

## Preface

The *American Language Course's Maritime Operational Language Seminar* is designed for both self-instruction and classroom (seminar) use. The course was designed to provide maritime officers with practice in the English language skills, knowledge, and terminology they will find necessary to participate in multinational operations.

The Defense Language Institute English Language Center (DLIELC) recommends a proficiency of 80 in the English Comprehension Level (ECL) test or American Language Course Proficiency Test (ALCPT) for staff officers who will serve in multinational positions and/or study these materials. For a majority of learners, this level is similar to the level of a learner rated at the 2/2+ range of the STANAG 6001 scale.

Recommendations for improving these materials are encouraged. A questionnaire regarding the content and appearance of this course may be found on the last page of Volume II text. Correspondence should be addressed to: Commandant, Defense Language Institute English Language Center. ATTN: LEC, 2230 Andrews Ave., Lackland AFB TX 78236-5203 or FAX 210-671-0211.

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## Notes to the Reader

### Introduction

As stated on page i, it is recommended that participants of the course have at least an 80 ECL. This presupposes that the participants have mastered basic skills in English.

This course has the dual goal of enhancing English language proficiency and the knowledge of maritime terminology. This course also emphasizes advanced writing and speaking skills useful in staff positions. These skills include writing memos, reports, participating in group discussions, and giving briefings. Although military officers may already have these skills in their first language, the styles and formats of writing and giving briefings vary from culture to culture. It is the purpose of this course to provide the students with models and some practice so that they can transfer their skills from their first language to English. In Units 3 through 5 the vocabulary and reading skills topics deal with NATO and PFP. The vocabulary and reading skills material in Units 6 through 10 is based on *EXTACS 1000, 1001, 1004, 1006, 1007, 1010, and 1012* which provide useful information on messaging, search and rescue, noncombatant evacuation operations, maritime interdiction operations, mine countermeasures, and air operations.

Keeping a schedule and a learning log are activities recommended to help the learners manage and understand their learning. In a learning log, they are to track their feelings about what they are learning and the strategies that work best for them. This awareness is an important step to improving their effectiveness as learners. Effective learners are aware of the strategies they use and consciously try out new strategies to make learning not only more effective, but also more interesting.

### Assessment of Needs

The Supreme Allied Command, Atlantic and the Defense Language Institute English Language Center entered into an agreement to meet the training needs of Partnership for Peace nations for a Maritime Operational Language Seminar that includes a self-instruction portion as well as a

classroom portion (two-week seminar) which is to be conducted by US Navy Surface Warfare Officers School instructors with the assistance of DLIELC instructors.

### Course Materials

The student's package includes a two-volume text, a dictionary, sixteen audio cassettes, and a CD containing the *EXTACS* used in the course. The two-volume text includes twelve units, eight appendices, self-evaluation exercises for each unit, and answers to the exercises for self-correction.

### Recommendations

DLIELC recommends one week per unit. Students should plan to work on each unit for approximately ten hours concentrating on learning objectives including vocabulary (those items in the glossary) and nonobjective vocabulary (those items on the margins). After they complete each unit, they should complete the evaluation exercises.

### Description of Course Contents

#### Unit 1. Written Communication Skills

The course begins with a focus on writing for a number of good reasons. First, writing is an extremely important skill for staff officers. Most maritime officers frequently have to write reports, briefings, and general correspondence. Second, writing is a difficult skill to acquire, and in fact, progress in this skill can only be gained by writing and obtaining meaningful feedback. (Because this course is designed to be partly a self-instruction course, we recommend that they enlist the services of a tutor, the assistance of an instructor from the institute that sponsors them, or any advanced speaker of English.) Both input and output are essential ingredients for learning/acquiring a language. Thus, it is important that the students practice reading (input) and writing (output). The materials emphasize two kinds of writing: personal

and technical writing (because second language research seems to indicate that learners find technical writing more difficult without practicing personal writing). In this course, personal writing is practiced by writing learning journals; formal writing is practiced through a variety of writing assignments.

Besides writing practice, the unit will also provide them with the opportunity to practice and learn important terms that relate to the commander and his staff. The grammar review for this unit is the passive/active voice. The function consists of formats for asking and giving factual information. An introduction to the dictionary as a pronunciation guide exercises is also part of this unit.

## **Unit 2. Oral Communication Skills**

In order to produce good quality, highly understandable speech, one must first be able to *hear* the language correctly. Listening is the first and most basic language skill and speaking is its corollary, i.e., speaking is a normal result of listening. It is one thing to be able to hear and understand a person who is speaking directly to them; the understanding comes as much from body language and lip movement as from the sound of the words. It is quite another thing to understand from the sound alone, such as from the telephone or radio.

In this unit the students will learn about giving briefings including the technical aspects of delivering concise and effective presentations. They will also practice listening by means of the taped lectures and by role-playing telephone conversations. In the area of grammar, the modals are reviewed and practiced. In the area of reading skills, the authentic readings include two short magazine articles, a speech by Prime Minister Blair, and a reading describing the process of communication. Basic aspects of group discussion are also introduced in this unit.

## **Unit 3. Introduction to NATO**

The textual content in this unit is extremely important and is, in fact, the basis for much of the course. It must be remembered, however, that the

objectives center on acquiring English language skills, grammar, and vocabulary. In this unit the grammar emphasis is on prepositions.

Using English prepositions correctly has been considered by some linguists to be the last and most difficult hurdle in mastering the language. The difficulty stems from the lack of specific rules for their use, that some languages do not use them at all, and that sometimes they defy all logic. In this unit they will consider primarily the prepositions of direction or motion.

## **Unit 4. Partnership for Peace Challenges**

Since its introduction in 1994, Partnership for Peace has grown and become more operational; its role in expanding political and military cooperation throughout Europe has increased. This unit will help staff officers understand the changes in PfP and the challenges it faces.

The grammar portion of this unit deals with word order and reported speech; the function is supported by the grammar and focuses on inquiring about and reporting what others have said—an important skill for military personnel. There are many challenging readings in this unit. Students will work on improving their reading skills including reading faster, summarizing, concentrating on the main idea of the passage, using context clues to guess at the meaning of words, etc. They will also practice their personal writing by continuing their work on their learning log. This will help them become more aware of their learning styles as well as improve their fluency in written English.

## **Unit 5. Standardization in Multinational Forces**

The need for multinational forces has emphasized the need for standardization, not only in equipment but also in the whole range of military activities. The readings in this unit will help students understand the four levels of standardization: compatibility, interoperability, interchangeability, and commonality. They will also become familiar with factors affecting multinational commands. In the grammar component, the students will review word order in indirect questions. Since giving instruc-

tions is an important skill to the military officer, they will review sequenced instructions and practice giving them. Again they will have the opportunity to read models of technical/military material.

The vocabulary readings in Units 6 through 10 are based on *EXTACS 1000, 1001, 1004, 1006, 1007, and 1012* and are designed to help the maritime officer become more familiar with this material.

### **Unit 6. Maritime Communications**

Unit 6 is based on *EXTAC 1000 Maritime Maneuvering and Tactical Procedures*. The readings and objective vocabulary will help students understand and produce various reports made by individual units of a Task Group to the Task Group Commander using voice communications circuits. Students will also become familiar with the sequence and components of voice reports as well as call signs and the correct transmission of numerical figures. They will also learn the proper usage of brevity code words. The listening exercises include authentic messages.

### **Unit 7. Maritime Tactical Message Requirements**

*EXTAC 1006 Structured Messages* is the basis for this unit. The first vocabulary reading introduces the maritime tactical message system. Other vocabulary readings in the unit deal with specific types of messages the students will use during maritime operations—the OPGEN, the OPSTAT, and the Pre-exercise Message. In the grammar section, students will use conditional sentences to make hypotheses about actions or conditions.

### **Unit 8. Search and Rescue (SAR)**

Since students will be involved in a Search and Rescue (SAR) mission sometime during their career, the vocabulary and reading skills of the unit will help them understand the challenges and importance of SAR. This terminology will be helpful during maritime exercises with multinational forces. There are various readings concerning SAR missions which are both interesting and informative. The grammar component is a review of the simple past tense verses the present perfect tense.

The activities on the recording for this unit, as well as other units, such as pronouncing the unit vocabulary, and practicing maritime expressions will help the students become more comfortable with spoken military English.

### **Unit 9. Maritime Interdiction Operations (MIO)**

The title of this unit is “Maritime Interdiction Operations.” The objective vocabulary of the unit will help students understand the different phases of a MIO mission, the navy’s role in maritime interdiction operations, as well as the responsibilities of each person in the MIO chain of command in preparing for and conducting a MIO. Based on *EXTAC 1012*, the readings identify the material support each department onboard ship will be required to provide for the MIO mission as well as state the importance of the following when conducting MIO: communications, boarding procedures, employment of forces, and coordination with boarding teams’ members.

### **Unit 10. Noncombatant Evacuation Operations (NEO)**

In this unit students will learn about noncombatant evacuation operations or the evacuation of personnel from a location in a host or foreign country. The objective vocabulary of the unit will help them understand the different aspects of NEO. The grammar section is a review of all grammar presented in the two-volume text. In the function component, students will become familiar with and identify navy ranks and rates as well as NATO codes for officers and enlisted personnel. Since giving briefings and reports is an important part of navy life, students will have an opportunity throughout the self-instruction portion to prepare and practice an oral presentation.

### **Unit 11: Mine Countermeasures (MCM)**

This unit deals the challenges and importance of mine countermeasures. The terminology in this unit will be valuable when carrying out mine countermeasure operations with multinational forces. The various readings concerning MCM are not only interesting by also informative. The grammar section

deals with a review of the use of articles *a/an*. Also, students will finalize their oral presentation using techniques in oral and written communication learned throughout the course. The information and terminology in this unit will be helpful during helicopter cross operations.

## Unit 12: Air Operations

Unit 12 Air Operations is based on *EXTAC 1001 Helicopter Operations From Ships Other Than Aircraft Carriers (HOSTAC OPERATIONS)*. The objective vocabulary of the unit will help students understand the challenges and importance of air operations. This terminology will be helpful in military exercises with multinational forces. Students will find the various readings concerning standards for ship and aircraft interoperability, sea state and weather conditions, as well as radio communication interesting and informative. The grammar section deals with the use of noncount and count nouns with *the*. Again, the activities on the unit recording, such as pronouncing the vocabulary and practicing maritime expressions, will help students become more comfortable with spoken military English.

In order to make some material readily available for the students, eight appendices are included. Appendixes A, D, and E supplement the grammar presentations provided in the text. Appendixes B and C provide them with tools to help them become better writers. Appendix G should be used for the Listening/Viewing activities in the textbook. (Of

course, the form can be used any time they watch news broadcasts in English to help them focus their listening.) Appendix F contains additional information on group discussions, and Appendix H gives NATO/US equivalent Ranks and Rates.

The answer pages for the exercises are next, and these can provide the students with feedback. They should keep in mind that true independent learning occurs only when learners try to get the answers on their own and then use the answer pages for feedback. Next in the book come the evaluation exercises that can be used to check their progress. The students may check their answers with the text or during the two-week seminar.

There are sixteen cassettes which accompany the two-volume text. All of the vocabulary readings are included on the audio tapes. In addition, there are authentic messages, dialogs, as well as other listening activities to assist the students in understanding the material in the text. The tapes have been made by active duty military personnel and civilian personnel who work on a military installation. The tapes have been made to appear as authentic as possible so that the students will hear a wide range of American English accents similar to those they may encounter during a typical multinational operation.

Included in the package of course materials is a CD containing the *Multinational Maritime Operations (MMOPS)* and *EXTACS 1000, 1001, 1004, 1005, 1006, 1007, 1010, 1011, and 1012*. These files are in Portable Document Format (PDF). The CD contains Acrobat Reader which may be downloaded to open and read the materials. It is recommended that students print the *EXTACS* for easier readability.

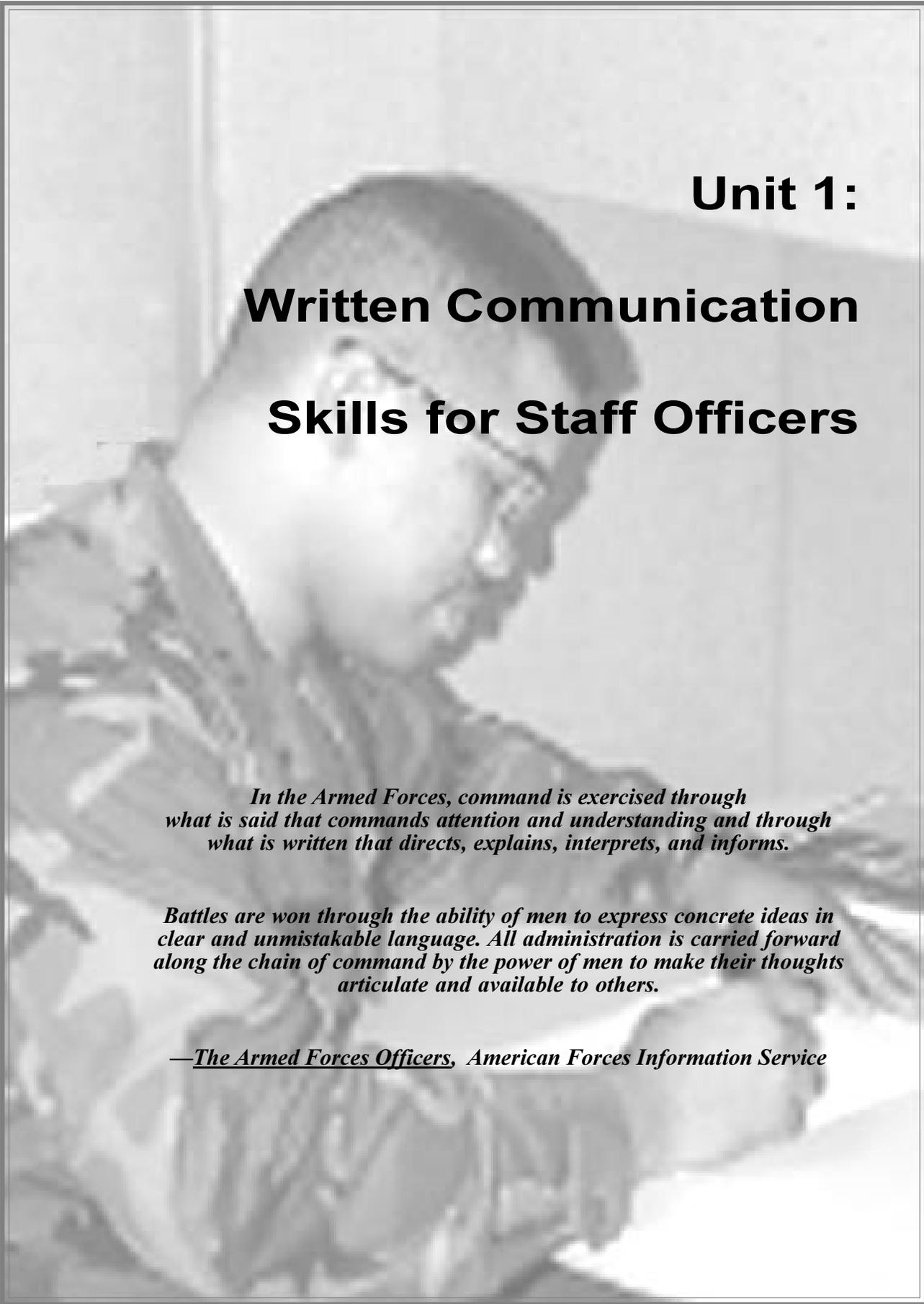
# Maritime Operational Language Seminar

## Volume I

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**Unit 1:**  
**Written Communication**  
**Skills for Staff Officers**

*In the Armed Forces, command is exercised through what is said that commands attention and understanding and through what is written that directs, explains, interprets, and informs.*

*Battles are won through the ability of men to express concrete ideas in clear and unmistakable language. All administration is carried forward along the chain of command by the power of men to make their thoughts articulate and available to others.*

*—The Armed Forces Officers, American Forces Information Service*

## Resources

You will need Unit 1 of this course, the Unit 1 recording, a tape/CD player, your notebook, pen or pencil, and your copy of *Webster's New World Dictionary*.

## Objectives

In this lesson you will

1. practice giving and asking for factual information.
2. identify passive voice sentences and change them into active voice.
3. use and correctly pronounce the objective terms, military expressions, and acronyms listed in the glossary.
4. identify the main idea and the supporting details of paragraphs.
5. identify components of paragraphs and write paragraphs about various topics.
6. practice reading models of technical/military materials (including manuals, STANAGS, regulations, procedures, checklists, reports, and messages) and answer comprehension questions.
7. familiarize yourself with military correspondence formats.
8. read military articles and answer comprehension questions.
9. write a memorandum for record.
10. practice using the pronunciation key of the dictionary.
11. practice a variety of language learning strategies.

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## LEARNING STRATEGIES

By focusing on how people learn, researchers have found that there are a number of strategies people use to learn a language. Researchers have also discovered that good learners are more proficient at using a *variety* of learning strategies. In order to add to your strategy repertoire, we have included a number of learning strategies in these instructional materials. These are designed to help you improve your language learning ability, and thus, enable you to become a better language learner.

## Plan, Monitor, Evaluate, and Revise

Good managers know that the cycle of planning, monitoring, evaluating, and revising helps them accomplish many projects. The process has been successfully applied to the management of one's learning. The paragraphs that follow illustrate how to apply the process to language learning.

### Plan

Planning is the first step. One excellent planning strategy is to make a study schedule every week—and, most importantly, to stick to your schedule. There are twelve units of study in this course. We estimate that it will take approximately ten hours of work per lesson. Let's say you want to complete one lesson per week. You will need to set aside ten hours of your time every week. The following is an example of a schedule; adapt it to make a schedule that fits your individual learning needs.

## Exercise 1

Make a simple weekly study schedule. Write the specific time you plan to study. In the model below, insert the specific time in the blanks; for example, Mon. Plan 1900-2100 Actual 2000-2130.

### Unit 1 Schedule

Day	Plan	Actual
Mon	_____	_____
Tue	_____	_____
Wed	_____	_____
Thurs	_____	_____
Fri	_____	_____
Sat	_____	_____
Sun	_____	_____

### Monitor

As you work through the text, be aware of (1) language explanations that seem unclear or ambiguous, (2) language areas that are troublesome for you, (3) learning activities and strategies that work well or do not work for you, and (4) difficult points that seem to take more work to master.

### Evaluate

Evaluate your progress by (1) completing self-evaluation forms, (2) keeping track of errors and the methods of study that work best for you, and (3) discussing, using, or teaching what you learn (new expressions, vocabulary, grammar, etc.).

### Revise

Once you have identified areas you need help in, the next step is getting the help you need. To accomplish this you may try (1) asking for help from someone who speaks English well, (2) hiring a tutor, (3) incorporating new strategies into your learning, and/or (4) consulting reference books.

### Learning Strategy

*Seeking out opportunities to practice your English will make your learning more meaningful.*

## VOCABULARY



Look at and listen to the reading titled “The Commander.” The objective vocabulary words are in italics. As you listen to the reading, circle those words you do not know.

### The Commander

In the framework of the military there is a structure for rank. The commander is the highest ranking officer. He alone is responsible for all that his unit does or fails to do. He cannot *delegate* this *responsibility*. The final decision, as well as the final responsibility, remains with the commander. The successful commander delegates authority and fosters an organizational climate of *mutual trust*, *cooperation*, and *teamwork*. He promotes an understanding of the procedures and a common basis for action at all levels of his command.

The commander discharges his responsibilities through an established organization of command *delegations*—called a



*chain of command*. Through this chain, the commander holds each *subordinate* commander responsible for all that the subordinate unit does or fails to do. All *orders* from a higher commander to a subordinate are *issued* by the commander of the higher unit to the commander of the next subordinate unit. Intermediate commanders are *bypassed* only as an exception in urgent situations. In such instances, both the commander issuing the order and the commander receiving the order should notify immediate commanders of its contents as soon as possible.

After you turn off the recording, silently read the paragraphs again. Next, in your dictionary or the glossary for Unit 1, look up those words you do not know and write the definitions in your notebook. Then complete the next exercise.

#### Learning Strategy

To learn the new vocabulary, say the words aloud and write them over and over as you study them.

**Note:** The word “italics” refers to text that is slanted, for instance the word *italics*. *Italicized* text is another way to refer to this type of text. When the text is made **darker**, we say it is “boldfaced.” In this course, the new vocabulary words are both italicized and boldfaced—but the instructions will only mention that they are italicized.

### Exercise 2

In your notebook, copy the following sentences and insert the correct vocabulary words.

1. By delegating authority, a commander fosters a climate of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. If possible, never \_\_\_\_\_ your immediate commander.
3. The sergeant gave the \_\_\_\_\_ for the platoon to march.
4. Everything that the unit does or does not do is the commander’s \_\_\_\_\_.
5. The commander must make the final decisions himself. He cannot \_\_\_\_\_ this responsibility.
6. A commander gives responsibilities to his \_\_\_\_\_ through the \_\_\_\_\_.
7. The uniforms were \_\_\_\_\_ to the soldiers by the supply section.
8. Capt Jones is the commander of that \_\_\_\_\_.



Listen to the reading titled "The Staff" and follow along. The italicized words are the new vocabulary. As you listen, circle the words you are not familiar with.

## The Staff

Just as the modern battlefield presents significant challenges to commanders, it also has an impact on staff functions at all levels. The modern battlefield demands a high level of staff *efficiency* and requires a great deal of *initiative* and *coordination* on the part of staff officers. The staff assists the commander in decision making by *acquiring*, *analyzing*, and *coordinating* information, and, most importantly, by presenting *essential* information to the commander with a recommendation so he will be able to make the best decision. What the staff does with the assembled information is of crucial importance to the function of staff operations.

The military staff is organized specifically to be a single *cohesive* unit to assist the commander in accomplishing the mission. The staff is organized to serve the commander within specific functional areas and operates in several areas to

- *Facilitate* and monitor the accomplishment of command decisions.
- Provide timely and accurate information to the commander and subordinate units.
- Anticipate requirements and provide estimates of the situation.
- Determine courses of action and recommend a course of action which will best accomplish the mission.
- Prepare plans and orders.

Silently read the paragraphs again. Find the meaning of the words you do not know. Then complete the next exercise.

## Exercise 3

Match each of the vocabulary words with its definition.

- |                   |  |
|-------------------|--|
| 1. ___ cohesive   | a. get, gain                                   |
| 2. ___ essential  | b. study                                       |
| 3. ___ analyze    | c. sticking together                           |
| 4. ___ acquire    | d. the action of taking the first step or move |
| 5. ___ initiative | e. necessary                                   |

### Learning Strategy

*Matching words to their definitions will help you remember them better.*



## GRAMMAR

### Active and Passive Voice

Read the material and work the exercises in your notebook. Then check your answers against the answer pages at the end of this unit. Repeat the process for any part of the material that is not clear.

#### Learning Strategy

*To learn grammar effectively, it is important that you understand the rules that apply to the grammar point you're studying.*

*Before you read about active and passive voice, ask yourself, "What rules do I know about the passive voice?"*

The military writing style stresses the use of the active voice. The use of active voice in writing is usually better than the use of passive voice. There are three important reasons:

1. Active voice is direct, forceful, and easy to understand. By contrast, passive voice can be vague, evasive, and hard to understand.
2. Active voice is more conversational than passive voice. (We normally speak in active voice.)
3. Sentences in active voice are shorter than sentences in passive voice.

Nevertheless, you will often find the passive voice used in military publications and may be tempted to use it. The purposes for studying the passive voice in this unit are to enable you to understand passive constructions and to encourage you to use the active voice when appropriate.

#### Active versus Passive Voice

The difference between the active voice and the passive is simple. It is a matter of emphasis. Ask yourself this question: Do you want to emphasize **the doer** or **the receiver** of the action? If you emphasize the doer, the sentence is active. If you emphasize the receiver, the sentence is **passive**. In an active sentence, the doer of

the action is at the beginning of the sentence. In a passive sentence, the **doer** is at the end and the **receiver** of the action is at the beginning.

#### Active

**Doer** + **Verb** + **Receiver**

The captain + issued + the order.

#### Passive

**Receiver** + **Verb** + **Doer**

The order + was issued + by the captain.

The passive sentence above could also read, "The order was issued," and still be grammatically correct. However, the listener/reader would not know who sent the message. The active voice forces the listener/reader to include this information.

#### Exercise 4

In your notebook, copy the following sentences, and insert the appropriate words as found in the preceding grammar presentation.

1. When using the military writing style, write in the \_\_\_\_\_ voice.

2. The active voice is better for three reasons:

The active voice is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. The active voice is more \_\_\_\_\_ than the passive. Active sentences are \_\_\_\_\_ than passive sentences.

3. The usual order for active sentences is \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_.

4. The usual order for passive sentences is \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_.

5. Mark the **Doer**, the **Verb**, and the **Receiver** in the following sentences.

- a. The jeep was driven by the private.
- b. The sergeant fired the rifle.

c. He is writing his paper.

d. The howitzer will be serviced by the crew.



## READING SKILL

Quickly scan the following reading to get the general meaning. Then read it carefully and highlight important points. It is a selection from US Department of the Navy, Former 1000 Series EXTACS, *Multinational Maritime Operations Manual*, Chapter 3 (September 1996). After you read it carefully, complete the true or false activity that follows.

**constituents:** components

**consensus:** general agreement

**vested:** placing authority in someone

**encompasses:** includes, contains

## Command and Control Organization

*“At the higher levels of command in multinational coalition operations, the function is more one of coordination than one of control, more one of cooperation than command. We need to develop doctrine to reflect and facilitate this reality.”*  
- Vice-Admiral Peter Cairns, Canadian Forces

Organization plays a crucial role in multinational maritime operations determining how multinational maritime force (MMF) **constituents** interact and coordinate with other participating non-maritime forces. In certain operations the MMF may indeed be a component of a larger multinational force. The first critical step in the organization of a MMF is the resolution of command, control, coordination and cooperation issues. The organization must reflect **consensus** among the partners about the conduct of the operation. This chapter discusses various command and control structures that may be used in a MMF and examines national command structures and the important distinctions between organizing for multinational and single nation operations.

**Command and Control** (C<sup>2</sup>). The terms “command” and “control” are closely related and often used together; however, they are not synonymous.<sup>1</sup> Command and control are vertical relationships flowing down from above. Cooperation and coordination are horizontal relationships among elements at similar levels.

**Command** is the authority **vested** in an individual of the armed forces for the direction, coordination, and control of military forces. Through this vested authority the commander impresses his will and intentions on his subordinates. Command may involve reorganizing existing forces by task or type, or for warfare or peacetime operational purposes.

**Control** is the authority exercised by a commander over part of the activities of subordinate organizations, or other organizations not normally under his command, which **encompasses** the responsibility for implementing orders or directives. All or part of this authority may be transferred or delegated.

**Cooperation** is the relationship that exists between two or more commanders that harmonizes the direction, control, and sustainment of their respective forces to enable them to work as a team. Cooperation is the **principle** that allows different forces to work together.

**Coordination** is the detailed interaction among force elements to ensure the highest possible cooperative effort. It usually involves coordination centers and detailed information flow among force elements.

These relationships are defined to form a C<sup>2</sup> system which allows the Multinational Maritime Force Commander (MMFC), his staff and his subordinates to plan, direct and conduct operations.

**C<sup>2</sup> Principles.** C<sup>2</sup> principles include:

**principle:** rule of conduct, a fundamental truth, etc.

**assets:** useful or valuable things

**achieved:** gotten as a result of action or effort; gained

**constraints:** limitations

**liaison:** intercommunication as between units

**hierarchical:** arranged in order of rank

**succession:** the act of coming next, as in holding an official position

**contingencies:** possible alternate events or plans

**indivisible:** that which cannot be divided

**exploit:** to make use of for one's own profit

1. **Unity of Command.** Unity of command is achieved by vesting the authority to direct and coordinate the action of all forces and military **assets** in a single commander. The composition of multinational forces will largely determine the command relations by which this authority is **achieved**. However, **constraints** may be placed on the use of national force components and supporting national assets. Unity of command can also be constrained by military activities of other authorities within the commander's area of responsibility. Therefore, in a multinational maritime operation, unity of command may be unachievable. Nevertheless, successful operations may still be conducted if unity of effort towards the objective can be achieved.
2. **Integration of C<sup>2</sup> Structure.** The command structure should ensure the most effective use of the capabilities of partners in the multinational operation. Separate national component commands may need to be established such as when a national joint force is placed under OPCON (Operational Control) of MMFC. When special operations forces are assigned or attached to an MMF, they normally operate as a separate component command. An efficient and comprehensive **liaison** structure between national chains of command is an essential element of the multinational force command structure.
3. **Chain of Command.** The structure of a C<sup>2</sup> system is normally **hierarchical**. Where necessary and appropriate, direction and orders to the next lower commander could include tasks for specific elements of his forces.
4. **Continuity.** C<sup>2</sup> should be continuous throughout an operation or campaign. The commander should arrange a **succession** of command and consider provision for an alternate HQ to meet operational **contingencies**.

**Command Responsibility and Freedom of Action.** A commander's responsibility for the accomplishment of his mission is **indivisible**, but delegation of authority may be necessary or desirable. In delegating, commanders at all levels need to clearly state their intentions, designate the objectives to be achieved, and provide the resources and authority required by subordinates to accomplish their tasks. Thus, the commander generates the freedom of action for his subordinates to act, within the bounds set by his intentions, so that they can react quickly to unforeseen developments or **exploit** favorable opportunities. Successful delegation has two prerequisites:

- The commander must at all times have a clear picture of the overall situation in his area of operations and confidence in his subordinates' abilities.

- The subordinate commander must fully understand his superior's intentions.

**Degrees of Operational Authority.** Commanders and subordinates must understand the extent of authority granted in their command relationship. Because C<sup>2</sup> relationships are fundamental to the formation of an effective force, particularly an effective maritime force, it is **crucial** that commanders establish a common definition of the terms at the earliest stages of an operation. The following discussion of degrees of operational authority is provided to facilitate this process.<sup>2</sup>

1. **Full Command.** The military authority and responsibility of a superior officer to issue orders to subordinates. It covers every aspect of military operations and administration and exists only within national services. It follows that no alliance or **coalition** commander has full command over the forces that are assigned to him. Nations will determine the criteria, methods, and extent of any delegation to a commander from a different nation. In making this determination, factors considered are likely to include the political objectives, the military mission, the size of the proposed force, the relative force capabilities, the advantages, risks and costs involved, the anticipated duration, and the MMF concept for rules of engagement.
2. **Operational Command (OPCOM).** OPCOM gives the commander authority to assign missions, to deploy or reassign forces or tasks to subordinate commanders, and to retain or delegate operational and/or tactical control as necessary. OPCOM does not include responsibility for administration or logistics; these responsibilities must be clearly specified in a multinational operation. OPCOM may be used to denote the forces assigned to a commander. A commander assigned OPCOM in a MMOP (Multinational Maritime Operation) may not reassign or delegate that authority without specific approval. While OPCOM allows the commander to separately employ components of assigned units, it cannot be used to **disrupt** the basic organization of a force to the extent that it cannot readily be given a new task or be redeployed. If commanders are assigned forces for a continuing mission in which they need freedom for employment with little or no constraint, they should be given OPCOM.
3. **Operational Control (OPCON).** OPCON is subordinate to OPCOM. It is the authority delegated to a commander to direct the day-to-day operations of forces in the accomplishment of assigned missions. These missions are usually limited by function, time, or location; deploy units concerned; and retain or assign tactical command (TACOM) and/or tactical control (TACON) of those units. OPCON does not include authority to separately employ components of the units concerned, or to employ a unit, or any part of it, for tasks other than the assigned task, or to disrupt its basic organization so that it cannot readily be given a new task or be redeployed. OPCON does not include responsibility for administration or logistics; that responsibility would have to be clearly specified in a multinational operation. Units are placed under OPCON so that commanders may benefit from the immediate employment of these units in their support, without further reference to a senior authority. The commander given OPCON of a unit may not exceed the limits of its use as laid down in the directive without reference to the authority issuing the **directive**. If the commander has a limited mission or task, or if forces are assigned with limitations on their activities, commanders should be given OPCON.

### Learning Strategy

*Highlighting important points helps you remember what you read.*

**crucial:** essential; of the utmost importance

**coalition:** a temporary alliance

**disrupt:** to disturb or interrupt

**directive:** a general order issued by an authority

**Change of Operational Control (CHOP).** CHOP is the date and time (GMT) at which the responsibility for OPCON of a force or unit passes from one OPCON authority to another. The manner of **execution** of CHOP should be explicit in the operation order; this may be done in terms of time, position, or boundary crossing.

**execution:** carrying out

**eligible:** qualified

4. **Tactical Command (TACOM).** TACOM is the authority delegated to a commander to assign tasks to forces under his command for the accomplishment of the mission assigned by higher authority. This term is used primarily in maritime operations. It is narrower in scope than operational command but includes the authority to delegate or retain tactical control. The senior officer present **eligible** to assume command of a Task Force Organization is called the Officer in Tactical Command (OTC).
5. **Tactical Control (TACON).** TACON is the detailed and, usually, local direction and control of movements or maneuvers necessary to accomplish missions or tasks assigned. Tactical control is usually assigned by OPCOM, OPCON, or TACOM to a subordinate commander for a limited period of time to conduct a specific mission or task. A commander having tactical control of the unit is responsible for the method and the orders used to exercise it.

**Other Terms.** Several other terms are frequently used by individual nations and services and will occasionally be used in multinational operations. These are:

1. **Assign.**
  - a. To place units or personnel in an organization where such placement is relatively permanent, and/or where this organization controls and administers the units or personnel for their primary function, or greater portion of their functions.
  - b. To detail individuals to specific duties or functions where such duties or functions are primary and/or relatively permanent.
2. **Attach.**
  - a. To place units or personnel in an organization where such placement is relatively temporary. Subject to limitations imposed in the attachment order, the commander of the formation, unit, or organization receiving the attachment will exercise the same degree of command and control as he does over the units and persons organic to his command. However, the responsibility for transfer and promotion of personnel will normally be retained by the parent formation, unit, or organization.
  - b. To detail individuals to specific functions where such functions are secondary or relatively temporary (i.e., attach for quarters and rations, attach for flying duty).
3. **Support.** The action of a force, or portion thereof, which aids, protects, complements, or sustains any other force. If a commander can achieve his mission without a higher level of command authority (i.e., OPCOM/OPCON), forces may be directed simply to act in support. The degree, manner, and duration of that support should be specified by the authority ordering the support:
  - a. **Direct Support.** The support provided by a unit or formation not attached or under command of the supported unit or formation, but

required to give priority to the support required by that unit or formation. A unit assigned in direct support will operate under the tactical control of the supported commander.

- b. **Associated Support.** Assistance provided by a force or unit to another force or unit that is under independent control (neither of which is subordinate to the other). The designated unit remains under the tactical control of the assigning authority who coordinates its tasks and movements.

**Administration and Logistics.** The delegation of authority in terms of OPCOM and OPCON does not include a delegation or change of administrative or logistic responsibilities. Any such delegation or change must be specifically ordered, either separately or together with the delegation of command authority. On occasion, changes to the degree of command authority may require changes to administrative or logistic responsibilities, and circumstances will arise in which administrative or logistic considerations place constraints on operations. Therefore, a delegating authority must always consider the possible administrative and logistic implications of any intended operational arrangement.

Notes:

1. Refer to *EXTAC 1000* for definitions and additional information.
2. As a point of departure, these NATO-derived terms have already been endorsed by a diverse multinational forum and may prove more palatable than strict national doctrine when establishing agreement among coalition partners.

Source: *Multinational Maritime Operations*, Department of the US Navy (September 1996). [www]http://www.ndc.navy.mil.

## Exercise 5

---

Circle "T" for true statements and "F" for false statements.

---

- |  |   |
|--|---|
| <p>1. In all operations, the MMF is a component of a larger multinational force. T F</p> <p>2. Command is a horizontal relationship between a superior and a subordinate. T F</p> <p>3. Cooperation allows two or more commanders to work as a team. T F</p> <p>4. In a multinational maritime operation, unity of command is always achievable. T F</p> | <p>5. Commanders should be assigned OPCON when they are given limited missions. T F</p> <p>6. TACOM is a term used primarily in maritime operations. T F</p> <p>7. Commanders may need to delegate some of their authority. T F</p> <p>8. OPCOM does not include responsibility for administration or logistics. T F</p> <p>9. OPCOM is the authority delegated to a commander to direct the day-to-day operations of forces in the accomplishment of assigned missions. T F</p> <p>10. Full command may exist within multinational forces. T F</p> |
|--|---|

## GRAMMAR

# Passive Verb Phrase

Now that you know the structure of active and passive sentences, you are ready to learn a simpler way to recognize a passive sentence.

You can recognize a passive sentence by its verb structure. A passive sentence **always** has a verb phrase containing a form of the verb *to be* **and** the past participle of an action verb.

1. The first part of all passive verbs is a form of *to be*:

<b>am</b>	<b>is</b>	<b>are</b>	<b>was</b>
<b>were</b>	<b>be</b>	<b>been</b>	<b>being</b>

If a modal (will, must, should, can, etc.) accompanies the main verb in the active voice, the modal is attached to the **be** verb when the sentence is changed to the passive voice. For example, We should type all letters. → All letters should be typed.

If the main verb is in a progressive or perfect tense in the active voice, the auxiliary verbs **be** and **have** are added to the **be**-verb when sentences are changed to the passive voice.

Examples:

They are processing the soldiers. →  
The soldiers are being processed.

We have checked the barracks. →  
The barracks have been checked.

2. The second part is always the past participle form of the main verb. You can recognize the past participle by its ending. Regular past participle endings are **-ed** and **-d**. There are many irregular endings for past participles, for example, **-en**, **-n**, and **-t**. You can find a list of irregular past participles at Appendix A.

## To Be + Past Participle

I am + required by my commander to attend the class.

He was + instructed by his captain to attend every briefing.

They have been + given the exams by their instructors.

The material will be + required by this agency.

The staff could not be + notified by the commander.

Have you noticed that the preposition *by* often appears in the sentence that is passive? It is a possible clue to the use of passive voice in writing since it can introduce the doer at the end of the sentence. Example: The tests are given weekly *by* the teachers.



## Exercise 6

In your notebook, write answers to these questions.

1. What are the eight forms of the verb *to be*?

### Learning Strategy

*By developing awareness of how the language works, you can monitor yourself and improve your English.*

2. What are the two parts of a passive verb phrase?

---

Circle the form of the verb *to be* and the past participle in the following passive sentences.

---

3. The film will be shown at 1900 hours.  
 4. The officer evaluation reports (OERs) are being written by the executive officer (XO).  
 5. All vehicles were properly dispatched.



6. Rifles are kept in the arms room.

---

Write the letter "P" for passive sentences and the letter "A" for active sentences. Circle the form of *to be* and the past participle for the passive sentences.

---

7. \_\_\_ Three protective masks were found in the truck.  
 8. \_\_\_ The SOP (standard operating procedure) is being written by the lieutenant (Lt).  
 9. \_\_\_ I have PT (physical training) tomorrow morning.  
 10. \_\_\_ Except for an occasional mortar and artillery shell, the hill remained calm.  
 11. \_\_\_ The trucks are located on Hill 672.

12. \_\_\_ More than 2,000 soldiers have been mobilized for Operation Endeavor.

## Passive Voice vs. Past Tense

A common mistake is to think that passive sentences can occur only in the past tense. Passive sentences can occur in all tenses—*simple, progressive, and perfect* whether in *past, present, or future time*—as shown in these examples:

The jeep will be driven. *Future*

The jeep is being driven. *Present progressive*

The jeep was driven. *Past*

## Exercise 7

---

Write the letter "T" next to true statements and the letter "F" next to false statements.

---

1. \_\_\_ Passive sentences occur in the past tense.  
 2. \_\_\_ Passive sentences do not occur in the present tense.  
 3. \_\_\_ Passive sentences can occur in the future tense.

---

Write the letter "P" next to passive sentences and the letter "A" next to active sentences.

---

4. \_\_\_ He loaded the tent and the stove into the jeep trailer.  
 5. \_\_\_ The target will be fired on at 0600 hours.  
 6. \_\_\_ The firing chart was constructed by the sergeant.  
 7. \_\_\_ The briefing was completed at 1500 hours.  
 8. \_\_\_ The ammo is being distributed by the platoon leader.

### Learning Strategy

*Labeling active and passive voice sentences will help you identify them in the future.*

## Passive to Active

Now that you can recognize a passive sentence, you should know how to change it to an active sentence.

The most common method is to put the *doer* at the beginning of the sentence. Look at this passive sentence:

**Passive:** The test + is being taken + by the student.

The *doer* (the student) is at the end of the sentence. To change this to an active sentence, rearrange it so the *doer* is up front and omit the word *by*. Next, change the tense of the main verb (take) to the tense of verb *to be* (is being). Lastly, put the receiver (the test) at the end. Now, you have an active sentence:

**Active:** The student + is taking + the test.

You have written a sentence that is active, shorter, and easier to understand.

Look for the preposition *by* as a clue to the doer. If the *doer* is not stated, try to figure out who it is.

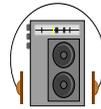
### Exercise 8

---

In your notebook, change these passive sentences into active sentences.

---

1. The captain was relieved of command by the general.
2. The foxhole will be dug by the soldiers.
3. Duty rosters were completed by the petty officer.
4. The sailors' uniforms were soaked by the day-long rain.
5. The field training exercises (FTX) are being evaluated by the C Battery officers.



### Exercise 9

#### Dictation: Effective Passive Voice

---

In your notebook, write the dictation titled "Effective Passive Voice." The selection will be read three times. The first time you hear it, just listen to it. Write it the second time, and the third time, check what you wrote.

---

#### Active Voice Military Writing

As noted before, the use of active voice in writing is preferable to the use of passive voice for three reasons. It is more direct, more forceful, and easier to understand. It makes your writing sound more like speech. It is shorter.

There are two more reasons why the military prefers using active voice in writing. First, when writing reports, we need to stress who did what, so the active voice is better. Imagine reading these reports:

**Weak:** The M16 rifles were stolen from the bivouac site.

The operation plan (OPLAN) was submitted late.

What else do you want to know? That's right—who did it.

So writing in the active form and including the doer up front is stronger.

**Strong:** A six-foot tall middle-aged man with brown hair stole the M16s.

CPT Jones submitted the operation plan (OPLAN) late.

Second, when writing orders, we should emphasize who must do what. So the active voice is preferable here, too.

**Weak:** Hill 424 must be attacked at 0430 (No doer mentioned.)

**Strong:** Company Q will attack Hill 424 at 0430.

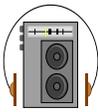
**Weak:** The motor pool must be policed by 1800. (No doer.)

**Strong:** SSG Doe's section must police the motor pool by 1800.

In sum, active voice in writing is the voice of authority. It is clear, concise, and to the point. There is no evasion and no hiding of responsibility.

## Exercise 10

Write an "S" next to those sentences that are "Strong" (active) and a "W" next to those that are "Weak" (passive).

- \_\_\_\_ Request is made that this unit be exempted from situational training exercises (STX) lanes.
  - \_\_\_\_ The arms rooms locks must be checked hourly.
  - \_\_\_\_ An atmosphere of trust was created by the patrols.
  - \_\_\_\_ CPT Jones completed his inspection of C Battery on 1 Aug.
- 
- ## SPEAKING SKILLS
- 
- ## The Dictionary as a Pronunciation Guide
- The dictionary can be a helpful tool when you want to know how a word is pronounced. Dictionaries have special symbols which show pronunciation. These symbols can be different from dictionary to dictionary. They can be found in the pronunciation key listed in the introduction of the dictionary.
- In this unit you will learn about your dictionary and the symbols it uses to indicate pronunciation.
- ### Syllables
- Every vowel sound in a word creates a syllable. Dictionaries separate syllables with a space, a dot (·), or a hyphen (-). The parts of entry words in your dictionary are separated by heavy, centered dots. You should note that the pronunciation entry does not always have exactly the same division of syllables as the main entry. See the example below. For the activities in this
- \_\_\_\_ The exercise began with an airborne assault on a disguised airstrip.
  - \_\_\_\_ Requests must be signed before issuance is accomplished.
  - \_\_\_\_ A total of 24 sorties were flown by the German aircraft during the exercise.
  - \_\_\_\_ Battles are lost when leaders are ineffective.
  - \_\_\_\_ The Rotating Amber Warning Light (RAWL) went off when the squad left the front gate of the *kaserne*.



After you turn the tape off, silently read the paragraphs again. Look up any words you do not know and complete the next exercise.

Look at the reading titled "The Staff Responsibility and Authority." In the blanks, write the words you hear. Then repeat them.

## Exercise 12

Match the vocabulary word with the corresponding meaning.

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. ___ intent       | a. advice                            |
| 2. ___ guidance     | b. watch over someone doing a job    |
| 3. ___ supervise    | c. to make easier                    |
| 4. ___ professional | d. purpose                           |
| 5. ___ facilitate   | e. second-in-command                 |
| 6. ___ XO           | f. a unit at a command level         |
| 7. ___ BDE          | g. showing the qualities of training |



## VOCABULARY



## Staff Responsibility and Authority

**ensuring:** making something certain to happen

Staff officers are assigned functional areas of interest and responsibility for accomplishing staff actions.

Assignment of staff responsibility for a particular activity improves efficiency by

- Giving the commander a single staff (1) \_\_\_\_\_ which is responsible for advice and assistance within an area.
- Giving staff and other (2) \_\_\_\_\_ a representative with whom they can coordinate or consult within an area.
- **Ensuring** that all command interests receive staff attention.

Thus, specific assignments enable staff officers to give their complete attention to a definable portion of command interests.

The commander delegates authority to the staff or to a particular staff officer. The commander normally delegates authority to the staff to take final action on matters within command policy. The authority delegated to individual staff officers varies with the level and mission of the command, the importance of operations, and the relationship of the staff officer's area of interest to the (3) \_\_\_\_\_ mission of the command. The assignment of staff officers carries no command authority over other staff officers. Although the commander retains (4) \_\_\_\_\_ responsibility, the staff officer is responsible for the way the delegated authority is carried out as well as for the results. While acting in the commander's name, the staff officer is responsible for any authority temporarily assumed in response to an (5) \_\_\_\_\_ situation.

---

After you turn the recording off, silently read the paragraphs again. Look up the meaning of any unknown words in your dictionary or the glossary for Unit 1. Then complete the next exercise.

---

**Note:** Differences between written American and British dialects include the spelling of the suffixes **-ize**, **-ization** as **-ise** and **-isation** and the spelling of the words **defense/offense** as **defence/offence**.

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### Exercise 13

---

Copy the following sentences in your notebook. Use the words from the reading to fill in the blanks.

---

- Staff officers are assigned functional areas of \_\_\_\_\_ and \_\_\_\_\_ for accomplishing staff actions within these areas.
- The commander is given a single staff \_\_\_\_\_, which is responsible for advice and \_\_\_\_\_ within a specific area.
- The commander delegates \_\_\_\_\_ to the staff or to a particular staff officer.
- The authority \_\_\_\_\_ to individual staff officers varies with the level and mission of the command, the importance of operations, and the \_\_\_\_\_ of the staff officer's area of interest to the primary \_\_\_\_\_ of the command.

- While acting in the commander's name, the staff officer is responsible for any \_\_\_\_\_ temporarily assumed in response to an \_\_\_\_\_ situation.

---

### READING SKILL

## NATO MESSAGE TEXT FORMATTING SYSTEM (FORMETS)

As a staff officer in multinational forces, you will have to comply with written regulations and instructions. The language used in these documents may not always be very clear to you, but practicing reading them will make it easier for you to understand their intent.

Oxford English is the official language of NATO. There are differences between American and British English, and although written forms generally show less variation than spoken forms, you will see some differences in these documents. Some examples are given in the margin.

The following excerpt comes from a NATO publication dealing with MESSAGE TEXT FORMATTING SYSTEM (FORMETS).

---

Skim the following paragraphs. Then answer the questions that follow.

---

NATO UNCLASSIFIED

ADatP-3(Part 1)

### CHAPTER 1

### GENERAL INFORMATION

**101. Purpose of the System:** Standardisation of messages used for information exchanges will improve interoperability between different national and NATO authorities and systems. To that end, the NATO Message Text Formatting System (FORMETS) provides the rules, constructions and vocabulary for standardised character-oriented message text formats that can be used in both manual and computer-assisted operational environments.

**102. Scope of the System.** FORMETS is to be used for all formatted character-oriented messages within the NATO Command, Control and Information System (NCCIS) unless specifically excluded by multinational agreement. It is concerned solely with the part of a message that contains the thought or idea the originator wishes to communicate. The transmission of formatted messages remains in accordance with the instructions given in relevant Allied Communications Publications.

**103. Policy of Use.** FORMETS provides the only accepted NATO system for producing message text format standards within the scope outlined in paragraph 102. Nations and NATO commands are urged to develop and use message text format standards that conform to the rules laid down in this publication.

- a. This publication is intended primarily for use by designers of message text formats and by personnel responsible for implementing message text formats. It may also contribute to the training of personnel involved in using those standards.
- b. Recommendations for expanding and enhancing FORMETS should be generated by national and MNC usage.

**104. Subdivision of the Publication.** This publication is subdivided into five parts as follows:

- a. Part I provides a detailed description of FORMETS. This part is subject to ratification by the nations.
- b. Parts II to IV provide catalogues of message text formats, set formats and field formats, respectively. Indexes and cross reference listings of formats are included in each part to facilitate the use and management of approved standards. These parts of the publication are dynamic, liable to regular and significant addition, amendments and deletions, and will be updated and produced with computer assistance. It is sufficient that changes to Parts II to IV are multinationally agreed by the appropriate NATO body prior to promulgation for general implementation and operational use.
- c. Part V provides a Keyword-Out-of-Context (KWOC) Directory intended to help users determine whether an approved standard pertaining to a specific subject is available. The directory is in two sections, a KWOC listing of field format subjects and KWOC listing of set format subjects. The same management principles that apply to Parts II to IV are applied to Part V.

**105. Glossary.** A Glossary of Terms and Definitions particular to FORMETS is provided in Annex B of this publication. Although the usual practice of explaining the meaning of a term at the point in the text where it first occurs is normally followed, this is not feasible in all cases. Consequently, occasional reference to the glossary may be necessary. When these terms first occur in the text, they are printed in capital letters.

**106. Use of Examples.** Examples are used throughout Part I to demonstrate FORMETS principles. These examples are not necessarily approved message text formatting standards and are not to be considered as such during the ratification by nations or subsequent use of the document. Changes to the examples will be required only when they no longer properly demonstrate the associated FORMETS principle.

**107. Responsibility.** Allied Data Systems Interoperability Agency (ADSIA) Working Group 5 is responsible for the development and maintenance of FORMETS.

**108. Submission of Change Proposals.** Proposed changes to ADatP-3, Part I, should be submitted to:

Custodian ADatP-3  
CIS Division, IMS  
NATO Headquarters  
B 1110 Brussels  
Belgium

Source: *ADatP-3, Part 1, NATO Message Text Formatting System (FORMETS) System Concept Description and Management* (October 1987). Brussels: NATO Headquarters.

## Exercise 14

---

In your notebook, answer these questions. Check your answers on the answer pages for this unit.

---

1. Why is standardization of messages important?
2. What part of the publication will you look at if you want to find
  - a. indexes and cross-reference listings?
  - b. keywords?
  - c. a detailed description of FORMETS?
3. When is FORMETS to be used?

---

## LEARNING STRATEGY

### Techniques for Learning Vocabulary

#### Vocabulary Cards

You can help yourself learn vocabulary, acronyms, and military expressions, by writing new words on cards. Use 3 X 5 index cards—or cards of any size available to you. Select from these categories the information you may want to include on your cards.

- the word, acronym, or expression
- its definition

- an example or illustration of it
- the number of syllables and the stressed syllable
- the translation of the word into your first language
- a key word, also from your first language, that you can associate with the English word

In fact, research conducted on vocabulary learning indicates that the more striking the association between the key word and the English word, the easier it is to remember the connection.

Write the vocabulary word on one side of the card. Then, on the other side of the card, write the other information. Put the cards in different categories, for example, according to topic, difficulty or ease of the words, etc. Carry the cards with you and study them whenever you have time.

One word of caution, though: *mastering word lists is only the first step in mastering new vocabulary*. To really learn a word, you need to know much more about it than what can be learned from memorizing a list, but this technique does provide a useful basis for learning. After encountering the word in context a number of times, you should try to use it.

---

## WRITING SKILL

---

Study the reading titled “Paragraph Development.”

---

### Paragraph Development

The paragraph is the basic structure of all military writing. Paragraphs are the primary vehicles for developing your ideas. They serve three important purposes:

- To group related ideas into single units of thought.
- To separate one unit of thought from another unit.
- To alert your readers that you are shifting to another phase of your subject.

Every paragraph you write should fulfill this threefold purpose.

In general, paragraph development follows an organizational pattern. You build your paragraphs to meet the structural requirements of your overall communication. You can use analogy, example, definition, and comparison and contrast to develop single paragraphs within your overall pattern. The guiding principle is to develop **one main idea in each paragraph**.

Most staff writing depends on relatively short paragraphs of four to seven sentences. If you follow this pattern, you will be able to develop clear, easy-to-read paragraphs. This does not mean all of your paragraphs should be the same length—that would be monotonous and might reflect inadequate development.

An effective paragraph is a functional unit with clusters of ideas built around a single main idea and linked with other clusters preceding and following it. It is not an arbitrary collection designed for physical convenience. It must perform a definite, planned function, present a single major idea or point, describe an event, create an impression, etc. Clusters of ideas in a true paragraph must convey a nucleus of meaning closely related to the meaning that runs through other clusters of ideas. It can perform this function only if it



contains a family of sentences that contribute to its main idea.

## Exercise 15

---

Read the paragraph below and underline the main idea.

---

Cold weather training is important for our success in winter combat. It is important to prepare our men and equipment for winter conditions. Our soldiers must learn how to cope with the cold and prevent injury. They also need to know how their equipment holds up in cold temperatures. If we train them well now, they will be ready for combat during the winter.

## Main Idea Sentences

The most important sentence in any paragraph you write is the **main idea sentence**. Why? It expresses the topic of your paragraph, gives you a point of focus for supporting details, facts, figures, and examples, and prepares your readers for your supporting information. In short, the main idea sentence is the controlling idea of the paragraph, and it signals the kind of information needed to support it.

Since the main idea sentence addresses the topic of the paragraph, it is normally the first sentence in the paragraph. Other sentences between the main idea sentence and the last sentence must be closely related to the sentence to document, expand, emphasize, and support the main idea. The last sentence should either summarize points made about the main idea sentence, clinch the main idea in the reader's mind, or serve as a transition to the next main idea. You should omit any sentence that does not perform one of these functions.

Practice in developing paragraphs according to this arrangement will not only assure you of tightly organized paragraphs, it will also enable you to offer a convenience to your readers. Many people need only

### Learning Strategy

*Understanding the main point of the paragraph will help you guess at the meaning of words you do not know.*

**Learning Strategy**

*You can improve your listening comprehension by focusing your listening.*

*Listen for the main idea.*

general information about the content of certain letters, reports, and directives. For these people, the convenience of scanning main idea sentences at the beginning of paragraphs for the most important ideas can save time. And, if they need more details, they can always read beyond the main idea sentences.

When you write more than one paragraph in a communication, make sure your sentences and paragraphs flow smoothly into each other. Use of clear-cut main idea sentences followed by supporting and clinching sentences is an important step in that direction, but you can develop your paragraphs according to this pattern and still produce jerky writing. Your objective is to help your readers see your paragraphs as integrated units rather than as mere collections of sentences.

One way to improve the flow of your ideas is to **think in paragraphs** rather than sentences. Once you develop a main idea sentence, think of the points you need in order to expand, clarify, illustrate, or explain the implications of that sentence. How many supporting points are necessary, and how can you tie the points together in a final sentence? Think ahead through the logic you plan to develop and then frame your sentence accordingly. If you think in terms of one sentence at a time, you must begin a new thought process when you get ready to write the second sentence. The process takes you through a series of stops and starts, and your writing is likely to reflect that **jerkiness**, which will be apparent to your readers. They may also encounter the same problem in moving from paragraph to paragraph.

**jerkiness:** characterized by an abrupt pushing and pulling motion

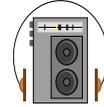
**Exercise 16**

Read the following paragraph and in your notebook, write answers to the questions that follow it.

The commander sets a limit of advance to keep control and to prevent

his assaulting elements from being hit by friendly fire. This limit should be easy to recognize even during poor visibility. It should be far enough beyond the flanks of the objective to give security elements space to perform their mission. Fire support can engage enemy forces beyond this line without clearance from the supporting unit.

- What is the paragraph about?  
\_\_\_\_\_
- Which sentence states the topic?  
\_\_\_\_\_
- How were you able to identify the topic?  
\_\_\_\_\_
- What information about the topic is the reader given?  
\_\_\_\_\_

**Exercise 17**

Listen to the paragraph. Then, turn your recording off, and write (a) the topic, and (b) the main idea sentence in your notebook.

After you turn off your recording, finish writing your answers. Go to this unit's answer pages and check them.

**The Supporting Details**

Remember that the topic of a passage is the subject in general terms. The main idea is more specific. The **supporting details** expand on the main idea by giving additional information. The expansions may be expressed in many ways, including

fact, example, illustration, comparison, contrast, purpose, consequence, or restriction. The following exercises are designed to help you distinguish the main idea from the supporting details.

## Exercise 18

---

Read Paragraph 1 as an example. Then read Paragraphs 2 and 3. In your notebook, write the main idea and supporting ideas.

---

### Paragraph 1

Active defensive operations require rapid and frequent movement. Within minutes of its arrival at a battle position, mechanized infantry must be able to defend that position, shoot into an assigned area from it, or perform security missions around it.

1. Main idea: Rapid and frequent movement is required for active defensive operations.
  - a. 1<sup>st</sup> supporting detail: within minutes of its arrival.
  - b. 2<sup>nd</sup> supporting detail: to defend a battle position.
  - c. 3<sup>rd</sup> supporting detail: to shoot into an assigned area.
  - d. 4<sup>th</sup> supporting detail: to perform security missions.

### Paragraph 2

When preparing for a deliberate attack, the team must first reconnoiter the area as much as time permits. In particular, it tries to locate covered routes into or around enemy positions, and to locate positions from which direct-fire weapons can support an assault.

2. Main idea:
  - a. 1<sup>st</sup> supporting detail:

- b. 2<sup>nd</sup> supporting detail:
- c. 3<sup>rd</sup> supporting detail:

### Paragraph 3

The threat forces use two types of defense: hasty and deliberate. The hasty defense is generally used by first-echelon units when offensive advance has been stopped. Threat forces conduct a deliberate defense when the advance is halted for more than a few hours. The main differences between the two are in sector width and tank location.

3. Main idea sentence:
  - a. 1<sup>st</sup> supporting detail:
  - b. 2<sup>nd</sup> supporting detail:
  - c. 3<sup>rd</sup> supporting detail:

## Exercise 19

---

Choose a topic from those listed below and write a short paragraph in your notebook. If you have questions about punctuation and capitalization, check Appendix B.

---

### List of topics:

1. Daily Military Routine
2. Field Training Exercises (FTX)
3. Helicopter Flight
4. Women in the Military



---

## FUNCTION

# Asking For and Giving Factual Information

## Asking for Factual Information

Read the questions and sentences. You will see that yes/no questions and question-word questions are used to obtain factual information.

1. *Who* is the leader of this platoon?
2. *Why* is the target so hard to see from the firing point?
3. *When* will you take leave?
4. *Where* will the change of command ceremony take place?
5. *What* type of armament do you think an infantry fighting vehicle should have?
6. *How* were the BFVs (Bradley fighting vehicles) used in the MOUT (military operations on urban terrain) deployment?

## Exercise 20

---

Using the example questions as a guide, write four questions asking for information. These questions should pertain to information you need to know regarding your military duty or operation. Write the questions in your notebook.

---

## Giving Factual Information

When you talk about facts, you are speaking of information that is true. The

following sentences express uncertainty and/or opinion. Change the sentences so that they express fact.

Example: I think the fortified position was camouflaged. (opinion)

The fortified position was camouflaged. (fact)

## Exercise 21

---

Rewrite the following sentences in your notebook so that they express factual information.

---

1. I believe the airstrip will be closed tomorrow for repairs.
2. I imagine the injuries to the troops were extensive.
3. I think that infiltration skills are crucial to a scout platoon's success.

---

## WRITING SKILL

# Military Writing

The characteristics most valued in military writing are clarity and terseness. To incorporate these characteristics into your military correspondence, you should do five things:

- Put your topic and your main idea "up front." This means that the first paragraph should contain the subject and the main point you wish to make in the memorandum.
- Use more active sentences than passive sentences.
- Use short words, short sentences, and short paragraphs. Short words make correspondence more understandable, and short sentences make it more readable.
- Avoid needless words and information.

- Tie your words together with transitions or connective words such as *however, therefore, thus, next, in addition, but, yet, consequently*, etc. (See Appendix C for more examples of connective words.)

Often in military writing, information is written in checklist style for the sake of clarity and of ease in reading. Short phrases, short sentences, or highly condensed paragraphs may be used; however, the expanded paragraph form typical of the conventional essay is not employed. Let's look again at our sample paragraph in both of these styles, viz., the essay style typical of nonmilitary writing, and the memorandum checklist style representative of most military correspondence.

## Essay Style

Cold weather training is important for our success in winter combat. We must prepare our men and equipment for winter conditions. Our soldiers must learn how to cope with the cold and prevent injury. They also need to know how their equipment holds up in cold temperatures. If we train them well now, they will be ready for combat during the winter.

## Memorandum Checklist Style

Reasons for Cold Weather Training

1. To prepare soldiers to cope with the cold and to prevent injury.
2. To show them how their equipment holds up in the cold.
3. To ensure their success in combat in winter.

**When writing memoranda, create checklists when possible.** Doing so will help the reader see the items and understand them clearly and quickly.

**Maintain strong parallelism in your checklists.** When creating checklists, keep the items grammatically balanced. Use the same grammatical structures. Write all sentences or all phrases.

## Parallel

Two Traits of a Strong Leader

1. A dedication to the accomplishment of the mission. (noun)
2. A strong sense of caring for the welfare of the soldiers. (noun)

## Not parallel

Two Traits of a Strong Leader

1. Dedication to the accomplishment of the mission. (noun)
2. To care for the welfare of the soldiers. (infinitive)

## Exercise 22

---

Go to Exercise 19 and rewrite your paragraph in checklist style; use either parallel sentences or parallel phrases.

---

## The Memorandum

The memorandum is the military's main format for composing correspondence. Two styles are generally used: the Formal Memorandum and the Memorandum for Record (MFR or MR).

## The Formal Memorandum

The basic memorandum format is the Formal Memorandum. It is used to correspond formally with any command, staff, agency, or activity within the military services. The Formal Memorandum shows the addressee's duty position or name and address. This type of memorandum should be written on letterhead stationery.

The Formal Memorandum can be modified slightly to create the Memorandum for Record, which is less formal and is used within the command.

---

**Format of Formal Memorandum**

---

(letterhead stationery)

Date of Signature

MEMORANDUM FOR ADDRESSEE'S DUTY POSITION OR NAME AND ADDRESS

Subject: Indicate the subject matter briefly

1. The first paragraph contains information on the occasion that caused this memo; e.g., meeting, conference, conversation, people, etc. (the reference)
2. Background and discussion (when necessary for clarity)
3. Conclusions reached and decisions made
  - a.
    - (1)
    - (2)
  - b.
4. Staff agencies responsible for specific action (if applicable)

Name, Rank, Service  
Position

**Note:** Styles of memoranda used by the US military may vary slightly among the services. Examples in the text are authentic memoranda from the US Army and US Navy.

---

**Example 1 of Formal Memorandum**

---

(letterhead stationery)

23 March 1999

MEMORANDUM FOR ASSTCDR, 23D ARMED DIV

SUBJECT: Preparations for USAREUR Artillery Competition.

1. Summary. Preparations are on track for the competition set for 19 Aug at Grafenwoehr. I have chosen primary and backup sections to represent the battalion. Maintenance and gunnery training are in full swing. Our only major problem is acquiring more 155 mm ammunition for direct fire practice .
2. Actions Completed.
  - a. Designation of Sections. Based on their performance in the DvArty "Top Gun" Competition in Dec, I chose SSG Alfred Jones' section (Btry A) as the primary section and SSG Johnny Rodriguez's section (Btry D) as the backup. Their soldiers are not due to PCS until FY 2000.
  - b. Planning Meeting. The section chiefs, their platoon leaders, chiefs of firing battery, their platoon leaders, battery commanders, and the S3 met last Tuesday to prepare a draft Preparation Checklist and Milestone Calendar.
  - c. Preparation Checklist and Milestone Calendar. After the CSM and XO reviewed them, I approved the checklist (Encl 1) and calendar (Encl 2). The S3 sent copies to DivArty S3, Bde S3, and Div FSE.
  - d. Maintenance and Gunnery Training. This week, both sections completed Phase I of the training schedule. They were both particularly sharp on crew drill, emergency displacements, and ammunition handling.
3. Actions To Be Completed.
  - a. Training. We will continue to follow the checklist and the calendar to the letter. They are very sound, and I'm confident they'll fully prepare the sections to bring home the trophy. The supplemental training during our next Grafenwoehr training density will sharpen the section's skills.
  - b. Maintenance Inspections. Division MAIT will conduct a courtesy inspection on 25 Apr. The DS fire control repair mechanic will do this on 26 Apr. They will give us a final check in July, two weeks before the competition.
4. Significant Problems. The DivArty S4 and my Ammo Officer are coordinating with the Div Ammunition Officer for 100 extra 155 HE rounds for direct fire training. I have talked to him, too, but he hasn't yet received word back from the Grafenwoehr ASP. I'll keep you informed on our progress.
5. Point of Contact. MAJ Kilhesad, S3, 333-999

2 Encls  
1. Schedule  
2. Milestone Calendar

BOBA. TILLS  
LTC, FA  
Commanding

---

Example 2 of a Formal Memorandum

---

(letterhead stationery)

5216  
Ser943D/345507  
10 Jan 99

MEMORANDUM FOR THE DEPUTY CHIEF OF NAVAL OPERATIONS (OP-XX)

Subj: PROFESSIONAL PREPARATION OF THE MEMORANDUM-FOR  
INFORMATION MEMORANDUM

Ref: (a) CNO Supplement to DON Correspondence Manual  
(b) HQMC Supplement to DON Correspondence Manual

1. The memorandum-for is a very formal memorandum. Its normal use is to communicate with very senior officials such as the Secretary of Defense, the Secretary of the Navy, the Chief of Naval Operations, one of the Assistant Secretaries or Deputy Chiefs, or an Executive Assistant (EA) for any one of these officials.
2. Take great care in the preparation of the memorandum-for. These documents have high visibility and require thorough staffing and tactful expression. Make sure each of them has the following:
  - a subject line that best describes the memo’s purpose;
  - headings, if useful;
  - brevity, always—normally keep the memorandum-for to *one page*.
3. If you use tabs, be sure not to let those tabs substitute for good staffing. Do your best to pull the relevant information out of the references and weave it into your memorandum rather than asking a senior official to plow through the tabbed material.
4. Protocol is important. List the addresses in the established order of precedence.
5. Prepare the memorandum-for on letterhead stationery. Because it lacks a “From” line, show the signer’s title below the typed name.
6. Various offices have issued additional guidance on preparing this document. For example, the Secretary of Defense asked recently that “ACTION MEMORANDUM” or “INFORMATION MEMORANDUM” be placed at the end of the subject line of each memorandum-for, and OP-NAV offices have generally followed suit.

J. Memorandum  
Deputy Chief of Naval Operations



---

**Example 1 of Memorandum for Record**

---

23 August 1999

MEMORANDUM FOR RECORD

Subject: Command Procedure Manual Update

1. All Company Commanders are to review the attached documents. These procedures are being implemented into the Command Procedure Manual.
2. These procedures are effective immediately.

