
Secretary-General of the UN ***n.*** The UN Charter designates the secretary-general as the "chief administrative officer" of the UN and allows them to perform "such other functions as are entrusted" by other UN organs. The Charter also empowers the secretary-general to inform the Security Council of "any matter which in his opinion may threaten the maintenance of international peace and security" (U 2)
Security Council ***n.*** a permanent body of the United Nations seeking to maintain peace and security. It consists of fifteen members, of which five (China, France, the UK, the US, and Russia) are permanent and have the power of veto. The other members are elected for two-year terms (U 2)
SIERRA letter S (U 5)
SILENCE LIFTED ***v.*** in radio communications: silence is lifted (U 5)
SILENCE ***v.*** in radio communications: stop transmission immediately (U 5)
sovereign /ˈsə-v(ə-)rən/ ***adj.*** a *sovereign* state in international law is a political entity that is represented by one centralized government that has sovereignty over a geographic area. (U 4)
SPEAK SLOWER ***v.*** in radio communications: your transmission is at too fast of a speed. Reduce speed of transmission (U 5)
spectrum /ˈspektrəm/ ***n.*** 1. a band of colours, as seen in a rainbow; 2. a wide range (U 4)
spread of arms /spred əf ɑːmz / ***n.*** transfer, proliferation of arms (U 1)
STAND-BY ***v.*** in radio communications: you acknowledge the other party, but you are unable to respond immediately (U 5)
stretcher ***n***. a device for carrying a sick, injured, or dead person (U 5)
TANGO letter T (U 5)
THIS IS in radio communications: this transmission is from the station whose designator immediately follows (U 5)
TIME ***n.*** in radio communications: that which immediately follows is the time or date/time group of the message (U 5)
truce /truːs/ ***n.*** a short interruption in a war or argument, or an agreement to stop fighting for a period of time (U 2)
UNIFORM letter U (U 5)
United Nations Charter ***n.*** a multilateral treaty that serves as the organisation's constitution (U 2)
UNKNOWN STATION ***n.*** in radio communications: the identity of the station with whom I am attempting to establish communications is unknown (U 5)

ventilator /ˈvɛntɪleɪtə/ ***n.*** a machine or device used medically to support or replace the breathing of a person who is ill, injured, or anaesthetized (U 5)
VERIFY ***v.*** in radio communications: verify the entire message (or portion indicated) with the originator and send correct version (U 5)
veto /ˈviːtəʊ/ ***v.*** to refuse to allow something; ***n.*** an official power or right to refuse to accept or allow something (U 2)
VICTOR letter V (U 5)
WAIT OUT ***v.*** in radio communications: I must pause for longer than a few seconds (U 5)
WAIT ***v.*** in radio communications: I must pause for a few seconds (U 5)
warfare /ˈwɔːfɛː/ ***n.*** military and paramilitary operations conducted in enemy held or hostile territory by irregular, predominantly indigenous forces (AAP-6) (U 2)
warlord /ˈwɔːlɔːd/ ***n.*** a military commander, especially an aggressive regional commander with individual autonomy (U 3)
weapon of mass destruction (WMD) ***n.*** a weapon that is able to cause widespread devastation and loss of life (AAP-6) (U 1)
WHISKEY letter W (U 5)
WILCO ***v.*** in radio communications: I have received your signal, understand it and will comply (U 5)
WORD AFTER ***n.*** in radio communications: the word of the message to which I have reference is that which follows (U 5)
WORD BEFORE ***n.*** in radio communications: the word of the message to which I have reference is that which proceeds (U 5)
WORD TWICE ***v.*** in radio communications: communication is difficult. Transmit (ring) each phrase (or each code group) twice (U 5)
WRONG ***adj***. in radio communications: your last transmission was incorrect. The correct version is... (U 5)
X-RAY letter X (U 5)
YANKEE letter Y (U 5)
ZULU letter Z (U 5)

Module 2

Target Vocabulary

adherence /ədhɪə.rəns/ ***n.*** the fact of someone behaving exactly according to rules, beliefs, etc. (U 2)
adherent /ədˈhɪə.rənt/ ***n.*** someone who strongly supports an idea, plan, person, etc. (U 2) **airborne** /ˈeə.bɔːn/ ***adj.*** in the air, or carried by air or wind or by an aircraft (U 2) **apprehend** /ˌæp.rɪˈhend/ ***v***. to catch and arrest someone who has not obeyed the law (U 5) **arson** /ˈɑːsn/ ***n.*** the crime of deliberately setting fire to something, especially a building (U 3)**assassination** /əˌsæsɪˈneɪʃən/ ***n.*** the murder of someone famous or important (U 3)
assault /əˈsɔːlt/ ***n.*** the act of attacking a building, an area, etc. in order to take control of it (U 3)
asymmetric threat – a broad and unpredictable spectrum of military, paramilitary, and information operations, conducted by nations, organizations, or individuals or by indigenous or surrogate forces under their control, specifically targeting weaknesses and vulnerabilities within an enemy government or armed force. (DoD *definition of unconventional warfare*) (U 1)
attain /əˈteɪn/ ***v.*** to succeed in getting something (U 1)
banishment /bæn.ɪʃ.mənt/ ***n.*** the act of sending someone or something away from a place and not allowing them to come back (U 2)
bullying /ˈbʊl.i.ɪŋ/ ***n.*** the behaviour of a person who hurts or frightens someone smaller or less powerful, often forcing that person to do something they do not want to do (U 4)
calculate /ˈkælkjuleɪt/ ***v.*** intend (an action) to have a particular effect; to determine mathematically (U 1)
carry out ***v***. to do and complete a task (U 3)
casualty /ˈkæʒ.ju.əl.ti/ ***n.*** a person injured or killed in a serious accident or war (U 2)
charged /tʃɑːdʒt/ ***adj.*** filled with excitement, tension, or emotion (U 1)
coerce /kəʊˈɜːs/ ***v***. to force somebody to do something by using threats. (U 1)
coin /kɔɪn/ ***v.*** to invent a new word or phrase (U 1)
collusion /kəlu.ʒən/ ***n.*** agreement between people to act together secretly or illegally in order to deceive or cheat someone (U 2)
commit /kəmɪt / ***v.*** to do something illegal or something that is considered wrong (U 2)
community /kəˈmjuː.nə.ti/ ***n***. the people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality (U 4)
concept /ˈkɒnsept/ ***n.*** an abstract idea or a principle (U 1)
consequence /’kɒnsɪkwəns/ ***n.*** a result, especially unpleasant (U 1)
consist of /kənˈsɪst/ ***v.*** include people or things (U 1)
contest /kəntest/ ***n.*** If you contest a formal statement, a claim, a judge's decision, or a legal case, you say formally that it is wrong or unfair and try to have it changed (U 2)
converge /kənˈvɜːdʒ/ ***v.*** If lines, roads, or paths converge, they move towards the same point where they join or meet (U 2)
convert /kənˈvɜːt/ ***n.*** someone who changes their beliefs, habits, or way of living (U 5)
copycat /ˈkɒpikæt/ ***n.*** someone who has few ideas of their own and does or says exactly the same as someone else (U 5)
defiant /dɪfaɪ.ənt/ ***adj.*** proudly refusing to obey authority (U 2)
degrading /dɪˈgreɪ.dɪŋ/ ***adj.*** causing people to feel that they have no value. (U 2)
deliberate/dɪˈlɪb(ə)rət/ ***adj.*** done on purpose, intentionally (U 1)
denial /dɪˈnaɪ.əl/ ***n.*** a statement that something is not true or does not exist (U 4)
denomination /dɪnɒm.ɪneɪ.ʃən/ ***n.*** a religious group that has slightly different beliefs from other groups that share the same religion (U 2)
desist /dɪˈsɪst/ ***v.*** (from) to stop doing something, e.g. The soldiers have been ordered to *desist* from firing their guns (U 3)
differ /’dɪfə(r)/ ***v.*** to be unlike or dissimilar (U 1)
displace /dɪˈspleɪs/ ***v.*** to force something or someone out of its usual or original place (U 5)

disrepute /ˌdɪsrɪˈpjuːt/ ***n.*** the state of not being trusted or respected (U 3)

disruption /dɪsˈrʌp.ʃən/ ***n.*** the action of preventing something, especially a system, process, or event, from continuing as usual or as expected (U 3)
diverse /daɪˈvɜːs/ ***adj.*** including many different types of people or things (U 5)
embarrassed /ɪmˈbær.əst/ ***adj.*** feeling ashamed or shy (U 4)
embassy /ˈem.bə.si/ ***n.*** a group of officials led by an ambassador who represent their government in a foreign country (U 3)
emerge /ɪˈmɜːdʒ/ ***v.*** to move out of or away from something and become visible (U 1)
empower /ɪmˈpaʊər/ ***v.*** to encourage and support the ability to do something (U 5)
enhance /ɪnˈhæns/ ***v.*** to improve the quality, amount, or strength of something (U 3)
exploitation /ˌeksplɔɪˈteɪʃn/ ***n.*** the fact of using a situation in order to get an advantage for yourself (U 1)
expropriation /ɪksprəʊ.prieɪ.ʃən/ ***n.*** the act of taking away money or property, especially for public use without payment to the owner, or for personal use illegally (U 2)
extreme /ɪkˈstriːm/ ***adj.*** 1. very great in degree; 2. not ordinary or usual; serious or severe (U 1)
facilitator /fəˈsɪl.ɪ.teɪ.tər/ ***n.*** someone who helps to make something happen, or who makes it easier (U 5)
faith /feɪθ/ ***n.*** great trust or confidence in something or someone (U 4)
fault line/ˈfɒlt ˌlaɪn/ ***n.*** a problem that may not be obvious and could cause something to fail (U 5)
fed up /ˌfed ˈʌp/ ***adj.*** bored, annoyed, or disappointed, especially by something that you have experienced for too long (U 4)
gain ground ***v.*** If a political party or an idea or belief gains ground, it becomes more popular or accepted (U 5)
garner /ˈgɑːnə(r)/ ***v.*** to obtain or collect something such as information, support, etc. (U 3)
gravity /ˈgræv.ə.ti/ ***n.*** seriousness (U 5)
grievance /ˈgriː.vəns/ ***n.*** a complaint or a strong feeling that you have been treated unfairly (U 5)
harass /həˈræs/ ***v.*** to annoy or trouble someone repeatedly (U 3)
hijacking /ˈhaɪdʒækɪŋ/ ***n.*** the use of violence or threats to take control of a vehicle, especially a plane, in order to force it to travel to a different place or to demand something from a government hospitals, etc. without trying to help them (U 3)
hostage /ˈhɒstɪdʒ/ ***n.*** a person who is captured and held prisoner by a person or group, and whomay be injured or killed if people do not do what the person or group is asking (U 3)
illicit /ɪˈlɪs.ɪt/ ***adj.*** illegal or disapproved of by society (U 5)
inadvertently /ˌɪn.ədˈvɜː.tənt.li/ ***adj.*** by accident, without intending to (U 3)
indiscriminate /ˌɪn.dɪˈskrɪm.ɪ.nət/ ***v.*** not showing careful choice or planning, especially so that harm results (U 5)
induce /ɪnˈdjuːs/ ***v.*** to cause something (U 1)
intent /ɪnˈtent/ ***n.*** the fact that you want and plan to do something (U 2)
intentional /ˌɪntəˈnæʃnəl/ ***adj.*** deliberate, done on purpose (U 1)
intimidate /ɪnˈtɪmɪdeɪt/ ***v.*** to frighten or threaten somebody so that they will do something (U 1)
kidnapping /ˈkɪdnæpɪŋ/ ***n.*** the crime of taking somebody away illegally and keeping them as a prisoner, especially in order to get money or something else for returning them (U 3)
last resort last course of action that you should or can take in a particular situation (U 3)
legal /ˈliːgl/ ***adj.*** relating to the law (U 1)
lethal /ˈliː.θəl/ ***adj.*** causing or able to cause death (U 3)
lone actor The term “Lone Actor” has been applied to a variety of violent individuals who are thought to act out of ideological motivations using terrorist tactics. Lone Actors have been referred to as lone wolves, individual terror cells, solo terrorists, lone operator terrorists, and freelancers (Borum, Fein, & Vossekuil, 2012) (U 5)
lucrative /ˈluː.krə.tɪv/ ***adj.*** (especially of a business, job, or activity) producing a lot of money (U 2)
make a difference ***v.*** to improve a situation (U 4)
manosphere /ˈmæn.ə.sfɪər/ ***n.*** websites and internet discussion groups that are concerned with men's interests and rights as opposed to women's, often connected with opposition to feminism or dislike of women (U 5)
militant /mɪl.ɪ.tənt/ ***adj.*** active, determined, and often willing to use force (U 2)

misogyny /mɪˈsɒdʒ.ən.i/ ***n.*** feelings of hating women, or the belief that men are much better than women (U 5)
mistreatment /ˌmɪsˈtriːt.mənt/ ***n.*** the act of treating a person or animal badly, cruelly, or unfairly (U 5)
modus operandi /ˌməʊ.dəs ˌɒp.əˈræn.diː/ ***n.*** a particular way of doing something (U 5)
nano /næn.əʊ-/ ***n.*** one billionth of the stated U. (U 5)
necessarily /ˈnes.ə.ser.ɪl.i/ ***adj.*** used in negatives to mean "in every case" or "therefore" (U 4)
non-state actor includes organizations and individuals that are not affiliated with, directed by, or funded through the government. These include corporations, private financial institutions, and NGOs, as well as paramilitary and armed resistance groups (U 1)
perception /pəˈsepʃn/ ***n.*** understanding; an idea, a belief or an image you have (U 1)
perpetrator /pɜpə.treɪ.tər/ ***n.*** someone who has committed a crime or a violent or harmful act (U 2
pillar /ˈpɪl.ər/ ***n.*** a very important member or part of a group, organization, system, etc. (U 4)
pose/pəʊz/ ***v.*** to create a threat or problem that has to be dealt with (U 1)
precaution /prɪˈkɔːʃən/ ***n.*** something that is done to try and protect a person or thing fromsomething dangerous or harmful (U 3)
puncture /ˈpʌŋk.tʃə˞/ ***n.*** to make a small hole in something, or to get a small hole in something (U 2)
pursuit /pəˈsjuːt/ ***n.*** process of trying to achieve something (U 1)
random /ˈrændəm/ ***adj.*** having no specific pattern, purpose, or objective. (U 1)
reciprocal radicalization Reciprocal radicalization, or cumulative extremism, is a concept that suggests extremist groups become more extreme in response to each other's activity. This means a group may frame violence as justified or necessary because they perceive an opposing group as extreme (U 5)
regiment /ˈredʒ.ɪ.mənt/ ***n.*** a large group of soldiers that is commanded by a colonel (U 3)
reign /reɪn/ ***n.*** the period during which a king, queen, emperor, etc. rules (U 1)
reluctant /rɪ'lʌktənt/ ***adj.*** feeling or showing hesitation or unwillingness (U 1)
researcher / rɪˈsɜːtʃə(r)/ ***n.*** a person who studies something carefully and tries to discover new facts about it (U 1)
restraint /rɪstreɪnt/ ***n.*** something that limits the freedom of someone or something, or that prevents something from growing or increasing (U 2)
rhetoric /ˈret.ər.ɪk/ ***n.*** speech or writing intended to be effective and influence people (U 5)
sabotage /ˈsæbə.tɑːʒ/ ***n.*** to damage or destroy equipment, weapons, or buildings in order to prevent the success of an enemy or competitor (U 3)
scholar /ˈskɒlə(r)/ ***n.*** a specialist in a particular field of study (U 1)
Scripted speech - A scripted speech has been written in advance, although the speaker may pretend that it is spoken without preparation. Ex.: He had prepared scripted answers (U 4)
self-esteem /ˌself.ɪˈstiːm/ ***n.*** belief and confidence in your own ability and value (U 4)
siege /siːdʒ/ ***n.*** a situation in which the police surround a building where people are living orhiding, in order to make them come out (U 3)
sovereign /'sɒvrɪn/ ***adj.*** (of a country or state) free to govern itself; completely independent (U 1)
spectrum /ˈspektrəm/ ***n.*** a complete or wide range of related qualities, ideas, etc. (U 1)
spot /spɒt/ ***v.*** to see or notice someone or something, usually because you are looking hard (U 4)
stand up /stænd/ ***adj.*** loyal; that you can rely on to defend you (U 4)
stature /ˈstætʃəʳ/ ***n.*** the good reputation a person or organization has, based on their behavior and ability (U 3)
subversion /səbˈvɜːʃən/ ***n.*** the act of trying to destroy or damage an established system or government (U 3)
supremacist /suːˈprem.ə.sɪst/ ***n.*** someone who believes that a particular type or group of people should lead or have control over other types or groups of people because they believe they are better (U 5)
theater of operations the part of a theater of war in which active combat operations areconducted (U 3)
threaten /ˈθretn/ ***v.*** to endanger; to say that you will cause trouble, hurt somebody, etc. (U 1)
trigger /trɪg.ər/ ***n.*** an event or situation, etc. that causes something to start (U 2)
turning point /ˈtɜː.nɪŋ ˌpɔɪnt/ ***n.*** the time at which a situation starts to change in an important way(U

