

# CAMPAIGN NEWS DIGEST

JULY 2008

## WORLD REFUGEE DAY

THE UNITED NATIONS HIGH COMMISSIONER FOR REFUGEES (UNHCR) observed World Refugee Day on June 20<sup>th</sup>. Public ceremonies and events took place around the world to raise awareness of the conditions faced by hundreds of thousands of refugees and displaced people worldwide.

The theme of this year's celebration was protection. In 20 world capitals, the UNHCR set up tents and relief items were exhibited. A refugee camp scenario was recreated in London's Trafalgar Square to draw public attention to the difficult situation of refugees. The Colosseum in Rome was illuminated with the slogan "Protecting refugees is a duty. Being protected is a right".

Other events included photography exhibitions in Geneva, Yemen and Namibia, lectures, a concert in Syria and refugee-themed film festivals in Tokyo, Hong Kong, Mexico, Poland and Venezuela. Public awareness campaigns were also held in Buenos Aires, Chile, the United States, Uganda, and Ethiopia.

These activities and events are supported by governments, non-governmental organizations (NGOs), UN Ambassadors, and refugees.

## NAVAL ESCORT FOR FOOD SHIPS

THE WORLD FOOD PROGRAM (WFP) has appealed to the world's naval powers to help them in their shipments of humanitarian aid by sea.

Eighty percent of the food aid comes into Somalia by sea, because it takes too long to bring in food by land.

Last November, when piracy became frequent in Somali waters, France, Denmark and the Netherlands allowed some of their ships in the area to escort food ships heading for Somalia. Since then, there have been no pirate attacks on WFP food ships. This service is expected to finish at the end of June, so the WFP is appealing to foreign governments with naval ships in the region to provide naval escorts.

Without a naval escort, food ships may not be able to bring food aid to Somalia, therefore it is crucial to protect these ships against piracy.

## OIL FACILITIES UNDER ATTACK

NIGERIAN MILITARY OFFICIALS have reported a recent attack on one of the key oil supply pipelines in southern Nigeria. This attack follows a series of militant attacks on oil facilities in the Niger Delta. Militants are demanding that more revenue from oil production be used for poor local residents.

The attack forced the plant to shut off its crude production in order to protect the environment. Additionally, President Umaru Yar'Adua has ordered the Nigerian armed forces to increase security in the region.

As a result of the recent militant attacks, American-based oil companies like Shell and Chevron have shut off their onshore production. Consequently, the Nigerian economy is suffering as a result of this lost oil production.

## IDPS RETURNING TO ABYEI

A NEW JOINT/INTEGRATED UNIT (JIU) BATTALION is being deployed to the Sudanese region of Abyei to replace the Sudan Armed Forces (SAF) and the Sudan People's Liberation Army (SPLA). They are going to assist thousands of internally displaced people to return to their homes in Abyei.

JIU were established in 2005 after the civil war in Sudan ended. The units are made up of an equal number of troops from the SAF and the SPLA. This is the first time that a JIU battalion will operate without support from either the SAF or the SPLA. The JIU will be in charge of the Abyei area with the support of a joint police force.

The UN and various NGOs are also providing assistance, such as water and sanitation projects, and reconstruction work.

Protection' the theme as un activities mark world refugee day  
*UN News Centre*, June 20, 2008

<http://www.un.org/apps/news/story.asp?NewsID=27096&Cr=refugee&Cr1=>

Chevron Says Pipeline Attack Shut Production in Nigeria, *VOA News* June 21, 2008

<http://www.voanews.com/english/2008-06-21-voa32.cfm>

Sudan: Joint deployment to pave way for IDP returns, *IRIN*, June 17, 2008

<http://www.globalsecurity.org/military/library/news/2008/06/mil-080617-irin01.htm>

DeCapua Joe, World Food Program Appeals for Naval Escort for Somalia Food Ships June 12, 2008

<http://www.globalsecurity.org/military/library/news/2008/06/mil-080612-voa03.htm>

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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 awareness   | a) a short phrase used in advertising or promotion                |
| 2 to set up   | b) the amount of money produced by a source                       |
| 3 to draw     | c) to join together to form something                             |
| 4 slogan      | d) to stop or interrupt   |
| 5 to appeal   | e) important or essential   |
| 6 piracy      | f) knowledge or understanding of a subject                        |
| 7 crucial     | g) existing in a natural state                                    |
| 8 revenue     | h) hygiene and prevention of disease, including the removal waste |
| 9 to shut off | i) to attract attention   |
| 10 crude      | j) robbery at sea   |
| 11 to make up | k) to assemble the parts something and put them into position     |
| 12 sanitation | l) to make a request for help                                     |

### *Task 2: comprehension check*

Write short answers to the following questions:

- 1 Why does the UNHCR observe World Refugee Day?
- 2 How was this day celebrated?
- 3 What is the World Food Program asking for?
- 4 Why are escorts important?
- 5 Why have many oil facilities in Nigeria shut off their production of crude oil?
- 6 Why are the militants attacking oil facilities?
- 7 Who has been designated to take part in the Joint Integrated Units?
- 8 What will be their first mission?

