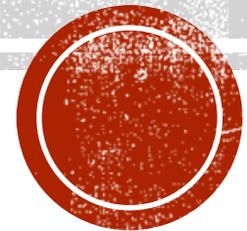


GATHERING INTELLIGENCE

pp. 7–10



GATHERING INTELLIGENCE

U nastavku se nalaze **uputstva** za zadatke vezane za tekst „Gathering Intelligence“ (str. 7–10, materijal za drugi semestar), **rešenja** za te zadatke i, po potrebi, dodatna **pojašnjenja**.



READING, EXERCISE I, P. 7-8

Čitajte **tekst na strani 7** i odgovarajte na **pitanja na strani 8** – u svakom pitanju može biti tačan jedan, ali i **više odgovora**. Na vama je da odlučite šta je sve tačno u zavisnosti od informacija koje sadrži tekst.

U nastavku su date potencijalno **nepoznate reči** iz teksta i **rešenja** svakog vežbanja. Za izgovor, upotrebu, dodatne primere i definicije različitih značenja reči, konsultujte **učeničke rečnike** (spisak se nalazi u uputstvu za ovu nedelju).



GATHERING INTELLIGENCE, P. 7

- **differentiate** = napraviti razliku između, razlikovati
- **necessity** = neophodnost
- **take action** = reagovati, preduzeti nešto
- **obtain** = doći do, steći, pribaviti
- **be at the heart of** = biti ključni deo nečega
- **assessment** = procena
- **take protective measures** = preduzeti protivmere/
zaštitne mere



GATHERING INTELLIGENCE, P. 7

- **intelligence officer** = pripadnik bezbednosne/obaveštajne službe; obaveštajni službenik, obaveštajac, operativac
- **representative** = predstavnik
- **foreign** = strani, inostrani
- **host nation** = zemlja-domaćin, zemlja u kojoj rade
- **covertly** = tajno
- **operate under the cover of** = koristiti neki identitet, predstavljati se kao
- **conceal** = sakriti, prikriti
- **dub** = zvati, nazivati



GATHERING INTELLIGENCE, P. 7

- **covert** = tajni
- **human intelligence source** = ljudski izvor obaveštajnih podataka
- **instruction** = obuka
- **arise** = nastati



READING, EXERCISE I, P. 7-8

- Q1:
- **intelligence helps them decide what poses a threat**
“In a security context, **intelligence assists the receiver in identifying threats**, i.e. it helps him or her to become aware of the necessity to take action.”



READING, EXERCISE I, P. 7-8

- Q2:
- **all of the above**
- “Security and intelligence services gather this information and use it to find out about **organisations of interest and their key personalities**, infrastructure, intentions, plans, and capabilities. Collecting intelligence **to build up a detailed knowledge of threats to the country** is at the heart of MI5’s work. The assessment and investigation process helps us to make decisions about how to **respond to these threats** and **what protective measures to take.**”



READING, EXERCISE I, P. 7-8

- Q3:
- is called an 'illegal' (because she is posing as an academic/a teacher, not a diplomat or official, so she doesn't have diplomatic immunity)
- is operating under non-official cover (she does not identify as an official or diplomat)



READING, EXERCISE I, P. 7-8

- Q4:
- are called agents in the UK
- “In the UK, an agent, more formally known as a “covert human intelligence source”, is someone who secretly provides information to an intelligence officer.”
- are called “informants” if they work for the CIA or the FBI
- “In the United States, for instance, an agent is a member of an intelligence or security agency such as the FBI or CIA. Such agencies call a covert human intelligence source an “informant” rather than an “agent”.”



LISTENING, EXERCISE IV, P. 10

U vežbi **slušanja** „The Real Life of Spies“ na str. 10 čućete intervju koji je novinar BBC-ja sproveo sa šest ljudi koji rade za bezbednosne i obaveštajne službe Ujedinjenog Kraljevstva.

Link ka intervjuu (fajl može da se preuzme ili sluša u pretraživaču): <https://www.bbc.co.uk/programmes/p06pnd71>.

Odgovore na **pitanja 1–3** naći ćete od 00:00–03:57 minuta, a odgovore na **pitanje 4** od 06:00–08:06 minuta.



LISTENING, EXERCISE IV, P. 10

Na 10. strani, povežite **ideje s desne strane** s odgovarajućom **osobom ili službom s leve strane**. Među odgovorima na svako pitanje s desne strane dat je i **jedan odgovor viška**, koji vam neće biti potreban.

Govornici svi imaju britanski akcenat i na momente govore dosta brzo, pa bi trebalo **pažljivo pročitati pitanja** pre nego što započnete slušanje. Za studente kojima ovaj zadatak bude težak, možete tekst slušati uz transkript, koji je uključen u materijale za ovu nedelju.

U nastavku ćete naći **odgovore** na sva pitanja.



LISTENING, QUESTION 1

A	MI5	3
B	MI6 or SIS	1
C	GCHQ	4

1	gathers intelligence outside of the UK
2	collaborates with foreign countries on behalf of the UK
3	deals with threats to national security such as terrorism
4	monitors communications

A. MI5: 3

MI5 is the agency that deals with threats to the UK, including counter-terrorism.

