



Military English

ADFELPS 5 / CEFR B1
and above

Lesson: Life of a UN Peacekeeping Medic – PART B:
Deployment to Cambodia and Papua New Guinea – Listening

TEACHER'S COPY

Overview: This is the second of four lessons that will teach vocabulary related to being 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.

If students (ss) have been taught Part A, make a link to this lesson. Ask them if they remember who WO Beth Andrews is; what she talked about in Part A. Now say that they'll listen to another part of the interview with her.

Prepare for Listening

1) In pairs, discuss:

- a. What do you know about UN peacekeeping operations?
- b. Do you know anyone who has **deployed** on UN Peacekeeping operations? Talk about when, where, how long the deployment was.
- c. What are the different jobs of military medics in peacekeeping operations? (ans will vary, but expect the following responses: treat injured soldiers, give medical care to the local population, be in combat situations, use weapons, other jobs their bosses may ask them to do.)

Give ss 1min to read the Qs and the blue box. Ask CCQs: 1. When a soldier deploys, do they go to a different place? (y); 2. Can a soldier deploy for training? (y); 3. When soldiers deploy, are they on holiday? (n); 4. Can the army deploy weapons like tanks and howitzers? (y). EXTENSION: ask ss what the past of deploy is (it's a regular v, so it's deployed). Ask what the noun is (deployment). Now, give ss 3-4min to discuss the Qs. Monitor and provide help, but avoid interrupting as this is a fluency task i.e. it's ok for ss to make small mistakes. For feedback (FB), ask random ss to give their answer (ans) to the whole class, one ans per student.

The picture below is of an actual Army nurse on deployment to a UN mission in Cambodia.

to deploy (v) –
to send soldiers
or equipment
to a place for
a mission

*Captain Susan Evans,
Regimental Medical Officer
attached to Force
Communications Unit,
Cambodia, as part of a
UN Peacekeeping
Mission – 1993.*



Listening – Part 1

2) Listen to the interview and tick the two countries WO1 Beth Mathews deployed to as a medic.

<input type="radio"/> Rwanda	<input type="radio"/> Australia	<input checked="" type="radio"/> Cambodia
<input type="radio"/> Somalia	<input checked="" type="radio"/> Papua New Guinea (Bougainville)	

Tell students to read the options first, then listen. Get students to discuss their ans in small groups, then ask a student to give their ans to the class.

Learning Military Vocabulary

Tell students that they need to match the vocabulary on the left to the meanings on the right. Note that the words the students should be looking at on the left are **in bold**. Show students the example answer **coalition** matches the meaning 'd'. Give ss 10-15min. Tell students when they are finished to check their answers with their partners. When students have finished discussion elicit answers from the students, if correct then ask students why they chose that answer and focus on key words in the definition for example; coalition – military personnel, on behalf of their country.

3) The words listed in bold below are important vocabulary and expressions that you should learn to use.

Match the vocabulary on the left with their definitions on the right. Look at the example.

Table one

how to do field medical procedures (n)	b	a. a period, usually in the morning from 0700-0800, for visiting a doctor at a military medical clinic; no appointment is needed
coalition of UN Peacekeepers (n)	d	b. medical treatments given to patients when they are hurt or injured in combat or operational zones
we started the day with a sick parade (n)	a	c. a serious disagreement or argument between groups; sometimes there is fighting
enemy combatants were active (n)	e	d. military personnel from different countries working together
there was a conflict (n)	c	e. an armed fighter (clarify 'armed'. Ask CCQs: 1. If a soldier is armed, do they have a weapon with them like a pistol or rifle? (Y); 2. Does 'armed' have anything to do with a person's arm [teacher, point to your arm]? (N).
it was a problem for peace and stability (n)	g	f. personnel who work in hospitals, clinics, or medical facilities (clarify 'personnel'. Ask: 1. is personnel the same as a military person? (Y); 2. Is it the same to say 'My unit has 60 personnel' and 'My unit has 60 people'? (Y).
the deployment included health staff (n)	f	g. a situation where there is no conflict, violence or war and the government systems work

Table two

we treated injuries (n)	k	h. people who are injured or harmed from an accident, conflict, disaster, or other dangerous event
wounds (n) (bleeding wounds; gunshot wounds; machete wounds)	l	i. practical education and learning that nurses and medics receive in a real medical setting, like hospitals or clinics
join the peace talks (n)	m	j. a group of soldiers who are part of a larger military force
we were receiving those casualties (n)	h	k. physical harm or damage to the body caused by an accident, violence, or other external force, e.g. broken bones or gunshot wounds
clinical training (n)	i	l. injuries to the body where the skin is cut or open and often bleeding



a **contingent** of personnel
(n)

j

m. discussions or negotiations between groups or countries that are in conflict, with the goal of reaching an agreement to end violence and establish peace

Ask these CCQs for some of the vocab items above, so that ss have a clearer idea of their meaning:

Field medical procedures – 1. Are field medical procedures done in the battlefield? (Y); 2. Are field medical procedures done in field hospitals? (y).