Jerome H. Jones, Capt, USA  
Executive Officer

Enclosures (2)

---

**Example 2 of Memorandum for Record**

---

11 August 1999

MEMORANDUM FOR RECORD

Subj: Responsibility for Change of Postal Safe  
Combinations on USS Overhaul (FFG999)

On 10 August 1999, I discussed this investigation with PCC Gray of the COMCENTGULF Postal Assist Team. I asked PCC Gray specifically what the responsibility of the postal official in this case would have been. He said that a postal officer must oversee the entire postal operation of the command. Therefore, ENS Brown did have a duty to make sure safe combinations were changed. However, he also pointed out that ENS Brown's responsibility was oversight only, and that the primary responsibility for changing the combinations remained that of the Custodian of Postal Effects (COPE) aboard USS OVERHAUL, that is, PC2 White.

J.R. Black, USNR  
Investigation Officer

---

**Example 3 of Memorandum for Record**


---

15 May 97

**MEMORANDUM FOR RECORD**

Subj: Target Anchors and Salvo Retrievers

1. I have been asked the following questions by OP-88Z and by Mr. A. C. E. Shooter of SASC staff:

a. What are the quantity and funding profile for target anchors and salvo retrievers for FY 96 and prior through FY 99?

b. What would be the cost of 300 target anchors in FY 99?

2. I provided the following information:

	<u>FY96&amp;Prior</u>	<u>FY97</u>	<u>FY98</u>	<u>FY99</u>
Target Anchors	150/\$3.0M	300/\$5.4M	400/\$7M	50/\$.08M
Salvo Retrievers	250/\$15M	400/\$23M	550/\$32M	800/\$46M

The cost of 300 target anchors in FY 99 would be \$4.8 million. The inventory objective for target anchors remains 1,500; the inventory objective for salvo retrievers is 3,000.

3. This inquiry is probably the first of many on this subject. We should be consistent in our answers.

E. Preble  
Director, Targeting Division

Copy to:  
OP-OX  
OP-OXA  
OP-OX

**Exercise 23**


---

Using the format and the model, write a brief Memorandum for Record regarding a meeting, conference, or problem that needs to be documented. Use the checklist style, and write in sentences or condensed paragraphs rather than in phrases. When you are finished with your memo, use the following questions to review it for clarity and terseness. (If a situation calls for a Formal Memorandum, use the format and the model given to draft one. Write the finished version on letterhead.)

---

1. Does the first paragraph contain the topic and the main idea of your memorandum?
2. Are the words, sentences, and paragraphs short?
3. Have you eliminated unnecessary words?
4. Have you used transitional and connective words?
5. Have you checked for correct capitalization and punctuation?

## Other Types of Military Writing

Although the memorandum is a flexible format that can serve the purpose for various types of written communication, there are other formats for military writing. Two very useful formats are the decision/position paper and the talking paper.

**Decision papers** or **position papers** exist to persuade. They can be used to evaluate a proposal, raise a new idea for consideration, advocate a current situation or proposal, or take a stand on an issue.

A **talking paper** serves as a quick-reference outline of key points, facts, and questions to use during an oral presentation. It is crisp, short, and to the point. Depending on the user's purpose, it could also be prepared as an abbreviated version of either a decision or a position paper.

Topics related to military writing are also discussed in Units 2 and 4.

---

## READING SKILLS

---

To improve your reading speed, read as quickly as possible and answer the questions orally. Then go back and reread them more carefully, and answer the questions in your notebook. Afterwards, go to the answer pages and check your answers. Circle the words that you are not familiar with, but instead of looking them up in the dictionary, try to guess their meaning.

---

## Allied Forces Southern Europe - AFSOUTH

Allied Forces Southern Europe (AFSOUTH) is one of three regional subordinate commands of NATO's Allied Command Europe (ACE). The Com-

mander-in-Chief of AFSOUTH (CINCSOUTH) is a four-star U.S. Navy admiral. His area of responsibility comprises Greece, Italy, Turkey and the Mediterranean and Black Seas.

## History

Following the signing of the North Atlantic Treaty on 4 April 1949, The North Atlantic Council (NAC)—the highest political organization in the North Atlantic Treaty Organization (NATO)—formally asked the President of the United States to designate a Supreme Allied Commander Europe (SACEUR) to establish an allied integrated military command, Allied Command Europe (ACE), for the defence of the NATO countries in Europe. U.S. Army General Dwight D. Eisenhower was appointed and on 19 June 1951, he announced the establishment of AFSOUTH. On 21 June 1951, AFSOUTH began operations under the command of U.S. Navy Admiral Robert B. Carney, with headquarters onboard USS Mount Olympus moored in the Bay of Naples. CINCSOUTH's Headquarters moved to its present location in the Bagnoli district of Naples in 1953.

## Mission

CINCSOUTH's primary mission is to guarantee the security and territorial integrity of NATO's Southern Region.

- In peacetime, AFSOUTH, through dialogue, partnership, and cooperation with others, contributes to the maintenance of peace and stability in the region. Furthermore, it develops the requirements, plans and procedures for those military forces which would be assigned to the region in peace, crisis or war. This includes the planning and conducting of military exercises.
- In crises, AFSOUTH recommends and conducts the appropriate military measures to reinforce political actions or to contribute to NATO's support of U.N. and OSCE (Organisation on Security and Cooperation in Europe) operations.

- If deterrence fails, AFSOUTH is responsible for the control of all forces assigned to the region for its collective defence.

## Organisation

The AFSOUTH staff comprises military personnel from Germany, Greece, Italy, Turkey, the United Kingdom and the United States and NATO civilians. France maintains a Military Mission at AFSOUTH, while Canada, Spain and The Netherlands are represented by Liaison Offices.

More than 5,000 NATO military personnel and civilians are assigned to the NATO headquarters in the region.

CINCSOUTH has delegated command and control of forces that are or could be allocated to NATO in the Southern Region to a number of Principal Subordinate Commands (PSCs):

- Allied Naval Forces Southern Europe (NAVSOUTH), located in Naples, which is responsible for sea control and protection of sea lines of communication.
- Allied Air Forces Southern Europe (AIRSOUTH), located in Naples, which is responsible for the NATO air defence of the Southern Region.
- Allied Land Forces Southern Europe (LANDSOUTH), located at Verona, Italy, which is responsible for the NATO land defence in Italy.
- Allied Land Forces Southeastern Europe (LANDSOUTHEAST), located at Izmir, Turkey, which is responsible for the NATO land defence in Turkey.
- Naval Striking and Support Forces Southern Europe (STRIKFORSOUTH), located aboard the USS Lassalle and in Naples, which is responsible for the projection of NATO maritime power, including amphibious forces, in the region.
- Until the activation of a new PSC headquarters, the commander of the Hellenic First Army in Larissa, Greece, is responsible for NATO defence planning in Greece.

*Source:* "Allied Forces Southern Europe - AFSOUTH." From AFSOUTH Fact Sheet. Oct 98. AFSOUTH Public Information Office. Italy [www] <http://www.afsouth.nato.int/ORGANI-1/Organi-1.htm>

## Exercise 24

1. Who is the CINC at AFSOUTH?
2. Where is AFSOUTH located?
3. Where is the staff from?
4. What's AFSOUTH's mission?
5. What are the five PSCs?

## NATO Documents

### Exercise 25

---

Carefully review the following STANAGs for writing NATO documents:

- 1) Figure 1-1. STANAG 2020 Operational Situation Reports
  - 2) Figure 1-2. STANAG 2066 Layout for Military Correspondence
- 



NATO UNCLASSIFIED

Agreed English/French Texts.

STANAG 2020  
(Edition No. 3)

Figure 1-1.  
STANAG 2020  
Operational  
Situation Reports

DETAILS OF AGREEMENT (DofA)OPERATIONAL SITUATION REPORTS

- Annexes: A (DofA). Outline of a Detailed Operational Situation Report.  
B (DofA). Example of an Operational Situation Report in Message Form.

AGREEMENT

1. It is agreed that the format for operational situation reports detailed in the subsequent paragraphs is to be used by the NATO Armed Forces below the Army Group level operating on land.

GENERAL

2. An operational situation report is the principal means of reporting the operational situation to higher authority. Routine reports are submitted at times specified by higher authority and, in addition, reports may be called for at any time.

3. The operational situation report (normally known simply as 'situation report') gives the situation in the area of the reporting unit or formation. It includes information of the tactical situation and such administrative information as may affect the tactical situation.

CONTENTS

4. Examples of situation reports are given at Annexes A and B (DofA). The sequence of the text of the report is as follows: (1)
- a. Enemy. Enemy activities, identifications and newly located positions, including reports of enemy shelling, air attack and patrols.
  - b. Own Situation. Activities of own forces, including changes of locations of units/formations and headquarters and activities of forces not attached to the originating unit/formation such as movement of patrols or flanking units.
  - c. Administration. Administrative information which directly affects the tactical situation is included here.
  - d. General. Information not covered elsewhere.
5. In those cases where reports have already been submitted, giving the required detailed information, reference is made in the appropriate paragraph of the situation report; e.g. under paragraph 1 of Annex A (DofA), the following might be inserted "See Intelligence Summary No. \_\_\_\_."
6. Situation reports only report changes in the situation since the submission of the last report. Where there is no change this state of affairs should be reported as 'no change'.
7. In the interests of clarity and brevity, full use should be made of traces/overlays.
8. In the two examples given in Annexes A and B (DofA), it is normal to use the example at Annex A (DofA) at higher headquarters and the example at Annex B (DofA) at lower headquarters.

DESPATCHING OF OPERATIONAL SITUATION REPORTS

9. Situation reports must be sent by the quickest possible means. If sent verbally, they should be confirmed in writing.

10. As a guide, it is suggested that situation reports should leave forward units at least twice a day, at one hour after sunrise and one hour after sunset.

#### OTHER REPORTS

11. The routine submission of situation reports must not prevent information being passed back as quickly as possible whenever it is received.

#### IMPLEMENTATION OF THE AGREEMENT

12. This STANAG will be considered to have been implemented when the necessary orders/instructions to adopt the format described in this Agreement have been issued to the forces concerned.

#### Note

- (1) It is emphasized that the material shown under the headings 'Enemy', 'Own Situation', 'Administration' and 'General', both in this paragraph and at Annexes A and B (DofA), is given only as a guide.

Figure 1-1. STANAG  
2020 Operational  
Situation Reports,  
continued

OUTLINE OF A DETAILED OPERATIONAL SITUATION REPORT  
(CLASSIFICATION)

(Omit sub-paragraphs not applicable)

Copy n° \_\_\_ of \_\_\_ copies  
Issuing headquarters  
Place of issue (may be in code)  
Date-time group of signature  
Message reference number

OPERATIONAL SITUATION REPORT N° \_\_\_\_\_

Period covered: (date and time to date and time).

References: Maps (series number, sheet(s), edition, scale).

1. ENEMY

- a. Units in contact.
- b. Enemy reserves that can affect local situation.
- c. Brief description of enemy activity during period covered by report.
- d. Brief estimate of enemy strength, materiel means, morale, and his probable knowledge of our situation.
- e. Conclusions covering courses of action open to enemy.

2. OWN SITUATION

- a. Location of forward elements.
- b. Location of units, headquarters, and boundaries.
- c. Location of adjacent units and supporting troops.
- d. Brief description and results of operations during period of report.
- e. Non-effective units.

3. COMBAT SERVICE SUPPORT

(General statement of the CSS situation, if other than normal, as it directly affects the tactical situation.)

4. GENERAL

(Information not covered elsewhere.)

5. COMMANDER'S EVALUATION

(To be completed when directed by higher authority.)

Acknowledgment Instructions.

\_\_\_\_\_  
Signature of Commander

Authentication.

Annexes:

Distribution: \_\_\_\_\_

(Classification)

A (DofA)-1

NATO UNCLASSIFIEDFigure 1-1. STANAG 2020  
Operational Situation  
Reports, continued

NATO UNCLASSIFIED

ANNEX B (DofA) TO STANAG 2020  
(Edition No. 3)

EXAMPLE OF AN OPERATIONAL SITUATION REPORT IN MESSAGE FORM

USE STANDARD MESSAGE FORM HEADING
SITREP15. PERIOD 120600Z TO 122000Z. ENEMY. Location and identifications no change. Periodic hostile shelling of battalion area. No enemy patrol activity. OWN SITUATION. No change. ADMINISTRATION. Ten personnel casualties.

Source: *NATO STANAG 2020: Operational Situation Reports*, (April 1967, Brussels: NATO Headquarters).

Figure 1-1. STANAG  
2020 Operational  
Situation Reports,  
continued

NATO UNCLASSIFIED

Agreed English/French texts

Figure 1-2. STANAG 2066  
Layout for Military  
Correspondence

STANAG 2066  
(EDITION 5)  
NAVY/ARMY/AIR

NATO STANDARDIZATION AGREEMENT  
(STANAG)

LAYOUT FOR MILITARY CORRESPONDENCE

Related Documents: STANAG 1059 MIS National Distinguishing Letters for Use by NATO Forces  
STANAG 2014 OP Operation Orders, Warning Orders and Administrative/Logistics Orders  
AAP-1 NATO Military Organization and Command  
AAP-15 Glossary of Abbreviations Used in NATO Documents

AIM

1. The aim of this agreement is to standardize for use within NATO the layout of military correspondence and the rules for the use of abbreviations and acronyms.

AGREEMENT

2. Participating Nations agree that the NATO forces will prepare military procedures correspondence and use abbreviations and acronyms in accordance with the procedures contained in this agreement. Military correspondence covered by this agreement includes letters, memoranda, orders, (except operational orders and Administrative/Logistics Orders - for these, see STANAG 2014), reports, papers, but not message forms which are prescribed in Allied Communications Publications.

GENERAL

3. Procedure. Procedures concerning the preparation of correspondence which are not covered herein are optional for the originator of the correspondence.

4. Parts of Military Correspondence. Military correspondence may be divided into three parts; head, body and close; most correspondence has all three. For the purpose of explanation of instructions detailed below, the three parts are defined as follows:

- a. Head. The head consists of all material above the first line of the body of the correspondence.
- b. Body. The body is the substance of the correspondence as distinguished from the head and close.
- c. Close. The close is all material below the last line of the body.

5. Security Classification Marking. Security classification markings must be affixed in accordance with the regulations of the office preparing the correspondence.

HEAD

6. A letter head must always include, subject to security considerations, the items listed below. Correspondence other than letters is to contain as many of

the items as is appropriate for the type of correspondence. The exact arrangement of the items is optional, but should be such that each item is readily identifiable.

- a. The complete name, address and telephone number of the individual, command, office, or agency preparing the letter.
- b. Date. The date is to contain the day, month, and year in that order. The month is spelled out or abbreviated and not indicated by number. If the month is abbreviated, the year should be abbreviated to its last two figures, e.g.
  - (1) 10 December 1989 or
  - (2) 10 Dec 89
- c. Identifying Reference. The identifying reference is a combination of letters and/or numbers assigned by the originator to facilitate future identification.
- d. Subject. The subject is a brief of the general content of the correspondence.
- e. Addressee. The addressee is the authority/individual for whom the letter is intended. In the case of multiple addressees, a term such as "See Distribution" may be used and the addressees shown elsewhere, or "Distribution List A" (or similar methods) may be shown where a standard set of distribution lists is used by the headquarters of the originator.

#### BODY

7. Paragraphing. If the body of the correspondence contains two or more paragraphs, they are numbered in sequence throughout the paper. Sub-paragraphs, when used are identified by letters and numbers within each paragraph; when only one paragraph is used, it is not to be numbered, but its sub-paragraphs, if any, are identified. Should further sub-paragraphing, be required, it should be in accordance with national or command practice. The degree of indentation for paragraphs and sub-paragraphs, including that used for second and subsequent lines, is optional.

8. A typical example is shown below:

1. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
    - (1) \_\_\_\_\_
    - (2) \_\_\_\_\_
      - (a) \_\_\_\_\_
      - (b) \_\_\_\_\_

2. \_\_\_\_\_

9. Parts, Sections. Correspondence whose subjects are lengthy or required sub-division for clarity, may be divided into Parts, Sections, etc., as desired by the originator, the sub-divisions being identified by Roman numerals, Arabic numerals or capital letters. When this is done, the actual paragraph numbering sequence should still be continued throughout to facilitate identification.

10. Group Headings. Group headings may be used to head one or more paragraphs, which may or may not themselves be headed, relating to the same

Figure 1-2. STANAG  
2066 Layout for Military  
Correspondence,  
continued

general subject. Group headings should be capitalized, underlined and should not be numbered.

11. Paragraph and Sub-paragraph Headings. Where it is desirable to give a paragraph or sub-paragraph a heading, this is to be printed in lower case letters (with the first letter of each major word capitalized), underlined, and placed in the first line of text as shown in this paragraph.

#### CLOSE

12. The close must always contain the signature block and contain a command or authority line when the signature does not show the commander or authority by which the correspondence was issued.

13. Signature Block. The signature block must always include a handwritten signature on the original, accompanied by the name and rank of the officer signing, typed, or printed, or fixed by means of a rubber stamp on the original head of all the copies. When the signing authority is not the one mentioned in the head of the correspondence, the signature block should contain the word "for", "by delegation" or the equivalent.

#### SUPPLEMENTARY DOCUMENTS

14. Annexes. Supplementary documents which amplify or explain the parent document are called annexes. They are used when the inclusion of all the detail in the body of the document would make it cumbersome. Annexes should:

- a. Be introduced or referred to in the body of the correspondence.
- b. Be lettered consecutively in capitals in the order in which they appear in the text. A single annex is Annex A.
- c. Have their own subject headings.

15. Appendices. Supplementary documents which amplify or explain annexes are called appendices. They are used when the inclusion of all the detail in the annex would make it cumbersome. Appendices should:

- a. Be referred to in the text of the parent annex.
- b. Be numbered consecutively in the Arabic numerals in the order in which they appear in the text of the parent annex, starting from 1 for each annex. A single appendix is Appendix 1.
- c. Have their own subject headings.

16. Enclosures. Supplementary documents which are complete in themselves and are forwarded with military correspondence are referred to as enclosures. Enclosures may have their own annexes and appendices.

17. Listing and identification. Documents which supplement an item of correspondence are to be listed and briefly identified under a separate item either in the head or the close. Annexes and appendices may refer to the parent paper in order that they may be identified.

#### TABULATION

18. It is frequently necessary to present information, especially in supplementary documents, in tabular form. In order to facilitate precise reference to items in a table, and the insertion of amendments, lines and columns will be identified as follows:

- a. Lines (or where appropriate, individual items containing more than one line) with a serial number (Arabic numeral) in the left hand column. If

Figure 1-2. STANAG 2066  
Layout for Military  
Correspondence, contin-  
ued

serials need to be subdivided, sub-serials will be identified in the same way as sub-paragraphs (See Paragraph 8).

- b. Columns (including that containing the serial number) with lower case letters in brackets, which should be on a separate line below the column heading. The column heading itself need not be repeated on subsequent pages.

#### REFERENCES

19. References to other correspondence may be listed either in the head or in the beginning of the body of correspondence. When it is necessary to make reference to another document, this must be done in sufficient detail so as to avoid possible confusion. In the case of reference to a military letter, the reference should normally contain at least the following information:

- a. Office of origin.
- b. Identifying reference.
- c. Date.
- d. Subject of correspondence.

20. Extracts from a document are identified by the original chapter, article and paragraph numbers, as appropriate, but never by the page numbers. (When a document is translated or reprinted, the original chapter, article and paragraph numbers are retained but the page numbers may be changed).

#### NOTES

21. Specific points in tables or diagrams may need to be amplified by notes. These are normally placed at the foot of the document (or other convenient place) under the heading "Notes:". They are numbered consecutively in Arabic numerals, the series starting anew for each supplementary document. Attention is drawn to the relevant note by inserting the appropriate numeral in brackets immediately after the point.

22. Such footnotes may also be used in the body of military correspondence, and are useful for cross-references, or explanations which do not affect the substance of the paper. Lengthy footnotes should be avoided.

#### ABBREVIATIONS AND ACRONYMS

23. Abbreviations and acronyms are not normally used in military correspondence covered by this agreement if it is to be circulated between Allied Forces.

24. If an abbreviation or acronym is used, the word or words represented are to be written in full on the first appearance, followed by appropriate abbreviation or acronym in parentheses. Acronyms are written in capital letters without spaces or punctuation e.g., Supreme Headquarters Allied Powers Europe (SHAPE).

25. Related documents dealing with abbreviations and acronyms are as follows:

- a. AAP-1 contains the authorized short titles for NATO military commands and agencies.
- b. AAP-15 is the glossary of abbreviations in common use in NATO. The procedure in paragraph 24 above must be followed when such abbreviations are used.
- c. Agreed national distinguishing letters for use by NATO Forces are contained in STANAG 1059.

Figure 1-2. STANAG  
2066 Layout for Military  
Correspondence,  
continued

26. The use of military abbreviations without explanation is not precluded in particular cases nor the use of abbreviations which are in common international use, e.g., mm, ft, kg.

#### IMPLEMENTATION OF THE AGREEMENT

27. This STANAG is implemented when the necessary orders/instructions putting the procedures detailed in this agreement into effect have been issued to the forces concerned.

#### RESERVATIONS

FR: Army and Navy will not implement paragraphs 8 and 20d. Army and Navy use the words "NOTA" or "RENVOIS" instead of "NOTES", paragraphs 22 and 23. Army will not implement paragraph 15 b.

#### US a. US Navy

(1) Signature block. US Navy does not show the rank of signing official.

(2) References. US Navy does not show the subject of correspondence when referencing other correspondence.

#### b. USAF

(1) Group Headings. USAF will not underline, but will number or letter.

(2) Close. There are several instances when a command line is not appropriate in AF correspondence (AFR 10-1 para. 4-4.a.(2)).

(3) Signature Block. USAF does not sign "for" "in the absence of" anyone.

(4) Annexes and Enclosures. USAF identifies documents which accompany correspondence as attachments.

*Source: NATO STANAG 2066 MIS: Layout for Military Correspondence, (22 June 1990). Belgium: NATO Headquarters.*

Figure 1-2. STANAG 2066  
Layout for Military  
Correspondence, continued

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**GLOSSARY**

## Objective Vocabulary

**acquire** (ac QUIRe) v: to get, to gain/possess as one's own

In order to acquire the needed quantitative data, we had to obtain a new aircraft.

**agency** (A gen cy) n: an administrative government division

The DoD (Department of Defense) is the agency that heads all military forces of the US.

**analyze** (AN a lyze) v: to examine carefully

After analyzing the course of action against each of the selected enemy capabilities, the commander will determine how to proceed.

**brigade** (bri GADE) n: a military unit composed of two or more battalions with service and administrative units

The brigade faces a variety of threats in the Air-Land Battle environment

**bypass** (BY pass) v: to detour around; to circumvent; to avoid; to ignore

When making a formal request, never bypass your immediate supervisor.

**chain of command** (chain of com MAND) n: the organizational structure through which military authority is exercised

At corps/division level, the chain of command includes the corps/division commander and deputy assistant commanders.

**cohesive** (co HE sive) adj: tending to stick together tightly

In battle all soldiers (leaders and troops) are part of a cohesive, disciplined unit.

**cooperation** (co op er A tion) n: joint effort

The success of the mission requires everyone's cooperation.

**coordinate** (co OR di nate) v: to bring into proper order or relation

The corps staff's primary emphasis is on planning and coordinating combat support operations.

**coordination** (co or di NA tion) n: harmonious functioning of parts for the most effective results

Coordination ensures that the elements of planned action fit together.

**delegate** (DEL e gate) v: to entrust, authorize, etc., to another

A staff officer delegates routine decision-making authority to junior officers.

**delegation** (del e GA tion) n: the assignment by a commander to a subordinate of his or her power to administer a specially limited function

After his delegation of authority to his deputy, the commander was able to relax.

**efficiency** (ef FI cien cy) n: the quality or fact of producing the desired effect with minimum effort, expense, or waste

The commander is permitted greater efficiency and effectiveness by echeloning more than one command and control element.

**emergency** (e MER gen cy) n: a sudden, generally unexpected occurrence demanding immediate action

The medical squadron's secondary mission is to be prepared in case of an emergency.

**essential** (es SEN tial) adj: absolutely necessary; indispensable

The essential training will begin 1 Nov 1997.

**executive officer** (ex EC u tive OF ficer)  
n: the second-in-charge of a command; the officer routinely charged with the execution of the commander's decisions

The executive officer is attending a staff meeting.

**facilitate** (fa CIL i tate) v: to make easy or easier

The staff facilitates and observes the completion of command decisions.

**guidance** (GUID ance) n: help or advice

In large commands, the historian provides guidance on the preparation of staff section histories and compiles them into a complete unit history.

**headquarters** (HEAD quar ters) n: the offices of a commander; the center of operations

The command headquarters is located in Building 1416.

**initiative** (in I tia tive) n: ability to think and act without being urged; the action of taking the first step or move

To retain initiative and surprise, it is necessary to deny the enemy knowledge of the location, the time, and the means to be employed in a forthcoming operation.

**intent** (in TENT) n: purpose

The briefer must understand the intent of the briefing.

**issue** (IS sue) v: to send out or put forth

Capt Garcia issued the orders to move the tanks.

**mutual** (MU tu al) adj: having the same relationship to each other; reciprocal

The joint operation built mutual trust among the participating nations.

**order** (OR der) n: a request, a command

Orders are of two general classes—combat and routine.

**overall** (O ver all) adj: including everything; total; in general

The overall accountability for the platoon falls to Capt Mills, the platoon leader.

**primary** (PRI mary) adj: first in importance; chief

The primary mission of the flight was to support the survival school.

**professional** (pro FES sion al) adj: having great skill or experience in a particular field or activity

The commander has a very professional staff to assist him.

**responsibility** (re spon si BIL i ty) n: the duty of looking after someone or something, the condition, quality, fact, or instance of being accountable

It is the responsibility of the theater army staff to develop policy and coordinate combat service support (CSS) for deployed forces.

**subordinate** (sub OR di nate) adj: below another in rank or importance

Commanders use operation and administrative/logistic plans and orders to convey information and instructions to subordinate units.

**supervise** (SU per vise) v: to direct and inspect the performance of; to oversee or manage

The commander will supervise the training and maintenance of all aircraft.

**teamwork** (TEAM work) n: joint action by a group of people

Desert Storm was successful due to the teamwork of all commands.

**trust** (TRUST) n: the firm belief in the honesty of another; confident reliance on another

All the members of the Rangers developed trust in each other.

## Military Expressions




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There are many expressions used in the military. A few are given here. Listen and repeat the words and the sentences.

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**AWOL** (AY wol): absent without leave

He was AWOL for nine days; he will be court-martialed.

**Bet**: predict, state what will happen

I'll bet he doesn't finish his project on time.

**Get in touch with**: communicate with

If you want to get in touch with him, call him at home.

**Keep an eye on**: watch closely

You ought to keep an eye on enemy activity.

**Never mind**: forget about it

Never mind; I will submit a new plan.

**On your own**: independent; alone

During survival training, you are pretty well on your own.

**Pinpoint**: to locate accurately

You can pinpoint the area on a map where the troops are located.

**Play it by ear**: take things as they come

We will have to play it by ear.

**Premium, at a**: badly needed

Sleep is at a premium after a 48-hour field operation.

**Pros and cons**: reasons for and against

Let's discuss the pros and cons of this course of action.

**Recon**: reconnaissance

This is a typical recon of a tactical air field.

## Military Acronyms

AMMO: Ammunition

APC: Armored Personnel Carrier

AR: Army Regulation

Armd Div: Armored Division

ASP: Ammunition Supply Point

BII: Basic Issue Items; authorized accessories and equipment (for example, tools on a tank)

CINC: Commander in Chief

CDR: Commander

CSM: Command Sergeant Major

DIVARTY: Division Artillery

ENCL: Enclosure; additional information on a separate page added to a memo or letter

FM: Field Manual, a book pertaining to a specific subject

FSE: Fire Support Element

FY: Fiscal Year

MAIT: Maintenance Assistance Instructional Team

PCS: Permanent Change of Station

S3: training and/or operation office at battalion level and below

USAREUR: US Army European Division  
XO: Executive Officer

## Exercise 26

Fill in the blank with the corresponding acronym or meaning.

_____	commander
_____	FM
_____	armored division
_____	AMMO
_____	PCS
_____	AR
_____	maintenance assistance and instructional team
_____	CSM
_____	fire support element
_____	executive officer
_____	BII
_____	armored personnel carrier
_____	FY
_____	ammunition supply point
_____	USARERU
_____	commander in chief

## ENRICHMENT ACTIVITIES

### Troublesome Grammar: Get

We use **get** every day in a variety of contexts. Here are some of the different meanings of **get**.

1. Could you get me some coffee? (bring)
2. I got the message from the colonel a few minutes ago. (received)
3. Can you get the news broadcast from Canada on your shortwave radio? (receive)
4. The private is getting sick. The medic said he has a fever. (becoming)
5. When will the platoon get here? (arrive)
6. We have to get the gear together. (prepare)
7. He has to get the M1 Abrams tank repaired. (have something done)
8. I didn't get what Capt Rogers said at the briefing. (understand)
9. You can get the equipment you need from Supply. (obtain)
10. Get lost! Get outa here! (angry response: Go away!)

### Exercise 27

In your notebooks, copy the sentences and next to each sentence write the meaning of "get" used in the sentence.

1. The colonel told a joke, but I didn't get it.
2. We just got the fax from AIRCENT (Allied Air Forces Central Europe).

3. Please get me the report on checkpoint operations right away.
4. Sgt Martinez didn't get an extension to his tour of duty.

## Authentic Reading

### Exercise 28

#### Pre-reading

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Read the title and subtitles of the article, "AFSOUTH—Focus on the Southern Region" and answer the questions.

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1. What is the topic of this article?
2. What do I know about this subject?
3. What are some subtopics that might be discussed by the author?

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Read the first paragraph, the last paragraph, and the first sentence of each intervening paragraph. After skimming the article, ask yourself these questions.

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4. Is this article difficult to understand?
5. Does this article contain important concepts which I need to learn?

## AFSOUTH—Focus on the Southern Region

From the late 1980s through the early 90s, European geopolitical realities changed with the fall of the Berlin wall, the subsequent **dissolution** of the Soviet Union and the passing of the Cold War. The West's response to rapidly evolving history and to the new realities represent a total reorientation of international relations, not simply a revision of the Cold War situa-

tion. This era is characterized by the attempt to replace Cold War confrontation based on the balance of power—two blocks facing each other across the East-West divide—with an international system of stability, peace and cooperation through interlocking, complementary institutions.

Within the context of the institutional approach to stability, NATO is **preeminent** in **enhancing** security, partly from its historic strengths and success over 40 years of Cold War, and partly because of its critical forward presence alongside geostrategic "fault lines" of actual and potential regional conflict that could threaten the stability of Europe and the Transatlantic Alliance. NATO's response to change has been a dramatic revision of its traditional strategy, from the single pillar of Collective Defence of NATO territory, to a **tripillared** support of multiple objectives. Adding Dialogue and Cooperation to Collective Defence, NATO now seeks to maintain stability and prevent conflict through a constructive engagement with security partner nations and other international organizations throughout the **volatile** and dynamic regions surrounding its territory.

The Southern Region embodies NATO's forward presence and I anticipate it will be at the forefront of many of the important decisions that will be made at the NATO Madrid Summit this July. In the works since 1989, decisions on internal and external adaptation, reintegration of Allies into the military structure, procedures for cooperation with other European organizations, and perhaps the invitation of new Allies, will highlight Southern Region.

The military future of NATO in the Southern Region depends upon achieving a balance between continuity and change; this means balancing fiscal resources, infrastructure development, forces, readiness, plans and training to ensure stability in this region. And, if conflict can not be prevented, then we must ensure readiness for high intensity combat in defence of NATO and simultaneously prepare for **non-Article V** operations. The political dimension will underlie all that we

**dissolution:** disintegration; destruction

**preeminent:** predominant; distinguished

**enhancing:** improving; making better

**tripillared:** based on three pillars: dialog, cooperation, and defense

**volatile:** unstable; likely to shift quickly and unpredictably

**non-Article V:** not related to NATO's Article V which stipulates that "an armed attack against one or more of [*the member countries*] them in Europe or North America shall be considered an attack against them all...."

**tenets:** principles or beliefs held as truth

**paradigms:** patterns or models; ways of thinking

**revamp:** rework; adapt; remake

**ad hoc:** created for this specific purpose

**resilient:** able to recover, spring back; flexible

**adaptive:** able to adjust

**legion:** multitude; multiple

**tangible:** substantial; touchable

**robust:** strong; forceful

**basin:** a bay

do, yet the military dimension remains essential. Maintaining an adequate military capability and clear preparedness to act collectively in the common defence remains central to our intent. Such core military competencies are not only decisive for contingencies in traditional areas, but offer also a baseline for the prevention of conflict through the maintenance of stability and for non-Article V operations. Secondly, the great increase in military-to-military contacts highlights the importance of an adequate force structure—and also of infrastructure with which forces can interact and train. Lastly, core competencies and structures for collective defence are the substance upon which new generations of NATO leaders will grow. Our young leaders are the future of NATO. We need to ensure their training in the atmosphere of collective defence, the maintenance of stability, and the prevention of war.

However important the **tenets** of our traditional mission, our political leaders have directed us to embrace a rational transformation of the Alliance, even as we maintain the fundamental purpose of NATO. I perceive that such nontraditional demands are derivative of Article V requirements, not the reverse. Upon that basis, I see three challenges in the Southern Region (SR). First, I see that conceptual **paradigms** to **revamp** the Southern Region should not stand in the way of undertaking new tasks, even if an **ad hoc** arrangement is required. Theory should not stand in the way of practical solutions. The Region is remarkably **resilient**, and we have consistently demonstrated this in Operations Sharp Guard, Deny Flight and Joint Endeavour.

Second, the Command must be **adaptive**, and in ways that do not crowd out other programs in the competition for resources. Streamlining is in order, clearly. We await the results of the Long-term Study (LTS). However, it is our intention to move away from the essentially static, defence-oriented structure to one that is more flexible, mobile, and responsive in peace or in a crisis. We welcome the emphasis on the

Combined Joint Task Force (CJTF) concept. We are moving now to embrace its principles as agreed in the Military Committee. AFSOUTH has much to offer, having done so much in the Balkans.

Third, I am convinced internal change is not enough—the SR must adapt externally. Initiatives in enlargement, formalized relations with Russia, and Partnership for Peace (PfP) are clearly understood in the Southern Region. The projection of stability through Military Engagement is central. Accomplishments are **legion**, and **tangible**. I sense that we must move in the Region to mature and extend its benefits and its features to new vistas. PfP must continue to develop as a **robust**, integrated program, built upon essential training events and exchanges. We demonstrated clearly in NATO's Implementation Force (IFOR) that our Partners are ready for expanded interaction.

AFSOUTH was thrust into the forefront of NATO's emerging strategic concept when it took command of IFOR in Bosnia in December 1995. The lessons learned during the yearlong stabilization of a conflict that threatened regional stability led me to develop a vision for the future of the Southern Region. AFSOUTH and its subordinate NATO commands must promote regional stability using every tool in our hands. Recognizing the fundamentals of our Alliance, we must maintain defensive capabilities for our Area of Responsibility (AoR), a great challenge considering the tremendous size of the Mediterranean **basin** and the



diversity of its nations. However, we also must adapt to our changing environment and missions, continuing to develop crisis management skills in anticipation of peace support operations. We must be prepared to lead in **deploying** a Combined Joint Task Force or support another headquarters, while simultaneously managing a crisis involving a direct threat to the Alliance. Finally, we must strengthen Alliance cohesion while we accommodate growth from the reintegration of Allied nations and perhaps from enlargement.

A recent article in NATO Review (No 3, 1996, pp. 25-31) clarifies the significant role the Mediterranean now plays for the Alliance. The article states that the Mediterranean could emerge as Europe's new front line as the West confronts the strategic challenges of the post-Cold War era. The authors emphasize how the interaction of demographic, political, economic, technological and military cross currents destabilize the region. The NATO Secretary General stated in a November 25, 1996 speech: "This is what we mean when we speak about building a new European security architecture; building a set of political relationships where each state feels secure and at ease. This—not the **antagonism** of the past—is the context in which NATO's approach to the Mediterranean must be viewed. NATO must look to the South, as well as it must look to the East."

Considering the vision for NATO engagement in our region, it is obvious that although the "geography" of geopolitics has not changed, the "politics" have **altered** totally, to the effect that the geopolitics of security needed major revisions. During the Cold War, geopolitical realities made the Central Front the focus of confrontation: now that region is of lesser immediate concern. The Southern Region, although critical to resupply and sustainment during the Cold War, was widely regarded as a secondary priority. Now the Southern Region has replaced the Central Region as the cutting edge of Alliance concerns for stability.

I try to summarize the essence of the Alliance's strategic concept for the

Southern Region this way: "Instability is the enemy ... if we are engaged in fighting we have failed in our mission to promote stability ... if we have to fight, we must train to win."

## Enduring and Situational Realities

The Mediterranean has been the unifying center of numerous empires, and the focus of wars between civilizations. Factors of geostrategic position and wealth led highly developed seafaring nations to turn the Mediterranean into an active area of conflicting interests, played out along land and sea lines of commerce and transportation. These factors are still important to us today. Minoans and Myceneans, Phoenicians and Persians, Greeks and the Romans, Byzantines and Ottomans recognized that their power depended on control of the Mediterranean and Black Seas.

In more recent times, nations with strategic Mediterranean interests struck agreements to promote and protect them. The First and Second Mediterranean Agreements of 1887 are such examples. At that time, Italy, Austria, Spain and Germany exchanged notes which in effect maintained the status quo in the Mediterranean, including the Adriatic, Aegean, and Black Seas. Seeking stability, the nations sought a basis for common action in the event of disturbance in the Mediterranean. The Cold War, too, saw East and West striving to control the great waterways separating and uniting Europe and Africa, the Middle East and Asia, through a balance of power and antagonistic alliances.

Daily, up to 2,000 merchant ships follow predictable trade routes in the Mediterranean. Over 90% of Greek and Turkish trade and 70% of Italian trade is carried aboard these ships. All Middle East oil imports for Greece and Italy and nearly half of those for France, Germany and Spain move via these routes. Linking three continents, the sea, air and ground Mediterranean trade routes take on worldwide significance.

**deploying:** spreading out troops so as to form a wider front

**antagonism:** the state of being hostile or opposed to another

**altered:** changed; modified; redone

For the first time in history, the international community and the NATO Alliance seek to build peace and stability, to unite the Southern Region, by cooperation and dialogue through complementary international organizations as opposed to competing power blocks or **hegemonic** empire.

Promoting Alliance interests in this area means being able to influence many individual areas, the airspace over them and the important land areas near choke points (such as Gibraltar, Sicily and access lanes to the Black Sea). This influence, however, rests on the Alliance's strategic concept, which emphasizes cooperation and dialogue with all states, as much as collective defence among NATO members.

AFSOUTH, the Headquarters charged with implementing this strategic concept, oversees Allied Command Europe's largest area of interest. The region pushes NATO influence far to the south and east of traditional Central Region focus. While Italy is approximately on the same longitude as Germany, the eastern front extends some 2,800 km further east, bordering the Middle East on the south, and the independent republics of the former Soviet Union on the north and east.

Fulfilling the AFSOUTH mission over such a large and diverse region is of strategic importance. In crises or conflicts, NATO forces will rely heavily on Mediterranean lines of communications. As the quick look at some historical events earlier in this article implies, stability in the Mediterranean is a condition that nations have to work in concert to achieve. The challenges are **daunting**.

Beyond the current situation the former Yugoslavia, where AFSOUTH initially commanded **IFOR** and now supports **SFOR**, AFSOUTH must consider disquieting factors. Countries directly surrounding the former Yugoslavia may face major difficulties in achieving stability in their transitions to democracy and free market economies

because of the impact of that conflict. The world's attention at this writing is focused on the Albanian crisis, which may threaten the fragile stability of the South Balkan area. The Middle East and North Africa contain combustible mix of festering disputes and conflicts, rapidly expanding populations with high youth unemployment, conventional and **NBC** arms proliferation, religious and political extremism, insufficient food and water supplies, migration pressures, and explosive nationalism. Taken together, these factors do not allow AFSOUTH to be complacent in its quest for stability. The NATO Secretary General, in a January 14, 1997 speech, emphasized the importance of cooperation and dialogue throughout the Southern Region. He noted that, "Security in Europe is closely linked with security and stability in the Mediterranean ... We believe it is possible to create good, strong and friendly relations across the Mediterranean just as we have done across Europe."

## Dealing With the Challenges

Since turning over the command and control of IFOR in November of last year, I have devoted significant effort to refocusing AFSOUTH on the concerns of the entire Southern Region. Our IFOR experience has given us important insights and lessons learned to apply to



**hegemonic:** dominant

**daunting:** intimidating, discouraging

**IFOR:** Implementation Force

**SFOR:** Stabilization Force

**NBC:** nuclear, biological, and chemical

the future adaptation challenges, especially to Combined Joint Task Force (CJTF) and cooperation activities. Since AFSOUTH was named a Parent Headquarters for CJTF, AFSOUTH has pursued a **vigorous** course to realize the capability. IFOR lessons will be applied while AFSOUTH support the AFCENT and STRIKFLTLANTCJTF trials in 1997 and 1998, as well as while we develop our own capability tailored to Southern Region capabilities and interests.

Besides moving aggressively on implementation of CJTF, I have reviewed and revised CINCSOUTH's program management guidance, first published in December 1994, to reflect the vision articulated earlier in this article. The guidance is intended to ensure that all Southern Region resources are used in support of the AFSOUTH mission specifically, and the Alliance's strategic concept's pillars of cooperation, dialogue and collective defence generally.

In this guidance, I articulate five Southern Region program goals, and further define supporting program objectives. These goals and objectives recognize and take advantage of AFSOUTH's critical forward presence in Southern Region. No other NATO Headquarters has the opportunity to address stability risks from AFSOUTH's perspective along multiple **contiguous** regions. Briefly stated, the goals include: increasing the political cohesion and operational effectiveness within the Southern Region; improving the **deterrent** and collective defence capability of forces; developing crisis management and peace support operations capabilities; enhancing regional stability by dialogue and military cooperation; and finally, implementing internal and external adaptation decisions in the wake of the major decisions the Alliance may make in the summer of this year.

The guidance defines AFSOUTH's strategic interests beyond our Area of Responsibility (AoR) and outlines the tools available to promote dialogue, cooperation and stability in the region. Tools include high level and staff visits,

military cooperation activities, training exercises, operations and special events. One of the most promising and successful stability-oriented programs, Partnership for Peace (PfP), will be enhanced this year to increase its contribution to cooperation and dialogue.

For 1997, the Southern Region Cooperation Program has begun to focus on the regional goals and objectives we have established, a challenging task considering the vast range and scope of security challenges faced by Partners in the Balkans, along the Black Sea, through the Transcaucasus and into Central Asia. Southern Region PfP activities include seminars, conferences, inbound and outbound commander and expert team working visits organized and conducted by AFSOUTH and Principal Subordinate Commands. These activities, located and organized to minimize cost and attract Partners with similar needs, so far indicate involvement by 18 Partner nations. Current plans for important Southern Region NATO/PfP exercises—Cooperative Neighbour, Demand, Determination, Partner and they involve more than 20 NATO and Partner nations.

The Southern Region led NATO in PfP, and has dealt with Partnership interoperability concerns for sea, air and land operations from the program's inception. The 1995 Southern Region PfP program involved the Maritime Principal Subordinate Commands in three PfP exercises. COMNAVSOUTH conducted the first-ever PfP exercise in the Southern Region with seven Southern Region Maritime partners. COMNAVSOUTH and COMSTRIKFORSOUTH led together two PfP exercises in the Black Sea. In 1996, both headquarters conducted in the Black Sea an exercise that involved over 30 warships belonging to the navies of 11 countries. Partner nations are invited to the yearly Maritime Commanders Conference.

COMAIRSOUTH supports SHAPE interoperability objectives through a variety of activities. There are two Cooperative Key workshops per year, designed to support a LIVEX (live exercise) the following year.

**vigorous:** powerful, strong

**contiguous:** neighboring

**deterrent:** restraint; obstacle

COMAIRSOUTH PfP activities, although of course open to all Partner nations, focus on eight partner nations, an early recognition of the natural priorities associated with regional objectives, there are commanders' working visits and expert team visits that concentrate on specific partner needs as they have identified them in their Individual Partner Programs.

Finally, the land headquarters—COMLAND SOUTH and COMLAND SOUTHEAST—conducted in 1995 Pfp exercises in Italy and Romania with the primary purpose of preparing partner staff officers to function effectively in multinational headquarters. The 1996 program included a CPX-type exercise led by COMLANDSOUTH in Slovakia, involving six Alliance and seven partner nations, and a LIVEX conducted by the Hellenic First Army in Bulgaria.

Aside from the ACE Pfp program, AFSOUTH took advantage of its IFOR mission and developed its own SHAPE-approved program, "Pfp in the Balkans," designed to demonstrate the challenges of operating multinational headquarters in real-world out-of-area environments. Participants received briefings and discussed cooperation matters in a three-day program while visiting AFSOUTH in Naples, FIVEATAF CAOC in Vicenza, Commander for Support in Zagreb, and then at IFOR and ARRC headquarters Sarajevo. Seven observer groups toured with 121 total participants, of which 65 were from partner nations, 2 non-NATO non-partners (Malaysia and Malta), and 54 from NATO nations. Overall, 31 countries participated: 16 partner, two non-NATO non-partner, and 13 NATO nations.

Another promising Alliance program for the Southern Region is NATO's Mediterranean Initiative, which, as with Pfp, may see some enhancement after the summer 1997 NATO Ministerial meeting. In December 1994, NATO Foreign Ministers decided to establish contacts on a case-by-case basis with non-NATO Mediterranean countries. In February 1995, the Council invited Egypt, Israel,

Mauritania, Morocco and Tunisia to become dialogue partners. Jordan has since been added. About this program, the June 1996 Berlin Ministerial Meeting said in its final communiqué: "We attach particular importance to the progress of our Mediterranean dialogue. We are convinced that this dialogue is a contribution to a better mutual understanding with a view to contribute to stability in the region." Alliance political authorities are discussing guidance on the military's contribution to this program. AFSOUTH is awaiting political authority to play a major role in supporting the NATO aim of making our alliance as transparent and understandable as possible to our counterparts in the Mediterranean region.

AFSOUTH is of course a military headquarters, and must contribute to the Alliance collective defence and the Southern Region's stability by conducting exercises and training. We use a combination of Command Post, computer assisted and live exercises which involve Land, Maritime and Air Commands. Our annual major MSC-level exercise, Dynamic Mix, reflects the full range of combat operations, including peacekeeping and crisis management. Our annual computer assisted exercise (CAX), Dynamic Action, the first major NATO CAX in more than three years, emphasized training for warfighting. In line with the internal adaptation of NATO, AFSOUTH's exercises have introduced planning for Combined Joint Task Forces (CJTF), both in Southern Region exercises and support of AFCENT. Recent events of importance to stability in the region also include the establishment of an Aegean Recognized Air Picture (RAP), development of the concept for Combined Amphibious Forces Mediterranean (CAFMED), continued support for NATO's Stabilization Force (SFOR) in Bosnia, and the participation of both Greece and Turkey in Dynamic Action 1997.

Exercises Dynamic Mix and Action encompass the entire region, though each focuses on different geographical areas. COMNAVSOUTH's annual live exercises have been focused in different parts of the

Mediterranean to provide an efficient **allocation** of assets and training time, and to enhance interoperability and familiarity with countries and forces. Between seven and 13 NATO nations participate in these one to two week exercises. The Southern Region air exercises for 1996 include six major live-fire and computer-assisted exercises that help prepare commanders, staffs, and aircrews and support personnel for the demanding challenges they would face. During most exercises, virtually every type of air mission is flown, including among others air superiority, close air support, collection of critical intelligence, electronic warfare, and tactical air support of maritime operations. Naturally, nations involved in the collective defence of the Southern Region conduct their own national training programs as well.

Extensive defence planning programs maintain the readiness of the spectrum of forces from rapid reaction to augmentation. Whether concerned with the response times of STANAVFORMED (since 1992 a grouping of **destroyers** and **frigates** from eight NATO nations under the operational control of COMNAVSOUTH), or with the readiness of the Greek, Turkish and Italian aircraft on 24-hour alert status under the operational command of COMAIRSOUTH, Southern Region commanders stand ready to use military power to demonstrate Alliance cohesion and determination to promote and maintain peace and stability.

## Conclusion

AFSOUTH and the Southern Region are at the **forefront** of implementing the Alliance agenda for 1997 and beyond. NATO's Long Term Study, the CJTF concept, internal adaptation, the development of a visible European Security and Defence Identity, NATO's relations with key nations like Russia and the Ukraine, and finally enlargement are all developments that will make operations in AFSOUTH a fast moving train. 1997 will be a historical year for the Alliance and for AFSOUTH, which has the vision, the

people and the geopolitical environment to be the **locomotive** of that train.

Source: Admiral T. Joseph Lopez  
 "AFSOUTH—Focus on the Southern Region," from *NATO'S Sixteen Nations*, Jan 97. Monach Publishing Company, Germany. Reprinted by permission.

## Exercise 29

### Post-reading

1. What are the three challenges in the Southern Region that the author sees?
2. How would you explain the quote "Instability is the enemy ... if we are engaged in fighting we failed in our mission to promote stability ... if we have to fight, we must train to win"?
3. Why is the Mediterranean such a strategic place?
4. What are some of the challenges that make keeping stability in the Mediterranean daunting?
5. What does the author say are the five goals SR is pursuing?
6. Which of these goals are met during important NATO/PfP exercises?
7. Have you, or anyone you know, participated any of the exercises described in the article?

**allocation:** allotment; distribution; contribution

**destroyers:** high-speed warships designed to operate offensively or defensively

**frigates:** warships designed to operate independently, or with strike, antisubmarine warfare, or amphibious forces against submarine, air, and surface threats

**forefront:** leaders; avant-guard; forerunners

**locomotive:** driving force



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## LEARNING STRATEGY

### Keeping a Language Learning Log

Keeping a learning log is a way for you to keep a record of your experiences studying English by noting what learning strategies worked or did not work for you. You may also express your opinion or feelings about the material you are learning.

Keep a portion of your notebook to write learning log entries. Write a little bit each day. Do not wait until the end of the week to write everything. That way your experiences will be fresh in your mind.

### Exercise 30

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**Below is a sample learning log for Unit 1. Begin your log by entering the date and some comments about what you learned today.**

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### Language Learning Log Example

**Entry Date: 20 Jul 1997**

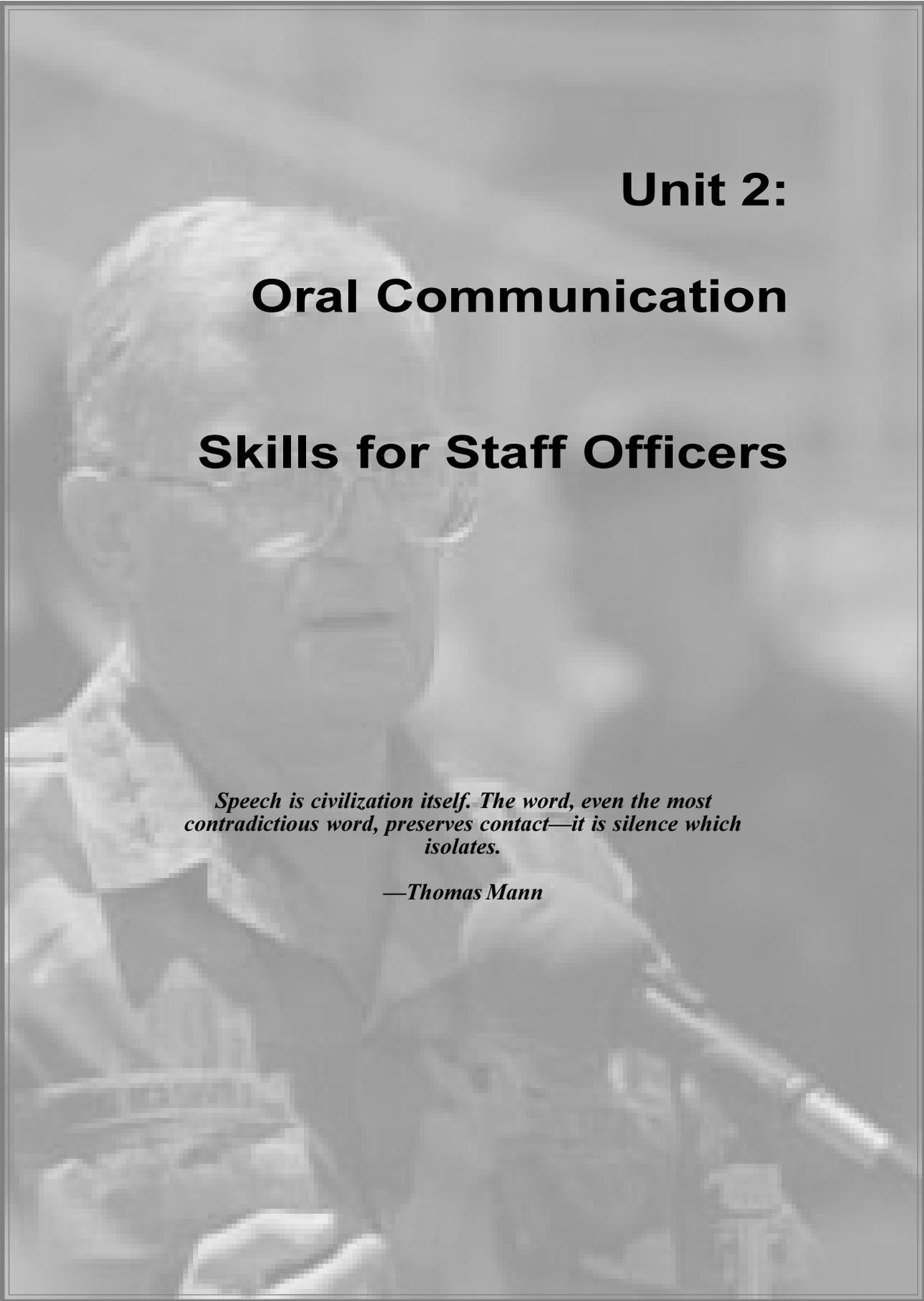
**Comments:**

*I enjoyed the articles on the commander and the staff. There were new vocabulary words in the readings. I said the words aloud and wrote them over and over as I studied them. This is a good technique for me. During the day I thought about the words and tried to make sentences with them.*

*The grammar on active and passive writing was a bit confusing, but the dictation exercise clarified some points I didn't understand. I listened to the vocabulary readings several times and this really helped me understand how the words were used in the sentences. There were also other words in the readings I had seen before but didn't know the meaning. I looked up those words in the dictionary.*

*I realize I need to find someone who speaks English well to help me with my pronunciation. I tried looking up some words in the dictionary to practice using the correct stress, but I'm not sure about it yet.*

*I found the military writing very helpful and I'm sure I will use this as soon as I go on the peacekeeping mission. . .*



**Unit 2:**  
**Oral Communication**  
**Skills for Staff Officers**

*Speech is civilization itself. The word, even the most  
contradictious word, preserves contact—it is silence which  
isolates.*

*—Thomas Mann*

## Resources

You will need Unit 2 of this course, the Unit 2 recording, a tape/CD player, your notebook, pen or pencil, and your copy of *Webster's New World Dictionary*.

## Objectives

In this lesson you will

1. review telephone answering protocols.
2. review modals used with verbs in simple tenses.
3. correctly pronounce and use the objective vocabulary, military expressions, and acronyms in the glossary.
4. follow a taped dialogue and role-play a telephone conversation.
5. record information from a telephone call on a memorandum of record.
6. write a summary of the main points and subpoints from taped or written texts.
7. be familiar with the conventions of military briefings, oral reports, lectures, and demonstrations.
8. review delivery techniques for oral reports.
9. review the use of visual aids to enhance oral presentations.
10. practice various learning strategies.
11. read articles from military magazines and answer comprehension questions.
12. understand military regulations (such as NATO STANAGS) dealing with military correspondence and reports.

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## LEARNING STRATEGY

### Planning

#### Exercise 1

Look at your schedule for Unit 1. Complete the schedule for Unit 2 in the same manner.

#### Unit 2 Schedule

Day	Plan	Actual
Mon	_____	_____
Tue	_____	_____
Wed	_____	_____
Thurs	_____	_____
Fri	_____	_____
Sat	_____	_____
Sun	_____	_____

## SPEAKING SKILL

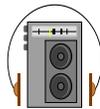
### The Dictionary as a Pronunciation Guide

*Webster's New World Dictionary* can be a helpful tool when you want to know how a word is pronounced. Dictionaries have special symbols which indicate pronunciation. These symbols can differ from dictionary to dictionary. They can be found in the pronunciation key that appears in the introductory pages of the dictionary.

In this unit you will learn about your dictionary and the symbols it uses for pronunciation.

The pronunciations given in *Webster's New World Dictionary* are used by speakers of standard American English. Many words of the language occur in everyday speech. Speakers do not always pronounce these words the same way. Americans do not all speak alike, but they can understand one another. For most words a single set of symbols can represent the pronunciation heard despite regional differences. The pronunciations used here are those of an educated speaker.

This exercise will be a practice using *Webster's New World Dictionary*. Please turn to "Guide to the Use of the Dictionary, II, Pronunciation" in the introductory section of the dictionary (page vi, Guide to the Dictionary).



#### Exercise 2

Follow along in your dictionary and repeat the symbols and words after the speaker on the recording.

#### Exercise 3

##### Vowel Sounds

**Long Vowels.** This dictionary shows long vowel letters with macrons (-). When a vowel has a macron above it, it is pronounced like the letter name.

ā ē ī ō

(The long vowel u is pronounced like you and its transcription is written /ū/.)

Write the vowel symbol your dictionary uses for the underlined vowels in these words. Then write the key word for each symbol found in the pronunciation key.

#### Learning Strategy

*Your dictionary can be a valuable guide for pronouncing words you do not know.*

Word	Symbol	Keyword
gre <u>ase</u>	<u>ē</u>	<u>eve</u>
l <u>igh</u> t	_____	_____
g <u>oa</u> l	_____	_____
n <u>ati</u> on	_____	_____
de <u>f</u> ense	_____	_____

**Short vowels:** This dictionary shows short vowels with no marks above them.

Write the symbol your dictionary uses for the underlined vowels in these words. Then write the key word for each symbol found in the pronunciation key.

Word	Symbol	Keyword
me <u>s</u> age	_____	_____
hab <u>i</u> t	_____	_____
ch <u>a</u> plain	_____	_____
b <u>u</u> nk	_____	_____

**The schwa:** The most common vowel in American English is the schwa /ə/, which represents the short, mid, neutral vowel sound heard in the unstressed syllables of *ago*, *over*, etc.

Look up the following words in your dictionary and underline the vowels pronounced as a schwa.

- navigate
- nationality
- factory
- magnum
- drizzle

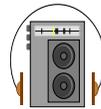
**competent:** capable, skilled

## Exercise 4

Find words in this or other texts that you are not sure how to pronounce. Then look them up in your dictionary and write the pronunciation in the space provided.

Word	Pronunciation
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

## VOCABULARY



Look at the reading titled “Introduction to Oral Communication Skills” and follow along. The new words are in italics. As you listen to the reading, circle the words you do not know.

## Introduction to Oral Communication Skills

Speech is important in the life of the military officer. Each officer must be a **competent** communicator. The primary job of all commanders, staff officers, and supervisors is to get things done through other people. This means that they must

be able to speak accurately, briefly, and clearly. To possess *effective* speaking abilities is definitely an asset to any officer in the job of keeping ideas moving smoothly up and down the lines of communication.

Effective performance in any military service requires *communication* skills that are precise. This need for accuracy and thoroughness on the one hand, and for *brevity* and quick response on the other, has given rise to a specialized and stylized type of speech. This type of speech has been designated the “military briefing.” It requires specific techniques with respect to the role of the briefer, the purpose of the *briefing*, and the nature of the required response.

Commanders and staff officers communicate using the military briefing. The primary reasons for its *frequent* use are to save research time for the senior officer, to enable that officer to question the briefer and clarify points, and to facilitate a rapid, coordinated response which serves to reduce reaction time.

The military briefing is *concise*: it does not contain any extra or unnecessary material. The essentials are delivered in an objective manner, usually in a one-time-only *presentation* of facts, with *reference* to enough familiar material to establish a basis for understanding by the listeners. Briefers will often be required to discuss broad subjects in a limited time. Some briefing officers give daily or weekly briefings.



After you turn off the recording, silently read the paragraphs again. Next, in your dictionary or in the glossary for Unit 2, look up the words you do not know. Then complete the next exercise.

## Exercise 5

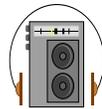
Match each of the vocabulary words with its definition.

- |                      |  |
|----------------------|--|
| 1. ___ effective     | a. act of giving necessary information |
| 2. ___ communication | b. occurring often                     |
| 3. ___ briefing      | c. brief and to the point              |
| 4. ___ concise       | d. exchange of information             |
| 5. ___ frequent      | e. a mentioning of                     |
| 6. ___ reference     | f. producing the desired result        |

## Learning Strategy

*Making a list of new vocabulary words and their meanings helps you remember them.*

## VOCABULARY



Listen to the reading titled “The Military Briefing” and follow along. The italicized words are the new vocabulary. As you listen, circle the words with which you are not familiar.

## The Military Briefing

Most principles and techniques of effective speaking apply to the military briefing just as to any other type of speech. However, the military briefing is more concise and is usually limited to the basic facts needed for comprehension. The essentials are delivered in a purely objective manner. The military briefing is often a one-time-only presentation of facts, with reference to enough familiar material to establish a basis for understanding by the listeners. The staff officer will often be required to discuss *precisely* a broad subject in a limited time. Most briefings are situation-oriented to a specific listener or audience; they deal with a specific subject in which the speaker has expertise. Military briefings are used at every *echelon* to keep the commander and his staff informed. The objectives, common to every briefing, are to facilitate a rapid coordinated response and to obtain a thorough understanding of *operational* conditions that could affect the successful execution of the mission.

Successful briefing ability comes from *mastery of fundamental* speaking skills and briefing *techniques*, from practice and study, from good judgment, and from awareness of the audience feedback. To help you improve your briefing techniques, this unit will discuss how to write talking papers for military briefings and a number of verbal and nonverbal factors involved in delivering briefings.

There are four *recognizable* types of military briefings: the information briefing, the decision briefing, the staff briefing and the mission briefing. The purpose of the briefing determines its type; i.e., the decision briefing has the purpose of clarifying a decision, the mission briefing is designed to brief training missions that *simulate* combat, the staff briefing keeps the staff informed,

and the information briefing presents facts to the audience.



The following guidelines, with minor adaptations, apply to all military briefings.

### Preparing a Military Briefing

- Step 1: Isolate and define the issue or problem at hand.
- Step 2: Collect all relevant facts bearing upon the issue or problem.
- Step 3: Make sound assumptions to cover the gaps in the available facts.
- Step 4: Develop suitable, feasible, acceptable courses of action that solve the problem, negotiate consensus or compromise, or disseminate knowledge.
- Step 5: Compare and contrast the courses of action.
- Step 6: Analyze the advantages and disadvantages of each course of action.
- Step 7: Arrive at a sound conclusion regarding the recommendation of a course of action that flows from the facts.
- Step 8: Submit the recommendation to all parties affected by the proposed decision, action, or situation. Determine their concurrence or nonconcurrence.
- Step 9: Resolve any conflicts and reassess the recommended course of action.

Step 10: Prepare the military briefing and the implementing documents.

## Recommendations

- Be thorough and objective.
- Consider all sides of the problem.
- Discuss all possible courses of action.
- Be ready to support, by explanation and evidence (facts, statistics, authoritative sources, etc.), any part of your briefing.
- *Anticipate* questions or objections.

---

Silently read the paragraphs again. Find the meanings of the words you do not know. Next, review the outline that describes the format for a military briefing. Then, complete Exercise 6 by rewriting the sentences in your notebook and inserting the appropriate vocabulary words in the blanks.

---

## Format for a Military Briefing

### I. Introduction

- A. Provide greeting and introduction of self/organization.
- B. Explain the classification of briefing.
- C. State the problem or situation.
- D. Proffer recommendation (course of action/implementation procedures).

### II. Body

- A. Give a detailed statement of the issue or problem (if needed).
- B. In a logical sequence, present facts bearing upon the issue or problem.
- C. Identify assumptions that bridge any gaps in factual data.
- D. Discuss the advantages and disadvantages of each option.

E. Identify disagreements among other commanders and staff officers.

### III. Conclusion

- A. Review key points and restate the recommendation.
- B. Provide a memorable finish.
- C. Allow for a question and answer session.
- D. Be prepared to introduce any **ensuing** speakers.

**ensuing:** coming afterward

## Exercise 6

1. There are four \_\_\_\_\_ types of military briefings: information briefing, decision briefing, staff briefing, and mission briefing.
2. Although there are elements common to all, each type is distinct, and the briefer must understand \_\_\_\_\_ which is required in each situation.
3. The military briefing is used at every military \_\_\_\_\_ to keep a commander and his staff informed.
4. To better prepare for a briefing, \_\_\_\_\_ questions and objections and prepare answers for them.
5. The mission briefing is used to brief training missions that \_\_\_\_\_ combat operations.
6. A thorough understanding of \_\_\_\_\_ conditions that could affect the successful execution of the mission is one of the objectives of a military briefing.
7. Successful briefing ability comes from \_\_\_\_\_ of \_\_\_\_\_ speaking skills and briefing \_\_\_\_\_, from practice and study, from good judgment, and from awareness of the audience's feedback.

### Learning Strategy

*Place a word or phrase in a meaningful sentence, conversation or story in order to remember it.*

## GRAMMAR

### Modal Review

This is a review of the most common modals used with verbs in simple tenses. A modal is an auxiliary verb that functions with a main verb and carries a special meaning. Modals are used with the simple form of the verb, which is like the present tense with no **-s** or like the infinitive with no **to**.

**Can** expresses ability; the negative of **can** is **cannot (can't)**.

The *USS Enterprise (Big E)*, the first nuclear-powered aircraft carrier in the world, **can** travel at speeds over 33 kts (60km/h).

The new recruits **cannot** march well in formation but will quickly learn.

**Can** and **may** are used to give and request permission. **May** is usually used in formal situations; **can** is informal. **May not** is more emphatic than **cannot**.

Pvt Benson: **May** I take leave on Friday, sir?

Capt James: No, you **may not**.

**Would, could, and will** when used with “you” are all used to make polite requests. All have about the same meaning, except for **could**, which carries a slight meaning of possibility. (Do you want to do this? Is it possible for you to do this?) *Please* is often used.

Maj Tims: Sergeant, **could** you get Captain Schwartz on the line?

Sgt Davis: Yes, sir. I will do it right now.

Lucinda: **Would** you please remind the major that the briefing on the mission training plan (MTP) will be held at 1400?

**May** and **might** both express possibility (maybe, perhaps). **May** expresses more certainty than **might**.

Since a lieutenant usually does not have free access to his brigade commander, a proper chain of command **may** give him a better perspective of his responsibilities.

Maj Dean: Where is Pvt Walker?

Sgt Chavez: He **might** be at sick call, sir.

**Should, ought to, and had better** are used to give advice, make recommendations, or remind someone of something important. For questions and negatives, we usually use **should** or **had better**.

The change of command ceremony begins at 1000. You **should** be there by 0945.

**Hadn't** you **better** complete the report today?

**Should** and **ought to** are also used to express expectation.

Finish putting the meeting room in order. The general **should** be here any minute.

The meeting **ought to** start on time.

**Must** and **have to** are used to express necessity. **Must** has a stronger meaning than **have to** and refers mostly to laws and regulations. **Had to** is used for the past of **must**.

Next week's training **must** include both dismounted infantrymen and vehicle crews.

Capt Peters **has to** attend the mission briefing at 0900 this morning.

