



# Military English

## Lesson: Demining – Women in the Defence Forces – Reading

**TEACHER'S COPY**

### Overview:

The topics of this lesson are an important part of peacekeeping: demining and the work being done by women in this area.

### In this lesson, you will:

- ✓ read and find specific information in a text
- ✓ read and understand general information in a text
- ✓ learn and get practice in the meaning of new words
- ✓ learn about word families and practise
- ✓ use new words in a conversation

### Prepare for Reading

1) Look at the questions below. If you don't know the answers, check on the internet.

Then, work in small groups. Discuss with a partner your answers to the questions. Use the Language Box to help you.

The text in this lesson includes the achievements of females in the military, so this task will generate discussions about women in the military. Tell ss they will have to find the answers (ans) to the three questions (Qs), to then discuss them with a partner. Before they start, focus their attention on the language box below. Tell them they'll need this to answer the Qs. Quickly model and drill the three sentences. You can either play the recording or model it yourself. Tell ss the underlined words are examples only, ss will have to use different words there. Give them 8min to research and discuss the answers in English. Tell ss they can quickly check the internet to find the answers. Give them the search terms 'number of women in the XX (country) army / defence force' to help them search. Monitor and give assistance if needed, especially with vocabulary for jobs (e.g. engineer, nurse, etc).

- a. How many men and how many women are in your defence force (or in your service), do you know?
- b. What jobs or activities do the women in your defence force do? Are they pilots? Are they office workers?
- c. Are there jobs or activities that the women in your defence force do not do? Which jobs? Can they be senior officers? Clarify 'senior officer'. Ask ss to give examples of senior officer (answers - general, commodore, brigadier, air commodore, etc).



<b>LANGUAGE BOX</b>	<ol style="list-style-type: none"> <li>a. The number of men / women in my defence force (or in the Army / Navy / Air Force) is <u>13 thousand</u>.</li> <li>b. They are <u>pilots and nurses</u> (name of some of the jobs these women do).</li> <li>c. They can't be <u>infantry soldiers</u> (name of jobs) in my defence force (or in the Army / Navy / Air Force).</li> </ol>
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LT Samantha May from the 3<sup>rd</sup> Battalion, The Royal Australian Regiment, during Exercise Wantok Warrior in Wewak, Papua New Guinea.

## Reading

2) Read the text below quickly.

What is important about these numbers? Write a few words for each.

Tell ss they need to read the txt quickly and not worry about new words. They should find the numbers in the text first, then read around this sentence, and underline key words for what the numbers mean in the sentence. Give ss 5min. While you monitor, note three ss that have the correct ans for each of the three numbers. For feedback (FB), ask them to check with a partner. Then ask the three ss with the correct ans to give their ans to the whole class. Ans don't need to have the exact wording as below, but should have the same idea.

2014 → first female UN Commander

2019 → seven women won a UN award

60 → countries where demining operations are happening or landmines are a daily problem



Zeina Saleh demining a field. Photo: UNIFIL

It was in 2014, that a UN **peacekeeping mission** finally had a female commander. Major-General Kristen Lund from Norway led the UN's peacekeeping mission in Cyprus. Now, other work in peacekeeping that women are beginning to do is the important task of **demining**.

Demining is the job of clearing land, after war or '**post-conflict**', so that people can return to their homes and get back to a normal life. The only way to clear a **minefield** of landmines is to **deactivate** them one at a time. This is a very slow and dangerous job and accidental **explosions** can happen. Demining is taking place in over 60 countries where landmines or **unexploded ordnance (UXO)** is still a daily problem. In Syria, as well as UXO such as **mortars shells** and **grenades**, ISIS left **improvised explosive devices (IEDs)** everywhere. They are inside cooking pots, mobile phones and even children's toys.

Zeina Saleh of the UN Mine Action Service (UNMAS) in south Lebanon is one of the very few women working in demining. In November 2019, Zeina, and six other young women working for UNMAS around the world, received the UN Secretary-General Award for working in **explosive ordnance disposal (EOD)**.