2)
universal /juːnɪ’vɜːsl/ ***adj***. present or occurring everywhere or in all things, without limit orexception (U 1)
unlawful /ʌnˈlɔːfl/ ***adj***. not allowed by the law (U 1)
unprecedented /ʌnˈpres.ɪ.den.tɪd/ ***adj***. never having happened or existed in the past (U 5)
unwillingness /ʌnˈwɪl.ɪŋ.nəs/ ***n.*** the quality of not wanting to do something (U 4)
victim /ˈvɪktɪm/ ***n.*** a person who has been attacked, injured or killed as the result of a crime, adisease, an accident, etc. (U 1)
victimization /ˌvɪktɪmaɪˈzeɪʃn/ ***n.*** the act of making someone a victim by harming or killing them (U1)
virtual currency is a digital representation of value only available in electronic form. It is stored and transacted through designated software, mobile, or computer applications. Transactions involving virtual currencies occur through secure, dedicated networks or over the Internet. They are issued by private parties or groups of developers and are mostly unregulated (U 5)
vulnerable /ˈvʌl.nər.ə.bəl/ ***adj***. able to be easily physically or mentally hurt, influenced, or attacked (U 4)
warehousing /ˈweəhaʊzɪŋ/ ***n.*** the practice of putting people in large prisons, hospitals, etc. without trying to help them (U 3)

Teacher's Notes

Module 1
Peacekeeping

This Module helps students to develop comprehensive understanding of the myriad challenges that peacekeeping presents and deeper knowledge of professional English terminology and concepts related to peacekeeping. It has been developed after consultations with military specialists with peacekeeping experience from Rakovski National Defence College and Bulgarian Armed Forces who have added enormous value to the Module with their input on content, design, and delivery methods and also by contributing useful guidance, feedback, case studies, photographs and other materials, which have been incorporated into the Module content.

Course instructors from partner institutions provided feedback and support during various stages of the Module design. In addition, a survey conducted with more than 100 Bulgarian peacekeepers by Assoc. Prof. Valentina Georgieva has outlined some general trends and common troubles with the English language knowledge and skills for Bulgarian peacekeepers.

The Module's content is organised in five Units of thematic topics, each subdivided into two methodological blocks: one of teacher assisted class work on terminology acquisition and practice, and developing reading, listening, speaking and writing skills, and one of self-study practice on vocabulary, grammar, and integrating language competences and skills.

The five **Unit topics** are as follows:
1. UN PEACEKEEPING
2. HISTORY OF PEACEKEEPING
3. TYPES OF PEACE OPERATIONS: PEACEKEEPING, PEACEMAKING, PEACE BUILDING, PEACE ENFORCEMENT, HUMANITARIAN RELIEF OPERATIONS
4. CIVIL-MILITARY COOPERATION IN PEACE OPERATIONS
5. TACTICAL COMMUNICATION IN PEACE OPERATIONS

Teachers should bear in mind that the following teacher's notes do not cover step-by-step all the lessons and exercises in the module. The notes provide ideas and suggestions to some lessons/exercises only. Therefore, teachers may want to look through the notes before they start each unit and see if they can find some useful information here.

UNIT 1 UN PEACEKEEPING

UNIT 1 AT A GLANCE

Thematic Goal The thematic goal of Unit 1 is to introduce the learners into the topic with a focus on UN Peacekeeping which will be further studied with its various aspects not only in this Module, but also in Module 5 Military Writing in Military Operations and Module 6 Military Briefings in Different Operational Contexts. The **basic principles** of UN Peacekeeping are introduced, as well as personal stories of peacekeepers from different nationalities. The information is extracted from the official UN website https://peacekeeping.un.org.

Learning objectives In this unit, students will acquire new vocabulary and terms used in the field of peacekeeping; will listen to authentic speech of peacekeepers from different nationalities; will search for information and related to symbols of peace from all over the world and will present it; will express their opinion based on preferences.

Outcome objectives Students will develop abilities to use correctly the new thematic words; to speak in the form of a short presentation; to read extensively for learning new specialized vocabulary in a context; to read in detail with specific learning aims and tasks; to listen for understanding in order to fill in missing information in a text; and to integrate what they have learned into production/communicative exercises: to retell factual information; to express opinion; to listen for making inference; to write precisely; to make recommendations/ give advice

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
1.1.1.	45’	UN Peacekeeping (PK) (Reading comprehension)	Topical vocab: principles of UN PK, legal framework, peacekeepers’ roles and tasks	To understand a lecture on a complex topic To read a text on professional topic; to read for details	Class
1.1.2.	15’	Reading comprehension	Topical vocab	To check the understanding of the Reading text	Self-study
1.1.3.	30’	Vocabulary in context	Topical vocab	To use new terms in context	Self-study
1.1.4.	45’	Traditional vs Multi-Dimensional Peacekeeping Operations (Reading comprehension)	Topical vocab: difference between traditional and multi-diminsional UN operations and b/n PK and peace enforcement	To use new terms in context; to distinguish true/ false info	Self-study
1.1.5.	45’	Life as a peace-keeper in Congo (Meet the Expert)	Peacekeeping vocab: daily routine, tasks	To understand different accents & pronunciation of non-native English speakers; to listen for factual info; to write precisely	Class
1.1.6.1. A, B, C 1.1.6.2.	30’ 15’	Integrating skills	Peacekeeping symbols Action movies related to peacekeeping	To think critically; to retell factual info to listen for making inference; to express opinion	Class
1.1.7.	45’	Speaking: making a recommendation	Prases for making recommendations/ giving advice	To make recommendations / give advice	Self-study

NOTES ON UNIT 1

1.1.6.

PEACE SYMBOLS

The concept of peace is a very important one in cultures all over the world. In some languages, the phrases for greetings contain the word for peace. In some cultures we greet people by shaking hands or with another gesture to show that we are not carrying weapons - that we come in peace. And there are certain symbols which people in very different cultures recognise as representing peace. Let’s look at the origins of a few of them.

The dove

The dove has been a symbol of peace and innocence for thousands of years in many different cultures. In ancient Greek mythology it was a symbol of love and the renewal of life. In ancient Japan a dove carrying a sword symbolised the end of war. The early Christians used the dove and the olive branch as a symbol of peace. The symbols were derived by the Christians from two sources: the story of Noah and the flood in the old Testament and the Greek thought. The story of Noah ends with a description of a dove bringing a freshly plucked olive leaf

as a sign of life and peace after the flood. The symbol of dove and olive was confirmed by St Augustine of Hippo in his writings on the Christian Doctrine. The New Testament compares the Dove with the Holy Spirit with the dove representing peace of the soul and not civil peace among the early Christians. However, by the third century, the dove began to depict peace in the Old Testament. A dove and olive branch has also been used in the secular world as a representation of peace. The dove was a symbol of peace among the Communist party and was used in their demonstrations in the 20th century.

There was a tradition in Europe that if a dove flew around a house where someone was dying, then their soul would be at peace. And there are legends which say that the devil can turn himself into any bird except for a dove. In Christian art, the dove was used to symbolise the Holy Ghost and was often painted above Christ's head. But it was Pablo Picasso who made the dove a modern symbol of peace when he used it on a poster for the World Peace Congress in 1949.

The rainbow

The rainbow is another ancient and universal symbol, often representing the connection between human beings and their gods. In Greek mythology it was associated with Iris, the goddess who brought messages from the gods on Mount Olympus. In Scandinavian mythology the rainbow was a bridge between the gods and the earth. In the Bible a rainbow showed Noah that the Biblical flood was finally over, and that God had forgiven his people. In the Chinese tradition, the rainbow is a common symbol for marriage because the colours represent the union of yin and yang. Nowadays the rainbow is used by many popular movements for peace and the environment, representing the possibility of a better world in the future and promising sunshine after the rain.

White poppy

The white poppy is a peace symbol advocating for an end to the war. It represents a belief that killing is not the only way to ending conflicts. The white poppy was introduced by the Women's Cooperative Guild of the UK in 1933 during the period of widespread war in Europe. The women distributed the white poppy as an alternative to the red poppy. The Royal British Legion distributed the red poppies as a remembrance of the servicemen who had died in the World War I. In 1934, the Peace Pledge Union joined in the distribution of the white poppies as a pledge of peace and a commitment to war not happening again.

The peace symbol

The peace symbol, popularly known as the anti-nuclear emblem, is one of the most widely recognized peace symbols. It was designed in 1958 by Gerald Holtom in support of the British Nuclear Disarmament movement. The sign is a combination of signal for the letters "N" and "D" The two letters are used to represent nuclear disarmament. The symbol was used as a badge of CND and wearing it is a symbol of support for the campaign for nuclear disarmament. The symbol was widely used in the US in 1958 during the nuclear test. In South Africa, the peace symbol was used by the opponents of apartheid.

The peace crane

The crane is a traditional symbol of luck in Japan. It has been popularized as a symbol of peace by the story of a girl who died from the explosion of an atomic bomb over Hiroshima in 1945. Sadako or Sasaki is a two-year-old child who developed leukemia due to radiation from the Hiroshima atomic bomb. The story accounts how Sadako Sasaki started folding paper cranes in her last days of illness. A Japanese belief says that a desire is granted to those who make 1,000 paper cranes. Initially, the crane symbolized peace that came from attaining a level of prosperity and friendship and not war and was only adopted for the war peace after the Hiroshima and Nagasaki incidences. But because of this story, Japan has adopted the crane as a symbol of peace.

The olive branch

The olive tree has always been a valuable source of food and oil. In Greek mythology, the goddess Athene gave the olive tree to the people of Athens, who showed their gratitude by naming the city after her. But no one knows for sure when or why it began to symbolise peace. There is probably a connection with ancient Greece. Wars between states were suspended during the Olympic Games, and the winners were given crowns of olive branches. The symbolism may come from the fact that the olive tree takes a long time to produce fruit, so olives could only be cultivated successfully in long periods of peace. Whatever the history, the olive branch is a part of many modern flags symbolising peace and unity. One well-known example is the United Nations symbol.

The V sign

The V sign is a peace hand sign whereby the index and the middle fingers are raised but parted with the remaining fingers clenched. The sign can be used to convey different messages depending on the context in which they are used. The gesture can be used as an insult or as a peace sign depending on how it is displayed. If

the back of the hand faces the observer, then it can be considered as an insult in Australia and South Africa. However, if the back of the hand faces the signer, then it is considered a peace sign or a sign of victory.

Mistletoe

This plant was sacred in many cultures, generally representing peace and love. Most people know of the tradition of kissing under the mistletoe at Christmas time, which probably comes from Scandinavian mythology. The goddess Freya's son was killed by an arrow made of mistletoe, so, in honour of him, she declared that it would always be a symbol of peace. It was often hung in doorways as a sign of friendship.

The ancient Druids believed that hanging mistletoe in your doorway protected you from evil spirits. Tribes would stop fighting for a period of time if they found a tree with mistletoe. But you will never see mistletoe in a Christian church - it is banned because of its associations with pagan religion and superstition.

The ankh



The ankh is an ancient symbol which was adopted by the hippie movement in the 1960s to represent peace and love. It was found in many Asian cultures, but is generally associated with ancient Egypt. It represented life and immortality. Egyptians were buried with an ankh, so that they could continue to live in the 'afterworld'. The symbol was also found along the sides of the Nile, which gave life to the people. They believed that the ankh could control the flow of the river and make sure that there was always enough water.

The broken rifle

The group called War Resisters International (WRI) uses a design of two hands breaking a rifle as a logo. This drawing was created in 1921 and uses the simplicity of the emblem to convey its message. However, the symbol was invented long before the formation of WRI in 1921. The broken rifle symbol was first used in 1909 during the masthead issue of the "Down With Weapon" which was a monthly publication of the International Antimilitarist Union in Netherlands. The German league for War Victims also used the symbol on their peace banner in 1917. The Belgian workers who marched through La Louviere in October 1921 carried a banner showing a soldier breaking his rifle.

Pax Cultural Symbol (Ancient Asian Peace Symbol)



The Pax cultural symbol is a maroon Circle on white emblem with three solid dots inside the circle with the three dots standing for art, science, and religion. It was designed by Nichola Roerich to protect cultural artifacts. It has been used as a peace banner to protect historical, cultural, and significant scientific discoveries in times of peace and war. The peace banner is used on important cultural buildings to protect them from destruction during wars.

The peace pipe

Smoking the peace pipe together is a common rite in many civilizations. It aims to create an adequate atmosphere so that the two opponents can dialogue.



1.1.6. Watch the trailers of 2 movies

The Peacemaker (1997) - Plot Summary - IMDb
www.imdb.com

The movie begins in an Eastern Orthodox church in Pale, Bosnia and Herzegovina, when an unidentified man (later revealed to be a Bosnian diplomat to the UN) is murdered in an alley after receiving a page to meet someone outside.

The scene then immediately shifts to a missile base in Chelyabinsk, Russia, where SS-18 ICBM's are being decommissioned. Ten nuclear warheads are loaded onto a train and sent to a separate site for dismantling. However, a high-ranking Russian general, Aleksander Kodoroff, has other plans. Along with a rogue tactical unit, he kills all the soldiers onboard the train and then transfers nine of the warheads to another train. He also sets the timer on the one remaining warhead, then switches tracks to send his train out of harm's way and the transport train on a collision course with a passenger train. Inside a mountain tunnel, Kodoroff kills one of his high-ranking lieutenants who'd had reservations about the mission. A few minutes later the trains collide. The thermonuclear warhead goes off moments later, yielding a blast about 500 kilotons in intensity. The explosion immediately garners the attention of the US government.