Capt Peters **had to** attend the mission briefing yesterday.

**Must not** and **not have to** have completely different meanings. **Must not** stresses that something is not allowed or is against the law or regulations. It can also be used as a warning. The contraction **mustn't**, however, is rarely used in American

#### Learning Strategy

*Understanding a grammar rule and how it works reduces the amount of memorization you have to do.*

English. **Not have to** shows that something is not necessary or required.

The unit's planning procedures **must not** be long; they must be as brief and to the point as possible.



Military personnel on base **don't have to** wear their uniforms when they are off duty.

You **must not** drive a military vehicle without authorization.

**Must** + the simple form of the verb is used to express probability or inference. It is sometimes used with the *be+ing* form of the verb.

The captain is not here today; he **must** be ill.

The soldiers are not in their office. They **must** be training in the field.

## Exercise 7

In your notebook, copy the following sentences and insert the correct modal or modals. It is possible to have more than one grammatically correct answer.

- In the midsection of the aircraft's fuselage are the twin stubs that \_\_\_\_\_ carry 230-gallon fuel tanks, rocket launchers, and racks for the Hellfire missiles.
- The HMMWV (high-mobility multipurpose wheeled vehicle) can be used in resupply operations over terrain that 5-ton trucks \_\_\_\_\_ negotiate.
- A military commander \_\_\_\_\_ build cohesion and team attitude as soon as possible.
- Infantrymen \_\_\_\_\_ remember that their first priority is to destroy the enemy.
- The focus of units conducting search and attack operations \_\_\_\_\_ be to find, fix, and finish the enemy.
- During operations, the 1st Brigade \_\_\_\_\_ fall under the control of the 2nd Infantry Division.
- The scouts \_\_\_\_\_ position guides to link up with the battalion after completing the reconnaissance.
- Today's leaders of mechanized units \_\_\_\_\_ train for military operations on urban terrain (MOUT).

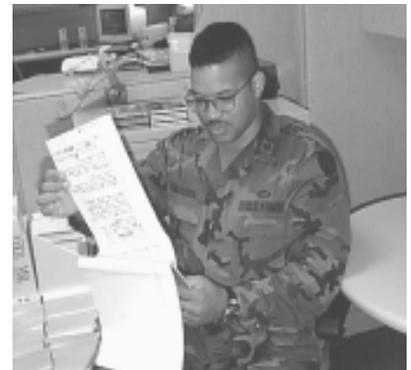
## WRITING SKILLS

Read and study the following readings titled "Taking Notes" and "Summarizing."

## Taking Notes

One very useful skill is notetaking. Good listening skills are essential for taking notes from lectures, presentations, and discussions. It is imperative that you concentrate on what the speaker is saying in order to comprehend the speech and determine what needs to be written.

The method of notetaking you choose should be one that works best for you. You should not try to write down every word; doing so might interfere with your understanding of what the speaker is trying to relate. Instead of writing complete sentences, use key words, cue words, abbreviations,



**Learning Strategy**

*Summarizing helps you structure new information and shows you understand it.*

and any other words that will help you understand the speaker's main and supporting ideas. Do not include every adjective, adverb, or article you hear. Listen for transitions that indicate the speaker is moving from one idea to another. Examples: *first..., second..., next..., let me explain..., an additional reason..., therefore..., consequently..., in summary..., in conclusion...* (You will find more information on transitions at Appendix C.) A speaker may emphasize important points by writing information on the chalkboard, or might change his or her tone of voice when moving from one important point to another.

Review your notes after a lecture, presentation, or discussion, and add any words that might make them more comprehensible. This review process will help you recall what was said, thereby strengthening your memory of the important ideas. If necessary, rearrange your notes and make sure they are legible. Remember, you might have to refer to them tomorrow, next week, or next month.

Here are a few hints for taking notes.

1. Choose a format that is comfortable for you, but make sure that it is easy to see the difference between main ideas and details by means of distinctions in your headings.
2. Some ways to write headings:
  - a. Use capital letters.  
For example:  
**NOTETAKING IS IMPORTANT FOR VARIOUS REASONS.**
  - b. Underline.  
For example:  
Notetaking is Important for Various Reasons.
3. Some ways to write details:
  - a. Indent below heading and use dashes.  
Example:

-NOTETAKING IS IMPORTANT FOR VARIOUS REASONS.

-- We quickly forget what we hear.

-- Material is easier to remember.

- b. Indent below headings and use bullets:

Example:

- Notetaking is important for various reasons.
    - We quickly forget what we hear.
    - Material is easier to remember.
4. Do not try to write everything you hear as if you were taking dictation.
  5. Use abbreviations to save time. You may use whatever abbreviations with which you are familiar.

## Summarizing

Another useful skill is summarizing. Summarizing is giving a short, comprehensive, yet concise report of the main points of something heard or read. A summary usually consists of a few complete sentences in paragraph form; grammar, spelling, punctuation, and capitalization rules are applicable. Summaries are perfect for use as reference and review.

These questions and answers may help you understand summarizing more clearly.

1. How can I define a summary?

A summary is an oral or written abridgment of something you heard, saw, or read, such as a speech or a briefing, or an article from a magazine. A summary is always shorter than the original material.

2. Why is it important for me to learn to write a summary?

You need to learn how to tell other people the main idea of what you heard, saw, or read.

3. What should I put in a summary?

Remember that you need to put the main idea first. You should add details if you think the people who listen to or read your summary will not understand the main idea without explanation.

4. What should I put in the first sentence?

- a. State the main idea in the first sentence.
- b. Here are some suggestions for ways to start:

According to General Vargas, ...

In General Vargas' opinion. . .

5. What should I not put in a summary?

Do not express your own opinion, and do not add information that was not in what you heard or read.

6. Should I use the exact words that I hear? Can I copy from what I read?

No. You should try to use your own words. If you must copy, do not copy too much, and be sure to put what you copy between quotation marks.

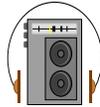
## Exercise 8

Read the following paragraph and then write a brief summary in your notebook.

All firearms require maintenance in order to function well. If you own a firearm, it is essential for you to clean it thoroughly every time you use it. For example, the barrel and the chambers in a revolver need to be cleaned with a brush. You should run the brush through the barrel and the chambers several times. Then use a small piece of cloth to remove any excess cleaner. After cleaning these

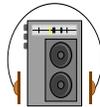
parts, you must check all other parts carefully to make sure that all dirt has been removed. Finally, apply some oil to all exterior parts. Oil tends to collect dirt, so be careful not to use too much oil. A thorough cleaning after every use will guarantee the proper functioning of your weapon.

## Exercise 9



Listen to some paragraphs about adjusting the level of formality of your language to a situation. Take notes and then, using your notes, write a summary in your notebook.

## VOCABULARY



Listen to the reading titled "Verbal Communication" and follow along. Circle the words you do not know.

## Verbal Communication

The *prospect* of making a speech or giving a briefing usually causes concern. The fundamentals of speaking discussed in this section should help make verbal communication easier.

Like writing and listening, speaking is a skill; once you *grasp* the basics, the rest is practice, polish, and style.

### Learning Strategy

*Seeking out or creating opportunities to practice the new language in naturalistic situations improves your ability to get the most out of your language learning.*

**Learning Strategy**

*When learning new vocabulary say the words aloud or write them over again as you study. The continuous repetition helps you retain the new vocabulary.*



Here are some basic guidelines to follow in preparing the written draft of your speech.

1. Analyze your audience and the purpose of your speech.
2. Conduct the necessary research.
3. Organize your material.
4. Support your ideas.
5. Draft and edit. Use the active voice whenever possible.
6. Be careful of your language so that no one is offended.
7. Ask for feedback.
8. Limit length. Remember your speech will be heard, not read.

Given here are some fundamentals regarding aspects of the oral delivery of your speech.

**Emphasis**

Use your voice to emphasize the main ideas of your speech by controlling rate, volume, pitch, and the length of your pause.

- There is no correct **rate** of speed for every speech. If you speak too fast, your speech will be unintelligible; if you speak too slowly, you may lose the attention of the audience. A faster rate coincides with excitement or sudden action, and a slower rate corresponds to the state of calm or

*fatigue*. Use the rate of speech that adds emphasis to your presentation.

- Adjusting **volume** is another verbal technique that can give emphasis to your speech. Know how loudly you must talk. If the audience must strain to hear you, they will eventually stop listening. Use a change in volume, either softer or louder, to emphasize a point. Using a softer level or lower volume is often the more effective way to achieve emphasis.
- **Pitch**—in speaking as well as in music—refers to the highness or lowness of a sound due to the vibrations of the sound waves. Every speaker has his or her own normal, high, and low pitch. Speak in a voice that is comfortable for you and then move up or down your pitch scale for emphasis. You can use pitch changes in vowels, words, or entire sentences. You can use a downward (high to low) inflection in a sentence for an air of certainty and an upward (low to high) inflection for an air of uncertainty. Variety in speech pitch helps to avoid monotone and rivets the listener's attention.
- A **pause** gives you time to catch your breath and allows the audience time to collect your ideas. Never be in a hurry when giving a speech; pause for your audience to digest your comments. Pauses in speech serve the same function as punctuation in writing. A short pause usually divides points within a sentence, and a longer pause notes the end of a sentence. You can also use a longer pause for a break from one main point to another, from one subpoint to another, or from the introduction to the body or the body to the conclusion of your speech. Although a pause may seem long to you, it is usually much shorter than you think.

**Articulation and Pronunciation**

Articulation is the art of speaking intelligibly and making the proper sounds with the

lips, jaw, teeth, and tongue. If you are not sure of the pronunciation of a word, consult a dictionary.

Listen to yourself and make your words distinct, and understandable to your audience.

### Length

Check the length of your speech. Be brief and concise.

### Oral Practice

If possible, practice the speech or briefing in front of a listener and ask for feedback. Make the speech sound natural. Know your delivery style and techniques. A review of oral delivery techniques can be found in the next section.

---

After you turn the recording off, silently read the paragraphs again. Look up any words you don't know and complete the next exercise.

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## Exercise 10

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Copy the vocabulary words into the appropriate blanks.

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1. Now that the two leaders are negotiating, the \_\_\_\_\_ for peace is good.
2. Combat \_\_\_\_\_ results from long days in the battlefield.
3. English was difficult to \_\_\_\_\_ in the beginning, but now it is quite easy.
4. The instructor \_\_\_\_\_ memorizing the introduction and the first supporting idea of our speech.

---

Copy these comprehension questions and answer them in your notebook.

---

5. What are some general guidelines to follow in preparing the written basis of your speech?
6. How can your voice help you in public speaking?
7. What is an important rule to follow regarding the length of a speech?
8. What can a speaker do to ensure the quality of a speech?

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## VOCABULARY




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Look at the reading titled "Nonverbal Communication" and follow along. The new words are in italics. As you listen to the reading, circle the words you do not know.

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## Nonverbal Communication

In this section, some very important points regarding nonverbal communication are discussed.



### Stage Fright

You must always be prepared to overcome stage fright. You can begin the first time you practice your speech. Memorize the first one or two paragraphs. Usually, this includes the introduction and the transition into the first main point. This makes it much easier to get through the first and most difficult minute. Practice and plan to begin with a strong, self-assured voice. Be **confident**. Take a deep breath and survey your audience. Do not lose the attention of the members of your audience during the introduction; otherwise, they may never hear your main points. Use natural gestures to relieve tension. Establish good eye contact with the audience and look for **feedback** (nods, puzzled looks). The search for feedback will help you focus your attention on the audience. Everybody experiences some degree of stage fright. Some people get a little nervous, and others become physically ill. In any event, do not apologize. The audience may not notice your nervousness; however, if you call attention to it, your audience will become sensitive to your nervousness. Someone once said that

every good speaker is nervous—the key is to make that excess energy work for you.

### Appearance

Another very important point is your appearance. Do you need a haircut? Are your shoes shined? Is your uniform freshly pressed? Are your buttons buttoned, and are your ribbons, nametag, and **insignia** attached correctly? Failure to wear these items correctly can create immediate negative impressions. Your posture also creates a general impression of you as a speaker. Stand erect and alert, but don't be artificial. Do not lean on the lectern, rock back and forth or from side to side, or slouch on one leg and then the other. Proper appearance builds confidence and reduces stage fright.

### Eye Contact

Establish eye contact with your audience immediately. Let the audience know you are looking at them and talking to them; do not stare, but look at them occasionally. This is the best vehicle for obtaining audience feedback and holding the attention of the audience. A speaker buried in notes loses listeners.

### Facial Expressions

Use facial expressions, but don't overdo them. Use them as if you were engaged in a casual conversation. Smile or frown as necessary to **reinforce** your speech and your points of emphasis.

### Gestures

Gestures are another form of nonverbal communication. There is nothing magical about using your hands and arms. If you use them, make the movements natural. Make them add meaning to your speech.

### Visual Aids

Use visual aids to promote understanding of what you have to say. The old cliché "A picture is worth a thousand words" is valid here. Researchers tell us that a week after we hear a presentation without visuals, we

#### Learning Strategy

*Reading improves when there is a defined purpose. Scanning for particular information is one format that can be used.*

retain only about five percent of the data. When visuals are added, our retention is about 65 percent. Allowing for the natural *exceptions* to any research, most of us would admit that “show and tell” has greater impact than “tell” alone. Examples of visual aids include objects, models, photos, maps, charts, and drawings, but objects and models should be used with caution. They are usually too small to be seen by the entire audience, and if you pass them around, they are distracting. Photos or drawings are usually better. The most frequently used visual is the flip chart.

Photos, maps, charts, and drawings can be used on flip charts, overheads, viewgraphs, other projection media, or in computer-enhanced presentation slides. Make sure your visual aids project the image you want. There are many ways to make your visual aids. One of the quickest and cheapest is to use wide felt-tip markers, a ruler, and a pack of flip-chart paper.

The flip-chart method is adequate for most small groups. If you are facing a larger group, consider using viewgraphs, grease pencils, and *acetate* slides.

Here is a handy summary on the use of visual aids:

- Stand beside your visual aid, not between it and the audience.
- Talk to the audience, not the visual aid. Use a pointer and point out key items, and point with the arm that is closer to the visual aid.
- Display a visual aid at the *pertinent* point in your speech. Remove it or cover it up when it is no longer applicable. When you use a visual aid as an outline, you can leave it up for a longer period. Again, remove it when it is no longer useful.
- Make sure the visual aid is readable, simple, and uncluttered; busy visual aids are distracting. Check your visual aids for readability before your briefing. If they cannot be read by everyone, their value is lost.
- Know exactly what is on your visual aid and have it labeled and numbered. Immediately orient your audience to it.
- When you use an overhead or a projector, ask another person to operate the equipment. This person should be familiar with your speech or with an outline that indicates when to project the visual aids.
- Visual aids provide a form of emphasis. Don't overdo it. When you emphasize everything, nothing receives emphasis.
- Check spelling and punctuation!
- Read only the key words on a visual aid. You will bore your audience if you read every word while they are reading it.
- Keep the artwork simple; if you use colors, limit them to two or three.
- If you use the basic checklist to develop your material and if you apply the fundamentals of verbal and nonverbal communication that have been outlined, you should be able to give a creditable speech, lecture, or briefing.




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**After you turn the recording off, silently read the paragraphs again. Look up the meaning of any unknown words in your dictionary or in the glossary from Unit 2. Then complete Exercise 11.**

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## Exercise 11

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**Write the following sentences in your notebook. Listen to the recording again and write the correct word/s in the blanks as you listen.**

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1. Begin with a strong, self-assured voice. Be \_\_\_\_\_.
2. Establish good eye contact with the audience and look for \_\_\_\_\_.
3. Are your buttons buttoned, and are your ribbons, name tag, and \_\_\_\_\_ attached correctly?
4. Smile or frown as necessary to \_\_\_\_\_ your speech and points of emphasis.
5. Allowing for the natural \_\_\_\_\_ to any research, most of us would admit that “show and tell” has greater impact than “tell” alone.
6. If you are facing a larger group, consider using viewgraphs, grease pencils, and \_\_\_\_\_ slides.
7. Display a visual aid at the time it is \_\_\_\_\_ to your speech.

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## SPEAKING/WRITING SKILLS

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**Read the following selection about military group discussions. Participation in group discussion activities will be carried out in Part II of this course. For now, read the selection and use the outline format to complete an outline of the reading in your notebook.**

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## Military Group Discussions

Although group discussions are used in many countries, as one might expect, the protocols for handling group discussions vary from culture to culture. (In Great Britain, group discussion work is called syndicate work.) The information that follows describes types of discussions and their purposes, as well as functional expressions for facilitating your participation in group discussions in English. For

mastery of the skills needed to participate effectively in group discussions, much practice is necessary. The goal of this unit and of Appendix E is to provide you with an introduction to the skills. In the classroom portion of this course, you will have the opportunity to practice these skills.

What is the value of group thinking? Is it better than individual thinking? There are two advantages to group problem solving. One advantage is based on the idea that a group’s solution to a problem is more complete than an individual’s solution. The pooling of brain power increases the depth of understanding of the problem and the number of approaches that can be taken to reach a solution. Another advantage of group problem solving is that the group that participates in the discussion is collectively responsible for putting a solution into effect. The solution becomes the members’ plan of action rather than an order from above, and the pride that the members of the group have in the solution will give them additional motivation for successfully executing it.

The military relies extensively on group communications in one form or another to implement its missions at all levels. Three forms of group communication used in the military are the following: the informal conference, the formal conference, and the seminar.

### The Informal Conference

Informal conferences take place frequently. They consist of conversations and discussions that may occur in person, by phone, and even via electronic mail. Informal conferences may occur in hallways, in offices, in lounges, or at any place two or more people get together to share ideas about a specific topic.

### The Formal Conference

Formal conferences also occur frequently in military life. The format of a formal conference might include one or more of the following: workshops, panel discussions, and presentations of papers/reports. The skills of persuasion, logical thinking, and

problem solving are essential for effective participation in group discussions; these skills should be worked on throughout your military career.

Formal conferences are classified according to their purpose: those for teaching, those for negotiating, and those for problem solving. A conference for the purpose of teaching is an information conference. For example, a military unit receives a new operational plan. Rather than reading the plan to others or giving a briefing on it, the commander meets with the key personnel to discuss the plan and the way it will affect the unit.

The second type of formal conference is the negotiation conference. Such a conference is required to find a compromise that is acceptable to all sides when a situation has two or more incompatible solutions, points of view, or approaches, and no one can or will make the decision as to which to use. For example, the monthly meeting for scheduling aircraft maintenance and operations is typical of a conference that meets to negotiate. The maintenance section is trying to hold its work load at an ideal level and the operations section is trying to hold its training and operation capability at an ideal level. Through discussion and negotiation, the two sections can reach a compromise.

Through the problem-solving conference, the military commander who is seeking a solution to a problem can profit from the knowledge and experience of the experts on the staff. For example, if the maintenance section of a squadron is consistently late in meeting its commitments, the problem is one that affects the entire squadron. The squadron commander needs to call a conference to help solve the problem. Not until the commander brings all the supervisors together at a conference and uses this means to draw upon their special knowledge, can he find the root of the problem and deal with the causes. All participants at the staff conference have suggestions to offer because they have special knowledge or experience that will

help the group solve the problem. When group members try to solve problems, they must reason together about how they can best achieve their common goal.

## The Seminar

The seminar is a meeting of a small group for the purpose of exchanging information through discussion and research. The military seminar focuses on a single subject with which all participants are fairly familiar, due either to longtime shared experience or to extensive and intensive pre-reading.

A seminar consists of the seminar leader, the seminar participants, and, sometimes, an observer and a recorder. The observer evaluates the group process and makes note of the progress of the group. The recorder serves as a group memory and



takes note of points of agreement or disagreement, as well as of ideas for later consideration. Military schools within the US employ the seminar as an important learning tool.

The seminar is not a substitute for individual study; it is, rather, a complement to it. If the time spent in seminars is to produce more concrete results than an

equivalent time spent in individual study, the seminar must exploit the advantages of group learning over individual learning. In group learning, a single problem can be approached from a variety of perspectives.

The function of the seminar in the military educational system is twofold. First, the seminar creates an environment which facilitates learning and improves reasoning and problem solving. Second, the seminar enables persons with extensive and varied military backgrounds to share their knowledge and experience through study and through discussion which contributes to the education of all participants.

For a seminar to be successful, it must have participants who not only strive to develop group skills but also assume personal responsibility for the success of the seminar.

Developing a group perspective involves time and a sincere effort on the part of each seminar participant, but the results of developing it can be fruitful for and rewarding to each member. Developing personal responsibility entails the following: sharing leadership with the group leader; keeping an open mind; avoiding unsound reasoning and biased opinion; and learning to think as part of a group. Group problem solving does not mean that all problems are best solved within a group such as a seminar, but it does mean that a group solution or decision is frequently superior to an individual solution or decision.

### Exercise 12

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**In your notebook, write an outline based on the reading and the format below.**

---

1. Two advantages of group problem solving

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Three forms of group communications used in the military

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

These can be classified according to their purpose as follows:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

c. \_\_\_\_\_

These consist of the following participants:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

d. The function of the seminar is twofold:

(1) \_\_\_\_\_  
\_\_\_\_\_

(2) \_\_\_\_\_  
\_\_\_\_\_

e. For seminar participants to be successful, they should develop:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

# The Talking Paper

A talking paper is a concise document used in the military to provide short, clear comments for use during a briefing or conference. It is the type of outline used by military speakers as an aid to help them remember important points when actually presenting information. When giving a briefing before a commanding officer or during a staff conference, you may first prepare a talking paper to serve as an outline of important points. In the military, you would normally prepare an informal talking paper for your own use rather than a formal outline of major thoughts and subordinate thoughts to be presented. As a member of a commander's staff you may also be called on to prepare more formal talking papers for your superior's use in presenting briefings before other groups or his/her superiors.

The style and format of these types of talking papers may vary, but in either case the talking paper serves as a concise outline aid. If the purpose of the briefing were to find a solution to a problem, for example, the talking paper would probably consist of short, one-sentence statements of the problem, possible solutions to the problem, recommended solution to the

problem, and suggested action. If, on the other hand, the purpose of the briefing were simply to inform the talking paper would be no more than a brief list of major points to be presented. Normally, the length of such talking papers does not exceed one page.

The format of the informal talking paper is very simple. Since you usually prepare it for your own use as an organizational aid in a briefing, you do not need the formal divisions of the outlines with Roman numerals and capital letters to separate the various ideas of the speech. Instead, you may simply use *dashes* before each major thought and subordinate point. A dash (-) is a small horizontal mark used to indicate a division or interruption in a group of thought or points. Indent to show subordinate thoughts.

The statements of the informal talking paper need not be complete sentences. You may shorten the statements, using telegraphic wording. When you use telegraphic wording, you include the necessary words, as in a telegram. The minor specifics may be left out since the talking paper's purpose is to serve as a simple outline aid.

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## Format of a Talking Paper

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### Informal Talking Paper

on

#### Preparation of Informal Talking Paper

- Talking paper is a concise document providing short, clear comments for use during briefing
  - Usually prepared by staff officer for own use
  - Serves as quick reference aid to help remember important points
  - Normally prepared in short statement form using telegraphic points
  - Style depends on user's own knowledge and desire
  - Formats vary, but following is commonly used
    - Use dashes before major thoughts

**Learning Strategy**

*Paying attention to intonation and tone of voice may give you clues about what you are hearing.*

- Indent subordinate thoughts
- Use sequence of one-dash, two-dash, three-dash to show main ideas, subordinate points, and support
- Try to limit length to one page
- Avoid minor specifics
- Think of what you will say and include key facts

## Talking Paper Formats

The format of the more formal talking paper may vary from service to service or even from command to command. The purpose, however, is usually the same. It is designed to transmit guidance or information to a senior official. He or she may use the talking paper at meetings and conferences or in briefings to help remember important points and suggestions. Generally these more formal talking papers follow a relatively standard

format. The talking paper as a whole is usually divided into several sections, each with a separate heading. A heading is a word or group of words standing at the top or beginning of a section like a title or headline. These headings are numbered and indicate the purpose of each section. Since the purpose of any talking paper is to serve as a clear and concise aid to briefing, what follows the headings are usually short, accurate statements. As in the informal talking paper, only the absolutely necessary wording need be included.

---

### Example 1 of a Talking Paper

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#### Talking Paper

Originator's Name  
Code/Phone Number  
Date Prepared

Subj: How To Write A Talking Paper

#### Background

- Specify in the "Background" or "Issue" section:
  - The name of the official for whom this paper has been prepared, the name of the meeting, etc.
  - The event or situation that has brought this issue up now.
  - Any other brief background needed.

#### Discussion (Or Talking Points)

- Use this outline as a memory aid in a meeting or as an informal agenda. Also use it as a **tickler** to prepare seniors for meetings with important officials, such as senior Navy or Marine officials or Congress members.
  - Include the key facts. Change headings as needed.
  - Be concise—normally keep paper to one page. Use dashes to show the main points as well as subordinate points. Single space, but double space between dashes. Indent subordinate points.

**tickler:** means for noting items to be remembered

- Say what to avoid talking about as well as what to talk about. Also note, if needed, who has been involved/who concurs/who does not concur.
- Mark classification (and paragraph classification) as required.

### **Recommendation(s)**

- Include a “Recommendation” section if needed. If there are no recommendations, omit this section. Consider prefacing the talk by saying, “This presentation is for information only.”

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#### **Example 2 of a Talking Paper**

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### **Talking Paper**

CDR S. F. Housing  
OP-999H/#5-4321  
13 April 1997

Subj: Shortfall In Family Housing (MFH) At Bikini Atoll

### **Background**

- This paper was prepared at OP-99’s request, in response to an inquiry by Assistant Secretary of the Navy (Logistics). This issue may come up in a meeting between OP-99 and the Secretary next Tuesday, April 17.

### **Talking Points**

- MFH assets at Bikini are owned and managed by the Air Force.
- Navy owns no housing there.
- Average waiting time for personnel to get into housing is 8 to 19 months.
- Figures relevant to MFH at Bikini:
  - Total requirement (Air Force and Navy families)—900
  - Total of 392 Air Force & Navy personnel are on the housing waiting list
  - Current assets—182 units
  - Programmed for construction:
    - FY 98 — 150 units (approved)
    - FY 99 — 150 units
    - FY 00 — 150 units

### **Coordinated Summary**

- USAF point of contact is Lt Col D.A. Quarters at 1-2345, who provided some of the above information.

**Learning Strategy**

*Reading improves when there is a defined purpose. Skimming or reading quickly to get the main idea is a strategy that can be used.*

**Exercise 13**

Write a talking paper on any topic suitable for your command, or summarize the reading for the next exercise, "Ninth Monthly Report to the United Nations Security Council on SFOR Operations."

**READING/SPEAKING SKILL****Exercise 14**

Quickly read the following report and find three or four paragraphs that you can read aloud. Then make a tape recording of the paragraphs. Listen to the paragraphs and critique your pronunciation for clarity.

## Ninth Monthly Report to the UN Security Council on SFOR Operations

**significant:** important

**reconnaissance:** a military survey of enemy territory

**surveillance:** close watch kept over someone or something

**random:** without any plan or pattern

**cantonment:** temporary quarters for troops

**pursuance:** a carrying out

**breach:** failure to observe a law, promise, etc.

**supplementary:** additional

1. Approximately 36,500 SFOR troops are currently deployed in Bosnia and Herzegovina and Croatia, with contributions from all members of NATO and from 20 non-NATO countries.
2. Over the reporting period (21 July-20 August), there were no **significant** changes in the overall size and composition of the force. However, the multinational divisions started to make force adjustments in preparation for the municipal election. SFOR has continued to conduct **reconnaissance** and **surveillance** by means of ground and air patrols and to make **random** inspections of weapons **cantonment** sites. During the period, approximately 2,500 sorties were flown by combat aircraft, while the SFOR helicopter fleet flew 124 hours.
3. Support continues to be provided to the United Nations Transitional Administration for Eastern Slavonia, Baranja and Western Sirmium (UNTAES), with SFOR maintaining its regular, coordinated training missions over Eastern Slovenia in order to exercise plans to provide close air support if necessary.
4. In **pursuance** of a policy communicated to the Entity Presidents by the SFOR Commander on 7 August to assist with restructuring and reforming the Entity Police Forces, on 15 August General Saric, Commander of the Republika Srpska Specialist Police, was given a copy of the supplementary instructions to the parties concerning the Specialist Police. These layout the procedures to be followed during the period in which the Specialist Police are subject to annex 1A of the General Framework Agreement for Peace, prior to their recognition and certification by the International Police Task Force (IPTF) to act as a component of the civil police. General Saric indicated that he would comply with these instructions and progress since then has been good. The same instructions have been passed to the Federation Police authorities, where restructuring under IPTF is more advanced, for compliance by 30 August.
5. On the morning of 17 August, members of the Specialist Police loyal to Mrs. Plavsic took control of the Public Security Centre in Banja Luka. SFOR was requested by the Serb Member of the Collective Presidency, Momcilo Krajisnik, to allow the Ministry of the Interior Specialist Police to expel them. Permission was denied and SFOR took action to deal with the **breach** of the **supplementary** instructions to the parties. At the same time, IPTF responded to the direction from the Office of the High Representative to investigate reports of the existence of evidence, within the Public Security Centre, concerning serious violations of human rights and telephone interception. SFOR was asked to assist in providing

area security. This investigation discovered **unauthorized** arms, and IPTF continues to examine possible evidence of the **bugging** of telephones of President Plavsic and Constitutional Court judges. By the evening of 18 August the Public Security Centre had been handed back to the Ministry of the Interior Civil Police. On the morning of 20 August, SFOR and the IPTF returned to the Public Security Centre and other police sites in Banja Luka to investigate reports of further irregularities. Civil police from outside Banja Luka, who occupied these facilities, were expelled. Large quantities of arms and ammunition were discovered. These were **confiscated** and are still being inventoried, but initial estimates are that they included up to 12 tons of equipment, including automatic rifles, rocket launchers, grenades and mines.

6. Between 1 and 5 August 1997, protest actions against the return of Muslims to the area occurred in Jajce and in the valley immediately east of the town (comprising the villages of Divicani, Lendici, Bucici, Kruscica and Donja Sibenica). Muslims were harassed and fled the villages of Bucici and Lendici, and a number of roadblocks were set up. SFOR **dismantled** the roadblocks and maintained a presence in the area in order to prevent violence and destruction or **vandalism**. A return programme for the period 16 to 21 August 1997 was agreed. In that time 341 heads of family (equivalent to 1,200 people) returned to the valley. The only incidents were two land mine explosions which occurred in Divicani. SFOR asked explosive ordnance disposal teams to assess the situation and clear the area.

### Cooperation and Compliance by the Parties

7. Overall, the entities remain substantially **compliant** in most aspects across the area of operations. The situation throughout the theatre remains militarily stable. However, while there is general compliance concerning the entity armed forces, the police of both entities still do not meet internationally accepted standards. The actions, through recent operations to control the Specialist Police as forces under the General Framework Agreement for Peace, are proceeding well.

8. During the reporting period, a total of 481 inspections of weapons storage sites were carried out by SFOR. By party, this figure comprises 170 Bosniac, 130 Croat and 181 Bosnian Serb inspections. SFOR continues to confiscate weapons which, after a period of time to allow for appeals, are normally destroyed. With the exception of the incident in Banja Luka involving the Bosnian Serb Specialist Police, the following weapons were confiscated over the past month: from the Bosniac Army, 20 AK47 rifles, 20,000 7.62 rounds of ammunition and an item of electronic warfare equipment; from the Bosnian Croat Forces, two AK47 rifles, two 76mm anti-tank guns, 100 tank rounds, 169 napalm rounds and five small arms; from the Bosnian Serb Army, 50 AK47 rifles, one M80 rocket launcher. Two long-barrel weapons, 1,633 7.62 rounds of ammunition, 16 pistols, 40 handgrenades and six rifle grenades; and from civil components, 160 pounds of ordnance and one pistol.

9. During the past month, SFOR has removed, or participated in the removal of 10 unauthorized checkpoints (three Bosnian Serb and seven Federation). It is **apparent** that the number of checkpoints has been reduced through the efforts of IPTF with SFOR support. Equally apparent is that checkpoints continue to be **intermittently** established in both the Federation and the Republika Srpska. Specialist Police have been involved in a significant number of these incidents and the SFOR operation SECURE BEAT, a four-phase plan, starting on 8 August to bring the Entities' Specialist Police under article 1A of the General Framework Agreement for Peace as Forces and to ensure their compliance with the IPTF civil police restructuring programme, should assist freedom of movement. Republika Srpska customs and police officials continue to harass trucks of non-governmental organizations transporting humanitarian aid items into the Federation.

**unauthorized:** not given permission for

**bugging:** the hiding of a secret device

**confiscated:** seized by an authority

**dismantled:** took apart

**vandalism:** willful or malicious destruction of property

**compliant:** in agreement with a request or demand

**apparent:** evident, obvious

**intermittently:** periodically

**Learning Strategy**

*To approach reading more efficiently look at titles, illustrations, and format.*

**countersigned:** confirmed with one's own signature

10. During the reporting period, SFOR monitored a total of 662 training and movement activities (249 Bosniac, 203 Bosnian Croat and 210 Bosnian Serb).

11. Over the reporting period, all the training and movement bans imposed by SFOR on the parties for failing to meet de-mining requirements were lifted: on 28 July, the ban on HVO TSG corps by the multinational division (SW); on 17 August, the three bans on the third VRS corps, the HVO ORASJF group and the II ABIIH corps by the multinational division (N). On 1 August, the training ban due to discrepancies in previous movement and training activities imposed on the seventy-seventh VRS regiment of the seventh Army corps was lifted by the multinational division (SE). Additionally, on 6 August, the ban on VRS air and air defence activities due to radar and missile infringements was lifted.

12. Over the reporting period, entity armed forces, under SFOR supervision, removed 3,484 explosive devices (224 anti-tank mines; 3,184 anti-personnel mines and 76 items of unexploded ordnance) from 280 mined areas. Since 10 March, 2,452 anti-tank mines, 10,403 anti-personnel mines and 712 items of unexploded ordnance have been removed from a total of 1,307 areas. The rate of operations in the first week of the reporting period was slow mainly due to the spate of accidents in the previous reporting cycle. There have been three accidents this month, with two of them resulting in serious injuries. In spite of those accidents, this is the best monthly performance yet reported. In general, compliance improved considerably. The Bosniac Army tends to be consistent with its compliance; the Bosnian Croat Army has improved considerably and the Bosnian Serb Army has in fact performed better than was expected, although they remain the least compliant of the three Armies. The threat of training and movement bans is a significant factor.

13. Since 20 July 1997, there have been two meetings of the Inter-Entity Boundary Line Subcommittee, held on 31 July and 12 August 1997 in Lukavica. All three parties were in attendance. During the Subcommittee meetings the negotiators for the Federation (Bosniacs and Croats) and the Republika Srpska reached agreement on a proposal to exchange land south of Ključ (Dobocani, in favour of the Federation) for land north of Sanski Most (Koprivna, in favour of the Republika Srpska). The Agreement must now be ratified by the Governments of Bosnia and Herzegovina, the Federation and the Republika Srpska and **countersigned** by the SFOR Commander for implementation to take place. Additionally, the Republika Srpska made a new map proposal for a gain of territory northeast of Sarajevo which is linked with a Federation proposal in the Kladanj-Vares area made in August 1996. On request of the Federation/Croat negotiator, the discussion on land swaps in the Posavina area was postponed until after the municipal elections.

14. The International Committee of the Red Cross (ICRC), IPTF and SFOR coordinated and secured the release of two Serb prisoners-of-war held in the Zenica military prison. Acting on information provided by relatives concerning their whereabouts, IPTF discovered the two men locked in a room in a building situated at the rear of the main administration block, away from the other detention facilities. The prisoners-of-war were transported to Banja Luka and reunited with their families. Ambassador Kai Eide indicated that this was a gross violation of international humanitarian law and the terms of the Peace Agreement and asked Federation authorities to investigate and bring to justice those involved in the human rights violations of these two men. IPTF will also be conducting an investigation. Evidence indicates that the factions continue to hold detainees, notwithstanding the provisions of annex 1A, article IX, Prisoner Exchanges, that comprehensive lists were to be supplied to ICRC to facilitate its work in implementing and monitoring the plan for release and transfer of prisoners.

## Cooperation with International Organizations

15. Within its capabilities, SFOR continues to offer assistance to the international organizations in theatre, and provides security for IPTF inspections, as demonstrated by operation SECURE BEAT (see para. 9 above).

**biased:** prejudiced

16. Media abuses continued in this period, with the Republika Srpska state radio and television outlet being particularly **biased** and **vitriolic**. SFOR and its Civic Military Cooperation (CIMIC) Task Force has increased efforts to work with the Office of the High Representative and the international community on the media problems through several integrated working groups, sharing of resources and coordinated operations to develop means to counter **blatant** media bias and improve the populace's ability to have alternative access to information.

**vitriolic:** severely caustic

**blatant:** obtrusive or boldly conspicuous

**prototypes:** models

17. SFOR support of the International Tribunal for the Former Yugoslavia investigations continued. The main activities on exhumation sites were carried out in the Brcko and Srebrenica areas, with SFOR providing a secure environment for the Tribunal teams.

18. On the municipal elections, SFOR is working extensively with the other international organizations to help ensure a secure environment for their conduct. A security plan has been developed and approved by the entities that includes instructions concerning the movement of voters.

19. The Supreme Allied Commander of Europe has agreed that arms control experts working for the Organization for Security and Cooperation in Europe (OSCE) may accompany SFOR during routine cantonment inspections. This will help resolve the under-reporting issue by allowing treaty and weapons knowledgeable officers to view holding sites and then assist the parties in correcting their declarations. During the reporting period, Republika Srpska updated its declarations under article IV of the Peace Agreement, adding a further 841 pieces of heavy equipment to its previous declaration.

20. SFOR also supports many other international and local organizations and authorities. The activities occur throughout the country, often within the immediate locale of an SFOR camp. For example, SFOR troops are continuing work on the Tuzla-Brcko railway, with completion due at the beginning of November 1997; a CIMIC Task Force public health team has been assisting in the training of doctors; a telecommunications team has been coordinating efforts for the movement of equipment and site preparation for the free election radio network in preparation for the municipal elections; veterinary teams have been monitoring cattle in quarantine; and SFOR engineers signed road contracts with Republika Srpska companies on 11 August that should act as **prototypes** for opening up the Republika Srpska to similar contracting procedures in the future.

21. SFOR and the Office of the High Representative have continued to pursue the issue of opening up the regional airports. Under the General Framework Agreement, SFOR is required gradually to transfer control of the regional airports to the appropriate institutions in Bosnia and Herzegovina. The issue has a clear link to the Sintra deadlines and to reconstituting the Civil Aviation Authority (CAA). In response to the latest Serb argument against signing, the Office of the High Representative, on 21 July 1997, issued a legal opinion. Following a series of meetings in the Council of Ministers and bilaterally with the Serb side, pursued by the SFOR Deputy Commander to explain the issue and seek agreement, the memoranda of understanding for Tuzla, Mostar and Banja Luka airports were signed by Dr. Siljadic and Mr. Tomic following a meeting of the Bosnia and Herzegovina Council of Ministers on 4 August 1997. Mr. Botic (Serb Co-Chairman) refused to sign.

22. At a meeting on 8 August 1997, the Presidency agreed to the rules of procedures for the Standing Committee on Military Matters (SCMM). This development will allow SCMM to move into discussion of more substantive issues. SCMM will coordinate the activities of the armed forces of the two entities of Bosnia and Herzegovina. The Committee is due to meet at least once a month. The rules of procedure establish the membership of SCMM as the three Members of the Presidency, the Defence Ministers of the Federation and the Republika Srpska and the Chiefs of Staff of the Federation and Republika Srpska armed forces, plus one further nomination from each President. The High Representative, the SFOR Commander and the OSCE Head of Mission, or their representatives, are observers. The Foreign Ministry of Bosnia and Herzegovina will also be represented by an observer. The Members of the Presidency may invite other persons to attend as observers or in an advisory capacity. Members of the Presidency will chair the Committee. The Chairmanship will alternate between the Republika Srpska and the Federation.

### Outlook

23. The overall situation in theatre is expected to remain stable, despite continuing increased tension in the Republika Srpska. SFOR will continue to carry out its mission firmly but fairly, without tolerating any recourse to force or violence, or the unauthorized deployment of military or paramilitary forces. In the forthcoming period major activities for SFOR will include support for the municipal elections, support for a free and balanced media and the continuing conduct of Operation SECURE BEAT.

*Source:* "Ninth Monthly Report for the UN Security Council SFOR Operations" from *NATO SFOR, UN Secretary General Reports*. (24 September 1994). [www] <http://www.nato.int/ifor/un/u97101ta.htm>. Reprinted by permission.

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## READING SKILLS

**meritorious:** deserving reward, praise

**amid:** in the midst of; among

---

Quickly skim the following reading to get the general meaning. Then read it carefully. After you have read it, complete the activity that follows.

---

## Speech by Prime Minister Tony Blair

*Statement by Mr. Tony Blair, Prime Minister of the United Kingdom, at the Signing Ceremony of the NATO-Russia Founding Act, Paris, 27 May 1997.*

Fellow Heads of Government,

Ladies and Gentlemen,

I am grateful to President Chirac for hosting this historic event, and for once

the word "historic" is indeed **meritorious**. A new European landscape is being reclaimed from the battlegrounds of the Twentieth Century and this agreement is part of it.

My father fought in the last great European war. I was born in 1953, a child of the Cold War era, raised **amid** the constant fear of a conflict with the potential to destroy all of humanity. Whatever other dangers may exist, no such fear exists today. Mine is the first generation able to cite the possibility that we may live our entire lives without going to war or sending our children to war. That is a prize beyond value and this agreement is a great contribution to it.

The drawing of this new European landscape has not been easy, as many in this room know better than I. Stability and **prosperity** are never assured. They can never be taken for granted, but throughout

central and eastern Europe political and economic miracles are being wrought. People raised on suffering and pain sense stability and prosperity can now lie ahead. We must encourage that, all of us, in every way that we can. NATO has served my country well; it has served Europe well; it remains the cornerstone of Europe's defence.

Now we can build on this agreement between NATO and Russia we have signed today. And I say that we must not stop here, but we must go on. I see three priorities. First, we must use the **consultation** mechanisms in the founding act fully and effectively. Success will be measured not by the number of meetings, but by the emergence of real mutual confidence and cooperation.

Secondly, we must work together wherever we can on the military side. The political links between the countries of NATO and Russia are much stronger than those on the military net. Let us use this act to correct this. Generals who know each other and trust each other are more likely to understand each other and avoid mistakes.

Thirdly, we must ensure we are not bound by the confines of this founding act. Its use can grow as that partnership deepens. Let us not be afraid of bold thinking about the new world in which we find ourselves today.

Fifty years ago Europe was recovering from the **devastation** of war. Thirty years ago, east and west faced each other with mistrust across the Iron Curtain, and a massive arms race was the result. Even ten years ago the tensions and divisions were palpable. In these last ten years so much has changed. The east has broken free from the yoke of totalitarian communist dictatorship in no small measure due to the bravery of men like President Yeltsin.

For its part, NATO is still coming to terms with what this seismic change implies. Of course there are problems to overcome; that is inevitable, but now our common

aim, east and west, is to make this new political world work. Today we have the opportunity in this agreement to do so. This agreement, born out of the vision and courage of actions determined not to repeat the past, is history's gift to our future. Let us guard it jealously and use it wisely.

*Source:* "Statement by Mr. Tony Blair, Prime Minister of the United Kingdom," from *NATO Speeches*, 27 May 1997. [www] <http://www.nato.int/docu/speech/sp97.htm#may>. Reprinted by permission.

**prosperity:** wealth

**consultation:** conference, meeting to discuss, decide, or plan something

**devastation:** destruction, desolation, ravage

## Exercise 15

---

After you have read this speech, answer the following questions. Write the answers in your notebook.

---

1. What is the "prize beyond value"?
2. What are the three priorities Prime Minister Blair cited?
3. What is history's gift to the future?

---

## FUNCTION

# Telephone Protocol

## Exercise 16

The telephone is used more than any other instrument in staff communications. Effective use of the phone requires an organized approach.

---

Read the selection titled "Telephone Protocol." After reading the information, write a brief summary in your notebook.

---

Most of us are capable of handling the obvious common courtesies of phone talk, such as "Hi, this is Major Sam Morgan. Is

Colonel Rayne there?” Other courtesies, such as the following, are not so obvious:

- Asking whether the person has “time to talk” if you plan a lengthy conversation.
- Planning and organizing your thoughts before you place a call; perhaps listing the points you need to cover.
- Taking the caller’s number for a person not present or available and having that person call back.
- Making the call as brief as possible.
- Recording your conversation on an MR (memorandum for record) and placing it in the appropriate file rather than trusting your memory on important subjects.
- Assigning someone to screen calls. Communications researchers estimate that as many as 70 percent of incoming calls request information that can be provided by someone other than the boss.

You can probably think of other tips for more effective use of the telephone; the ones listed here should stimulate your thinking about this important instrument.

## Exercise 17



**apprising:** informing

**to be up on:** informed of;  
know about

---

**Read the telephone conversation silently while you listen.**

---

Sgt Smith: India Company. Sgt. Smith speaking. May I help you?

Capt Sayers: Good afternoon. This is Capt Sayers. I’d like to speak to Maj Evans if he’s in.



Sgt Smith: Yes, sir. Could you hold?

Maj Evans: Maj Evans here.

Capt Sayers: Good afternoon, Maj Evans. This is Capt Sayers. I need to talk to you about the situation in Mostar. Is this a good time for you?

Maj Evans: Sure. Fine. Go ahead.

Capt Sayers: Yes, sir. Well, for the moment the situation in Mostar is calm. **SFOR** troops are in the city in large numbers, manning check-points both on the access routes into the city, and within the city itself.

Maj Evans: That’s good news. I’m glad you called to report the situation. Is there anything else I need to be advised of?

Capt Sayers: Yes, sir, there is. As a matter of fact, during the weekend there was an attack on an SFOR armored personnel carrier involving a grenade being thrown from a civilian car in the area of West Mostar. This happened shortly after midnight on Saturday morning. There were no casualties. That’s all, sir.

**SFOR:** Stabilization  
Force in Bosnia

Maj Evans: Thank you for **apprising** me of this situation. I'll make an MR of our conversation.  
Keep me posted. I want to **be up on** any new developments in this situation.

Capt Sayers: Yes, sir.

### Memorandum for Record (MR, MFR)

Memoranda for Record (the separate-page MR) are used to record an event or action taken that would not otherwise be recorded and are normally limited to one page. For example, they may be used to record the minutes of a meeting, a telephone conversation, or information from a one-time source. Refer back to Unit 1 for additional information.

---

Now, practice the telephone dialog. You will hear Maj Evan's part of the conversation. Read Capt Sayers' part. Begin now.

---

### Exercise 18

---

Based on what you learned about the memorandum in Unit 1, complete the Memorandum for Record with information from the dialogue. Write the MR from either Capt Sayers' or Maj Evans' perspective

---

date

MEMORANDUM FOR RECORD

SUBJECT:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

## READING SKILLS

---

Read each selection in this section as quickly as possible. Then, mentally answer the questions that follow.

---

### Training New Ways

On today's battlefield, new technology and the rapid exchange of digitized information demand the highest level of command and control. Commanders need to train their staffs and individual units to a high state of readiness in applying information age tools.

Battle simulations are a low-cost, safe, and effective way of training commanders, staffs, and individual subordinate units. Using the crawl-walk-run method\* of training, units are given an opportunity to increase their readiness. Although nothing can substitute for practicing with live rounds down range and actually fighting on terrain, such exercises can be supplemented by low cost simulations during the unit's training cycle.

Some of the simulations in the military inventory are individual-skill simulations, such as flight simulators, whereas others are more complex simulations based on systems that integrate a variety of military components, such as a joint theater level simulation. Most major installations have battle simulation centers which are up-to-date on the new simulations being developed.

---

\* The crawl-walk-run method consists of three stages: explain and demonstrate, practice, and perform. The leader first describes the task step-by-step, indicating what each individual must do. Next, the leader directs the unit to execute the



task at a slow, step-by-step pace. And last, the leader asks the unit to perform the task at full speed, as if in combat under realistic battlefield conditions.

### Exercise 19

---

Go back and reread the paragraphs more carefully and answer the questions in your notebook.

---

1. What demands the highest level of command and control?
2. What are some of the advantages of battle simulations?
3. What are some of the simulations that can be utilized?

### Simulations

The commander needs to identify the simulation that best meets his units' training goals and objectives. He can outline his concept and training goals to the instructors at the battle simulation center and allow them to guide him to the simulation that will be most productive. Two major simulations in the inventory can be used effectively to train units from brigade level down to squad level. The first is the Brigade Battalion/Battle Simulation (BBS), which is a primary command and staff trainer. It focuses on giving commanders and their staffs a real-

time free-play exercise that stresses the staff to react to simulation play. The second is JANUS, an analytical tactical trainer. It focuses chiefly on company-size units but can be used at battalion or brigade as well. It verifies tactical orders and stresses all battlefield operating systems.

*Source:* Captain Craig A. Triscari, "Battle Simulations," from *Infantry* (July-August 1996, p. 46).

## Exercise 20

---

**Go back and reread the paragraphs more carefully and answer the questions in your notebook.**

---

1. What are the two major simulations?
2. How are they used?

## GLOSSARY

### Objective Vocabulary

**acetate** (AC e tate) n: something, esp. a fabric, made with an acetate of cellulose; overhead transparencies, or slides, are usually made of this material

During the monthly briefing the major used slides made of acetate.

**anticipate** (an TIC i pate) v: to expect

In order for an operation to be successful, the worst course of action should be anticipated.

**brevity** (BREV i ty) n: briefness; terseness

The staff officers were surprised by the brevity of the general's report on the new command for logistical support.

**briefing** (BRIEF ing) n: a summary of the main points

Lt Jones gave a briefing on methods for developing and practicing appropriate training techniques at the tactical level.

**communication** (co mu ni CA tion) n: giving or exchanging of information

Wire communication between the OPs (observation posts) and the commander is essential at all times.

**concise** (con CISE) adj: brief and to the point, expressing a lot in a few words

CPT Johnson gave a concise report regarding the establishment of a zone of separation (ZOS) between former warring factions.

**confident** (CON fi dent) adj: certain, sure of oneself

Capt Walters seemed very confident when he spoke about the firearms training system.

**echelon** (ECH e lon) n: a division of a combat force or of a headquarters

All echelons of command must receive accurate intelligence reports.

**effective** (ef FEC tive) adj: producing a desired effect; efficient

Air Force records show the A-26, a twin-propeller light bomber type aircraft, was extremely effective in the mission.

**exception** (ex CEP tion) n: a case to which a rule does not apply

You must answer all the questions without exception.

**fatigue** (fa TIGUE) n: exhaustion, weariness

Fatigue and morale are important factors to consider when you are planning for the battle simulations.

**feedback** (FEED back) n: response

Do you have any feedback on the effectiveness of the new rifles?

**frequent** (FRE quent) adj: occurring often

The lieutenant stressed frequent review of the ROEs (rules of engagement).

**fundamental** (fun da MEN tal) adj: forming a foundation or basis; basic, essential

The fundamental lesson we learned from the mission is that if you plan for the worst course of action, you will rarely be unprepared.

**grasp** (GRASP) v: comprehend; seize

After the soldiers grasped the complexity of the situation, they continued toward the targeted area.

**insignia** (in SIG ni a) n: distinguishing marks, as emblems of rank

Naval officers have stripes on their sleeves as insignia of their rank.

**mastery** (MAS ter y) n: expert skill or knowledge

Capt Rogers shows complete mastery of the weapons system.

**operational** (op er A tion al) adj: of or having to do with the operation of a device, system, process, etc.

The Avenger air defense system is fully operational and is a part of the NATO deployment to Bosnia.

**pertinent** (PER ti nent) adj: having some connection with the matter at hand

The information received was not pertinent to the military operation.

**precisely** (pre CISE ly) adv: accurately; exactly

A commander can report precisely and confidently only if he has all the facts.

**presentation** (pres en TA tion) n: a performance, production, showing, airing, exhibition, staging, etc.; something presented

The presentation given by Col Lee on Operation Just Cause was very informative.

**prospect** (PROS pect) n: outlook; anticipated outcome

The prospect of the mission's being completed soon is not good.

**recognizable** (REC og niz a ble) adj: known before; identifiable

The footpath along the ridge line was recognizable from the panoramic sketch of the area.

**reference** (REF er ence) n: the directing of attention to a person or thing

The control tower was a point of reference for the division from their position in the field.

**reinforce** (re in FORCE) v: to make a unit stronger by sending more troops, weapons, and equipment; to strengthen with additional materiel or aid

This artillery battalion will reinforce the 1st Division.

The video reinforced the message the general wanted to get across to the soldiers.

**simulate** (SIM u late) v: to look or act like

The battle simulation exercises have some limitations in that they do not simulate human factors such as sleepiness and morale.

**techniques** (tech NIQUES) n: method or procedures in artistic work, scientific study, or other activity

In giving a briefing there are several techniques you can use which will make the presentation more successful.

## Military Expressions




---

**There are many expressions used in the military. A few are given here. Listen and repeat the words and the sentences.**

---

**About-face:** reversal of a position or a decision; to turn or face in the opposite direction

The captain had to make an about-face in orders because of the sudden enemy attack.

**Big customer:** a large user of

Division Artillery is a big customer for 90mm shells.

**Earmark:** to reserve for a specific purpose

George, your infantry battalion is earmarked for division activity.

**Get together with:** meet; confer

G2 gets together with G7 on all operations.

**Go along with:** agree or accept

Major, your plan looks OK to me; I'll go along with it.

**Ground floor, to get in on:** to be one of the first

He was promoted quickly because he got in on the ground floor.

**Handcarry:** personally take a letter, report, form, etc. instead of sending it through mail or through distribution

Please handcarry this report; don't send it by mail.

**Have on hand:** have readily available

Each unit makes a daily report on how much gas they have on hand.

**No sweat:** easy, without effort, no trouble

Are you in trouble? No sweat, sir. We can take care of the situation.

**Pin down the enemy:** to fix or establish clearly; to keep the enemy from moving/ changing position

Our artillery will pin down the enemy indefinitely.

**Stalemate:** a deadlock; any unresolved situation in which further action is impossible or useless

After three days of fruitless attack, both sides decided it was a stalemate.

## Acronyms

CFX: Command Field Exercise

FSO: Fire Support Operator

HE: High Explosive

IPB: Intelligence Preparation of the Battlefield

IMET: International Military Education and Training

MEDEVAC: Medical Evacuation

MICOM: Missile Command

MOUT: Military Operations on Urban Terrain

OIC: Officer in Charge

RTO: Radio Telephone Operator

SOSCOM: Special Operations Support Command

TF: Task Force

TCI: Tank Crew Instructor

TM: Technical Manual

TR: Training Requirement

WARNORD: Battle Warning Order

## Exercise 21

---

Fill in the blank with the corresponding acronym or meaning.

---

_____	TCI
_____	Special Operations Support Command
_____	RTO
_____	OIC
_____	Battle Warning Order
_____	FSO

_____	Training Requirement
_____	High Explosive
_____	MOUT
_____	TM
_____	MEDEVAC
_____	Command Field Exercise
_____	Missile Command
_____	IMET
_____	IPB
_____	Task Force

## ENRICHMENT ACTIVITIES

### Troublesome Grammar: Farther vs. Further

Although it is not uncommon to hear these words used interchangeably, it is important to point out that **farther** is used to denote comparative distance, whereas **further** denotes comparative degree or extent.

Examples:

The amphibious vehicle was driven **farther** into the water.

The commander ordered the troops to move five kilometers **farther** down the road.

We will look into the matter **further**.

We will inform you of **further** developments as they come about.

### Exercise 22

Fill in the blanks with either *farther* or *further*.

1. During the mission, spot reports were rendered, which \_\_\_\_\_ developed the operational picture of the AOR (area of responsibility).
2. The zone of separation (ZOS) extended \_\_\_\_\_ than the 10-kilometer exclusion zone.
3. All volunteers must \_\_\_\_\_ their military training by attending Airborne School and passing an indoctrination and orientation program.

## Authentic Reading

### Exercise 23

#### Pre-reading

Quickly scan the article and answer these questions. Then read the article at least twice. The first time, circle all the new words and look up in the dictionary the meaning of any word you cannot guess from context. The second time, find the answers to the questions that follow.

1. What does “amphibious forces” mean?
2. Why is the Mediterranean an important strategic region for NATO?
3. What does the chart at the end of the article contain?



# BRIEFING

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## AMPHIBIOUS WARFARE

---

**contingencies:** accidents, events

**assets:** property, resources

**advantageous:** profitable, beneficial

**hurdles:** obstacles, impediments

**amphibious:** capable of operating on land and sea

### On the Beach: Paolo Valpolini reports on the growth of NATO's amphibious forces in the strategic Mediterranean region

**NATO leaders at the July 1997 summit meeting in Madrid acknowledged that, following the end of the Cold War, the alliance's southern region has emerged as the area with the greatest security challenges.**

The Mediterranean is not only the link between Europe and the Middle East on one axis and the nations of Northern Africa on the other but is also a key region in developing east-west relations. Tensions in the Balkan area involve both the NATO and non-NATO countries of Europe. The headquarters of NATO's Allied Forces Southern Europe (AFSOUTH) commanded the Implementation Force when it deployed in the former-Yugoslavia in 1996.

**Amphibious** forces represent a flexible response means to the new **contingencies**, while maintaining their value as conventional defensive **assets**.

The 1980s saw the development within NATO of plans to transform the Naval On-Call Force, Mediterranean (NAVOCFORMED) into the Standing Naval Force Mediterranean (STANAVFORMED) and planning for a comparable standing mine-countermeasures force. In 1991, the Amphibious Warfare Division at

headquarters Naval Striking and Support Forces Southern Europe (STRIKFORSOUTH) started to develop the concept for a multinational amphibious force, to be known as Combined Amphibious Force Mediterranean (CAFMED).

The CAFMED concept was approved in November 1995 by the Supreme Allied Commander Europe (SACEUR) and is today one of the highest priorities in the STRIKFORSOUTH community. "CAFMED is still a concept," Lt Col Mike Woolley, a UK Royal Marine working at the Plans & Policy Division of STRIKFORSOUTH, told *Jane's Defence Weekly*. "It would be extremely **advantageous** for us if it would become a standing force but there are considerable **hurdles** to clear at national level before this could become a reality."

Although CAFMED is not officially an on-call force, it is such by practice as nations are called on to contribute forces to CAFMED. However, there is no defined reaction time in which the force is ready to move, and it will require some time to assemble the forces. There is, however, an exercise cycle which calls CAFMED forces to train together every year in the 'Destined Glory' field training exercise series.

NATO's Concept of Maritime Operations (CONMAROPS) calls for the availability of two multinational maritime forces, each with amphibious capabilities as rapid-reaction forces, to be based in the Atlantic and in the Mediterranean. The latter force comprises amphibious assets from Greece, Italy, Spain and Turkey, together with the US Amphibious Ready Group (ARG) assigned to the US 6th Fleet, if available. The Royal Netherlands Marine Corps battalion earmarked for the Allied Command Europe Mobile Force [Land] immediate reaction force, if not already deployed, could be assigned to CAFMED while French and Portuguese assets could supplement the force.

The Mediterranean is also a deployment option for the UK/Netherlands Amphibious Force. This force is normally assigned to Supreme Allied Commander

Atlantic (SACLANT) together with a Marine Expeditionary Unit or Marine Expeditionary Brigade of the US Marine Corps. It constitutes the Combined Atlantic Amphibious Force, but could be assigned to the Mediterranean if not engaged in a mission in the Atlantic area. In recent years, the force has exercised under CAFMED command and also acted once as the lead force providing the Commander Combined Amphibious Task Force (CCATF) and the Commander Landing Forces (CCLF). The other two exercises were led by Italy and Spain.

Therefore, there is a considerable pool from which CAFMED could be drawn but the force would normally deploy at about brigade strength.

The current STRIKFORSOUTH organisation is based on five combined task forces (CTFs): CTF 502 is the carrier group, CTF 503 the amphibious force, CTF 504 the landing force, CTF 505 the logistics force and CRF 506 the special forces group. CAFMED comprises CTF 503 and CTF 504, respectively under CCATF and CCLF.

Under existing ATP-8 doctrine, the CCATF would be responsible for the early stages of an amphibious operation and would transfer command to the CCLF when the landing force is firmly established.

This current doctrine was established when conventional missions, mainly based on single-service operations, were **envisaged**. Although still used by CAFMED, new doctrine is evolving.

Within CAFMED, lessons learned from 'Destined Glory' exercises are analysed, then points are raised at NATO's Amphibious Warfare Working Party (AWWP), which meets every July in Brussels. Here, doctrinal issues are discussed before the 'Alligator Conference,' usually held in December, where training aims for the next 'Destined Glory' are issued. This process was initiated in 1995, but was **suspended** last year when the exercise was cancelled because most forces were engaged in real operations.

The planning/exercise cycle resumed this year.

NATO planners recognise the need to develop a more flexible doctrine, better adapted for meeting the requirements of joint operations, where amphibious forces should work as part of a Combined Joint Task Force, or even provide the headquarters of the CJTF.

To do so, the concept of the 'supporting/supported' commander split is being considered. This has already been adopted by the US Marine Corps. It allows other commanders to be involved, thanks to greater flexibility compared with the previous vertical chain of command. The supported commander is the one tasked with a mission, which is usually the focal point for the operation; supporting commanders direct most of their efforts to supporting him in his mission.

If the commander of the landing force becomes the **nominated** supported commander, he should be supported by other commanders, such as aviation, special forces, intelligence, all working at the operational level in a full joint scenario. The new doctrine is therefore not limited to the amphibious warfare community.

"But the traditional amphibious doctrine is not dead yet," said Col Woolley, "and when we have an Amphibious Operations Area [AOA], there is only one way in which we can control the airspace and fire support, and that is through an AOA and the CCATF/CCLF relationship."

An evolutionary amphibious doctrine could therefore be adopted soon at NATO level. This process will be the task of the AWWP. During the 1999 'Allied Mix' southern region CJTF exercise, the doctrine refined during the current year will be tested and this will constitute a major milestone in its evolution.

The aim of the CAFMED staff, which comprises five marine and three naval officers of seven different nations, is to maximise strengths and minimise weaknesses, achieving the best mix of forces

**envisaged:** imagined, visualized

**suspended:** unresolved, stopped, hanging

**nominated:** named, proposed

**ARG:** Amphibious Ready Group

**ally:** associate, partner

**gaps:** holes, breaks, breaches

**burden:** the carrying capacity of a ship; a heavy load

**credible:** believable, convincing

**stocks:** reserves, inventory

**disposition:** settlement, distribution

**auspices:** sponsorship

for any task. The challenges of command, control, communications, computers and intelligence (C<sup>4</sup>I) and interoperability, common to other multinational formations, are major areas where the staff is seeking to make improvements. To address the latter problem, CAFMED set up an Amphibious Data Base containing the detailed characteristics of ships, landing craft, vehicles and weapon systems to avoid compatibility problems. This system is used in the build-up of the task-orientated force as well as during the operation.

The US **ARG** is the most capable amphibious force deployed in the Mediterranean. It lacks only main battle tanks (MBTs) because the core is now a (Special Operations Capable) Marine Expeditionary Unit rather than a heavy one. No other Mediterranean **ally** has such a range of capabilities. The Italian Navy's San Marco Regiment lacks armour and artillery; the Spanish Navy is deficient in helicopter lift to support its marines; Greece has MBTs but lacks a robust capability to land them from the sea; while Greece and Turkey have **gaps** in their command and control capabilities for taking CAFMED leadership.

Artillery systems vary significantly. This problem is being addressed in a similar way as in the AMF[L], building up a single battalion with batteries of different nations, although a leading nation has not yet been identified.

While most guns are 105mm calibre, a heavier capability is provided by M109 155mm self-propelled howitzers of the Spanish brigade and the USMC's M198 towed howitzers.

While the heavier calibre weapon is more powerful, it requires greater logistic support. "Whatever 155mm solution the amphibious community will look at, we must keep in mind the logistic **burden**," said Col Woolley.

Field training is another issue that concerns CAFMED officers. "We lack training in areas with the necessary depth to allow us to train on **credible** distances, and to carry out demanding

live-fire exercises," Col Woolley told *JDW*.

Five major training areas are used for amphibious manoeuvres: Capo Teulada in Italy, useful for live firing but small; Saros Bay in Turkey, with good depth but mainly comprising farmland, which constrains training; Kyparissia in Greece is also quite small; while Spain's Sotomaor and Sierra del Retin training areas are limited and lack the facilities for live-fire training. "The situation could get even worse, as environmental and tourism pressures are increasingly limiting our activities," adds Col Woolley.

Some of the CAFMED nations have been involved in bi- or multi-lateral exercises with North African countries in recent years, such as Exercise 'Bright Star '97' in Egypt. If trans Mediterranean links continue to improve, other North African countries may host amphibious exercises.

One effect of these training limitations is the difficulty of assessing the effectiveness of logistics operations. This is because exercises lack the depth and the duration to verify the 15-day supplies mandated for CAFMED. "In amphibious operations, one of the logistic problems is to decide if **stocks** should be kept afloat or landed, and when comes the time the forces **disposition** ashore demands the stocks, or part of them, to be landed and then moved away from the shore," said Col Woolley. "This is what we in CAFMED have not yet managed to exercise."

Although not a CAFMED exercise, 'Dynamic Response,' which saw Dutch, Italian and US amphibious troops deploying to Bosnia-Herzegovina as part of the NATO-led Stabilisation Force's Strategic Reserve Force earlier this year, was a good test of joint capabilities.

In early June, Exercise 'Eole '98,' held under the **auspices** of the Western European Union, was staged in southern France. An amphibious force comprising French, Italian and Spanish troops deployed on French beaches and was subsequently "chopped" under the operational command of the Land Component Command (LCC), highlighting their

capability to operate in a joint environment. Being a first for the EUROFOR headquarters, since amphibious forces are not part of the usual 'reservoir of forces' available to EUROFOR, some problems arose.

The land command was deployed on the ground for a previous exercise when the landing took place and it was hard to properly integrate operations. The exercise also showed the need for the presence of land force officers among the amphibious planning cell, so that the aims of the LCC following the transfer of authority of the Landing Component are considered. This can influence the mix of forces and their equipment—the right mix of tracked and wheeled vehicles.

A significant development in November will be the **inauguration** of the joint Spanish-Italian Amphibious Force (SIAF). Staff officers have been exchanged among the two nations and each nation will

provide the CATF and CLF commanders who will **rotate** yearly. Its first headquarters will be at San Fernando, Spain. Initially, Spain will provide most of this non-permanent brigade-sized force, which aims to deploy up to 3,000 men. Both nations can provide a command platform and air assets with helicopters and close air-support aircraft. Italy will enhance its helicopter deployment capability as the *San Giorgio* and San Giorgio-class *San Marco* landing platform (docks) will be modified for four landing spots, two of them able to operate the EH 101 utility helicopter ordered by the Italian Navy.

The 76mm gun will be removed, landing craft positioned on the port side will be placed in a lower position over a sponsor, while the aft port will be **welded**, allowing for a larger flight deck towards the prow. All SIAF's operations will be carried out as an integral part of NATO's CAFMED or the WEU's EUROMARFOR.