"I am extremely passionate about the work that I do, and I am very happy and proud to be working for UNMAS," Zeina adds. "Yes, I know that this is an important job, but I have learned how to protect myself and also to protect others."

Adapted from: <https://unifil.unmissions.org/award-winning-zeina-saleh-defies-gender-norms-clearing-south-lebanon-mines>

3) Read the text again and answer the questions. Mark the sentences true or false.

Give ss 1min to read the Qs first, 5min to ans. For FB, ask them to check with a partner. Then ask random ss for ans.

- |   |  |
|---|--|
| a. Demining is a job for peacetime.   | e. There are places that face problems with uncleared mines every day.   |
| <b>TRUE</b>   | <b>FALSE</b>   |
| <i>(para 2 line 1 '...after war, or 'post-conflict.')</i>                     | <i>(para 2 line 5 '...still a daily problem.')</i>                       |
| b. Women have done demining for many years.                                   | f. Landmines are only in farmland.                                       |
| <b>TRUE</b>   | <b>FALSE</b>   |
| <i>(para 1, '...women are <b>beginning</b> to do ' [the job of demining])</i> | <i>(para 2 line 6 '...ISIS left them everywhere'.)</i>                   |
| c. Demining can help people return to the lives they had before the war.      | g. Zeina's job is to help the UN Secretary General.                      |
| <b>TRUE</b>   | <b>FALSE</b>   |
| <i>(in the first sentence of second para)</i>                                 | <i>(para 3 line 1 'Zeina is one of...working in demining)</i>            |
| d. Demining is an easy and quick task.  | h. An important part of Zeina's job is about making people safe.         |
| <b>TRUE</b>   | <b>FALSE</b>   |
| <i>(para 2 line 3 'slow and dangerous')</i>                                   | <i>(para 4 line 3 "I have learned to protect myself and ...others.')</i> |

## Learning Military Vocabulary

4) The words in bold in the text are important military vocabulary that you should learn to use. Match the military words on the left to their definitions on the right on tables one and two. Look at the example.

Ask ss to look at the example. Explain; 1. they have to match the words in bold on the left with the definition on the right; 2. the tables are separate e.g. the answers for table one are only in table one, not table two. Give ss 10min. It's important to monitor. Go around the class and randomly check ss' ans. If they're incorrect, instead of giving them the correct ans, just say they're incorrect and let them work out the mistake on their own. Give ss more time if a lot of them have not finished by the 10min mark. Then ask them to check with a partner. After this, ask individual ss to give ans to the whole class, one student per ans.

Table one






A UN <b>peacekeeping mission</b> (n)	e.	a. (the time) after a war has finished
the important task of <b>demining</b> (n)	d	b. an area of land or water where a military force lay down explosive mines 
clearing the land <b>post-conflict</b> (n)	a	c. violent and sudden blasts of energy with a loud noise, caused by a bomb or other device 
the only way to clear a <b>minefield</b> (n)	b	d. when you take away land mines or other explosive devices from an area of land so that people can return to live in this area
<b>deactivate</b> one mine at a time (v)	f	e. <b>an operation involving military personnel to help build, maintain or restore peace and security in an area of conflict</b>
accidental <b>explosions</b> can happen (n)	c	f. to make an explosive device safe by taking out the parts that will make it explode

Table two

<b>unexploded ordnance (UXO)</b> is still a daily problem (n)	h	g. small explosive devices that soldiers can throw by hand 
unexploded <b>mortar shells</b> is a problem (n) <i>or mortar rounds</i> <i>explain that these people use these two names (they mean the same)</i>	k	h. weapons that did NOT explode when military personnel used them
unexploded <b>grenades</b> is a daily problem in many countries (n)	g	i. a bomb or explosive device made 'by hand', not in a factory, usually using things that you can find (not specially made) 
ISIS left many <b>improvised explosive devices (IED)</b> (n)	i	j. the finding of unexploded devices, making them safe, and throwing them away
working in <b>explosive ordnance disposal (EOD)</b> (n)	j	k. the ammunition in mortars (small cannons) 