Even though the detonation was staged to look like an accident, White House nuclear expert Dr. Julia Kelly (Kidman) is not convinced: SS-18 warheads can only be detonated deliberately. She believes that terrorists are

behind the incident. Her newly assigned military liaison disagrees with her. He is smooth-talking and irreverent US Army Special Forces officer Lieutenant Colonel Thomas Devoe (Clooney), and he is convinced that the crash and the detonation were both staged, to hide the hijacking of the other warheads on board. A call to Devoe's long time friend and Russian counterpart, Dmitri Vertekoff (Armin Mueller-Stahl), adds credence to his hypothesis. Kelly and Devoe try to track down the terrorists through an Austrian trucking company which is a front for the Russian Mafia. Devoe and Kelly go to the company's offices and, when Kelly is unable to get answers, Devoe resorts to more drastic measures, beating the man, tying him up and threatening to shoot him in the knee. Kelly is able to retrieve vital invoices from the man's computer and the two leave the building.

When the Mafia realizes they are in fact U.S. government agents, they send out several carloads of thugs to kill them. Vertekoff is killed, but Kelly and Devoe escape, with Devoe killing most of the would-be assassins in the process. Kelly is able to download the paper invoices from her email. When they're examined, Devoe recognizes Kodoroff's name. Kodoroff is known to be fanatical and Devoe assumes that the rogue general will sell the warheads to a country linked to terrorism.

Devoe later finds out through the tracking system of the truck company that the nukes are in a truck headed to Iran by way of Dagestan. Kodoroff and his crew are located using a ruse in which Devoe convinces the driver over the phone that there is a smart bomb falling towards him, causing him to turn out of traffic on a road, so that the truck can be seen in an aerial photo. After the only Russian troops in the area are killed by the general and his men, one of the crew takes one of the warheads and leaps off the truck, hiding in the forest nearby.

Devoe leads a group of USAF Special Operations and Army Rangers illegally over the Russian border to seize it. During the operation, one of their choppers is shot down by Russian SAM battery when they enter Russian airspace, but the remaining choppers evade the missiles and are able to stop the truck carrying the warheads. A savage fight ensues onboard the vehicle, and Kodoroff is killed and the warheads are seized. Interrogation of the one surviving member of the group reveals that the trigger bomb (nominal yield: 1-2 kilotons) from one of the warheads is missing. It is learned that the bomb was taken by a Bosnian Serb, and that it may be intended to destroy the UN headquarters in New York. The man who stole the warhead is the brother of another of the terrorists, Duan Gavri (Marcel Iure), is a Yugoslav without identity ("I am a Serb, a Croat, and a Muslim" in reference to all sides in the war torn former Yugoslavia). He wants to avenge the death of his wife and daughter, who were killed by a sniper in Sarajevo. He blames the countries of the West for not protecting them and for greedily supplying weapons to all sides in the war. He therefore plans to blow up the United Nations building in New York City, and supplies a videotaped message warning the governments of the west to cease their involvement in the Yugoslavian conflict. Gavri is finally tracked down in Manhattan, wounded, and cornered into a Catholic church near the UN. Davoe confronts Gavri, saying, "It's not our war!" Gavri responds, "It is now!", and promptly commits suicide, knowing that the bomb is set to go off in a matter of minutes, and cannot be deactivated. With seconds to spare, Kelly is able to remove a part of the bomb's explosive lens shell, preventing it from creating a critical mass within the plutonium core. The remaining explosives go off, but the bomb does not detonate and the explosion is confined to the church. Devoe and Kelly both survive the explosion with minor injuries.

The Peacekeeper (1997) - Plot Summary - IMDb

Directed by Frédéric Forestier and starring Dolph Lundgren, Michael Sarrazin, Montel Williams and Roy Scheider.

Plot Summary: The film follows U.S. Air Force Major Frank Cross, who is the only man who can prevent the president being assassinated. He must also prevent an impending nuclear holocaust. The threat is from a terrorist group, which has stolen the President's personal communications computer; it has the capability of launching the U.S. arsenal. Only a heroic Major has the key to prevent a Presidential assassination or a nuclear holocaust.

United States air force Major Frank Cross (starring Dolph Lundgren) is in trouble with the "brass" again. This time he's made an unauthorized humanitarian relief flight dropping sacks of rice to starving Kurds. To the press, he's a hero. The Pentagon would like to court martial him, but can't because the President wants the highly photogenic media hero by his side--at least until after the next election. So Cross has a new assignment. He's to carry the "black bag"-- the President's high-tech briefcase containing the "go codes" and communications computer for launching America's nuclear ICBM arsenal in case of national emergency. It should be a piece of cake, but... On his first day on the job, a team of mercenaries steal the briefcase and drop Cross off a tenth floor balcony. Miraculously, he not only survives, but pursues the terrorists in a hijacked taxi. The ensuing car chase careens through the alleyways and streets of Chicago, up the ramps of a parking garage and then, continues over the rooftops of the adjacent buildings. When the taxi takes a fiery plunge off one of the buildings, the

mercenaries think they've seen the last of him, but Cross has bailed out and manages to stowaway on the helicopter that plucks them, and the black bag, from the rooftops, into the night sky and onwards to their final target: United States Intercontinental Ballistic Missile Facility K-7.
Disguised as one of the terrorists, Cross slips into the missile silo as the crack team murders the silo personnel and takes over launch control using the secret codes contained in the black bag. Led by ex-Marine Colonel Douglas Murphy (Michael Sarrazin), who went "missing in action" during an undercover operation in Iraq, they launch a terrifying warning shot: a Peacekeeper nuclear missile that destroys Mount Rushmore! Only then does Murphy call the President and make his chilling demand. The President is to kill himself in front of a live television audience, or the two remaining nuclear missiles will be targeted on Washington D.C. Only Frank Cross, joined by the surviving commander of the Missile Facility, Lieutenant Colonel Bernard Northrop, can stop the madness that threatens the President and millions of civilians. The odds are overwhelming. The countdown has started. The PEACEKEEPER is ready to blast off!

UNIT 2 HISTORY OF PEACEKEEPING

UNIT 2 AT A GLANCE

Thematic Goal The thematic goal of Unit 2 is to familiarise the learners with some important facts related to the history of UN Peacekeeping and how various PK missions affected the peace process globally. The information is extracted from the official UN website https://peacekeeping.un.org.
Learning objectives In this unit, students will acquire new vocabulary and terms used in the field of peacekeeping; will learn about some of the reasons for PK operations in various countries; listen to authentic speech of peacekeepers telling about their personal PK experience; to interview and retell about personal experience.
Outcome objectives Students will develop abilities to use correctly the new thematic words; to give a short presentation; to read extensively for learning new specialized vocabulary in a context; to read in detail with specific learning aims and tasks; to listen for understanding in order to answer comprehension questions; to revise and use correctly Past Simple Tense.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
1.2.1.	45'	A Short History of UN Peace-keeping: Part I. (Reading comprehension)	Topical vocab: UN Charter, League of Nations, earliest PK operations (1948)	To read a text on professional topic; to read for details; to answer comprehension questions; To discuss the main players of the UN	Self-study
1.2.2.	45'	History of UN Peacekeeping: Part II. (Reading &Listening comprehension)	Topical vocab: reasons for PK operations in various countries	To learn & use new terms in context; to listen for details	Class
1.2.3.	30'	UN Peacekeeping changes for 70 years	Topical vocab: PK missions and their characteristic features	To distinguish true/ false info; to arrange chronologically PK events	Self-study
1.2.4.	15'	Vocabulary in context	Peacekeeping vocab from 1.2.1.&1.2.2.	To use new terms in context	Self-study
1.2.5.	45'	Meet the Expert: PK experience of officers from RNDC (video)	Topical vocab: PK personal experience	To listen for factual information; to interview and retell about personal experience	Class
1.2.6.	45'	Grammar check	Past Simple Tense	To revise and use correctly Past Simple Tense	Self-study
1.2.7.	45'	Preparing and presenting a short PPP	Useful tips for preparing a PPP	Speaking skills: giving a PPP	Class

UNIT 3 TYPES OF PEACE OPERATIONS

UNIT 3 AT A GLANCE

Thematic Goal The thematic goal of Unit 3 is to present the types of peace operations (Peace Support, Conflict Prevention, Peacemaking, Peace Enforcement, Peacekeeping, Peace Building) from AJP 3.4.1. Military Contribution to Peace Support so that the learners distinguish between them; to distinguish between positive and negative peace and to learn about the main criteria in defining Global Peace Index. Learners will also read press releases about military incidents; will get familiarized with a press conference briefing and will practice debating. The information is extracted from AJP 3.4.1. and from https://www.visionofhumanity.org/defining-the-concept-of-peace/.

Learning objectives In this unit, students will acquire new terms related to types of peace operations; will learn about the features/content of a press release; will practice writing a press release; will watch a press conference briefing and listen for details; will learn useful phrases for stating and defending opinion, disagreeing, giving reasons and offering explanations.

Outcome objectives Students will enhance their military terminology related to the types of peace operations; will develop abilities to use correctly the new thematic words; will write a press release and summarise information from a PPP into a paragraph; will read extensively for learning new specialized vocabulary in a context; will listen for understanding in order to answer comprehension questions; will participate in a debate.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
1.3.1. 1.3.2.	45’	Types of Peace Operations	Definitions of Peace Support, Conflict Prevention, Peacemaking, Peace Enforcement, Peacekeeping, Peace Building	To watch a video for details; to read info from AJP 3.4.1.; to practice target vocab	Self-study
1.3.3.	45’	Defining the concept of peace and trends in global peacefulness (reading)	Topical vocab: positive vs negative peace; global peace index	To read a text on professional topic; to read for details; to answer comprehension questions	Self-study
1.3.4.	45’	Listening: UN successful and unsuccessful missions	Topical vocab: UN PK missions	To listen for details	Self-study
1.3.5. 1.3.7.	45’	Military Incidents reports: Writing a press release Writing a paragraph	Writing a press release Summarizing information	Improving military writing skills	Class
1.3.6.	45’	Meet the Expert: Press conference briefing	Topical vocab: PK personal experience	To listen for factual information; to interview and retell about personal experience	Class
1.3.8.	45’	Speaking: a debate	Stating and defending opinion; disagreeing; giving reasons	Improving speaking skills	Class

UNIT 4 CIVIL-MILITARY COOPERATION IN PEACE OPERATIONS

UNIT 4 AT A GLANCE

Thematic Goal The thematic goal of Unit 4 is to familiarise the learners with the core functions of CIMIC, with the activities which are typical for civil-military interaction and the commander’s tasks related to CIMIC.

Learning objectives In this unit, students will acquire new vocabulary and terms related to CIMIC; will understand information from videos explaining the functions and activities related to CIMIC; will discuss

successful and unsuccessful cases of UN-CIMIC community support projects; will express their opinion based on information studied; will perform the role of a CIMIC officer or an NGO representative.
Outcome objectives Students will develop abilities to use correctly the new thematic words; to listen for details while watching videos; to listen for making inference; to express and support their opinion in oral and written form; to write brief summaries; to analyse situations based on the information received.
Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
1.4.1. 1.4.1.1. 1.4.1.2. 1.4.1.3.	 10’ 20’ 15’	NATO’s Operations and CIMIC NATO’s Multinational CIMIC Group video NATO’s Operations and CIMIC (Reading comprehension) Core functions of CIMIC (video)	 Topical vocab: main words which desribe CIMIC Topical vocab: definition, aims, application of CIMIC Topical vocab	 To watch/listen for details To read a text on professional topic; to read for details To watch/listen for details	Class
1.4.2. 1.4.2.1. 1.4.2.2.	25’	Vocabulary in context Civil-Military Interaction (video)	Topical vocab Multiple choice quiz Gap fill	To use new terms in context	Self-study
1.4.3.	20’	Reading comprehension	Topical vocab	To use new terms in context; to match the levels of CMI to the activities which are typical for them	Self-study
1.4.4.	15’	Meet the expert: NATO CIMIC (video)	Military and civilian cooperation	to listen for factual info	Class
1.4.5. 1.4.5.1. 1.4.5.2.	30’	CIMIC functions. Writing.	Reading comprehension Writing based on reading	Analysing a diagram Transferring info into a table	Class
4.6. 4.6.1. 4.6.2. 4.6.3.	45’	Integrating skills Principle of transparency in civil-military relationships CIMIC and Commanders Challenges to CIMIC	 Topical vocab	 Gap fill True or False info Maching parts of a sentence	Self-study
4.7. 4.7.1. 4.7.2.	45’	Speaking Role play between a Liaison officer and an NGO repr. Examples of UN-CIMIC Community support	Role-play Case studies	Prepared speech based on a scenario Analysis of the scenario, hypothesising, reporting info, summarising	Class
4.8.	45’	Writing	Writing an opition essay	Support opinion in a written form and provide arguments	Self-study

NOTES ON UNIT 4

1.4.6.

Case study 2: Unfortunately, this was a fake orphanage meant to extort money. The fact is that the Battalion Commander (and UN-CIMIC Officer) did not coordinate with Humanitarian and Development actors from the Mission.

Case study 3: Unfortunately, women of the village and their daughters kept on going to the remote well. The fact is that if ladies had been consulted in the development of the project, they would have said that they need some quiet hours together to speak about the village life and resolve internal conflicts. As a matter of fact, the well was dug just between the mosque and the café so they did not feel confident enough to speak freely about the social life of the village. It means that the women should have been consulted and allowed to express freely their point of view during the development phase of this project.

UNIT 5 TACTICAL COMMUNICATION IN PEACE OPERATIONS

UNIT 5 AT A GLANCE

Thematic Goal The thematic goal of Unit 5 is to explain the basic principles of military tactical communication and to introduce the military alphabet and the procedure words (often called prowords) used for the purpose of radio transmissions. This unit addresses the proper way to pronounce letters and numbers when sending messages over a radio. It familiarizes the learners with the basic two-way radio rules. The main focus of the unit is on filling in the MEDEVAC Request.

Learning objectives In this unit, students will acquire new vocabulary and terms necessary for proper radio communication and filling in a MEDEVAC request using the proper abbreviations.

Outcome objectives Students will develop abilities to pronounce correctly NATO Phonetic Alphabet and numbers when sending messages over a radio; to use correctly the most common prowords; they will acquire the military vocabulary necessary to send a MEDEVAC request; they will learn to fill in the NATO 9-line MEDEVAC Request form used during PSO; to report /transmit MEDEVAC Request following the template; they will learn and practice the terms of the MEDEVAC equipment.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
1.5.1.	45’	Tactical communication: military alphabet	Basic Two-Way Radio Rules Golden Rules for Radio Communication NATO phonetic alphabet	Pronounciation of numbers Pronunciation of the letters of the alphabet Listening and writing call signs	Self-study
1.5.2.	45’	Procedure words (prowords)	Most common prowords and their explanation	Initiating a radio check Signal reporting Transmitting a message Repetitions Corrections Receipt of a message Acknowledgment of messages	Class

1.5.3.	45’	MEDEVAC Request (form and template for transmitting a MEDEVAC request)	NATO 9-line MEDEVAC Request	To learn new terms used in filling in the 9 lines of a MEDEVAC Request	Self-study
1.5.3.2. 1.5.3.3. 1.5.3.4. 1.5.3.5.	45’	MEDEVAC Request samples	NATO 9-line MEDEVAC vocabulary	To listen to videos/ recordings of MEDEVAC Request	Class
1.5.4.	45’	MEDEVAC Vocabulary Practice	MEDEVAC Vocabulary	Communicating/ transmitting MEDEVAC requests	Class
1. 5.5.	45’	Tactical Communication Quiz	Confirm/check tactical communication skills	Practice tactical communication	Self-study

AUDIO SCRIPTS

UNIT 1

1.1.1.

