



Military English

B1 / ADFELPS 5
and above

Lesson: Conducting a Checkpoint (CP) - Reading

TEACHER'S COPY

Overview:

This lesson focuses on the topic of working at a checkpoint and the vocabulary connected to this.

In this lesson, you will:

- ✓ read and understand the gist of paragraphs in a text
- ✓ read and find detail in a text
- ✓ learn the meaning of new words
- ✓ use new words in a speaking activity

It is recommended you teach VB – Parts of a Vehicle Checkpoint in order to pre-teach some of the vocab in this lesson.

Prepare for Reading

1) Work in small groups. Discuss your answers to the questions.

- a. What is in the picture? Begin the lesson by asking students (ss) to look at the pic below. Elicit 'checkpoint' or vehicle checkpoint': ask 'What can you see in the picture?' What is the name for this (point to picture)? Ask ss to read the blue box below. Then ask them to talk in pairs using the other questions here:
- b. When or why do you need these?
- c. Have you worked at one of these? When? Why? What jobs did you do? What jobs might you need to do at one of these?


For feedback (FB), ask the pairs to give an answer (ans) to one question. Tell the ss they will next read about conducting a checkpoint (from a UN perspective).

checkpoint (n) – a place where soldiers or the police stop and check people or vehicles (e.g. cars, buses, motorcycles, etc).



Reading

2) Read the text below quickly. Then match paragraphs 1-6 to the question it answers. Look at the example.

 **TIP!** Read the questions first, so you have an idea of what you need to find in the text. In this exercise, the idea is **NOT** to understand everything but to get an overall idea.

Tell the ss: "Read the text about a checkpoint quickly. Match the paragraphs with the question they answer in the table." Read the tip [point to the ss where the 'tip' is above]. Let's look at an example together. Read para one. Tell the ss that this para matches the question 'What is it?' Now ask the ss to read the other paras, and match them with the correct question. They should work on their own for 8min. Walk around the class, help if you can see ss matching incorrectly by telling them 'Try that one again.' Be ready to call on ss who have the correct ans for whole class FB. Make sure that ss know they need to give the correct number para and WHY it is the correct answer in FB. See below for some of this info about 'why'.

2 When and where is it? **when** = key words – temporary, permanent, **where** = key words - main roads, minor roads

5 What do you need? **key words** – equipment, sandbags, road signs, razor wire all the other equipment mentioned in para 5.

1 What is it?

3 How should it work? **key words** – Inf Bn set up, also perform security checks, area security, officials to help with ...

6 What are some different parts? **key words** – search/holding/meeting area

4 What do personnel need to have? **key words** – personnel need to have....

7 What is some advice for working at a CP? **key words** – 'advice' here connects to the grammatical function of 'should' in the sentence at #7

At a Checkpoint

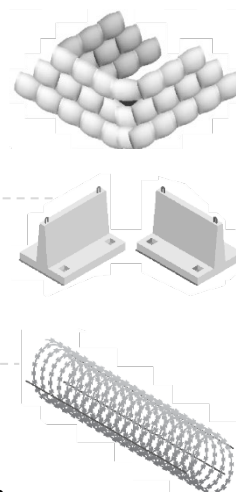


credit: UN Photo / Jorge Aramburu

1. A checkpoint (CP) is **deployed** on a road or track to control movement (of people, or illegal products) into and out of an area (e.g. a **buffer zone**, or a country's **border**). The checkpoint will also observe, check, inspect, search personnel or vehicles, prevent human **trafficking**, and deny enemy forces to move freely.
2. Permanent CPs set up on main roads. These cannot be moved or closed without authority. Personnel may set up temporary checkpoints on smaller roads, for a specific period.
3. Usually, an **infantry battalion** (Inf Bn) will set up the CP. At a vehicle checkpoint (VCP), the Inf Bn will monitor and control movement. They will also conduct security checks. Part of the Inf Bn will conduct area security for the CP. They will usually be a short distance away from the CP. CPs may also have personnel such as the UN Police, local police and other officials to help with criminals and traffickers.
4. CP personnel need to show respect for local customs and culture, speak a second or 'local' language and be friendly and professional.

