

CAMPAIGN NEWS DIGEST

AUGUST 2010

ENDANGERED WILDLIFE CRIME

INDIAN CUSTOMS OFFICIALS in Shillong, have seized more than a million dollars worth of endangered wildlife products. Poachers are targeting tigers and pangolins, a rare mammal, and smuggling them into China and the Far East. The illicit goods, both protected species in India, are trafficked in China where tiger bones and pangolin scales are in great demand.

Tiger hunting is illegal worldwide and the trade is banned in most countries. However, tiger bones are still being used to produce traditional medicines, and pangolins are a popular type of meat.

Controlling this cross border illegal trafficking is a challenge because airport scanners do not detect biological objects.

Indian authorities have set up a national wildlife crime prevention agency to break up the poaching networks. The Indian government has also asked China to help them control cross-border trafficking.

ILLEGAL IDENTITY TRADE

U.S. LAW ENFORCEMENT OFFICERS uncovered a document-fraud scheme in recent raids within the United States. Identity theft rings had been selling false Puerto Rican identities to people who are living and working illegally in the U.S. The identity thieves have targeted Puerto Ricans because Puerto Rican names are well suited for Hispanic illegal immigrants, providing them with a credible cover for entering the United States.

Apparently, it is relatively easy to steal documents in Puerto Rico, because original documents are frequently carried and used for identification, and are often kept without adequate protection, making them easy targets for identity thieves.

The stolen documents are sold to illegal immigrants hiding in or entering the U.S. for about \$6,000 on the black market. These original papers can then be used to obtain a United States driver's licence, social security card, or passport.

Puerto Rico has put new laws in place to resolve this identity theft problem. They are currently reissuing new birth certificates to all of its citizens, which will be enhanced with security features such as a special seal and printed on counterfeit-proof paper.

NATO TRAINS OUT-OF-THEATRE

NATO has just completed its first Police Operational Mentor and Liaison Team training for Afghanistan in Bydgoszcz, Poland. NATO troops, European Union Police Mission European Gendarmerie Force and Afghan National Police participated in the pilot training program. The aim was to coordinate and standardise the Afghan Police training. This is the first time NATO has given out-of-theatre police training in cooperation with other agencies. Participants included military, paramilitary and civilian police forces from Croatia, Canada and New Zealand.

NATO is increasingly more involved in training police officers about military matters. Afghan police require both police and military skills to increase their operational capabilities and build a force that can provide security.

AFGHAN RADIO NETWORK

A RADIO NETWORK has recently been established in the Afghan district. The radio stations are operated by Afghans while the technical support of the network is provided by U.S. Special Operations Forces and governing officials. For the first time, Afghan leaders can host a radio show, and reach residents throughout southern Afghanistan with news reports and public service announcements. In addition to communicating with district residents, radio shows give listeners the opportunity to voice their opinions on the air. Each radio station has a caller tip line where Afghan listeners can call in to report unusual or suspicious activity in their villages. While the broadcasts provide information and entertainment to listeners, they also promote security in Afghanistan.

Assam's International Airport a Hub for Smuggling Wildlife Products?, *The Economic Times*, June 21, 2010

<http://economictimes.indiatimes.com/articleshow/6075814.cms>

Coto, Danica, Puerto Ricans Targeted in Massive Identity Theft Schemes, *Puerto Rico Federal Affairs Administration*, June 28, 2010
<http://www.prfaa.com/news/?p=1092>

First POMLT Training for Afghanistan Kicks off in Poland, *The Northern Star*, June 2010

http://www.jfcbs.nato.int/MEDIA/NS/2010/NS_June10.pdf

The Netherlands Assumes Command of Standing NATO Maritime Group, *NATO News*, July 1, 2010

<http://www.manw.nato.int/pdf/Press%20Releases%202010/Jun%20-%20Dec%202010/SNMG2/SNMG2%202010%2022a.pdf>

Radio Network Connects Afghan Citizens, Leaders in Southern

Afghanistan, NATO International Security Assistance Force, July 12, 2010

<http://www.isaf.nato.int/article/news/radio-network-connects-afghan-citizens-leaders-in-southern-afghanistan.html>

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Student Worksheet

Task 1: pre-reading vocabulary

Before reading the articles, match the words on the left to the definitions on the right.

- | | |
|----------------|--|
| 1 wildlife | a) a legal business that is used for hiding an illegal or secret activity |
| 2 poacher | b) a piece of special or secret information |
| 3 to smuggle | c) illegal buying and selling of goods |
| 4 to traffic | d) someone who illegally catches or kills animals on someone else's property |
| 5 to uncover | e) a group of broadcasting stations that transmit the same programme |
| 6 cover | f) to buy and sell things such as weapons or goods illegally |
| 7 black market | g) to bring goods into, or send them out from, a country illegally |
| 8 mentor | h) to find out something that has been kept secret or hidden |
| 9 capability | i) wild animals, birds and plants that live in natural conditions |
| 10 network | j) an experienced person who helps someone who has less experience |
| 11 to host | k) the ability to achieve a specified wartime objective |
| 12 tip | l) to introduce and talk to people taking a part in a TV or radio programme |

Task 2: comprehension check

Decide if the following sentences are true (T) or false (F).