Preserving world peace is a central purpose of the United Nations. Member States agree to settle disputes by peaceful means and refrain from threatening or using force against other States.

Over the years, the UN has played a major role in helping defuse international crises and in resolving protracted conflicts. It has undertaken complex operations involving peacemaking, peacekeeping and humanitarian assistance. It has worked to prevent conflicts from breaking out. And after a conflict, it has increasingly undertaken action to address the root causes of war and lay the foundation for durable peace.

UN efforts have produced dramatic results. The UN helped defuse the Cuban missile crisis in 1962 and the Middle East crisis in 1973. In 1988, a UN-sponsored peace settlement ended the Iran-Iraq war, and the following year UN-sponsored negotiations led to the withdrawal of Soviet troops from Afghanistan. In the 1990s, the UN was instrumental in restoring sovereignty to Kuwait and played a major role in ending civil wars in Cambodia, El Salvador, Guatemala and Mozambique, restoring the democratically elected government in Haiti, and resolving or containing conflict in various other countries.

UNIT 2

1.2.2.

The United Nations went ahead with new, smaller operations in a number of countries between 1962 and 1965.

In 1963 United Nations observers were in Yemen trying to oversee a fragile cease-fire between royalists and republicans. In 1965 it increased its presence in and around Kashmir after fighting started.

In 1964 a more controversial exercise with the creation of the United Nations Peacekeeping Force in Cyprus started. After the island achieved independence in 1960, intercommunal violence broke out on Cyprus between the Greek majority and the Turkish minority.

Plans to deploy the first-ever peacekeeping force involving NATO members collapsed because the island’s Greek president Makarios was against. The Security Council then agreed in 1964 to deploy some six thousand and five hundred soldiers and policemen throughout the island, which largely succeeded in restoring law and order. However, the Soviet Union, which had little interest in preventing tensions within the NATO insisted that the force be financed by voluntary contributions.

The United Nations role in Cyprus changed dramatically after Turkey invaded the island in 1974, following the change of the government of President Makarios, and divided it into separate Greek and Turkish states. This caused the Blue Helmets to revert to a classic peacekeeping operation, monitoring the cease-fire between the two armies deployed on either side of the “Green Line,” which separates the island.

The United Nations sought a peacemaking role on Cyprus, appointing a mediator between Greeks and Turks. But progress has been minimal so far, prompting some critics to complain that the force is really extending the crisis, not solving it, by keeping the island divided into separate communities that have had no contact for over a generation.

1.3.4.B.

For half a century, United Nations peacekeeping missions have helped assure a more stable world, support emerging democracies, protect human rights, end conflicts, and prevent the spread of war.

Often the U.N. has succeeded in dramatically reducing violence, saving lives, and securing diplomatic solutions to conflict. From monitoring ceasefires to peace enforcement and armed intervention, UN soldiers have also learned some painful lessons.

In **El Salvador** the UN mission helped the successful implementation of peace agreements, thus ending 12 years of bloody civil war. UN peacekeepers disarmed combatants and created conditions for free and fair elections.

The UN's involvement in **Sierra Leone** in 2000 is its largest peacekeeping effort to date. But many of the peacekeepers were ill equipped and poorly trained. The rebels managed to steal UN weapons, tanks and uniforms, and kidnap hundreds of UN peacekeepers.

When the Nigerian-led force, Ecomog, withdrew because of domestic pressures, the peacekeeping operation turned into chaos.

The UN mission in **Iraq and Kuwait** has been helping in deterring violence from 1991 till present. It monitored withdrawal of armed forces and assisted relocation of Iraqi citizens from Kuwait to Iraq.

After the end of the Cold War, the Security Council extended its peacekeeping activities to include humanitarian intervention. However, when peacekeepers arrived in the capital of **Somalia** in **1992**, they found they were not wanted. The Somali warlords had little respect for the blue helmets of the UN, or for the US soldiers who were supporting the UN force. Some peacekeepers were killed, and the bodies of dead US soldiers were paraded through the streets of Mogadishu. When a US helicopter was shot down, Washington decided to withdraw its troops. A year later, in 1995, the UN also withdrew, confessing failure.

In **Afghanistan & Pakistan** the UN troops monitored the Soviet troops withdrawals in 1988 to 1990. Outposts were established to assure withdrawal.

Module 2
Counter-Terrorism

Module 2 contents are distributed in five Units of thematic topics. Each unit consists of 6 class periods. They are further subdivided into 2 methodological blocks of 3 periods each: one of 3 hours teacher assisted class work on vocabulary development, pronunciation, and grammar review, and one of 3 hours self-study practice on listening, writing, and integrated language skills. The distribution of class hours and self-study hours does not follow the same order in each unit.
Each period has duration of 45 minutes.
The first period of every unit is class work. This is due to the important role of the teacher to lead in and to set the pace of work.
The curriculum of Module 2 is composed of open-source materials and, therefore, does not operate with classified information.

The five **Unit topics are as follows:**
Unit 1TERRORISM OVERVIEW
Unit 2 HISTORICAL OUTLINE
Unit 3 COMBATTING TERRORISM
Unit 4 TERRORISM PREVENTION
Unit 5 FUTURE THREATS

Teachers should bear in mind that the following teacher's notes do not cover step-by-step all the lessons and exercises in the module. The notes provide ideas and suggestions to some lessons/exercises only. Therefore, teachers may want to look through the notes before they start each unit and see if they can find some useful information here.

UNIT 1 TERRORISM OVERVIEW

UNIT 1 AT A GLANCE
Thematic Goal The thematic goal of this topic is twofold: a) to provide a summary of various definitions and types of terrorism and to examine the reasons for a lack of consensus on a definition of terrorism among professionals; and b) to give an overview on global distribution of terrorist acts and trends as presented by Our World in Data: https://ourworldindata.org/terrorism.

Learning objectives In this unit, students will acquire new vocabulary and terms used in the professional field of counterterrorism; they will study parts of speech, word formation, collocations, and will practice their pronunciation. They will also learn how to use the language of presenting visual display of data.

Outcome objectives Students will develop abilities to pronounce correctly thematic words; to present a topic describing through graphs how different types of information are related; to read extensively for building reading speed and reading fluency; to read in detail with specific learning aims and tasks; to listen for understanding the gist of a text; and to integrate what they have learned into linguistic production in the form of a presentation.
Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
2.1.1	25' 20'	Reading 1: Definitions of Terrorism Reading 2: Different Types of Terrorism	Target vocabulary	Speaking: intro to topic. Intensive reading. Reading for pronunciation.	Class

2.1.2	45’	Vocabulary study - txt understanding, objective words, context	Word formation	Speaking - pronunciation	Class
2.1.3	45’	Types of graphs – presentation 1	Vocabulary of description	Intensive Reading	Class
2.1.4	45’	Grammar check: Language of Graphs -presentation 2	Parts of speech Verbs and phrases of describing trends	Reading: understanding ppt presentation	Self-study
2.1.5	45’	Structure of Graph Description – presentation 3	Collocations and connectives	Speaking (recorded) Describing graphs	Self-study
2.1.6	45’	Integrating skills: Presenting trends	Description of processes	Writing: Preparing a presentation	Self-study

NOTES ON UNIT 1

2.1.1. Defining Terrorism

Reading 1

The reading text is about the etymology of the word “terror” and about the many variations of defining terrorism.

● For all units: if you want to lead the students in, you can pre-teach the key words. They are coloured or in bold in the reading texts and are presented in the Target Vocabulary rubric after each reading text.

● For all units: you can get the students to read the reading text aloud in order to practice their pronunciation. Reading aloud is a good way to improve information processing and auditory skills of the students.

● For all units: after every reading activity, you may want to give some moments of silence for the students to assimilate the information they have just read.

● For all units: this e-book typically uses British English spelling in the task rubrics and the exercises, but we have preserved the spelling choices of the original sources in the reading texts. So, for example, if a text is of an American origin, you will expect American English in it. You may want to draw students’ attention to some differences:

– centre vs center

– theatre vs theater

– radicalisation vs radicalization, etc.

TARGET VOCABULARY: “in and of itself” is a widely used phrase. It appears everywhere from everyday conversations to formal academic writing. Students often find it difficult to pronounce this phrase. Here is a YouTube pronunciation video which you can play for them: https://www.youtube.com/watch?v=asjFLJFWY70

TARGET VOCABULARY: “as early as” emphasizes that a particular time or period is surprisingly early.

Examples:

Doctors advise treating the infection as early as possible.

It is advisable to book as early as possible.

Sometimes he leaves the house as early as 6 am. = Sometimes he leaves the house at 6 am, which is quite/surprisingly early.

As early as the 1870s songs were written about ... = In the 1870s, which is quite/surprisingly early, songs were...

2.1.2. VOCABULARY activities are designed as practice for a full class period in the detailed plan, but if students are done with the exercises before the end of class time, you may want to begin introducing 2.1.3. Types of Graphs presentation 1. This is because the three presentations on understanding and describing graphs which follow to the end of Unit 1 will require a lot of attention from students and you may need to proceed slowly and explain some elements.

2.1.3., 2.1.4., 2.1.5., and 2.1.6. are lessons on how to understand and describe graphs. Useful language and structuring are presented within the scope of three class hours for the purpose of acquainting the students with the basics of describing visual aids. The pace of the periods is at teacher’s discretion.

UNIT 2 HISTORICAL OUTLINE

UNIT 2 AT A GLANCE

Thematic Goal This unit gives learners a concise historical overview of how terrorism evolved, and how the late 20th and early 21st centuries international terrorist actions and groups continued to grow. Also, learners will be introduced briefly to some of the notorious terrorist acts of the past century presented as concise facts.

Learning objectives In this unit, students will acquire new topical vocabulary and professional terms, will refresh their knowledge in aorist, namely verbs in the past form and past simple tense. Additionally, they will learn how to formulate and use past unreal conditional. Students will be introduced to passive voice as well.

Outcome objectives Students will develop abilities to read for gist with the purpose of increasing their general comprehension skills and activating their schematic knowledge, to read for understanding context clues, and to listen for specific information. Students will also develop the productive skills of past narration and expressing opinion as well as speculating on a past situation. Students will learn how to effectively use Internet grammar sites for development of self-study habits.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
2.2.1	45’	Reading 1: Evolution of Terrorism	Target vocabulary	Reading: intensive reading	Class
2.2.2	45’	Reading text 2: Tokyo Subway Attack	Verbs in past tense; Vocabulary study - txt understanding	Reading: context clues	Self-study
2.2.3	15’ 30’	Grammar check: Active vs. Passive voice	Forming passive voice – present and past	Speaking: Sentence formation	Class
2.2.4.1 2.2.4.2	15’ 30’	Listening: Terrorist Incident Reports Video Meet the Experts: A Story of Choice	Past narration	Listening for specific information Listening for text completion Expressing opinion	Self-study
2.2.5	45’	Grammar check: Past Unreal Conditional	Expressing unreal situations in the past	Using Internet resources for grammar self-study	Class/ self-study
2.2.6	45’	Discussion - Mumbai hostage crisis of 2008	Past structures usage	Speaking – talking about imaginary situations in the past	Class

NOTES ON UNIT 2

2.2.1. Reading 1

The text is about the evolution of terrorism, and alongside with reading it, the students need to fill gaps in order to develop context understanding skills.

As usual, we suggest you get the students to read the text aloud and work together on the pronunciation of the new words.

2.2.2. Reading 2

The text is about a notable attack in the Tokyo Metro in 1995. There are some new words in the text which are coloured in blue, but they are not explained after the text. The idea is the students to do some dictionary reference work. You can ask them to find the meanings of the words and to explain them to you.

2.2.3. Grammar check

Active and Passive voice

https://www.perfect-english-grammar.com/passive.html

The link can be used for some additional information about active and passive voice.
B. This task gives students the opportunity to browse the Internet and find cases of terrorist attacks and then narrate them using past tense. You can use the provided information below to help them with the task.

Some notable terrorist acts

Some notable modern international terrorist actions that have led to the evolution and rise of AT thinking include:

- Provisional Irish Republican Army (IRA) (1969 to 1997). The IRA engaged in an increasingly violent campaign against the British in Northern Ireland and England to influence public opinion in England and force British withdrawal from Northern Ireland.
- Munich Olympics massacre (1972). The Palestinian militant group known as Black September conducted a commando style raid on Israeli athletes and coaches who were asleep in the Olympic Village in Munich, Germany. The group eventually killed 11 Israelis and 1 German police officer before being killed or captured during a failed rescue attempt.
- Beirut barracks bombing (1983). A suicide bomber with the Islamic Jihad drove through a fence and in between two sentry posts before detonating the vehicle-borne explosives (equivalent to 12,000 pounds of trinitrotoluene [TNT]) within the U.S. Marine barracks in Beirut, Lebanon, killing 241 American Service members.
- Khobar Towers bombing (1996). Several members of the Hezbollah Al-Hijaz parked a sewage truck, containing explosives equivalent to more than 30,000 pounds of TNT, next to a fence, approximately 72 feet from a building housing U.S. Air Force personnel. The blast killed 19 Service members and heavily damaged apartment complexes in the area.
- East Africa bombings (1998). Nearly simultaneous suicide truck bombings occurred at U.S. embassies in the cities of Dar es Salaam, Tanzania, and Nairobi, Kenya, by the Egyptian Islamic Jihad, a supported element of the al-Qaida network. The explosions killed approximately 223 people.
- 11 September attacks (2001). Coordinated attacks occurred in New York; near Washington, D.C.; and in Pennsylvania on the morning of 11 September 2001 when 19 al-Qaida terrorists hijacked four commercial airliners and flew them into both towers of the World Trade Center, the Pentagon, and a field in Shanksville, Pennsylvania. These attacks killed 3,497 people and the 19 hijackers.
- Moscow theater hostage crisis (2002). About 45 armed Chechen Islamist militant separatists took 850 hostages during a sold-out performance in the House of Culture building in Moscow. Russian forces raided the theater, resulting in the death of 39 Chechen militants and 129 hostages.
- Beslan school hostage crisis (2004). Chechen rebels raided and took hostage approximately 1,000 men, women, and children of Beslan School Number One. The eventual Russian military assault on the school resulted in the death of about 330 hostages.
- Madrid train bombing (2004). Thirteen improvised explosive devices (IEDs) were placed aboard four commuter trains. The coordinated detonation of the explosives resulted in the death of 191 people.
- London subway bombings (2005). Four suicide bombers detonated explosive packs on three underground London subway trains and one double-decker bus, killing 56 people. The attacks were in response to England's involvement in the Iraq War.
- Camp Chapman suicide attack (2009). Seven people employed by, or affiliated with, the Central Intelligence Agency (CIA) (including the chief of the base and a Jordanian intelligence officer) were killed and six others were seriously wounded in an attack on 30 December 2009. Humam Khalil Abu-Mulal al-Balawi, a Jordanian doctor who was later identified as a double agent loyal to Islamist extremists, entered Camp Chapman with the intent to kill CIA operatives. Because of the number of his previous visits to the base, al-Balawi was considered trusted enough by base security not to be searched on arrival at the gate. Al-Balawi walked up to where more than a dozen CIA operatives had gathered for a meeting and detonated the explosives attached to his body when several of the agents moved to search him.
- Moscow subway bombing (2010). Two Chechen rebel female suicide bombers detonated explosives in Moscow subway stations during rush hour as trains pulled into the station, killing 38 people.

