



Military English

Lesson: Life of a UN Peacekeeping Medic – PART A: Joining the Army – Listening

TEACHER'S COPY

Overview: This is the first of four lessons that teaches vocabulary related to a Medic and Army nurse during United Nations (UN) Peacekeeping missions.

In this lesson, you will:

- ✓ Use listening skills.
- ✓ Learn the meaning of new vocabulary and expressions.
- ✓ Use new vocabulary and expressions in context.

Prepare for Listening

1) Work in pairs. You are going to do a role play asking and answering some interview questions. When you finish, swap roles and start the interview again. Try to take notes about your partner.

- Student A: you are the interviewer. Ask student B questions a-d below.
- Student B: student A is going to interview you.

Interview questions:

- a. When did you join the military, and how old were you?
- b. Why did you join the military?
- c. What was your first job in the military?
- d. Would you like to work as a military medic? Why/Why not?

medic (n) -
a person who
does medical
work in the
military –
usually a non-
commissioned
officer

First, set the context of the lesson. Ask the whole class 1. "What job does the woman have?" (She's deployed on a UN mission – direct ss attention to her blue cap and shoulder patch); 2. "She is a medic. What do you think she's carrying in her backpack?" (probably a first aid kit). Clarify the meaning of medic; ask ss to read the box on the right. Then, ask CCQs: 1. Does a medic help soldiers that are hurt? (y); 2. Does a medic need to go to university? (n. Doctors study medicine in university, not medics); 3. Does a medic work in the field (outside)? (usually yes, but also on field hospitals); 4. Is a medic the same as a doctor? (n. Medics don't need to go to university). Tell ss in this lesson they will listen to an interview with an Army Medic. Now help students with the role play situation by asking them to imagine a radio or TV interview. Tell ss in exercise 2 they will find another partner and tell them about the first partner from this exercise. Ss can take notes to help them remember their partner's answers (ans). Ask ICQs: 1. Are you going to take turns asking and then answering the Qs? (y); 2. Are you going to speak English only? (y). Give them 5-7min. Monitor and provide help if necessary, but avoid interrupting if ss are talking – this is a fluency, not an accuracy task. For feedback (FB), ask random ss to ans each Q, one student per Q.



- 2) Now change your partner. You are going to tell your new partner what you learned from the partner you interviewed in exercise one. Use the Language Box below to help you. Tells ss they can use the table below to help them. They can choose which words they want to use e.g. my partner, he, she. Model the sentences, but make sure you do so with sample words in the gaps. If the level of the class is low, ask a strong ss to stand up and tell the whole class about the partner they interviewed. Give ss 5min. Monitor and provide help if necessary, but avoid interrupting, as this is a fluency task.

LANGUAGE BOX	<ul style="list-style-type: none"> • My partner/He/She joined the army in _____. He/She was ____ years old. • He/She joined the military because _____. • His/Her first job in the Army was _____. • He/She would/wouldn't like to work as a military medic because _____.
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- 3) Write sentences about the partner you interviewed in exercise one.
- Use the Language Box above to help you.
 - When you're finished, re-read your work and check for mistakes such as spelling, grammar and use of vocabulary.
 - Swap your work with another partner. Help your partner improve his/her work and try to find mistakes. Then tell your partner how to improve their work.

Tell ss they can write four sentences. When they swap with a partner, they have to be the "teacher" and check for mistakes in their partner's sentences. If they find a mistake, they should underline or highlight it. Give ss 7min to do this. Monitor and provide help if needed. If you see a mistake, instead of giving them the correction, tell them it is not correct and let them try and find how to fix the mistake. For FB project a student's writing on the board for all to see and go over it. If there are mistakes, correct them with the class.

Listening

- 4) Read the question below. Listen to the opening introduction for the radio program and circle the correct answer. Stop playing at the 0:39min mark. Play again if needed. Ask ss to check ans in pairs. Then ask the class for the ans.

What is happening in the radio program?