Now ask these CCQs to the whole class:

Peacekeeping mission – 1. Do peacekeeping missions come before or after wars? (after); Does the UN conduct peacekeeping missions? (y).

demining – 1. Is demining about finding mines and making them safe? (Y); 2. Is demining about finding only landmines? (n, deminers look for anything on the ground that could explode [make a boom sound to explain the meaning of 'explode']), not only mines.

post-conflict – 1. Does post-conflict mean before or after a war? (after); 2. Is post-conflict a time of fighting or peace? (peace); 2. What's another word for conflict? (war). 3. So, does post-conflict mean a time after a war? (y).

minefield – 1. Is a landmine something that is on the ground? (y); 2. What happens when we step on it? [say 'boom' / gesture]; 3. Is a minefield a place that has many mines on the ground? (y); 4. Is it dangerous to walk on a minefield? (y, a lot of people get hurt or die from this).

deactivate – 1. If I deactivate a mine, will it explode? (n); 2. When I deactivate a mine, is this mine dangerous? (no, not anymore).

Explosion – 1. Is an explosion usually dangerous? (y); 2. Does an explosion usually have fire in it? (y); 3. What noise does an explosion make? (BOOM!).

Unexploded ordnance – 1. Is unexploded ordnance safe or dangerous? (dangerous); 2. Can unexploded ordnance hurt you? (y); 3. Give me examples of unexploded ordnance. (grenade, bomb, landmine, mortar shells (or mortar rounds)).

Mortar shell – 1. Is a mortar a type of weapon? (y); 2. Does a mortar shell explode? (y); 3. Does a mortar shell fly through the air very slowly? (n, very fast); 4. Do I use a mortar shell to hit things that are far away? (y); 5. Do I throw a mortar? (no, not usually, it is shot out of a weapon – a mortar).

Grenade – 1. Is a grenade a small bomb? (y); 2. Do I throw a grenade by hand? (y); 3. Does a grenade explode after a short time? (y).

Improvised Explosive Device (IED) – 1. Is an IED a bomb that is made at home? (y); 2. Can I hide an IED in different places? (y); 3. Is an IED made from materials you can buy in shops? (y).

Explosive Ordnance Disposal (EOD) – 1. Is EOD about making a mine or a grenade safe? (y); 2. Do soldiers who work with EOD have to train a lot? (y); 3. Is working with EOD dangerous? (y); 4. Is EOD important to keep people safe from bombs, grenades and mines? (y); 5. Is EOD similar to demining? (y. Both look for explosives and make them safe).

5) Now let's practise saying the words. Listen and repeat. Pay attention to the stress in words. Use this stage of the lesson to drill pronunciation with class/individuals. Play the recording and ask the class to repeat. Then play again and ask random individual ss to repeat. Correct pronunciation, especially syllable stress.

6.1) Word families: in English, many words belong to 'families'. The family is made from the same 'base' word but with something added. We can add something small to the front (to make a different meaning) or the end (to make a new word form). The text in this lesson has a few examples of this.

This task looks at prefixes and suffixes and how learning these will increase ss' vocabulary. Tell ss the next activity focuses on this..