FM 3-37.2 1-1, 18 February 2011

2.2.4.1. Listening: News Reports

The scripts of the listening exercises are located at the end of the Teacher's Notes.
We have provided scripts for the listening exercises only.

Scrips for the video clips are **not** provided. You can open the respective links and turn on the subtitles of the video clips.

2.2.4.2. Meet the Expert

In this lesson, students will watch a video about the personal story told by Zak Ebrahim who was born as Abdulaziz El Sayyid Nosair in Pittsburgh, Pennsylvania on March 24, 1983. He is an American peace campaigner and author. He is the son of El Sayyid Nosair, who assassinated Meir Kahane, the founder of the Jewish Defense League. Nosair was also linked to the 1993 World Trade Center bombing.

After several years of hiding his true identity, Abdulaziz changed his name to Zak Ebrahim and began to speak publicly about his father's activities and in favor of peace. He published his first book, The Terrorist's Son: A Story of Choice in 2014. The book won an American Library Association award in 2015.

The two exercises following the video aim at practicing students listening comprehension.

C. This exercise gives possibility for discussion and giving opinions. You can also practice student's writing skills as an assignment.

2.2.5. Grammar check

We usually suggest the grammar lessons to be dealt with as a class. Here, though, the type of study could be self-study, because we leave it to you to decide whether to go through Past Unreal Conditional lesson together or to let the students watch the video lesson on their own: https://www.engvid.com/learn-english-grammar-how-to-use-the-3rd-conditional/; and then you make clarification if students have problems understanding the grammar element.

A. This exercise practices Past Unreal Conditional forms. Sentences are taken from the text 2008 Mumbai Mass Murder and Hostage Crisis, and modified to meet the aim of the exercise.

2.2.6. Speaking

Talking about hypothetical situations in the past

A. The purpose of the task is after reading the text and discussing the new vocabulary to provoke students speaking using the already introduced grammar of past unreal conditions. Based on the text they should try to form sentences using this type of grammar.

UNIT 3 COMBATTING TERRORISM

UNIT 3 AT A GLANCE

Thematic Goal This unit offers learners a general idea of some counterterrorism measures and activities. The unit is largely organized around audio-visual aids in the form of film excerpts and presentations with the idea to stimulate the interest and perception of the students for more dynamic memorization of the material.

Learning objectives In this unit, students will acquire new topical vocabulary and professional terms. They will also recall the grammatical rules of word order and those of interrogative sentences in English, thus they will reinforce their ability to formulate questions. Additionally, students will practice describing things and situations.

Outcome objectives Students will develop abilities to read and listen for finding specific information. Students will also develop the productive skills of verbal and written description as well as the ability to ask questions about a thing or a situation. Students will be able to integrate their audio and visual perceptual skills in order to increase memorization process through expanding the working memory and, as a result, accessing the encoding system of the long-term memory.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
2.3.1	45'	Reading 1: Terrorist Actions and Tactics	Target vocabulary	Reading for specific information	Class

2.3.2.1 2.3.2.2	30’ 15’	PPT - Instruments of Counterterrorism Video: pre-watch exercise	Target vocabulary	Reading for main ideas	Self-study
2.3.3	 15’ 15’ 15’	Integrating skills: Watching activity Part 1 Part 2 Part 3	Context clues	Listening for specific information; Listening for gist	Self-study
2.3.4	45’	Grammar check: I. Word order II. Asking questions	Word order; Forming questions in English	Speaking: interrogative form	Class
2.3.5	45’	Integrating skills: Improvised Explosive Devices	Describing things; asking questions	Visually aided Listening for integrating skills	Class
2.3.6	45’	Writing: Description of Disarming an IED	Using description vocabulary in context	Writing: describing a situation	Self-study

NOTES ON UNIT 3

2.3.1. Terrorist Actions and Tactics

Reading 1
As usual, we suggest reading aloud.
The vocabulary study here involves translating the new words in students’ native language. Ask them to guess the meanings based on the explanations given after the text instead of checking the words in a by-lingual dictionary.

2.3.4. Grammar check

I. WORD ORDER
You may want to additionally explain word order, **especially point 3, which is not included in the e-book:**

Word order in English sentences is usually subject, verb, object. It is important to get this right, as having your words in the wrong order can completely change the meaning of the sentence. For example, ‘The dog chased the cat.’ has a completely different meaning to ‘The cat chased the dog.’ When you add more verbs, adjectives and adverbs to your sentences, there are simple rules to follow to get them in the correct position.
1. Word order: verb and object
Verbs and the objects of verbs go together in the sentence and we do not usually put words in between them. We keep the verb and the objects of the verb together.

Examples:
I like apples very much. (not ‘I like very much apples.’)
Tom enjoys sports a lot. (not ‘Tom enjoys a lot sports.’)
The boy kicked the football hard. (not ‘The boy kicked hard the football.’)
I will not go to the shop. (not ‘I to the shop will not go’.)
Do you have this jumper in green? (not ‘Do you this jumper have in green?’)

2. Word order: place and time
A verb and the place usually go together.
Examples:
I go home on the bus. (not ‘I on the bus go home.’)
I live in a city. (not ‘I in a city live.’)

I walk to work. (not 'I to work walk.')
If the verb has an object, time and place come after the verb + object.
Examples:
I like to eat breakfast in the garden. (not 'I like in the garden to eat breakfast.')
I can meet you tomorrow. (not 'I can meet tomorrow you.')
In a sentence with place and time, place usually comes first in the sentence, then time.
Examples:
I bought the shirt in town last week.
The party is at Tom's house this evening.
We can also put time at the beginning of the sentence.
Examples:
The park is closed today. or Today the park is closed.
The train broke down yesterday. or Yesterday the train broke down.

3. Word order: adverbs with the verb
Some adverbs go with the verb in the middle of the sentence.
Example: Tom always goes to work by train. (not 'Tom goes to work by train always.')
These are some general rules about where to place our adverb (but there are exceptions).
- If the verb is one word, the adverb usually goes before the verb.
Example: Tom always goes to work by car. (not Tom goes always to work by car.')
- Adverbs go after am/is/are/was/were.
Example: We were also hungry. (not 'We also were hungry.')
- If the verb is two or more words, the adverb goes after the first verb.
Example: My parents have always lived in London. (not 'My parents have lived always in London')
- "Probably" goes before the negative.
Example: I probably won't see you. (not 'I won't probably see you.')
- We use 'both' and 'all' in these positions.
Examples:
We all felt ill after the meal.
We are all going out this evening.
My parents are both teachers.
We have both applied for the job.

- Sometimes we use will/is/did etc. instead of repeating part of a sentence.
Example: I've never done it and I never will (= I will never do it)

https://www.ef.com/wwen/english-resources/english-grammar/ordering-multiple-adjectives/

ORDERING MULTIPLE ADJECTIVES

When a number of adjectives are used together, the order depends on the function of the adjective. The usual order is:

quantity, value/opinion, size, temperature, age, shape, colour, origin, material	
What the adjective expresses:	***Examples:***
Quantity	four, ten, a few, several
Value/opinion	delicious, charming, beautiful
Size	tall, tiny, huge
Temperature	hot, cold
Age	old, young, new, 14-year-old
Shape	square, round
Color	red, purple, green
Origin	Swedish, Victorian, Chinese
Material	glass, silver, wooden

Examples:
They have a **lovely old red** post-box.
The playroom has **six small round plastic** tables.
I bought **some charming Victorian silver** ornaments at the flea market.
She is selling her **flashy 3-year-old Italian** car.
It was a **beautiful cold** day.

2.3.5. Integrating skills
In this lesson, students listen to a briefing on Improvised Explosive Devices and, at the same time, look at the slideshow ppt presentation of the speaker. So, you make sure they: 1) have opened both media files and 2) change slides following the speaker.

2.3.6. Writing
B. Ask students to use nouns they learned in lesson 2.3.5., and ask them to use verbs to describe the activities of the sapper in the video excerpt.

UNIT 4 TERRORISM PREVENTION

UNIT 4 AT A GLANCE

Thematic Goal This unit gives learners a brief idea of prevention measures with a focus on the topics of preventing radicalization, community threat awareness and public protection. The unit includes not only texts for reading and listening but also video clips for broader presentation of both grammatical elements and thematic components. Additionally, a short strategic game is included in Unit 4 for the purpose of familiarizing with terminology in the area of counter-terrorism coordination and strategic communication.

Learning objectives In this unit, students will acquire new topical vocabulary and professional terms, will work towards better comprehension and pronunciation, and will enhance their knowledge on imperative mood and modal verbs. They will also refresh their understanding and usage of complex sentences in the English language. The game included in this unit aims at stimulating learners' zone of proximal development through synchronized reading, listening and responding to linguistic stimuli in English.

Outcome objectives Students will further progress in their abilities to listen and read intensively for finding specific information, for increasing comprehension, and for developing control over complex structures. They will know how to give verbal instructions and orders. This unit will also improve students' response to verbal and visual information in English.

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
2.4.1	45'	Reading 1: Preventing Radicalization	Target vocabulary	Speaking. Reading for specific information	Class
2.4.2	45'	Reading 2: Women Radicalization	Syntax: breaking sentences into chunks	Reading: Understanding long sentences	Class
2.4.3	45'	Listening: Car Ramming	Nouns	Listening: intensive listening	Self-study
2.4.4	45'	Grammar check: imperatives and obligation	Imperatives. Modals of obligation	Giving advice and instructions	Self-study

2.4.5	20’ 25’	Meet the Experts: Threat Awareness and Community Protection	Imperative verb forms	Giving orders	Class
2.4.6	45’	An online interactive game	Developing fluency in English	Listening and responding	Self-study

NOTES ON UNIT 4

2.4.2. Women Radicalization

The following material is **not** included in the e-book. It could be used for a speaking practice in the second class period if students progress fast with the syntax exercise, and there is time left for additional material on the topic.
EXTRA MATERIAL on Women Radicalization (at teacher’s discretion):

SPEAKING. GROUP DISCUSSION

TASK 1: Watch the following video:
https://www.youtube.com/watch?v=5hAlKlQ2g1Q

TASK 2: Case study. Read the following case:

A girl who became radicalized via online contact with a terrorist recruiter is stopped by authorities at a border near a zone of known terrorist activity, and is returned to her country of origin. Some of the ‘push’ factors included abusive family members to whom she did not wish to return.
discuss these questions as a class:
How should authorities approach the girls return to her country of origin?
What type of measures should be put in place to support her and her family (e.g. finding alternative accommodation, special arrangements enabling communication and in-person meetings with close family and friends, keeping arrangements secret from the abusive family members)?
What factors should authorities take into consideration in making decisions in this situation?
Source: https://www.unodc.org/e4j/en/tertiary/counter-terrorism.html

b) think about the following measure recommendations and say how relevant they would be against women radicalization.

1. Consistently monitor acts of violent extremism or terrorism committed by women and further research the issue of women terrorist radicalization, especially factors conducive to it and women’s roles in terrorist groups.
2. Increase statistical and monitoring work and engage with governments in an open and facts-based dialogue about the effectiveness and impacts of counter-terrorism measures on women.
3. Consistently monitor and advocate women’s presence among counter-terrorism professionals and promote their involvement in all stages of development, implementation and evaluation of counter-terrorism and counter-radicalization strategies, policies and measures.
4. Increase awareness of women terrorist radicalization and women involvement in terrorism, and sensitize parents, teachers, social workers, frontline police officers, journalists and judges to dispel stereotypes and misconceptions.
5. Organize activities and trainings to facilitate women’s access to cultural, religious and political education in order to enable them to formulate and discuss different normative messages challenging extremist narratives.
6. Organize trainings to raise women’s confidence to intervene in the public sphere and encourage them to play an active role as first responders to terrorist radicalization in their communities.

2.4.6. Play a Game

On the site of the United Nations Office of Counter-Terrorism:
https://www.un.org/counter-terrorism-expo/ when you scroll down, you will find a game about strategic communication crisis. It is an online strategic game of situations and decisions, so students go with their own pace. If you scroll down even further on the site, you will find some other useful material to incorporate in class if time permits or give as homework.

UNIT 5 FUTURE THREATS

UNIT 5 AT A GLANCE

Thematic Goal This unit takes a look at future trends and new challenges related to the constantly evolving forms of terrorism. The other focus of the unit is counter-terrorist responses, measures, and strategies that the international community can utilize in the fight against terrorist threats. As part of these response efforts, the unit draws attention to the topic of cyber security.

Learning objectives In this unit, students will acquire new topical vocabulary and professional terms and will work towards improving their self-study abilities through self and optional peer correction. They will learn how to differentiate between topic and main idea. Students will learn how to structure and express their critical viewpoint in a written form.
Outcome objectives Students will be able to identify topic and main idea as part of the text analysis process. This unit will also improve students' productive skill of writing and English spelling. Students will develop their sustained attention when perceiving long-lasting material in English (film) and will be able to critically respond to this material in a relevant format (film review).

Detailed allocation of the learning contents and time:

Lesson	Time	Topic	Language	Skills	Type of study
2.5.1	45'	Reading 1: What terrorism will look like in the future	Target vocabulary	Reading comprehension	Class
2.5.2	25' 20'	Reading 2: Terrorist threats in Europe	Text comprehension: topic	Reading comprehension	Class
2.5.3	45'	Listening: Meet the Experts: Forecasting Terrorism	Listening for gist and for details	Listening – intensive listening	Self-study
2.5.4	45'	Grammar check: understanding text components	Text comprehension: Main idea vs. topic	Developing critical thinking: txt analysis	Class
2.5.5	45'	Watch a documentary: Dark Web	Specialized vocabulary	Developing sustained attention skills	Self-study
2.5.6	45'	Opinion Writing: A Film Review	Language and structure of a review	Writing: expressing critical viewpoint	Self-study

NOTES ON UNIT 5

2.5.1. What Terrorism Will Look Like in the Near Future

Reading 1
The text is about the diversity and future trends of contemporary terrorism. The new words in the text are in blue colour. There is one phrase, though, which is coloured in green: "not only will". The phrase is explained in a green box after the vocabulary study. You may want to introduce the usage of "not only" in a sentence to students and explain that inversion, besides used in question formation, can serve as a tool of expressing emphasis in English.
A. The students read the text and check the meanings of the words in blue after the text. Tell them to disregard

the numbers at the end of each paragraph for now. These numbers are needed for Task 2 located after the target vocabulary. You may want to do Task 2 before checking the new words. It is about finding the end phrases for each paragraph.
VOCABULARY explanation: **lone actor.** The term "Lone Actor" has been applied to a variety of violent individuals who are thought to act out of ideological motivations using terrorist tactics. Lone Actors have been referred to as lone wolves, individual terror cells, solo terrorists, lone operator terrorists, and freelancers (Borum, Fein & Vossekuil 2012).

2.5.3. Listening

The listening text represents a summary of an article written by Edwin Bakker, director of the Center for Terrorism & Counter Terrorism and professor in terrorism studies at Leiden University, The Netherlands. His article is called *Forecasting Terrorism: The Need for a More Systematic Approach*. It is published in the Journal of Strategic Security, and provides a review of publications on the future of terrorism by academics, think tanks, and governmental agencies over the last decade.
The summary is cut into 3 listening segments for easier comprehension. You may need to clarify to students that the three listening segments are logically connected because they are parts of one and the same text.