- a. A music show
- b. An interview
- c. A program about wars

- 5) Read the questions below. Listen to the whole radio interview and answer the questions. Then, work with a partner to compare your answers. Tell ss not to worry so much if they don't understand everything in the recording. All they need to do at this stage is focus on the ans for the three Qs below. Ask ICQ: Are you going to read the Q before you listen? (y). After playing, ask ss to check ans with a partner. Monitor and note 3 ss who have the correct ans for any three Q. For FB ask these three ss to give their ans to the whole class, one student each ans.
- a. What job did Beth Andrews do before she joined the Army?
(a) nurse
 - b. How many other women were training with Beth Andrews?
62 (62 joined, but only 32 graduated)
 - c. A long time ago, where did Australian army nurses usually work?
hospitals (not field work)



Learning Military Vocabulary

- 6) The words listed in bold below are important vocabulary and expressions that you should learn to use. Match the vocabulary on the left column with their definitions on the right. Look at the example. Then compare your answers with a partner. **Tell ss that there are two tables e.g. the meanings for words in table one will only be found in table one. Ask ICQ: 1. Can you find the meaning for a word from table one in table two? (n. The meanings for words in table one are all in table one, and the same for table two). Give them 10min. Monitor the ss and provide help if needed e.g. if a s has got a wrong answer, don't give them the correct one. By only saying "this is not correct, can you find the correct one?" it will scaffold the task so they have one more chance to get it right. For FB, get ss to check answers in small groups when they're done, then check ans as a class.**

Table one




she put her life on the line for her country	b.	a. a person who does medical work in the military (usually a non-commissioned officer)	
UN Peacekeeping Operations (n)	d.	b. to do a job that could kill you	
her experience as a medic (n)	a.	c. something people learn that can be used in a different job	
Army nurse (n)	e.	d. when the United Nations sends soldiers to a war zone to help keep peace and security, and to protect the people in the area	
a transferable skill (n)	c.	e. a nurse in the army (usually a commissioned officer)	

Table two

enlisted in the Army (v)	h.	f. when a UN Peacekeeping force works to keep the peace in a country where there is war	
we marched out with only 32 girls (v)	k.	g. working away from a normal workplace or office; usually working in places that are far away or dangerous	
it was hard yakka (n)	l.	h. to join the military	
not expected to do field work (n)	g.	i. normal work nurses do in a hospital	
we did general nursing duties (n)	i.	j. when the military sends personnel for a job or operation in another country	
including being posted overseas (v)	j.	k. to complete basic military training, or a military course	
UN Peacekeeping missions (n)	f.	l. Australian slang: to work hard	

- 7) Now let's practice saying the words. Listen and repeat. **Play recording and ask students to repeat after each item. First as a class, then select a few random students to repeat individually. The main stressed syllable is underlined in the words on the vocabulary box for pronunciation. At this point, if the ss are of a lower level, you can play the interview again, especially now that the ss know the meaning of the vocabulary items and their pronunciation. Project the transcript (page 6) so all can see.**

8) Below is the transcript for the interview with WO Beth Andrews. Listen to the recording again and write the missing words in the transcript below.

This is an opportunity for ss to listen again and read the full transcript. It will also provide further vocabulary consolidation. Tell ss the words in the gaps come from exercise 6. Tell ss not to look in exercise 6, just listen to the recording and write the words in the gaps. Play the recording once. Then get ss to check with a partner. After this, check with the whole class by asking random ss for their answers.

A: Good afternoon listeners. Welcome, you are listening to Ben Renolds from Radio Station 4U2, and our program 'Life on the Line'. Our program is a series of interviews with military veterans who have put their 'life on the line' for their country. Today's interview will be with Warrant Officer Beth Andrews, who is currently serving with the Australian Army as a nurse. In this series of interviews, we are going to talk with her about her experience in UN peacekeeping operations as a Medic, her various deployments, and her life as a nurse in the modern military.

A: Hello Warrant Officer Beth Andrews, thank you for joining our program today.

B: Thank you Ben. It is my pleasure to share some of my experiences with your listeners.

A: Firstly, please tell us, how did you become an Army nurse?

B: Well, I've always been a very caring person. I became a nurse before I joined the military when I was 20 years old. Then, when I turned 21, I decided I needed a new adventure to do something more challenging. I was keen to become a nurse assistant in the military and I thought my nursing skills would be easily transferable. So, I applied for the army and was accepted as a military nurse.

A: What was it like to do basic training in the Army?

B: When I enlisted, I first went to Kapooka training base. It was pretty scary. I joined with 62 other girls in my platoon for three months of training, and we marched out with only 32 girls. It was hard yakka! The younger girls with no life experience found it most difficult. I already had a lot of life experience working as a nurse.

A: Did you do similar training to male recruits?