**inauguration:** initiation, installation

**rotate:** turn, cycle

**welded:** joined, connected, cemented

*Paolo Valpolini is a JDW Correspondent*

### Mediterranean Amphibious Forces Strengths

	USA	Greece	Italy	Spain	Turkey
<i>Amphibious Unit:</i>	Marine Expeditionary Unit	32 Taxiaria Bexonafaton	Raggruppamento San Marco	Tercio de Armada	Amibi Deniz Piyade
<i>Strength:</i>	2,000 plus	2,000 plus	2,000	3,500	3,500 plus
<i>Armoured Vehicles:</i>	LVTP-7A1, LAV 25 APCs	M45A5 MBTs M113 APCs	LVTP-7s, M113APCs	LVTP-7s, M60 MBTs	M48 MBT, M113 APCs
<i>Anti-tank Missiles:</i>	TOW, Dragon	MILAN	TOW, MILAN	TOW	TOW, MILAN
<i>Artillery:</i>	81 mm mortar, M198 155mm howitzer	81 mm mortars	81 and 120 mm mortars	81 mm mortar, 105 mm howitzers, M 109 SP howitzers	120 mm mortars
<i>Air Defense:</i>	Stinger SAM	none	Stinger SAMs	none	none
<i>Airlift:</i>	CH-53E, CH-46, AH-1W	none	SH-3D, AB-212	AB-212	none
<i>Sealift:</i>	1 LHD or 1 LHA, 1 LSD, LPD, LCAC hovercraft, LCUs, and LCVPs	1 LSD, 7 LSTs (2 under construction), LCUs and LCVPs	1 carrier with airlift and C3I capabilities, 3 LPDs, LCUs LPAs, LCUs and LCVPs	1 carrier with airlift and C3I capabilities, 1 LPD, 2 LSTs, 2 LPAs, LCUs and LCVPs	5 LSTs, LCTs, LCUs and LCMs

*Source: "On the Beach: Paolo Valpolini reports on the growth of NATO's amphibious forces in the strategic Mediterranean region," by Paolo Valpolini, from Jane's Defence Weekly (30 September 1998). Reproduced with permission from Jane's Information Group. [Not to be displayed on either an internal intranet system or on the Internet.]*

## Exercise 24

### Post-reading

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Write answers to these questions. Use the Answer pages for this unit to check your answers.

---

1. What is CAFMED?
2. Why is 'Destined Glory' important?
3. What does CONMAROPS call for?



4. Which CTF falls under the CCATF and which under the CCLF and what are their responsibilities?
5. What is the task of the AWWP?
6. What is the aim of CAFMED staff?
7. What is the problem with heavier calibre weapons?
8. Why is field training an issue that concerns Col Woolley?
9. What is the effect of these training limitations?
10. What is the SIAF and why is it significant?

---

## LEARNING STRATEGY

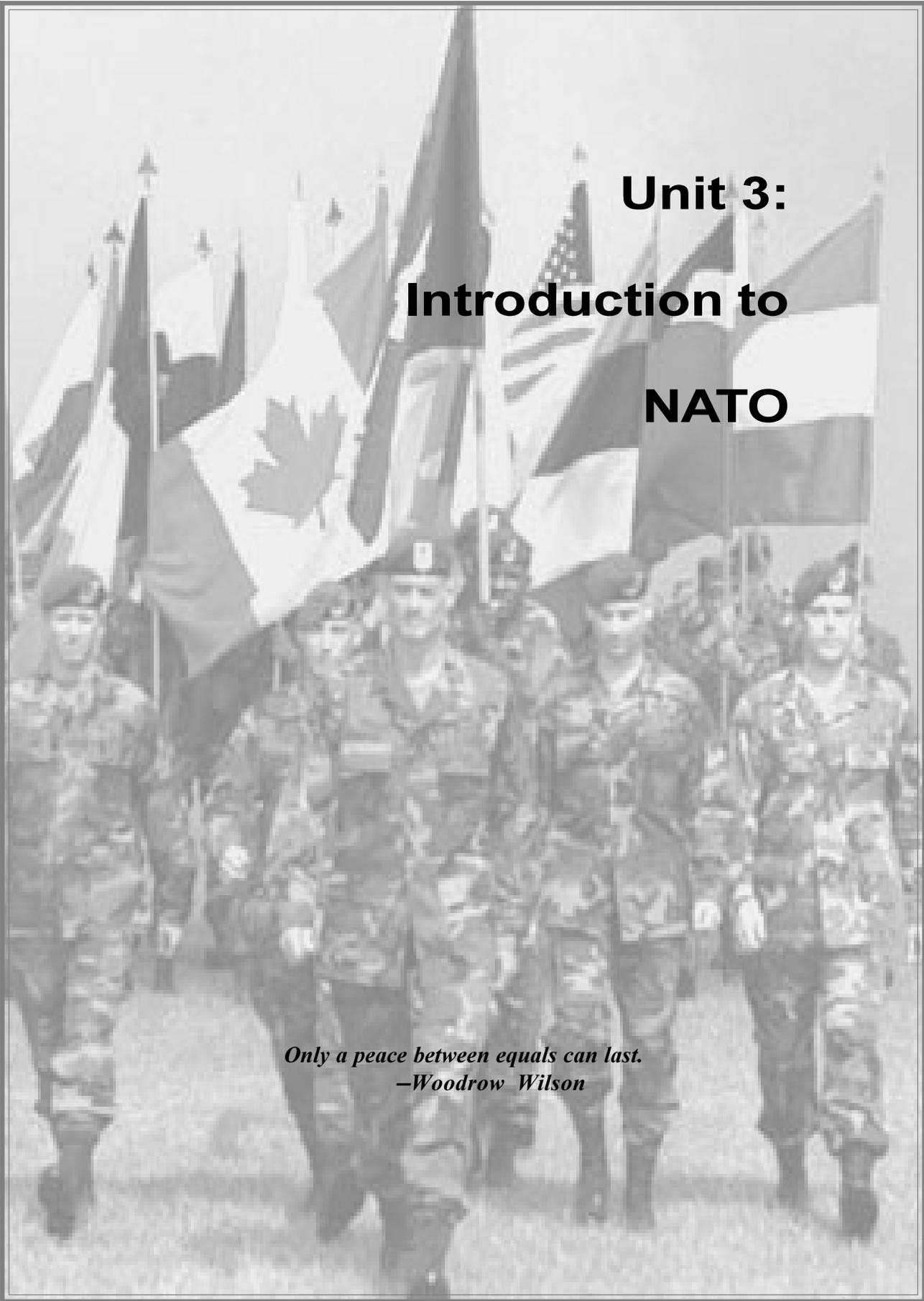
## Learning Log

### Exercise 25

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Follow the instructions for completing the Language Learning Log that were given in Unit 1.

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**Unit 3:**  
**Introduction to**  
**NATO**

*Only a peace between equals can last.*  
*—Woodrow Wilson*

## Resources

You will need Unit 3 of this course, the Unit 3 recording, a tape/CD player, your notebook, pencil or pen, and your copy of *Webster's New World Dictionary*.

## Objectives

In this lesson you will

1. ask for and give information on how something is done in regard to means, manner, and instrument.
2. review prepositions of place and of direction or motion.
3. use and correctly pronounce the objective vocabulary, expressions, and acronyms listed in the glossary.
4. listen to a lecture, take notes, write a summary or analyze the content.
5. take notes and rewrite them in outline form.
6. read models of technical/military material and answer questions.
7. listen to electronic communications including taped speeches, TV news broadcasts, and videotaped presentations take notes or write summaries.
8. review basic NATO military structure and roles.
9. read about military topics and answer comprehension questions.
10. write the final draft of your oral presentation.
11. view news broadcasts and complete viewer's comment form.
12. practice a variety of learning strategies (cognitive, metacognitive, memory, social, and affective) to promote language learning .

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## LEARNING STRATEGY

By now you have practiced many different strategies for learning. Which learning strategies have worked best for you? Which learning strategies will you apply as you study Unit 3? Continue to use the learning strategies as you monitor your progress.

## Planning

### Exercise 1

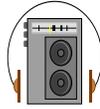
Look at your schedule for Unit 2. How successful were you in implementing your plan? If you were not able to follow your plan, think about what changes you are going to make to help you meet your study goals. Now complete the schedule for Unit 3.

### Unit 3 Schedule

Day	Plan	Actual
Mon	_____	_____
Tue	_____	_____
Wed	_____	_____
Thurs	_____	_____
Fri	_____	_____
Sat	_____	_____
Sun	_____	_____



## VOCABULARY



Look at Part I of the reading titled “What is NATO?” and follow along with the recording. The new words are in italics. As you listen to the reading, circle any words you do not know.

### Learning Strategy

*Regular reading practice will improve your ability to quickly recognize words, which in turn will enhance your reading rate.*

## What is NATO? Part I

The North Atlantic Treaty Organisation (NATO) was established by the 1949 North Atlantic Treaty, commonly referred to as the Treaty of Washington. NATO’s current 19 member states are: Belgium, Canada, *Czech Republic* (since 1999), Denmark, France, Germany (since 1955), Greece (since 1952), *Hungary* (since 1999), Iceland, Italy, Luxembourg, the Netherlands, Norway, *Poland* (since 1999), Portugal, Spain (since 1982), Turkey (since 1952), the United Kingdom, and the United States.

In accordance with the decisions of NATO Heads of State and Government at the July 1997 Summit Meeting in Madrid, other countries were invited to begin negotiations with a view to becoming members of the Alliance under the terms of Article 10 of the Treaty of Washington. The Alliance will remain open to future, additional *accessions* at a later date.

### Political Goals and Basic Tasks

The North Atlantic Alliance embodies the transatlantic partnership between the European members of NATO and the United States and Canada, designed to bring about peace and stability throughout

**Note:** The original text lists only the 16 original members.

**Note:** Differences between written American and British dialects include the spelling of the suffixes **-ize**, **-ization**, as **-ise** and **-isation** and the spelling of the words **defense/offense** as **defence/offence**.

Europe. The objectives of the partnership between the European and North American members of the Alliance are primarily *political, underpinned* by shared defence planning and military cooperation and by cooperation and *consultation* in economic, scientific, environmental and other relevant fields. Throughout the years of the Cold War, however, NATO focused above all on the development and maintenance of collective defence and on overcoming the fundamental political issues dividing Europe. Today its focus is on promoting stability throughout Europe through cooperation and by developing the means for collective crisis management and peacekeeping.

NATO is an alliance based on political and military cooperation among independent member countries, established in accordance with Article 51 of the United Nations Charter. As stated in the *preamble* to the North Atlantic Treaty, Alliance members are committed to *safeguarding* the freedom, common heritage and civilisation of their peoples, founded on the principles of democracy, individual liberty and the rule of law.

Article 4 of the Treaty provides for consultations among the Allies whenever any of them believes that their territorial integrity, political independence or security is threatened. NATO member states are committed to the defence of one another by Article 5 of the North Atlantic Treaty. This *stipulates* that an

armed attack against one or more of them in Europe or North America shall be considered as an attack against them all.

## Decision Taking

NATO decisions are taken on the basis of *consensus*, after discussion and consultation among the member nations. As a multinational, inter-governmental association of free and independent states, NATO has no supranational authority or *policy-making* function independent of its members. Decisions taken by NATO are therefore decisions taken by all its member countries. By the same token, NATO can only *implement* a course of action if all the member countries are in agreement.

*Source: NATO Basic Fact Sheet, Nr. 12, June 1997. Web edition. [http://www.nato.int/docu/facts/what.htm]*  
Printed by permission.

## Exercise 2

Rewrite the sentences and replace the underlined words with one of the vocabulary words in the box. The form of some words will need to be changed.

stipulates	consensus	policy
accession	consultation	political
implemented		underpin

1. The new plan will be in effect as of 1 September.
2. The Alliance makes a decision when its members reach agreement.
3. The regulation specifies that all orders be signed by the commander.
4. The major had many conferences with the JAG (judge advocate general) before making a decision.
5. The Air Force and the Army have different procedures regarding the distribution of supplies.



6. Military actions often affect govern-mental decisions.
7. The judicial, executive, and legislative powers support American govern-ment.
8. The process of admittance of new members to the European Union is a lengthy one.

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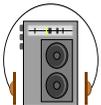
Copy these comprehension questions about the reading and answer them in your notebook. Try to use a vocabulary word in each answer.

---

9. What are Alliance members committed to? Which part of the Treaty states this?
10. On what basis are NATO decisions taken?
11. When can NATO execute a course of action?
12. What two things does NATO lack because it is an independent association of free states?

---

## VOCABULARY




---

Listen to Part II of the reading titled "What is NATO?" and follow along. Circle the words you do not know and, later, check their meanings.

---

# What is NATO?

## Part II

### NATO's Transformation

Throughout its history NATO has evolved to take account of changing circumstances. During the 1990s, it has undergone a process of far-reaching *adaptation*, in the light of the changes which have occurred following the end of the Cold War, in order to meet new challenges. Its core mission remains collective defence, but its organisation, military capability and structures have been adapted to enable it to address new tasks, in particular those involving cooperation with non-member countries and crisis management. The Alliance has developed procedures and mechanisms for close cooperation with its Partner countries, for example through Partnership for Peace, the Euro-Atlantic Partnership Council, the NATO-Russia Founding Act, and the NATO-Ukraine Charter. It has *reduced* its military capabilities and structures significantly. Through the development, within the Alliance, of the European Security and Defence Identity and of the concept of Combined Joint Task Forces, NATO now is capable of organising a range of responses to a wide range of operational possibilities. It has evolved as an organisation and has developed its political and military structures to take account of the transformation of the European security environment. Changes in NATO's structures and policies reflect the common agreement between NATO member countries to maintain the political and military cooperation essential for their joint security. At the

### Learning Strategy

*Look for definitions of unfamiliar words in the text. Sometimes they are given there.*



same time, they have extended their cooperation to new partners in Central and Eastern Europe, in order to promote stability and security in Europe as a whole.

### Key Innovations

Key innovations undertaken since 1989 include the adoption of a new Strategic Concept; development of increased coordination and cooperation with other international institutions, such as the United Nations (UN), the Organisation for Security and Cooperation in Europe (OSCE), the Western European Union (WEU) and the European Union (EU); and agreement to make NATO's assets and experience available to support international peacekeeping operations. NATO supported UN peacekeeping efforts in the former Yugoslavia beginning in 1992, until the successful conclusion of a peace agreement in December 1995 and the deployment of the NATO-led Implementation Force (IFOR.) At the end of 1996, IFOR was replaced by a NATO-led Stabilisation Force (SFOR).

### NATO's Strategic Concept

The Strategic Concept adopted at the 1991 Rome Summit meeting combined a broad approach to security based on dialogue and cooperation with the maintenance of NATO's collective defence capability.

The Strategic Concept was notable for setting out the routemap by which NATO would evolve in the future. There were three key areas of new emphasis:

- a broad approach to security, in which cooperation and dialogue would play a prominent part
- military capabilities would be reduced but restructured for crisis management missions, as well as collective defence

- the European Allies would assume a greater responsibility for their own security

The concept provided for reduced dependence on nuclear weapons and introduced major changes in NATO's integrated military forces, including substantial reductions in their size and readiness; improvements in their mobility, flexibility and *adaptability* to different *contingencies*; increased use of multinational formations; the creation of a multinational Rapid Reaction Corps; and the adaptation of defence planning arrangements and procedures. NATO's military command structure was *streamlined* and the Alliance's defence planning arrangements were adapted in order to take into account future requirements for crisis management and peacekeeping. The direction set by the Strategic Concept was intensified by subsequent decisions. Partnership for Peace created permanent mechanisms for close military cooperation. The concept of Combined Joint Task Forces was introduced at the 1994 Brussels Summit, designed to make NATO's joint military assets available for wider operations by NATO nations or by the Western European Union. Since 1996 the European Security and Defence Identity is being developed within NATO.

NATO Foreign Ministers decided at their meeting in Sintra, Portugal, on 29 May 1997, that the Strategic Concept should be reviewed to ensure that it remains consistent with developments which have taken place since it was agreed.

### The Madrid Summit: July 1997

The Madrid Summit brought together the many strands of change which had been underway since the start of the decade. The new NATO can be characterised by the following:

- a commitment to the defence of its members
- a commitment to the wider stability of the Euro-Atlantic area through

**Note:** This text is not a formally agreed NATO document and does not therefore necessarily represent the official opinion or position of individual member governments on all policy issues discussed.

- the accession of new members
- the establishment of the Euro-Atlantic Partnership Council, which brings together all OSCE countries capable and willing to join in a process of cooperative security
- the development of Partnership for Peace as a program of military cooperation designed to improve the ability of Allies and Partners for joint action in a crisis
- the introduction of new mechanisms for a close and permanent relationship with Russia
- the implementation of a Charter for a distinctive partnership with Ukraine
- the streamlining and *optimisation* of the military command structure to enable it to undertake crisis management and peacekeeping operations which could include the participation of Partner countries
- the development of a European Security Identity within NATO and, for operations where it is agreed that the Western European Union should have responsibility, arrangements for the loan of Alliance assets and capabilities
- the establishment of a Mediterranean dialogue designed to contribute to security and stability in the Mediterranean and to improve understanding

The North Atlantic Treaty Organisation marked the fiftieth anniversary of the signing of the Treaty of Washington on 4 April 1999.

*NATO Basic Fact Sheet*, Nr. 12, June 1997. Web edition. [<http://www.nato.int/docu/facts/what.htm>] Reprinted by permission.

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Silently read the paragraphs again. Next, in your dictionary or the glossary for this unit, look up those words you do not know and write the definitions in your notebook. Then complete the next exercise.

---

### Learning Strategy

*Pursue your grammar but patiently, one rule at a time. Make frequent practice and review a habit.*

## Exercise 3

---

Match each of the vocabulary words with its definition.

---

- |                     |   |
|---------------------|---|
| 1. ___ political    | a. making the most effective use of something |
| 2. ___ optimization | b. diminish                                   |
| 3. ___ streamline   | c. change                                     |
| 4. ___ contingency  | d. simplify                                   |
| 5. ___ stipulate    | e. governmental                               |
| 6. ___ adaptation   | f. possibility                                |
| 7. ___ reduce       | g. specify                                    |

**Note:** British spelling *optimisation* is used in the original text; American spelling is *optimization*

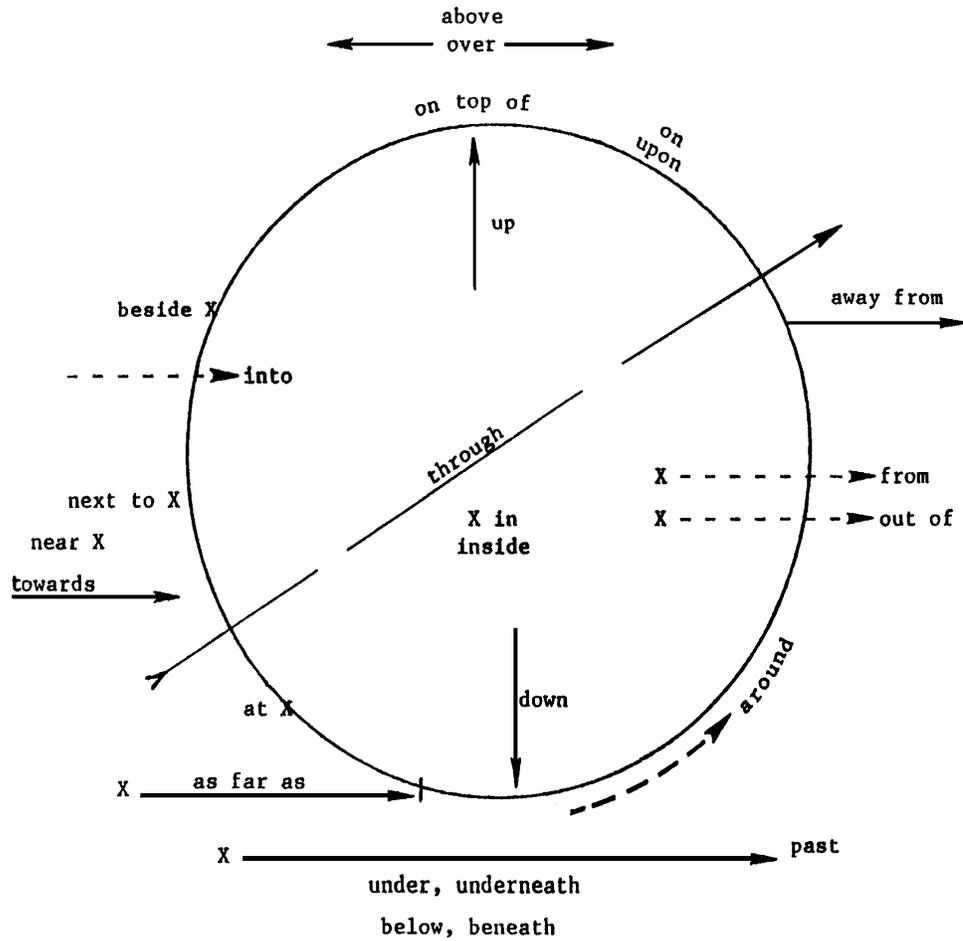
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## GRAMMAR

### Prepositions

Many advanced learners of English have difficulty using prepositions correctly. Depending on context, many prepositions





can have several different meanings. It is often possible for more than one preposition to be used correctly in a phrase.

The prepositional phrase, an important element of English sentences, consists of a preposition and its object. The object of a preposition is a noun or noun equivalent, such as a pronoun, and its modifiers.

Example:  
Establish an outpost **at this point on the ridge line**.

**At this point** and **on the ridge line** are prepositional phrases.

In the example, **point** is the object of the preposition **at** and **ridge** is the object of the preposition **on**.

Here is a list of some common single-word prepositions:

- |        |      |
|--------|------|
| about  | in   |
| above  | into |
| across | like |

- |         |            |
|---------|------------|
| after   | near       |
| against | of         |
| along   | off        |
| among   | on         |
| around  | out        |
| at      | over       |
| before  | since      |
| behind  | through    |
| below   | throughout |
| beneath | till       |
| beside  | to         |
| besides | toward     |
| between | towards    |
| beyond  | under      |
| by      | until      |
| despite | up         |
| down    | upon       |
| during  | with       |
| for     | within     |
| from    | without    |

Some other prepositions are compound.

Examples:

- |        |                 |
|--------|-----------------|
| out of | in the event of |
|--------|-----------------|

## Exercise 4

Read the following paragraph and underline the prepositions.

The artillery is the branch of the army in charge of heavy weapons and equipment. Artillery is also the name of the heavy weapons and equipment given out to the troops. Since the equipment must be moved and set up constantly, special care should be given to the aiming devices of the artillery. These devices must be level to the ground well before the triggers are depressed. The aiming devices should be inspected often. If these devices are even slightly out of alignment, the target will be missed completely. In the event of a failure of the devices, immediate measures to correct the error need to be taken. These must be repaired fairly soon because any failure in the equipment would interfere with the progress of a unit. It could force the unit to give up its mission.

### Meanings of Prepositions

Prepositions are often classified according to meaning. In this unit, prepositions of **place** and of **direction or motion** will be considered.

#### Place

You will find the telephone in the hall.

The engine is **beneath** the hood.

#### Direction or motion

We will have to detour **around** the obstacle course.

The smoke poured **out of** the tank.

### Chart of Place and Direction Prepositions

Sometimes it helps to visualize the meanings of words. The circle on the preceding page illustrates place-direction prepositions.

## Exercise 5

Fill in the blanks with a preposition of place or of direction or motion.

1. Artillery fire is being received \_\_\_\_\_ the assembly area.
2. The Observation Post is located \_\_\_\_\_ Hill 303.
3. We could see the projectile as it came \_\_\_\_\_ us.
4. The howitzer will shoot at the enemy \_\_\_\_\_ that hill.
5. A mechanized unit can move very fast \_\_\_\_\_ one location to another.
6. Be sure that there is coordination \_\_\_\_\_ the two platoons.
7. The PX (post exchange) is \_\_\_\_\_ the street from the barracks.

### Learning Strategy

*Highlighting, circling, or underlining new words or concepts helps you remember better or find the information faster when you need it.*

## Exercise 6

Fill in the blanks with the words below.

outside	between	over
toward		near

1. The Thunderbolt II can be serviced and operated from bases with limited facilities \_\_\_\_\_ the battle area.



**protocols:** signed documents containing the points of agreement which precede the final treaty or compact

2. Tactics is a tricky area; the line \_\_\_\_\_ “need-to-know” and “public domain” is very thin.
3. Fighter pilots minimize their risks by staying \_\_\_\_\_ the tactical effective range of missiles and guns trying to shoot them down.
4. Not until six days after the crash did the planes flying \_\_\_\_\_ the region confirm they were getting transmissions from a radio beacon.
5. The soldiers saw the enemy running \_\_\_\_\_ them waving a white flag.

## READING SKILL

### Exercise 7

Read the following questions; then scan the reading to find the answers.

1. What did the three invited countries have to complete in order to accede to the Alliance?
2. Which NATO countries were the first and the last to approve accession of the three new countries?
3. Which governmental body in Canada provided its approval?
4. Which country was approved first and which was approved last?

## Accession of the New Member Countries

At the Madrid Summit on July 1997, NATO Heads of State and Government invited the Czech Republic, Hungary, and Poland to begin negotiations with a view to becoming members of the Alliance. **Protocols of Accession** were signed in December 1997.

Following acceptance in Allied countries of these Protocols in the course of 1998, the three countries concerned received a formal invitation from NATO Secretary General Solana on behalf of the Alliance to accede to the North Atlantic Treaty. In order to deposit their instruments of accession to the Treaty, the three had to complete their own relevant national legislative procedures (parliamentary approval of an Act on Accession to NATO, followed by the signature of this Act by their respective heads of State). Their instruments of accession—marking their formal entry into the Alliance—were deposited on 12 March 1999 in a ceremony in Independence, Missouri (USA).

### Learning Strategy

*To understand what you are reading, you don't need to know the meaning of each word. Often you can guess at the meaning and continue to read.*



## Calendar of Ratification

Allied Countries	Date of Approval	By	Date of Deposit of Ratification
CANADA	2 February 1998	Foreign Minister	4 February 1998
DENMARK	3 February 1998	Parliament	17 February 1998
NORWAY	3 March 1998	Parliament	17 March 1998
GERMANY	26 March 1998 27 March 1998	Bundestag Bundesrat	24 April 1998
FRANCE	20 May 1998 10 June 1998	Senate National Assembly	15 July 1998
GREECE	14 May 1998	Parliament	21 July 1998
LUXEMBOURG	27 May 1998	Parliament	24 July 1998
SPAIN	21 May 1998 23 June 1998	Congress of Deputies Senate	29 July 1998
UNITED KINGDOM	17 July 1998 31 July 1998	House of Commons House of Lords	17 August 1998
UNITED STATES	30 April 1998	US Senate	20 August 1998
ICELAND	4 June 1998	Parliament	25 August 1998
BELGIUM	9 July 1998 16 July 1998	Senate House of Representatives	14 September 1998
ITALY	13 May 1998 23 June 1998	Senate House of Representatives	23 September 1998
PORTUGAL	16 September 1998	Parliament	3 December 1998
TURKEY	21 October 1998	Parliament	3 December 1998
THE NETHERLANDS	6 October 1998 1 December 1998	Second Chamber First Chamber	4 December 1998
Invited Countries	Date of Approval	By	Date of Deposit of Ratification
CZECH REPUBLIC	15 April 1998 30 April 1998	Chamber of Deputies Senate	12 March 1998
HUNGARY	9 February 1998	National Assembly	12 March 1999
POLAND	17 February 1999 17 February 1999	Sejm (Lower House) Senate	12 March 1999

**baseline:** a line or level used as a base, e.g. when measuring or making comparisons

*Source: NATO Basic Fact Sheet, "Accession of the New Member Countries," March 1999. Web edition [http://www.nato.int/docu/facts/access.htm] Reprinted by permission.*

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## VOCABULARY




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Look at the reading titled "The New NATO Military Command Structure" and follow along. The new words are in italics. As you listen to the reading, circle the words you do not know. After the listening activity, look up the meanings of the words in the glossary or the dictionary.

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## The New NATO Military Command Structure

As part of the Alliance's adaptation efforts to improve its capability to fulfill its roles and missions, three fundamental objectives had to be achieved: the Alliance's military effectiveness had to be ensured; the transatlantic link preserved; and the European Security and Defence Identity (ESDI) developed within the Alliance. Furthermore, all of these missions had to be conducted from a single platform, capable of performing multiple functions.

The *overriding* imperative in developing a new structure was that it be mission oriented. It needed to provide NATO the capability to *cope* with the full range of Alliance roles and missions, from its traditional mission of collective defence to new roles in changing circumstances, including non-Article 5 missions such as peace support operations. Furthermore, flexibility, force effectiveness, Alliance

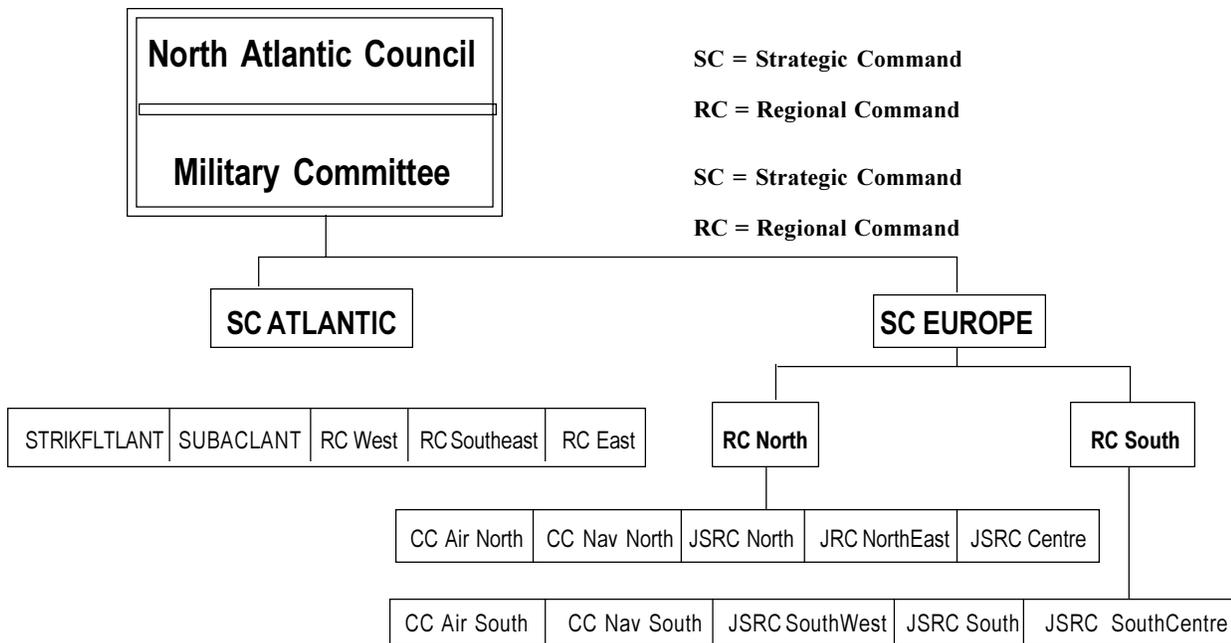
cohesion, multinationality and *affordability* had to be taken into account.

The new structure also had to incorporate ESDI and Combined Joint Task Force requirements. The minimum **baseline** for Alliance planning was the principle that at least two CJTF Headquarters (HQs) be able to undertake large-scale operations. This should be complemented by the ability to form a number of land-based and sea-based smaller-scale CJTF HQs, able to command land forces of brigade or division size with comparably sized maritime and air force components. Recognising that the CJTF *trials* are not yet complete, the proposed structure had to be able to meet CJTF HQ nuclei requirements and provide the requisite CJTF HQ staff generation for both NATO and WEU-led operations.

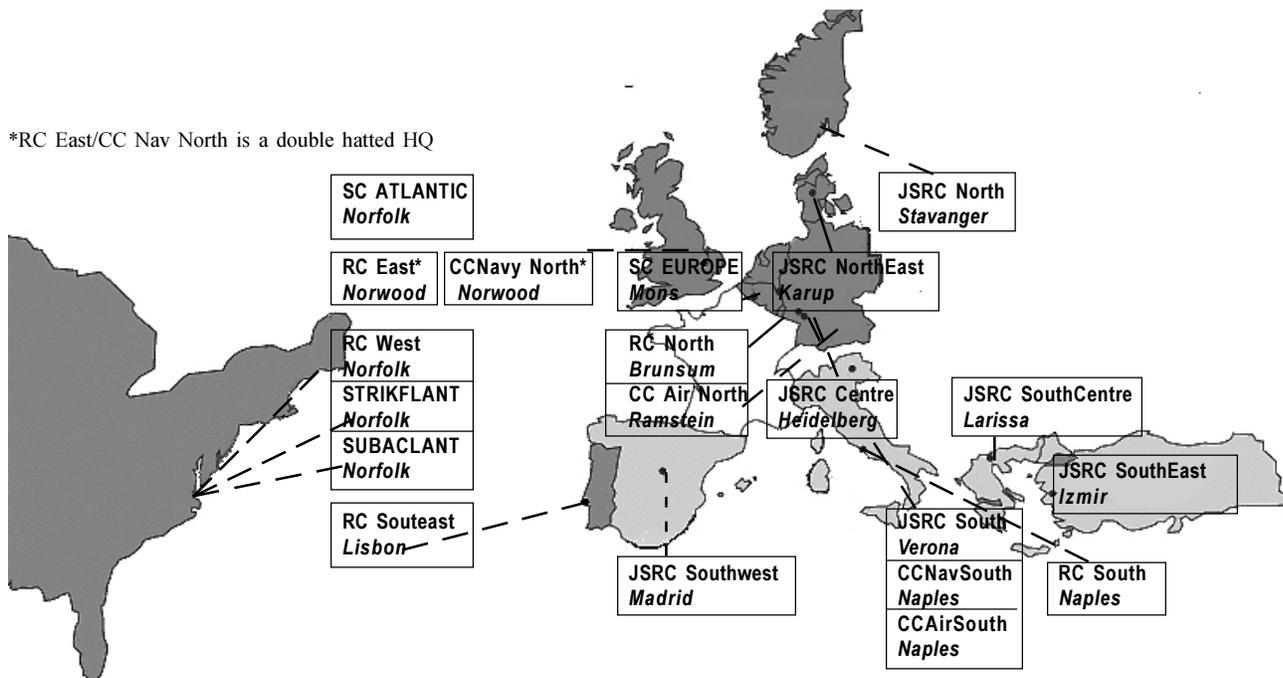
The new structure also had to have growth *potential* and the flexibility to *accommodate* new member nations on a case-by-case basis, without the need for major restructuring, as well as providing for appropriate partner involvement. In this context, it was determined that the accession of the Czech Republic, Hungary and Poland would not require any additional NATO headquarters.



### NATO's New Command Structure



\*RC East/CC Nav North is a double hatted HQ



**Note:**

\* The formal sites of the headquarters are yet to be determined pending a decision on MC324, "The NATO Military Command Structure"

\* Each nation is depicted in only one region but may participate in multiple regions

## The New Headquarters

The number and location of the Headquarters of the Strategic Commands (SC), Regional Commands (RC), Component Commands (CC) and Joint Sub-Regional Commands (JSRC) in the new military command structure are shown in the diagrams on the preceding page.

**Strategic Command Atlantic** in Norfolk, Virginia (US), is responsible for overall planning, direction and conduct of all Alliance military activities/matters within its command area, and beyond as mandated. Within SC Atlantic, the Regional Commands are directly responsible for the planning and execution of all Alliance military activities/matters including delegated responsibilities in the SC Atlantic Area of Responsibility (AOR) and beyond as applicable. The following constitute the subordinate SC Atlantic commands:

- **RC West**, in Norfolk, focuses on the western part of the Atlantic AOR
- **RC East**, in Northwood, UK, focuses on the northeastern and eastern part of the Atlantic, including Iceland, and is **double hatted** with CC Nav North of SC Europe
- **RC SouthEast** in Lisbon, Portugal, focuses on the southeastern part of the Atlantic and includes mainland Portugal
- **HQSTRIKFLTLANT**, directly subordinate to SC Atlantic, provides a readily available sea-based strike and CJTF HQ capability Alliance-wide and beyond
- **HQSUBACLANT** provides a coordination capability for SC Atlantic and direct liaison with SC Europe for management of Alliance submarine policy and doctrine. It is essentially a coordinating authority and principal source of submarine operational and tactical doctrine to both SCs.

**Strategic Command Europe** in Mons, Belgium, is responsible for overall plan-

ning, direction and conduct of all Alliance military activities/matters within its command and beyond as mandated. There are two Regional Commands subordinate to it:

- **RC North** in Brunssum, Netherlands, commands the northern region of SC Europe. It is directly responsible to SC Europe for the planning and execution of all Alliance military activities/matters, including delegated responsibilities, in the northern region and beyond as applicable. The following subordinate commands report directly to Commander RC North: Component Command Air North in Ramstein, Germany and Component Command Nav North in Northwood, UK, and three Joint Sub-Regional Commands—Centre in Heidelberg, Germany, NorthEast in Karup, Denmark and North in Stavanger, Norway.
- **RC South** in Naples, Italy commands the southern region of SC Europe. It assumes similar responsibilities to RC North, and includes the following subordinate commands: two Component Commands, Air and Naval, in Naples, Italy, as well as four Joint Sub-Regional Commands: SouthCentre in Larissa, Greece; SouthEast in Izmar, Turkey; SouthWest in Madrid, Spain, and South in Verona, Italy.

## New Command and Control Concepts

In addition, NATO has developed new concepts of interrelationships to *articulate* the dynamics of how the different levels of command within the new military structure will coordinate in undertaking all Alliance roles and missions. These new concepts represent a more flexible approach for the conduct of Alliance mission requirements with a leaner, multifunctional command structure in the new security environment. These new concepts include, *inter alia*:

- The supported-supporting command relationship, which is one of the

**double hatted**: having two separate functions

**inter alia**: among other things

**mainstays** of interrelationship concepts, allowing the North Atlantic Council, the Military Committee, as well as commanders at all levels, greater flexibility transferring the weight of effort in consonance with the decisive points and sequencing of all Alliance military activity. Furthermore, this characteristic of the new command structure links the two Strategic Commands to a much greater degree than ever before. This increases NATO's flexibility and, above all, its sustainability.

- The conduct of Alliance activities/operations at the regional level, which will also take into account interdependency among regions. Work on the new command structure has accentuated the need for regionally-based HQs to be able both to receive forces and support inter/intra-regional reinforcement.
- The flexible approach taken with respect to command and control (C2) measures, such as boundaries, coordination lines and *phasing*, which will greatly facilitate the conduct of exercises and operations. For example, in SC Europe, in peacetime, only those C2 measures necessary for the conduct of SC-level and RC-wide daily, peacetime operations will need to be permanently employed and/or established. Consequently, there is no requirement for permanently established boundaries below RC level in SC Europe. Similarly, and since SC Atlantic has no Sub-Regional command level, there are no RC-level Areas of Responsibility within SC Atlantic.
- An increased focus on multinationality with regard to the manning of the new headquarters. This may lead to representation of all member nations at the Strategic level, to cross representation of nations adjacent to RCs which will enhance the initial reinforcement capability, and to wider participation at the JSRC level which will allow equitable

representation of nations neighbouring a JSRC HQ host nation.

## CJTF and ESDI

Based on existing CJTF work to date, and *pending* the outcome of CJTF HQ trials, the new military command structure is *deemed* to be able to support anticipated CJTF requirements. Present work in planning for WEU Illustrative Mission Profiles, European Command Arrangements and provision of assets and capabilities for WEU-led operations can also be accommodated. This can be provided through the rapid CJTF HQ generation and the permanent planning and C2 capabilities within the new command structure, both of which can, following an *ad hoc* Council decision, support on a case-by-case basis possible WEU-led operations using NATO assets and capabilities. Work on the CJTF concept is ongoing with a CJTF trial within Exercise Strong Resolve planned for March 1998.

*Source:* General Klaus Naumann, "NATO's new military command structure," *NATO Review*, Vol 46 - No. 1, Spring 1998, pp.10-14. Web edition [<http://www.nato.int/docu/review/1998/9801-03.htm>] Reprinted by permission.

## Exercise 8

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**In your notebook, copy the following sentences and insert the appropriate vocabulary words.**

---

overriding	pending	phased
ad hoc	coping	trial
affordability	articulated	deemed
potential	accommodated	

---

1. \_\_\_\_ was one of the best features of the new search helicopter; we did not have to spend a fortune to purchase it.

**mainstays:** things that provide the chief means of support

2. Good commanders have good techniques for \_\_\_\_ with stress.
3. When the pilot was shot down over enemy territory, he had one \_\_\_\_\_ thought: staying out of the enemy's way.
4. Conference Room B \_\_\_\_ the 100 military and civilian personnel who attended the PFP seminar.
5. During the \_\_\_\_ period, the new tanks will only be used in two of the five tank areas.
6. When will humanity realize that we have the \_\_\_\_ to live in peace?
7. The new strategic command structure will be \_\_\_\_ in gradually.
8. The village representative clearly \_\_\_\_ the concerns of the towns-people.
9. The recent agreement was \_\_\_\_ an important step towards peace.
10. The \_\_\_\_ committee assembled yesterday is meeting this morning. They will appoint the new chairman.
11. The official decision is \_\_\_\_ until tomorrow.

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## READING SKILL

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The reading below is a NATO Standardization Agreement. Skim the document and then answer the questions that follow.

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### NATO STANDARDIZATION AGREEMENT

#### (STANAG 2100)

### SIGNS, SIGNALS AND MARKINGS TO BE USED IN CONTROLLING COMBINED EXERCISES

#### AIM

1. The aim of this agreement is to standardize, for use of NATO forces, the important signs, signals and markings required for use by umpires, control staff and observers in combined exercises.

#### AGREEMENT

2. Participating nations agree to use in combined training the signs, signals and markings stated in this agreement for the marking of personnel, vehicles and installations and for umpire visual signals in controlling exercise activity.

#### STANDARD SIGNS, SIGNALS AND MARKINGS

3. Marking of Personnel, Vehicles and Installations

a. Colours Used

(1) Control and Umpire Personnel, Exercise Administration (e.g. damage control): White (See Note)

(2) Observers: Green

(3) Press Personnel: Green with word "PRESS" in white letters.

(4) Enemy: Bright Red

b. Method of Marking

(1) Personnel: An armband approximately 10 cm. in width worn around the upper left arm.

(2) Vehicles and Aircraft: Ground vehicles will display large, easily recognised diagonal crosses on the front, top, sides and rear of the vehicle. Low performance aircraft will display similar crosses on the front, sides and underside of the aircraft where this does not present a flight safety hazard. (See Note 2).

(3) Installations: Flags of the appropriate colour will be set up in front of exercise control and umpire headquarters, media briefing tents, communication centres and other installations when required. Diagonal crosses will be used on the roofs of installations.

4. Most Important Umpire Signals

a. STOP ACTION

(1) Safety reason: TWO RED flares or smoke grenades.

(2) Other reason: ONE RED flare or smoke grenade

b. RESTART ACTION: Radio or pre-arranged timing or code word.

c. OUT OF ACTION VEHICLE: Yellow flag.

5. Different Equipment or Supplies. Where participating forces will need equipment or supplies (e.g., recognition equipment) which differs from that called for in this agreement, the different materiel should be provided by the nation or command sponsoring the exercise.

**IMPLEMENTATION OF THE AGREEMENT**

6. This STANAG is implemented when the necessary orders/instructions have been issued directing the forces concerned to put the content of this agreement into effect.

Notes:

a. When vehicles are painted white, the colour blue may be used for markings in winter conditions.

b. The method of marking should comply with national specification and may be of any material which provides a clear and durable system or marking.

*Source: NATO STANAG 2100 OP: Signs, Signals and Markings to be Used in Controlling Combined Exercises, (25 March 1988), Brussels: NATO Headquarters. Reprinted by permission.*

## Exercise 9

Copy the questions in your notebook and answer them.

1. What is the purpose of this NATO Agreement?
2. How are ground vehicles and aircraft to be marked?
3. When will the agreement be implemented?
4. How is an out-of-action vehicle designated?

## READING SKILL

### Exercise 10

Before you read the essay, test your knowledge of NATO history by completing this T and F exercise. After you read the essay, complete the exercise again to determine how much history you learned.

1. The US supported the idea of an Atlantic alliance enthusiastically from the beginning. T F
2. After the invasion of South Korea, NATO leaders reshaped the alliance into a military organization. T F
3. The NATO Treaty was signed in 1950. T F
4. Germany joined the Alliance after Greece and Turkey. T F
5. The Alliance has had minimal internal problems since its inception. T F
6. France withdrew from NATO's military command structure because the Alliance moved its headquarters to Belgium. T F

7. The West German Chancellor, Willy Brandt, cemented the improvement of relations with the East in 1969. T F
8. In 1973, "mutual and balanced" arms control negotiations between the West and the East began. T F
9. The launching of the Sputnik meant that the US could be a target of an intercontinental ballistic missile. T F
10. The Berlin Wall was erected in 1960. T F
11. In 1979, a decision was made to stop deploying missile systems in Europe. T F
12. The person who was probably responsible for the dramatic changes between East and West relations in 1985 was Gorbachev. T F
13. With the failure of communism, the role of NATO has changed very little. T F
14. The CJTF concept allows NATO troops the ability to mobilize forces quickly. T F
15. Instead of diminishing in importance, the post-Cold War era has given NATO a proliferation of range and goals. T F

## NATO's First Fifty Years

### An Alliance Is Created

As the Atlantic Alliance reflects on the course of its first 50 years, it is worth remembering that it was part of two revolutions, both **emanating** from the ashes of the Second World War. For the United States, revolution meant abandoning the long-cherished tradition of isolationism. For Europe, it meant burying an unhappy past and creating a new association of formerly rival nations.

emanating: emerging

The war had left the continent a wasteland, with over 50 million displaced people and vast material damage. The mood was one of despair and demoralisation rather than the rebirth of spirit that the end of conflict might have been expected to produce. Communist parties in the West, particularly in France and Italy, hoped to use this desperation to try and take power by constitutional means; this threatened to extend westward the “Iron Curtain” the Soviet Union was bringing down over central and eastern Europe. To counter this Communist expansion, Western European leaders turned to the United States. Only America, they felt, could provide the means to contain Communism and assure the peaceful development of a unified Europe.

By early 1948, the Europeans had responded to the Marshall Plan proposals for injecting massive US economic assistance by putting forward complementary plans for self-help and mutual aid. But to British and French Foreign Ministers Ernest Bevin and Georges Bidault, this was not enough. Soviet pressure had continued unabated in 1947 and 1948, culminating in a Communist coup in Prague and efforts to intimidate Norway. Bevin and Bidault began to work vigorously on a Western Union defensive pact worthy of American support.

By March 1948, France, Great Britain and Belgium, Luxembourg and the Netherlands had signed the Brussels Treaty, a 50-year defensive alliance. One of the aims of the pact was to convince the United States that the Europeans were both serious about their future security and able to organise themselves. This was to be the trigger for increasing American involvement in European defence. These efforts were a failure in the short run, a success in the long run. While the Truman administration and the US Senate recognised that only American assistance could make the critical difference in a devastated Europe, America’s isolationist tradition seemed too strong to be easily cast aside.

Then, in June 1948, the Soviet Union blocked allied access to the divided and occupied city of Berlin. The blockade and

the subsequent Berlin airlift focused American attention on a security pact that had been outlined by the British at a secret Pentagon meeting in March 1948. After exhaustive negotiations in Washington that summer, the Europeans were finally able to secure agreement to an **entangling** alliance with the United States and Canada.

Success required the enlargement of the original group of five nations to include Canada, Denmark, Iceland, Italy, Norway and Portugal. This allowed the United States to call the Alliance an “Atlantic” rather than a “European” entity, which helped to win Senate approval of the treaty. Key to the agreement was its Article 5, which ensured an allied—and this meant American—response to an external attack against any partner. This **pledge**, psychologically vital to the political and economic health of Western Europe, was at the heart of the North Atlantic Treaty, signed in Washington, DC, on 4 April 1949.

The new allies assumed that in the short run the treaty’s declaration of intentions would suffice to deter any Soviet ambitions in Western Europe. But a Soviet-supported North Korean invasion of South Korea in June 1950 quickly dispelled any illusions and energised the Alliance on every level. Fearing that the Korean War was a prelude to a Soviet attack against West Germany, NATO leaders reshaped the Alliance into a military organisation with an integrated command structure and established supreme allied commands for Europe and the Atlantic.

The North Atlantic Council chose US Army General Dwight D. Eisenhower to be the first Supreme Allied Commander Europe (SACEUR). The popular officer with the **charismatic** smile immediately set out to reshape the Alliance into a military organisation and to convince the Europeans of the need for rearmament.

The transformation of the Alliance from paper treaty to living organisation was crowned at a summit meeting in Lisbon, Portugal, in February 1952. Recognising the need for regular political consultation, the North Atlantic Council decided to appoint a Secretary General. Lord Ismay, a

**entangling:** complicated

**pledge:** promise; guarantee

**charismatic:** upbeat; dynamic

former British officer, became the first to hold the office. The Alliance, established by the North Atlantic Treaty and now supported by both political and military structures, had become NATO, the North Atlantic Treaty Organisation.

In this early period NATO already demonstrated its capacity for change by undergoing its first enlargement—the addition of Greece and Turkey in 1952, bolstering the Alliance’s southern flank. Two years later, agreement reached in Paris on West Germany’s membership was a pivotal achievement that helped facilitate the growing unity of Europe.

**honoured in the breach:**  
more often broken  
than observed

**exacerbated:** intensified



US influence over the Alliance reached its height in the 1950s. The symbolic contrast between an American supreme allied military commander and a European political Secretary General reflected the imbalance of power between Europe and America. The United States tried to respect the sensibilities of its allies, particularly through agreements applying host-country law to American soldiers charged with off-duty offences. Nevertheless, it was hardly surprising that Britain resented denial of an Atlantic command or that France faulted the United States for its loss of Indochina in 1954. US refusal to support British and French policies in Suez two years later also angered both allies.

As for the smaller nations of the Alliance, their grievances were outlined in 1956 by the Committee of “Three Wise Men”—from Canada, Norway and Italy—that charged that the “NATO method” of consensus decision-making was too

often **honoured in the breach**. Their report sought to shore up internal cohesion and expand political consultation.

Meanwhile, the development of nuclear technology was shifting the Alliance’s reliance on conventional forces to a greater emphasis on tactical nuclear weapons. By the end of the decade, the Alliance had a fully-fledged nuclear strategy. Despite growing pains, the US pledge of 30 nuclear-weapon-armed divisions was the psychological bedrock of NATO’s defence plans.

Tension between the USSR and NATO rose to new heights in this period. The Soviet Union’s successful 1957 launching of Sputnik, the first earth-orbiting satellite, raised doubts in Europe about the US commitment to its defence, because it implied that the United States itself would be vulnerable to an intercontinental ballistic missile attack in the event of a conflict. This Soviet achievement was **exacerbated** by Nikita Khrushchev’s provocative 1958 challenge to Western access to Berlin. A unified stance by the allies forced Khrushchev to back down on this occasion, but the crisis was repeated three years later.

The mounting crisis in the summer of 1961 triggered an exodus from the Soviet sector of Berlin. Then, in the early morning hours of 13 August, East German troops installed the barbed wire and roadblocks that would become the Berlin Wall. The ensuing Soviet-American tank confrontation at Checkpoint Charlie and the Soviet deployment of offensive missiles in Cuba the next year were two events that came close to sparking a global conflict.

The Eisenhower and Kennedy administrations had embarked on a series of Alliance confidence-building measures in the wake of Sputnik. These included placing medium-range nuclear missiles in the United Kingdom, Italy and Turkey and an elaborate proposal to create a European nuclear force. The hope in Washington was that this proposed multilateral force (MLF) would encourage France to give up developing its own nuclear force *de frappe* and discourage Germany from pressing for

a nuclear force of its own. But there was an element of illusion in the concept of a European nuclear force whose warheads would remain under American control and the MLF was **scuttled** in 1964.

This episode brought mixed results to the Alliance. It facilitated French President Charles de Gaulle's decision to withdraw his country from NATO's military command structure in 1966, forcing NATO to move its civilian and military headquarters to Belgium. At the same time, France's withdrawal led to the increased influence of the smaller allies in NATO's defence planning bodies, including the newly established Nuclear Planning Group. NATO survived de Gaulle's withdrawal from the military structure in part because France remained an active member of the Alliance, contributing to the defence of Europe by keeping troops in Germany.

These changes opened a new phase in NATO's history, as expressed in the 1967 Harmel Report. A small group, chaired by Belgian Foreign Minister Pierre Harmel, successfully recommended a policy of *détente* to accompany defence. If it was a landmark shift in strategy, the Harmel Report also signalled an organisational evolution at NATO which allowed the smaller nations to play a larger role in NATO policy-making. *Détente* was evidence of their influence. The perceived lessening of the Soviet threat also led NATO to revise its military strategy to one of "flexible response" rather than "massive retaliation", which allowed options for conventional or nuclear response in case of attack.

It was the initiative of West German Chancellor Willy Brandt that became the most dramatic opening **salvo** of *détente*. Upon taking office in 1969, he immediately embarked on Ostpolitik, a bold policy aimed at opening up East Germany and improving relations with the East. He cemented the sea-change with a 1970 treaty with the Soviet Union that recognised the Oder-Neisse Line as the frontier between East Germany and Poland.

This warming of East-West relations in the early 1970s was accompanied by a cooling of West-West relations. While US President Richard Nixon and Soviet General Secretary Leonid Brezhnev signed the first part of the Strategic Arms Limitation (SALT) agreements in 1972, European members of the Alliance worried that the two superpowers would work out a deal over their heads. And continuing US involvement in the Vietnam War caused concern that the US might turn inward, reduce its defence budget and seek to minimise its contribution towards NATO expenses. At the same time, Europe's expanding economic integration was giving it more confidence to articulate its independence from American control.

Meanwhile, "mutual and balanced" arms control negotiations, begun in Vienna in 1973, stumbled over the issue of the Warsaw Pact's **preponderance** of conventional forces on the continent. There were victories, though, for both sides: The Conference on Security and Cooperation in Europe (CSCE) secured a Soviet commitment under the 1975 Helsinki Final Act to respect certain human rights, a key Western demand, and forced a mutual recognition of European boundary lines, a success from the Soviet perspective.

The **advent** of the Carter administration saw renewed strains in the transatlantic relationship. The Europeans were unhappy with the seeming indecisiveness of American leadership, an impression compounded by the episode over the neutron bomb, a low-yield nuclear weapon that could destroy troops but not property. After pushing its allies, at great domestic political cost to themselves, to accept plans to develop the weapon, the Carter administration, fearing domestic public reaction, suddenly abandoned the project.

It was during this time of some tension within the Alliance that the Soviet Union rapidly began to deploy the SS-20, an intermediate-range ballistic missile targeted at European cities. This build-up of Soviet nuclear power at a time when the West had lowered its defence expenditures necessitated a NATO response. The result was a "double-track" decision in 1979 to meet the

**scuttled:** abandoned

**salvo:** a discharge of two or more guns at the same time; burst; blast

**détente:** a relaxation of strained relations (as between nations)

**preponderance:** excess in number

**advent:** arrival; beginning

Soviet challenge by deploying ground-launched cruise and Pershing II missile systems in Europe, and to pursue arms control negotiations to make the deployments unnecessary.

While the US offered to cancel deployment if the Soviets removed their missiles, Moscow had no interest in furthering negotiations as long as it thought that the groundswell of European public opinion could prevent the deployment of the Western missiles. Soviet tactics and pacifist protests in the West both failed, however, and deployment began in 1983.

Two years later, a fresh new Soviet leader was to become instrumental in changing the complexion of arms control negotiations and of East-West relations in general. Mikhail Gorbachev immediately resumed the halted arms control talks with the West and expressed interest in a new relationship with NATO itself. The Alliance — and public opinion in both East and West — responded enthusiastically. After several years of dramatic high-level summitry, first at Geneva, then in Reykjavik and Washington, US President Ronald Reagan and Mikhail Gorbachev signed the Intermediate-Range Nuclear Forces (INF) treaty in Washington in 1987. At last real arms reductions were in sight, despite lingering questions about what the superpower **entente** would mean for Europe.

Neither America nor Europe, however, anticipated the rapid implosion of the Communist system sparked by Gorbachev's policies of glasnost and perestroika. NATO, along with the rest of the world, found itself altogether unprepared as events escalated, from free elections in Poland to open borders in Hungary, to the dismantling of the Berlin Wall in November 1989 and the subsequent end of the Cold War.

The impact of these changes on the structure of NATO, its mission and its operating environment was nothing short of revolutionary. In July 1990, Alliance leaders called for new avenues of cooperation with countries of the East,

even as they were forced to articulate realistic new goals for NATO and to develop new ways to manage its work. The failure of Communism allowed the allies to envisage a new European order. But it also opened the way for new regional and ethnic conflicts in the splintered Soviet Union and in Yugoslavia, and elicited provocative questions and soul-searching over whether NATO should even continue to exist.

A year later, in Rome, NATO adopted a new strategic concept, providing for new missions for the Alliance in conflict resolution and regional security. Integral to this strategy was the gradual integration of the former Warsaw Pact countries into Western structures, first through the North Atlantic Cooperation Council in 1991 (later to become the Euro-Atlantic Partnership Council), and then through the military cooperation and training initiative, launched under Partnership for Peace in 1994. NATO, endowed with new responsibilities and new partnerships, was becoming the principal stabilising force on the continent.

NATO's transformation met an immediate and very concrete test in the context of the devastating conflict in the former Yugoslavia. After a mixed balanced sheet in working with the UN to achieve peace in Bosnia, NATO mounted its own peace Implementation Force (IFOR) in 1995, followed by a Stabilisation Force (SFOR) a year later, to enforce the peace and pave the way for civilian reconstruction activities. IFOR/SFOR was a proving ground for cooperation with non-NATO countries as troops from Alliance member countries worked and patrolled side by side with those of Romania, Bulgaria, Ukraine and many other countries, including Russia. Such cooperation was unprecedented and, although NATO and Russian leaders did not always see eye to eye, on the ground their forces achieved a remarkable level of cooperation which continues to this day.

New missions and strategies meant re-examining the Alliance's military structure. NATO concentrated on its ability to mobilise rapid deployment forces, building

**entente:** alliance

on the Combined Joint Task Force (CJTF) concept which had emerged in 1994, and simultaneously allowing for the development of a stronger European role in defence under the structure of the Western European Union. But even these bold new initiatives brought out tensions within the Alliance over the assignment of regional commands within a proposed new military structure. Despite some public **bickering**, the allies finally agreed on a revised military structure, with provisions for European operations without American participation.

As the final decade of the 20th century draws to a close, many questions and challenges remain for the Alliance. The enlargement of the Alliance to the east, and its open door policy for further expansion, raises questions about NATO's ultimate geographical frontiers. This does not sit well with a still nuclear Russia, although NATO has offered the country a sweetener in the form of a special consultative relationship. But whether this will be enough to induce a more cooperative rapport remains to be seen.

Judiciously, the Alliance has also established a similar cooperation programme with the other key former Soviet republic, Ukraine. Other new partnership forums have also been created for those countries not invited to join NATO. These include the Euro-Atlantic Partnership Council (EAPC) which brings together Central and Eastern European countries along with Central Asian and traditionally neutral countries like Switzerland. And with its Mediterranean outreach programme the Alliance is also looking southwards to such countries as Morocco and Egypt. The proliferation of cooperation schemes does, however, raise questions about NATO's ultimate role and range.

At the same time, ongoing crises in the Balkans elicit questions about the management of future "out-of-area" conflicts: What organisation should have the primary responsibility, NATO, the UN or the OSCE, and how should that responsibility be exercised? And what is the legal basis for NATO to intervene in

situations outside Alliance borders without a UN Security Council resolution?

These questions may not be answered before the close of the century. However, some of the more fundamental questions that have been raised in the post-Cold War era, of the continued **viability** of the Alliance and of the transatlantic partnership that underpins it, have been shown to be hollow. The two revolutions of 1949 live on in a mature transatlantic relationship. For the United States, ties with Europe have become deeply embedded into the nation's tradition of foreign relations. Similarly, the steady and increasing integration of Europe attests to the success of the second revolution which flourished under the NATO umbrella. And the Alliance itself has grown into something much more profound than its original mission of collective defence. It survived the upheavals of the 1990s and has shown a capacity to reinvent itself to meet the challenges of the new century.

*Source:* Laurence S. Kaplan, "NATO's First Fifty Years," *NATO Review*, May 1999, Web edition [<http://www.nato.int/docu/review/50th-ann/skaplan-e.shtml>] Reprinted by permission.

Lawrence S. Kaplan is one of America's foremost authorities on NATO history and has written extensively on the Alliance for many years.

**bickering:** arguing

**viability:** capability of working, functioning, or developing adequately

## Exercise 11

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Complete the True and False exercise again, and check your answers.

---



## FUNCTION

# Asking For and Giving Information

## How did you do that?

When we want to ask someone how he or she does or did something, we use questions beginning with “how.” When we want to answer these questions, we can answer in several different ways, depending on whether we are asked about **manner**, **means**, or **instrument**.

Amn Tims: How did the training instructor speak to the recruits?

Amn Davis: He spoke **loudly**.

Sgt Quinn: How did you contact him?

Sgt Amos: I contacted him **by phone**.

Pvt Ruiz: After the soldier’s leg was injured, how did he walk?

Pvt Lee: He walked **with a cane** for several months.

## Manner

When we want to indicate *manner*, we can answer with an **-ly adverb**.

The commander planned the defense strategy very carefully.

The prepositions **by** and **with** are also used to express “how” something is done.

LCDR Pavlovics successfully completed the course by sticking to his study schedule.

Please handle the package with care.

## Means

When we want to indicate *means*, we can also answer with **by**.

- **By** is used to show means of transportation or communication:

by car	by telephone
by train	by mail
by plane	by land
by sea	by air
by fax	by e-mail

Because of the terrain, it is much easier to travel by car in that part of the country.

Maj Berk was finally able to contact Col Petersen by phone.

- Other expressions can be used with **by** to show means:
- |             |
|-------------|
| by hand     |
| by mistake  |
| by accident |

The M-16 was fired by accident. Fortunately, no one was injured.

The soldiers were left waiting at the contact point by mistake.

- **By** can also be used with a gerund or gerund phrase to express means.

He entered the secured building by breaking a window.

Capt Rolfe improved his study skills by using the learning strategies suggested in the text.

## Instrument

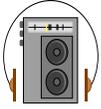
When we want to indicate *instrument*, we can answer with **with** (or **without**).

- **With** is used to express how something is done when an instrument or body part is used.

The mechanic replaced the wheel with a wrench.

At the hospital, the corpsman monitored the commander’s heart rate with a complex machine.

## Exercise 12



Read aloud with the recording some sentences containing the prepositions *by* or *with*, or *-ly* adverbs that answer the question “How?”

1. Maj Hendricksen arrived here by train. (means of transportation)
2. Seaman Danson works quickly and competently. (manner)
3. Sgt Brown loosened the nut with a large wrench. (instrument)
4. The six-page memo was fastened together with a paper clip. (instrument)
5. The commander communicated with the troops in the field by radio. (means of communication)
6. The soldier answered the captain’s question politely. (manner)

## Exercise 13

Rewrite each of the following sentences. In the blanks, insert a phrase using *by*, *with*, or *without* and the correct form of the word in parentheses.

1. Pvt Wilkerson inflated the flat tire on the jeep \_\_\_\_\_. (pump).
2. Capt Rogers sent the memo \_\_\_\_\_. (e-mail).
3. Most soldiers cannot get in good physical condition \_\_\_\_\_ (work out) every day.



4. The message was received \_\_\_\_\_. (fax).
5. Capt Barnes finds out the pronunciation of new words \_\_\_\_\_ (look up) in the dictionary.

## LISTENING SKILLS

### Listen to the News and Take Notes

## Exercise 14

Listen to or view at least three news broadcasts in English this week. Use the News Broadcast Listening/Viewing Form in Appendix G as a guide. As you listen, take notes. Ask the information questions that you learned in Unit 1: Who?, What?, Where?, When, and Why? Then, in your notebook, write answers to the questions.

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**GLOSSARY**

## Objective Vocabulary

**accession** (ac CES sion) n: an increase by means of something added; an addition

The accession of the first NATO countries from the former Eastern Block took place in 1999.

**accommodate** (ac COM mod ate) v: to have enough space for; to supply with

All the visitors were accommodated at the new inn.

**adaptability** (a dapt a BIL i ty) n: ability to adapt or change

What makes the army such a viable force is its adaptability.

**adaptation** (a dap TA tion) n: a change; transformation

The military has seen, and will continue to see, many adaptations.

**ad hoc** (ad HOC ) adj. & adv: for a specific purpose, situation, case; improvised

We are agreeable to an ad hoc solution until a more permanent solution can be found.

**affordability** (af ford a BIL i ty) n: having the capability of being purchased for a reasonable price

When making decisions about the size of the military, affordability is an important factor.

**articulate** (ar TIC u late) v: to express; to say clearly

Mr. Ball articulated the demands of the civilians.

**consensus** (con SEN sus) n: general agreement

The consensus of the Heads of State with respect to foreign policy is to maintain strength and credibility in order to counter aggression before it happens.

**consultation** (con sul TA tion) n: the seeking of information or advice

Allies seek consultations with each other regarding matters of mutual interest.

**contingency** (con TIN gen cy) n: a possible or chance event that must be prepared against; future emergency

There are contingency plans in case of a natural disaster.

**cope** (COPE) v: to contend or struggle; endure

President Yeltsin found his health and career problems difficult to cope with and resigned his presidency at the end of 1999.

**deem** (DEEM) v: to judge; to assume

The sergeant deemed the phone call so urgent that she interrupted the meeting the colonel was conducting.

**implement** (IM ple ment) v: to carry into effect

Before military force is used, every effort should be made to implement the nation's foreign policy through diplomacy.

**optimization** (op ti mi ZA tion) n: making the most effective use of things, resources

After many years of ineffective management in their military, it is difficult to achieve optimization in just few years.

**overriding** (o ver RI ding) adj: prevailing; taking precedence; chief

Overriding circumstances forced the Lower House to vote against the measure.

**pending** (PEND ing) adj: awaiting action, confirmation, or decision; during; while

The shipment will be distributed pending the release of the materials from the local authorities.

**phase** (PHASE) v: to carry out systematically, in stages

The existing policies will be phased out by the end of the year.

**policy** (PO li cy) n: a principle, plan, etc., as of a government

It is the policy of NATO to arrive at decisions using consensus.

**political** (po LI tic al) adj: of, concerned with, or engaged in government, politics, etc.

The Alliance has political and military objectives.

**potential** (po TEN tial) adj. & n: capable of being in existence; capacity for growth or development

In the new world order the number of potential enemies of the West has increased.

The new military organization has a lot of potential.

**preamble** (PRE am ble) n: an introduction to a constitution or statute

The preamble to the treaty between the two countries stated the treaty's reason and purpose.

**reduce** (re DUCE) v: to lessen in extent, amount, or number; to diminish

NATO is working to reduce threats to peace in Europe.

**safeguard** (SAFE guard) v: to protect or guard

The agreement will safeguard national security.

**stipulate** (STIP u late) v: to specify as an essential condition of an agreement

The regulation stipulated that a yellow flag would designate an out-of-action vehicle.

**streamline** (STREAM line) v: to simplify so as to make more efficient

How can we streamline this training directive so that our training will be more effective?

**trial** (TRI al) n: a process to resolve an uncertainty; an effort or attempt

During the trial, many of the problems were identified and resolved.

**underpin** (un der PIN) v: to support from below; to corroborate or substantiate

The atrocities that have continued to occur in Bosnia and Kosovo underpin a lack of progress in human evolution.

## Military Expressions




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There are many expressions used in the military. A few are given here. Listen and repeat the words and the sentences.

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**All for it:** entirely in agreement

This is a good plan and I'm all for it.

**Blow a bridge, to:** to destroy a bridge with, or by means of, explosives

To blow a bridge safely and effectively requires great skill.

**Brick wall:** a strong obstacle; an obstacle that stops a movement or operation

We hit a brick wall when we tried to penetrate their defense.

Talking to him is like talking to a brick wall.

**Comb through, to:** to search thoroughly

Someone ought to comb through these reports carefully to find any errors.

**Gung-ho:** eager; aggressive

You can depend on him to do his part; he'll get with it because he's gung-ho.

**Hands are tied:** cannot act

My hands are tied. I cannot disobey my superior's orders.

**Once-over:** a quick comprehensive look or examination

Give this new regulation a once-over and tell me what you think about it.