Coalition – 1. Is a coalition a group of countries? (Y); 2. Do countries in a coalition work together or are they enemies? (work together).

sick parade – 1. Is sick parade for soldiers who are healthy or not feeling well? (soldiers who aren't feeling well); 2. Can soldiers get medicine at sick parade? (Y); 3. Is sick parade usually during the day or at night? (usually in the morning).

combatant – 1. Is a combatant part of the military or is he/she a civilian? (military personnel); 2. Can a soldier be a combatant? (Y. If a soldier is fighting, he/she is a combatant); 3. Is a combatant enemy or friendly forces? (either, if they're fighting, they can be called a combatant, it doesn't matter if they're friendly or enemy).

conflict – 1. If two groups are in conflict, do they agree or disagree with each other? (disagree); 2. Is conflict the same as war? (not always, but often it's the same thing).

wound vs injury – 1. Do you see blood in a wound? (Y); 2. Can a wound be inside the body? (Y, it's called 'internal wound'); 3. Do you always see blood in an injury? (N. A broken bone is an injury, but there's no blood).

peace talks – 1. Are peace talks usually between groups that disagree with each other? (Y);

casualty – 1. Is a casualty someone who has an injury? (y); 2. Is a casualty someone who is dead? (Y, a casualty can be a person with an injury or a dead person); 3. Can a casualty be a civilian or a soldier? (If a person is injured, they are a casualty, it doesn't matter if they're soldiers or civilians).

Clinical training – 1. Are nurses like students when they do clinical training? (Y); 2. Do nurses learn how to use a gun during clinical training? (n).

Contingent – 1. Is a contingent a group of people? (Y); 2. Is a contingent large or small? (it's a group of people, so it can be large or small); 3. Can a contingent be from the same country (Y, or it can be from different countries).

4) Now let's practice saying the words. Listen and repeat. Play the audio and ask ss to repeat after each word. Then play the recording a 2nd time and ask for individual ss to repeat. Make sure they pronounce the stressed syllable (underlined in the word boxes on pages 1, 2) more loudly.

Listening – Part 2

5) Listen to the interview again and answer the questions below.

Tell students to read the questions first then play the audio file again. If needed, play the recording again. Tell ss to discuss their answers with their partners when they've finished. Elicit answers from different students.



a. When did Warrant Officer Beth Andrews deploy to in Cambodia?

1992

b. What was her first job of the day in Cambodia?

sick parade

c. Why did she need to carry a weapon at the local market?

Khmer rouge combatants (always in the area)

d. When did she deploy to Bougainville?

September 1994

e. Which other countries did Australian personnel deploy to?

Somalia and Rwanda

6) Here is the transcript of the interview. Listen to it and fill in the gaps with the missing words you hear.

Tell ss below is the transcript for the interview. They will need to fill in the gaps with words from the table in exercise three. Ask them to have a look at those words for a few seconds so they can focus on the spelling. Play the recording once. give ss time to check with a partner. If needed play the audio a third time. For FB, ask random ss to come to the board and write their ans. If they're wrong, elicit the correct one from the class.

A: Good afternoon listeners. Welcome back to Radio Station 4U2 and our ongoing interviews with military veterans. In today's interview we will continue talking with Warrant Officer Beth Andrews, who is currently serving with the Australian Army as a nurse. We are going to talk with her about her experience in UN peacekeeping operations, her various deployments, and life as a nurse in the modern military.

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

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

A: So to begin, can you tell us, when and where was your first deployment?

B: Well, in 1992, I deployed to Cambodia to assist with the UN peacekeeping mission to help re-build the country. Before deploying we did two weeks of training at Portsea in Victoria, Australia. We learned about how to do **field medical procedures** I spent most of my time in Siam Riep, Cambodia. There were just 17 personnel in our unit and we were there to support the **coalition** of UN Peacekeepers – approximately 300 personnel.

A: What did your typical day look like in Cambodia?

B: On a daily basis, we started the day with a **sick parade** Then I would travel with the unit's cook to the local market for buying fresh fruit and vegetables. We always had to travel in pairs for safety reasons. Everywhere we travelled, we also had to carry our weapons because the Khmer Rouge enemy **combatants** were always active in that area.

A: Where was your next peacekeeping mission?