B: When I joined the army as a nurse, females were not expected to carry weapons or do field work. We mainly worked in hospitals and did general nursing duties. But this changed in the 1980s and women were expected to do more field work, including being posted overseas on UN Peacekeeping Missions.

A: Thank you, it's been great having you here today. That was Warrant Officer Beth Andrews speaking for Radio Station 4U2. Until next time.

9) Use words from exercise six to complete the gaps in the text below. Elicit from the students what the pictures show before asking them to fill in the gaps; this will help with the task (ans: symbol for the United Nations. Ask: What's the short for 'United Nations'? ans: UN); symbol for military medical services (today the red crescent is more and more used in UN operations); soldiers working in the field; a landmine (ask CCQ: 1. If you step on a landmine, what happens? ans: it explodes (boom) and it will hurt or kill the person who stepped on it; 2. What's the short for landmine? ans: mine); an army medic caring for a hurt soldier in the field). If the level of the class is lower, write the ans on the board, in random order, and tell ss they need to find where the words go in the text. Give ss 7min to do this. Monitor and provide help. If a student has a wrong ans, instead of giving the ans, just say it is not correct and let them correct it on their own (or with a partner). Note the ss who have correct ans for each gap. In FB, ask those ss to give their ans to the whole class.



UNITED NATIONS



Sergeant David Miller was a soldier on a UN peacekeeping mission* and he was repairing a bridge in a small village. A landmine exploded near him and he was hurt very badly. An Army medic, Lance Corporal Ian Chan ran to help him. David's life was on the line so he had to

help him quickly. Ian saved his life.



Ian enlisted in the Army because he wanted to help people. He was a brave medic and he was always ready to help people who were hurt or sick, so he was very happy to be posted to another country on a peacekeeping operation*.

When you are an Army medic, you have some really useful transferrable skills. This means that you can use these skills in jobs after you leave the Army. If Ian leaves the Army, he can work in a large hospital in a city.

* Peacekeeping missions are usually a single, specific task. Repairing a bridge is a specific task - mission. An operation usually has many missions. E.g. peacekeeping operations can involve many peacekeeping missions.

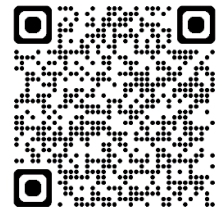
Practice

10) Discuss these questions with a partner. Use complete sentences and the words you learned in Exercise 4. Give ss 5min to do this. Ask ICQs: 1. Are you going to use the words you learned today to ans the Q? (y); 2. Are you going to give complete ans? (y). Monitor and provide help as needed, but avoid interrupting, as this is fluency task. Note good discussions for FB. In FB ask 1-2 ss with good ans to say them to the whole class.

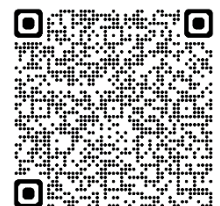
- a. Why did you enlist in the military?
- b. Have you ever seen a medic helping someone? What happened?
- c. Have you ever been posted to another country? Where did you go? If you have never been posted to another country, where would you like to go?
- d. What skills have you learnt in the military? Which skills can you use after you leave the military?

- Watch this video about someone who works as an Army nurse:

Type on YouTube [Army Nurse Rachel Williams](#) 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. Write these Qs on the board: 1. What is Rachel's job? (army nurse/nursing officer); 2. Why does she like her job now? (it's exciting, she works as a team, she can be a leader, she makes friends); 3. What does she talk about transferable skills? (she says that if she leaves the Army, she will use the skills she learned in the military).



- For more practice with the words you've learned here, scan the QR code → 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. 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.



- This lesson links with: Vocabulary Builder – Field Medicine – Part A

Transcript:

A: Good afternoon listeners. Welcome, you are listening to Ben Renolds from Radio Station 4U2, and our program '**Life on the Line**'. Our program is a series of interviews with military veterans who have put their 'life on the line' for their country. Today's interview will be with Warrant Officer Beth Andrews, who is currently serving with the Australian Army as a nurse. In this series of interviews, we are going to talk with her about her experience in **UN peacekeeping operations** as a **Medic**, her various deployments, and her life as a nurse in the modern military.

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B: Thank you Ben. It is my pleasure to share some of my experiences with your listeners.

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I was keen to become a nurse assistant in the military and I thought my nursing skills would be easily **transferable**.

So, I applied for the army and was accepted as a military nurse.

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