**Right down my alley:** well suited to my talents, experience, or interests

I'd like that job, sir; it's right down my alley.

**Roped into:** made to participate

He was roped into helping the inspection team today.

**Set up, to:** to prepare; to establish

At the evening briefing, we are going to set up plans for the next day's field exercises.

**Traffic jam:** a traffic difficulty

Maximum flow and minimum necessary controls in a traffic plan will prevent traffic jams.

**Two up and one back:** two regiments in the front lines and one regiment in division reserve

In a normal defense position, we employ our infantry regiments two up and one back.

**Zap:** to kill or wound with gunfire

If the enemy tries to cross the river, the helicopter will zap them easily.

## NATO Acronyms

AAR: Air-to-Air Refueling

AFCENT: Allied Forces Central Europe

AIREX: Air Exercise

CPT: Central Planning Team

DIDIR: Directing Staff Directive

EMAIL (e-mail): Electronic Mail

HNS: Host Nation Support

LIVEX: Live Exercise

MAPX: Map Exercise

NACC: North Atlantic Cooperation Council (has been replaced by Euro-Atlantic Partnership Council (EAPC))

OF: Officer

PCC: Partnership Coordination Cell

PfP or PFP: Partnership for Peace

PSC: Principal Subordinate Command/Commander

SACEUR: Supreme Allied Commander Europe

SPT: Support

TCN: Troop Contributing Nation



**ENRICHMENT ACTIVITIES**

**Troublesome Grammar: In the Back of vs. In Back of**

**Exercise 15**

After you study the list of acronyms and meanings, copy it in your notebook. Write the corresponding meaning or acronym in the blank.

- \_\_\_\_\_ Central Planning Team
- \_\_\_\_\_ LIVEX
- \_\_\_\_\_ PfP
- \_\_\_\_\_ Air-to-Air Refueling
- \_\_\_\_\_ Map Exercise
- \_\_\_\_\_ TCN
- \_\_\_\_\_ Electronic Mail
- \_\_\_\_\_ Support
- \_\_\_\_\_ OF
- \_\_\_\_\_ AFCENT
- \_\_\_\_\_ HNS
- \_\_\_\_\_ PCC
- \_\_\_\_\_ Supreme Allied Commander Europe
- \_\_\_\_\_ PSC
- \_\_\_\_\_ Air Exercise
- \_\_\_\_\_ DIDIR
- \_\_\_\_\_ NACC

The meanings of **in back of** and **in the back of** are different. **In back of** means at the rear of, behind something or someone.

The soldiers were in back of the barracks cleaning their weapons.

**In the back of** means within (inside) the rear part of something or someone.

The soldiers stacked their gear in the back of the truck.

**Exercise 16**

Fill in the blanks with either *in back of* or *in the back of*.

1. The daily log was found \_\_\_\_\_ of the drawer.
2. The jeep was parked \_\_\_\_\_ the headquarters building.

**Authentic Reading**

**Exercise 17**

When reading manuals, a good way to get a preliminary idea of what you are about to read is by skimming the article. The first time, do the following: read the title; notice if there are any pictures or graphs; notice if the text is divided into parts; read the title of each part; read the last paragraph or at least the last sentence. The second time, read the article carefully. Notice names, numbers, dates, and words that stand out throughout the text, and write them down.

# Bi-MNC Directive for NATO Doctrine for Peace Support Operations

## Chapter 1

### Introduction

#### Bi-MNC: Major NATO

Command is composed of SHAPE (Supreme Headquarters Allied Commander Europe) and SACLANT (Supreme Allied Commander Atlantic)

**overarching:** extending over or throughout, forming an arch over (something)

**framework:** a structure to support something

**escalate:** increase

**politico-:** a combining form meaning "political"

**1-1. PURPOSE.** The purpose of this document is to establish common doctrine for Peace Support Operations (PSOs) within NATO military commands. The NATO agreed definition of doctrine is "Fundamental principles by which the military forces guide their actions in support of objectives. It is authoritative but requires judgment in application." As such, this doctrine will serve as an **overarching framework** for PSO activities within NATO, with Partnership for Peace (PfP) nations, and with other nations and organisations. It is important to emphasise that this doctrine is not restrictive, nor is it a "checklist" for success. It is simply a framework, reflecting shared beliefs and experiences as a way to plan and execute PSOs successfully.

#### 1-2. BACKGROUND.

**a. General.** In November 1991, the North Atlantic Council (NAC) agreed to a new strategic concept, recognising the changing security environment and the new opportunities this presented. While interstate disputes still exist, this new environment is increasingly characterised by various forms of intrastate conflicts. Besides the humanitarian concerns, these conflicts have the potential to **escalate** and present risks to regional stability. The new strategic concept reaffirms NATO's primary defensive posture, but acknowledges these new risks and challenges. This concept retains the flexibility to adapt to further developments in the **politico**-military environment and to any changes in the risks to Alliance security.

**b. United Nations.** Since 1989 and the end of the Cold War, the United Nations (UN) has undergone a number of significant changes in the way it performs peacekeeping operations. Moving from predominantly unarmed or lightly armed observer and peacekeeping missions, it has used the opportunities presented by the new strategic environment to become more involved in expanding its role in promoting peace and stability. Experiences over the past several years, however, have resulted in a review of methods and capabilities. Additionally the UN recognizes that for many complex operations, it may need to seek the assistance of regional or other organisations or authorities, with specific capabilities.

**c. NATO.** In 1992, NATO stated its willingness to support, on a case-by-case basis, peacekeeping operations of the UN and the Conference on Security and Cooperation in Europe (now the Organisation for Security and Cooperation in Europe (OSCE)). In January 1994, at the NATO Heads of State Summit, this willingness was reaffirmed, along with the desire to improve the operational capabilities of the UN, OSCE and the Western European Union (WEU). The 1994 Declaration also launched the PfP program, which focuses on mutual participation in peacekeeping, humanitarian operations, search and rescue, and other operations as may be agreed.

**d. Nations.** The recent increase in the global demand for PSOs has caused many nations to re-examine their own policies and publish related doc-

trine, reflecting national experiences and practices. While national doctrines differ in **terminology** and concepts, they reflect a strong common sense of purpose. NATO doctrine also reflects this unity of effort, and is compatible with existing guidelines.

**e. Military Committee (MC) Policy.** To meet the challenges presented by these commitments, the Military Committee issued MC 327 “NATO Military Planning for Cease Support Operations,” in 1993. This document:

- (1). translates general political policy into military policy,
- (2). specifies responsibilities in planning and preparation,
- (3). provides guidelines for further doctrinal development and generic planning.

**terminology:** the terms or system of terms used in a specific science, art, etc.

**avert:** to turn the eyes, body, etc., away from; to ward off; to prevent

**f. SHAPE Policy.** Supreme Headquarters Allied Powers Europe (SHAPE) issued a draft doctrine in January 1993 and subsequently re-issued the NATO (Draft) Doctrine for Peace Support Operations in February 1994. This document, and MC 327, specify and define the following PSOs (All definitions, with the exception of “Humanitarian Operations,” are from the 1993 North Atlantic Cooperation Council/Ad Hoc Group on Cooperation in Peacekeeping (NACC/AHG) Report to ministers. All the definitions are repeated in MC 327. Some nations, and the United Nations, have used slightly different terms and definitions since these were published; however, as of this date the NACC/AHG has not updated its definitions.):

**conciliation:** a gaining of good will by friendly acts

- (1). Conflict Prevention includes different activities, in particular, under Chapter VI of the UN Charter, ranging from diplomatic initiatives to preventive deployment of troops, intended to prevent disputes from escalating into armed conflicts or from spreading. Conflict Prevention can include fact finding missions, consultation, warning, inspections and monitoring. Preventive deployments normally consist of civilians and/or military forces being deployed to **avert** a crisis.
- (2). Peacemaking is any diplomatic action conducted after the commencement of conflict, with the aim of establishing a peaceful settlement. They can include the provision of good offices, mediation, **conciliation**, and such actions as diplomatic isolation and sanctions.
- (3). Peacekeeping is the containment, moderation and/or termination of hostilities between or within States, though the medium of an impartial third party intervention, organised and directed internationally, using military forces and civilians to complement the political process of conflict resolution and to restore and maintain peace. (Although the word “peacekeeping” is not specifically used in the UN Charter, it is normally authorized under Chapter VI).
- (4). Peace Enforcement are actions under Chapter VII of the UN Charter using military means to restore peace in an area of conflict. This can include dealing with an interstate conflict or with internal conflict to meet a humanitarian need or where state institutions have largely collapsed.

(5). Peace Building is post-conflict action to identify and support structures which will tend to strengthen and solidify a political settlement in order to avoid a return to conflict. It includes mechanisms to identify and support structures which will tend to consolidate peace, advance a sense of confidence and well-being and support economic reconstruction, and may require military as well as civilian involvement.

(6). Humanitarian Operations are missions conducted to relieve human suffering, especially in circumstances where responsible authorities in the area are unable, or possibly unwilling, to provide adequate service support to the population. Humanitarian missions may be conducted in the context of a Peace Support Operation, or as a completely independent task.

**primacy:** the state of being first, as in rank or office

**alleviation:** a lightening or lessening of pain, suffering, or tension

**disparate:** distinct or different in kind

**1-3. THE CHALLENGE OF PEACE SUPPORT OPERATIONS.** A PSO presents new challenges to participants, both military and civilian. Military operations that are not under Article 5 of the North Atlantic Treaty also place unique demands on NATO planners. While not exhaustive, the following are significant characteristics which apply to PSOs:

- a. Political Primacy.** PSOs are political operations. It is recognized that all military operations are in support of political objectives; however, in a PSO the links between military actions and political results are more intimately linked. While the military can facilitate a political agreement, it is unlikely to impose a long-term solution. Conversely, a seemingly minor military incident can have dramatic consequences at the strategic/political level. At all levels in the Peace Support Force (PSF), it is imperative that soldiers understand the strategic mission objective and their importance in achieving it.
- b. Objective.** The strategic objective or the “end state” of a PSO will normally refer to the attainment of a stable, secure environment, or the **alleviation** of suffering. In such cases, the measures of success will not be linked to defeating an enemy or controlling ground. Although the overall political objectives might be clear, defining specific military missions to support them may be more difficult.
- c. Threat.** In addition to facing professional military forces, the PSF may also be required to deal with irregulars, militia, criminal elements, and other factions. The threats posed by these **disparate** groups may change throughout the process of reaching a peace settlement. The size, equipment, level of training, discipline, and motives of each of the factions will require careful analysis. The history of the region, and an understanding of the religious and cultural diversity present, will reveal some of the sources of the current problems; however, in a typical intrastate conflict, the rationale may seem illogical to an outside party.
- d. Entry/Exit Criteria.** The political decision to commit forces to a PSO will be based on many factors. A key component of this decision should be military criteria. These factors and criteria will be necessarily broad at the strategic level, and most likely include an examination of what the military can accomplish and the risks involved. In the same manner, and at the same time, the desired end state will be developed. For most PSOs, this determination may be difficult, but it is essential to a clear

mission statement. The exit criteria will then be those conditions which, when achieved, will constitute the successful military contribution to the political process. Planners should also consider, in advance, what conditions may result in termination of NATO involvement in the PSO.

- e. Other Considerations.** There are many other distinctions that define the PSO environment. Most are covered in this doctrine. The challenge to those who plan and execute PSOs is to adapt military procedures and techniques to this environment and to have a clear understanding of the mission and all other relevant factors. A further challenge will be to monitor the dynamics which affect the environment and to be prepared to adjust to changes as they arise.

#### **1-4. PEACEKEEPING VERSUS PEACE ENFORCEMENT.**

**hitherto:** until this time

- a.** It must be emphasised that peacekeeping and peace enforcement are not points on a continuum where an operation may easily transition from one to the other. Peace enforcement is fundamentally different from peacekeeping and requires a conscious political decision and a clear UN Mandate. It is normally not possible for the same PSF to move from one operation to the other unless this possibility was foreseen and planned for; there are fundamental differences in the required organisation, training, attitudes, and equipment between peacekeeping and peace enforcement forces.
- b.** In spite of the fundamental differences between peacekeeping and peace enforcement, recent experience has shown that there may be peace enforcement measures taken as part of a peacekeeping mission, provided such action is mandated by an appropriate UN Security Council Resolution (UNSCR). For example, it is possible to employ limited force against any party that violates the mandate, and still preserve the overall impartiality of the PSF.
- c.** The terms "Peacekeeping" and "Peace Enforcement" do not exist in the UN Charter. **Hitherto**, it has generally been understood that peacekeeping operations would be conducted only under the Charter's Chapter 6 and Peace Enforcement would only be conducted under Chapter 7. While this is true for Peace Enforcement, Peacekeeping may be authorised under either Chapter 6 or Chapter 7. PSO (Peace Support Operations) doctrine must be flexible enough to accomplish these situations. As in all military operations, commanders and planners must carefully consider the political objectives, how the military will support them, the possible results, and the required responses. Political and military authorities must be aware that if the PSF (Peace Support Force) is no longer perceived as being impartial, especially at the strategic or operational level, its ability to accomplish peacekeeping operations will be jeopardized. In the end, it will be the perceived fairness of the peace agreement by the parties that will lead to the success of the PSO.

**1-5. ALLIANCE STRENGTHS.** Over the years, NATO has established and maintained impressive and unique political and military structures designed to deter potential enemies and to defend member nations' territory from attack. These same structures can be valuable assets for PSOs and have been found to be adaptable. Among other considerations, NATO would consider support to those missions where its capabilities could make a substantial contribution to

their success. The most important NATO capabilities and strengths for PSOs are the following:

**a. Common Doctrine and Procedures. Interoperability** in any multinational operation is a critical requirement. In this vein, the Alliance has developed doctrine and a wide range of NATO Standardization Agreements (STANAGS) on procedures and equipment which could be applied to a PSO. Current doctrine and agreements on procedures provide a sound foundation for successful multinational military operations. Equipment interoperability, while not fully achieved, also supports the conduct of combined NATO military operations. A number of STANAGS, especially those related to operational and logistical procedures have been shown to be both flexible and adaptable, and could be adopted by non-NATO forces working alongside NATO nations in a PSO.

**b. Multinational Command and Control Structure.** NATO's military command structure serves as a particular strength. Since its inception, NATO has integrated the military forces of all services and from many nations to achieve common objectives using common doctrine. In years of planning, training, and exercising, Alliance Headquarters have established procedures for dealing with all types of operations and crises, and have gained the collective expertise to overcome the obstacles posed by differences in language, culture, and national military procedures. This experience is especially applicable to the initial stages of a PSO, when military units of different nations arrive in a new geographic area to form a multinational force.

(1). NATO can also effectively and quickly establish a PSO HQ. Elements of an existing HQ, such as a Major Subordinate Command (MSC), or Principal Subordinate Command (PSC), could deploy as the theater or tactical HQ.

(2). NATO nations have also agreed to the development of the Combined Joint Task Force (CJTF) concept. Such a headquarters could be activated for a PSO mission, as well as for other crisis management tasks. Elements of these headquarters could advise, or support, headquarters established by other international organisations.

**c. Alliance Infrastructure and Communications Systems.** A sound communications and command and control **infrastructure** is crucial to mounting and sustaining any operation. NATO's assets in this area would prove to be made available to support non-NATO elements participating in a NATO-led operation.

**d. Readily Available Forces.** The Standing Naval Forces and the NATO Airborne Early Warning (NAEW) Force are examples of elements under Operational Command of the Major NATO Commanders (MNCs) in peacetime. These forces are especially responsive to short-notice operational requirements of PSOs. Additionally, all Alliance forces, especially Reaction Forces, maintain a high state of readiness. These land, air, and maritime forces, when made available by the nations, also represent important assets which could quickly respond in support of a PSO.

**infrastructure:** the essential elements of a structure, system, or plan of operation

## **1-6. CONDITIONS FOR ALLIANCE INVOLVEMENT IN PEACE SUPPORT OPERATIONS.**

Before deciding to become involved in a specific PSO, the Alliance will carefully consider the objectives of the operation, what can be achieved by NATO participation, the probability of success, and the possible risks. Prior to approving Alliance support, the NAC (North Atlantic Council) will most likely require the conditions outlined below to exist to provide an acceptable framework for accomplishment of the PSO. However, it is understood that for peace enforcement missions several of these conditions may not exist.

**a. Political Control and Guidance.** The overall political control of a PSO will be the responsibility of a single, internationally recognised, political organisation, i.e., the UN or OSCE. The senior executive body of the responsible organisation will appoint a Head of Mission and provide a clear written mandate specifying duration and terms of reference. The Head of Mission, whether the Force Commander (FC) or a civilian Special Representative, will then act on behalf of the responsible organisation in all matters related to the assigned mission. The responsible international organisation will request support for the conduct of the mission from regional organisations and/or NATO.

**b. Consent and Request of the Host Nation.** PSOs are normally conducted with the consent, or at the request of the recognized government, unless otherwise specified in the mandate from the responsible international organisation. The legal status of a PSF operating in a nation's territory is normally recognized through the vehicle of a Status of Forces Agreement (SOFA) negotiated between the host nation and the organisation responsible for the mission. NATO forces involved in the PSO could be included in such an agreement. The other principal parties to the conflict must also agree to the establishment of the operation. All parties must similarly agree to respect the impartiality and international identity, with associated privileges and immunities, of the PSF. Each of the principal parties may be involved in consultations on the selection of national **contingents**, as well as the SRSG (Special Representative of the Security General of the United Nations), FC (Force Commander), and other senior officers.

**contingents:** representative groups; quotas of troops

### **c. Voluntary Participation by Member Nations.**

- (1). **Participation.** Within NATO, all member nations must agree on Alliance support to a particular PSO, but some nations' involvement might not be appropriate, and other nations may choose not to participate. This should not preclude Alliance action in the PSO, as long as there is consensus on a NATO response.
- (2). **Force Contributions.** Types of personnel (professional, conscripts, or reserve) to be deployed are decisions left exclusively to contributing nations. However, implicit within a nation's offer to support a PSO is the understanding that resources will be made available promptly. Any political or military limitations of contributions to the PSF should be stated early so planners may account for them. Political restrictions should be minimized to allow commanders maximum flexibility within the terms of the mandate. It is also essential that military contributions meet necessary standards of training and performance for the tasks within the mission mandate. Once contributed, resources should not be withdrawn or reallocated

by nations without suitable notice being given to the NATO commander. Additionally, all forces will be under NATO command.

**d. Support for Political Settlement.** Before a PSO is established, there should be an understanding by the parties to the conflict that they will be expected to participate fully in the peacemaking and peace-building process, aimed at negotiating a lasting solution to the conflict. The mandating authority should establish its objectives with a specific end state in mind. NATO political and military objectives should be consistent with these objectives and the desired end state. The mission's mandate should be reviewed periodically by the responsible international organisation to determine if progress has been made, how the operation may be adjusted, or if the mission should be terminated. The NAC should advise the mandating authority of its collective view on continuation of a PSO involving Alliance support.

*Source: Bi-MNC NATO Doctrine for Peace Support Operations, "Introduction," (11 December 1995, pp. 4-11), Brussels: NATO Headquarters. Reprinted by permission.*

## Exercise 18

---

After you read the document, copy the questions and answer them in your notebook.

---

1. Explain the terms Peacemaking, Peacekeeper, and Peace Enforcement.
2. Why was the Directive for NATO Doctrine for Peace Support Operations written?
3. What common doctrine procedures regarding interoperability have been developed?
4. What are two examples of forces under the operational command of the MNCs?

## Exercise 19

---

Skim the following speech for the main idea. Then read the speech more carefully and answer the comprehension questions that follow.

---

## Opening of Euro-Atlantic Partnership Council Speech

I welcome you all to this historic inaugural meeting of the Euro-Atlantic Cooperation Council, "historic" because this meeting represents both an end and a new beginning.

It is now six years since the creation of the North Atlantic Cooperation Council. Our aim at the outset was to overcome decades of separation and division between European neighbours. I think we can safely say that we have travelled a long way—and successfully—along this path.

Today, the original goals of the North Atlantic Cooperation Council and Partnership for Peace have been fulfilled—indeed surpassed. We have seen the relationship between Allies and Partners grow and blossom.

Now it is time to close the NACC chapter and open a new one—Euro-Atlantic Partnership Council (EAPC). We have moved far beyond where we were in 1991. Cooperation has become a real two-way street. There is greater scope for joint decision-taking and coordination. And, as

NATO has carried forward its transformation on the basis of a broad, cooperative approach to security, so have the content and the potential of our NACC and PfP cooperation evolved.

The creation of the Euro-Atlantic Partnership Council is a clear demonstration of our evolving, deepening partnership. But it is more than a symbol of achievement. It is the forum in which new patterns of cooperation, and new possibilities for consultation and joint action, will be developed and brought to fruition.

Indeed, the initiative to create a Euro-Atlantic Partnership Council and to enhance PfP has been developed in close consultation with Partners. Partners will have new opportunities to consult with the Alliance more regularly and more substantively.

The EAPC will oversee development of an enhanced Partnership for Peace. Through the enhanced Partnership for Peace we intend to expand the scope of PfP exercises and involve Partners in the planning and execution of PfP activities. Partners will even be involved in various Alliance Headquarters. These measures will allow our most active partners to come very close to NATO and enjoy many of the security benefits that in the past have been the preserve of the Allies only.

We are moving to a new chapter of NATO's relations with Partner countries. We have worked together over the last months to set up the framework for a new quality of partnership. It is for all of us now to maintain this spirit of cooperation, and to add substance to our new creation.

*Source:* Dr. Javier Solana, "Opening of Euro-Atlantic Partnership Council" (30 May 1997) from *NATO Speeches*. [www] <http://www.nato.int/>. Reprinted by permission.

1. What was the aim of the North Atlantic Cooperation Council?
2. What does the creation of the Euro-Atlantic Partnership Council demonstrate?

3. What will be the function of the EAPC?

## Exercise 20

---

Read the document titled "Peace Invitation," which was issued by the Heads of State and Government participating in the meeting of the North Atlantic Council held at NATO headquarters, Brussels, on the 10-11 of January 1994. Then, write the main points in outline form in your notebook. If necessary, refer to the exercise on outlining in Unit 2.

---

## Peace Invitation

We, the Heads of State and Government of the member countries of the North Atlantic Alliance, building on the close and long-standing partnership among the North American and European Allies, are committed to enhancing security and stability in the whole of Europe. We therefore wish to strengthen ties with the democratic states to our East. We reaffirm that the Alliance, as provided for in Article 10 of the Washington Treaty, remain open to the membership of other European states in a position to further the principles of the Treaty and to contribute to the security of the North Atlantic area. We expect and would welcome NATO expansion that would reach to democratic states to our East, as part of an evolutionary process, taking into account political and security developments in the whole of Europe.

We have today launched an immediate and practical programme that will transform the relationship between NATO and participating states. The new programme goes beyond dialogue and cooperation to forge a real partnership—A Partnership for Peace. We therefore invite the other states participating in the NACC and other CSCE countries able and willing to contribute to this programme, to join us in the partnership. Active participation in the Partnership for Peace will play an important role in

the evolutionary process of the expansion of NATO.

The Partnership for Peace, which will operate under the authority of the North Atlantic Council, will forge new security relationships between the North Atlantic Alliance and its Partners for Peace. Partner states will be invited by the North Atlantic Council to participate in political and military bodies at NATO Headquarters with respect to Partnership activities.



The Partnership will expand and intensify political and military cooperation throughout Europe, increase stability, diminish threats to peace, and build strengthened relationships by promoting the spirit of practical cooperation and commitment to democratic principles that underpin our Alliance. NATO will consult with any active participant in the Partnership if that partner perceives a direct threat to its territorial integrity, political independence, or security. At a pace and scope determined by the capacity and the desire of the individual participating states, we will work in concrete ways towards transparency in defence budgeting, promoting democratic control of defence ministries, joint planning, joint military exercises, and creating an ability to operate with NATO forces in such fields as peacekeeping, search and rescue and humanitarian operations, and others as may be agreed.

To promote closer military cooperation and interoperability, we will propose, within the Partnership framework, peacekeeping field exercises beginning in 1994. To coordinate joint military activities within the Partnership, we will invite states participating in the Partnership to send permanent liaison officers to NATO Headquarters and a separate Partnership Coordination Cell at Mons (Belgium) that would, under the authority of the North Atlantic Council, carry out the military planning necessary to implement the Partnership programmes.

Since its inception two years ago, the North Atlantic Cooperation Council has greatly expanded the depth and scope of its activities. We will continue to work with all our NACC partners to build cooperative relationships across the entire spectrum of the Alliance's activities. With the expansion of NACC activities and the establishment of the Partnership for Peace, we decided to offer permanent facilities at NATO Headquarters for personnel from NACC countries and other Partners and facilitate closer cooperation.

---

## LEARNING STRATEGY

# Language Learning Log

## Exercise 21

---

Follow the instructions for completing the Language Learning Log that were given in Unit 1. Be sure to date your comments.

---

A grayscale photograph of two soldiers in full combat gear, including helmets and vests, walking across a flat, open area that appears to be an airfield or tarmac. The soldier on the left is in the foreground, and the soldier on the right is slightly behind and to the right. The background is a hazy, open landscape.

# **Unit 4: Partnership for Peace Challenges**

*To be prepared for war is one of the most effectual  
means of preserving peace.*

*—George Washington, Speech to Congress, January 8, 1790*

## Resources

You will need Unit 4 of this course, the Unit 4 recording, a tape/CD player, a blank tape, your notebook, pen or pencil, and your copy of *Webster's New World Dictionary*.

## Objectives

In this lesson you will

1. inquire about and report what someone has said.
2. review word order in reported speech.
3. use and correctly pronounce objective vocabulary, military expressions, and acronyms in the glossary.
4. compose a talking paper.
5. become familiar with new challenges for PfP.
6. discuss the NATO principles of peace support operations.
7. listen to electronic communications, including taped speeches and news broadcasts; take notes or write summaries.
8. edit and rewrite the draft for your oral presentation; gather or prepare any visual aids you may need.
9. record and critique your oral presentation.
10. read models of technical/military material and answer comprehension questions.
11. read authentic military articles and answer comprehension questions.
12. practice language learning strategies to promote language learning (cognitive, metacognitive, memory, social, and affective).

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**LEARNING STRATEGY**

In Unit 4, you will encounter new learning strategies as well as review some that you learned in previous units.

**Planning**

**Exercise 1**

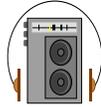
Planning is a good way to keep yourself on track. Take a few minutes to complete the schedule for Unit 4 in the same manner as you did those of the other units.

**Unit 4 Schedule**

Day	Plan	Actual
Mon	_____	_____
Tue	_____	_____
Wed	_____	_____
Thurs	_____	_____
Fri	_____	_____
Sat	_____	_____
Sun	_____	_____



**VOCABULARY**



Look at the reading titled “Towards a Partnership for the 21<sup>st</sup> Century, Part I” and follow along. The new vocabulary is in italics. As you listen to the reading, underline the words you do not know.

**Towards a Partnership for the Twenty-first Century Part I**

NATO Summit leaders approved an enhanced and more operational Partnership for Peace in Washington last April, further solidifying the Alliance’s role in Euro-Atlantic security. Partnership, along with crisis management, has become a fundamental security task of the Alliance and remains important **in its own right**. The Partnership for the twenty-first century that *emerged* from Washington will also reinforce other Summit initiatives such as NATO’s Defence Capabilities Initiative (DCI) and the Membership Action Plan (MAP) for Partners *aspiring* to join the Alliance. It supports the DCI in *addressing* the interoperability challenges associated with future multinational crisis response operations; and it reinforces the MAP by better focusing PFP participation on essential membership-related issues in defence and military fields. In addition, PFP will *likely* play a key role in *fostering* security and stability in the Balkan region **in the wake of** the Kosovo crisis.

**Enhancing Partnership**

The Washington Summit **brought to fruition** a number of important enhance-

**Learning Strategy**

*Planning your learning will help you attain your goal to improve your English skills.*

**in its own right:** for its own qualities

**likely:** probably

**in the wake of:** after a consequential event

**brought to fruition:** accomplished

**Learning Strategy**

*Highlighting  
important words  
helps you remember  
the new vocabulary*

**cornerstones:** essential elements

**heralded:** announced

**tailored:** individually organized

ments to Partnership for Peace that had been **launched** at the Madrid Summit in 1997, and which aimed to make PfP more operational and to give Partners a greater role in PfP planning and decision-making. These enhancements represent the **cornerstones** of the Partnership of the future.

The new Political Military Framework (PMF) for NATO-led PfP operations will provide for Partner involvement in political consultation and decision-making, in operational planning, and in command arrangements for NATO-led PfP operations. The PMF will stand alongside and support the Alliance's Combined Joint Task Force (CJTF) concept.

The expanded and adapted PfP Planning and Review Process (PARP) will more closely resemble the Alliance's force planning process. PARP will introduce Partnership Goals to define forces and capabilities declared by Partners for PfP activities. Ministerial Guidance will help shape these forces and capabilities.

Finally, PfP will continue to develop on the basis of enhanced defence-related and military cooperation, which allows, among other things, for significantly expanding Partnership's involvement in the PfP work of NATO committees, the presence of Partner officers in NATO military structures, and increasing the scope and complexity of NATO/PfP exercises.



## Reinforcing Operational Capabilities

The Washington Summit also **heralded** a new stage in the continuing evolution of PfP. Allies and Partners demonstrated their commitment to a more operational role for the Partnership by developing a coherent package of measures to reinforce PfP's operational capabilities.

Our experience in Bosnia and Herzegovina has clearly shown how important PfP cooperation is for effective multinational peace support operations. The increased operational **dimension** of PfP will take into account the lessons learned and practical experience **gained** in the IFOR/SFOR operations in Bosnia and address the specific challenges to military effectiveness and interoperability that such multinational operations present.

A new Operational Capabilities Concept (OCC) will be developed within PfP to improve the ability of Alliance and Partner forces to operate together in future NATO-led PfP operations. It will also provide increased flexibility in putting together **tailored** force-packages to **mount** and **sustain** future NATO-led PfP operations. The OCC will focus on the forces and capabilities **potentially** available for such operations. Its enhanced peacetime working relationships between Partner and Alliance headquarters and staffs, and between Allied and Partner formations, will facilitate the **integration** of these forces into a NATO-led force. Another central feature will be assessment and feedback mechanisms on the operational capabilities of forces declared by Partners.

The future PfP will also include a programme to increase the ability of training and education efforts to meet the current and future demands of Partnership. This programme will **strive** to improve interoperability and to promote greater cooperation and dialogue among the wider defence and security communities in NATO and Partner nations.

After you turn off the recording, silently read the paragraphs again. Next, in your dictionary or the glossary for this unit, look up the words you do not know. Write them and their definitions in your notebook. Then complete Exercises 2 and 3.

## Exercise 2

The following words are from the new vocabulary. Complete the following sentences using some of the words listed below. Write the sentences in your notebook.

mounting	emerge	addresses
aspires	gained	potentially
foster	dimension	integration

1. A military tribunal often \_\_\_\_\_ serious charges against servicemen and women.
2. Several nation states in Africa \_\_\_\_\_ independence in the 1960s and '70s.
3. All the heads of state wish to \_\_\_\_\_ a deeper commitment to the Partnership.
4. By \_\_\_\_\_ an offensive in that area, the general enabled them to prevent further enemy movement.
5. Lt Peseda \_\_\_\_\_ to rise quickly in the ranks by working hard and studying.
6. After the war, a \_\_\_\_\_ devastating famine threatened the population.
7. Only realistic training can build up better \_\_\_\_\_ of the various skills needed to handle a crisis situation.

## Exercise 3

Unscramble the words below and write one sample sentence with each word in your notebook.

1. tasin \_\_\_\_\_
2. chluna \_\_\_\_\_
3. geerme \_\_\_\_\_
4. visert \_\_\_\_\_
5. nionmdies \_\_\_\_\_

## VOCABULARY



Listen to the reading titled "Towards a Partnership for the 21<sup>st</sup> Century, Part II" and follow along. The italicized words are the new vocabulary. As you listen, circle those words you do not know.



## Towards a Partnership for the Twenty-first Century Part II

**forum:** a place or medium for expressing ideas

**looting:** robbing, especially during war

**thereby:** thus

### Tapping Partnership's Full Potential for Crisis Management

The decisions taken at Washington mark a further, though not the final, stage in the development of the Partnership. The Euro-Atlantic Partnership Council (EAPC), which itself continues to *mature*, combines with the enhanced and more operational PfP to provide NATO and its Partners with a powerful set of tools to better contribute to confidence-building, security and stability in the Euro-Atlantic area. The EAPC has already proved its worth as a **forum** for political consultations on topics ranging from Bosnia and Herzegovina and the crisis in Kosovo to humanitarian demining.

We have also seen the benefits of our *practical* PfP cooperation in defence and military fields. The interoperability achieved in the first years of the Partnership was an early *dividend* and an important factor in the successful integration of Partner forces in IFOR and SFOR. Both the EAPC and PfP will, however, continue to evolve to meet the challenges of the still dynamic security environment in the Euro-Atlantic area. Neither has reached its full potential in crisis prevention and crisis management.

Achieving that potential is one of the Partnership's future challenges. The operational dimension of PfP in particular has largely focused on interoperability, thus providing the capability to *field* a NATO-led multinational force involving Partners, should that be necessary in crisis. The reinforced capabilities now *envisaged* will bring this into even sharper focus in future.

PfP has also proved to be a valuable and flexible tool for crisis management. Tailored assistance programmes with Albania, put in place after the internal crisis of 1997, have helped rebuild the Albanian armed forces and deal with other consequences of that crisis, notably problems caused by the destruction and **looting** of ordnance storage sites. The NATO/PfP Cell in Tirana is a visible demonstration of the Alliance's interest and commitment in the region.

Today, tailored programmes with Albania and the former Yugoslav Republic of Macedonia are *integral* elements of the Alliance's overall approach to dealing with the crisis in Kosovo. PfP exercises have provided valuable operational experience in the region, and practical assistance through PfP has helped both countries improve their capacity to patrol their borders and modernise their armed forces.

### Strengthening Other Summit Initiatives

At the Washington Summit, Alliance Heads of State and Government met with the countries of South-eastern Europe and proposed a consultative forum on security matters as part of NATO's effort to enhance security and stability in the region. PfP tools and mechanisms could help give substance to this proposal, possibly through targeted security cooperation programmes for the countries in the region, **thereby** demonstrating PfP's potential to support peace-building in the wake of a crisis.

The *inherent* flexibility of PfP will also be demonstrated by its role in supporting the defence and military aspects of the Membership Action Plan (MAP) for the nations aspiring to join the Alliance. Under the MAP, aspirants will be able to request tailored Individual Partnership Programmes (IPPs) to focus their PfP cooperation on essential membership-related issues. These tailored IPPs will be built around a *core* programme of cooperation that would be essential for aspirants. This approach will encourage increased specialisation, assessment and feedback in PfP

programmes and, in this way, support the planning targets for aspirants developed within the general **framework** of the expanded and adapted PARP. Such cooperation with aspirant countries, while offering core areas of cooperation through the Partnership Work Programme, could potentially **broaden** the scope of cooperation for all Partners and thereby strengthen the Partnership as a whole.

## A “Strategic” Partnership for the Twenty-first Century

The Alliance has always viewed its cooperation with Partners as a dynamic process which would evolve progressively as NATO and Partners **drew** closer. PfP’s first five years of active cooperation between Allies and Partners represent a success that has far exceeded initial expectations. Yet the Partnership still holds a huge **untapped** potential. Allies and Partners are together building mechanisms for future “coalitions of the able” not only for joint operations, but also for conflict prevention and post-conflict rehabilitation. The Partnership envisaged will also work towards a stronger political dimension to **complement** its more **robust** defence and military cooperation. This will be the essence of the “strategic” Partnership for the twenty-first century.

*Source: NATO Review, Vol. 47, No. 2 (Summer 1999), Updated 30 August 1999, Webedition, pp.29-32 [www] <http://www.nato.int/docu/review/1999/9903-09.htm> Reprinted by permission.*

This article was written by Charles J. Dale, Director of Defence Partnership and Cooperation in NATO’s Defence Planning and Operations Division.

**After you turn off the recording, silently read the paragraphs again. In your dictionary or the glossary of this unit, find the meaning of the words you do not know. Then complete Exercises 4 and 5.**



## Exercise 4

Rewrite the following sentences in your notebook and replace the underlined words with one of the vocabulary words in the list below. The form of some of the words will need to be changed.

mature	broaden	robust
field	inherent	envisage
core	practical	dividend

1. In order to widen the experience of our troops, we need to send them to next year’s live flight exercise.
2. The best thing about participating in field exercises is the useful training it provides.
3. Putting troops in the field assumes the presence of logistical support.
4. The protests against delaying the elections were very strong.
5. Young soldiers become more fully developed as they gain experience.
6. An unexpected bonus of the growing economy was the lessening of civil unrest.
7. A basic value of his personal philosophy is the importance of hard work.

## Learning Strategy

*Placing new words in context helps you integrate them into your knowledge.*

**framework:** basic structure

**untapped:** present but unused

8. The commander has a mental picture of the base after major improvements are made.

## Exercise 5

Match these words with their definition.

- |                    |                            |
|--------------------|----------------------------|
| 1. ____ complement | a. intrinsic               |
| 2. ____ integral   | b. essential               |
| 3. ____ draw       | c. to make complete        |
| 4. ____ inherent   | d. to cause to move closer |

## GRAMMAR

Do this section one part at a time. Read the material, work each exercise in your notebook, and check your answers against the answer pages at the end of the book. Repeat the process for any part of the material that is not clear.

## Word Order

Because rules for word order vary from language to language, it is not surprising that students of English sometimes experience difficulty in determining the correct word order of a sentence. Most students are aware that in an English statement, the normal word order consists of a subject followed by a verb that agrees with it. The verb, in turn, is often followed by a complement or an object.

Examples:

Today is Tuesday.

An officer salutes his superiors.

Most students also know that to formulate English questions, they must make changes to the subject and the verb (or some part of it).

Examples:

Is today Tuesday?

Does an officer salute his superiors?

The fundamental rules of word order are fairly straightforward, but there are some aspects of the grammar of certain sentences which might cause confusion regarding word order. Consider the sentences in the exercise that follows.

## Exercise 6

Read the following series of words. Put the words in correct order so that they form a meaningful statement or question. Write the unscrambled sentences in your notebook.

- up morale the brought major issue the of flow
- steep troops mountain the up slope the advanced
- crew tanks maintenance check when the asked he the would
- runner gave the Colonel Morse a for letter she
- today isn't colonel key meeting staff several the officers
- every English evening Lieutenant home Anamuradov studies at

As you can see from these examples, some sentences involve specific grammatical areas that might cause uncertainty about word order despite the simplicity of the basic rules. Among these grammatical areas are the following: (1) noun clauses in reported statements and in indirect questions, (2) direct and indirect objects occurring together after a verb, (3) pronouns used with two-word verbs (phrasal and verb/particle), and (4)

### Learning Strategy

*After you complete grammar exercises, you should use the new patterns in real life situations.*

adjectives, adverbs, and adverbial phrases used singly or in sequence. A complete discussion of these and related problem areas dealing with word order would require more time and space than are available here; consequently, this text will focus on determining correct word order in only the first category, viz., reported speech and indirect questions. The general rules of reported speech will be addressed first. In Unit 5, additional information will be provided regarding indirect questions.

## Word Order In Reported Speech

One can report what someone has said verbatim, by means of direct quotation; for example, Julius Caesar said, "I came; I saw; I conquered." Direct quotation is a very accurate method of reporting, but it is also a very formal and an extremely exacting one. It is generally neither feasible nor desirable to report what people have said by means of so stringent a method; therefore, most people merely paraphrase closely the information being reported. Reporting by means of a close paraphrase is called indirect speech or reported speech. Consider the following example of a statement being reported.

Example:

Statement by Karl von Clausewitz: The art of war in its highest point of view is policy.

Direct quotation: Karl von Clausewitz said, "The art of war in its highest point of view is policy."

Reported (indirect) speech: Karl von Clausewitz said that the art of war in its highest point of view was policy.

Even though reported speech is a less exacting method of reporting information than direct quotation, it still requires some measure of care insofar as it has some rules of its own that must be followed. Notice that the reported matter in indirect speech is in the form of a noun clause

introduced by "that." The word "that" is always implied in such a clause, but it is not always stated. Note also that certain shifts can occur in the noun clause containing the reported matter. One kind of shift is that from noun to pronoun (or from pronoun to pronoun). Another shift involves a change in the tense of the verb in the noun clause to a past or perfect form. The following exercises will help you analyze and construct reported speech.



### Exercise 7

---

Listen to and read the following example of a quotation and a reported statement based on it. Note the shifts in pronouns and tense. Example: Direct quotation: The ship's captain said, "I do not tolerate insubordination." Reported speech: The ship's captain said that he did not tolerate insubordination. Now look at the following examples, and as you read them, listen and repeat.

---

1. Direct quotation: The commander said, "I am grateful to this base for hosting the Tactical Air Meet."

Reported speech: The commander said that he was grateful to that base for hosting the Tactical Air Meet.



2. Direct quotation: The representative said, “My company provides avionic computers for all *your* airborne processing requirements.”

Reported speech: The representative said that *his* company provided avionic computers for all *our* airborne processing requirements.

3. Direct quotation: The maritime researchers reported, “We plan to study military use of underwater acoustics.”

Reported speech: The maritime researchers reported that *they* planned to study military use of underwater acoustics.

### Learning Strategy

*When you do grammar exercises, it is important for you to strive for 100% accuracy.*

## Exercise 8

Read the following quotations. In your notebook, rewrite them in the form of reported speech. Highlight any shift from noun (or pronoun) to pronoun in the noun clause and any shifts in tense. Use the following example as a model. Example: Direct quotation: The captain said, “I want a copy of the ship’s log.” Reported speech: The captain said that he wanted a copy of the ship’s log.

1. Direct quotation: The engineers conducting enemy obstacle reconnaissance stated, “We use predictive intelligence to identify mine fields ‘reseeded’ by the enemy after our route clearance sweep.”
2. Direct quotation: The lieutenant colonel said, “The drill sergeant and I do vigorous PT to set an example.”
3. Direct quotation: Ms. Trent, the author of the article, stated, “I think two battle drills for mechanized infantry are being revised to reflect the recent experiences in the peace-keeping operation.”

## Exercise 9

Read the following reported statements. Underline the reporting verb in the main clause and the verb in the reported clause, as shown in the example that follows. Example: The colonel said that all civilians were being evacuated.



1. The reporter stated that the missile system’s hits had been swift, accurate, and lethal.
2. The leaders claimed they were committed to the peace process.
3. The Pentagon indicated it was studying computerized war games to assess precision strike weapons.
4. The report stated that the brigade’s tasks under the peace accord did not include surveillance of the zone of separation (ZOS).

## Exercise 10

Change each of the following statements in direct quotation to indirect speech. Remember to use a pronoun and to make a shift in tense where applicable. Write the changed sentences in your notebook.

1. Direct quotation: The pilot said, “I fly a multi-role combat aircraft in the two-ton class.”
2. Direct quotation: The soldiers said, “We have a constant problem with

fatigue due to daily 100 degree temperatures.”

3. Direct quotation: The representatives of the foreign group purchasing the weapons system said, “Our group needs another copy of the direct offsets agreement.”

## Exercise 11

---

In your notebook, write any two statements you have heard recently. First write the information in direct quotation form; then relay it using reported speech.

---

1. Direct quotation:  
Reported speech:
2. Direct quotation:  
Reported speech:

## Special Cases in Reported Speech

Not only does reported speech have basic requirements about pronoun shifts and shifts in tense in general, it also calls for special care with regard to shifts in tense in particular instances, viz., when one is reporting general or scientific truths, when one is doing immediate as opposed to later reporting, and when one is employing a present, present perfect, or future verb as the reporting verb in the main clause. Consider the tenses of the verb in the reporting clause and the verb in the noun clause in each of the following examples.

Example 1:

Statement: The instructor stated, “Water freezes at 32° Fahrenheit.”

Reported statement (general/scientific truth): The instructor stated that water freezes at 32° Fahrenheit.

Note that the verb in the noun clause does not shift to the past.

Example 2:

Statement: Major Le Comte says, “I want all the staff to report to me at 1300 today.”

Reported statement (immediate reporting): Major Le Comte says he wants all the staff to report to him at 1300 today.

Reported statement (later reporting): Major Le Comte said he wanted all the staff to report to him at 1300 today.

Notice the distinction in the tenses of the verbs in the two sentences. One sentence uses the present tense in both the main clause and the subordinate clause; the other sentence employs the past in both clauses.

Example 3:

Statement: The MP will tell the commander, “I make a security check every night at 2200 hours.”

Reported statement with reporting verb in present, present perfect, or future: The MP will tell the commander that he makes a security check every night at 2100 hours.

In this type of construction the verb in the noun clause remains the same as in the original utterance.

## Exercise 12

---

Match the following clauses by putting the letter of the noun clause in the blank after the main clause.

---

1. In the briefing about infiltration attacks, the lieutenant colonel said \_\_\_\_\_.
2. The Under Secretary of Defense for Policy said \_\_\_\_\_.
3. The International Committee for the Red Cross said \_\_\_\_\_.

- a. there are four principles that have made NATO a strong and successful alliance.
- b. it takes a full-strength infantry platoon to carry a TOW (Tracked Optically-Wired Guided Reference Weapon) and four missiles.
- c. the casualty estimates posted are not accurate.

### Learning Strategy

*Highlighting important words and concepts helps you remember them better and find them faster when you need them.*

**Note:** British spelling **optimise** is used in the original text; American spelling is **optimize**.

### Exercise 13

Change the information in the direct quotation to reported speech format. Write the sentences in your notebook.

1. Direct quotation: The mechanic says, "I service the Jeep every four weeks."  
Reported speech (reported immediately):
2. Direct quotation: The mechanic says, "I service the Jeep every four weeks."  
Reported speech (reported later):
3. Direct quotation: The survival training leader said, "The needle on the compass points to magnetic north."  
Reported speech (general/scientific truth):
4. Direct quotation: The officer has often said, "I make the men do extra PT every day."

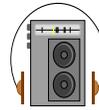


Reported speech (reporting verb in present, present perfect, or future):

### Exercise 14

Gather some samples of your writing and edit them for correct use of reported speech.

### VOCABULARY



Listen to the reading titled "PfP Training Centers" and follow along. The italicized words are the new vocabulary. Circle those words you do not know.

## PfP Training Centres: Improving Training and Education in Partnership for Peace

The principal aim of the Training and Education Enhancement Programme (TEEP), which was *endorsed* by Allied Heads of State and Government at the Washington Summit last April, is to increase the capacity of training and education efforts to meet the current and future demands of the enhanced and more operational Partnership. The TEEP seeks to *optimise*, harmonise and increase the transparency of NATO and national PfP training and education activities, and increase their contribution to the Partnership for Peace cooperation process.

## The Concept for PfP Training Centres

Both Allies and Partners need to concentrate energy and resources, while collecting and sharing lessons learned, and establishing best practice. The TEEP **highlighted** that one way of achieving this is through setting up PfP Training Centres to offer high-quality training and education activities to all Allies and Partners.

A promising start has been made already through the Concept for PfP Training Centres, which was approved by the North Atlantic Council on 16 November 1998. It set the **ground rules** for associating national institutions with the NATO-PfP framework, introducing a uniquely collaborative approach to the essential investment in human resources needed to support the Enhanced and More Operational Partnership launched at the Washington Summit. Through this Concept, Allies and Partners took a significant step towards fostering a greater role for national training **facilities** within the Partnership.

The Concept underlines the growing importance of education and training in enhanced PfP, and **underscores** the potential role that the PfP Training Centres can play in the common **endeavour** to improve training and education, promote regional cooperation and contribute to interoperability.

Any national training facility seeking to be designated as a “PfP Training Centre” needs to satisfy the basic principles set out in the Concept. Each application is forwarded by the host country and subjected to careful **screening** by a NATO Team - made up of members of the International Staff, the International Military Staff and Major NATO Commands - before official recognition is **granted** by a Council decision.

**To date**, six high quality national training establishments have been designated PfP Training Centres by the Council, several of them with a well-established **track record** and international reputation. These centres are already demonstrating what

the designation “PfP Training Centre” stands for: quality, transparency and collaboration. Indeed, one of the main reasons for a training establishment to apply for the official PfP designation is to be recognised as being part of a family of **prestigious** training establishments.

## Designated PfP Training Centres

The foundation of the emerging network of PfP Training Centres was laid at the **inauguration** of the centre in Ankara in 1998. This centre provides quality training and education support to Partner nations and assists Partners in reaching the interoperability levels required for participation in NATO-led PfP operations and exercises. It offers operational and strategic level courses, while also coordinating and **steering** the tactical-technical level courses of other Turkish military schools. The centre offers the full benefits of training in an Allied country, covering nearly the entire range of Interoperability Objectives established by NATO for Partner armed forces.

The PfP Training Centres already designated in Partner countries are described below.

### *Yavoriv Training Centre, Ukraine*

This was the first Partner facility to be recognised as a PfP Training Centre, and has a long track record of PfP and similar exercises.

### *Almnas Pfp Training Centre, Sweden*

With excellent facilities and accommodation for 80 participants, this centre aims to enhance PfP cooperation generally, as well as more specifically promoting PfP cooperation in the Baltic Sea region. Activities include simulations, PfP planning, pre-mission and PfP exercise training, staff officer courses and language training, and other courses and seminars. An outdoor training area offers possibilities for unit training and smaller field exercises. The Swedish Centre participated in the PfP Simulation Network demonstration conducted on the margins of the Washington Summit.

## Learning Strategy

*Placing new words in context helps you integrate them into your knowledge.*

**ground rules:** basic rules

**underscores:** emphasizes

**screening:** examination

**to date:** until now

**track record:** documentation of past performance

**Note:** British spelling **endeavour** is used in the original text. American spelling is **endeavor**.



*Bucharest Pfp Training Centre, Romania.* Established in 1997 to conduct joint training activities and promote a better understanding of common NATO/PfP related issues, this centre offers “army brigade,” “joint service,” “peace support operations” and other courses in English. Training activities are conducted with guidance from an Allied nation in accordance with NATO.

*Source: NATO Review, Vol. 47, No. 3 (Autumn 1999), Updated 15 Nov 1999, Webedition, pp.31-32 [www] <http://www.nato.int/docu/review/1999/9903-09.htm> Reprinted by permission.*

### Learning Strategy

*Organizing the new words into meaningful groups helps you learn them.*

link: connection

Read the paragraphs again. In your dictionary or the glossary at the end of this unit, look up the words you do not know. Then complete Exercise 15.

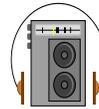
### Exercise 15

Match each of the vocabulary words with its definition.

- |                     |                                |
|---------------------|--------------------------------|
| 1. ____ highlight   | a. to approve, support         |
| 2. ____ prestigious | b. to give as a right or favor |
| 3. ____ endorse     | c. a ceremonial dedication     |

- |                      |                                       |
|----------------------|---------------------------------------|
| 4. ____ facility     | d. something built to serve a purpose |
| 5. ____ steer        | e. to make as perfect as possible     |
| 6. ____ optimise     | f. to direct                          |
| 7. ____ endeavour    | g. a determined effort                |
| 8. ____ inauguration | h. having high standing               |
| 9. ____ grant        | i. to center attention on             |

## VOCABULARY



Listen to the readings titled “Logistic Support for PfP” and “Logistic Support for Peace Support Operations” and follow along. The new vocabulary words are in *italics*. As you listen, circle the words which you do not know.

## Logistic Support for Partnership for Peace (PfP)

### Partnership Working Tools and Working Procedures

NATO’s PfP cooperation with Partners is based on a set of partnership working tools: the Partnership Work Programme (PWP), the Individual Partnership Programmes (IPPs) and the PfP Planning and Review Process (PARP). There is a clear **link** between these working tools from which a routine cycle for PfP military cooperation has been established.

## Partnership Work Programme

NATO develops a PWP which describes the fundamentals of NATO's PFP cooperation and combines NATO's and Partners' cooperation activities **on offer**. The Political-Military Steering Committee (PMSC) is responsible for the overall coordination of the PWP.

## Individual Partnership Programme

The Individual Partnership Programme (IPP) is developed and **updated** with each Partner under the guidance of the PMSC and **consolidates** political, operational and planning aspects of individual PFP cooperation. The IPP describes the main goal of the Partner's individual cooperation with NATO and details the Partner's forces and **assets** available for PFP purposes. It is valid for three years although subject to a mid-term review. Once approved by the NAC and accepted by the Partner, the IPP is ready for implementation and can later be used for planning and budgeting purposes.

## PfP Planning and Review Process

The PARP is offered to Partners to provide a basis for identifying and evaluating forces and capabilities that might be made available by them. PARP planning targets in the form of PARP Interoperability Objectives (IOs) are **translated** into appropriate objectives and sub-objectives to aid achievement of the required level of standardization, as indicated in these planning targets, after a certain period. There are 22 logistics-related IOs (see *Annex A in the NATO Logistics Handbook*). NATO supports Partners through appropriate activities for education, training, application and by evaluation of results in standardization efforts. These activities are included in the Partnership Programmes.

Source: *NATO Logistics Handbook* (Oct. 1997), [www] <http://www.nato.int/docu/logi-en/1997/lo-503.htm>

# Logistic Support for Peace Support Operations

## Traditional Peacekeeping Missions

Whilst these are not official NATO definitions, the three categories of traditional peacekeeping missions may be **regarded** as observation, interposition force, and transition assistance. It is important to understand that in a specific peacekeeping operation there may be aspects of two or all categories, as well as elements of humanitarian missions.

### Observation

An Observation Mission is the most basic peacekeeping operation, and its fundamental purpose is to observe and report. This operation may range in size from as few as 20 personnel to several hundreds.

### Interposition Force

This type of operation is conducted as a means of keeping two opposing military forces apart, in the immediate **aftermath** of hostilities while negotiations for a peace agreement are in progress. This requires the interposition of an **impartial** force between the **belligerents**, the establishment of a **buffer zone**, and continuous **monitoring** of the agreement. The size of the force and its concept of operations will depend upon the terrain, the availability of peacekeeping units, and the specific requirements necessary to achieve control of the buffer zone and the separation of the opposing armed forces.

### Transition Assistance

This type of operation is initiated to support the transition of a country to peaceful conditions and an acceptable political structure after a civil conflict or struggle for independence or **autonomy**. The peacekeeping force attempts to **effect** an end to violence, to foster an environment in which the population can return to

## Learning Strategy

*Seeking out opportunities to practice your English will make your learning more meaningful.*

**on offer:** available

**whilst:** although

**aftermath:** the time period following a usually destructive event

**buffer zone:** a neutral area separating 2 or more entities

a normal life, and to support the achievement of a negotiated settlement by the parties in conflict. The execution of this mission will probably require a large peacekeeping force, with *distinct* and often co-equal military, civil police, and civil administrative components. There must be close and continuous coordination of the activities of all these components as well as other agencies, such as the United Nations High Commission for Refugees (UNHCR).

*Source: NATO Logistics Handbook (October 1997), [www]http://www.nato.int/docu/logi-en/1997/lo-603.htm*

After you turn off the recording, silently reread the paragraphs. In your dictionary or the glossary of this unit, look up the words you do not know. Then complete exercises 16 and 17.

## Exercise 16

In your notebook, write out the following sentences. Fill in the blank with the appropriate word. There are more words than you need.



update	impartial	belligerents
assets	effect	translate
regard	distinct	consolidate

1. The lieutenant will \_\_\_\_\_ you as soon as he receives the after-action report.
2. To better \_\_\_\_\_ the policy into action, we have to meet with the committee.
3. In that conflict, there were at least 3 or 4 \_\_\_\_\_ fighting.
4. Among our \_\_\_\_\_ are a field hospital and a full support staff.
5. The steering committee will \_\_\_\_\_ changes in the agenda.
6. The commandant has come to \_\_\_\_\_ the unit's chaplain as a source of harmony.

## Exercise 17

Unscramble the words below and write one sample sentence with each word in your notebook.

1. toromin \_\_\_\_\_
2. taimplair \_\_\_\_\_
3. istdcint \_\_\_\_\_
4. nyaumoot \_\_\_\_\_
5. conidatesol \_\_\_\_\_

### Learning Strategy

*Rehearsing dialogs in your head and with other students can help you sound more fluent.*

## FUNCTION

## Inquiring About and Reporting What Others Have Said

As a staff officer, there will be times when you will need to inquire about a situation and report what is said. This way of relaying information is called reported or indirect speech. As noted in the grammar section of this unit, indirect speech uses a noun clause to report what has been said, involves shifts in tense and noun/pronoun use, and does not use quotation marks.

Read the following example dialogue and the report based on it.

Lt Col Allen: Good morning, Major Rivera.

I understand you met with the locals this morning?

Maj Rivera: Yes, sir. I was approached by a group of them a little while ago. They're very anxious about the area just east of the town. They're afraid there are still mines there. After two of their young people were killed by an undetected mine, they're afraid to let their kids go near there.

Lt Col Allen: Do they want another sweep?

Maj Rivera: Yes, sir. I told them I was looking into having EOD expand their efforts to cover the area from the outskirts of the town up to 3 kilometers east of the border.

Lt Col Allen: That's a good idea. Tell EOD to begin as soon as they've finished working near the destroyed vehicle on Hill 207.

Maj Rivera: Yes, sir. I'll see to it right away.

Now look at the report based on the dialogue.

Major Rivera *reported* to Lt Col Allen that he had spoken with a group of the local people earlier that morning. He *related* that the people had appeared anxious about mines still existing in the area just east of the town. He *said* that after two of their young people were killed by an undetected mine, the people had become frightened of letting their children go near there. The major *informed* the people that he was looking into having the route clearance team expand their efforts in that area. Lt Col Allen *declared* that it was a good idea to do an expanded sweep, and he *indicated* that the major should direct the EOD to begin as soon as they had cleared the area around Hill 207.

Now read the following dialogue:

Col Short: Come in, Colonel. Fill me in about the incident that occurred last night during the patrol near the check-point.

Lt Col Reed: Yes, sir. I spoke with the patrol leader, and I got a detailed report from him, too. The secretary is preparing a copy for you.

Col Short: So, what exactly happened?

Lt Col Reed: Fortunately, not much. Apparently, two men wearing civilian clothes and leading a horse and cart were stopped while traveling down a small road near the village.

Col Short: Why were they stopped? You know the ROEs preclude our stopping civilians without probable cause.

Lt Col Reed: There *was* probable cause. As you know, both factions in that area had formally

### Learning Strategy

*Asking yourself questions before reading a text helps you monitor your understanding of the material.*

agreed on observing a curfew beginning at 2200, and it was nearly midnight when the incident occurred.

Col Short: Were the men searched?

Lt Col Reed: Yes, though the patrol leader was wary of attempting to search them. He was concerned that they might be carrying weapons for the insurgents in the cart, and that if found out, they might use violence to resist being detained.

Col Short: Did they offer resistance?

Lt Col Reed: No. They made it clear despite some language barriers that they didn't like being interrogated, but they were more or less cooperative.

Col Short: So no weapons were found?

Lt Col Reed: A search revealed the cart contained mostly feed for animals, but there was one old rifle in it. The men claimed they always carried it in the cart in case they were set upon in the woods. They didn't say by what or by whom, but I presume they feared not only insurgents and looters, but possibly us as well.

Col Short: Did they give a reason for violating the curfew?

Lt Col Reed: They claimed that a wheel had fallen off the cart in a ditch and that they had had a hard time fixing it. Since the patrol leader found no contraband and no reason to detain them further, he let the men go.

Col Short: I'm glad nothing came of this incident. You know the tension among both parties to the conflict is high. It's a relief that these people did not construe this search as harassment and challenge the patrol. I plan to stay on top of this sensitive situation, so keep me informed of any news as soon as you hear it.

## Exercise 18

---

Using the verbs listed below, that indicate what was discussed, answer in writing the following question: What did Col Short and Lt Col Reed state in their conversation?

---

say	recount	maintain
claim	remark	declare
allege	assert	imply
mention	indicate	relate
state	insist	confirm
report		inform

---

## Exercise 19

---

When you have written your account of what was discussed, use your tape recorder and a blank tape to record what you have written. Keep your practice tape with your course materials. Make use of it to critique your pronunciation, loudness, rate of speech, etc., as you prepare for oral presentations, formal or informal.

---

## LISTENING SKILL

### Listen to the News

#### Exercise 20

Listen to or view at least three news broadcasts in English this week. Use the News Broadcast Listening/Viewing Form in Appendix G as a guide. As you listen, take notes. Ask the information questions that you learned in Unit 1: Who?, What?, Where?, When, and Why? Then, in your notebook, write answers to the questions.

## READING SKILLS

#### Exercise 21

Read the questions that follow this article. Then, as quickly as you can, scan the article to find the answers and underline them in the text.

### Peaceshield '99 Concludes on 14 Aug. in Ukraine

PATCHBARRACKS, Stuttgart-Vaihingen (15 Aug '99)—Over 350 U.S. soldiers have concluded multinational peacekeeping training in Ukraine.

Approximately 1000 soldiers from 17 countries took part in Peaceshield '99 - an "In-the-Spirit-Of" Partnership for Peace (ISO PFP) multi-national brigade computer-assisted command post exercise, with a linked field training exercise. Peaceshield '99, hosted by Ukraine and sponsored by

the United States, took place at the recently designated NATO PFP Training Center at Yavoriv, Ukraine, August 1-14, 1999.

The U.S. contingent included elements from the Southern European Task Force (SETAF) from Vicenza, Italy, and National Guard soldiers from California, Kansas, and Illinois. California is aligned with Ukraine under the State Partnership Program, which matches U.S. Reserve Component units from selected states with countries in eastern and central Europe.

Other NATO countries participating included Belgium, Denmark, Greece, Italy, Norway, Poland, Turkey and the United Kingdom. Partner nations included Azerbaijan, Bulgaria, Georgia, Latvia, Moldova, Romania, and Ukraine.

The exercise was the latest **iteration** in a series of ISO PFP Peaceshield exercises dating back to 1995. The U.S. has committed itself to the promotion of **mutual** understanding and cooperation between the U.S. and Ukraine, as well as between those two nations and other participating countries.

The peacekeeping **scenario** provided for a four-day field training exercise **concurrent** with a computer-assisted command post exercise to train two multi-national brigade headquarters. For the first time, the 1st Ukrainian Polish Peacekeeping Battalion participated in the Peaceshield '99 scenario.

Peaceshield '99 focused on the combined command and control, and staff procedures at brigade level. It was conducted in a combination of fixed facilities and tactical command posts. Each day began with a training session to address the major collective tasks that would be the focus of the day's events. After the daily training session, the exercise play ran from 0900 to 1500, and concluded with an after-action review.

Key events of the exercise included the opening ceremony and distinguished visitor day on August 5, the actual exercise

#### Learning Strategy

*Use titles and subtitles to figure out what the text is about.*

**iteration:** a repetition

**mutual:** shared

**scenario:** a sequence of imagined events

**concurrent:** occurring at the same time

August 9-12, Observer Day August 11, and the Closing Ceremony on August 13.

Peaceshield '99 was supported and coordinated by the US Defense Attaché Office at the U.S. Embassy, Kiev, the U.S. European Command, Stuttgart, Germany, and the Southern Europe Task Force, Vicenza, Italy.

*Source:* [www]http://www.eucom.mil/exercises/99/peaceshield99.htm

**advocating:** defending a proposal

**sophistication:** the development of complexity or knowledge

### Learning Strategy

*Understanding the main point of the paragraph will help you guess at the meaning of words you do not know.*

---

**Reread the preceding selection more carefully. In your notebook, write the answers to the questions.**

---

1. Which NATO countries participated in Peaceshield '99?
2. What is the State Partnership Program?
3. How long did the field training exercise last?
4. What was the main focus of Peaceshield '99?

---

## READING/WRITING SKILLS

### Exercise 22

---

The following reading is made up of excerpts from a report about a PfP simulation exercise. Before reading the following selection, look at the subtitles and write questions using them. For example, "What are the background reasons for a PfP simulation demonstration?" "What was the scenario?" Then read the text and find the answers.

---

# Final Report on the Partnership for Peace Simulation Network Demonstration

## Executive Summary

### Background

In a June 1998 presentation to the Euro-Atlantic Partnership Council (EAPC), US Secretary of Defense Cohen outlined a new vision for PfP training and education. **Advocating** the establishment of a PfP-based cooperative security network, his proposal recognized the need for Partners to graduate to higher levels of **sophistication** in the conduct of military exercises and cooperative defense education.

In identifying the way ahead, Secretary Cohen cited the training of future leaders as a critical task. Within the context of PfP, one way to accomplish this is to strengthen existing defense educational institutions by linking them together. To this end, the Secretary proposed a three-part strategy: to establish (1) a Consortium of Defense Academies and Security Studies Institutes, (2) an exercise simulation network focused on peace support operations scenarios, and (3) a cooperative network of nationally sponsored PfP training centers.

To guide implementation of the second element, the Office of the Secretary of Defense/Assistant Secretary of Defense for International Security Affairs/NATO provided a policy framework for a PfP Simulation Network. This network is envisioned as a near-real-time interactive simulation network that will provide for both combined and joint operations; link military, political-military, and civil-military components into simulation, modeling, and training; and fully link and integrate training with strategically focused professional military education.

## The Demonstration

The PFP Simulation Network demonstration was a US Atlantic Command (USACOM) **pilot program** conducted in collaboration with members of the PFP and NATO. The demonstration was conducted during the NATO 50<sup>th</sup> anniversary summit held in Washington DC, April 23-25, 1999. It was highly successful and met each of its objectives. Approximately 750 guests including the heads of state of several countries, ministers of defense, other cabinet-level officers, and a wide range of flag and general officers attended. The media were well represented including CNN, the Washington Post, the New York Times, and various members of the international press.

## Introduction

The PFP Simulation Network (PSN) demonstration was executed by the Joint Warfighting Center (JWFC), USACOM, supported by the Swedish Defense Wargaming Center. Major elements of the planning effort included: exercise structure, manning, logistics, systems, site preparation, and demonstration execution. An additional task, a “Technology Options Demonstration,” was added after the initial planning process was begun.

## Project Synopsis

The basic context was to demonstrate the execution of a computer-aided exercise distributed throughout Europe and the United States and to show how this type of training can enhance the level of sophistication of training of Partner nation military commanders and their staffs.

## Participant Selection

Countries were selected to participate based on the maturity of their internal training programs and their ability to operate within the environment of a computer-aided exercise. Sweden and its Peace Support Operations Gaming center played a leading role in planning and

execution, including acting as host for the Final Planning Conference. Sweden was the logical choice as the site for exercise technical control since it was important to demonstrate the ability of a Partner nation to execute this type of exercise. For simplicity, it was also selected as the site for the Maritime Component Command.

Hungary was selected as the site for the Land Component Commander. Two brigades were assigned to the Land Component Commander. One was originally planned for the Former Yugoslav Republic of Macedonia but had to be moved due to the escalation of NATO operations in Kosovo and Yugoslavia. It was modified to be a Multinational Brigade and moved to The Hague, Netherlands **collocated** with the NATO Consultation, Command, and Control Agency (NC3A). The second brigade, manned by Finland, was located at the Washington, DC summit site as an additional part of the demonstration. The Air Component Command was located in Nieuw Milligen, The Netherlands. Exercise support cells were established at the Joint Warfighting Center in Suffolk, VA, primarily as a cost saving measure, but further supported the concept of distributing a computer-aided exercise. The demonstration site was in the Old Customs’ Building in Washington, DC that was serving as the site for the NATO summit.

## Logistics

Logistics was a major part of the planning process. People and equipment needed to be moved to and from the European Theater. Lodging needed to be provided at each of the remote sites. Equipment was procured, **configured**, installed, and fully tested before the demonstration. Training was provided using a variety of methods including hands-on training, computer-based training, and Internet-based training. Local transportation in the Washington, DC area was arranged and a “command center” established to manage on-site crises and emerging requirements.