- Look at the three 'base' words **below**. Check the meaning with your teacher. **active** – ready to work or explode (in a military context, or someone who likes physical activities, in a general context); **explode** – when a bomb goes off (boom!); **mine** – something you put on the ground or underwater, so that when a soldier steps on it (or a ship hits it) it explodes (boom).
- Do you know the other family member words for these three 'base' words? Read the definition and the grammar rules below, to help you. If you need, look in the reading text again. Tell ss adding letters to the beginning of a word changes its meaning, and to the end changes its word class (e.g. from a noun to an adjective). As an example, write on the whiteboard (WB) active. Elicit it's an adj, then ask the class what the verb in this word family is. If possible, elicit (or give) 'activate'. Focus on the addition of the suffix 'ate'. Then ask if anyone knows the opposite of activate (deactivate). On the whiteboard (WB) add the prefix 'de' to activate. Go over the grammar rules below the table with the ss.
- Fill the spaces with the correct spelling of the new word. Look at example 'a'. Tell ss that 'we have done 'active' already, now complete the table below from the other base words explode and mine.' Tell ss each line corresponds to a letter of the word. Give them 5min. Monitor and provide assistance if needed. For FB, first ask ss to check with a partner, then ask the whole class for the ans.

active (adjective)	explode (verb)	mine (verb or noun)
a. <u>a c t i v a t e</u> (v) = to make something active, to make it work	c. <u>e x p l o s i o n</u> (n) = violent and sudden blast of energy with a loud noise, caused by a bomb or other device	f. <u>l a n d m i n e</u> (n) = an explosive device usually put under soil or grass; when someone steps on it, it will explode
b. <u>d e a c t i v a t e</u> (vb) = to make an explosive device safe by taking away the parts that will make it explode	d. <u>u n e x p l o d e d</u> (adj) = a word to describe a weapon that did NOT explode	g. <u>m i n e f i e l d</u> (n) = an area of land or water where a military force lay down explosive mines <i>Don't use the grammar rules for this word! Look in the text to help you.</i>
	e. <u>e x p l o s i v e</u> (adj) = a word to describe something that CAN / IS POSSIBLE to explode	h. <u>d e m i n e</u> (v) = when you take away landmines or other explosive devices from an area of land so that people can return to live in this area

Here are some grammar rules for how we make words in English. Add

- ➔ ...**ion** / ...**tion** to the end of a word, to make a noun (the name of an idea or a thing).
- ➔ ...**ate** to a word, to make a verb (an action).
- ➔ ...**ed** to a word, to get two things: (1) a past tense verb; (2) an adjective (that describes a person who receives the action).
- ➔ ...**ive** to a word, to make an adjective (a describing word). This can have the meaning of making something possible.
- ➔ **de...** to the front of a verb, to change the meaning. The meaning becomes to undo, or the opposite of the action.
- ➔ **un...** to a word, to change the meaning. The meaning becomes 'negative' or 'not'.



You cannot add all of these things to all words, so you do need to learn them.



6.2) At the end of the reading text, Zeina uses the word 'protect'. This base word has a large family. Do you know any? Use the grammar rules in exercise 6.1 to see if you can make any word family members. Check with your teacher. Tell the ss 'we are now going to practice building another 'word family from the base word 'protect'.' Write the word protect on the WB. Ask what word class it is (verb). Ask what the noun for this word is (protection). Underline the suffix ...ion, and write on the WB. Ask what the adj for protect is (protective). Underline the suffix ...ive, and write on the WB. Now ask ss to read the table below and notice the other two adj there. Then, ask them to fill in the gaps with the correct word from the table. Give them 3min. Monitor and check that ss have the correct ans. If they don't, instead of giving them the correct ans just say how many incorrect ans they have and let them change the ans on their own. For FB, ask ss to check in pairs, then ask ss to come to the WB to write their ans. Check ans on the WB with the whole class. If any of them are incorrect (e.g. spelling mistake), ask the class how to correct them.

Read the sentences below. Which word from the family needs to go into the gap? (Check in the box below if you need).