2.5.5. Meet The Expert

In this lesson, students will watch a film which is a 40-minute documentary about cybercrime called *Dark Web: Fighting Cybercrime*. The methodological aim of the task is developing students' sustained attention through exposing them to lengthy audio-visual perception.
The film version which is in the media folder of the e-book does not support subtitles.
Before you get the students to watch the full movie, tell them they will have the task to write a review of the film, so they will need to take notes as they watch. Ask them to take notes only of the main points because they will not have time to write about details.

2.5.6. Writing

Film Review
Since this is the last period of Module 2, you could choose to squeeze 2.5.5. and 2.5.6. periods into one and use the final class time for review of the topical vocabulary in Module 2. On the HELPSEC platform, the final 45 minutes are allocated to a target vocabulary check consisting of 25 multiple choice items. In the e-book there is not such a vocabulary check.

In case you want to compress 2.5.5. and 2.5.6. into one class period, we suggest the next 45-minute plan.
I. Use 15 minutes to give them the following information:
Structure of the Film Review according to the prompts in 2.5.6.;
What film they are going to watch;
They are going to watch only the first 10 minutes of the movie;
You will present a plan for their notes to make their writing work easier;
They need to take notes according to this plan as they watch;
They will write a review about what they have watched.
Project/write on the board this plan for their notes and keep it visible for them during watching.
historical notes: when it all began
development and variety of digital crime
examples of types of technology that can be objects of attack
examples of the scale of pc hacking today
the three layers of the web

II. Play the first 10 minutes of the film.
III. Give students 20 minutes to write their film review

AUDIO SCRIPTS

2.2.4.1.

1. Provisional Irish Republican Army (IRA) engaged in an increasingly violent campaign against the British in Northern Ireland and England to influence public opinion in England and force British withdrawal from Northern Ireland.

2. In the Munich Olympics massacre in1972, the Palestinian militant group known as Black September conducted a raid on Israeli athletes and coaches who were asleep in the Olympic Village in Munich, Germany. The group killed 11 Israelis and 1 German police officer before they were captured.

3. In Beirut barracks bombing in1983, a suicide bomber with the Islamic Jihad drove through a fence and detonated vehicle-borne explosives within the U.S. Marine barracks in Beirut, Lebanon, killing 241 American Service members.

4. In Moscow theater hostage crisis in 2002, about 45 armed Chechen Islamist militant separatists took 850 hostages during a performance in the House of Culture building in Moscow. Russian forces raided the theater, resulting in the death of 39 Chechen militants and 129 hostages.

5. In Madrid train bombing in 2004, thirteen improvised explosive devices (IEDs) were placed aboard four trains. The coordinated detonation of the explosives resulted in the death of 191 people.

6. In London subway bombings in 2005, four suicide bombers detonated explosive packs on three underground London subway trains and one double-decker bus, killing 56 people. The attacks were in response to England's involvement in the Iraq War.

7. In Camp Chapman suicide attack, seven people working for the Central Intelligence Agency (CIA) were killed and six others were seriously wounded in an attack on 30 December 2009 by a Jordanian doctor. He was later identified as loyal to Islamist extremists. He walked in a CIA building and detonated explosives attached to his body.

8. In Moscow subway bombing in 2010, two Chechen rebel female suicide bombers detonated explosives in Moscow subway stations during rush hour as trains pulled into the station, killing 38 people.
Source: FM 3-37.2 1-13 18 February 2011

2.3.5.

Good morning, I am Navy Commander Rachev and I am a specialist in explosives. I will give you a presentation on Improvised Explosive Devices.
My SLIDE SHOW is based on information published by Us Department Of Homeland Security, Office For Bomb Prevention.
SLIDE 2, please:
Improvised explosive device (IED) is a homemade bomb, constructed from military or nonmilitary components, that is frequently used by guerrillas, insurgents, and other nonstate actors as a crude but effective weapon against a conventional military force. These devices can break lines of communication, disrupt traffic, and damage or destroy targeted vehicles.
SLIDE 3: IEDs have been the predominant weapon of insurgents in the Iraq War and the Afghanistan War, and, because of their low cost, easy access, and high effectiveness, they will continue to be the weapon of choice for guerrillas and insurgents in the future.
SLIDE 4, please: Components
In principle, all IEDs consist of an initiating mechanism, (which includes a detonating initiator, power source, and switch) and an explosive charge. Often, there is also a casing or collection of projectiles (such as nails) that produces more destruction upon detonation.

SLIDES from 5 to 9 can give you an idea about just a small part of the huge variety of forms and shapes of the IED components. Take your time to have a good look at them.
Insurgents have used a wide variety of initiating systems to trigger detonations. Such systems fall into two basic categories: ***command-initiated and autonomously initiated***. You can see illustrations of these in **SLIDE 10**.
Command-initiated IEDs are detonated through human interaction with the triggering mechanism. Common examples of command initiators are:
cell phones,
automatic garage-door openers,
car alarms,
wireless doorbells, and
remote-controlled toys.
Autonomously initiated IEDs are detonated automatically without human intervention. Common examples of those initiators are:
trip wires,
pressure plates that activate the triggering mechanism when a certain amount of weight is placed on them,
infra-red systems that activate the triggering mechanism when a vehicle breaks a beam's contact with its receiver, and
magnetic detonators that are triggered by changes in a magnetic field (for example, when a vehicle passes by).
SLIDE 11 shows that in practice, IEDs can be put in many different kinds of containers, including artillery or mortar rounds, backpacks, trash bags, objects of everyday usage, etc. Vehicle-borne IEDs are usually aimed at destroying buildings and can contain large quantities of explosives to enhance their destructive capacity. The IEDs that are aimed at destroying vehicles can be very sophisticated, especially if the target is armoured (such as tanks).
Tactical use
As I said, IEDs have proved to be extremely effective in practice. They were responsible for thousands of military and civilian deaths in the wars in Iraq and Afghanistan, where insurgents proved good at hiding IEDs through skilful and effective camouflage. For instance, IEDs have been camouflaged to look like rubble or street curbs. To find and destroy concealed IEDs, the military developed heavily armoured engineering equipment that can conduct reconnaissance and then remotely detonate any devices discovered.
In **SLIDE 12** you can see also that K-9 units with explosive-sniffing dogs can be used to locate IEDs. Engineer Ordnance Disposal experts disable or destroy IEDs through a variety of means, including the use of robotic ground vehicles and explosives.
Thank you for your attention! I am waiting for your questions now.
Text adapted from: https://www.britannica.com/technology/improvised-explosive-device

2.4.3.1.
Listening 1: (track 2.4.3.1.1.)
Crowded inner-city streets, busy squares and outdoor mass events certainly require special attention, although it is important to realise that the threat of terrorist attacks can never be fully eliminated and must be accepted.
The best response to the increased threat of terror in today's cities is:
to apply situational prevention measures in a skilful manner,
to increase the threat prevention capabilities,
and to improve emergency response to potential attacks, accidents and natural disasters.
One way to reduce the threat of vehicular terrorism is to introduce comprehensive solutions that improve pedestrian safety and gradually restrict vehicle traffic. By redesigning streets, we can protect people from both careless and malicious drivers. Moreover, a well-organised, holistic system of traffic security and regulation can improve the living and working conditions for the residents, and making the city more attractive to tourists.
Listening 2: (track 2.4.3.1.2.)
Measures that can reduce the risk of a vehicle-ramming attack
According to Brian M. Jenkins, an expert on contemporary terrorism and advisor to the influential think tank RAND, vehicular terrorist attacks cannot be prevented, only their results mitigated. He proposes 10 hostile vehicle mitigation measures:
1. Armed police patrols

2. Increased traffic surveillance
3. Separate pedestrian and road traffic
4. Restricted vehicle access to pedestrian zones
5. Traffic calming
6. Temporary security barriers for mass events
7. Expanding the existing protection zones around buildings
8. Terrorist-proof inner-city zones
9. Change car-accessible roads into pedestrian walkways
10. Use new technologies to prevent attacks against people

Source: Technical Transactions 2/2018, Architecture and Urban Planning, DOI: 10.4467/2353737XCT.18.019.7992, submission of the final version: 17/1/2018

2.5.3.
SEGMENT 1: (track 2.5.3.1.)
The article examines over sixty publications that have attempted to predict or forecast terrorism.
The article acknowledges that a clear majority of the authors, about fifty, are either citizens of the United States or are U.S.-based.
In terms of gender, it seems that studying the future of terrorism is dominated by males; of all authors and consultants, more than eighty percent were male. Many of them also have held long careers in the field of counter terrorism.
In terms of topics covered, most reports discussed different topics like terrorist organizations, their tactics and possible future trends or threats from specific terrorist groups. The majority of the publications do not define a time frame for their future forecasts.

In terms of modus operandi, some authors stress that the tactics likely to be used in the future are: weapons of mass destruction, CBRN weapons, Internet or cyber terrorism, simultaneous attacks, and suicide attacks.

SEGMENT 2: (track 2.5.3.2.)

The conclusions drawn from the research are the following:
Attempts to forecast the nature of terrorism in the future are many, but rather vague, imprecise and general. Also, most forecasts seem to reflect more the terrorism of today than of future.
Overall, most of the reviewed publications and reports contained rather vague and imprecise predictions with the exception of two very obvious conclusions shared by almost all authors:
1) terrorism will continue to exist in the future;
2) terrorism is not a static but a changing phenomenon that is likely to change in the future, and
3) terrorism is influenced by various factors like geopolitical, demographical, technological or ideological.

SEGMENT 3: (track 2.5.3.3.)

Recommendations made by the author

The following three recommendations could lead to improvements in forecasting terrorism.
First, the study of the future of terrorism needs more systematic thinking about how changing conditions in society can produce a variety of permissive environments for terrorism, and how this results in evolving patterns of terrorism.

Second, the group of people that look into the future of terrorism needs to be expanded. It would be interesting to invite young and non-expert persons to look at possible futures of terrorism.

Finally, we need to utilize the latest and innovative methodologies and software-based systems that are grounded in the social and behavioural sciences if we want to stay ahead of the terrorist threat.

In sum, a more systematic approach by a more mixed group of experts and scholars, in combination with new software systems, might enable researchers to better understand how to assess, model, forecast and respond to the future terrorist threat.

Answer Key

MODULE 1

UNIT 1.1. UN PEACEKEEPING

Script 1.1.1:
Preserving world peace is a central purpose of the United Nations. Member States agree to settle disputes by peaceful means and refrain from threatening or using force against other States.
Over the years, the UN has played a major role in helping defuse international crises and in resolving protracted conflicts. It has undertaken complex operations involving peacemaking, peacekeeping and humanitarian assistance. It has worked to prevent conflicts from breaking out. And after a conflict, it has increasingly undertaken action to address the root causes of war and lay the foundation for durable peace.
UN efforts have produced dramatic results. The UN helped defuse the Cuban missile crisis in 1962 and the Middle East crisis in 1973. In 1988, a UN-sponsored peace settlement ended the Iran-Iraq war, and the following year UN-sponsored negotiations led to the withdrawal of Soviet troops from Afghanistan. In the 1990s, the UN was instrumental in restoring sovereignty to Kuwait and played a major role in ending civil wars in Cambodia, El Salvador, Guatemala and Mozambique, restoring the democratically elected government in Haiti, and resolving or containing conflict in various other countries.

1.1.1.
1. The main purpose of the United Nations is preserving world peace. 2. The UN has undertaken complex operations involving peacemaking, peacekeeping and humanitarian assistance. 3. The UN helped defuse the Cuban missile crisis in 1962 and the Middle East crisis in 1973. In 1988, a UN helped to end the Iran-Iraq war and to withdraw Soviet troops from Afghanistan. In the 1990s, the UN restored sovereignty in Kuwait and ended civil wars in Cambodia, El Salvador, Guatemala and Mozambique, restored the democratically elected government in Haiti, and resolved or contained conflict in various other countries.

1.1.2.
1. a, b, e 2. a 3. a 4. a, b, c 5. a 6. a, b

1.1.3.
Match 1. F, 2. D, 3. A, 4. E, 5. C, 6. B, 7. J, 8. G., 9. H, 10. I

1.1.3.
Fill in the gaps 1. protracted 2. eradication 3. impartiality 4. mandate 5. demilitarized zone 6. weapons of mass destruction 7. legitimacy 8. spread of arms 9. elusive 10. disarmament

1.1.4.
A. 1. ceasefires, 2. resolve, 3. peacekeeping operations, 4. Observation, 5. buffer, 6. demilitarized zone, 7. resolve, 8. deployed, 9. regional, 10. conflict, 11. agreement, 12. infrastructure, 13. transition, 14. mandates, 15. humanitarian

B.

Statement	True	False
In PK, belligerent parties consent to the presence and operations of PK forces.	V	
In PK, impartiality is more easily maintained.	V	
PE operation is conducted after an international authorization.	V	
PE forces are not armed.		V
In PE operations the consent between the parties of the conflict is absolute.		V
Peace support can be PK or PE.	V	
The operation in Rwanda was a PK operation.		V

1.1.5.

Dictation Part I 1. Western Europe (2 words) 2. 4,5 3. peacekeepers 4. capital 5. Jordan 6. protection; local police 7. comments, dreams 8. for you 9. 6;3 10. mission; peace

Dictation Part II 1. Bangladesh 2. 2 months 3. peace 4. patrol; patrol 5. civilians; children; villagers 6. own; country; family

Dictation Part III 1. communities 2. peace; normal life 3. 2015 4. panels; bridges 5. country; work 6. conflict area 7. love; peace

1.1.7. 1. c, 2. b, 3. a, 4. b, 5. b

UNIT 1.2. HISTORY OF PEACEKEEPING

1.2.1.

A.

1. Which is the main document related to peacekeeping? – the UN Charter.
2. What does Chapter 7 permit? – It permits the Security Council to authorize sanctions against countries that have disrupted peace or order use of force against them.
3. How are peacekeeping operations sometimes referred to as? – Chapter 6 and a half.
4. Who authorizes the deployment of peacekeeping forces? – The Security Council.
5. Where were peacekeeping forces deployed during the Cold War? – to regional conflicts between relatively small countries.
6. What was their main function? – to monitor cease fires.
7. What armaments did the peacekeeping forces have during the Cold War deployments? – limited or light armaments.
8. How did the nature of the PK operations change with the end of the Cold War? – They evolved into broader missions of peacebuliding and peace enforcement.

B.

1. Who introduced the term "peacekeeping"? – Secretary-General Dag Hammarskjöld
2. How was peacekeeping originally called informally? – „chapter six and a half"
3. When and where was a form of peacekeeping first applied? – In the 5th century B.C. with the Greek city-states of the Delian League
4. What did the popes want to achieve in the Middle Ages? – "Truce of God"
5. What was the League of Nations? - an association of countries established in 1919 by the Treaty of Versailles to promote international cooperation and achieve international peace and security which was replaced by the United Nations in 1945
6. What happened in Saar in 1935? – A referendum; Around 3,200 troops from Britain, Italy, Sweden, and the Netherlands, together with a police contingent, were sent to the region under the command of a British general - but wearing their normal uniforms - to preserve law and order while the citizens of Saar voted for their future. This force was described as "a peace force, not a fighting force," and exercised strict impartiality
7. What was the benefit of not including peacekeeping in the UN Charter? – It gave the Secretary-General and the Security Council flexibility to design operations to respond to the particular circumstances of each crisis.
8. Why was UNSCOB assigned? – It was sent to investigate Communist infiltrations of Greece from neighbouring Balkan states.
9. How did the Soviet Union respond to UNSCOB? – The Soviet Union vetoed this anti-Communist action in the Security Council.
10. What was the purpose of UNTSO? How long did it operate? – UNTSO consisted of over 500 military observers who were sent to Jerusalem in 1948 to supervise a truce after the first Arab-Israeli war; from 1948 to2018.
11. How did the US State Department officials describe the early UN missions to the Congress in 1949? – They were telling Congress that the American representatives on all of these early missions were under the "administrative" authority of the United Nations but American "operational" command.