**pilot program:** an initial program serving as a guide

**collocated:** conjoined

**configured:** set up in a particular way

## Personnel

Participants in the PfP Simulation Network demonstration represented twenty-six NATO and partner nations working and training together. They included 103 demonstration participants and 98 support personnel located at six sites distributed in the United States and across Europe.

## Operations

### Scenario – Road to Conflict

The PSN demonstration depicted the execution of a humanitarian relief operation in the fictitious country of Azure. The Azurian president had requested UN humanitarian aid for victims of fighting and removal of toxic **residues** from the chemical plants damaged during an internal armed conflict. Three separate attempts by the international community to encourage the warring **factions** in Azure to agree to a cease-fire failed, causing the UN Security Council, in an emergency session, to adopt UN Security Council Resolution 1050-X. This is a formal request for NATO to provide peace-keeping forces to stabilize the situation, enable humanitarian relief organizations to operate safely, and if necessary, evacuate NATO, Western European Union (WEU), and PfP nationals.

**residues:** remnants, remainders

**factions:** groups that often fight

**collapse:** a breakdown

**subsidized:** helped by public money

**rogue:** vicious or destructive

The civil war in Azure is the result of heightened ethnic disputes between the People's Labor Party (PLP) and the Azurian Liberty Party (ALP) and the government's inability to recover from the **collapse** of its **subsidized** mining industry in 1992. PLP secessionists have established themselves throughout Azure but primarily in the province of Turquoise. **Rogue** PLP forces are the predominate military force. The International community is concerned about the control and security of uranium sites, as interference or neighboring country spill over from events is discounted.

In response to the UN resolution, the North Atlantic Council (NAC) approved the activation of Commander, Combined Joint Task Force 400 (CCJTF 400), the designation of the commander of the combined joint task force (CJTF). Under the command of British Air Marshal Coville, the CJTF is authorized to conduct military operations as needed to support UN Security Council Resolution 1050-X.

### CJTF Tasks

The CJTF is tasked with executing NAC Directed Missions including the enforcement of an arms embargo on all deliveries of weapons/military equipment to Azure and support to ongoing humanitarian assistance operations in the region. Additionally, they are to execute NAC 'On Order' Missions which include

- Conduct operations to evacuate endangered NATO and Partner nation civilians
- Employ a peace support force to stabilize the military situation within Azure
- Establish control of designated Azurian uranium sites
- Redeploy NATO and Partner nation forces

The Commander's intent for the operation includes



- Reestablishing regional stability
- Introducing a Peace Support Force
- Executing all missions with precision, limiting **collateral damage**, and risk to the force
- Isolating Azure by encouraging nations within the region to support CJTF operations
- Maintaining control of Air/Sea Lines of Communication and critical facilities within the Tactical Area of Operations during all operational phases
- Maintaining a **vigilant** force protection program

Operational phases of the exercise include

- Pre-Hostilities
  - Form CJTF; initiate planning
  - Identify participating PFP nations' contributions
- **Lodgment**
  - Deploy/employ forces
  - Initiate Maritime Interdiction Operations and Zone of Separation
  - Initiate Combat Air Patrol and No Fly Zone
  - Initiate transition planning
- Operations
  - Enforce April 1999 NAC decision
  - Conduct 'on order' missions as directed
  - Establish conditions for transition to observer mission
- Follow-through
  - Attain transition conditions and prepare CJTF for redeployment
- Redeployment
  - Complete transition/redeploy CJTF

The operation will be terminated when conditions have been established which enable the CJTF to transition operational control of the Tactical Area of Operations to an observer mission and redeploy by

- Deploying/employing CJTF forces rapidly within the Tactical Area of Operations
- Initiating enforcement of the **brokered** cease-fire and arms embargo
- Ensuring the safety of NATO and Partner Nation civilians
- Initiating efforts to assist the Government of Azure in creating a safe environment in which relief organizations can operate
- Initiating measures to assist the Government of Azure establish uranium site security

## Execution of the Demonstration

As the purpose of the exercise was to function as a vehicle to demonstrate a training capability, the demonstration was constrained and purposefully **scripted** to ensure visitors received a complete picture of the exercise process and what such an exercise can provide to Partner nations. Thus, the exercise was executed as a series of **vignettes** that were presented over the eight hours that the demonstration was conducted each day.

VideoTeleconferences were scheduled in advance to allow visitors the opportunity to observe and assess that capability.

The first event in the demonstration flow was a briefing using multimedia tools. The briefer introduced each group of visitors to the PSN concept through the use of a video and PowerPoint presentation. The video provided the "road to conflict," allowing the briefer to set the stage for what the visitors would view during the demonstration, placing them within the context of the exercise at that moment in time. Over the next twenty minutes, visitors were given a tour of the Combined Joint Task Force command center, the Video-

## Learning Strategy

*Consider the context when you look up unfamiliar words in a dictionary.*

**collateral damage:** unintentional damage

**vigilant:** alert, watchful

**lodgment:** a position gained from the enemy or an entrenchment made on it

**brokered:** arranged by powerful politicians

**scripted:** provided with carefully considered details

**vignettes:** brief incidents

Teleconferencing center, and a brigade headquarters configured exactly as its counterpart in the Netherlands. Following the tour, the visitors were allowed to tour “at their leisure” the Technology Options Demonstration.

### Summary and Lessons Learned

The PfP Simulation Network demonstration was a highly successful demonstration of distributed training for PfP nations. Of particular note was the superb performance of the systems architecture and the continuous communications connectivity that was experienced throughout the event. Approximately twelve hundred people visited PSN demonstration sites in Washington DC and abroad. The excellent **blend** of NATO and PfP personnel, timely training scenario, the latest in computer and communications technology, exercise execution, and systems integration **yielded** uniformly positive feedback from those who participated in and observed the demonstration.

### JWFC Support Team Summary After Action Review

#### Success

As a demonstration, this event was a **resounding** success. It thoroughly highlighted how the selected technologies might serve future exercises. The scenario addressed current humanitarian concerns exacerbated by a need for multinational cooperation between contrasting military and civilian agencies. It also addressed the problems of forming an ad hoc military structure that could be responsive to the requirements of the situation. Each piece of equipment addressed in this report was demonstrated thoroughly in a robust **pseudo** exercise environment. The PfP nation representatives left with a deep appreciation of what can be done in the future regarding exercise execution.

The other theme addressed in this report highlights changes that should be implemented to ensure that future PfP demonstrations and exercises are optimal. The intended demonstration limits actually helped identify enhancements that might be preferred in the future.

### An Enhanced Design

An interesting development occurred during this demonstration that should be considered when designing future events. As the demonstration progressed, the PfP nation representatives wanted to use the demonstration equipment to execute an **actual** exercise. The demonstration design included several **orchestrated** events that addressed forming and execution issues at early stages, but they had not been developed to a sufficient level for robust exercise play. The intent was to present the issues and demonstrate how the integration of technology and people might address them. The participants, however, were anxious to expand the scenario and explore ways of solving those issues. In some cases, they continued to develop solutions beyond expected levels. In other cases, the demonstration design team enhanced the design **on the fly** to accommodate the wishes of the audience. The results were beneficial to both the desires of the demonstration audience and our need to explore ways to enhance future endeavors. An overwhelming amount of the observations collected for analysis addressed a desire to increase the amount of free-play provided. Associated with that request for a more robust scenario was a stated desire for USACOM to provide enhanced staff procedure training and **templates** for associated messages and operational orders.

### In the Future

We can expect similar desires for a more robust environment in the future because the audience is primarily the military organization from the participating nations, which is made up of action-oriented personnel. The details and costs need to be evaluated in individual cases. One aspect that will impact the level of exercise

**blend:** a mix, combination

**yielded:** produced

**resounding:** unquestionable, clear

**pseudo:** artificial, not real

**actual:** real

**orchestrated:** arranged to achieve a certain effect

**on the fly:** hurriedly, without pausing

**templates:** patterns, guides

we provide for future PfP events is that the PfP audiences are relatively unfamiliar with combined joint force operations as compared with the “typical” USACOM exercise audience. They are also less proficient in working in an English-speaking environment. This points to a need for special considerations when developing demonstrations or exercises for PfP participants.

First, we should consider providing a preliminary meeting of participant representatives that focuses on ensuring that the scope of the event meets the needs/ desires of the training audience. This meeting should result in identifying the training audience skills and the development of a manning document that adheres to constraints agreed to for the event. Next, we should consider an academic phase where staff procedure training can take place. In the case of PfP audiences, we may have to offer suggested organization structures based on our previous experience rather than expecting the audience to develop them. Also, we should consider providing a package of templates for various messages and operational orders we anticipate using during the event. These procedures would help **jump-start** the process and provide a common framework for countries that are unfamiliar with combined/joint operations. Finally, during the actual event we should ensure knowledgeable Observer/Trainers are assigned to critical areas associated with scenario execution. This will ensure appropriate operational expertise is available where needed for the exercise to run smoothly.

*Source:* United States Atlantic Command, Joint Warfighting Center, Suffolk, Virginia, 1 August 1999. [www] <http://www.jwfc.acom.mil/papers/>

## Exercise 23

Your CO has asked you to brief him on the report you have just read. Compose a talking paper for this brief. Refer to Unit 2 for the format of a talking paper, if necessary.

## READING SKILLS

### Exercise 24

#### Pre-Reading Activity

Skim the following reading, “Principles of Peace Support Operations, Chapter 2” of *Bi-MNC Directive for NATO Doctrine for Peace Support Operations*, a NATO publication. Then ask yourself the questions that follow.

1. What is the subject of the reading?
2. What do I already know about this subject?

**jump-start:** to start quickly



---

As a staff officer in multinational operations, you will need to be aware of practices and policies used in all Peace Support training, exercises, and operations. The following reading will provide you with important information on those practices and policies.

---

## Bi-MNC Directive for NATO Doctrine for Peace Support Operations

**characterize:** describe or portray by qualities; distinguish

**impartiality:** the quality or characteristic of being unbiased or just

**credibility:** believability; ability to be accepted as fact or truth

**compromised:** adjusted or settled by arbitration and mutual concession

**continual:** going on uninterruptedly; renewed in regular succession

### CHAPTER 2

#### Principles of Peace Support Operations

##### 2-1. GENERAL.

- a. Peace Support Operations (PSOs) are conducted in a different environment to more traditional military operations, and involve operations and objectives different from those which **characterize** traditional armed conflicts. They are therefore guided by different principles. In spite of this, traditional principles of combat operations and war fighting techniques remain relevant to PSOs, particularly for peace enforcement operations.
- b. In the same way, the principles for PSOs described below may not apply equally or in every situation, though all should be considered. The judgement of those responsible for planning and executing these missions will temper the weight and the application of each one. The following overarching principles should serve as the foundation for any NATO PSO:

- (1). Unity of Command
- (2). **Impartiality**
- (3). **Credibility**
- (4). Limits on the Use of Force
- (5). Mutual Respect
- (6). Transparency of Operations
- (7). Civil-Military Coordination
- (8). Freedom of Movement
- (9). Flexibility

##### 2-2. THE PRINCIPLES.

- a. Unity of Command. Unity of command over military forces is a non-negotiable principle within NATO and is not to be **compromised**. However, the complexity of any likely PSO that NATO could undertake, and the necessity for **continual** political-military interaction in a PSO

with a large number of International Organisations (IOs), Non-Governmental Organisations (NGOs), and Private **Voluntary** Organisations (PVOs), will probably make achievement of command over all agencies the single most difficult challenge for the Commander. Lack of unity of command over agencies in the **theatre** will result in a confused and **incoherent** approach leading to the potential for risk to the mission's success or casualties to personnel. The relationship between the UN and NATO will be determined by the NAC. In Theatre, the Force Commander (FC), or the Special Representative of the UN Secretary General (SRSG), if appointed, will be responsible for all aspects of the mission in the area of operations as Head of Mission. The FC will have operational control over all military contingents and, if Head of Mission, he should have similar authority over the civil components of the mission. If unable to achieve unity of command over all elements in the theatre, then unity of effort, at the very least, must be agreed with the non-military organisations presents.

b. Impartiality.

- (1). Impartiality is reflected by the unprejudiced and even-handed treatment, with respect to the mandate, of all parties. The Peace Support Force (PSF) should treat all parties fairly and as equals; this is essential to retain their trust and confidence. If the PSF is suspected, even unfairly, of showing favouritism, its credibility will be undermined and its ability to accomplish the mission will be adversely affected.
- (2). Crossing the divide between impartiality and **partiality** should only be in response to a conscious political decision by the responsible mandating authority. Force may be used, particularly in self-defence and in defence of the mandate, without compromising impartiality; however, its use must be carefully controlled to ensure the continuing perception of impartiality. Effective communications and transparency of operations are key to maintaining impartiality, which should also ensure the continuing consent of the parties.

c. Credibility.

- (1). For the PSF to be effective, it must be credible. The credibility of the operation is a reflection of the parties' assessment of the force's capability to accomplish the mission. Establishing credibility will also create confidence in the operation. While the PSF should not appear to pose a direct threat to any of the parties, there must be no doubt that it is fully capable of carrying out its responsibilities and has the will to do so. It must demonstrate this effectiveness with the initial deployment to the theatre.
- (2). The PSF must be employed with a sound concept of operations, based upon the mandate, to guarantee mission success, even in the face of attempts by the parties either to gain an **advantage** or to undermine professional bearing and swift, effective, impartial actions to incidents. All personnel must consistently demonstrate the highest standards of disciplined, controlled, and professional behaviour, both on and off duty.

**Learning Strategy**

*Use your knowledge of the subject matter to figure out unclear portions of a written text.*

**voluntary:** done, made, or given by one's own free will or choice

**theatre (British), theater (American):** any place that is the scene of events or action

**incoherent:** not logically connected; disjointed

**partiality:** the quality or character of being unfair or biased

**advantage:** a favorable circumstance, event, etc.

d. Limits on the Use of Force. The use of force is one of the most important factors with which a FC must deal. It affects every aspect of the mission and requires continual review to balance security and mission accomplishment.

**imply**: indicate indirectly;  
hint; suggest

**conversely**: reversed in  
position, order, etc.;  
opposite; contrary

**foreseeable**: able to be  
seen or known before-  
hand

(1). PSOs are based on the premise that peaceful methods, usually negotiations, will generally achieve the mission's goals. The precise amount of force to be used is an operational decision by the FC, or a tactical decision in an emergency, that must balance the requirements of the mandate with potential strategic, operational and tactical consequences. When used, force should be precise, timely, appropriate and proportionate. Collateral damage should be avoided whenever possible, and minimised on all occasions. The unnecessary, or irrational, use of force will adversely affect the perceived impartiality and credibility of the organisation, leading potentially to the loss of consent in a peacekeeping operation and subsequent failure of the mission. Additionally, it may lead to an overall increase in the level of violence throughout the mission area.

(2). The use of force does not necessarily **imply** that the operation is one of peace enforcement or conventional war. The use of force is clearly permitted for self-defence, and normally authorised to accomplish the mandate. However, any recourse to force should be aimed at resolving and defusing a situation, not escalating it. A short term tactical success (for example, forcing a convoy through a road block) could result in long term damage to the strategic mission. Inevitably, it will lead to near-term difficulties, and appropriate measures must be taken to deal with these. Alternatives to the use of force, e.g., negotiations, may be adequate, and must always be considered and used if appropriate. Detailed Rules of Engagement (ROE) will always be issued covering the circumstances which allow the use of force and the choice of weapons; however, ROE cannot cover every situation and cannot substitute for the sound judgment of those involved.

(3). An additional consideration in planning the deployment of specific weapons, such as armoured vehicles, heavy weapons or attack helicopters, is the balance between the security of the force and the signal these actions send. A heavily armed PSF may be seen as a threat, thus undermining its credibility and perceived impartiality. **Conversely**, a PSF that is too lightly armed also undermines its credibility, restricts flexibility, and exposes itself to unnecessary risks that could jeopardise successful completion of the mission. More often than not, heavy weapons provide a valuable deterrent to conflict escalation. In some cases it may be possible to deploy some weapons selectively to the theatre, but not deploy them tactically. They would be used only when the operational environment warrants it. In other cases, analysis of the conflict, including evaluation of the consent of the parties, may make heavily armed forces the preferred option. The PSF should be configured with the capability to carry out any **foreseeable** armed confrontation, as appropriate to the threat level.

- e. Mutual Respect. There should be a sense of mutual respect among all recognized parties to the conflict and the PSF. Conflict should be avoided in both words and actions. While the PSF enjoys certain immunities, related to its duties, its members must respect the laws and customs of the host nation and must be seen to be doing so. The PSF will also acknowledge the de facto status and position of the parties to the conflict and will usually not act to change them, except as agreed by all parties. All parties should respect the **distinctive** uniforms and markings of the PSF, ensuring recognition of its presence and the protection of its personnel.
- f. Transparency of Operations. The PSF's mission and concept of operations must be easily understood and obvious to all parties. Failure to achieve common understanding may lead to suspicion, mistrust or even hostility. Information should be gathered and communicated through open sources whenever possible. While transparency of operations should be the general rule, this must be balanced against the need to ensure the security of the mission and its members.
- g. Civil-Military Coordination. Civil and military components each provide important, but distinct, contributions to a PSO. Most have different objectives, methods, and measures of success. Mission success requires that the activities of all political, military, humanitarian, civilian, non-governmental, and other organisations be **harmonised** as much as possible. However, many organisations will resist attempts to be "integrated" with the military or any other agency. This independence must be respected, while at the same time striving to achieve unity of effort, and a cohesive strategy towards mission accomplishment. One method of achieving this is through the use of a Civil-Military Cooperation (CIMIC) Centre.
- h. Freedom of Movement. Freedom of movement is essential for the successful accomplishment of any PSO. The PSF should be free at all times to perform its duties throughout the designated mission area. Experience indicates that conflicting factions will often impose local restrictions on freedom of movement. These restrictions must be resolutely and swiftly resolved through negotiations, and if these do not achieve success, more vigorous and **resolute** action may be needed.
- i. Flexibility. Units deployed to a PSO should be prepared to adapt from one task to another, should the situation warrant it. As the situation and mission evolves, this flexibility is needed in both thought and action. The organisation must be able to adapt to the situation without giving in to the pressures of various parties. The extent to which nations place **caveats** on the use of their forces can limit flexibility and should be reduced to a minimum. Contributing nations should ensure their forces have the capability and equipment for the FC to meet urgent and developing operational needs without recourse to consultation with capitals before complying.

**distinctive**: making distinct; characteristic; distinguishing from others

**harmonised (British), harmonized (American)**: made to be in agreement in action, ideas, etc.

**resolute**: fixed and firm in purpose; determined

**caveats**: warnings or cautions

## Post-Reading Activity

### Exercise 25

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Go over the reading again. Answer the following comprehension questions. Write the answers in your notebook.

---

1. What are the principles that serve as a foundation for any NATO PSO?
2. Do the principles of NATO PSOs apply equally? Why or why not?
3. What do you believe this chapter of the Bi-MNC NATO directive means to convey to the reader?
2. Your country's involvement in PfP or peacekeeping missions
3. What NATO enlargement means to Europe
4. Your country's involvement (or your personal experience) in a NATO maritime operation
5. Your personal experience in a search and rescue operation, a maritime interdiction operation, or noncombatant evacuation operation
6. A related topic

Begin working on your presentation now. Decide on your topic, and begin gathering information by doing any necessary research.

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## WRITING/SPEAKING SKILLS

## Topics for the Oral Presentation

### Exercise 26

In Unit 2 you learned how important oral communication is in the life of the military officer. You have read or listened to information on the four types of briefings, verbal communication and nonverbal communication. You have also learned what is involved in giving a briefing.

Based on what you learned in Unit 2, begin preparing an oral presentation that will be given in the two-week seminar. Think about ways you can use the information you have learned.

The presentation should be 7-10 minutes in length. The topics for the presentation are listed below:

1. Why it is important for your country to be a part of NATO

## GLOSSARY

### Objective Vocabulary

**address** (ad DRESS) v: to deal with; to treat

The next committee meeting will address the various coordination problems that came up during the last multinational exercise.

**aspire** (as PIRE) v: to seek to attain or accomplish a particular goal

Governments that aspire to have one of their national training establishments become a PfP Training Centre must meet the principles stated in the “Concept for PfP Training Centres.”

**asset** (AS set) n: an item of value; a resource

Partnership countries are expected to make certain assets available for PfP purposes.

**autonomy** (au TON o my) n: the quality or state of being self-governing

One traditional form of peacekeeping by NATO involves offering transition assistance to a country or region which has experienced struggles for autonomy.

**belligerent** (bel LIG er ent) n: a state, nation, or military force at war

Regardless of which side started a conflict, the opposing forces are considered to be belligerents.

**broaden** (BROAD en) v: to make or become broad; to widen

Experience can broaden one’s perspective.

**complement** (COM ple ment) v: to make a complete whole

An after-action review complemented each training day of the peacekeeping exercise.

**consolidate** (con SOL i date) v: to join together into one whole; to unite

Due to numerous casualties, we need to consolidate our forces in order to improve our chances of attaining victory.

**core** (CORE) n: a basic, essential, or enduring part of something

Examples of core activities at the Almnas PfP Training Centre, Sweden, are simulations and PfP exercise training.

**dimension** (di MEN sion) n: an aspect or element of a larger entity

Courage under fire is just one dimension of a true military leader.

**distinct** (di STINCT) adj: separate or different from another; easily distinguishable

Although the terms peacekeeping and peacemaking may seem similar to the public, they represent distinct missions.

**dividend** (DIV i dend) n: a share of a surplus; a resultant return or reward; a bonus

Greater interoperability in future NATO-led PfP operations is expected to be a dividend of the soon-to-be-developed Operational Capabilities Concept (OCC).

**draw** (DRAW) v: to grow or become closer; to cause to move closer

The burst of gunfire drew the blue-helmeted peacekeepers to the center of the town.

**effect** (ef FECT) v: to bring about, often by surmounting obstacles; to accomplish

To effect a change in presidential election procedures in the USA requires a constitutional amendment.

**emerge** (e MERGE) v: to come into view; to come into being through evolution

After several weeks of negotiations, a peace accord emerged.

**endeavor** (en DEAV or) n: a serious, determined effort to achieve a goal

The slow but consistent progress in the peace negotiations reflects the serious endeavors of the participants to reach a settlement.

**endorse** (en DORSE) v: to sanction, approve, or support

All the heads of state endorsed the idea of incorporating new members into the partnership.

**envisage** (en VIS age) v: to have a mental picture of something, especially before its realization

We envisage higher levels of interoperability after each year's exercises.

**facility** (fa CIL i ty) n: something (e.g. a hospital) that is built, installed, or established to serve a particular purpose

Three new training facilities are expected to open in the next 2 years.

**field** (FIELD) v: to put something (e.g. a brigade) in the field, i.e. into use outdoors

The host country for the humanitarian exercise fielded the largest number of personnel.

**foster** (FOS ter) v: to encourage; to promote the growth or development of something

A strong economy can sometimes help foster relief from internal stresses and civil conflict.

**gain** (GAIN) v: to acquire, usually by hard work, merit, or competition

Through participation in various yearly NATO-led PfP exercises,

member nations gain experience in many areas of cooperation.

**grant** (GRANT) v: to permit or give as a right, privilege, or favor

All of the presidential candidates were granted an equal amount of time to speak during the debates.

**highlight** (HIGH light) v: to center attention on

The NATO summit in Washington, DC, in April 1999, highlighted the need for improved crisis management by the Alliance.

**impartial** (im PAR tial) adj: unbiased; treating all equally

A peacekeeping mission may require the insertion of impartial troops between the belligerents.

**inauguration** (in au gu RA tion) n: a ceremonial dedication; the formal observation of the beginning of something

Certain heads of state were present for the inauguration of the PfP Training Centre in Yavoriv, Ukraine.

**inherent** (in HER ent) adj: belonging by nature or habit; intrinsic

Compromises usually seem to have some inherent disadvantages to one or more of the sides involved.

**integral** (IN te gral) adj: essential to completeness

The concept of enhanced interoperability is integral to PfP goals.

**integration** (in te GRA tion) n: the act or process of bringing another into an organization as an equal

The year 1999 saw the integration of Hungary, Poland and the Czech Republic into NATO.

**launch** (LAUNCH) v: to set in operation or on course; to start

The mission was launched on 12 Sept., 1995, at 0700.

**mature** (ma TURE) v: to become fully developed; to ripen

The Partnership for Peace program has matured since it first began in 1994.

**monitor** (MON i tor) v: to watch or check on (a person or thing)

In the past, the 'blue helmets' often could only monitor situations and not intervene.

**mount** (MOUNT) v: to put or have (e.g. artillery) in position

Due to effective training, the troops were able to quickly mount a defense.

**optimize** (OP ti mize) v: to make as perfect, effective, or functional as possible

One of the goals of the Training and Education Enhancement Program (TEEP) is to optimize NATO and national PfP training and education efforts.

**potentially** (po TEN tial ly) adv: capable of developing into actuality

The long-standing tensions between the two groups threaten to launch a rapid, potentially catastrophic, escalation of the conflict.

**practical** (PRAC ti cal) adj: manifested in action, not theoretical; capable of being put to use; useful

Taking part in a PfP exercise provides the participants with practical experience.

**prestigious** (pres TI gious) adj: having a high standing; honored

Westpoint in the USA and Sandhurst in the UK are examples of prestigious military academies.

**regard** (re GARD) v: to consider; to show respect for

Worldwide humanitarian demining operations are regarded as essential but daunting missions.

**robust** (ro BUST) adj: strong; vigorous

Despite some setbacks, the economy of the newly-democratic nation is becoming increasingly robust.

**steer** (STEER) v: to control the course of; to direct

The "Concept for PfP Training Centres," approved in 1998, seeks to steer national training facilities toward a more effective role within the Partnership.

**strive** (STRIVE) v: to devote serious attention or energy to do something

The negotiators strived (or strove) for weeks to find an acceptable compromise.

**sustain** (su STAIN) v: to keep something going; to prolong

Sustaining the cease-fire was not easy because of the abundance of unauthorized firearms.

**translate** (TRANS late) v: to change from one form or appearance to another; to transform

One aim of peace support operations is to translate peace agreements into reality.

**update** (up DATE) v: to inform as to the latest news or information

The commander wants to be updated hourly on the status of the cease-fire.

## Military Expressions




---

There are many expressions that are used in the military. A few are given here. Listen to and repeat the words and the sentences.

---

**About the size of it:** approximately correct

If the weather is good, we should arrive in North Africa on Tuesday. Isn't that about the size of it?

**All wet:** wrong; not correct

He used inaccurate data for his report. He is all wet.

**Back to the drawing board:** begin again; start over again

The aircraft's designers had to go back to the drawing board because the aircraft didn't perform satisfactorily.

**Bail out:** parachute from a plane; remove water from a boat

When the engine failed, the pilot bailed out.

While John rowed the boat, I bailed out water.

**Breakdown:** analysis; failure

Give me a breakdown on your air requirements for tomorrow.

The message didn't get through because of a breakdown in communications.

**Hold it down:** be quiet; stop making noise

Hold it down. You're making entirely too much noise.

**Manhandle:** handle roughly

Don't manhandle those items. They're delicate instruments.

**Nose to the grindstone:** work hard

He really has his nose to the grindstone.

**Open-and-shut:** sure; certain; positive

They had an open-and-shut case against the accused.

**Short-timer:** one whose current tour of duty or enlistment is about to end

Since he's a short-timer, he'll be leaving soon.

**Squawk box:** the mike/speaker of an intercom

The quickest way to inform them is to use the squawk box.

**Washed up:** a failure; a person who has no future

I'm sorry for the poor man; he's completely washed up.

**Wipe out:** defeat; eliminate; annihilate

Our mission was to wipe out the last areas of resistance.

## Exercise 27

---

Circle the letter of the expression that correctly completes the sentence. Write the completed sentences in your notebook.

---

1. I'm trying to study here. Can't you \_\_\_\_\_?
  - a. use the squawk box
  - b. hold it down
  - c. go back to the drawing board

2. The major is working late again. This is the third time this week. He always \_\_\_\_\_.
  - a. has his nose to the grindstone
  - b. goes back to the drawing board
  - c. holds it down
  
3. The engineer thinks that everyone is mistaken and that he is right, but the facts prove otherwise. He's \_\_\_\_\_.
  - a. wiped out
  - b. washed up
  - c. all wet

## NATO Acronyms

- ACE: Allied Command Europe
- ADC2S: ACE Deployable Command and Control System
- ARRC: ACE Rapid Reaction Corps
- BN Comdr.: Battalion Commander
- CIS: Communication(s) and Information Systems
- CRSG: Central Region Signal Group
- FO-LAN: Fiber Optic Local Area Network
- IFF: Identification Friend or Foe
- OOA: Out Of Area
- POL: Policy
- SAR: Search and Rescue
- STC: SHAPE Technical Centre
- TARE: Teletype Automatic Relay Equipment
- VOB: Visitors' and Observers' Bureau
- WWMCCS: Worldwide Military Command and Control System

## Exercise 28

After you study the list of acronyms and meanings, copy the list in your notebook. In the blanks, write the corresponding meaning or acronym.

- |       |                                 |
|-------|---------------------------------|
| _____ | WWMCCS                          |
| _____ | OOA                             |
| _____ | Central Region<br>Signal Group  |
| _____ | Search and Rescue               |
| _____ | TARE                            |
| _____ | ACE                             |
| _____ | POL                             |
| _____ | FO-LAN                          |
| _____ | Battalion Com-<br>mander        |
| _____ | CIS                             |
| _____ | ADC2S                           |
| _____ | SHAPE Technical<br>Centre       |
| _____ | ARRC                            |
| _____ | Identification Friend<br>or Foe |
| _____ | VOB                             |

## ENRICHMENT ACTIVITIES

### Troublesome Grammar: Say and Tell

Both **say** and **tell** can be used with direct and indirect speech.

Capt Mitchell said that he had to work late.

Maj Kim said, "I have to see the commander right now."

Sgt Garza told me that you had a car accident.

"I am leaving at once," the captain told me.

Inversion of **say** and noun subject is possible when **say** follows the statement:

"I've just heard the ambulance," said Lt Richter.

**Tell** requires the person addressed—except when used with **lies/stories/the truth**.

He told *us*.                      He told a story.

Tell *me* at once.                Tell the truth.

In indirect speech, **tell** is followed immediately by *a noun or pronoun object* followed by **that** (optional) + the noun clause

The commander told *me* (that) he was tired.

The sergeant told *us* (that) the barracks were messy.

**Say** is followed immediately by **that** (optional) + the noun clause:

The commander said (that) he was tired.

The sergeant said (that) the barracks were clean.

Note: "The commander said to me that he was tired" is possible but less common.

## Exercise 29

---

Fill in the blanks with the correct form of **say** or **tell**.

---

1. He \_\_\_\_\_ that the tank needed a new battery.

2. Sgt Jones \_\_\_\_\_ the captain that a tire on the jeep was flat.

3. Maj Cline \_\_\_\_\_ us to take the afternoon off.

4. Maj Cline \_\_\_\_\_ to take the afternoon off.



## Authentic Reading

### Exercise 30

#### Pre-Reading

---

Think about what you already know about the law of neutrality. Try to predict what you think will be covered in the selection "The Law of Neutrality." After you finish reading, compare what you learned with what you knew and what you predicted.

---

# The Law of Neutrality

## GENERAL

1. Developed at a time when nations customarily issued declarations of war before engaging in hostilities, the law of *neutrality* **contemplated** that the transition between war and peace would be clear and unambiguous. However, international efforts to abolish “war,” coupled with the **proliferation** of collective security arrangements and the extension of the **spectrum** of warfare to include insurgencies and counterinsurgencies, *armed conflict* is now seldom accompanied by formal declarations of war. Consequently, it has become increasingly difficult to determine with precision the point in time when hostilities have become a “war” and to distinguish *belligerent* nations from neutrals. Notwithstanding these uncertainties, the law of *neutrality* continues to serve an important role in containing the spread of hostilities, in regulating the conduct of *belligerents* with respect to nations not participating in the conflict, in regulating the conduct of neutrals with respect to *belligerents*, and in reducing the harmful effects of such hostilities on international commerce.
2. The law of neutrality defines the legal relationship between nations engaged in an *armed conflict* (*belligerents*) and nations not taking part in such hostilities (neutrals). The law of *neutrality* serves to localize war, to limit the conduct of war on both land and sea, and to lessen the impact of war on international commerce.
3. For purposes of this publication, a *belligerent* nation is defined as a nation engaged in an international *armed conflict*, whether or not a formal declaration of war has been issued. Conversely, a neutral nation is defined as a nation that has proclaimed its *neutrality* or has otherwise assumed neutral status by not becoming a party with respect to an ongoing conflict.

**contemplated:** expected or intended

**proliferation:** a rapid multiplication

**spectrum:** a continuous range or entire extent

**reciprocally:** mutually

## NEUTRAL STATUS

1. Customary international law contemplates that all nations have the option to refrain from participation in an *armed conflict* by declaring or otherwise assuming neutral status. The law of armed conflict **reciprocally** imposes duties and confers rights upon neutral nations and upon *belligerents*. The principal right of the neutral nation is that of inviolability. Its principal duties are: (1) exercising their neutrality equally with respect to all *belligerents* (impartiality) and (2) abstaining from the conflict and from furnishing *belligerents* with certain goods and services (abstention). Conversely, it is the duty of a *belligerent* to respect the neutral’s inviolability and its right to insist that the neutral exercise impartiality and abstention. This customary law has, to some extent, been modified by the United Nations Charter (see discussion below).

2. Neutral status, once established, remains in effect unless and until the neutral nation abandons its neutral stance and enters into the conflict.

### **Neutrality Under the Charter of the United Nations**

**partisan:** characteristic of one who strongly supports one side of a cause

**sanctuary:** a place of refuge or protection

The Charter of the United Nations imposes upon its members the obligation to settle international disputes by peaceful means and to refrain from the threat or use of force in their international relations. In the event of a threat to or breach of the peace or act of aggression, the Security Council is empowered to take enforcement action on behalf of all member nations, including the use of force, in order to maintain or restore international peace and security. When called upon by the Security Council to do so, member nations are obligated to provide assistance to the United Nations, or a nation or coalition of nations implementing a Security Council enforcement action, in any action it takes and to refrain from aiding any nation against whom such action is directed. Consequently, member nations may be obliged to support a United Nations action with elements of their armed forces, a result incompatible with the abstention requirement of neutral status. Similarly, a member nation may be called upon to provide assistance to the United Nations in an enforcement action not involving its armed forces and thereby assume a **partisan** posture inconsistent with the impartiality required by the traditional law of *neutrality*. It therefore becomes questionable whether any member can claim to be neutral when the UNSC condemns an act of aggression or calls upon members to take enforcement measures against an aggressor. Should the Security Council determine not to institute an enforcement action, each United Nations member remains free to assert neutral status.

### **Neutrality Under Regional and Collective Self-defense Arrangements**

The obligation in the United Nations Charter for member nations to refrain from the threat or use of force against the territorial integrity or political independence of any state is qualified by the right of individual and collective *self-defense*, which member nations may exercise until such time as the Security Council has taken measures necessary to restore international peace and security. This inherent right of *self-defense* may be implemented individually, collectively or on an ad hoc basis, or through formalized regional and collective security arrangements. The possibility of asserting and maintaining neutral status under such arrangements depends upon the extent to which the parties are obligated to provide assistance in a regional action, or in the case of collective *self-defense*, to come to the aid of a victim of an armed attack. The practical effect of such treaties may be to transform the right of the parties to assist one of their number under attack into a duty to do so. This duty may assume a variety of forms ranging from economic assistance to the commitment of armed forces.

### **NEUTRAL TERRITORY**

1. As a general rule of international law, all acts of hostility in neutral territory, including neutral lands, neutral waters, and neutral airspace, are prohibited. A neutral nation has the duty to prevent the use of its territory as a place of **sanctuary** or a base of operations by *belligerent* forces of any side. If the neutral nation is unable or unwilling to enforce effectively its right of inviolability, an aggrieved *belligerent* may take such acts as are necessary in neutral territory to counter the activities of enemy forces, including warships and military aircraft, making unlawful use of that territory. *Belligerents* are also authorized to act in

*self-defense* when attacked or threatened with attack while in neutral territory or when attacked or threatened from neutral territory.

2. A neutral may authorize passage through its territory of wounded and sick belonging to the armed forces of either side on condition that the vehicles transporting them carry neither *combatants* nor materials of war. If passage of sick and wounded is permitted, the neutral nation assumes responsibility for providing for their safety and control. Prisoners of war that have escaped their captors and made their way to neutral territory may be either **repatriated** or left at liberty in the neutral nation, but must not be allowed to take part in *belligerent* activities while there.

**repatriated:** sent back to one's own country

## NEUTRAL PORTS AND ROADSTEADS

Although neutral nations may, on a nondiscriminatory basis, close their ports and **roadsteads** to *belligerents*, they are not obliged to do so. In any event, Hague Convention XIII requires that a 24-hour grace period in which to depart must be provided to *belligerent* warships located in neutral ports or roadsteads at the outbreak of *armed conflict*. Thereafter, *belligerent* warships may visit only those neutral ports and roadsteads that the neutral nation may choose to open to them for that purpose. *Belligerent* vessels, including warships, retain a right of entry in distress whether caused by **force majeure** or damage resulting from enemy action.

**roadsteads:** sheltered offshore anchorage areas for ships

**force majeure:** an "act of God"

## LIMITATIONS ON STAY AND DEPARTURE

1. In the absence of special provisions to the contrary in the laws or regulations of the neutral nation, *belligerent* warships are forbidden to remain in a neutral port or roadstead in excess of 24 hours. This restriction does not apply to *belligerent* warships devoted exclusively to humanitarian, religious, or non-military scientific purposes. (Warships engaged in the collection of scientific data of potential military application are not exempt.) *Belligerent* warships may be permitted by a neutral nation to extend their stay in neutral ports and roadsteads on account of stress of weather or damage involving seaworthiness. It is the duty of the neutral nation to intern a *belligerent* warship, together with its officers and crew, that will not or cannot depart a neutral port or roadstead where it is not entitled to remain.
2. Unless the neutral nation has adopted laws or regulations to the contrary, no more than three warships of any one *belligerent* nation may be present in the same neutral port or roadstead at any one time. When warships of opposing *belligerent* nations are present in a neutral port or roadstead at the same time, not less than 24 hours must elapse between the departure of the respective enemy vessels. The order of departure is determined by the order of arrival unless an extension of stay has been granted. A *belligerent* warship may not leave a neutral port or roadstead less than 24 hours after the departure of a merchant ship of its adversary.

## WAR MATERIALS, SUPPLIES, COMMUNICATIONS, AND REPAIRS

1. *Belligerent* warships may not make use of neutral ports or roadsteads to replenish or increase their supplies of war materials or their armaments, or to erect or employ any apparatus for communicating with *belligerent*

forces. Although they may take on food and fuel, the law is unsettled as to the quantities that may be allowed. In practice, it has been left to the neutral nation to determine the conditions for the replenishment and refueling of *belligerent* warships, subject to the principle of nondiscrimination among *belligerents* and the prohibition against the use of neutral territory as a base of operations.

2. *Belligerent* warships may carry out such repairs in neutral ports and roadsteads as are absolutely necessary to render them seaworthy. The law is unsettled as to whether repair of battle damage, even for seaworthiness purposes, is permitted under this doctrine. In any event, *belligerent* warships may not add to or repair weapons systems or enhance any other aspect of their war fighting capability. It is the duty of the neutral nation to decide what repairs are necessary to restore seaworthiness and to insist that they be accomplished with the least possible delay.

**prevail:** to be stronger or exist widely; to be prevalent

**archipelagic:** having a group or chain of many islands

**obliged:** compelled

## PRIZES

A prize (i.e., a captured neutral or enemy merchant ship) may only be brought into a neutral port or roadstead because of unseaworthiness, stress of weather, or want of fuel or provisions, and must leave as soon as such circumstances are overcome or cease to **prevail**. It is the duty of the neutral nation to release a prize, together with its officers and crew, and to intern the offending *belligerent's* prize master and prize crew, whenever a prize is unlawfully brought into a neutral port or roadstead or, having entered lawfully, fails to depart as soon as the circumstances which justified its entry no longer pertain.

## NEUTRAL INTERNAL WATERS

Neutral internal waters encompass those waters of a neutral nation that are landward of the baseline from which the territorial sea is measured, or, in the case of **archipelagic** states, within the closing lines drawn for the delimitation of such waters. The rules governing neutral ports and roadsteads apply as well to neutral internal waters.

## NEUTRAL TERRITORIAL SEAS

1. Neutral territorial seas, like neutral territory generally, must not be used by *belligerent* forces either as a sanctuary from their enemies or as a base of operations. *Belligerents* are **obliged** to refrain from all acts of hostility in neutral territorial seas except those necessitated by *self-defense* or undertaken as self-help enforcement actions against enemy forces that are in violation of the neutral status of those waters when the neutral nation cannot or will not enforce their inviolability.
2. A neutral nation may, on a nondiscriminatory basis, suspend passage of *belligerent* warships and prizes through its territorial seas, except in international straits. When properly notified of its closure, *belligerents* are obliged to refrain from entering a neutral territorial sea except to transit through international straits or as necessitated by distress. A neutral nation may, however, allow the "mere passage" of *belligerent* warships and prizes through its territorial seas. While in neutral territorial seas, a *belligerent* warship must also refrain from adding to or repairing its armaments or replenishing its war materials. Although the general practice has been to close neutral territorial seas to *belligerent* submarines, a neutral nation may also elect to allow passage of surfaced

submarines. Neutral nations customarily authorize passage through their territorial sea of ships carrying the wounded, sick, and shipwrecked, whether or not those waters are otherwise closed to *belligerent* vessels.

## THE 12-NAUTICAL MILE TERRITORIAL SEA

1. When the law of *neutrality* was codified in the Hague Conventions of 1907, the 3-nautical mile territorial sea was the accepted norm, aviation was in its infancy, and the submarine had not yet proven itself as a significant weapons platform. The rules of *neutrality* applicable to the territorial sea were designed primarily to regulate the conduct of surface warships in a narrow band of water off neutral coasts. The 1982 Law of the Sea Convention provides that coastal nations may lawfully extend the breadth of claimed territorial seas to 12 nautical miles.
2. In the context of a universally recognized 3-nautical mile territorial sea, the rights and duties of neutrals and *belligerents* in neutral territorial seas were balanced and equitable. Although extension of the breadth of the territorial sea from 3 to 12 nautical miles removes over 3,000,000 square miles of ocean from the arena in which *belligerent* forces may conduct offensive combat operations and significantly complicates neutral nation enforcement of the inviolability of its neutral waters, the 12-nautical mile territorial sea is not, in and of itself, incompatible with the law of *neutrality*. *Belligerents* continue to be obliged to refrain from acts of hostility in neutral waters and remain forbidden to use the territorial sea of a neutral nation as a place of sanctuary from their enemies or as a base of operations. Should *belligerent* forces violate the *neutrality* of those waters and the neutral nation demonstrate an inability or unwillingness to detect and expel the offender, the other *belligerent* retains the right to undertake such self-help enforcement actions as are necessary to assure compliance by his adversary and the neutral nation with the law of *neutrality*.

**incident:** arising or occurring in connection with

**articulated:** expressed clearly; arranged in sequence

## NEUTRAL INTERNATIONAL STRAITS

Customary international law as reflected in the 1982 Law of the Sea Convention provides that *belligerent* and neutral surface ships, submarines, and aircraft have a right of transit passage through, over, and under all straits used for international navigation. Neutral nations cannot suspend, hamper, or otherwise impede this right of transit passage through international straits. *Belligerent* forces transiting through international straits overlapped by neutral waters must proceed without delay, must refrain from the threat or use of force against the neutral nation, and must otherwise refrain from acts of hostility and other activities not **incident** to their transit. *Belligerent* forces in transit may, however, take defensive measures consistent with their security, including the launching and recovery of aircraft, screen formation steaming, and acoustic and electronic surveillance. *Belligerent* forces may not use neutral straits as a place of sanctuary nor as a base of operations, and *belligerent* warships may not exercise the *belligerent* right of visit and search in those waters. (Note: The Turkish Straits are governed by special rules **articulated** in the Montreux Convention of 1936, which limit the number and types of warships which may use the Straits, both in times of peace and during *armed conflict*.)

## NEUTRAL ARCHIPELAGIC WATERS

1. Most nations recognizes the right of qualifying island nations to establish archipelagic baselines enclosing archipelagic waters, provided the baselines are drawn in conformity with the 1982 Law of the Sea Convention. The balance of neutral and *belligerent* rights and duties with respect to neutral waters, is, however, at its most difficult in the context of archipelagic waters.
2. *Belligerent* forces must refrain from acts of hostility in neutral archipelagic waters and from using them as a sanctuary or a base of operations. *Belligerent* ships or aircraft, including submarines, surface warships, and military aircraft, retain the right of unimpeded archipelagic sea lanes passage through, over, and under neutral archipelagic sea lanes. *Belligerent* forces exercising the right of archipelagic sea lanes passage may engage in those activities that are incident to their normal mode of continuous and expeditious passage and are consistent with their security, including formation steaming and the launching and recovery of aircraft. Visit and search is not authorized in neutral archipelagic waters.
3. A neutral nation may close its archipelagic waters (other than archipelagic sea lanes whether designated or those routes normally used for international navigation or overflight) to the passage of *belligerent* ships but it is not obliged to do so. The neutral archipelagic nation has an affirmative duty to police its archipelagic waters to ensure that the inviolability of its neutral waters is respected. If a neutral nation is unable or unwilling effectively to detect and expel *belligerent* forces unlawfully present in its archipelagic waters, the opposing *belligerent* may undertake such self-help enforcement actions as may be necessary to terminate the violation of *neutrality*. Such self-help enforcement may include surface, subsurface, and air penetration of archipelagic waters and airspace and the use of proportional force as necessary.

## NEUTRAL AIRSPACE

1. Neutral territory extends to the airspace over a neutral nation's lands, internal waters, archipelagic waters (if any), and territorial sea. *Belligerent* military aircraft are forbidden to enter neutral airspace with the following exceptions:
  - a. The airspace above neutral international straits and archipelagic sea lanes remains open at all times to *belligerent* aircraft, including armed military aircraft, engaged in transit or archipelagic sea lanes passage. Such passage must be continuous and expeditious and must be undertaken in the normal mode of flight of the aircraft involved. *Belligerent* aircraft must refrain from acts of hostility while in transit but may engage in activities that are consistent with their security and the security of accompanying surface and subsurface forces.
  - b. Medical aircraft may, with prior notice, overfly neutral territory, may land therein in case of necessity, and may use neutral airfield facilities as ports of call, subject to such restrictions and regulations as the neutral nation may see fit to apply equally to all *belligerents*.

- c. *Belligerent* aircraft in evident distress may be permitted to enter neutral airspace and to land in neutral territory under such safeguards as the neutral nation may wish to impose. The neutral nation must require such aircraft to land and must intern both aircraft and crew.

### Neutral Duties in Neutral Airspace

Neutral nations have an affirmative duty to prevent violation of neutral airspace by *belligerent* military aircraft, to compel offending aircraft to land, and to intern both aircraft and crew. Should a neutral nation be unable or unwilling to prevent the unlawful entry or use of its airspace by *belligerent* military aircraft, *belligerent* forces of the other side may undertake such self-help enforcement measures as the circumstances may require.

**carriage:** transportation

### NEUTRAL COMMERCE

1. A principal purpose of the law of *neutrality* is the regulation of *belligerent* activities with respect to neutral commerce. For purposes of this publication, neutral commerce comprises all commerce between one neutral nation and another not involving materials of war or armaments destined for a *belligerent* nation, and all commerce between a neutral nation and a *belligerent* that does not involve the **carriage** of contraband or otherwise contribute to the *belligerent's* war-fighting war-sustaining capability. Neutral merchant vessels and nonpublic civil aircraft engaged in legitimate neutral commerce are subject to visit and search, but may not be captured or destroyed by *belligerent* forces.
2. The law of *neutrality* does not prohibit neutral nations from engaging in commerce with *belligerent* nations; however, a neutral government cannot itself supply materials of war or armaments to a *belligerent* without violating its neutral duties of abstention and impartiality and risking loss of its neutral status. Although a neutral may forbid its citizens from carrying on non-neutral commerce with *belligerent* nations, it is not obliged to do so. In effect, the law establishes a balance-of-interests test to protect neutral commerce from unreasonable interference on the one hand and the right of *belligerents* to interdict the flow of war materials to the enemy on the other.

### CONTRABAND

1. Contraband consists of goods which are destined for the enemy of a *belligerent* and which may be susceptible to use in *armed conflict*. Traditionally, contraband had been divided into two categories: absolute and conditional. Absolute contraband consisted of goods whose character made it obvious that they were destined for use in *armed conflict*, such as munitions, weapons, uniforms, and the like. Conditional contraband were goods equally susceptible to either peaceful or warlike purposes, such as foodstuffs, construction materials, and fuel. *Belligerents* often declared contraband lists at the initiation of hostilities to notify neutral nations of the type of goods considered to be absolute or conditional contraband as well as those not considered to be contraband at all, i.e., exempt or "free goods." The precise nature of a *belligerent's* contraband list varied according to the circumstances of the conflict.

**immaterial:** not pertinent; unimportant

**presume:** to accept as true

**accrue:** to come as an advantage

2. The practice of *belligerents* since 1939 has collapsed the traditional distinction between absolute and conditional contraband. Because of the involvement of virtually the entire population in support of the war effort, the *belligerents* of both sides during the Second World War tended to exercise governmental control over all imports. Consequently, it became increasingly difficult to draw a meaningful distinction between goods destined for an enemy government and its armed forces and goods destined for consumption by the civilian populace. As a result, *belligerents* treated all imports directly or indirectly sustaining the war effort as contraband without making a distinction between absolute and conditional contraband. To the extent that international law may continue to require publication of contraband lists, recent practice indicates that the requirement may be satisfied by a listing of exempt goods.

### Enemy Destination

1. Contraband goods are liable to capture at any place beyond neutral territory, if their destination is the territory belonging to or occupied by the enemy. It is **immaterial** whether the carriage of contraband is direct, involves transshipment, or requires overland transport. When contraband is involved, a destination of enemy owned or occupied territory may be **presumed** when
  - a. the neutral vessel is to call at an enemy port before arriving at a neutral port for which the goods are documented;
  - b. the goods are documented to a neutral port serving as a port of transit to an enemy, even though they are consigned to a neutral; and
  - c. the goods are consigned "to order" or to an unnamed consignee, but are destined for a neutral nation in the vicinity of enemy territory.
2. These presumptions of enemy destination of contraband render the offending cargo liable to seizure by a *belligerent* from the time the neutral merchant vessel leaves its home or other neutral territory until it arrives again in neutral territory. Although conditional contraband is also liable to capture if ultimately destined for the use of an enemy government or its armed forces, enemy destination of conditional contraband must be factually established and cannot be presumed.

### Exemptions to Contraband

1. Certain goods are exempt from capture as contraband even though destined for enemy territory. Among them are
  - a. exempt or "free goods;"
  - b. articles intended exclusively for the treatment of wounded and sick members of the armed forces and for prevention of disease;
  - c. medical and hospital stores, religious objects, clothing, bedding, essential foodstuffs, and means of shelter for the civilian population in general, and women and children in particular, provided there is not serious reason to believe that such goods will be diverted to other purpose, or that a definite military advantage would **accrue** to the

enemy by their substitution for enemy goods that would thereby become available for military purposes;

- d. items destined for prisoners of war, including individual parcels and collective relief shipments containing food, clothing, medical supplies, religious objects, and educational, cultural, and athletic articles; and
- e. goods otherwise specifically exempted from capture by international convention or by special arrangement between *belligerents*.

2. It is customary for neutral nations to provide *belligerents* of both sides with information regarding the nature, timing, and route of shipments of goods constituting exceptions to contraband and to obtain approval for their safe conduct and entry into *belligerent* owned or occupied territory.

**auxiliary:** a person or thing that assists or supports

### Certificate of Non-Contraband Carriage

A certificate of non-contraband carriage is a document issued by a *belligerent* consular or other designated official to a neutral vessel or neutral aircraft certifying that the cargo being carried has been examined, usually at the initial place of departure, and has been found to be free of contraband. The purpose of such certificates is to facilitate *belligerent* control of contraband goods with minimal interference and delay of neutral commerce. The certificate is not a guarantee that the vessel or aircraft will not be subject to visit and search or that cargo will not be seized. (Changed circumstances, such as a change in status of the neutral vessel, between the time of issuance of the certificate and the time of interception at sea may cause it to be invalidated.) Conversely, absence of certification is not, in itself, a valid ground for seizure of cargo. Certification issued by one *belligerent* have no effect on the visit and search rights of a *belligerent* of the opposing side. The acceptance of certification by a neutral ship or aircraft does not constitute “unneutral service.”

### ACQUIRING ENEMY CHARACTER

All vessels operating under an enemy flag, and all aircraft bearing enemy markings, possess enemy character. However, the fact that a merchant ship flies a neutral flag, or that an aircraft bears neutral markings, does not necessarily establish neutral character. Any merchant vessel or civilian aircraft owned or controlled by a *belligerent* possesses enemy character, regardless of whether it is operating under a neutral flag or bears neutral markings. Vessels and aircraft acquiring enemy character may be treated by an opposing *belligerent* as if they are in fact enemy vessels and aircraft.

### Acquiring the Character of an Enemy Warship or Military Aircraft

1. Neutral merchant vessels and civil aircraft acquire enemy character and may be treated by a *belligerent* as enemy warships and military aircraft when engaged in either of the following acts:
  - a. Taking a direct part in the hostilities on the side of the enemy.
  - b. Acting in any capacity as a naval or military **auxiliary** to the enemy’s armed forces.

### Acquiring the Character of an Enemy Merchant Vessel or Civil Aircraft

1. Neutral merchant vessels and civil aircraft acquire enemy character and may be treated by a *belligerent* as enemy merchant vessels or civil aircraft when engaged in either of the following acts:
  - a. Operating directly under enemy control, orders, charter, employment, or direction, such as a convoy.
  - b. Resisting an attempt to establish identity, including visit and search.

### VISIT AND SEARCH

Visit and search is the means by which a *belligerent* warship or *belligerent* military aircraft may determine the true character (enemy or neutral) of merchant ships encountered outside neutral territory, the nature (contraband or exempt "free goods") of their cargo, the manner (innocent or hostile) of their employment, and other facts bearing on their relation to the *armed conflict*. Warships and neutral vessels engaged in government non-commercial service are not subject to visit and search. The prohibition against visit and search in neutral territory extends to international straits overlapped by neutral territorial seas and archipelagic sea lanes. Neutral merchant vessels under convoy of neutral warships of the same nationality are also exempt from visit and search, although the convoy commander may be required to provide in writing to the commanding officer of an intercepting *belligerent* warship information as to the character of the vessels and of their cargoes which could otherwise be obtained by visit and search. Should it be determined by the convoy commander that a vessel under his charge possesses enemy character or carries contraband cargo, he is obliged to withdraw his protection of the offending vessel, making it liable to visit and search, and possible capture, by the *belligerent* warship.

**summoning:** ordering

**lie to:** to stop a ship but not anchor it

### Procedure for Visit and Search

1. In the absence of specific *rules of engagement* or other special instructions issued by the operational chain of command during a period of *armed conflict*, the following procedure should be carried out by warships exercising the *belligerent* right of visit and search.
  - a. Visit and search should be exercised with all possible tact and consideration.
  - b. Before **summoning** a vessel to **lie to**, the warship should hoist its national flag. The summons is made by firing a blank charge, by international flag signal (SN or SQ), or by other recognized means. The summoned vessel, if a neutral merchant ship, is bound to stop, lie to, display her colors, and not resist. (If the summoned vessel is an enemy ship, it is not so bound and may legally resist, even by force, but thereby assumes all risk of resulting damage or destruction.)
  - c. If the summoned vessel takes flight, she may be pursued and brought to by forcible measures if necessary.

- d. When a summoned vessel has been brought to, the warship should send a boat with an officer to conduct the visit and search. If practicable, a second officer should accompany the officer charged with the examination. The officer(s) and boat crew may be armed at the discretion of the commanding officer.
- e. If visit and search at sea is deemed hazardous or impracticable, the neutral vessel may be escorted by the summoning, or another, warship or military aircraft to the nearest place (outside neutral territory) where the visit and search may be conveniently and safely conducted. The neutral vessel is not obliged to lower her flag (she has not been captured) but must proceed according to the orders of the escorting warship or aircraft.
- f. The boarding officer should first examine the ship's papers to ascertain her character, ports of departure and destination, nature of cargo, manner of employment, and other facts deemed pertinent. Papers to be examined will ordinarily include a certificate of national registry, crew list, passenger list, logbook, bill of health clearances, charter party (if chartered), invoices or manifests of cargo, bills of lading, and on occasion, a consular declaration or other certificate of noncontraband carriage certifying the **innocence** of the cargo.
- g. Regularity of papers and evidence of innocence of cargo, employment, or destination furnished by them are not necessarily conclusive, and, should doubt exist, the ship's company may be questioned and the ship and cargo searched.
- h. Unless military security prohibits, the boarding officer will record the facts concerning the visit and search in the logbook of the visited ship, including the date and position of the interception. The entry should be authenticated by the signature and rank of the boarding officer, but neither the name of the visiting warship nor the identity of her commanding officer should be disclosed.

**innocence:** lawfulness

### Visit and Search by Military Aircraft

Although there is a right of visit and search by military aircraft, there is no established international practice as to how that right is to be exercised. Ordinarily, visit and search of a vessel by an aircraft is accomplished by directing and escorting the vessel to the vicinity of a *belligerent* warship, which will carry out the visit and search, or to a *belligerent* port. Visit and search of an aircraft by an aircraft may be accomplished by directing the aircraft to proceed under escort to the nearest convenient *belligerent* landing area.

### BLOCKADE

*Blockade* is a *belligerent* operation to prevent vessels and/or aircraft of all nations, enemy as well as neutral, from entering or exiting specified ports, airfields, or coastal areas belonging to, occupied by, or under the control of an enemy nation. A *belligerent's* purpose in establishing a *blockade* is to deny the enemy the use of enemy and neutral vessels or aircraft to transport personnel and goods to or from enemy territory. While the *belligerent* right of visit and search is designed to interdict the flow of contraband goods, the *belligerent* right of *blockade* is intended to prevent vessels and aircraft, regard-

less of their cargo, from crossing an established and publicized **cordon** separating the enemy from international waters and/or airspace.

### Traditional Rules

1. In order to be valid under the traditional rules of international law, a *blockade* must conform to the following criteria.

**cordon:** a line or circle of ships around an area to guard it

**grace period:** extra time allowed

**imposition:** something placed or set as by authority

**ingress:** the act of entering

**egress:** the act of going out

**preclude:** make impossible; prevent

**bar:** prevent; forbid

- a. **Establishment.** A *blockade* must be established by the government of the *belligerent* nation. This is usually accomplished by a declaration of the *belligerent* government or by the commander of the blockading force acting on behalf of his government. The declaration should include, as a minimum, the date the *blockade* is to begin, its geographic limits, and the **grace period** granted neutral vessels and aircraft to leave the area to be *blockaded*.
- b. **Notification.** It is customary for the *belligerent* nation establishing the *blockade* to notify all affected nations of its **imposition**. Because knowledge of the existence of a *blockade* is an essential element of the offenses of breach and attempted breach of *blockade*, neutral vessels and aircraft are always entitled to notification. The commander of the blockading forces will usually also notify local authorities in the blockaded area. The form of the notification is not material so long as it is effective.
- c. **Effectiveness.** In order to be valid, a *blockade* must be effective. To be effective, it must be maintained by a surface, air, or subsurface force or other mechanism that is sufficient to render **ingress** or **egress** of the *blockaded* area dangerous. The requirement of effectiveness does not **preclude** temporary absence of the blockading force, if such absence is due to stress of weather or to some other reason connected with the *blockade* (e.g., pursuit of a *blockade* runner). Nor does effectiveness require that every possible avenue of approach to the blockaded area be covered.
- d. **Impartiality.** A *blockade* must be applied impartially to the vessels and aircraft of all nations. Discrimination by the blockading *belligerent* in favor of or against the vessels and aircraft of particular nations, including those of its own or those of an allied nation, renders the *blockade* legally invalid.
- e. **Limitations.** A *blockade* must not **bar** access to or departure from neutral ports and coasts. Neutral nations retain the right to engage in neutral commerce that does not involve trade or communications originating in or destined for the blockaded area.

### Special Entry and Exit Authorization

Although neutral warships and military aircraft enjoy no positive right of access to blockaded areas, the *belligerent* imposing the *blockade* may authorize their entry and exit. Such special authorization may be made subject to such conditions as the blockading force considers to be necessary and expedient. Neutral vessels and aircraft in evident distress should be authorized entry into a blockaded area, and subsequently authorized to depart, under conditions prescribed by the officer in command of the blockading force or responsible for maintenance of the blockading instrumentality (e.g., mines). Similarly, neutral vessels

and aircraft engaged in the carriage of qualifying relief supplies for the civilian population and the sick and wounded should be authorized to pass through the *blockade* cordon.

### Breach and Attempted Breach of Blockade

Breach of *blockade* is the passage of a vessel or aircraft through a *blockade* without special entry or exit authorization from the blockading *belligerent*. Attempted breach of *blockade* occurs from the time a vessel or aircraft leaves a port or airfield with the intention of evading the *blockade*, and for vessels exiting the blockaded area, continues until the voyage is completed. Knowledge of the existence of the *blockade* is essential to the offenses of breach of *blockade* and attempted breach of *blockade*. Knowledge may be presumed once a *blockade* has been declared and appropriate notification provided to affected governments. It is immaterial that the vessel or aircraft is at the time of interception bound for neutral territory, if its ultimate destination is the blockaded area. There is a presumption of attempted breach of *blockade* where vessels or aircraft are bound for a neutral port or airfield serving as a point of transit to the blockaded area. Capture of such vessels is discussed below.

### Contemporary Practice

1. The traditional rules of *blockade*, as set out above, are for the most part customary in nature, having derived their definitive form through the practice of maritime powers during the nineteenth century. The rules reflect a balance between the right of a *belligerent* possessing effective command of the sea to close enemy ports and coastlines to international commerce, and the right of neutral nations to carry out neutral commerce with the least possible interference from *belligerent* forces. The law of *blockade* is, therefore, premised on a system of controls designed to effect only a limited interference with neutral trade. This was traditionally accomplished by a relatively “close-in” cordon of surface warships stationed in the immediate vicinity of the blockaded area.
2. The increasing emphasis in modern warfare on seeking to isolate completely the enemy from outside assistance and resources by targeting enemy merchant vessels as well as warships, and on interdicting all neutral commerce with the enemy, is not furthered substantially by *blockades* established in strict conformity with the traditional rules. In World Wars I and II, *belligerents* of both sides resorted to methods which, although frequently referred to as measures of *blockade*, cannot be **reconciled** with the traditional concept of the close-in *blockade*. The so-called long-distance *blockade* of both World Wars departed materially from those traditional rules and were justified instead upon the *belligerent* right of *reprisal* against illegal acts of warfare on the part of the enemy. Moreover, recent developments in weapons systems and platforms, particularly submarines, supersonic aircraft, and cruise missiles, have rendered the in-shore *blockade* exceedingly difficult, if not impossible, to maintain during anything other than a local or limited *armed conflict*.
3. Notwithstanding this trend in *belligerent* practices (during general war) away from the establishment of *blockades* that conform to the traditional rules, *blockade* continues to be a useful means to regulate the competing interests of *belligerents* and neutrals in more limited *armed conflict*.

**reconciled:** made  
consistent or  
compatible

For example, during the Vietnam conflict, the mining of North Vietnamese ports by the U.S. military, was undertaken in conformity with traditional criteria of establishment, notification, effectiveness, limitation, and impartiality, although at the time the mining took place the term “*blockade*” was not used.

### BELLIGERENT CONTROL OF THE IMMEDIATE AREA OF NAVAL OPERATIONS

**pursuant:** in accordance with

**prejudiced:** harmed

**collateral damage:** unintended or accidental damage

Within the immediate area or vicinity of naval operations, a *belligerent* may establish special restrictions upon the activities of neutral vessels and aircraft and may prohibit altogether such vessels and aircraft from entering the area. The immediate area or vicinity of naval operations is that area within which hostilities are taking place or *belligerent* forces are actually operating. A *belligerent* may not, however, purport to deny access to neutral nations, or to close an international strait to neutral shipping, **pursuant** to this authority unless another route of similar convenience remains open to neutral traffic.

### BELLIGERENT CONTROL OF NEUTRAL COMMUNICATIONS AT SEA

The commanding officer of a *belligerent* warship may exercise control over the communication of any neutral merchant vessel or civil aircraft whose presence in the immediate area of naval operations might otherwise endanger or jeopardize those operations. A neutral merchant ship or civil aircraft within that area that fails to conform to a *belligerent's* directions concerning communications may thereby assume enemy character and risk being fired upon or captured. Legitimate distress communications should be permitted to the extent that the success of the operation is not **prejudiced** thereby. Any transmission to an opposing *belligerent* of information concerning military operations or military forces is inconsistent with the neutral duties of abstention and impartiality and renders the neutral vessel or aircraft liable to capture or destruction.

### EXCLUSION ZONES AND WAR ZONES

*Belligerent* control of an immediate area of naval operations is to be clearly distinguished from the *belligerent* practice during World Wars I and II of establishing broad ocean areas as “exclusion zones” or “war zones” in which neutral shipping was either barred or put at special risk. Operational war/exclusion zones established by the *belligerents* of both sides were based on the right of *reprisal* against alleged illegal behavior of the enemy and were used to justify the exercise of control over, or capture and destruction of, neutral vessels not otherwise permitted by the rules of naval warfare. Exclusion or war zones established by *belligerents* in the context of limited warfare that has characterized post-World War II belligerency at sea, have been justified, at least in part, as reasonable, albeit coercive, measures to contain the geographic area of the conflict or to keep neutral shipping at a safe distance from areas of actual or potential hostilities. To the extent that such zones serve to warn neutral vessels and aircraft away from *belligerent* activities and thereby reduce their exposure to **collateral damage** and incidental injury and to the extent that they do not unreasonably interfere with legitimate neutral commerce, they are undoubtedly lawful. However, the establishment of such a zone does not relieve the proclaiming *belligerent* of the obligation under the law of armed conflict to refrain from attacking vessels and aircraft which do not constitute lawful targets. In short, an otherwise protected platform does not lose that protection by crossing an imaginary line drawn in the ocean by a *belligerent*.

## CAPTURE OF NEUTRAL VESSELS AND AIRCRAFT

1. Neutral merchant vessels and civil aircraft are liable to capture by *belligerent* warships and military aircraft if engaged in any of the following activities.
  - a. Avoiding an attempt to establish identity.
  - b. Resisting visit and search.
  - c. Carrying contraband.
  - d. Breaking or attempting to break *blockade*.
  - e. Presenting irregular or fraudulent papers; lacking necessary papers; or destroying, **defacing**, or concealing papers.
  - f. Violating regulations established by a *belligerent* within the immediate area of naval operations.
  - g. Carrying personnel in the military or public service of the enemy.
  - h. Communicating information in the interest of the enemy.
2. Captured vessels and aircraft are sent to a port or airfield under *belligerent* **jurisdiction** as prize for **adjudication** by a prize court. Ordinarily, a *belligerent* warship will place a prize master and prize crew on board a captured vessel for this purpose. Should that be impracticable, the prize may be escorted into port by a *belligerent* warship or military aircraft. In the latter circumstances, the prize must obey the instructions of its escort or risk forcible measures.
3. Neutral vessels or aircraft attempting to resist proper capture lay themselves open to forcible measures by *belligerent* warships and military aircraft and assume all risk of resulting damage.