- 1 Wildlife products are being sold on the black market in China.
- 2 The Indian government has set up an agency to prevent illegal hunting.
- 3 Puerto Ricans were victims of a lucrative document-fraud scheme to hide illegal immigrants in the U.S.
- 4 Puerto Rico has not taken any measures to deal with the problem yet.
- 5 NATO recently held a pilot training to coordinate the training of police in Afghanistan.
- 6 NATO police training includes both police operations and military operations.
- 7 Afghan provincial leaders do not support the Afghan operated radio stations.
- 8 Currently the radio stations can only broadcast news from the Afghan government.

Task 3: discussion

The fourth story in this month's Campaign News Digest is about a radio station. Imagine you work at a radio station on your base. Invite an officer or local leader to your radio station for an interview. Some of you will be hosts, while some of you will be guest speakers.

Task 4: writing

The second article in this month's CND focuses on identity theft. Write an essay (of about 300 words) describing some of the ways to avoid becoming a victim of identity theft.

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Teacher's Notes

Task 1: pre-reading vocabulary

Before reading the articles, match the words on the left to a definition on the right. Encourage students to try to deduce the meaning of the words from the context using clues from the text.

- | | |
|----------------|--|
| 1 wildlife | i) wild animals, birds and plants that live in natural conditions |
| 2 poacher | d) someone who illegally catches or kills animals on someone else's property |
| 3 to smuggle | g) to bring goods into, or send them out from, a country illegally |
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| 5 to uncover | h) to find out something that has been kept secret or hidden |
| 6 cover | a) a legal business that is used for hiding an illegal or secret activity |
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| 8 mentor | j) an experienced person who helps someone who has less experience |
| 9 capability | k) the ability to achieve a specified wartime objective |
| 10 network | e) a group of broadcasting stations that transmit the same programme |
| 11 to host | l) to introduce and talk to people taking a part in a TV or radio programme |
| 12 tip | b) a piece of special or secret information |

Task 2: comprehension check: short answer questions

Write short answers to the following questions.

- 1 True
- 2 True
- 3 True
- 4 False. There are new laws that aim to make it harder to use fraudulent documents in the future.
- 5 True
- 6 True
- 7 False. The network is an important link between the Afghan people and the local governing officials.
- 8 False. The stations cover a wide variety of programs such as educational shows, music and news.

Task 3: discussion

This exercise aims to develop speaking fluency skills and practise asking and answering questions.

Tell your students they are going to develop and present a radio interview.

As a lead-in, invite opinions about why radio is such an influential communication channel. Students might come up with ideas such as: radio is an excellent way to communicate a message through the media to a lot of people; radio is economical to use; it can connect local leaders with their constituents; radio informs people and raises awareness via public service announcements; call-in radio shows encourage feedback from listeners and monitor the community's response, etc.

Choose the topic of the radio interview that best suits your class, such as a guest speaker's background, his job (past, present, future), a recent mission, or an operation.

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Tell the students that they are going to role play a radio interview and give them the topic for discussion. Invite them to brainstorm sample interview questions that could be used in the interview; this will give them ideas for possible talking points. Explain to the students that the interviewer usually asks questions based upon the '5 Ws' – *who, what, where, when, why, and how*; but encourage them to also ask open questions (e.g. *What do you think about...*).

Put students into two groups: radio hosts and guest speakers, and give the two groups about 20 minutes to develop their roles. Ask the radio hosts to work together to prepare 4-6 interview questions (in note form). Ask the guest speakers to work together to plan the details of what they will say in the interview.

When the groups have completed this task, put the students in pairs formed of a radio host and a guest speaker and have them role play the radio interview. As students conduct their interviews, go around the class giving help, correcting and making suggestions where appropriate. This activity can be extended by re-pairing the students, allowing radio hosts to interview different guest speakers. Alternatively, students could reverse roles and repeat the exercise.

To further extend this activity, you could adapt, develop and produce an entire radio programme. Divide students into small groups and ask each group to write the script for one of the following features: a news report, a public service announcement, a weather report, a sports update, a traffic update, or a call-in radio interview. Each group can 'broadcast' their program to the rest of the class.

As a follow-up activity, you could direct students to the ISAF Afghanistan website where they can listen to the news report about the ISAF Afghanistan Radio Network and recycle key vocabulary from the article.

<http://www.youtube.com/watch?v=lMnL5Wxd4jY> .

Task 4: writing

The purpose of this exercise is to write an essay (about 300 words) about how to prevent identity theft and practice useful expressions used to issue cautions and warnings.

As a lead-in, ask your students if they think that online banking and e-commerce is safe, and whether they give out their personal financial information over the Internet.

Brainstorm as many ways as possible to avoid becoming a victim of identity theft. Collect ideas on the board in note form to provide students with prompts for their essays.

Put students in pairs, direct them to the following websites, with information about how to prevent identity theft.

http://privacy.defense.gov/files/ID_Theft_Guide.pdf

<http://www.ncpc.org/resources/files/pdf/fraud/idtheftrev.pdf> (pages 9-11)

<http://robertsiciliano.blog.com/2009/10/14/how-to-prevent-phishing-scams/>

If the Internet is not available in your classroom, you could access one of the websites before the lesson and print out the page(s) for your students.

Before students begin writing, you may want to introduce or revise simple essay writing skills. Additionally, you could give them some useful expressions used to issue cautions and warnings (eg *Be careful to...*; *Be sure to...*; *It's important to...*; *Don't forget to...*; *Make sure to...*; *Remember to...*; *Always*; *Never...*, etc.).

To close this activity, you could put students into small groups and ask them to share their findings and compile a list of the most important guidelines for preventing identity theft.

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