B. MI6 or SIS: 1

MI6 or SIS collects intelligence overseas.

C. GCHQ: 4

GCHQ based in Cheltenham is the government's listening agency.



LISTENING, QUESTION 2

A	JO	4
B	JOHN	1
C	LILLY	6
D	AMEESHA	2
E	KATE	5
F	DIA	7

1	has worked on preventing the spread of WMD
2	works as an analyst
3	is still in training to become an intelligence officer
4	has changed jobs several times in over 15 years
5	currently teaches other people how to recruit agents
6	transferred from another government job
7	briefly worked with an international organization or organizations



LISTENING, QUESTION 2

A. JO: 4

I've worked for MI5 for over fifteen years now. I came here to initially start off as a linguist and then I've gone into all sorts of other things since I've worked here.

B. JOHN: 1

I work for MI6. I started off in operational work so I've worked on counter-proliferation. I worked on counter-terrorism. I did a couple of jobs overseas and I came back. I worked really closely with our Chief for a couple of years and now I work in HR.

C. LILLY: 6

I work at GCHQ. I've been there for about seven years, having transferred from a different government department. I currently work in research and engineering.



LISTENING, QUESTION 2

D. AMEESHA: 2

I work for MI5. I've been here around two years and I currently work in analysis.

E. KATE: 5

I work for SIS or MI6 as we're better known. I have worked for the organization for ten years, just under. And I've been a case officer in my career, which basically means recruiting and running agents and I'm currently in training, so helping some of our staff, new and existing, to learn that skill.

F. DIA: 7

Hi, I'm Dia, from GCHQ, it's gonna be ten years since I joined the organization. I came in as a linguist and worked in operations before going into training, doing a stint working with our international partners, and I'm currently working in HR.



LISTENING, QUESTION 3

A	JOHN	2
B	JO	4
C	AMEESHA	1

1	to show people that intelligence officers are not very different from them
2	to make the general public more familiar with the work of intelligence agencies
3	to give the public a sense of how exciting and extraordinary their job is
4	to encourage people to come work for these organizations

A. JOHN: 2

I think it's the chance to actually talk to the public. We don't get much chance to do it, want to come out of the shadows a little bit. Want to sort of **normalize what we do**. I mean, **we work at a great, really interesting place** with fantastic people but it can be quite hard to get that across to people and it's just hitting a wider sort of audience, saying a little bit about **what we do, how we do it**, the kind of **people that work** in our places.



LISTENING, QUESTION 3

B. JO: 4

This is a real first for us and we're really excited to get this chance to speak to you guys. You know, we know people don't really always know a lot about what we do and so **we want to use this opportunity to reach out to people who maybe have never considered applying to us**, who think that you know this is not the sort of place for them and that's really important to us and we want to **try to reach people who have essentially ruled themselves out**.

C. AMEESHA: 1

I think it's important to do this, as my colleagues have said, to come out and actually **humanize** what we do a little bit and bring a bit of our personalities out and **show everyone that actually we are just ordinary people doing extraordinary jobs**.



LISTENING, QUESTION 4

A	DIA	3
B	JOHN	5
C	LILLY	1
D	AMEESHA	6
E	KATE	4

1	being surprised by the work of their colleagues
2	being annoyed because they had to learn new skills
3	being surprised about the extent and amount of the work done by their organization
4	feeling that something was strange about their job
5	being amazed and excited about working with real intelligence for the first time
6	being constantly amazed that they work where they work



LISTENING, QUESTION 4

A. DIA: 3

I didn't realize **the scale of the work** that we did, I guess. The realization of the scale of the work that GCHQ actually does only came I guess maybe a year or two into to the job.

B. JOHN: 5

I remember my first weekend on the job I **was shown my first piece of intelligence, like real intelligence from an agent**, which was completely awesome.

C. LILLY: 1

When I met the **mathematicians** and they **were working on a particular problem**. And I'm not...I did maths at school but I'm not a mathematician and just seeing them at work and how they worked together and solved this problem was amazing.



LISTENING, QUESTION 4

D. AMEESHA: 6

Honestly, I'm not going to lie - I have those moments pretty much every week. You know, I'll wake up in the morning and I'll be like "Oh my gosh, I work for MI5".

E. KATE: 4

The time that I probably realized what I was doing was on my training course when I came in. And there was twenty of us sitting in a room with a spin lock on the table and being taught how to unlock and lock a spin lock...I was in my late twenties, I've lived a life and I find myself sitting in a room in a classroom with a spin lock. **This is, this is...odd! This is not what I thought I'd be doing.**



EXERCISES II & III, P. 9

Vežbe II (word formation) i **III na str. 9** bi trebalo raditi u nekom razmaku nakon čitanja teksta na str. 7. **Rešenja** za vežbu II data su u nastavku.

U **vežbi III**, koju je idealno raditi usmeno, nema tačnih ili pogrešnih odgovora, već odgovor zavisi od situacije koju zamislite. Vratite se na prvi pasus teksta na str. 7 ako je potrebno da se podsetite razlike između informacija i obaveštajnih podataka.