**defacing:** made impossible to read by damaging the surface of

**jurisdiction:** authority or power

**adjudication:** a judicial decision or sentence

## DESTRUCTION OF NEUTRAL PRIZES

Every reasonable effort should be made to avoid destruction of captured neutral vessels and aircraft. A capturing officer, therefore, should not order such destruction without being entirely satisfied that the prize can neither be sent into a *belligerent* port or airfield nor, in his opinion, properly be released. Should it become necessary that the prize be destroyed, the capturing officer must provide for the safety of the passengers and crew. In that event, all documents and papers relating to the prize should be saved. If practicable, the personal effects of passengers should also be safeguarded.

## PERSONNEL OF CAPTURED NEUTRAL VESSELS AND AIRCRAFT

1. The officers and crews of captured neutral merchant vessels and civil aircraft who are nationals of a neutral nation do not become prisoners of war and must be repatriated as soon as circumstances reasonably permit. This rule applies equally to the officers and crews of neutral vessels and aircraft which have assumed the character of enemy mer-

chant vessels or aircraft by operating under enemy control or resisting visit and search. If, however, the neutral vessels or aircraft had taken a direct part in the hostilities on the side of the enemy or had served in any way as a naval or military auxiliary for the enemy, it thereby assumed the character of an enemy warship or military aircraft and, upon capture, its officers and crew may be interned as prisoners of war.

2. Enemy nationals found on board neutral merchant vessels and civil aircraft as passengers who are actually embodied in the military forces of the enemy, who are en route to serve in the enemy's armed forces, who are employed in the public service of the enemy, or who may be engaged in or suspected of service in the interests of the enemy may be made prisoners of war. All such enemy nationals may be removed from the neutral vessel or aircraft whether or not there is reason for its capture as a neutral prize. Enemy nationals not falling within any of these categories are not subject to capture or detention.

### **BELLIGERENT PERSONNEL INTERNED BY A NEUTRAL GOVERNMENT**

1. International law recognizes that neutral territory, being outside the region of war, offers a place of asylum to individual members of *belligerent* forces and as a general rule requires the neutral government concerned to prevent the return of such persons to their own forces. The neutral nation must accord equal treatment to the personnel of all the *belligerent* forces.
2. *Belligerent combatants* taken on board a neutral warship or military aircraft beyond neutral waters must be interned. *Belligerent* civilians taken on board a neutral warship or military aircraft in such circumstances are to be repatriated.
3. With respect to aircrews of non-medical *belligerent* aircraft that land in neutral territory, whether intentionally or inadvertently, the neutral nation must intern them.

*Source: Use of Force During Multinational Maritime Operations, Chapter 5 Law of Neutrality, Naval Doctrine Command (October 1998). [www]http://ndcweb.navy.mil/htdocs.htm*

## **Exercise 31**

---

Answer the following questions about the reading.

---

1. How long can a UN member nation exercise the right of self-defense?
2. When did the 12-nautical mile territorial sea become lawful?
3. Which ports are not blocked during blockades?
4. When should destruction of a captured neutral ship be ordered?

---

## LISTENING SKILL



### Word Order Review

#### Exercise 32

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Listen and orally change the following statements that you hear to direct quotation or indirect speech. If necessary, replay this segment as often as needed.

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## LEARNING STRATEGY

### Keeping a Learning Log

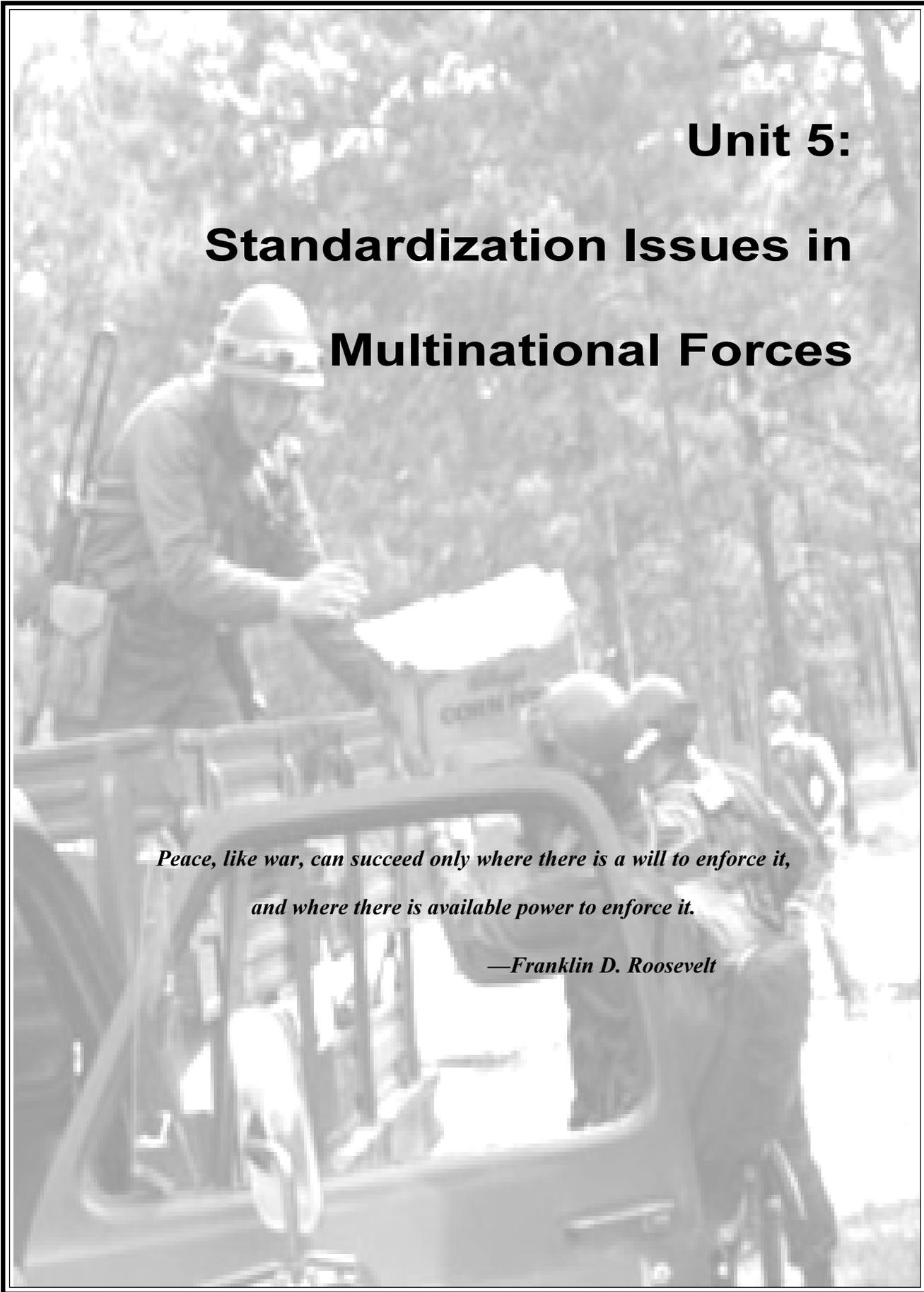
#### Exercise 33

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Follow the instructions for completing the Language Learning Log that were given in Unit 1.

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**Unit 5:**  
**Standardization Issues in**  
**Multinational Forces**

*Peace, like war, can succeed only where there is a will to enforce it,  
and where there is available power to enforce it.*

*—Franklin D. Roosevelt*

## Resources

You will need Unit 5 of this course, the Unit 5 recording, a tape/CD player, your notebook, pen or pencil, and your copy of *Webster's New World Dictionary*.

## Objectives

In this lesson you will

1. review sequenced instructions and practice giving them.
2. review word order in indirect questions.
3. use and correctly pronounce objective vocabulary, military expressions, and military acronyms in the glossary.
4. identify standardization issues in multinational operations.
5. identify the four levels of standardization: compatibility, interoperability, commonality, and interchangeability.
6. become familiar with factors affecting multinational commands.
7. use techniques in oral and written communication learned throughout the course to finalize your oral presentation.
8. listen to electronic communications, including news broadcasts; take notes or write summaries.
9. read models of technical/military material and answer comprehension questions.
10. read authentic military articles and answer comprehension questions.
11. practice a variety of language learning strategies.

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## LEARNING STRATEGIES

In this course you have learned many learning strategies. Think about ways you can apply these strategies to your future learning.

## Planning

### Exercise 1

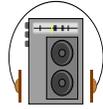
How are you applying the learning strategies that have been presented in the previous units? Unit 5 will review some of the strategies you already know as well as utilize some additional ones.

### Unit 5 Schedule

Day	Plan	Actual
Mon	_____	_____
Tue	_____	_____
Wed	_____	_____
Thurs	_____	_____
Fri	_____	_____
Sat	_____	_____
Sun	_____	_____



## VOCABULARY



Listen to the authentic reading titled "NATO Standardization" and follow along. The new vocabulary is in italics. As you listen to the reading, underline or circle the words you do not know.

## NATO Standardization

The need for truly multinational forces has again emphasized the need for standardization, not simply in equipment but in the whole range of military activities. It must be made clear at the outset that standardization is not synonymous with either interoperability or *collaboration*. Interoperability is merely one level of standardization, whereas collaboration describes an entirely different, essentially procurement-based activity. There is a growing need for *precision* in the use of such terms if we are to make sense of an increasingly important and complex area, and more importantly if we want to improve the understanding of the subject matter.

In simple terms, standardization is about harmonising the manner in which various functions are performed by different armies in order to improve their ability to operate together. Standardization applies to all *aspects* of those functions and includes doctrine, procedures, training, and logistics, as well as equipment. The degree of standardization required varies according to the importance of the function and the level of command. As a general rule, the degree of standardization increases *significantly* on transition from the operational to the tactical level. Even so, implementation of multinational operations below brigade level is unlikely

### Learning Strategy

*Applying learning strategies is a tactic which can help you to achieve success in the target language.*

to be a practical concept for some time to come.

Collaboration is a distinct activity, and applies uniquely to the *procurement* of common equipment by two or more nations, primarily for reasons of economy. Though commonality represents the ideal level of standardization, and inevitably forms a major part of the justification for collaborative activity, it is by no means the only consideration for standardization.

Today we are engaged in the creation of a new capability-based force which mainly derives its being from its major contribution to multinational corps. We are creating this force at a time when the NATO military community faces severe budgetary constraints. While the imperatives for collaborative procurement remain, it is likely that the opportunities for such procurement will reduce, as replacement programmes are gradually supplanted by upgrades, and nations are increasingly forced to make do with existing equipment. The main thrust today must be towards achieving as much as possible the standardization of existing or planned equipment, and perhaps more significantly, toward making multinational operations work. Future standardization efforts must be conducted with a coherent and logical framework if we want to be efficient and apply effective *remedial* action where it is required. It is also important that we not waste time and effort on trying to achieve greater levels of standardization than are actually necessary for effective multinational operations.

*Source:* North Atlantic Cooperation Council/Partnership for Peace. (1996). *Standardization*. Brussels: NATO Office of Information and Press, pp. 1-2.

After you turn off the recording, silently read the paragraphs again. Next, in your dictionary or in the glossary of this unit, look up the meaning of the words you do not know. Then, complete the next exercise.

## Exercise 2

Complete each sentence with an appropriate word from the list below.

collaboration	precision
procurement	aspects
significantly	remedial

- The \_\_\_\_\_ between the two countries ensured peace.
- The \_\_\_\_\_ of food and supplies was effected early because the embarkation date was changed.
- There were so many \_\_\_\_\_ to the argument that it never became clear what the real issue was.
- Because the student had so much trouble with the language, it was necessary that she take a \_\_\_\_\_ course.
- After he completed the course, the soldier found that his attitude improved \_\_\_\_\_.
- The aircraft engine is a marvel of \_\_\_\_\_.

## VOCABULARY



Listen to the authentic reading titled "The Four Levels of Standardization" and follow along. The new vocabulary words are in italics. As you listen to the reading, underline or circle any words you do not know.

### Learning Strategy

*You increase your ability to remember a word or phrase by considering it in a meaningful sentence, conversation, or story.*

## The Four Levels of Standardization

There are four levels to be considered in the standardization of a multinational mission: compatibility, interoperability, interchangeability, and commonality.

### Compatibility

Compatibility is the lowest level of standardization; it is merely a form of *deconfliction*. Its purpose is to ensure that the parallel activities of one formation do not *hinder* those of another. The most obvious *manifestation* of a lack of compatibility is likely to be found in the electronics field through the mutual interference of various emitters. No less important might be an inability of two forces of the same type to sustain a similar operational tempo, due perhaps to radical differences in procedure, training standards, sustainability, or equipment performance. Deficiencies are most likely to be found in the last of these, particularly where there are significant mismatches in mobility; therefore, it is essential that **platforms** be made compatible. In standardization terms, compatibility is a *neutral* value because it does not add to the effectiveness of multinational operations, although its absence in certain key areas may significantly impair performance. However, its achievement is not to be dismissed lightly.

### Interoperability

Interoperability is the second and most commonly applied level of standardization. It is almost wholly concerned with equipment, predominantly in the communications field. It assumes the retention of national equipment designed or adapted to interface with that of another nation. Interoperability is exemplified by NATO Standardization Agreements, or STANAGs, which lay down common standards for equipment design and procedures, but which need not compro-

mise national equipment preferences. STANAGs require *rigorous* application by all parties (which is rarely achieved), and frequent revision to ensure that they remain relevant. Interoperability is essential for the efficient transmission of information in whatever form, from one national formation to another. Since it contributes significantly to the effectiveness of multinational operations, interoperability has a decided positive value in that it enables neighboring units to fight in unison, but without the *synergy* that greater integration might provide.



### Interchangeability

The third level of standardization, interchangeability, has a wider range of applications; it means that a particular function can be performed by one nation on behalf of another with equal effect. Its applications range from materiel, through the provision of Combat Support, to the execution of specific operations. In its purest form it means, for example, that a shell of German design and manufacture can be fired by a British gun and vice versa, without modification to existing drills or **firing algorithms**; it means that an artillery battery from one nation can support a formation from another; and, in its highest and most complex form, it means that brigades can be regrouped under the command of another nation and perform the same tasks as the brigades of that nation, with the same certainty of outcome. Interchangeability has greater value than interoperability because it introduces the possibility of synergy at a multinational level.

### Learning Strategy

*Relating new language information to concepts already in memory creates associations which strengthen comprehension.*

**platforms:** systems from which weapons are employed

**firing algorithms:** mathematical calculations needed to place ordnance on target

## Commonality

Commonality is the highest level of standardization. It applies predominantly to procedures. It is also a *by-product*, intentional or otherwise, of collaborative equipment procurement. Although the value of equipment commonality should not be underestimated, there are areas where lesser degrees of standardization would be acceptable. Indeed, the absence of commonality in certain areas, for example Air Defence, might even diversify and *enhance* a capability. It is also worth considering that common training standards will be required (though not necessarily common methods) if the challenge of the interchangeable brigade is to be met. While commonality represents an ideal, it is unlikely ever to be wholly achieved outside the *realms* of procedures and equipment.

*Source:* North Atlantic Cooperation Council/Partnership for Peace. (1996). *Standardization*. Brussels: NATO Office of Information and Press, pp. 2-4.

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After you turn off the recording, silently read the paragraphs again. Next, in your dictionary or in the glossary of this unit, look up the meaning of the words you do not know. Then, complete the next exercise.

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## Exercise 3

---

Match the following words with their synonyms.

---

- |                      |                                  |
|----------------------|----------------------------------|
| 1. ___ deconffiction | a. strict                        |
| 2. ___ rigorous      | b. impede                        |
| 3. ___ neutral       | c. secondary result              |
| 4. ___ hinder        | d. area                          |
| 5. ___ realm         | e. cooperation                   |
| 6. ___ synergy       | f. improve                       |
| 7. ___ by-product    | g. neither negative nor positive |
| 8. ___ enhance       | h. evidence                      |
| 9. ___ manifestation | i. removal of conflict           |
|                      | j. revelation                    |

---

## GRAMMAR

### Word Order in Indirect Questions

In English, an indirect question is like a statement. It does not ask a question; it reports one. As in other forms of reported speech, in an indirect question, normal statement word order (i.e., subject followed by verb) is retained even though what is being reported was originally a question. An indirect question ends with a period, as does a statement. Read the following examples of a direct and an indirect question.

Examples:

- Direct yes/no question

**Do you like the new barracks?**

- Indirect question

**He asked if I liked the new barracks.**

- Direct question-word question

**Why is the armory open?**

- Indirect question

**He asked why the armory was open.**

Notice that in an indirect question, as in other forms of indirect speech, the tense of the verb in the reported matter usually shifts to the past. Similarly, in an indirect question, the reported inquiry is in the form of a subordinate noun clause.

A clause that reports a yes/no question usually begins with **if** or **whether**.

A clause that reports a question-word question usually begins with **which**, **what**, **who/m**, **when**, **where**, **why**, **how**, or some similar expression.

In addition, noun clauses beginning with these words often follow such main clauses as **I know**, **I remember**, **I understand**, **I wonder**, and similar clauses which have verbs of cognition or speaking.

## Exercise 4

Go over the following indirect questions. The main clause is separated from the subordinate (noun) clause by a slash mark. The connecting word is underlined. Copy the sentences into your notebook without the slash marks or the underlining.

1. The captain wondered / why the gas masks were defective.
2. I know / who the new pilot is.
3. Please tell me / where the galley is.
4. Nobody knows / how the accident at the armory happened.
5. Please ask him / at what time PT begins.
6. I can't remember / if the debarkation nets have been repaired.

7. He is asking you / what the word "pillbox" means.

8. Can you tell me / how much the weapon weighs?

Note: Items 1 through 7 contain indirect questions within statements, whereas item 8 illustrates an indirect question within a direct one.

The following exercises will help you analyze and construct indirect questions.

## Exercise 5

Read the following example.

Admiral Bonsignore asks, "When does the briefing begin?"

What does the admiral want to know?

He wants to know when the briefing begins.

Now read the dialogues that follow and complete the sentences that accompany them by filling in the appropriate words in correct order.

1. CDR Martin asks, "Where is the phone?"

What does the commander want to know?

He wants to know \_\_\_\_\_.

2. CAPT Zenelli asked, "Where was LT Karpusovas last night?"

What did the captain want to know?

He wanted to know \_\_\_\_\_.

## Exercise 6

Form indirect questions by matching the following main clauses and subordinate (noun) clauses. Write the letter of the subordinate clause in the space provided.

### Learning Strategy

*Recognizing and using formulas and patterns in the target language greatly enhances your perception of the language.*

**Learning Strategy**

*To understand something in the new language, it is helpful to break down the new word, phrase, sentence, or even paragraph into its component parts.*

1. The new fire team needs to know where \_\_\_\_\_.
2. The master-at-arms asked me what \_\_\_\_\_.
3. The commander asked me why \_\_\_\_\_.
4. Lt Boulingre needs to know how much \_\_\_\_\_.
5. I don't remember at what time \_\_\_\_\_.
6. The guerrillas did not know whom \_\_\_\_\_.



- a. their leader would select as successor
- b. the new uniforms cost
- c. the plane departs
- d. I was late getting to the firing range
- e. the flamethrowers are stored
- f. I witnessed at the accident scene

**Exercise 7**


---

**Complete the following sentences. Use correct word order.**

---

1. Lieutenant Commander Chianese asked me why \_\_\_\_\_.
2. Chief Petty Officer Anderson asked me when \_\_\_\_\_.

3. The Chief of Staff knew where \_\_\_\_\_.
4. The medical officer explained how \_\_\_\_\_.

When using direct and indirect questions, it is important for the writer to avoid mixing them in a sentence. Read the following example of a mix of direct and indirect questions; afterwards, read the corrected version.

Mix of direct and indirect questions:

She wondered if the major was aware of the incompatibility of the communications equipment and would he do anything about it?

Corrected version:

She wondered if the major was aware of the incompatibility of the communications equipment and whether he would do anything about it.

**Exercise 8**


---

**Read the following sentences; they contain sudden shifts between indirect and direct questions. Revise the sentences for consistency, apply correct word order, and write the corrected sentences in your notebook.**

---

1. The foreign correspondent asked if the country had ordered new tanks and, if so, did it receive them?

Correction: \_\_\_\_\_

2. The relief organization asked how many displaced persons were in the camp and did any have cholera?

Correction: \_\_\_\_\_

## Exercise 9

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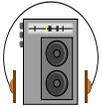
Edit your own writing for correct use of indirect questions.

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## VOCABULARY




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Listen to the authentic reading titled “Framework of Understanding” and follow along. The new vocabulary is in italics. As you listen to the reading, underline or circle the words with which you are not familiar.

---

## Framework of Understanding

The four levels of standardization—compatibility, interoperability, interchangeability, commonality—are clearly complementary; no one level can, in practical terms, be applied to all areas of military activity. Nor indeed would it be desirable to do so, since there is no need to ask for interoperability when no more than, say, compatibility is required. Different levels apply to different functions and echelons of command according to their relative importance, and it is likely that the full benefits of standardization will be felt only as the result of a series of *incremental* improvements. Despite this, there is much that can be done to create a *coherent* framework of understanding, which will help not only to identify problem areas but also to resolve them. The first task is to determine the scale of the problem, to determine where our *deficiencies* lie, and to set targets. In general terms, we require as a basic minimum:

- Compatible electronic systems and weapons platforms,
- Interoperable communications and information systems,
- Interchangeable combat supplies, combat support, and brigades,
- Common procedures and training standards,

but only in those areas in which there is an urgent and identifiable need. From the above list we can reasonably determine the requirement for interchangeable brigades on the grounds that if all the other requirements are met, interchangeability will follow.

In order to focus our effort, there is a clear need to give priority to key capability areas only. We need to concentrate on the following:

- Command and Control,
- Surveillance and Target Acquisition,
- Indirect Fire,
- Air Defence,
- The Contact Battle,
- Logistics.

After the priorities have been established by capability, the next requirement is to examine each area as a complete system and to identify where *interfaces* are required with the systems of other nations, the nature of those interfaces, and the likely solution. Such solutions may include a modification to *doctrine*, procedures, or training, by one nation or another, or by the standardization of equipment to the appropriate level.

*Source:* North Atlantic Cooperation Council/Partnership for Peace. (1996). *Standardization*. Brussels: NATO Office of Information and Press, pp. 4-5.

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After you have turned off the recording, silently read the paragraphs again. In your dictionary or the glossary of this unit, find the meaning of the words you do not know. Then complete the next exercise.

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## Exercise 10

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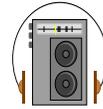
Choose the word that best completes the sentence.

---

- Rank in the military is obtained through a series of \_\_\_\_\_ promotions.
  - elemental
  - pictorial
  - incremental
  - subliminal
- The staff devised a \_\_\_\_\_ plan for the movement of the troops. It is understandable and should be easy to carry out.
  - unique
  - coherent
  - factional
  - rigorous
- Until we know what our \_\_\_\_\_ are, we can do nothing to improve the situation.
  - deficiencies
  - curiosities
  - fluctuations
  - platforms
- If we are going to establish peaceful relations, an \_\_\_\_\_ with the ambassador is essential.
  - attitude
  - estimate
  - office
  - interface
- The belief in human rights and in the possession of fundamental freedoms are basic tenets of the UN \_\_\_\_\_ .
  - procedures
  - doctrine
  - reaction
  - testimony

---

## VOCABULARY




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Listen to the authentic reading titled “Multinational Commands” and follow along; the vocabulary words are italicized. Circle the words you do not know. Later, check their meaning in your dictionary or in the glossary of this unit.

---

## Multinational Commands

Command relationships at the operational-level are often *unique* because of the political factors that influence their development. Existing relationships among multinational forces represent the major differences. The multinational commander must be aware of these differences and consider them when assigning missions and conducting operations.

A multinational command exercises control over regional commands. The allied or multinational force command translates allied policy—deterrence, defense, and counterattack—into multinational military air and ground plans and objectives for



**implementation** by allied regional commands. The commander influences the **campaign** by committing reserves, **allocating** air support, and setting support priorities.

Traditionally, logistics in multinational operations is a national responsibility. However, logistics support must be a **collective** responsibility of the nations involved. Nations must ensure, either individually or by cooperative agreement, the provision of logistics support for their forces. Commanders of multinational forces must establish requirements and coordinate logistics support within their operational area. The logistics objective in a multinational environment is to achieve the greatest degree of logistical standardization (that is, compatibility and interoperability of equipment), interchangeability of combat supplies, and a commonality of procedures—that is realistically achievable given the constraints of METT-T (Mission, Enemy, Troops, Terrain, Time).

*Source:* Department of the Army Headquarters. (1995). *Army Operational Support* (FM 100-16). Washington, DC: US Government Printing Office, pp. 2-7.

After you have turned off the recording, silently read the paragraphs again. In your dictionary or the glossary of this unit, find the meaning of the words you do not know. Then complete the next exercise.

## Exercise 11

Choose an appropriate word from the list on the following page to complete each of the sentences in the paragraph.

collective      unique      campaign  
allocate      implementation

The battalion commander had a \_\_\_\_\_ problem. He had to \_\_\_\_\_ a limited supply of ammunition to the entire unit before his phase of the \_\_\_\_\_ could get underway. He called a meeting of his junior officers to get their \_\_\_\_\_ opinion as to how the distribution should be accomplished. They agreed that the \_\_\_\_\_ would be difficult but said that they would see to it that the job would be accomplished.

## READING SKILLS

The following readings initially appeared in American military publications. To improve your reading speed, read them as quickly as possible and answer the questions orally. Then go back and reread the selections more carefully and write the answers to the questions in your notebook. For the next two readings, circle the words that you are not familiar with, but instead of looking up their definitions in the dictionary, try to guess their meaning.

## Interoperability

Interoperability, at many levels, is essential to the success of any multinational operation. At the highest level, nations must be willing and able to organize themselves into a common force and to accommodate each other's operational methods by understanding their doctrine, culture, and interests. Appropriate domestic funding authority must be provided, without which information, supplies and services, and communications and other equipment cannot be shared with coalition partners. At the operational and tactical levels, national elements of the force must be able to exchange information well enough to maintain a common picture of events, and must be able to support and sustain each other. Achieving and maintaining a sufficient degree of interoperability will be a primary objective of the multinational command regardless of whether the

structure is parallel, integrated, or based on a lead nation. The extent of achievable interoperability will vary depending upon the composition of the MMF (Maritime Multinational Forces).

*Source: Multinational Maritime Operations*, Department of the US Navy (September 1996). [www]http: www.ndc.navy.mil.

## Exercise 12

1. What is necessary for a successful multinational operation?
2. What must nations be willing and able to do at the highest level?
3. What is a primary objective of the multinational command?

## Status of Forces Agreements (SOFA)

SOFAs define the legal obligations and rights of the force, and may influence how a force operates in a host nation. Whenever an operation involves a host nation, each nation in the MMF should be covered by a SOFA or a memorandum of understanding that may include:

- Status of the force, its national components, and individual members.
- Entry and exit procedures to the host nation.
- Authority to carry weapons ashore.
- Force and individual movements.
- Use of ports, airports, and other transportation facilities.
- Use of communications systems.
- Use of uniforms, displaying of flags and other symbols.
- Religious rights of individuals.

- Matters of criminal and civil jurisdiction and relations with police.
- Tax and duty regulations.
- Claims procedures.

*Source: Multinational Maritime Operations*, Department of the US Navy (September 1996). [www]http: www.ndc.navy.mil.

## Exercise 13

1. What is the meaning of SOFA?
2. Why are SOFAs necessary?

---

## FUNCTION

## Sequenced Instructions

- When asking for instructions on how to do something, we often use the following questions:  
*Would you explain how...?*  
*How should I...?*  
*What's the best way to...?*  
*How do you...?*  
*What should I do first...?*
- When giving instructions, we usually use the imperative form or the second person, and connective words such as **first**, **second**, **next**, and **finally** to indicate the order in which instructions are to be accomplished. Certain questions and phrases are used to confirm that the person being instructed understands what was said or to remind him or her of something. Among such expressions are the following:
- To confirm:  
*Did you understand what I said?*  
*Have you got all that?*  
*Are you following me?*  
*Any questions?*  
*Got it okay?*

### Learning Strategy

*Writing a summary of a longer reading improves comprehension and reinforces learning in the new language.*

- To remind:
  - Remember to...*
  - Be sure to...*
- When we do not understand the instructions or are confused by them, we use one of the following constructions to ask for repetition:
  - Would you repeat that?*
  - I didn't catch that last part.*
  - I'm not sure I understand.*
  - Hold it.*
  - Wait a minute,...*
  - Please repeat that.*
  - You just lost me.*
  - I missed that last part.*
  - Run that by me again, please.*
- When we understand but want more information or confirmation that what we are doing is correct, we can use one of these questions or phrases:
  - What should I do now?*
  - Then what?*
  - What's next?*
  - Anything else?*
  - Now what?*
  - Is this right/okay?*
  - How's this?*
  - Like this?*
- When we understand the instructions and can follow them, we may say one of the following:
  - That doesn't sound too hard/difficult.*
  - That seems simple/easy enough.*
  - I think I've got it.*
  - I understand.*
  - So far, so good.*

## Exercise 14




---

Listen to the following dialogue and read along.

---

Sgt Flynn: Do you have any questions?

Pvt Dahl: Excuse me, Sergeant Flynn, would you please repeat the treatment for heat stroke when not in a chemical environment?

Sgt Flynn: Certainly. First, remember that heat stroke is a medical emergency and that getting the casualty cool is imperative. Therefore, the first step would be to move the person to a cool shady area.

Pvt Dahl: I don't understand. What if there is no shade?

Sgt Flynn: Well, then you would need to improvise something.

Pvt Dahl: What should I do next?

Sgt Flynn: After that, you would need to loosen or remove the casualty's clothing.

Pvt Dahl: What should I do then?

Sgt Flynn: Spray or pour water on the casualty and fan him or her. Then massage the arms and legs.

Pvt Dahl: Okay. What's next?

Sgt Flynn: Elevate the casualty's legs.

Pvt Dahl: That sounds easy enough. Is there anything else?

Sgt Flynn: Yes. If he or she is conscious, have the casualty slowly drink at least one canteen of water.

Pvt Dahl: That seems simple enough. Should I leave the casualty and go back to my post?

Sgt Flynn: No. You must watch closely for any life-threatening conditions and check for other injuries, if appropriate.

Pvt Dahl: Thank you, Sergeant. I think I understand it now.

---

Now practice the dialogue. You will hear Sgt Flynn's part of the conversation. Read Pvt Dahl's part. Begin now.

---

*Source:* Department of the Army Headquarters. (1994). *Soldiers' Manual of Common Tasks* (Soldier Training Skill Level I; Publication No. 21-1 SMCT). Washington D.C: US Government Printing Office, p. 492.

**strategic:** having to do with the science of planning and directing large-scale military operations, specifically (as distinguished from tactics) of maneuvering forces into the most advantageous position prior to actual engagement with the enemy

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## READING SKILL

### Exercise 15

#### Pre-reading

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Quickly skim the following reading taken from the US Navy *Multinational Maritime Operations Manual*.

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## US Navy Multinational Maritime Operations Manual, Chapter 3

308. The Multinational Maritime Force Commander (MMFC). MMFC is a general term applied to a commander who exercises authority over maritime forces from two or more nations, and who unifies the efforts of a multinational force toward common objectives. The participating nations and/or the Multinational Force Commander (MFC), if appointed, determine the extent of the MMFC's authority, which may be substantially limited. The participating nations may also establish an organization to provide political and **strategic** guidance to the multinational force. The MMFC should resolve operational issues directly with the National Maritime Component Commanders (NMCC). Consensus building is therefore a major role of the MMFC, so personal rapport, mutual trust, and respect with the NMCCs are important. The NMCCs should have the opportunity to express operational or other concerns and advocate their own ideas concerning mission completion. These councils, which may be formal or informal, are an effective way to achieve unity of effort. While the MMFC's authority and responsibility depend on the circumstances, in general the MMFC should:

- a. Determine, in coordination with the providing commands and authorities, the force structure and command organization that is best suited to undertake the operation.
- b. Exercise command authority, such as granted by participating nations, over all assigned or attached force components. If also a national force com-

mander, the MMFC could be vested with command authority of a higher grade for those forces that are also under his national command. For forces that operate under purely national C<sup>2</sup> (Command and Control), but within the area of responsibility and in support of the MMF objectives, the MMFC should be vested with at least TACOM (Tactical Command)/TACON (Tactical Control) for specific phases of the operation.

- c. Assign to subordinate commanders tasks and missions as required to accomplish their objectives.
- d. Ensure that essential operational functions are coordinated throughout the force and supporting commands so that resources are used to optimum effect.
- e. Establish liaison with the commands and authorities operating in support of the campaign or independently within the area of responsibility, as well as between the components of the force.
- f. Determine and request the administrative and **logistic** support required to establish the operational readiness of the force and to sustain it during the operation.
- g. Be fully aware of the political, cultural, and religious situation and **sensitivities** within the force and in the region affected by the operation.
- h. Specify and refine the concept of operations and plans as the situation develops.
- i. Notify higher commander and supporting authorities when ready to execute phases of the operation.
- j. Coordinate rules of engagement and request changes as required.
- k. Keep higher commander and supporting authorities informed on the situation with emphasis on assessment of developments that may require changes in the operational concept and/or additional resources.

**logistic:** dealing with the branch of military science having to do with procuring, maintaining, and transporting materiel and personnel

**sensitivities:** tendencies to be keenly susceptible to the actions of others

**mandate:** order or command

When an operation involves forces from different services, the MMF may be a component of a Multinational Force (MF) and therefore the MMFC would either be appointed as, or report to, a Multinational Force Commander (MFC).

**309. National Maritime Component Commanders (NMCC).** NMCCs are designated by each participating nation in a multinational maritime force. NMCCs maintain the authority to report separately to their national higher military authorities in addition to the MMFC. For matters perceived as outside the **mandate** of the mission to which the nation has agreed, NMCCs may attempt resolution with the MMFC, refer to higher national authorities, or make an independent decision. Cooperation in multinational forces is more smooth when NMCCs have sufficient authority and understanding to resolve issues themselves, and then report their actions back to national authorities. The specific authorities and responsibilities assigned to a NMCC will be determined by the senior leadership of his nation; however, he should normally:

- a. Exercise C<sup>2</sup> as directed by his national authorities and the MMFC.

**interpretation:** explanation or understanding

**sovereignty:** supreme and independent political authority

**decentralization** the breaking up of concentration of authority

- b. Plan and execute operations based on MMFC's intentions, objectives, and mission statements.
- c. As directed by the MMFC, coordinate and cooperate with other component commanders to ensure unity of effort, and establish liaison accordingly.
- d. Ensure the administrative and logistic support of his forces required to achieve and sustain their operational readiness.
- e. Advise the MMFC on specific capabilities of his forces and constraints limiting their employment.
- f. Ensure that cross-component support is provided as arranged by the MMFC and agreed upon by national authorities.
- g. Suggest changes in the national C<sup>2</sup> arrangements under which forces are assigned or attached to the MMF.
- h. Keep the MMFC and his own national authorities informed on the situation, with emphasis on developments which may require changes in the operational concept, additional national resources, or support from other force components. He is responsible for suggesting appropriate action based upon his **interpretation** of developments.

310. Control of Force. There are two methods by which the MMFC may control forces:

- a. Direct Method. A commander may exercise command authority directly over assigned forces, units, or elements, but an appropriate staff must be provided. The span of control that a MMFC can effectively manage depends largely on the capacity of his staff and the facilities available to him. The MMFC who has forces assigned under OPCOM (Operational Command) may delegate OPCON (Operational Control) of elements to subordinate commanders if circumstances require it.
- b. Component Method. For large, complex operations, or when special circumstances require it, it is preferable to group assigned force elements under one or more component commanders subordinate to MMFC. In this case, the MMFC exercises his authority over these elements through his component commanders. MMFC and his component commanders will require staff support and control facilities that may vary in size and composition, and be collocated or separate.

311. Factors Affecting Command Centralization. Some of the major factors that affect which command or cooperation structure is chosen are:

- a. Political factors. For reasons related to national **sovereignty**, nations may wish to retain as much control over their own forces as possible. Therefore, political factors often tend to push toward **decentralization** of command. The degree to which nations are politically willing and able to work with other nations can be categorized into four levels:
  1. Independent operations. Information is exchanged on the movement, operational status, and intentions with respect to specific operations of friendly forces and on potential threats and high-interest shipping.

2. Coordinated operations. Geographical or functional responsibilities are allocated to different national forces for defined time periods and rules of engagement information is exchanged.
3. Direct support operations. **Tactical** control is transferred to other nations and efforts are made to harmonize rules of engagement.
4. Full cooperation. A single operational commander exercises both operational and tactical control over the force with common or comparable rules of engagement, mutually agreed upon by each national authority.

Parallel command structures are particularly appropriate to the lower levels of **interoperability**, while operations involving direct support or full cooperation often lead to more centralized command structures.

- b. Threat. The nature of the threat is particularly important when determining the degree of command integration in a multinational force. In a low-threat environment there is no **overriding** need for instantaneous communications and a tight command and control architecture; thus, a parallel command structure may be adequate. In high-threat environments, the need for integration of command increases. Higher integration allows the force to respond to threats with greater speed and unity, both to protect the forces involved and to defeat the threat itself. The threat level is complicated by the fact that each nation may perceive or be subject to a threat level different from that facing other members of the MMF.
- c. Mission Complexity. The role of mission complexity is closely related to the level of threat in determining the level of command integration. In relatively simple operations, such as maritime **interception** operations, a high level of integration is usually not required. For more complex maritime operations, such as in-shore blockades and amphibious operations, commanders should seek greater command integration. In fast-moving, complex situations, an integrated command or lead nation command structure offers the greatest potential for the MMF to act and react decisively.
- d. Geography. The MMF's command structure is also influenced by geographical factors. Areas that are readily divided into distinct operating areas may call for parallel command structures.
- e. Force Composition. The extent to which a nation supplies the **preponderance** of forces and assets in an operation will affect command integration. The force composition varies from balanced, where several nations provide comparable effort, to predominant, where one nation provides the **predominance** of force, assets, and capabilities. In the predominant case, the nation with the preponderance of forces may become the **core** around which the multinational force is built and is most likely to be the lead nation. Despite the balance of forces, the lead nation should be prepared to share leadership roles, particularly where local conditions warrant and where the vital interests of other nations are paramount.
- f. Previous Operational Experience. A demonstrated ability by participants to exercise and operate in a multinational force supports a more **integrated** command and cooperation structure.

**tactical:** pertaining to tactics or maneuvers, or short-range objectives

**interoperability:** ability to operate effectively together

**overriding:** chief; primary; principle

**interception:** interruption of the progress or intended course

**preponderance:** that which is greater in amount, weight, power, influence or importance

**predominance:** authority, influence over others; ascendancy or dominating prevalence

**core:** the central or most important part

**integrated:** made whole or complete by bringing parts together into a whole; unified



- g. High-level Personal Relationships. A less centralized multinational force may operate as effectively and as efficiently as a more centralized force if high-level personal relationships are effective. These relationships can help to overcome interoperability problems at the tactical level.

Source: *Multinational Maritime Operations*, Department of the US Navy (September 1996). [www] <http://www.ndc.navy.mil>.

### Exercise 16

Read the selection more carefully and complete the exercise that follows. Circle "T" for true statements and "F" for false statements.

1. The MMFA has authority over maritime forces from two or more nations working together in a multinational force. T F
2. The participating nations alone determine the extent of the responsibilities of the Multinational Force Commander. T F
3. One of the responsibilities of the Multinational Maritime Force Commander is to be aware of political and cultural situations. T F

4. Cooperation in multinational forces is smoother when the component commanders are able to resolve issues themselves. T F
5. The two methods by which the MMFC may control forces are the indirect method and the component method. TF
6. The MMF's command structure may be influenced by geography. T F
7. Effective relationships between high-level personnel can help overcome interoperability problems at the tactical level. T F
8. Tactical and strategic have similar meanings. T F

## WRITING/SPEAKING SKILLS

### Exercise 17

## Gathering Information

Continue preparing your oral presentation for the two-week seminar by gathering any necessary information.



### Learning Strategy

*Deciding the purpose of the language task helps you to organize and plan so as to get the most out of language learning.*

---

**GLOSSARY**

## Objective Vocabulary

**allocate** (AL lo cate) v: to set apart for a specific purpose; to distribute or allot

The colonel was about to allocate the equipment for each squad when he was called away on an emergency.

**aspect** (AS pect) n: appearance to the eye or mind

The Alpha team looked at all aspects of the problem before they were able to come up with a solution.

**by-product** (BY-PRODuct) n: a secondary and sometimes unexpected result

A by-product of space exploration has been the rapid growth in technology.

**campaign** (cam PAIGN) n: a connected series of military operations with a particular objective

The North African campaign of World War II was one of the most interesting in military history.

**coherent** (co HER ent) adj: logically connected and intelligible

The major's speech was clear and coherent.

**collaboration** (col lab o RA tion) n: working together in a scientific, literary, or other undertaking

Collaboration between nations is essential in a NATO peacekeeping action.

**collective** (col LEC tive) adj: of or as a group

The collective effort of all the nations involved in the UN peacekeeping negotiations changed the course of the war.

**deconfliction** (de con FLIC tion) n: the eradication of antagonism or opposition

Deconfliction was necessary before any meaningful mediation could be achieved.

**deficiency** (de FI cien cy) n: inadequacy

The team's deficiency was its lack of speed.

**doctrine** (DOC trine) n: teachings; something taught as principle, creed, tenet, or dogma

The doctrine set forth in the Declaration of Independence is one of the building blocks of the United States of America.

**enhance** (en HANCE) v: to heighten or improve; to make greater in value, attractiveness, etc.

The general's reputation was enhanced by the outcome of the battle.

**hinder** (HIN der) v: to hold back, delay, or impede

In spite of the enemy's efforts to hinder our movements, we were able to outflank them.

**implementation** (im ple men TA tion) n: the act of carrying out, accomplishing, or giving practical effect to

The implementation of the peace agreement will require the full cooperation of all the countries involved.

**incremental** (in cre MEN tal) adj: describing a step-by-step increase or decrease in value or stature

Military officers are promoted in incremental steps from second lieutenant through five-star general.

**interface** (IN ter face) n: the means by which interaction or communication is achieved between groups or systems

An interface with the newly established government must be effected in order to bring about a compromise.

**manifestation** (man i fes TA tion) n: a demonstration; evidence or indication of

Saluting is a manifestation of the courtesy and the respect that is due to military officers.

**neutral** (NEU tral) adj: neither positive nor negative

The effect of the changes was neutral. The situation has remained the same.

**precision** (pre CI sion) n: exactness; accuracy

Lt Col Reed elaborated the tactics with great precision.

**procurement** (pro CURE ment) n: the act of getting possession of

The procurement of medical supplies was delayed because of the snow-storm.

**realm** (REALM) n: sphere; domain; region

The granting of more aid was beyond the realm of possibility.

**remedial** (re ME di al) adj: concerned with the correction of a faulty action or habit, or with the overcoming of a deficiency

Remedial action was necessary to make sure Delta Company marched properly.

**rigorous** (RIG or ous) adj: strict; exacting; rigidly precise

All of the new recruits must go through a rigorous training program.

**significantly** (sig NIF i cant ly) adv: importantly; measurably; in a manner worthy of notice

The increased military presence helped diminish the number of casualties significantly.

**synergy** (SYN er gy) n: combined or cooperative action or force; joint work

The synergy between the two teams was remarkable.

**unique** (u NIQUE) adj: having no like or equal; unparalleled

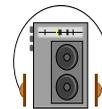
The commander had a unique leadership style.

### Learning Strategy

*To help you reach an acceptable proficiency in the target language, say or do something over and over again.*



## Military Expressions



There are many expressions that are used in the military. A few are given below. Listen to and repeat the expressions and the sentences.

**Backtrack:** return on the same road

Because of the bad roads, the supply convoy had to backtrack six miles.

**Beat around the bush:** delay getting to the point

Instead of being candid, he continued to beat around the bush.

**Cut it out:** stop it

Cut it out! You've given him a bad time long enough.

**Doesn't have enough sense to come in out of the rain:** doesn't have the intelligence to react to an obvious situation

We can't give him a job requiring responsibility if he doesn't have enough sense to come in out of the rain.

**Fill the bill:** meet the need

John is doing a good job. I'm sure he will fill the bill.

**Friendlylies:** friendly troops

Hold your fire! Those are friendlylies.

**Groundwork:** basic detailed work

The early groundwork on the plan was performed by the Assistant G3.

**In the dark:** ignorant of, without knowledge

What does this mean, G2? Don't keep me in the dark.

**Rule of thumb:** general guideline

There's no rule of thumb to solve all of your problems.

**Up in the air:** not yet decided or resolved

We are still awaiting orders; things are up in the air.

**Zero hour:** critical time

Zero hour for the attack will be 1310.

## NATO Acronyms

ADAMS: Allied Deployment and Movement System

CAX: Computer-Assisted Exercise

CFX: Command Field Exercise

EXOPORD: Exercise Operations Order

GOB: Ground Order of Battle

IOs: Interoperability Objectives

JOC: Joint Operations Center

LOG: Logistics

MG: Major General

MTI: MNC Task for Interoperability

OPR: Office of Primary Responsibility

PK: Peacekeeping

PSO: Peace Support Operations

SATCOM: Satellite Communications

VTC: Video Teleconferencing

## Exercise 18

Fill in the blank with the corresponding acronym or meaning.

_____	MG
_____	Peace Support Operations
_____	OPR
_____	GOB
_____	Interoperability Objectives
_____	CFX
_____	Allied Deployment and Movement System
_____	VTC
_____	EXOPORD

---

## ENRICHMENT ACTIVITIES

### Troublesome Grammar: Double Negatives

**No, not, never, barely, hardly, scarcely, seldom, and rarely** are negative adverbs and are not used with negative verbs. They must be used with affirmative verbs.

Examples:

- They *never* clean their weapons.  
Meaning: They don't ever clean their weapons.
- CDR Johnson *rarely* finishes his PT.  
Meaning: CDR Johnson doesn't finish his PT very often.
- LT Smith *hardly* ever spoke about his family.  
Meaning: LT Smith didn't speak about his family very much.

“I don't have no weapons” is an example of a sentence with a double negative. This type of sentence is confusing and grammatically incorrect since it contains two negatives in the same clause. One clause should contain only one negative. The correct version of this example is “I don't have any weapons,” or “I have no weapons.”



### Exercise 19

---

Correct the following sentences, all of which contain double negatives. Write the corrections in your notebook.

---

1. The captain don't need no help.
2. I can't hardly hear the radio announcement. There is too much static.
3. Methods of self-protection haven't barely changed in the last two centuries.
4. The island was deserted. The sailors couldn't see no one.
5. I can't remember if the debarkation nets haven't been repaired.

### Authentic Reading

#### Exercise 20

##### Pre-Reading

---

The authentic reading “Rules of Engagement” was taken from the document *Use of Force During Multinational Maritime Operations* published by the Naval Doctrine Command. Skim “Rules of Engagement” and answer the following questions.

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1. What is the topic of this reading?
2. What do I know about this subject?
3. What are some subtopics that might be discussed in the reading?
4. Is the reading difficult to understand?
5. Does this reading contain important concepts which I need to learn?

# Rules of Engagement

## Section 1 – Introduction

### Use of Force During Multinational Operations

- International law recognizes the right to use force in self-defense. Moreover, in support of international peace and security, a multinational alliance or coalition force may be authorized to use military force, up to and including *deadly force*, as a means to maintain peace or deter aggression and control conflict in order to return to a state of peace. Because the use of force carries the risk of causing or incurring injury, death and damage, legal authorities, such as the UN, NATO or coalition governments, must provide clear direction regarding the level of force necessary to accomplish an assigned mission within specified limits. Moreover, utmost care must be exercised when coordinating the efforts of multinational forces to ensure that differing views and interpretations among the multinational nations comprising the force are clearly **enunciated** and addressed.
- Whether in self-defense or in furtherance of mission accomplishment during peacetime operations or during *armed conflict*, use of force is not unlimited. The principles of proportionality, military necessity, and the laws of armed conflict must be adhered to at all times. The law of armed conflict is not intended to inhibit commanders in the accomplishment of their mission, but to
  - protect *combatants* and *non-combatants* from unnecessary suffering;
  - protect property of historic, religious, or humanitarian value, and the environment from unnecessary destruction; and
  - facilitate the **restoration** of peace upon the conclusion of the conflict.

**enunciated:** having made a clear and reasoned statement about

**restoration:** the act of bringing back into existence

**semantic:** of or relating to meaning in language

**ambiguity:** state of having more than one possible meaning or interpretation

### Use of Force and the Spectrum of Conflict

#### Rules of Engagement (ROE)

ROE are directives issued by military authority that delineate the circumstances and limitations under which military forces initiate and/or continue the use of *force*. ROE consist of (1) guidance on self-defense and (2) directions and orders regarding the positioning of units and the use of force by military forces for mission accomplishment during domestic and international operations in peacetime, periods of tension and *armed conflict*. They constitute lawful commands and are designed to remove any legal or **semantic ambiguity** that could lead a commander to violate national policy by inadvertently underreacting or overreacting to an action by foreign forces. While national policy decisions deal broadly with “what, where, when, and why” force will be used, operational ROE directives deal with the specifics of “how, when and where” force will be implemented. ROE *generally* confine themselves to when force is allowable or authorized, and to what extent it may be used to accomplish the mission. ROE are applicable to situations ranging from peacetime operations to *armed conflict*. Because they reflect deeply held national policies and norms regarding use of force, developing and implementing ROE is one of the most

complex and difficult aspects of establishing and maintaining an effective and cohesive multinational force.

## Key Concepts

- The following concepts which are common to use of force in multinational operations are fundamental to understanding the application of ROE.

**grievous:** very seriously harmful

**ultimate:** the greatest extreme; the maximum

**materiel:** the equipment, apparatus, and supplies, as guns and ammunition of a military force

- **The Spectrum of Conflict.** The spectrum of conflict is particularly important when determining the legal basis for ROE applicable to an operation. When considering the use of military force, the appropriate ROE authorizations will often depend on where the crisis or emergency event falls within the spectrum of conflict. If the operation will take place in a relatively peaceful environment where there is no immediate threat to the multinational force, ROE may be quite restrictive. If however, the operation will occur in an active war zone or when the risk of hostilities is high, then it may be appropriate to authorize considerably more robust ROE to defend the force, and if required, enforce the mandate.
- **Minimum Force.** *Minimum force* is the least amount of force reasonably necessary to counter a *hostile act* or demonstration of *hostile intent* to ensure the continued safety of applicable multinational forces, personnel or property while pursuing mission accomplishment. Depending upon the circumstances, *minimum force* may include use of *deadly force* or destruction of an opposing force where such action is the only prudent means by which a *hostile act* or demonstration of *hostile intent* can be prevented or terminated, or the mission accomplished.
- **Non-Deadly Force.** *Non-deadly force* includes any physical means of forcing compliance that does not reasonably pose a risk of death or grievous bodily harm to the individual against whom the force is directed. This is usually achieved through the use of physical force short of the use of firearms or other deadly weapons. Examples include pushing and lesser forms of striking or hitting, and physically or mechanically restraining persons. Tear gas and warning shots are considered *non-deadly force*, even though the latter activity involves the use of firearms.
- **Deadly Force.** *Deadly force* is that level of force which is intended or is likely to cause death or **grievous** bodily harm regardless of whether death or grievous bodily harm actually results. This is the **ultimate** degree of force.
- **Hostile Act.** An attack or other use of force against a national force, personnel, ships, aircraft, equipment or property assigned to an multinational operation. For certain operations, this definition may be expanded to include an attack on designated allies, non-military personnel, objects, sites, platforms, and/or **materiel**.

## BASIS FOR CONTROLLING THE USE OF FORCE

### Section 2 – Self-Defense

#### Introduction

#### Categories of Self-Defense

- **National Self-Defense.** The act of defending a sovereign nation, its military forces and, in some circumstances, its national assets (such as nationally flagged commercial vessels) and its citizens and their property from *hostile acts* or demonstrations of *hostile intent* from foreign forces.
- **Individual and Unit Self-Defense.** The act of defending one's unit, other national elements of an authorized multinational force or one's self, against a *hostile act* or demonstration of *hostile intent*. The right of personal/unit *self-defense* does not change from mission to mission. **No special authority is required for individual and unit self-defense.**
- **Defense of the Mandate.** The act of defending the designated terms of the mandate. This may include defending other forces, designated citizens, shipping, aircraft or equipment, designated territory and property from an attack or threat of *imminent attack* in accordance with the assigned mandate. The scope of defending the mandate must be enunciated in the strategic guidance and direction of the governing political authority (e.g., the UN, NATO, or coalition governments). In turn, the Multinational Force Commander (MFC) must interpret this guidance and provide specific use of force/*ROE* direction for accomplishing the mission or enforcing the mandate. The parameters and discrete actions supporting defense of the mandate are task specific and may therefore change as the operation evolves.

**escalation:** the act of making or becoming more serious by stages

#### Unit/Individual Self-Defense

- Notwithstanding the above, in a multinational coalition, there may be a case where a national government, in support of domestic national interests, might limit the type or duration of force and circumstances under which its forces may respond in anticipatory *self-defense*. Such direction would be exceptional and would be passed from the government to that nation's military command authority and subsequently to the senior national commander in theater. The purpose of such direction would be to limit the **escalation** of a situation and in no way limits the ability of their national commanders to respond to an attack which is occurring. Any such national limitations should be communicated to the MFC so that appropriate arrangements can be made to assess the impact of such limitations on the organization and employment of the assigned military assets.

#### Amplifying Guidance on Hostile Intent

- In all likelihood, the multinational partners will not have trained together and may have differing views or interpretations on what constitutes a demonstration of *hostile intent*. Consequently, MFCs must ensure that appropriate and comprehensive amplification criteria for describing possible demonstrations

of *hostile intent* are issued to their subordinates. These criteria must be specific to the mission and the corresponding threat to assigned forces and the mission. In the final analysis, however, it will be *the judgment* of the on-scene commander that determines when *hostile intent* is demonstrated.

## HARASSMENT OR INTRUSION

### Section 3 - Mission Accomplishment ROE

#### ROE Doctrine

- As mentioned, ROE consist of guidance on self-defense and specific measures that are tailored to mission accomplishment and either prohibit or authorize the use of force in specific circumstances. Because mission accomplishment ROE tend to be viewed as offensive vice defensive in nature, care must be observed in ensuring that all multinational partners understand the ROE and how they will be implemented.
  - Controlling the Transition from Peace to Crisis to Armed Conflict. ROE are used to control the positioning of forces and the use of force during the transition from peace through crisis, to *armed conflict*. ROE not only provide guidance on *self-defense*, but under designated circumstances may extend the scope of *self-defense* and anticipatory *self-defense*. They will include mission specific ROE measures that provide guidance with respect to when, how, and to what degree force may be applied to achieve mission accomplishment. Well defined ROE help prevent unauthorized and uncontrolled escalation, while simultaneously protecting alliance/coalition/ national interests and advancing strategic objectives. This is done by defining the degree of freedom in using force and the manner in which force may be applied so that escalation is limited or carefully controlled. Restricting certain actions or activities to avoid **provocation** may increase the risk to maritime units and place them in danger, and in such circumstances, commanders must increase preparedness for unit *self-defense*.
  - Controlling the Application of Force in Peacetime and During Conflict. To prevent unintended escalation into armed conflict, use of force in peacetime or tension is prohibited, except in *self-defense* or when otherwise specifically authorized by ROE to further mission accomplishment. If commanders or individuals must resort to the use of force, they should, if time and the circumstances permit, attempt to warn the hostile force that self-defensive action up to and including *deadly force* will be taken. In contrast, during time of armed conflict, use of force is not limited to defensive action. A multinational commander must be able to seek out, engage and destroy a hostile opponent in accordance with the principles of war, the law of armed conflict and the assigned mission. Nonetheless, competent authorities may wish to impose specific restraints on the commander for political reasons even during armed conflict. This is done through ROE as well.
  - Returning to Peacetime Conditions. Governments, through the UN or an alliance, may impose limitations on a commander during combat operations short of *armed conflict* to contain or **de-escalate** the

**provocation:** something that incites, angers, or instigates

**de-escalate:** to decrease in force, range, or rate

situation to allow for a return to peace. Under such circumstances, certain legitimate military actions, which are consistent with the law of armed conflict, may be considered detrimental to long term strategic objectives. Consequently, ROE provide the mechanism to constrain military action without unduly hampering successful prosecution of military objectives. For example, legitimate military targets may be restricted so as not to inflame the resolve of the adversary to continue the conflict or create irreconcilable tensions in the post conflict environment.

**divergent:** differing, deviating

**contradictory:** asserting the contrary or opposite; logically opposite

## ROE Systems

- A number of ROE systems have been developed by individual nations, their services, and several alliances. For an authorized multinational operation, one of the following *ROE* systems should apply.
  - **National ROE.** Most nations have some form of national ROE that can be used to provide use of force direction to their military forces. Experience has shown that in multinational operations where a clear political structure and approval process is NOT in place, assigned forces will likely remain under their national ROE system.
  - **Alliance ROE.** NATO is developing specific air, sea, and land ROE with which NATO nations will agree to comply during combined operations. Therefore, when conducting multinational operations under NATO auspices, the NATO ROE will be the basis for any ROE directives. In addition, some bi- or multilateral agreements, such as between the US and Canada, have developed separate ROE for use during bi/multilateral operations and exercises.
  - **Coalition ROE.** For coalition operations, there is no standard reference for ROE. Thus, a coalition force may either operate under a set of ROE developed specifically for the operation, adopt an alliance ROE structure, or operate with units responding to their own national ROE. In the latter case, every effort must be made to avoid **divergent** or **contradictory** ROE as an operation proceeds and situations and ROE change. Although many nations share the same basic concepts for use of force, they may interpret and apply these concepts in vastly different ways. Accordingly, multinational partners must take an early and active interest in coordinating ROE requirements for a coalition operation. Ultimately, contributing governments must collectively approve the ROE arrangements and measures. If an ROE issue cannot be resolved to a nation's satisfaction, that nation may consider taking the following actions;
    - supplementing coalition ROE measures with additional national ROE for their national commanders,
    - restricting national commanders from complying with designated sections of the coalition ROE,
    - directing national commanders to comply with national ROE only, or

- withdrawing their contingent from the operation.

**extraterritorial:** outside  
the country

- **UN ROE.** The UN does not have a standardized ROE system; rather, it relies on an ad hoc approach to each mission. The designated UN force commander, in consultation with nations contributing forces, is responsible for developing the mission ROE, which are normally approved by the UN Secretariat in New York. These ROE are then sent to national contingent commanders for implementation. If contingent commanders object to the issued ROE, or require further clarification, they would refer the matter to the MFC for resolution and inform or seek guidance from their governments as appropriate. The MFC may seek clarification or amendment from the UN Secretariat or a Special Representative, if one is appointed. Normally, UN ROE issued to multinational forces must first receive approval by contributing nations before they may be implemented. However, the UN rarely seeks individual nation endorsement of the ROE; therefore, the approval process is normally initiated by the contributing nation's contingent commander. If a ROE issue cannot be resolved to a nation's satisfaction, the nation may consider taking the action identified in the previous subparagraph.

- There are significant and subtle differences between the various ROE systems, and MFCs must exercise great care to ensure the underlying concepts and applications are not confused between systems.

## ROE Policy Indicators

ZULU — Risk of escalation acceptable within the limits of authorized ROE

In addition to providing general policy guidance to the mission, these indicators can also be used selectively to guide the MFC's response to a specific event or situation.

## Factors Influencing ROE Formulation

- Political authorities and strategic military staffs should be guided by the following factors in formulating ROE.
  - **Legal Prescriptions.** Any use of force by a national unit must comply with its domestic laws. The use of force during **extraterritorial** or international operations must also comply with international law respecting the inherent right of *self-defense* and use of force in support of national/collective security objectives under the law of peace or the law of armed conflict.
  - **Political and Policy Considerations.** To secure and protect national interests at home and abroad, governments establish policies, goals, and objectives. The use of force by their military is but one method in implementing these policies and objectives. Other methods include, economic, social, cultural, diplomatic, and technological instruments. However, the use of force by an individual military unit must always be in concert with these other instruments and the overall policies and objectives of their government. When national policies conflict with

multinational objectives, national policies will take precedence until such time as national policies are modified to accommodate the multinational objective.

- **Strategic Considerations.** During international operations and, in particular, during multinational operations, the overall military objectives and use of force directives will be influenced by the collective strategic objectives of the UN, alliance, or coalition. These strategic considerations may ultimately limit legitimate uses of force, or they may permit a greater latitude in the use of force than would be permitted in a purely national operation.
- **Operational Requirements.** Use of force will also depend on current and future operational considerations. Permission to engage particular targets, while they may be engaged lawfully under the law of *armed conflict*, may be denied for valid operational reasons. Force commanders may wish to preserve roads, railroad lines, or bridges so that they may be used in the future by their forces. Further, the use of force may also be restricted in designated circumstances to avoid firing on members of the multinational maritime force.

#### HARMONIZING ROE DIFFERENCES

- Since ROE represent the overlap between a country's national policy, military necessity, and international law considerations, the differences in approach to and interpretation of ROE reflect the unique view of each member nation contributing to the multinational force. Despite efforts of coalition members to produce a common set of self-defense and mission ROE, differences will always remain because of some or all of the following factors:
  - concern for the subordination of units to another nation's commander;
  - national sensitivities about how their forces will be employed;
  - failure of the coalition building process itself to define common objectives, strategies and command arrangements; and
  - national interpretations of *self-defense*, and permissible responses to *hostile acts* and demonstrations of *hostile intent*.

Even members of an established alliance, with their agreed set of ROE, will experience differences in interpretation based on their national, cultural or ethnic differences.

- Only coalition-building will determine the degree of harmonization that can be achieved when developing mission ROE. Completely successful coalition building that resolves all issues of authority and establishes full unity of command and purpose is rarely possible. Even if a common set of ROE were achieved on paper, differences of interpretation would still exist. For the MFC, it is better to know the differences in ROE between multinational units and manage them, rather than trying to second guess whether a unit will respond in an expected manner during a crisis situation.
- Harmonization can take place at the strategic (between governments or national command authorities), operational (between the senior national

commanders and the MFC in theater) or tactical level (between tactical commanders and multinational units). Although all three levels are likely to be involved to some degree, the brunt of the harmonization will fall to the MFC and senior national commanders in theater. This is the level where national guidance will have to be harmonized to the greatest extent possible before issuing specific ROE directives and changes to multinational forces.

- MFCs must recognize that ROE differences will exist, that they have little authority to resolve the differences themselves, and, instead, can only mitigate differences by developing mechanisms to overcome any conflicts critical to the success of the mission.
- Differences in ROE can be mitigated by:
  - achieving all realistic ROE standardization possible (identifying those common features in each contributing nation's ROE);
  - discussing the features where differences are evident, to build awareness and stimulate thinking about how to resolve or avoid conflicts;
  - fully integrating information and intelligence sharing (essential to the determination of *hostile intent*);
  - consciously planning for ROE incompatibility (e.g., adjust the operation plan to position/employ selected forces away from the threat if their interpretation of ROE is too restrictive); and
  - training with multinational partners prior to actual operations.
- Ultimately, harmonizing ROE may prove to be an **insurmountable** obstacle. If a ROE issue cannot be resolved to a nation's satisfaction, that nation may consider taking the following actions:
  - supplementing the coalition ROE with additional national ROE for their national commanders,
  - restricting national commanders from complying with designated sections of the coalition ROE,
  - directing national commanders to comply with national ROE only, or
  - withdrawing their contingent from the operation.
- Every effort should be made to issue all ROE, including different national ROE guidance or interpretations, in one directive to ensure all multinational commanders and units are fully aware of the ROE differences.
- Between potential coalition partners, the importance of training and exercising together during peacetime cannot be overstated. This activity is essential to building trust and confidence between multinational partners. Without trust and confidence built on shared experiences, integrating combat forces on short notice is very dangerous even if ROE have been harmonized on paper.

**insurmountable:** too large, difficult, etc., to be dealt with

## ROE Changes

All requests for ROE changes should be forwarded through the chain of command to the level retaining approval authority. This could be a government, alliance, superior commander or convening authority such as the UN. Normally, the procedures for ordering and requesting ROE would be included as part of the mission's ROE directive.

## Responsibilities of Commanders

- When implementing operational direction for use of force, multinational force commanders have the following responsibilities.
  - **Control of Subordinates.** To ensure that authorized force is properly applied, commanders at all levels must ensure that their subordinates
    - are cognizant of the law of peace and the law of *armed conflict*,
    - read, understand, appropriately interpret, and disseminate the ROE,
    - are briefed and refreshed on the meaning and application of the ROE for assigned missions, and for any subsequent changes,
    - advise the force commander if the ROE are incompatible with national direction,
    - seek additional guidance through the MFC if the existing mission ROE are insufficient or a particular situation is not adequately covered, and
    - seek clarification if there is any perceived discrepancy within the ROE in effect, or if the mission and the ROE have diverged and are no longer compatible.
  - **Preparatory and In-Theater Training.** Commanders at every level must ensure that any maritime unit capable of applying force, up to and including *deadly force*, has been trained in the doctrine, interpretation, and application of ROE.
  - **Subordinate Commanders' Recommendations.** Commanders should consider the recommendations of subordinates when ROE are being formulated and implemented. All commanders have an obligation to seek clarification or further direction if the mission ROE are considered to be unclear or inadequate to cover the military situation. This process may be facilitated by formation of a "ROE Cell" or "ROE Team" comprised of appropriate operational and legal representatives from each national member of the coalition.
  - **Implementation Authority.** Responsibility for implementing ROE rests with the MFC.
  - **Restrictions on ROE Imposed by the MFC.** Although not permitted to exceed the authorized ROE, an MFC may impose more restrictive limits

on the actions of assigned forces for mission accomplishment only. This does not limit the inherent right of *self-defense*.

- **Supplementary Instructions.** Subject to the direction contained in the ROE themselves, the MFC may issue supplementary or abbreviated instructions as required to provide for specific forces or operational situations. This includes amplification criteria of demonstrations of *hostile intent* which are specific to the mission and the threat to the force and mandate.
- **Conduct of Operations.** While subordinates can always be held accountable for their own actions, commanders are responsible for the actions of their subordinates and for ensuring that all operations are conducted in accordance with applicable legal prescriptions. Although commanders may delegate the authority for operations, they are still responsible for the conduct of their forces even if their forces are under someone else's operational or tactical control.
- **Response to Situational Changes.** Because multinational maritime operations are dynamic, commanders must continuously evaluate the direction provided in terms of the situation and mission in order to ensure that the mission ROE remain appropriate and applicable. Commanders must not hesitate to request changes or clarification to direction previously provided. Even when concurrence from higher authority is not required, consultations with superiors is encouraged whenever possible.
- **Legal Considerations.** The correct application of both national and international laws in planning and conducting multinational maritime operations is the responsibility of commanders at all levels. Consideration of these laws will affect the definition of an operation's mission and will most certainly affect its execution. Commanders are responsible for deciding what actions their forces will take, bearing in mind the orders received from superior military and political authorities. A commander will always be guided by the principles outlined in the authorized ROE, other directives and orders as may be issued by higher authority. Commanders and Commanding Officers must be aware that persons who are authorized by law to use force will be held criminally responsible for any excess, according to the nature and quality of the act that constitutes the excess.
- **Legal Review.** The foregoing considerations and requirements should be reflected in the strategic level guidance to the MFC and the operational directives issued by the MFC. Legal staffs, therefore, must be involved in the planning process from the onset.

*Source: Use of Force During Multinational Maritime Operations, Chapter 3 Rules of Engagement (ROE), Naval Doctrine Command (October 1998).  
[www] <http://ndcweb.navy.mil/htdocs.htm>*

## Exercise 21

### Post-Reading

Read the selection more carefully and complete the exercise that follows. Circle "T" for true and "F" for false statements.

1. Legal authorities such as the UN, NATO, or coalition governments must provide clear direction regarding the level or force necessary to accomplish an assigned mission.  
T      F
2. The law of armed conflict is not intended to protect property of historic, religious, or humanitarian value.  
T      F
3. Examples of non-deadly force include pushing and physically or mechanically restraining persons.  
T      F
4. The act of defending a sovereign nation includes defending nationally flagged commercial vessels.  
T      F
5. The UN has a standardized ROE system.  
T      F
6. Differences in ROE can be mitigated by training with multinational partners prior to actual operations.  
T      F

## LISTENING SKILL



## Indirect Question Review

### Exercise 22

Listen to the dialogues and orally complete the indirect question portion of the statements given below.