12. What did the General Assembly vote for in 1948? – In 1948 the General Assembly agreed to give the Secretary-General a worldwide communications system of his own.
13. What was the US financial contrubution to the early peacekeeping? – The United States paid 30 percent of the costs and provided logistic assistance.
14. How did Moscow feel about the increased control of the Secretary-General? – Moscow was becoming increasingly alert of the organization's expanding peacekeeping role and the control of the Secretary-General over these operations, which the Soviets felt served Western interest more than their own by stabilizing troubled parts of the developing world.

1.2.2.
1.What marks the beginning of a new period in the peacekeeping?
The Suez crisis of 1956.
2.How did the peacekeepers' responsibilities change after 1956?
The peacekeepers' responsibilities grew more complex as they were required to patrol borders, maintain law and order, and manage day-to-day developments in an international crisis.
3.Why did Israel invade Egypt?
to clean out Palestinian guerrilla bases
4.Who got involed in the Israeli-Egyptian conflict?
Britain and France
5.Why did the UN peacekeepers need clear identification during the Suez crisis?
because three foreign armies and the peacekeeping contingent of Canada, wearing British battle dress, were involved in the fighting.
6. Why did the UN peacekeepers wear distinctive blue helmets instead of blue berets during the Suez crisis?
Because it would take months to manufacture berets. So the United States quickly painted thousands of army helmets the right shade of blue and sent them to Suez.
7. What was the reason to dispatch UN Observer Group in Lebanon in 1958?
to investigate complaints that Egypt and Syria were infiltrating guerrillas into the country
8. Where did a civil war break out in 1960? How did it start?
in the Congo- now Democratic Republic of Congo, after Belgium granted it independence in 1960.
9. What happened after the beginning of the peacekeeping in the Congo?
The Soviet Union and France refused to pay their shares of the costs; the UN went almost bankrupt; the US threatened to deprive the Soviet Union of its General Assembly vote in 1964; a compromise was found.
10. What were the positives of the Congo operation?
It helped to maintain the unity of present-day DRC, stopped an East-West confrontation in Africa, provided valuable peacekeeping experience, and showed that UN peacekeeping can reduce and even put an end to a state of anarchy and civil war.

Listening 1. d, 2. a, 3. b, 4. c, 5. b

Script 1.2.2.
The United Nations went ahead with new, smaller operations in a number of countries between 1962 and 1965. In 1963 United Nations observers were in Yemen trying to oversee a fragile cease-fire between royalists and republicans. In 1965 it increased its presence in and around Kashmir after fighting started.
In 1964 a more controversial exercise with the creation of the United Nations Peacekeeping Force in Cyprus started. After the island achieved independence in 1960, intercommunal violence broke out on Cyprus between the Greek majority and the Turkish minority.
Plans to deploy the first-ever peacekeeping force involving NATO members collapsed because the island's Greek president Makarios was against. The Security Council then agreed in 1964 to deploy some six thousand and five hundred soldiers and policemen throughout the island, which largely succeeded in restoring law and order.
However, the Soviet Union, which had little interest in preventing tensions within the NATO insisted that the force be financed by voluntary contributions.
The United Nations role in Cyprus changed dramatically after Turkey invaded the island in 1974, following the change of the government of President Makarios, and divided it into separate Greek and Turkish states. This

caused the Blue Helmets to revert to a classic peacekeeping operation, monitoring the cease-fire between the two armies deployed on either side of the "Green Line," which separates the island.
The United Nations sought a peacemaking role on Cyprus, appointing a mediator between Greeks and Turks. But progress has been minimal so far, prompting some critics to complain that the force is really extending the crisis, not solving it, by keeping the island divided into separate communities that have had no contact for over a generation.

1.2.3.

A.

Statement	**True**	**False**
UN Peacekeeping remained the same after the Cold War.		V
Traditional missions did not differ significantly from multi-dimensional missions.		V
UN Peacekeeping is typical for both inter-State and intra-State conflicts.	V	
Contemporary Peacekeeping missions involve both military and civilian professionals.		V
Nowadays, the main field of operation of Peacekeeping is solving problems between countries.		V
Reintegration of former fighters is part of peacekeepers tasks.	V	

B.

1. F, 2. B, 3. I, 4. H, 5. D, 6. A, 7. G, 8. E, 9. C

1.2.4.

A. 1.i, 2.b, 3.g, 4. a, 5.f, 6.c, 7.k, 8.d, 9.j, 10.e, 11.h

B. 1. d, 2. e, 3. a, 4. b, 5. c

C. 1. Truce, 2. confrontation, 3. precedent, 4. negotiations, 5. appealed, 6. delayed, 7. dispatch, 8. invaded, 9. veto, 10. guerrillas, 11. disbanded, 12. infiltrate, 13. civil war

1.2.5.

1. 34 years
2. Commandant of Bulgarian National Defence College.
3. Commandant of a brigade.
4. In Naples.
5. In 2016.
6. The 1st Bulgarian contingent.
7. 6 months.
8. Under Polish command.
9. - to ***guard*** the Karbala province;
- to ***secure*** the region;
- to do ***convoying***;
- to ***support*** the civil population of the area.
10. - no ***combat*** experience;
- very limited ***PK experience***;
- very limited ***information*** about the ***mission***;
- lots of things to be ***adjusted*** in ***place***.
11. 30.
12. Great experience; had limited English knowledge, but improved his language and communication skills, especially how to work with and support the civil population.
13. Battalion commander in multinational brigade South-East.

1.2.6.

1. began 2. split 3. intensified 4. hardened 5. promised 6. decided 7. increased 8. stopped 9. ordered 10. began 11. was 12. dropped 13. made 14. took 15. were 16. called 17. authorized 18. approached 19. reached 20. expanded 21. started 22. took 23. gathered 24. called 25. concluded 26. ended 27. were

UNIT 1.3. TYPES OF PEACE OPERATIONS

1.3.1.

Video

1. What colour codes are used for peacekeeping, peacemaking and peacebuilding? – red, orange and green.
2. What does peacekeeping mean? – keeping the opposing sides apart from each other.
3. Why is red colour used for PK? – to show that PK is in the heat of violence and it is trying to make the violence stop.
4. What are the opposing parties involved in during peacemaking? – They are involved in discussions how to make a truce, a treaty or an accord.
5. In global politics, who engages the opposing parties in discussions during peacemaking? – a diplomat.
6. What happens during peacebuilding?- the 2 former enemies that were killing each other come to an agreement, recognize each other differences and try to build a new nation.
7. What is the key word in peacebuilding? – harmony.

Reading

Who takes the decision to employ NATO forces beyond NATO borders? - NATO's North Atlantic Council (NAC)
What can Peace support (PS) efforts include? - Peace support (PS) efforts can include conflict prevention, peacemaking, peace enforcement, peacekeeping and peacebuilding.
Which type of peace support is aimed at taking timely action to prevent a conflict? - Conflict Preventio
Which type of peace support is conducted after the consent of all major conflicting parties?- PK.
Which type of peace support effort supports long-term needs of the people and long-term reconstruction? – PB
Which type of peace support involves primarily diplomacy? – PM.
Which type of peace support requires UN Security Council authorization? – PE.
Which type of peace support typically uses military force? – PE.
When is peace support initiated in order to stop atrocities? – PE.
Which type of peace support follows after a peace settlement or ceasefire? – PK.
Which peace support activities can be conducted simultaneously? – PB, Conflict Prevention and PK.
Which operations are organised when disasters or humanitarian crises happen? -Humanitarian Assistance.
Which process do military forces support with military advice to other actors? - the peacemaking process
When do strategic early warning systems are employed? – in Conflict Prevention

1.3.2.

A.

1. breach, 2. atrocity, 3. intrastate, 4. resumption, 5. projection, 6. coercive, 7. Intervene, 8. deter, 9. mitigate, 10. imminent

B.

1 F, 2 E, 3 A, 4 D, 5 C, 6 B, 7 G

C.

1. Peace, 2. Conflict, 3. operation, 4. warfighting, 5. intervene, 6. intrastate, 7. new wars, 8. weakened, 9. environment, 10. building, 11. military, 12. media

1.3.3.

1. b, 2. c, 3. a, 4 c, 5. b, 6. a, 7. a, 8 a, 9. c

1.3.4.

A.

1. civilian deaths 2. casualties, 3. Soth Sudan, 4. Ukraine, 5. terrorist, 6. complex, 7. simplistic, 8. war and peace, 9. peaceful change, 10. lasting

B.

mission	year	success or failure?
El Salvador	*1991- April 1995*	**success:** *Ending Civil War & Holding Free and Fair Elections*
Sierra Leone	2000	**failure:** ill equipped and poorly trained peacekeepers
Iraq and Kuwait	1991 - resent	**success:** deterring violence; monitored withdrawal of armed forces; assisted relocation of Iraqi citizens from Kuwait to Iraq
Somalia	1992	**failure:** some peacekeepers killed
Afghanistan & Pakistan	1988 to 1990	**success:** monitoring the Soviet troops withdrawals

Script 1.3.4.B.
For half a century, United Nations peacekeeping missions have helped assure a more stable world, support emerging democracies, protect human rights, end conflicts, and prevent the spread of war.
Often the U.N. has succeeded in dramatically reducing violence, saving lives, and securing diplomatic solutions to conflict. From monitoring ceasefires to peace enforcement and armed intervention, UN soldiers have also learned some painful lessons.
In **El Salvador** the UN mission helped the successful implementation of peace agreements, thus ending 12 years of bloody civil war. UN peacekeepers disarmed combatants and created conditions for free and fair elections.
The UN's involvement in **Sierra Leone** in 2000 is its largest peacekeeping effort to date. But many of the peacekeepers were ill equipped and poorly trained. The rebels managed to steal UN weapons, tanks and uniforms, and kidnap hundreds of UN peacekeepers.
When the Nigerian-led force, Ecomog, withdrew because of domestic pressures, the peacekeeping operation turned into chaos.
The UN mission in **Iraq and Kuwait** has been helping in deterring violence from 1991 till present. It monitored withdrawal of armed forces and assisted relocation of Iraqi citizens from Kuwait to Iraq.
After the end of the Cold War, the Security Council extended its peacekeeping activities to include humanitarian intervention. However, when peacekeepers arrived in the capital of **Somalia** in **1992**, they found they were not wanted. The Somali warlords had little respect for the blue helmets of the UN, or for the US soldiers who were supporting the UN force. Some peacekeepers were killed, and the bodies of dead US soldiers were paraded through the streets of Mogadishu. When a US helicopter was shot down, Washington decided to withdraw its troops. A year later, in 1995, the UN also withdrew, confessing failure.
In **Afghanistan & Pakistan** the UN troops monitored the Soviet troops withdrawals in 1988 to 1990. Outposts were established to assure withdrawal.

C.
1. b, 2. c, 3. a, 4. a, 5. b, 6. a

1.3.6.
Part 1
1. What is the rank of the commander of the PK? - Captain
2. What is the PK operation about? - To establish security and stability and prepare for the return of newly-elected administration of Afraqi legitimate government
3. What is the ultimate goal of the mission? - To create peace conditions for normal living of Afraqi people and support building safe and secure environment of the region
4. Who do peacekeepers cooperate with? - Local authorities as police and security forces
5. What happened yesterday? - The training camp of rebels was discovered and secured
6. What will help to assure normal life of local farmers and their livestock? - All minefields clearance
7. What are the peacekeepers building? - Bridges
8. What was published? - Pictures of thieves and other criminal elements

Part 2
1. d, 2. a, 3. f, 4. b, 5. c, 6. e
T/F
1. F, 2. F, 3. T, 4. T, 5. F, 6. T, 7. T

UNIT 1.4. CIVIL-MILITARY COOPERATION IN PEACE OPERATIONS

1.4.1.
A.
professionalism, sacrifice, readiness, courage, 360 approach

C.
Civil-military liaison, Support of the force, Support to non-military actors and the civil environment

1.4.2.
A.
1 b, 2 b, 3. c, 4. d, 5. a
B.
1. spectrum, 2. interference, 3. capability, 4. comprising, 5. joint, 6. framework, 7. interdependent, 8. means, 9. sovereign

1.4.3.
A.
1 c , 2 b, 3 a, 4 b, 5 a, 6 b, 7 c
B.
1 d, 2 e, 3 a, 4 c, 5 b

1.4.4.
1. What is Leo's responsibility? - To provide security and stability for the local population.
2. When can Leo and his colleagues use force? - When necessary.
3. Whose support is necessary for providing aid and reconstruction? - Support of local people.
4. Who is Nina? - Nina is the coordinator of the humanitarian organisation that provides crucial supplies and support to local people.
5. What is Nina responsible for? - Organising transport convoys.
6. What is Leo's job? - CIMIC liaison.
7. What can he discuss with Nina? - Updates on the security situation, planning, emergency or logistic support.
8. What is key to providing security and promoting stability? - Understanding the complexity of the civil environment.
9. What is the key to successful cooperation? - Exchange of important information and expertise.
10. What is the goal that Leo and Nina work for? - To reduce suffering, create security and stability for the people in their care.

1.4.5.

CIMIC function	aim	characteristic features
Civil-military liaison	establish and maintain liaison with non-military actors	identification of relevant non-military actors; developing a liaison structure; internal and external CIMIC information management
Support to the force	to minimize disruption to military operations	gather info regarding the civil environment; identify and assess civil key indicators; identify and assess the impact of the military operation on the civil environment; identify and assess the impact of non-military activities influencing own operations; promote force acceptance and transparency; contribute to informing the civil society in the mission area.
3. Support to non-military actors and the civil environment	create conditions that support the accomplishment of the military mission	It may include a wide spectrum of resources such as information, personnel, materiel, communications facilities, specialist expertise or training

1.4.6.

A.

1. tasks and activities, 2. trust, 3. civil-military, 4. intolerance, 5. understanding, 6. intelligence, 7. military means, 8. civilian, 9. refugee, 10. commander, 11. timely

B.

1. T 2. T 3. F 4. F 5. T 6. F

C.

1. In a politically sensitive environment |a violation of a local law or custom | can seriously undermine the mission's chances of success.
2. Some civilian organizations may take | the view that cooperation with the military and independence | are mutually exclusive.
3. CIMIC plays a vital role | in ensuring cultural awareness of the forces | through education.
4. Once a relationship has been established, | it will usually need to be maintained | in order to survive disagreement and threats from third parties.
5. The structure and working practices of the civil organizations | with which NATO military forces must cooperate | is extremely diverse.

UNIT 1.5. TACTICAL COMMUNICATION IN PEACE OPERATIONS

1.5.1.

B.