5. A CP needs a lot of equipment. This might include:

- sandbags
- heavy concrete blocks (used to slow down vehicles when placed in a certain way)
- razor wire (in and around the CP)
- anti-vehicle barriers (e.g. dragon's teeth)
- communications equipment
- a first aid kit and a medic
- binoculars, flashlights, spotlights and night vision goggles
- inspection mirrors (to look under vehicles)
- road signs (e.g. for speed limit in/out of the CP)



6. A permanent CP will include: a search area, a **holding area** and a meeting area.

7. CP personnel should conduct CPs safely and securely, and show respect for **human rights**.

Adapted from: English for UN Military Peacekeepers. A practical training resource for UN Military Peacekeepers p.32-33

3) Read the text again and answer the questions. Write no more than eight key words in your answers.

Look at the example in item a.

Give instructions and do the example with the ss. Ask ss to take the next 8 min to do questions b – f. Feedback should be on the correct key words. It is more effective if ss can see these ans on the board.

- a. In paragraph 1, where will you find a checkpoint (CP)? on a road or track (small road)
- b. What jobs will a CP usually do? control movement (of people, or illegal products) into and out of an area (e.g. a buffer zone, or a country's border), observe, check, inspect, search personnel or vehicles, prevent human trafficking, and deny enemy forces any opportunity to move freely.
- c. What is the main difference between a permanent and a temporary CP? permanent - major roads; temporary - smaller roads, specific period Clarify 'temporary' and 'permanent': 1. Is temporary for a long time or short time? (short); 2. Is permanent for a long time, or forever, yes or no? (y); 3. If a checkpoint is permanent, is it going to be there for a very long time? (y).
- d. What part of the UN will work at the CP? police, officials, medics
- e. According to paragraph 4, what skills do you need at a U.N. CP? respect local customs / culture, language ability, friendly, professional
- f. What advice is in the last paragraph about how to do a good job at a CP? safely and securely, show respect for human rights

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 (on the next page). Look at the example.

Tell the ss they are now going to learn the words in bold in the text in exercise 2. Do the example together with the ss. i.e. no. 1 'deployed' which matches with definition e. Give them 10min to do both tables. Give them another 3min for pair FB. Do FB with the whole class by asking individuals for ans. Make sure the ans go onto the whiteboard so ss can see the correct matches.

Table one










a CP is deployed	e	a. the part of the army that fights on land, when it is in a group of more than 300 soldiers
a buffer zone (n)	d	b. a small box that has equipment in it to help with small medical problems 
a country's border (n)	c	c. an area of land that marks the end of one country and the beginning of another
human trafficking (n) / <i>traffickers</i> (n)	g	d. an area of land between two enemy forces
an infantry battalion (n)	a	e. when soldiers or equipment are moved to a place when it is needed
anti-vehicle barriers (n)	h	f. a person in the military who works to help personnel who get hurt or injured 
a first aid kit (n)	b	g. illegally buying, selling or moving things (or people) between different countries clarify 'illegal': 1. If you do something illegal, can you get in trouble? (y); 2. If you do something illegal, can the police catch you? (if it's something bad, like human or drug trafficking, yes); 3. Give me examples of other illegal things that the police will catch people for (ans will vary, but elicit killing someone, selling – or trafficking – drugs).
a medic (n)	f	h. equipment or anything that will stop people (or vehicles) entering another place

Table two

<p>binoculars (n)</p>	<p>j</p>	<p>i. a place in the CP, people cannot move out of this when you put them in here</p>
<p>flashlights (n) or <i>torch</i></p>	<p>n</p>	<p>j. special equipment to help you see very far away</p> 
<p>spotlights (n)</p>	<p>l</p>	<p>k. special glasses to help you see at night</p>  
<p>night vision goggles (n)</p>	<p>k</p>	<p>l. a strong light that shines on a small area</p> 
<p>inspection mirrors (n) or <i>search mirror</i></p>	<p>o</p>	<p>m. the ideas that many people around the world agree are basic to living a (good) life e.g. having food, freedom of speech, freedom from inhuman treatment, and more</p>
<p>areas such as a holding area (n)</p>	<p>i</p>	<p>n. a light that you can hold in one hand; the power comes from batteries</p>  
<p>to respect human rights (n)</p>	<p>m</p>	<p>o. a special mirror with a long handle, used by security or military officers; it is used to look for dangerous or hidden objects under vehicles and in hard-to-see places</p> 