1. The commander wanted to know \_\_\_\_\_.
2. Sgt Velez wanted to know \_\_\_\_\_.
3. He asked her \_\_\_\_\_.
4. He asked her \_\_\_\_\_.



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## LISTENING SKILL

# Listen to the News and Take Notes

### Exercise 23

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Listen to or view at least three news broadcasts in English this week. Use the News Broadcast Listening/Viewing Form in Appendix G as a guide. As you listen, take notes. Ask the information questions that you learned in Unit 1: Who?, What?, Where?, When, and Why? Then, in your notebook, write answers to the questions.

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## LEARNING STRATEGY

# Keeping a Learning Log

### Exercise 24

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Follow the instructions for completing the Language Learning Log that were given in Unit 1.

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## Appendix A Principal Parts of Certain Irregular Verbs

Present	Past	Past Participle	Present	Past	Past Participle
arise	arose	arisen	fly	flew	flown
awake	awoke	awakened	forget	forgot	forgotten
be	was	been	forgive	forgave	forgiven
bear	bore	borne	freeze	froze	frozen
beat	beat	beaten	get	got	gotten (got)
become	became	become	give	gave	given
begin	began	begun	grind	ground	ground
bend	bent	bent	grow	grew	grown
bet	bet	bet	hang	hung	hung
bid	bid	bid	have	had	had
bind	bound	bound	hear	heard	heard
bite	bit	bitten	hide	hid	hidden
bleed	bled	bled	hit	hit	hit
blow	blew	blown	hold	held	held
break	broke	broken	hurt	hurt	hurt
bring	brought	brought	keep	kept	kept
build	built	built	know	knew	known
burst	burst	burst	lay	laid	laid
buy	bought	bought	lead	led	led
cast	cast	cast	leave	left	left
catch	caught	caught	lend	lent	lent
choose	chose	chosen	let	let	let
come	came	come	lie	lay	lain
cost	cost	cost	light	lit	lit (lighted)
creep	crept	crept	lose	lost	lost
cut	cut	cut	make	made	made
deal	dealt	dealt	mean	meant	meant
dig	dug	dug	meet	met	met
do	did	done	pay	paid	paid
draw	drew	drawn	put	put	put
drink	drank	drunk	quit	quit	quit
drive	drove	driven	read	read	read
eat	ate	eaten	ride	rode	ridden
fall	fell	fallen	ring	rang	rung
feed	fed	fed	rise	rose	risen
feel	felt	felt	run	ran	run
fight	fought	fought			
find	found	found			
flee	fled	fled			

Present	Past	Participle
say	said	said
see	saw	seen
seek	sought	sought
shake	shook	shaken
sell	sold	sold
send	sent	sent
set	set	set
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke (waked)	woke (waked)
wear	wore	worn
weave	wove	woven
weep	wept	wept

Present	Past	Past Participle
wet	wet	wet
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

### Some Differences in Verb Forms

The following are some differences in verb forms between American English and British English:

American	British
<i>bet-bet-bet</i>	<i>bet-bet-bet</i> or <i>bet-betted-betted</i>
<i>get-got-gotten</i>	<i>get-got-got</i>
<i>quit-quit-quit</i>	<i>quit-quit-quit</i>

American: *burn, dream, kneel, lean, leap, learn, smell, spell, spill, spoil*, are usually regular: *burned, dreamed, kneeled, leaned, leaped, etc.*

British: simple past and past participle forms of these verbs can be regular but more commonly end with *-t*: *burnt, dreamt, knelt, leant, leapt, learnt, smelt, spelt, spilt, spoilt*.

## Appendix B Punctuation, Capitalization, Numbers

### PUNCTUATION<sup>1</sup>

#### A. Period (.)

1. Use a period at the end of a statement or command.

The pen and paper are on the table.  
Go to the chalkboard and write your name.

2. Use a period after an abbreviation or an initial.  
Abbreviated military ranks do not require a period.

Dr. Smith (Doctor Smith)	Mr. Brown
J. Jones (John Jones)	Ms. Little
Feb. (February)	a.m.
Mrs. White	p.m.

#### B. Question Mark (?)

Use a question mark after a question. Sometimes the question may be written like a statement.

How many children are in your family?  
He's here today?

#### C. Exclamation Mark (!)

Use an exclamation mark after words, sentences, or expressions that show excitement, surprise, or emotion. Any exclamation, even if not a sentence, will end with an exclamation mark.

What a game!	Do it!
Look out!	Oh!
Wow!	

#### D. Quotation Marks (“ ”)

1. Use quotation marks to show the words of a speaker. They're always placed above the line and are used in pairs.

John said, "The commissary closes at 2100 hours today."

"Where are the children?" she asked

2. If the words of the speaker are divided into two parts, use quotation marks around both parts.

"Do you," she asked, "go to the library after class?"

3. Use quotation marks around the titles of chapters, articles, parts of books and magazines, short poems, short stories, and songs.

Then I read the article "Learning English" in the newspaper.

#### E. Apostrophe (')

1. Use an apostrophe in contractions.

I'm	she's	they're
isn't	aren't	can't
what's	where's	Bob's
o'clock (of the clock)		

2. Use an apostrophe to indicate possession.

a. If the noun is singular, add 's.

Bill's book	the girl's coat
-------------	-----------------

b. When the noun is plural, add 's if the plural does not end in s.

the children's clothes	the men's shirts
------------------------	------------------

c. If the plural noun ends in s, add only an apostrophe.

the boys' shoes
the libraries' books

## F. Comma (,)

1. Use commas to separate items in a series.

We ate sandwiches, potato chips, and fruit for lunch. She looked behind the chairs, under the bed, and in the kitchen for her notebook.

2. Use a comma before the conjunctions and, but, or, nor, for, yet when they join independent clauses.

We lived in Venezuela for three years, and then we returned to the United States.

Frank can speak Chinese well, but he can't read it.

3. Use a comma after an introductory clause or phrase to separate it from the rest of the sentence.

After we study this book, we want to take a break.

Because John was sick, he didn't take the test.

Looking up at the sky, the small boy suddenly ran home.

4. Use a comma after words such as yes, no, well when they begin a sentence.

Do you want to go to the library?  
Yes, I do.

I didn't pass the test.  
Well, study more.

5. Use commas to separate the words of a speaker from the rest of the sentence.

"Listen to me," she said.  
Jack asked, "Where's my lunch?"  
"I don't know," said John, "the answer to the question."

6. Use a comma in dates and addresses.

June 9, 1970  
143 Main Street, Los Angeles, California

7. Use a comma in figures to separate thousands.

5,000 (or 5000)  
10,000  
6,550,000

## CAPITALIZATION

1. Capitalize the first word of a sentence.

The boy stood up and walked outside.  
Your book is behind the chair.

2. Capitalize the names of people, cities, states, countries, and languages.

Mark	Bill
Mary	Linda
San Antonio	Chicago
Houston	London
Texas	California
Florida	New York
Spain	United States
Canada	Venezuela
Arabic	Chinese
Russian	English

3. Capitalize the names of schools, streets, buildings, bridges, companies, and organizations.

Defense Language Institute  
University of Chicago  
Main Street  
Empire State Building  
Golden Gate Bridge  
Ford Motor Company  
General Motors  
Clark Avenue  
National Football League

4. Capitalize the days of the week, months of the year, and holidays.

Sunday	Monday	Tuesday
June	July	August
Easter	Thanksgiving	Christmas

5. Capitalize titles and military ranks before names.

Gen Roberts	Capt Smith
Sgt Jones	Professor Land
President Lincoln	

6. Capitalize the pronoun "I."

I can't go with you.  
I'm happy to see you again.

7. Capitalize the first word of every direct quotation.

She asked, "Can I sit here?"  
"We saw her," said John, "at the University."

## NUMBERS<sup>2</sup>

### When To Write Numbers As Numerals

1. Write units of time, money, and measurement as figures as indicated the following examples:

- a. Time

Examples:  
0800; 4:30 p.m.; 6 hours; 8 minutes;  
20 seconds

- b. Age

Examples:  
18 years old; 52 years; 10 months; 6 days

- c. Dates

Examples:  
4 June 1987  
July, August, and September 1983  
4 April to 11 June 1995 (not 4 April 1995 to  
11 June 1995)  
4 October 1993 to 11 August 1994

- d. Money

Examples:  
\$37.50; \$0.75; \$3 per 200 pounds; 75 cents a  
piece

- e. Measurements

Examples:  
110 meters; 2 feet by 1 foot; 8 inches; 300  
horsepower; 20/20 vision; 5,280; 5 ½ pounds

- f. Unit Modifiers

Examples:  
5-day week; 10 foot pole; 8-year-old automobile

2. Military unit designations are written as follows:

- a. Air Force unit names.

In the Air Force, numerically designated units up to and including an air division are designated with Arabic numerals.

Examples:

31<sup>st</sup> combat Support Group  
834<sup>th</sup> Air Division  
22d Tactical Fighter wing

- b. Army unit names.

In the army, units up to and including the division are designated with Arabic numbers. The corps name is written with a Roman numeral. The army group is designated by an Arabic number.

Examples:

III Corps  
2d Army Group  
82d Infantry Regiment  
7<sup>th</sup> AAA Brigade  
2d Infantry Division

- c. Navy unit names.

In the Navy, the number of the task force is written in Arabic numbers. The fleet number is spelled out.

Examples:

Task Force 58  
Fifth Fleet

- d. Marine Corps designations follow the same plan as those of the Army.



## Appendix C Transitional Expressions

Purpose	Expressions
to add	additionally, again, also, and, and then, another, another point, as well as, besides, beyond that, equally important, first (second, last, etc.), for one thing, further, furthermore, in addition (to), moreover, next, what's more, too
to emphasize	above all, as a matter of fact, especially, in fact, in particular, indeed, most important, surely
to give a restatement	in other words, in simpler terms, that is, to put it differently
to place	above, adjacent to, along the edge, around, at the left/right/top/bottom/front/rear, behind, below, beside, beneath, beyond, facing, here, in front/back of, in the center/distance, in the foreground, inside, nearby, next to, on the (far) side, on top, opposite, out of sight, outside, over, straight ahead, surrounding, to the north/south/east/west, under, within sight, before me, to my right/left
to qualify	perhaps
to show an alternative	or, nor, if not, otherwise
to show a substitution	instead, in lieu of
to summarize or conclude	all in all, finally, in all, in brief, in other words, in conclusion, in short, in summary, lastly, on the whole, overall, to conclude, to put it briefly, to sum up, to summarize
to show purpose	in order to, so that, that
to indicate order of climax or importance	the best/worst part, the most important, the least significant, the easiest/greatest/most difficult,/most serious/most interesting, etc.
to express a condition	if, if only, even if, in case that, in the event that, or (else), otherwise, provided that, providing that, unless, whether or not

to express manner	as if, as though
to define	can be considered, can be defined as, is also known as, is the same as, is/are, means
to classify	can be categorized/classified/divided, the first category/kind/type, there are two /three/four groups/classes/orders/levels/species, etc.
to illustrate	another instance/example/illustration of, as a case in point, as an illustration, for example, for instance, here are a few examples/instances/illustrations, in particular, one such, specifically, to illustrate, yet another, according to statistics, as follows, as proof, let me illustrate, let me cite as proof
to give a reason (cause)	as, because (of), for, since, inasmuch as, as long as, in view of the fact that, on account of, on the grounds that, owing to the fact that
to show a result (effect)	accordingly, and so, as a consequence, as a result (of), because of this, consequently, for this reason, hence, so, therefore, thus
to place in time/sequence	after (this/that), after a while, afterward(s), at first/last/present, at the same time, at the start, before (this/that), at the end, in the end, during, earlier, eventually, finally, first (second, third, etc.), first of all, following this, for a minute/hour/day, etc., formerly, in the beginning, in the future, in the meantime, initially, last, last of all, lastly, later, meanwhile, next, now, soon, simultaneously, subsequently, then, to begin with, to start with, until, while, when, as soon as, by the time, since then, as long as, at the moment that
to compare	also, and, as well (as), both, each of, in the same way/manner, just as, like, likewise, neither, similar(ly), the same, too, alike, equally
to contrast	all the same, although, be that as it may, but, but anyway, but still, despite, despite what, despite the fact that, even if, even so, even though, however, in contrast (to), in spite of, nevertheless, no matter what, nonetheless, not only, notwithstanding, on the contrary, on the other hand, regardless (of), still, though, yet, whereas, while,
to concede a point	after all, although, though, even though, this may be true, certainly, granted that, it is true, of course, naturally, no doubt, to be sure, truly

## Appendix D Modal Chart

Modal	Function	Present / Future Contexts	Past / Perfect Contexts
<b>can</b>	express ability (physical or intellectual) in the present	The Special Forces trainee can march 25 miles.	
	describe feasibility or give an option in the present	The Marine contingent can cross the river by the bridge or by boat.	
	with not, express inability (physical or intellectual) in the present	The soldiers can't penetrate the enemy's defenses.	
	with not, express impossibility (inferential) in the present	The office can't be closed; it's too early.	
	ask for or give permission (informal) in the present	The major can use the staff car whenever he likes.	
	make a polite request (informal) in the present	Can you [please] help me move this heavy oil drum?	
<b>could</b>	express ability in the past		The sergeant could run 25 miles when he was a private.
	make a suggestion or show an option in the present time or in a past context	Lieutenant, I'm having a problem with this project. You could ask Sgt Rudolfo to give you a hand.	I told the new sergeant that he could ask Sgt Rudolfo to give him a hand.
	describe a past unfulfilled opportunity		I really had a problem with that project. You could have asked Sgt Rudolfo to help you.
	make a polite request (informal) in the present	Could you [please] stop at the checkpoint? I want to ask Major Clive a question.	
	politely ask permission (informal) in the present	Could I [please] use your copy machine?	
	describe possibility in the present or past	Where is Lieutenant Effraim? He could be in Captain Leonard's office.	Where is Lieutenant Effraim? He wasn't feeling well; he could have gone home.
	with not, describe impossibility (inferential) in the past		They couldn't have closed the billeting office; it's too early.
	<b>must</b>	express necessity or strong obligation in the present	The captain must leave early today.
express prohibition in the present		The E-1s from Bravo Company must not be late for formation.	
express inference based on high probability / logical assumption in the present or the past		Lieutenant Drake doesn't answer his page. His pager must be out of range.	Lieutenant Drake didn't answer his page. His pager must have been out of range.

Modal	Function	Present / Future Contexts	Past / Perfect Contexts
<b>had better</b>	express strong advisability with threat of a disagreeable consequence	The trainee had better be on time for formation, or she will have to do 50 push-ups.	
<b>should</b>	express obligation	Enlisted personnel should wear their dog tags during the FTXs.	
	express obligation not fulfilled		The private should have worn his dog tags, but he forgot them.
	express advisability	Lt Kellerman should try to improve his writing skills.	
	express advisability after the fact		Lt Kellerman should have proofed his report before turning it in.
	express expectation (future probability)	The convoy should arrive at noon today.	
	express expectation probably fulfilled		It's 1400. The convoy should have arrived in the nearest town at noon.
	express expectation not fulfilled		The convoy should have arrived here at noon, but there's no sign of it.
<b>ought to</b>	express obligation	You ought to follow the chain of command at all times.	
	express obligation not carried out		He ought to have followed orders; there's no doubt he'll get in trouble.
	express advisability	The major ought to work on his speech for tomorrow.	
	express advisability after the fact		That speech was so boring. The major really ought to have prepared it more carefully.
	express expectation (future probability)	Major Franklin ought to hear from his wife today. She calls him every Friday.	
	express expectation probably fulfilled		The major ought to have heard from his wife by now. She usually calls him early on Friday.
	express expectation not fulfilled		The major ought to have heard from home by now, but there have been no calls. He's worried.
<b>may</b>	make a polite request (formal)	Sir, may I [please] use the phone?	
	ask for or give (formal) permission	You may grant the men liberty this weekend.	
	express possibility	The general may attend the graduation ceremonies at the Academy. I'm not sure yet.	The general may have left the ceremony already.

Modal	Function	Present / Future Contexts	Past / Perfect Contexts
<b>have to</b>	express necessity or strong obligation	We have to stay on base because of THREATCON-DELTA.	We had to stay on base yesterday because of THREATCON-DELTA.
	express lack of necessity or strong obligation	I don't have to go to rifle practice today.	I didn't have to go to rifle practice yesterday, but I do have to go today.
<b>might</b>	express possibility	Lt Walker might still be at sick call.	Lt Walker might have been at sick call when you called.
	[rare] make a polite request (formal)	Might I [please] use your phone?	
<b>shall</b>	make a polite suggestion or offer	Shall I close the window, sir?	
	agree with "I" or "we" pronoun subjects of verbs expressing future time	We, the commander and I, shall participate in the parade.	The commander and I shall have participated in the parade for the third time during the last two years.
<b>will</b>	indicate future time	The C-5 will leave at 0500 tomorrow.	The C-5 will have left before the general arrives.
	make a polite request	Will you [please] help me lift these boxes?	
	express willingness	I will be delighted to accompany you to the reception for Admiral Sansone.	
<b>would</b>	indicate future time in a past context		The lieutenant told me he would leave tomorrow at 0800.
	indicate repeated past action or habit		When Commander Daniels was a lieutenant, he would go sailing with his friends nearly every weekend.
	express unfulfilled intentions		He would have studied, but he got sick.
	express willingness	I would be happy to assist you.	
	make a polite request	Would the senior officers [please] remain seated?	



## Appendix E Conditional Sentences

There are three basic types of conditional sentences discussed in this appendix. Each type has two parts: the *if-clause* and the *main clause*.

### Real Present/Future Condition

This type of conditional sentence is used to show what **may/will happen** in the present/future if a certain condition happens. When the *if-clause* has the present tense, the *main clause* uses the present or future tense. Note that the *if-clause* may come before or after the main clause. When the if-clause comes after the main clause, there is no comma between the clauses.

If Clause	Main Clause
If the weather is good,	the amphibious ship deploys at 0600.
If the weather is good,	the amphibious ship will deploy at 0600.

Main Clause	If Clause
The rescue operation will take place	if the helicopter spots the drifting fishing vessel.
The rescue operation takes place	
The Maritime Interdiction Force will identify the suspect vessel	if the CO orders the drug interception.

### Unreal Present Condition

*If-clauses* that refer to an unreal, or hypothetical, situation—sometimes called contrary-to-fact condition—in the present use verbs in the subjunctive mood.

Their forms are the same as those of the past tense, except for the verb **be**.

**Were**, not **was**, is used with singular nouns and **I**, **he**, **she**, and **it**.

If Clause	Main Clause
If I were LT Medina,	I would prepare computer-enhanced graphics for the briefing.
If he exercised regularly,	he would score higher on the PT test.

Main Clause	If Clause
Seaman Rivera wouldn't get so confused	if he followed the instructions.
I'd comply with the Commander's recommendation	if I were you.

### Past Unreal Condition

Another type of conditional sentence is used to show a past unreal condition or situation. It tells what **could**, **would**, or **might have happened** in the past if a certain condition or situation had been true. The *if-clause* has the past perfect tense, and the *main clause* uses **could have/might have/would have + a past participle**.

If Clause	Main Clause
If PO1 Sorrensen had studied harder,	he would have passed the test for chief.
If the seaman had reported the signal correctly,	the accident could have been avoided.

If Clause	Main Clause
If PO1 Sorrensen had studied harder,	he would have passed the test for chief.
If the seaman had reported the signal correctly,	the accident could have been avoided.

## Appendix F Participating in Group Discussions

### What Is Expected of All Participants

The success of a group depends on the cooperation and participation of all the members. In order to achieve successful group discussion, every member must be aware of the following expectations:

1. A group member should have a liking for people and confidence in the group as a whole.
2. A member should be able to express ideas clearly. Members and leaders should help make sure each member understands the others and should remember that the purpose of each member's participation is to communicate with others, not to **impress** them.
3. **Flexibility** is important to both members and leaders. Each must be willing to change his/her plans and options. Unyielding leaders may over-control the group; inflexible members may work toward their own ends, not toward the goals of the group.
4. Each person must **restrain** his/her **tendency** to dominate the discussion. Leaders must not lecture to the group.
5. Each person should recognize that a sense of humor is important to anyone who works with people—which means just about everyone. We do not have to be comedians, but we must be capable of recognizing and appreciating the humor in life.
6. Each person has the right to expect all members and the leader to have a high degree of personal **integrity**. A discussion leader cannot be successful unless he/she can inspire trust. If members believe the leader is using or **manipulating** them, they will not cooperate fully.
7. Everyone in the group must be a good listener. Members cannot contribute fully unless they are listening to everything said during the discussion. They must take in not only other speakers' words but also the tone of voice, gestures, and facial expressions.
8. Everyone in the group must strive for objectivity. Formation of cliques within the larger group hampers focused discussion. If the leader shows a preference for certain individuals or if some members show a preference for each other, the other members become defensive and either withdraw from or oppose whatever is proposed. If a member is not objective and does not carefully consider all views, he/she will not increase his/her scope of knowledge during the course of the discussion.
9. **Conscientious** preparation is a must for everyone. Each person must do all the necessary reading and must consider the authors' points of view as well as his/her own reactions to the material.

**impress:** elicit approval; arouse admiration

**flexibility:** willingness to adjust or change

**restrain:** hold back from action; check

**tendency:** inclination to act in a particular way

**integrity:** honesty; sincerity

**manipulating:** managing shrewdly, often in an unfair way

**conscientious:** showing seriousness of purpose

**ordinary:** customary; usual

**confidence:** trust; reliance

### The Seminar Leader

The seminar leader is not a leader in the **ordinary** sense. He/She is not a commander, a lecturer, or a teacher. He/She serves as a guide or as a temporary director of the group. It is the leader's responsibility to help the group move forward in discussion so as to solve a problem or arrive at a group conclusion.

Listed here are a few guidelines about conducting a seminar that a seminar leader would do well to keep in mind.

1. Be completely objective about the facts. Impartiality helps win the **confidence** of the group.

**insufficient:** inadequate for some need, purpose, or use

**dominate:** have control; hold sway over

**sidetracking:** deviating from the main issue or subject

**aimlessly:** without clear purpose or direction

**digress:** turn aside from the main subject, in talking or writing

**examine:** look at critically

**relevant:** relating to the matter under consideration

**circumstances:** conditions affecting something

**assumes:** takes on the role/appearance of

2. Discourage members from basing conclusions on **insufficient** evidence. Insist that members get all the available facts before making an evaluation.
3. Do not permit a few members to **dominate** the discussion. Encourage everyone to listen and to speak. Do not confuse talk with participation.
4. Insist that each member state his/her ideas on the subject. Occasionally direct a question to a person who has been silent too long.
5. Do not let the discussion become one-sided. Invite opposing arguments by asking questions.
6. Guide the discussion to avoid **sidetracking**. If a member speaks in generalities, ask for specifics, e.g., "Can you give an example to show what you mean?"
7. Plan the discussion so the objectives are met. Exercise control; do not let the discussion wander **aimlessly**. Get the discussion back on track as smoothly as possible.
8. If necessary, briefly explore a side issue of concern to the group. If you do **digress**, however, limit the digression time.
9. Do not permit side or private discussions. Such discussions detract from group unity. Break in and merge them into one discussion.
10. Do not try to prolong a discussion that is slowing down. Begin your summary rather than continue the discussion.
11. Remember that a meeting is not a discussion if the group members are forced to accept the decisions of a minority. Check acceptance on every point throughout the discussion.

## The Seminar Participant

In order to facilitate the group learning process, the seminar participant must develop the following six skills:

1. The participant must be sensitive to the values and beliefs on which underlie others' views.
2. Each participant must **examine** the evidence on which an authority outside of, or within, the seminar bases his/her propositions, arguments, and conclusions.
3. The participant must identify and build on the clearest and soundest thinking in the seminar.
4. The participant should exchange with the other participants constructive ideas and information **relevant** to the subject or problem under discussion.
5. Each participant must analyze the fundamental conditions which should exist for a course of action or policy to be successful.
6. The seminar member must view the same set of facts and **circumstances** from different perspectives.

## Roles of the Participants

In a film or on stage, an actor plays a particular role. We can also use the word *role* to describe the part each discussion group member **assumes** within the group. Each member should have an understanding of the various roles he/she and other members may play. An understanding of these roles will contribute to the effectiveness and success of the group.

Each participant may or may not play a role like those of other participants. Each person's role may change with time. Some members contribute to building relationships and **cohesiveness** in the group. Others assist by helping the group perform its task. Still others make no contribution at all; they merely satisfy personal needs.

We refer to those roles which facilitate and coordinate group problem-solving

activities as group task roles. Those roles which make no contribution to group needs are termed individual or nonfunctional roles.

A variety of terms can describe the different roles members assume. The ones we list here are some of the most common terms and are fairly self-explanatory. As you read each list, ask yourself which roles you have played.

The roles in this first list are generally desirable; that is, they facilitate discussion and move it forward.

<b>arbitrator</b>	unifier
encourager	summarizer
coordinator	clarifier
organizer	listener
reviewer	stimulator
initiator	supporter
morale-builder	information-giver
	information-seeker

The roles in this second list are generally undesirable; they may be assumed by self-centered members whose primary interest is more likely to be themselves than the group.

frustrator	monopolizer
aggressor	dominator
isolator	recognition-seeker

Not all of these roles may be observed in any one group or in any one meeting, and roles other than these may be **evident**. Members should try to identify their own roles in the group and to evaluate their roles as facilitative or obstructive.

Groups require members to assume different roles at different stages. An experienced group which has arrived at a group decision has a greater need for a coordinator than does a group that is attempting to address a problem and to analyze the course of action.

The nonfunctional roles, such as the dominator, the aggressor, or the isolator (who withdraws from the group) may irritate some members and create a feeling of hostility. Members observing these obstructive roles should realize that these roles are often symptoms of deeply rooted causes and cannot be quickly **remedied**. As a group progresses, members can develop the ability to deal with these roles constructively.

All members should work toward developing insight in **diagnosing** role requirements and toward maintaining flexibility in executing roles. Each member should be aware of the roles others are playing, but he/she should concentrate primarily upon his/her own contributions.

**cohesiveness:** quality of being in accord and united in action

**arbitrator:** a person selected to judge a dispute

**evident:** obvious; plain; apparent

**remedied:** set right; corrected

**diagnosing:** carefully examining and analyzing so as to explain



## Appendix G Listening/Viewing Form

<b>News Broadcast Listening/Viewing Form</b>	
<p>Listen to or view a news broadcast concerning one of the categories listed. Decide what category the news item belongs to, and circle it. As you listen, answer the information questions (Who?, What?, Where?, Why?, When?, and How?) that you learned in Unit 1, and take notes which answer those questions. You may want to tape the broadcast so that you can listen to /view to it more than one time. Be prepared to discuss the news and offer your opinion during the two-week seminar.</p>	
<b>Categories</b>	<b>Broadcast Notes</b>
NATO/PfP	Who?
Defense/Military	
Government/Political	What?
Disaster/Accident	
Education	Where?
Science	
Environment	When?
Ecology	Why?
Health/Medicine	
International News	How?
<p>Comments:</p>	



## Appendix H      **NATO/US Equivalent Military Ranks and Rates**

<b>NATO Equivalent</b>	<b>US NAVY AND COAST GUARD OFFICERS</b>		
OF-10	O-11	Fleet Admiral	ADM
OF-9	O-10	Admiral	ADM
OF-8	O-9	Vice Admiral	VADM
OF-7	O-8	Rear Admiral (Upper Half)	RADM
OF-6	O-7	Rear Admiral (Lower Half)	RADM
OF-5	O-6	Captain	CAPT
OF-4	O-5	Commander	CDR
OF-3	O-4	Lieutenant Commander	LCDR
OF-2	O-3	Lieutenant	LT
OF-1	O-2	Lieutenant Junior Grade	LTJG
OF-1	O-1	Ensign	ENS
	W-5	Chief Warrant Officer	CWO5
	W-4	Chief Warrant Officer	CWO4
	W-3	Chief Warrant Officer	CWO3
	W-2	Chief Warrant Officer	CWO2
	W-1	Warrant Officer	WO

NATO Equivalent	US MARINE CORPS, AIR FORCE, AND ARMY OFFICERS				
			Marines	Air Force	Army
OF-9	O-10	General	Gen	Gen	GEN
OF-8	O-9	Lieutenant General	LtGen	Lt Gen	LTG
OF-7	O-8	Major General	MajGen	Maj Gen	MG
OF-6	O-7	Brigadier General	BGen	Brig Gen	BG
OF-5	O-6	Colonel	Col	Col	COL
OF-4	O-5	Lieutenant Colonel	LtCol	Lt Col	LTC
OF-3	O-4	Major	Maj	Maj	MAJ
OF-2	O-3	Captain	Capt	Capt	CPT
OF-1	O-2	First Lieutenant	1stLt	1st Lt	1LT
OF-1	O-1	Second Lieutenant	2ndLt	2d Lt	2LT
	W-5	Chief Warrant Officer	CWO5		CW5
	W-4	Chief Warrant Officer	CWO4		CW4
	W-3	Chief Warrant Officer	CWO3		CW3
	W-2	Chief Warrant Officer	CWO2		CW2
	W-1	Warrant Officer	WO		WO1

<b>NATO Equivalent</b>	<b>US NAVY AND COAST GUARD ENLISTED</b>		
OR-9	E-9	Master Chief Petty Officer of the Navy	MCPON
OR-9	E-9	Master Chief Petty Officer of the Coast Guard	MCPO-CG
OR-9	E-9	Master Chief Petty Officer	MCPO
OR-8	E-8	Senior Chief Petty Officer	SCPO
OR-7	E-7	Chief Petty Officer	CPO
OR-6	E-6	Petty Officer First Class	PO1
OR-5	E-5	Petty Officer Second Class	PO2
OR-4	E-4	Petty Officer Third Class	PO3
OR-3	E-3	Seaman	SN
OR-2	E-2	Seaman Apprentice	SA
OR-1	E-1	Seaman Recruit	SR

<b>NATO Equivalent</b>	<b>US MARINE CORPS ENLISTED</b>		
OR-9	E-9	Sergeant Major of the Marine Corps	SgtMaj
OR-9	E-9	Sergeant Major	SgtMaj
OR-9	E-9	Master Gunnery Sergeant	MGySgt
OR-8	E-8	First Sergeant	1stSgt
OR-8	E-8	Master Sergeant	MSgt
OR-7	E-7	Gunnery Sergeant	GySgt
OR-6	E-6	Staff Sergeant	SSgt
OR-5	E-5	Sergeant	Sgt
OR-4	E-4	Corporal	Cpl
OR-3	E-3	Lance Corporal	LCpl
OR-2	E-2	Private First Class	PFC
OR-1	E-1	Private	Pvt

<b>NATO Equivalent</b>	<b>US ARMY ENLISTED</b>		
OR-9	E-9	Sergeant Major of the Army	SMA
OR-9	E-9	Command Sergeant Major	CSM
OR-9	E-9	Sergeant Major	SGM
OR-8	E-8	First Sergeant	1SG
OR-8	E-8	Master Sergeant	MSG
OR-7	E-7	Sergeant First Class	SFC
OR-6	E-6	Staff Sergeant	SSG
OR-5	E-5	Sergeant	SGT
OR-4	E-4	Corporal	CPL
OR-3	E-3	E-3 Private First Class	PFC
OR-1, OR-2	E1, E2	Private	PVT

<b>NATO Equivalent</b>	<b>AIR FORCE ENLISTED</b>		
OR-9	E-9	Chief Master Sergeant of the Air Force	CMSAF
OR-9	E-9	Chief Master Sergeant	CMSgt
OR-8	E-8	Senior Master Sergeant	SMSgt
OR-7	E-7	Master Sergeant	MSgt
OR-6	E-6	Technical Sergeant	TSgt
OR-5	E-5	Staff Sergeant	SSgt
OR-4	E-4	Sergeant	Sgt
OR-3	E-3	Airman First Class	A1C
OR-2	E-2	Airman	Amn
OR-1	E-1	Airman Basic	AB

# Answer Pages

## Unit 1

### Exercise 2

1. mutual trust, cooperation, and teamwork
2. bypass
3. orders
4. responsibility
5. delegate
6. subordinates, chain of command
7. issued
8. unit

### Exercise 3

1. c
2. e
3. b
4. a
5. d

### Exercise 4

1. active
2. direct, forceful, and easy to understand  
conversational  
shorter
3. doer—verb—receiver
4. receiver—verb—doer

5.

R            V            D

- a. The jeep was driven by the private.

D            V            R

- b. The sergeant fired the rifle.

D            V            R

- c. He is writing his paper.

R            V            R

- d. The howitzer will be serviced by the crew.

### Exercise 5

1. F
2. F
3. T
4. F
5. T
6. T
7. T
8. T
9. F
10. F

### Exercise 6

1. am, is, are, was, were, be, been, being
2. A form of the verb 'to be' and a past participle
3. will be shown
4. are being written
5. were dispatched
6. are kept

7. P (were found)
8. P (is being written)
9. A
10. A
11. P (are located)
12. P (have been mobilized)

### Exercise 7

1. T
2. F
3. T
4. A
5. P
6. P
7. P
8. P

### Exercise 8

1. The general relieved the captain of command.
2. The soldiers will dig the foxhole.
3. The petty officer completed the duty rosters.
4. The day-log rain soaked the sailors' uniforms.
5. The C Battery officers are evaluating the field training exercises (FTX).

### Exercise 9

There are three situations in which the passive voice is effective.

First, when the doer is unknown or unimportant; for example, "The fire was started about midnight."

Second, when the receiver is more important than the doer; for example, I was commissioned in 1994."

And third, when the passive sentence is short, conversational, and complete as is; for example, "The tent was destroyed by fire."

### Exercise 10

1. Strong
2. Weak
3. Weak
4. Weak
5. Strong
6. Weak
7. Weak
8. Weak
9. Strong

### Exercise 11

operation, 4  
 military, 4  
 command, 2  
 responsibility, 6  
 leadership, 3  
 helicopter, 4

### Exercise 12

1. d
2. a
3. b
4. g
5. c
6. e
7. f

### Exercise 13

1. interest, responsibility
2. agency, assistance

3. authority
4. delegated, relationship, mission
5. authority, emergency

### Exercise 14

1. It improves interoperability—which, in this context, means the exchange of information is more effective
2. a. Parts II to IV; b. Part V; c. Part I
3. FORMETS should be used in the preparation of all formatted character-oriented messages within the NATO Command, Control, and Information Systems.

### Exercise 15

Cold weather training is important for our success in winter combat.

### Exercise 16

- a. a limit of advance
- b. “The commander sets a limit of advance to keep control and prevent his assaulting elements from being hit by friendly fire.”
- c. It is the central idea in the paragraph.
- d. The limit of advance is
  - 1) for keeping control and preventing assaulting elements from being hit by friendly fire
  - 2) easy to recognize
  - 3) far enough beyond the flanks of the objective

### Exercise 17

- a. expert shooters
- b. Something like “It takes a lot of practice to become a good marksman.”

### Exercise 18

2. Main idea: When preparing for a deliberate attack, the team must first reconnoiter the area.
  - a. 1<sup>st</sup> supporting detail: team must reconnoiter as much as time permits
  - b. 2<sup>nd</sup> supporting detail: tries to locate covered routes
  - c. 3<sup>rd</sup> supporting detail: tries to locate positions from which direct-fire weapons can support an assault
3. Main idea: The threat forces use two types of defense.
  - a. 1<sup>st</sup> supportive detail: hasty defense
  - b. 2<sup>nd</sup> supportive detail: deliberate defense
  - c. 3<sup>rd</sup> supportive detail: the difference

### Exercise 21

1. The airstrip will be closed tomorrow for repairs.
2. The injuries to the troops were extensive.
3. Infiltration skills are crucial to a scout platoon’s success.

### Exercise 24

1. a U.S. Navy admiral
2. Naples, Italy
3. Germany, Greece, Italy, Turkey, United Kingdom, and the United States
4. Its purpose is to guarantee the security and territorial integrity of NATO’s Southern Region.
5. NAVSOUTH, AIRSOUTH, LANDSOUTH, LANDSOUTHEAST, STRIKFORSOUTH

**Exercise 26**

CDR  
 field manual  
 ArmdDiv  
 ammunition  
 permanent change of station  
 army regulation  
 MAIT  
 command sergeant major  
 FSE  
 XO  
 Basic Issue Items  
 APC  
 fiscal year  
 ASP  
 US Army European Division  
 CINC

**Exercise 27**

1. understand
2. received
3. bring
4. obtain

**Exercise 28**

1. NATO presence in the Southern Region and AFSOUTH
- 2-5. Answers will vary.

**Exercise 29**

1. First, the conceptual paradigm should not stand in the way of undertaking new tasks. Second, the command must be adaptive keeping in mind limited resources. Third, the SR must adapt externally by expanding “its benefits and its features to new vistas.”
2. Answers will vary.
3. It is geographically strategic because it separates and unites Europe, Africa, and Asia. It’s an important waterway for much commerce. “Security in Europe is closely linked with security and stability in the Mediterranean.
4. The current situation in the former Yugoslavia; the Albanian crisis, the Middle East and North Africa contain a mix of disputes, conflicts and other problems.
5. (1) increasing the political cohesion and operating effectiveness within the Southern Region; (2) improving the deterrent and collective defence capability of forces; (3) developing crisis management and peace support operations capabilities; (4) enhancing regional stability by dialogue and military cooperation; and (5) implementing internal and external adaptation decisions in the wake of the major decisions the Alliance may take in the Summer of 1997.
6. Answers will vary.
7. Answers will vary.

## Unit 2

### Exercise 5

1. f
2. d
3. a
4. c
5. b
6. e

### Exercise 6

1. recognizable
2. precisely
3. echelon
4. anticipate
5. simulate
6. operational
7. mastery, fundamental, techniques

### Exercise 7

1. can
2. can't
3. should, must
4. must
5. must, should
6. may
7. have to, must, should
8. can, should, must

### Exercise 9

Sample summary: All firearms require maintenance to function well. Special materials, such as a brush, cleaner, small cloth, and oil, are needed to clean weapons. All dirt must be removed.

### Exercise 10

1. prospect
2. fatigue
3. grasp
4. emphasized
5. Some basic guidelines to follow in preparation for a military speech are the following: (a) analyze your purpose and your audience; (b) conduct research; (c) organize your material; (d) support your ideas; (e) draft and edit; (f) ask for feedback.
6. You can get your voice to help you in public speaking by using it to emphasize the main ideas and to create interest by variations in rate, volume, pitch, and pause.
7. An important rule to follow regarding the length of the speech is "be brief and concise."
8. To ensure the quality of the speech, a speaker can check his articulation and pronunciation, as well as the propriety of his language. In addition, he can practice in front of a discerning listener to make his speech more natural. Finally, he should be aware of his delivery style and of which delivery techniques he uses.

### Exercise 11

1. confident
2. feedback
3. insignia
4. reinforce
5. exceptions
6. acetate
7. pertinent

### Exercise 15

1. The "prize beyond value" is the possibility of our generation's living our entire life without going to war or sending our children to war.

2. The three priorities are the following: (1) use the consultation mechanisms in the founding act fully, (2) work together on the military as well as the political side, (3) not be bound by the confines of founding act; think boldly.
3. The NATO-Russia Founding Act is history's gift to the future.

### Exercise 19

1. new technology and the rapid exchange of digitized information
2. They are low-cost, safe, and effective ways of training.
3. individual skill simulations, such as flight simulations; complex simulations based on systems that integrate various military components, such as joint theater level simulation

### Exercise 20

1. BBS and JANUS
2. Brigade/Battalion Battle Simulations: real-time staff training; JANUS: tactical training for company-size units

### Exercise 21

Tank Crew Instructor  
 SOSCOM  
 Radio Telephone Operator  
 Officer in Charge  
 WARNORD  
 Fire Support Operator  
 TR  
 HE  
 Military Operations on Urban Terrain  
 Technical Manual  
 Medical Evacuation  
 CFX  
 MICOM  
 International Military Education and Training  
 Intelligence Preparation of the Battlefield  
 TF

### Exercise 22

1. further
2. farther
3. further

### Exercise 23

1. It means forces that can carry out operations at sea and on land.
2. It is the link between Europe, the Middle East, and Africa, and a key to developing east-west relations.
3. It contains data on the strength of individual amphibious forces in the Mediterranean.

### Exercise 24

1. It is NATO's concept for a multinational amphibious force to be known as Combined Amphibious Force Mediterranean.
2. CAFMED forces can train together during the annual exercise.
3. It calls for the availability of two multinational maritime forces, each with amphibious capabilities, to be based in the Atlantic and in the Mediterranean.
4. CTF 503 falls under CCATF and CTF 504 under CCLF. The CCATF is responsible for the early stages of an amphibious operation and transfers command to the CCATF when the landing force is firmly established.
5. Their tasking is to come up with an evolutionary amphibious doctrine.
6. to maximise strengths and minimise weaknesses
7. Heavier calibre weapons require a heavier logistic burden.
8. Because since there are no training areas with the necessary depth to allow them to train on credible distances and to carry out demanding live-fire exercises, they cannot test their capabilities.
9. the difficulty of assessing the effectiveness of logistics operations
10. It stands for Spanish Italian Amphibious Force, and it is significant because it's a joint venture between two nations, and it is dealing with command and control in amphibious exercises.

## Unit 3

### Exercise 2

1. The new plan will be implemented as of 1 Sep.
2. The Alliance makes a decision when its members reach consensus.
3. The regulation stipulates that all orders be signed by the commander.
4. The major had many consultations with the JAG (judge advocate general) before making a decision.
5. The Air Force and the Army have different policies regarding the distribution of supplies.
6. Military actions often affect political decisions.
7. The judicial, executive, and legislative powers underpin American government.
8. The process of accession of new members to the European Union is a lengthy one.
9. They are committed to safeguarding their freedom as stated in the preamble to the treaty.
10. Decisions are taken on the basis of consensus.
11. NATO can implement a course of action only when all member countries are in agreement.
12. NATO has no supranational authority or policy-making function independent of its members.

### Exercise 3

1. e
2. a
3. d

4. f
5. g
6. c
7. b

### Exercise 4

The artillery is the branch of the army in charge of heavy weapons and equipment. Artillery is also the name of the heavy weapons and equipment given out to the troops. Since the equipment must be moved and set up constantly, special care should be given to the aiming devices of the artillery. These devices must be level to the ground well before the triggers are depressed. The aiming devices should be inspected often. If these devices are even slightly out of alignment, the target will be missed completely. In the event of a failure of the devices, immediate measures to correct the error need to be taken. These must be repaired fairly soon because any failure in the equipment would interfere with the progress of a unit. It could force the unit to give up its mission.

### Exercise 5

1. in
2. on
3. toward
4. behind/on
5. from
6. between
7. across/down

### Exercise 6

1. near
2. between
3. outside
4. over

5. toward

### Exercise 7

1. They had to complete their own relevant national legislative procedures.
2. Canada was the first. The Netherlands was the last.
3. The Foreign Minister.
4. Hungary was approved first. The Czech Republic was approved last.

### Exercise 8

1. Affordability
2. coping
3. overriding
4. accommodated
5. trial
6. potential
7. phased
8. articulated
9. deemed
10. ad hoc
11. pending

### Exercise 9

1. to standardize important signs, signals, and markings for NATO use
2. with large diagonal crosses
3. when necessary orders and instructions have been given
4. by a yellow flag

### Exercise 10

1. F
2. T
3. F

4. T

5. F

6. F

7. T

8. T

9. T

10. F

11. F

12. T

13. F

14. T

15. T

### Exercise 13

1. by pumping / with a pump
2. by e-mail
3. without working out
4. by fax
5. by looking them up

### Exercise 15

CPT  
 Live Exercise  
 Partnership for Peace  
 AAR  
 MAPX  
 Troop Contributing Nation  
 EMAIL, e-mail  
 SPT  
 Officer  
 Allied Forces Central Europe  
 Host Nation Support  
 Partnership Coordination Cell  
 SACEUR  
 Principal Subordinate Command/Commander  
 AIREX  
 Directing Staff Directive  
 North Atlantic Cooperation Council

## Exercise 16

1. in the back of
2. in back of

## Exercise 18

1. **Peacemaking** is the diplomatic action conducted after the conflict has begun to establish a peaceful settlement. The **peacekeepers** are an impartial third party, organized and directed internationally, using civilian groups and the military, to complement the political process of the conflict resolution. **Peace enforcement** means military action(s) taken to resolve conflict in order to ensure peace and bring humanitarian aid to those in need.
2. This directive was written to provide an overall framework for PSO activity within NATO.
3. The procedures are the NATO STANAGS.
4. Two examples are the Standing Naval Force and the NATO Airborne Early Warning Force.

## Exercise 19

1. The aim of the NACC was to overcome decades of separation and division between European neighbors.
2. It demonstrates an evolving, deepening partnership. It is a symbol of achievement.
3. The function of the EAPC is to oversee development of an enhanced PfP, expand the scope of PfP exercises, and involve Partners in the planning and execution of PfP activities.

## Unit 4

### Exercise 2

1. addresses
2. gained
3. foster
4. mounting
5. aspires
6. potentially
7. integration

### Exercise 3

1. sustain
2. launch
3. emerge
4. strive
5. dimension

### Exercise 4

1. broaden
2. practical
3. Fielding
4. robust
5. mature
6. dividend
7. core
8. envisages

### Exercise 5

1. c
2. b
3. d
4. a

### Exercise 6

1. The major brought up the issue of low morale.
2. The troops advanced up the steep mountain slope.
3. He asked when the maintenance crew would check the tanks.
4. She gave the runner a letter for Colonel Morse.
5. Isn't the colonel meeting several key staff officers today?
6. Lieutenant Anamuradov studies English at home every evening.

### Exercise 8

1. we > they; use > used; our > their. The engineers conducting enemy obstacle reconnaissance stated that they used predictive intelligence to identify mine fields 'reseeded' by the enemy after their route clearance sweep.
2. I > he; do > did. The lieutenant commander said that he and the chief did vigorous PT every day to set an example.
3. I > she; think > thought; are being > were being. Ms. Trent, the author of the article, stated that she thought that two battle drills for mechanized infantry were being revised to reflect the recent experiences in the peace-keeping operation.

### Exercise 9

1. stated, had been
2. claimed, were
3. indicated, was studying
4. stated, did not include

### Exercise 10

1. The pilot said he flew a multi-role combat aircraft in the two-ton class.

2. The sailors said they had a constant problem with fatigue due to daily 100 degree temperatures.
3. The representatives of the foreign group purchasing the weapons system said their group needed another copy of the direct offsets agreement.

### Exercise 12

1. b
2. a
3. c

### Exercise 13

1. The mechanic says he services the vehicle every four weeks.
2. The mechanic said he serviced the vehicle every four weeks.
3. The survival training leader said that the needle on the compass points to magnetic north.
4. The officer has often said that he makes the men do extra PT every day.

### Exercise 15

1. i
2. h
3. a
4. d
5. f
6. e
7. g
8. c
9. b

### Exercise 16

1. update
2. translate

3. belligerents
4. assets
5. effect
6. regard

### Exercise 17

1. monitor
2. impartial
3. distinct
4. autonomy
5. consolidate

### Exercise 21

1. Belgium, Denmark, Greece, Italy, Norway, Poland, Turkey, the UK and the US
2. The State Partnership Program matches US Reserve Component units from selected states with countries in eastern and central Europe.
3. Four days
4. Peaceshield '99 focused on the combined command and control, and staff procedures at brigade level.

### Exercise 22

More sample questions:

How were participants selected?

How many people were involved in the demonstration?

What will happen in the future regarding PfP simulation exercises?

### Exercise 24

1. The subject is the principles of peace support operations.
2. Answers will vary.

**Exercise 25**

1. The principles are these: unity of command; impartiality; credibility; limits on the use of force; mutual respect; transparency of operation; civil-military coordination; freedom of movement; and flexibility.
2. Basically yes, though the weight given to them and the application of them may vary with the situation.
3. Answers will vary, but essentially will state that principles of peace support operations are different from those of traditional military operations and involve operations and objectives that are also different.

**Exercise 27**

1. b
2. a
3. c

**Exercise 28**

Worldwide Military Command and Control System

Out of Area

CRSG

SAR

Teletype Automatic Relay Equipment

Allied Command Europe

Policy

Fiber Optic Local Area Network

BNComdr.

Communications and Information Systems

ACE Deployable Command and Control System

STC

Ace Rapid Reaction Corps

IFF

Visitors' and Observers' Bureau

**Exercise 29**

1. said
2. told
3. told
4. said

**Exercise 31**

1. A nation can exercise the right of self defense until the Security Council has acted to restore peace and security.
2. It became lawful in 1982.
3. The ports of neutral nations are not blocked.
4. Destruction should be ordered when the prize can't be sent to a belligerent port or properly released.

**Exercise 32**

1. Capt Gordon stated that the computers need to be maintained at least once a week.
2. The administration indicated, "We will not tolerate any insubordination amongst the ranks."
3. The drill sergeant said that vigorous PT is required to develop a good physical condition.
4. The article states, "The Alliance reaffirmed its readiness to help implement a peace plan."

## Unit 5

### Exercise 2

1. collaboration
2. procurement
3. aspects
4. remedial
5. significantly
6. precision

### Exercise 3

1. i
2. a
3. g
4. b
5. d
6. e
7. c
8. f
9. h

### Exercise 4

1. The captain wondered why the gas masks were defective.
2. I know who the new pilot is.
3. Please tell me where the galley is.
4. Nobody knows how the accident at the armory happened.
5. Please ask him at what time PT begins.
6. I can't remember if the debarkation nets have been repaired.
7. He is asking you what the word "pillbox" means.
8. Can you tell me how much the weapon weighs?

### Exercise 5

1. He wants to know where the phone is.
2. He wanted to know where LT Karpusovas was last night.

### Exercise 6

1. e
2. f
3. d
4. b
5. c
6. a

### Exercise 7

Answers will vary; the following are examples only.

1. Lieutenant Commander Chianese asked me why the plane was late.
2. Chief Petty Officer Anderson asked me when Ensign Franklin would arrive.
3. The Chief of Staff knew where the commander went.
4. The medical officer explained how to do the Heimlich maneuver.

### Exercise 8

1. The foreign correspondent asked whether the country had ordered new tanks and whether it had received the tanks.
2. The relief organization asked how many displaced persons were in the camp and how many of them had cholera.

### Exercise 10

1. c.
2. b.
3. a.

4. d.
5. b.

### Exercise 11

The battalion commander had a unique problem. He had to allocate the limited supply of ammunition to the entire unit before his sector of the campaign could get underway. He called a meeting of his junior officers to get their collective opinion as to how the should be accomplished. They agreed that the implementation would be difficult but said that they would see to it that the job would be accomplished.

### Exercise 12

1. Interoperability
2. To organize themselves into a common force and to accommodate each other's operational methods by understanding their doctrine, culture, and interests
3. Achieving and maintaining a sufficient degree of interoperability

### Exercise 13

1. SOFA is a Status of Forces Agreement
2. SOFAs are necessary to define the legal obligations and rights of the force; they may influence how a force operates in a host nation.

### Exercise 16

1. F
2. F
3. T
4. T
5. F
6. T
7. T

8. F

### Exercise 18

Major General  
 PSO  
 Office of Primary Responsibility  
 Ground Order of Battle  
 IOs  
 Command Field Exercise  
 ADAMS  
 Video Teleconferencing  
 Exercise Operation Order

### Exercise 19

1. The captain doesn't need any help.
2. I can hardly hear the radio. There is too much static.
3. Methods of self-protection have barely changed in the last two centuries.
4. The island was deserted. The sailors couldn't see anyone.
5. I can't remember if the debarkation nets have been repaired.

### Exercise 20

1. The topic of the article is rules of engagement.
- 2 - 5. Answers will vary.

### Exercise 21

1. T
2. F
3. T
4. T
5. F
6. T

**Exercise 22**

1. The commander wanted to know, at what time we are having the meeting this afternoon.
2. Sgt Velez wanted to know where the troops went for their PT test this morning.
3. He asked her when the colonel wants the NCO performance evaluations.
4. He asked her if the major was aware of the incompatibility of the communications equipment.
6. Everyone has the right to an education. Elementary and fundamental stages shall be free.
7. Answers will vary.



## Unit 1

### Evaluation Exercises

Match each item in Column 1 with a synonym or definition from Column 2.

- |                    |                      |
|--------------------|----------------------|
| 1. ___ acquire     | a. purpose           |
| 2. ___ analyze     | b. indispensable     |
| 3. ___ essential   | c. joint action      |
| 4. ___ unit        | d. circumvent        |
| 5. ___ bypass      | e. get               |
| 6. ___ mutual      | f. joint effort      |
| 7. ___ primary     | g. send out          |
| 8. ___ facilitate  | h. examine           |
| 9. ___ cooperation | i. make easy         |
| 10. ___ guidance   | j. manage            |
| 11. ___ teamwork   | k. advice            |
| 12. ___ issue      | l. sticking together |
| 13. ___ order      | m. most important    |
| 14. ___ intent     | n. command           |
| 15. ___ cohesive   | o. reciprocal        |
| 16. ___ supervise  | p. group             |

The following paragraph contains sentences with verbs in active voice and passive voice. Identify the sentences with verbs in passive voice and change them to sentences with verbs in active voice.

(17) Authority can be delegated by the commander. (18) If he cannot issue a command because of unusual circumstances, authority must be delegated to the next in command.

(19) In most cases, the commander has the responsibility for giving orders. (20) In the heat of battle, however, the commander's orders may not always get through. (21) When that happens, the authority to give orders is assumed by the next in charge.

Circle the letter of the appropriate question/answer set.

22. Which question and answer set will obtain information regarding the enemy's position?
- a. Q. What types of AMMO is the enemy using against our troops?  
A. It looks as though they are using either 105s or 155s.
- b. Q. What are the approximate coordinates of the enemy's ASP?  
A. They are at 40 degrees 37 seconds.
- c. Q. Do you think the weather will clear up before we start our attack?  
A. The clouds are breaking up in the east, and the wind is from that direction.

Circle the letters of the items which answer the following question.

23. How can you achieve clarity and terseness in your military memos?
- a. Put the main idea at the beginning.
- b. Use the most impressive words you can find in a thesaurus.
- c. Use numerous sentences with passive voice because they tend to be more formal and unemotional.

- d. Tie words, phrases, and sentences together with suitable transitions.
  - e. Use as many words as you can to demonstrate you have extensive knowledge of your subject.
  - f. Draw pictures if you have trouble explaining concepts in words.
  - g. Avoid needless words and information.
  - h. Use more sentences with active voice than with passive voice.
  - i. Use short words and sentences.
- 24. Commanding a battalion is a heavy responsibility, and to fly a jet fighter can be just as demanding. \_\_\_\_\_
  - 25. Our soldiers must learn to cope with the extreme cold and to prevent injury. \_\_\_\_\_
  - 26. In speech, correct use of intonation patterns is nearly as important as to pronounce individual words clearly. \_\_\_\_\_
  - 27. Supervising the maintenance of aircraft and demanding quality from those doing the job are the commander's responsibilities. \_\_\_\_\_

---

Indicate which of the sentences below use parallel structure. Write *P* in the blank if the sentence illustrates parallelism; write *N* if it does not.

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---

Render the following sentences in standard English.

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- 28. The soldiers took all the AMMO to the ASP.
- 29. The envelope contained the XO's orders regarding a PCS.

## Unit 2

### Evaluation Exercises

Use the words in the box to fill in the blanks in the following paragraph.

briefing	effective	presentation
brevity	fundamental	precisely
fatigue	grasped	techniques
mastery		confident

Some military officers make a/an

(1) \_\_\_\_\_ error when they give a/an (2) \_\_\_\_\_ because they fail to make the (3) \_\_\_\_\_ short, concise, and to the point. If the speaker doesn't adhere to the rule of (4) \_\_\_\_\_, audience (5) \_\_\_\_\_ will surely result. A truly (6) \_\_\_\_\_ speaker will have developed a/an (7) \_\_\_\_\_ of the habit of conciseness; in addition, he or she will use (8) \_\_\_\_\_ that put forth his or her ideas (9) \_\_\_\_\_. The speaker can then be quite (10) \_\_\_\_\_ that all the ideas being presented will be (11) \_\_\_\_\_ by the audience.

Fill in the blank in each sentence with one of the expressions that follow it.

12. I'll \_\_\_\_\_ any plan that makes sense.
- have on hand
  - go along with
  - handcarry

13. We don't \_\_\_\_\_ enough AMMO for a protracted engagement with the enemy.
- earmark
  - hand carry
  - have on hand
14. The major will probably \_\_\_\_\_ when he realizes that his original plan won't work.
- reach a stalemate
  - get in on the ground floor
  - do an about-face
15. You must not use those supplies; they \_\_\_\_\_ for the upcoming celebration.
- have been earmarked
  - have gotten in on the ground floor
  - have been hand carried

Match each modal function with the sentence which illustrates its use. Write the letter of the sentence in the blank next to the modal function.

16. \_\_\_\_\_ Ability
17. \_\_\_\_\_ Polite request
18. \_\_\_\_\_ Possibility
19. \_\_\_\_\_ Advice
20. \_\_\_\_\_ Expectation
- Could you please help me with the map reading?
  - The reserve unit should be here any time now.
  - We can make this attack plan work; I'm sure of it.
  - We might be able to intercept the enemy near the center of the city.
  - If you want to survive in this heat, you should take plenty of water along.

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Look at the pronunciation key in the beginning section of *Webster's New World Dictionary*. Double underline the letters that represent the vowel sound in the accented syllable of each of the following words. In the blank next to the word, write the phonetic symbol that corresponds to the correct pronunciation of the vowel sound.

---

Examples: ā māde; a mad; ä model

21. \_\_\_\_\_ cost
22. \_\_\_\_\_ speaker
23. \_\_\_\_\_ vowel
24. \_\_\_\_\_ fright
25. \_\_\_\_\_ cold
26. \_\_\_\_\_ grasp
27. \_\_\_\_\_ threat
28. \_\_\_\_\_ engage
29. \_\_\_\_\_ ploy
30. \_\_\_\_\_ platoon

## Unit 3

### Evaluation Exercises

Use the words in the box to fill in the blanks in the following sentences.

adaptability	ad hoc	articulate
consensus	contingencies	coping
overriding	phased	pending
streamline		underpin

1. Implementing the peace accords is of \_\_\_\_\_ importance this winter so that the refugees may return home.
2. NATO has made major advances in its \_\_\_\_\_ and flexibility since the end of the Cold War.
3. The customs agents will hold the shipment \_\_\_\_\_ the payment of import taxes.
4. Reaching \_\_\_\_\_ among NATO members can take an enormous amount of time.
5. It is impossible to foresee and plan for all \_\_\_\_\_ that may arise during a peacekeeping operation.
6. We had to quickly organize an \_\_\_\_\_ committee to address the new problems.
7. The defendant had two witnesses to \_\_\_\_\_ his testimony.
8. To make meeting our unit's objectives more efficient, we need to \_\_\_\_\_ our methods.
9. If you expect anything to be improved, you must \_\_\_\_\_ your complaints.
10. The government is having difficulty \_\_\_\_\_ with the rogue elements in the military.
11. The new currency will be \_\_\_\_\_ in over the next three years.

Fill in the blanks with the appropriate special expression.

brick wall	all for it	traffic jam
roped into	once-over	hands are tied

12. The lieutenant colonel was late to the briefing due to a \_\_\_\_\_.
13. What do you think of the major's suggestion that we have a basketball tournament? I'm \_\_\_\_\_.
14. I would like to help, but my \_\_\_\_\_.
15. I had hoped to have the day off, but I was \_\_\_\_\_ working at HQ today.
16. We ran into a \_\_\_\_\_ when we tried to reach an agreement.
17. Please give this plan a \_\_\_\_\_ and let me know what you think.

Fill in each blank in the following paragraph with a preposition from those presented in this unit. The same preposition may be used more than once, and in some cases, more than one preposition could be correct.

(18) \_\_\_\_\_ the midst (19) \_\_\_\_\_ this slaughter, Maj Ridgway appeared (20) \_\_\_\_\_ the causeway carrying his .30.06 rifle. Maj Ridgway, with his assistant division, regimental, and battalion commanders, reversed the flow (21) \_\_\_\_\_ men away (22) \_\_\_\_\_ the attack and (23) \_\_\_\_\_ the causeway (24) \_\_\_\_\_ exhortation, shouting, and physical coercion, but

**causeway:** a raised path or road, as across wet ground

most of all, (25) \_\_\_\_\_ example. Maj Ridgway personally attached a towing cable (26) \_\_\_\_\_ a disabled US tank and, (27) \_\_\_\_\_ the help of several soldiers, cleared a passage (28) \_\_\_\_\_ the wreckage. Led (29) \_\_\_\_\_ other senior officers, the airborne soldiers finally fought their way (30) \_\_\_\_\_ the causeway and (31) \_\_\_\_\_ the river.

## Unit 4

### Evaluation Exercises

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Circle the letter of the word which best completes the sentence.

---

1. The committee must consider all \_\_\_\_ of a problem in order to solve it.
    - a. dimensions
    - b. cores
    - c. integrations
  2. The \_\_\_\_ of the new training center are under construction.
    - a. Facilities
    - b. Cores
    - c. Endeavours
  3. A judge must be truly \_\_\_\_ when applying the nation's laws to its citizens.
    - a. updated
    - b. integral
    - c. impartial
  4. An operation lasting more than a few days cannot be \_\_\_\_ without good logistics.
    - a. regarded
    - b. inherent
    - c. sustained
  5. We trust the president to \_\_\_\_ the country in the right direction.
    - a. gain
    - b. steer
    - c. strive
  6. The peace negotiators \_\_\_\_ day and night to reach an accord.
    - a. are striving
    - b. are launching
    - c. are translating
  7. Most countries cannot \_\_\_\_ an entire brigade during an exercise.
    - a. emerge
    - b. aspire
    - c. field
  8. The "blue helmets" \_\_\_\_ a great deal of experience in the Balkan states.
    - a. consolidated
    - b. gained
    - c. optimised
  9. The political prisoner was \_\_\_\_ a pardon and set free.
    - a. granted
    - b. endorsed
    - c. effected
  10. The first simulation \_\_\_\_ what changes need to be made so that future simulations work better.
    - a. highlighted
    - b. launched
    - c. drew
- 
- Change the following quotations to reported speech. Make necessary shifts in tense and noun / pronoun use. Observe the guidelines for special cases.**
- 
11. The patrol leader told me, "I am writing a SALUTE report regarding the incident."
 

\_\_\_\_\_

\_\_\_\_\_
  12. The general stated, "Every soldier on the mission has to grasp the letter and the spirit of the principles of peacekeeping operations."
 

\_\_\_\_\_

\_\_\_\_\_
  13. Lt Brent says, "I update the weather report hourly."
 

\_\_\_\_\_

\_\_\_\_\_
- 
- Circle the letter next to the choice that best completes the dialog.**
-

14. The Echo Company runners greatly outdistanced their competition.

- a. They bailed **them out**
- b. They **wiped them out**.

15. The project has been abandoned for lack of resources.

- a. It's **all washed up**.
- b. It's **all wet**.

16. A: We have almost no gasoline left.

B: You mean we've used up our whole supply in ten days?

A: \_\_\_\_\_.

- a. That's **open and shut**.
- b. That's **about the size of it**.

17. A: The new engine functioned quite poorly in this cold climate.

B: \_\_\_\_\_.

- a. Send it back to Research and Development and tell them to **go back to the drawing board**.
- b. Send it back to Research and Development and tell them to **keep their noses to the grindstone**.

---

18. Rewrite the following sentence in standard English.

---

The BN Comdr just received news via TARE that the SAR was a total success.

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Reread the authentic reading titled "The Law of Neutrality" pages 4-34 through 4-40 and answer the following questions.

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19. A \_\_\_\_\_ is defined as a nation engaged in an international armed conflict.

20. What obligation regarding neutrality does the Charter of the United Nations impose on its members?

21. How far does neutral territory extend?

---

Use the correct form of *say* or *tell*.

---

22. As soon as the recruits finished in-processing, the drill sergeant \_\_\_\_\_ them not to leave their war lockers open or unlocked.

23. The general always \_\_\_\_\_ that even in the most difficult circumstances he has never regretted having joined the military.

## Unit 5

### Evaluation Exercises

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Read the following sentences; they deal with some new vocabulary words. Circle *T* if the statement is true, and *F* if the statement is false.

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- Collaboration implies joint effort or teamwork.  
T F
- “Precision” refers to vagueness or lack of specificity.  
T F
- Procurement has to do with giving, not getting.  
T F
- “Remedial” is a term that generally relates to instruction or training for advanced, quick, and experienced learners.  
T F

---

Use the word from the list that best complete each of the following sentences.

---

synergy	by-product	hinder
neutral	realms	manifestation
enhance	rigorous	deconfliction

---

- The extreme temperatures and harsh terrain \_\_\_\_\_ the reconnaissance of the ZOS.
- Heat is a \_\_\_\_\_ of the jet engines.
- Early in the negotiations, the primary goal of the diplomatic team was to achieve \_\_\_\_\_ among the warring factions.
- The training for the scout weapons team was \_\_\_\_\_.
- The new software will \_\_\_\_\_ the applications capabilities of the computer.

- The increase in cases of civil disobedience is a \_\_\_\_\_ of the citizens’ discontent with the policies of the new government.
- The Prime Minister’s son indicated that he too wanted to pursue a career in the \_\_\_\_\_ of politics and economics.
- The Secretary’s response was so terse and the tone so \_\_\_\_\_ that the listeners could not determine if the Secretary approved or not.
- The \_\_\_\_\_ evident at the coordination meetings was remarkable.

---

Convert the following direct questions to indirect question form.

---

- Direct question: Do you have the SALUTE report?

Indirect: The captain asked me \_\_\_\_\_.

- Direct Question: How many nations are participating in the Cooperative Nugget?

Indirect: The reporter wanted to know \_\_\_\_\_.

---

Correct the following mix of direct and indirect questions.

---

- The supply chief needs to know how many Jeep parts you need and do you have enough tires?

Correction:

\_\_\_\_\_.

Complete the following paragraph with appropriate words from the list.

incremental      coherent      interface  
doctrines

The success of the emerging democracy will depend to some extent on its willingness to maintain transparency in its practices, consistent with the democratic (17) \_\_\_\_\_ it has adopted; to pursue a (18) \_\_\_\_\_ plan for a/an (19) \_\_\_\_\_ but progressive stabilization and integration of the judicial, governmental, educational, and social institutions; and to provide adequate channels for (20) \_\_\_\_\_ with the minority ethnic and political factions.

Choose the word that best completes each sentence.

21. In that country's military, the traditions regarding the burial service are \_\_\_\_\_.
  - a. coherent
  - b. rigorous
  - c. unique.
22. The \_\_\_\_\_ of the approved recommendation will be effected immediately.
  - a. deconfliction
  - b. implementation
  - c. procurement

23. The timely completion of the plan will depend on the \_\_\_\_\_ determination of the coordinating committees.
  - a. collective
  - b. incremental
  - c. unique
24. The MG will be given the task of \_\_\_\_\_ all available resources.
  - a. allocating
  - b. collaborating
  - c. interfacing
25. The success of the entire \_\_\_\_\_ is contingent upon the commitment and dedication of every officer and every soldier.
  - a. procurement
  - b. manifestation
  - c. campaign

Choose the phrase that best completes each sentence.

26. I wish you would stop \_\_\_\_\_ and get to the heart of the matter.
  - a. backtracking
  - b. filling the bill
  - c. beating around the bush
27. Colonel Thomas never received your report. \_\_\_\_\_ about the whole incident.
  - a. He's up in the air
  - b. He's in the dark
  - c. He beat around the bush

Render the following sentences in standard English.

28. We just received the EXOPORD regarding the CFX to be held next month.
29. Arrangements have been made for VTC with the MG this afternoon.