B: After Cambodia, in September 1994, I was deployed to Bougainville, Papua New Guinea. There was a **conflict** in Bougainville, which was a problem for peace and stability.

A: Which forces were deployed to support the UN Peacekeeping mission?

B: The deployment included Army, Navy and Air Force logistics, and **health staff** to support UN Peacekeeping discussions in Bougainville.

A: As a nurse with this peacekeeping mission, what did a typical day look like?

B: As Medics, we treated injuries for both combatants and local people. The **injuries** we treated typically included gunshot wounds, machete wounds for people who had come from villages in the area to join the **peace talks** Combatants were shooting people at local military check-points and we were also receiving those casualties. I was a corporal on this deployment and I felt like I had learned a lot through my military training and **clinical** and medical training in Australia. This helped me to control my emotions and just do my best job possible.

A: Apart from Cambodia and Bougainville, were Australian Medics involved in other peace keeping missions?

B: After Bougainville, the ADF had a **contingent** of personnel deployed to Somalia and Rwanda for peacekeeping operations.

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.

Practice

Tell students that they are now going to practice what they've learned. Tell students they need to find a partner from a different table they haven't talked to in this lesson. They should take turns describing the pictures. Model the example by pointing to picture 'a' and saying the sentences in the blue speech bubble. Ask the ss how many new words did you use? (three; sick parade, injury, casualty). Monitor partners and check that they are taking turns practicing and using the vocabulary. Encourage students to think of ways to use more of the vocabulary learned in the lesson.

7) Work with a partner. Describe the pictures below.

- Use as many of the words from this lesson as you can.
- Use full sentences.
- Look at the example.

She is a nurse. She's treating patients at sick parade. Maybe the patient has an injury. I don't think he's a casualty.

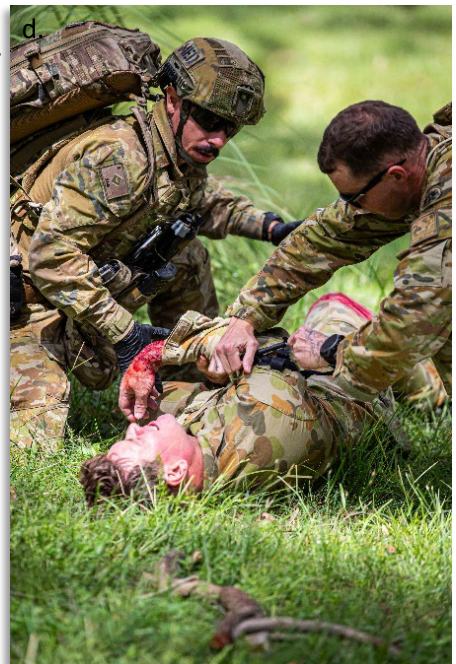
a.



c.



b.



8) In a group, discuss the challenges medics face in UN peacekeeping missions.

Allocate students into groups of 3-4. Tell them they are going to discuss problems medics have in UN peacekeeping missions. Tell students they can use the ideas below and to use their personal knowledge and experience. Use yourself as an example and give a model e.g. "I haven't been on a UN peacekeeping mission before but I think one of the biggest challenges might be that as health staff you have to deal with people's wounds, injuries and even sometimes casualties which would be very difficult for me." As you say this, use your fingers to count and show the ss you have used 4 vocab items from the lesson. Elicit one or two other problems from the class before they start. During the discussion, monitor and provide help with vocab if needed.

- If you have been on a UN Peacekeeping mission, talk about which challenges you faced.
- If you haven't been on an UN Peacekeeping, talk about which challenges medics would face.
- Use the prompts below to help you.

I have been on a UN Peacekeeping mission and some of the challenges I faced / had were...

I haven't been on a UN Peacekeeping mission but I think one / some of the biggest challenges would be...

- You will watch a video about a medical contingent deploying on a U.N. peacekeeping mission. Type on YouTube [Thank you Serbia: UN Peacekeeping Service & Sacrifice](#) or scan the QR code.

Answer these questions as you watch:

- What kind of medical procedures do they do? emergency surgeries and/or lifesaving procedures
- What was a big challenge for the medical team? they arrived when the pandemic started
- How does LTCOL Mladenovic feel about being on a Peacekeeping deployment? proud



You can either play this in front of all ss or ask them to scan the QR code and watch it on their devices. Alternatively this may be set as homework (but make sure you check with ss the following lesson). Ask ss to read the Q before watching the video. Ss can watch the video more than once. Draw ss' attention to the word 'contingent', which appears in text form in the video. This shows 'contingent' is an important word for ss to learn to use.

- 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.



Transcript:

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