1. 4, 2. 9, 3. 28, 4. 54, 5. 89, 6. 100, 7. 167, 8. 4000, 9. TIME 1500, 10. 2940, 11. 44000, 12. 589100

E.
RDB490
AK182L
WF774
CQV581
PXZ240
YSE983
UWI449
G101JT
VCQ8540
BXZ999

1.5.2.
E.
1. i, 2. d, 3. a, 4. b, 5. j 6. h, 7. e, 8. f, 9. c, 10. G
F.
1. c, 2. e, 3. h, 4.b, 5. a, 6. j, 7. f, 8. d, 9. i, 10. g
G.
1. c, 2. b, 3. c, 4.a, 5. c, 6. b, 7. c, 8. b, 9. a, 10. a

1.5.3.
B:
Line 1. HD 4025 4635: It gives the coordinates of the pick-up site of the medical evacuation which are HD 4025 4635.
Line 2. 34.55 (Break) E4V95: It gives information about the radio frequency for communication which is 34.55 and the call sign of the transmitting unit is E4V95.
Line 3. 1 A (Break) 1B. It means that there is 1 casualty with urgent status and 1 with urgent surgical status.
Line 4. Delta. It means that a ventilator is needed for the evacuation.
Line 5. 1 L (Break) 1 A. It means that 1 of the casualties is not able to move and 1 can move.
Line 6. Papa. It means that there is a possibility of enemy troops in area and the rescue team should approach with caution
Line 7. Charlie. It means that the pick-up zone will be marked with smoke.
Line 8. Alpha. It means that the casualties are coalition military.
Line 9. Wooded with open field. This is information about the features of the pick-up site.

1.5.4.
A.
Situation 1 Urgent, Situation 2 Priority, Situation 3 Convenience, Situation 4 Routine
B.
1. litter 2. stretcher 3. ventilator 4. O2 bottle 5. jungle penetrator 6. C-collar replacement 7. hoist 8. extraction equipment 9. Backboard 10. KED
C.
1. hoist
2. stretcher
D.
1. armed escort 2. enemy troops 3. approach with caution 4. armed escorts 5. enemy troops 6. approach with caution 7. armed escort 8. enemy troops

E.
1. Bravo 2. Alpha 3. Echo 4. Charlie 5. Echo

F.

I.

1. Location of the LZ; wind direction.
2. They land and take off into the wind.
3. Streamers (a long, narrow strip of material); flashy lights.
4. Patient's information
5. Don't shine anything into pilot's eyes;

- Don't approach the LZ while the helicopter is landing (Stay clear of the LZ);
- Don't talk to the helicopter's crew (Avoid unnecessary radio traffic);
- Clear debris

II.

1. Proper management and adherence to safety protocols.
2. Anything more than 10^0.

G.

1. Enemy Prisoners of War, 2. civilians, 3. coalition, 4. military

H.

A. tower, B. wooded (terrain), C. clearing, D. slope, E. swamp, F. desert, G. valley, H. plain, I. hill, J. power lines

1.5.5.:

A.

1. this is, 2. Roger, 3. Negaive, 4. Wilco, 5. Out, 6. Send, 7. Message, 8. I spell

B.

Conversation 1: 1. Message, 2. Send, 3. Grid 494842, 4. Request, 5. Negative, 6. Acknowledge, 7. Wilco, 8. Roger
Conversation 2: 1. Reporting incident, 2. Shooting, 3. I spell, 4. Position, 5. Out

C.

repeat the message =I SAY AGAIN
say „no" =NEGATIVE
finish your message and expect an answer =OVER
have an emergency message =BREAK, BREAK
identify yourself =THIS IS
use before you repeat something =REPEAT
say "yes" =AFFIRMATIVE
request repeat =SAY AGAIN
end the transmission =OUT
received and understood the message =ROGER
have made an error while transmitting a message =CORRECTION
ask for your signal strength and readability =RADIO CHECK
respond to radio check when you receive the message clearly =READ YOU LOUD AND CLEAR
want the receiving station to repeat the entire message back exactly as received READ BACK
correct the receiving station because it has not understood your message correctly =WRONG
have received and understood the message, and will comply =WILCO
will transmit numbers =FUGURES
require the receiving station to confirm that the message has been received and understood =ACKNOWLEDGE
will transmit each word/phrase twice because communication is difficult WORDS TWICE
will pause for a few seconds =WAIT

D.

1. parking, 2. east, 3. 100 by 100 feet, 4. power lines, 5. tower, 6. north, 7. 12 , 8. at night, 9. lights, 10. accident, 11. east-west, 12. field, 13. marked, 14. Wind

E.

Line 1-C-h; Line 2-J-c; Line 3-E-b; Line 4-F-j; Line 5-A-i; Line 6-D-f; Line 7-I-a; Line 8-G-h; Line 9a-H-e; Line 9b-B-d

F.

Line 1: DH 1234 3427
Line 2: 99.65 WPT

Line 3: 1 Bravo, 1 Charlie
Line 4: Alpha
Line 5: 1 Lima, 1 Alpha
Line 6: November
Line 7: Charlie
Line 8: 2 Alpha
Line 9: None

MODULE 2

UNIT 2.1. TERRORISM OVERVIEW

2.1.1.

1. State; 2. Nationalist; 3. Pathological; 4. Separatist; 5. Bio; 6. Cyber; 7. Nuclear; 8. Narco; 9. Right wing; 10. Left wing; 11. Religious.

2.1.2.

A: 1. C, 2. D, 3. C, 4. B, 5. B, C, D (3 correct answers), 6. B, D (2 correct answers).

B: 1. B, 2. C, 3. D, 4. B, 5. A, 6. A, 7. C

C: 1. D, 2. H, 3. E, 4. G, 5. B, 6. J, 7. C, 8. A, 9. F, 10. I

D.

state	1. condition	√	2. country	√
since	1. from		2. because	√
mean	1. indicate	√	2. plan	
study	1. learn		2. research	√
charge	1. load	√	2. accuse	
mind	1. brain	√	2. watch out	
objective	1. neutral		2.goal	√
commit	1. perform	√	2. devote	

E.

VERB	NOUN	ADJECTIVE
differ	difference	different
intend	intention	intended
direct	direction	directed
mean	meaning	meaningful
coerce	coercion	coercive
perceive	perception	perceived
intimidate	intimidation	intimidating

2.1.3.

Graphs, charts and diagrams are ***visual*** methods for presenting data in a ***concise*** manner offering clear relationships and ***trends***. Otherwise, data would be too ***complicated*** for quick understanding.

Diagrams are used for illustrating the connection of elements.

Tables are used for focusing on a couple of numbers at a time.

Bar charts are used for series of data that are independent of each other.

Pie charts are used for dividing a whole into different parts.

Line graphs are used for showing changes over time.

2.1.4.

A.

increase	decrease
hugely	slightly
suddenly	gradually
rise	go down
significantly	insignificantly
expand	narrow
quick	slow
clearly	vaguely

B: 1. bdfg, 2- abde, 3- abef, 4- acdf

C.

USAGE	CONNECTIVE WORDS AND PHRASES
to add ideas	and, also, besides, further, furthermore, too, moreover, in addition, then, of equal importance, equally important, another
time	next, afterward, finally, later, last, lastly, at last, now, subsequently, then, when, soon, thereafter, after a short time, the next week (month, day, etc.), a minute later, in the meantime, meanwhile, on the following day, at length, ultimately, presently
order or sequence	first, second, (etc.), finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually
space and place	above, behind, below, beyond, here, there, to the right/left, nearby, opposite, on the other side, in the background, directly ahead, along the wall, as you turn right, at the top, across the hall, at this point, adjacent to
to give an example	for example, to illustrate, for instance, to be specific, such as, moreover, furthermore, just as important, similarly, in the same way
results	as a result, hence, so, accordingly, as a consequence, consequently, thus, since, therefore, for this reason, because of this
purpose	to this end, for this purpose, with this in mind, for this reason/s
comparison	like, in the same manner/way, as so, similarly
contrast	but, in contrast, conversely, however, still, nevertheless, nonetheless, yet, and yet, on the other hand, on the contrary, or, in spite of this, actually, in fact
to summarize or report	in summary, to sum up, to repeat, briefly, in short, finally, on the whole, therefore, as I have said, in conclusion, as you can see

UNIT 2.2. HISTORICAL OUTLINE

2.2.1.

A: 1. b, 2. c, 3. e, 4. f, 5. a, 6. d

B: 1. trigger; 2. perpetrators; 3. collusion; 4. defiant; 5. banishment; 6. restraint; 7. commit; 8. adherence

C: 1. F, 2. G, 3. E, 4. H, 5. A, 6. D, 7. C, 8. B

2.2.2.

A: 1. T, 2. F, 3. F, 4. F, 5. T

B: 1. G, 2. C, 3. F, 4. A, 5. B, 6. E, 7. H, 8. D

2.2.3.

A: was contained, were left, were coordinated, became contaminated

2.2.4.1.

A: 1. b, 2. b, 3. c, 4. c, 5. c, 6. b, 7. a, 8. c

2.2.4.2.

A: 1. B, 2. A, 3. F, 4. E, 5. D

B: 1. a, 2. b, 3. b, 4. a, 5. c, 6. a

2.2.5.

A: 1. b, a; 2. c, c; 3. b, c; 4. a, b

UNIT 2.3. COMBATING TERRORISM

2.3.1.

B: 1. T, 2. F, 3. F, 4. F 5. T, 6. F, 7. F, 8. T

C: 1. enhance, 2. stature, 3. hijacking, 4. assault, 5. precautions, 6. sabotage, 7. disruption, 8. to harass, 9. disrepute, 10. assassination

2.3.2.2. Reading 2. 1. E, 2. G, 3. F, 4. D, 5. A, 6. C, 7. B

2.3.3.

A: 1. b, 2. c, 3. c, 4. b, 5. c, 6. a

B: 1. threat; 2. terrorism; 3. warfare; 4. hostages; 5. siege; 6. rescue

C: 1. T, 2. F, 3. F, 4. F, 5. F, 6. F, 7. T, 8. T

2.3.4.1.

A: 1.Counter-terrorism strategy is a government's plan to use the instruments of national power to neutralize terrorists and their organizations.

2. Most counter-terrorism strategies involve an increase in standard police and domestic intelligence.

3. Today, many countries have special units designated to handle terrorist threats.

4. Countries of all sizes can have highly trained counter-terrorist teams.

5. The majority of counter-terrorism operations at the tactical level are conducted by state, federal, and national law enforcement agencies.

6. In some countries, the military may be called in as a last resort.

2.3.4.2.

C:

Who are the Combat Controllers?

What is their mission?

Why are they deployed into combat and hostile environments?

What do they conduct at deployment?

What is their moto?

When were they established for the first time?

When were they established in their current form?

Where were they involved?

2.3.5.

C.

IED	Improvised flammable device designed to destroy
initiator	an explosive or device used to detonate a larger one
switch	a device for making and breaking the connection in an electric circuit
command-initiated	IED initiated at the moment the terrorist decides
autonomously initiated	IEDs detonated automatically without human intervention
trip wire	a low-placed hidden wire used to trip an enemy and to trigger explosive device
pressure plate	contactor which reacts to weight
Ordnance Disposal Engineer	expert on explosive deactivation

UNIT 2.4. TERRORISM PREVENTION

2.4.1.

B.

duties	**obligations**
especially	**particularly**
scope	**range**
attractive	**appealing**
problems	**challenges**
mental	**psychological**
unsuitable	**inappropriate**
reluctance	**unwillingness**
impolite	**disrespectful**
secrecy	**secretiveness**
worries	**concerns**
interfering	**intervention**

C.

In 2005, the EU Counter-Terrorism Strategy identified the prevention of radicalisation as a pillar of the fight against terrorism since it **(terrorism)** is a denial of democracy and of human rights. Countries have a duty to protect all individuals from terrorism, as part of their **(countries)** human rights obligations to guarantee the right to life, the right to security and other human rights and fundamental freedoms. This **(duty)** requires that they **(countries)** focus particularly on preventing terrorism: to determine the process of why and when individuals turn to terrorism, how it **(process)** happens, and ways this **(turning to terrorism)** can be prevented early on. Radicalisation is when someone starts to believe or support extreme views and, in some cases, then participates in terrorist groups or acts. It **(radicalisation)** can be motivated by a range of factors, including ideologies, religious beliefs, political beliefs, etc.

D.

ADJECTIVE	NOUN
vulnerable	**vulnerability**
isolated	**isolation**
lonely	**loneliness**
embarrassed	**embarrassment**
stressed	**stress**
depressed	**depression**
bullied	**bullying**
angry	**anger**
confused	**confusion**
pressured	**pressure**
independent	**independency**

Listening 1. 1. T, 2. F, 3. F, 4. T, 5. T

Listening 2.
1. patrols
3. separate
5. calming
6. events
7. buildings
9. pedestrian
10. attacks

2.4.3.2.
1. CCTV surveillance systems
2. clamshell road blocker
3. crowd control barriers
4. dumpster road block
5. parked cars
6. permanent bollard
7. police checkpoint
8. removable bollard
9. retractable bollard
10. road partitions from reinforced concrete
11. rows of trees
12. speed bumps
13. spikes barrier
14. Surface Guard TM
15. water-filled-barrier system
16. x-net
17. zig-zag-beam-crash barrier

2.4.5.1.
A.
Follow media reporting about the country and region
Be vigilant in public areas and places that **attract** foreigners – e.g. hotels, restaurants, bars and crowded places like markets, malls or sports events. Always be aware of your surroundings
Be vigilant around significant religious occasions (including the holy month of Ramadan) and public holidays; terrorist groups sometimes call for attacks around these times; during Ramadan in 2016, terrorists attacked Istanbul airport, a café in Dhaka and carried out several attacks in Saudi Arabia
Look out for anything suspicious and if you **see** anything, report it to the local police immediately – many terrorist attacks are foiled by the vigilance of the public. Where appropriate, you should also report concerns to your employer or your travel company
Think about the routes you use and have a plan of action to follow in the event of an incident
Try to avoid routines that could make you an easier target – vary the time and route of your regular journeys
Keep your mobile phone charged and with you, with emergency numbers programmed in
Consider the extent to which you might stand out from the crowd, particularly when travelling off the beaten track or to out-of-town destinations
Be discreet on social media about yourself and your travel and social plans
Tell family, colleagues, neighbours or trusted hotel staff about where you're going and when you plan to return
Identify places where you could **seek** refuge in an emergency
In airports, **minimise** the time spent in the public area, which is generally less well protected. **Move** quickly from the check-in counter to the secured areas. Upon arrival, **leave** the airport as soon as possible.

B.

Run to the nearest safe area while moving away from the source of hazard.
If you fall down, **roll** into a protected position and try to get up as soon as possible to avoid being trampled.
If no rapid escape is possible, **seek** cover behind any available natural or artificial objects that eliminate direct line of sight from the source of hazard.
Call 9-1-1 and remain alert for potential secondary attacks.
Render first aid when safe to do so.
Maintain situational awareness while providing assistance to others.
When help arrives, **follow** instructions given by law enforcement and first responders.

2.4.5.2.
hidden
obvious
typical
the numbers in the text mean:
bomb threads
terrorist attacks
items left unattended
HOT protocol created

UNIT 2.5. FUTURE THREATS

2.5.1.
B. 1. D; 2. F; 3. G; 4. C; 5. E; 6. B; 7. A
C. 1. nano; 2. mistreatment; 3. rhetoric; 4. diverse;
5. apprehend; 6. empower

2.5.2. Reading 2. 1. C, 2. E, 3. A, 4. G, 5. B, 6. F, 7. D
2.5.3.
segment 1. 1. about fifty; 2. by males; 3. time frame; 4. internet and cyber terrorism
segment 2. 1. F, 2. T, 3. DS, 4. DS
segment 3. 1. c, 2. b, 3. a, 4. b

B. 1. the Internet; 2. The Internet is useful for terrorists.
C. 1. B, 2. D, 3. C, 4. D

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