### *Task 3: discussion*

This first story in this month's Campaign News Digest talks about the UN Observance of World Refugee Day. The United Nations has scheduled certain years, weeks and days as internationally recognized observances.

Find out more about two UN observances and use the information to give an oral presentation to the class. You can use this website to help you: <http://www.un.org/events/>

### *Task 4: writing*

Three of the articles in this month's Campaign News Digest report an ongoing situation. Follow your teacher's instructions to write a situation report of about 250 words

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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 awareness      | f) knowledge or understanding of a subject                        |
| 2 to set up      | k) to assemble the parts something and put them into position     |
| 3 to draw        | i) to attract attention   |
| 4 slogan         | a) a short phrase used in advertising or promotion                |
| 5 to appeal      | l) to make a request for help                                     |
| 6 piracy         | j) robbery at sea   |
| 7 crucial        | e) important or essential   |
| 8 revenue        | b) the amount of money produced by a source                       |
| 9 to shut off    | d) to stop or interrupt   |
| 10 crude         | g) existing in a natural state                                    |
| 11 to be made up | c) to join together to form something                             |
| 12 sanitation    | h) hygiene and prevention of disease, including the removal trash |

### *Task 2: comprehension check: short answer questions*

Write short answers to the following questions.

- 1 They want to raise public awareness of the plight faced by refugees and displaced people .
- 2 There were events and activities in 20 world capitals including exhibitions, lectures and concerts..
- 3 They are asking countries with ships in Somali waters for naval escorts for their food ships.
- 4 The food ships need to be protected from pirate attacks so that they can deliver food aid to Somalis.
- 5 Oil facilities and pipelines have shut off production because of militant activity in southern Nigeria.
- 6 Militants want more of the money from oil production to be used for the poor people who live in the area.
- 7 The JIU is a new battalion made up of an equal number of troops from both the SAF and the SPLA armies.
- 8 They are being deployed to Abyei to help internally displaced people return to their homes.

### *Task 3: discussion*

Tell students that the aim of this exercise is to improve their ability to speak fluently about a subject using new vocabulary. Ask them to read about internationally recognized observances on the website, and take notes of the key information so that they can describe two. (If your students do not have the Internet, you could select some for your students and print out copies for them to read).

Ask students to use their notes to present their findings to the class. Advise them to rehearse their presentations, providing input where necessary, so that they do not resort to reading their notes aloud.

To correct any grammar mistakes, take notes of errors in grammar and pronunciation, and compile a worksheet of anonymous errors to correct as a class after the individual presentations.

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## Task 4: writing

This writing task is designed for students to improve their basic writing skills, focussing on text organization, coherence, and proofreading skills. Students often benefit from the use of specific guidelines to proofread their writing.

Tell students they are going to collect key information and use the information to write a situation report on a natural disaster. As a lead-in, elicit vocabulary used to describe a flood and mudslide situation and collect it on the board.

Then elicit questions from the class: students must ask you specific content questions about the disaster situation until they have obtained enough information to construct a framework for their writing. Answer their questions orally and ask them to take notes on the information you provide. You can use the details from a NATO situation report on this website as a reference to answer their questions. Alternatively, you can use details from any another incident or event.

<http://www.nato.int/eadrcc/2005/georgia/r050429a.pdf>

(You can simplify this report by focussing on paragraphs 1, 2, 3, and 4.)

Once students have collected enough information from you to describe the disaster situation, tell them that you are going to give them some basic writing guidelines before they write their reports.

First, tell your students that before writing they always need to know *who* they are writing for and *why* they are writing. . The answers will help them to write an appropriate text. For example, this report is written to UN Headquarters to inform them of an ongoing disaster situation.

You may want to remind them to be clear, concise, and factual.

Then ask students to work in pairs and organize their information (orally) into an introduction, body, and conclusion.

Now ask them to work individually and use their notes to write their reports.

When they have finished writing, ask them to exchange their reports with another student. Each student will now read and check another student's report, following the editing guidelines below. Ask them to edit the report by writing their suggestions and corrections on the report. Once they have finished editing, they should return the report to the original writer.

Ask your students to use the suggestions to produce a final draft. (You may want to set this for homework)

Encourage your students always to proofread their own writing.

## Editing Guidelines

- Is the information put into different paragraphs?
- Do the paragraphs contain details about the same subject?
- Is there any information that is repeated or not important to include?
- Does the report answer the questions *who, what, when, where, and why*?
- Is the writing clear and factual?
- Are the sentences linked by words *like and, but, however* etc.?
- Do the verbs (especially in third person) agree with their subjects?
- Have proper nouns been capitalized?
- Are there any spelling errors?
- Is the report punctuated correctly?
- Is the writing appropriate for formal writing (no contracted forms or informal language)?

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