*Zeina says she has learned how to **protect** herself and others.*

- a. What kind of personal protective equipment do deminers wear when they go into a minefield?  
Possible ans: see Vocabulary Builder – Mine Clearance (on the website) for a list of protective equipment used in demining.
- b. How can UN Peacekeepers help make people feel protected from an enemy?  
Ans will vary e.g. keeping peace, stopping fights, making sure everyone follows the rules, having patrols etc.
- c. What protection do you need when you practice shooting at a firing range?  
Possible ans: eye protection, soft and hard hearing protection, etc (these words are in Vocab Builder – Parts of a Firing Range)
- d. When out field, **not** wearing camouflage means you feel unprotected - agree? Ans will vary. See Lesson – Listening Out Field for more info.

protect (verb)
protection (n) = the idea of being safe from something, the thing that makes you feel safe
protective (adj) = describing something that can make protection possible
protected (adj) = describes a person who feels safe
unprotected (adj) = describes a thing or a person who does NOT feel safe

Practice asking and answering the questions with a partner. Get ss to work in small groups of 2-3 and take turns asking and answering the Qs above. For FB, ask random ss to give their ans to the whole class. For ans to Qs a-d, see above.

7) In the sentences below, the word underlined is used incorrectly. Replace it with a correct word from exercise four. Look at the example.

For higher level ss, tell ss to try not to look at the table in exercise four. If they are lower level, ask them to look in exercise four. Give ss 4min. Monitor and check ss ans. If they are wrong, tell them they're incorrect and let them correct them on their own. Check ans by either calling random ss to write the as on the WB or asking them to give ans orally.

- a. I worked for the UN on a minefield in the Ukraine. peacekeeping mission
- b. We need to grenade this landmine before we can move it. deactivate
- c. We didn't hear any loud post-conflict last night. explosions
- d. There were demining all over the town before the UN arrived to help clean up. explosions / IEDs / UXO / grenades / mortar shells
- e. The UN's job is to help to build peace in a mortar shell area. post-conflict
- f. Deminers have to wear special clothing when they enter a EOD. minefield
- g. There is still a lot of land in our country that has demining in it. UXO

## Practice

- 8) Talk to your partners and practise using the vocabulary in this lesson. Discuss the following questions.
- What are some positives and negatives about 'demining'?
  - Do you think you can do the job of 'demining'?
  - What do you think about women doing this job – is this OK? Why / why not?
  - In Ex 1, you found information about what jobs women do in your defence force - do you agree that women **should** do any job in the military / for the U.N? Why / why not?

Get ss to discuss this in groups of 2-3. Give them 6min. Monitor and provide help if needed, especially with vocabulary. For FB, ask a few ss for their ans. Or for a few groups to present their ideas in agreement / disagreement with Qs c or d to the WB and ask the class to offer their thoughts.

- For more practice with the words you've learned here, scan the QR code for a Quizlet practice activity →

This set of Quizlet flashcards will be permanently available, so ss can access it in their own time. Flashcards are a great way to consolidate new vocab. Encourage them to download the Quizlet app, as it has additional practice tasks associated with the set of vocab (activities include interactive competition games that can be played in the classroom, similar to Kahoot). They will need to create a Quizlet account, but both this and the app are free. Many of DITC's Military English materials have a Quizlet set associated to them, so it's a good idea for them to get an account. The teacher can set this for homework or ask ss to practise the vocab 2 weeks after this lesson, as a revision task.



- Watch this video about Zeina Saleh and her award. Type on YouTube: [Award-winning Zeina Saleh defies gender norms in clearing south Lebanon of mines](#) or scan the QR code.

You can either play this in front of all ss or ask them to scan the QR code and watch it on their devices. Give ss these Qs to ans while they watch the video: 1. What does Ms Zeina Saleh do? (accept any of the two ans: she's a deminer; she teaches military personnel from other countries how to demine); 2. Who does she work for? (She works for UNMAS - United Nations Mine Action Service); 3. Does she think women can do this job well? (yes, she says "I can do this job just like any other men can").



- This lesson links with → Vocabulary Builder – Mine clearance;  
Lesson – A Day in the Life of a Peacekeeping Officer – Reading  
Lesson – Out Field - Listening

*Below: Ms Zeina Saleh trains deminers from different countries, including the Royal Cambodian Armed Forces (pictured here).*

*Photo: UNMAS/  
Omar Diab*



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