Ask these CCQs to consolidate ss' comprehension of some of the items above:

- deploy – 1. If you deploy a checkpoint, do you set it up? (y); 2. Does it mean you take personnel and equipment to a particular place to set up the checkpoint? (y).
- buffer zone – 1. Is a buffer zone an area between two places? (y); 2. Does a buffer zone help keep two groups apart? (y); 3. Is a buffer zone usually a safe area with no fighting? (y).
- border – 1. Is a border the line separating two countries? (y); 2. Is a border sometimes protected by soldiers or the police? (y)
- trafficking – 1. Is trafficking a crime? (y); 2. Can trafficking include drugs and weapons? (y); 3. Is stopping trafficking one of the jobs for personnel at checkpoints? (y).
- Inf Bn – 1. Is an Inf Bn a large group of soldiers?; 2. Does an Inf Bn fight mainly on foot? (y).
- barriers – 1. Does a barrier stop vehicles? (y); 2. Is a vehicle barrier strong and heavy? (y).
- medic – 1. Is a medic the same as a doctor? (n. A medic does not have the same training as a doctor).
- holding area – 1. Is a holding area a place where people or vehicles wait? (y); 2. Is a holding area a place where people are inspected? (y); 3. Can people leave a holding area without permission? (n).

human rights – 1. Are human rights a basic right that everyone should have? (y); Do human rights include the right to life and freedom? (y);

5) Now let's practise saying the words. Listen and repeat.

Tell the ss: 'Now let's practise saying the words. Look at the first word in Table One – listen, dePLOYED, dePLOYED. Can you hear where the louder sound is? (on the end of the word, where the underline is). Yes, that's right on the second syllable.' Model and drill the words with the class OR use the audio in the Military English page online. Model twice, ask ss to repeat, use ½ class to repeat, or go table by table to ask ss to repeat certain words. Make sure ss have time to practise the words.

6) In the sentences below, select the correct word from the group of three choices. Look at the example.

Tell the ss that they will now need to practise choosing the correct word used in sentences. This means they must understand the sentence and then choose the best word to go into the sentence. Do an example with the class. Give them 7min to do the others. Monitor the class to check they are doing OK, or if they need help. Ask them to pair FB. Then do whole class FB.

- The soldiers asked the civilians from the car to wait in the **human rights** / **holding area** / **spotlight**.
- Police often use **spotlights** / **inspection mirrors** / **human rights** to search under a car.
- At midnight, the troops used their **night vision goggles** / **binoculars** / **flashlights** to see across the valley.
- A: "We need someone who can help the sick civilians coming through here."
B: "I'll ask the UN if they can send us a **flashlight** / **first-aid kit** / **medic**."
- We cannot enter the field next to the checkpoint because it is an **inspection mirror** / **deployed** / **a buffer zone**.
- The UN wants to help make sure all people around the world enjoy **holding areas** / **human rights** / **trafficking**.
- Making sure the CP is safe from terrorists is an important task for a(n) **spotlight** / **first aid kit** / **infantry battalion**.
- The border guard asked the driver of the vehicle to stop in the **medic** / **flashlights** / **search area**.

Practice

7) Describe and draw. Describe your picture of a vehicle checkpoint so that your partner can draw it.

- If you're student A, turn to page 6.
- If you're student B, turn to page 7.

See notes for this task on page 7.

- Watch this video. Type on YouTube: [Nepalese Army Soldiers Conducting Vehicle Checkpoint in Exercise Khan Quest 2013](#) or scan the QR code. Write down the things you see in the video from this lesson.



You can either play the video for all to see, or ask ss to scan the QR code and watch it on their devices.

Ans: a deployed CP, barrier, inspection mirror. Either Do this task at the end of this lesson, or set it for homework (make sure you check it in the next lesson). EXTENSION – ask ss to watch it a second time and learn new words e.g. search party (1:05), (show) ID (0:35 and 0:53), walkie talkie (0:17), chicane (0:40), search (a car) (1:12), pat down search (1:14),

- 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. 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 – Parts of a vehicle checkpoint;
Lesson - Listening: Conducting a Checkpoint – coming soon

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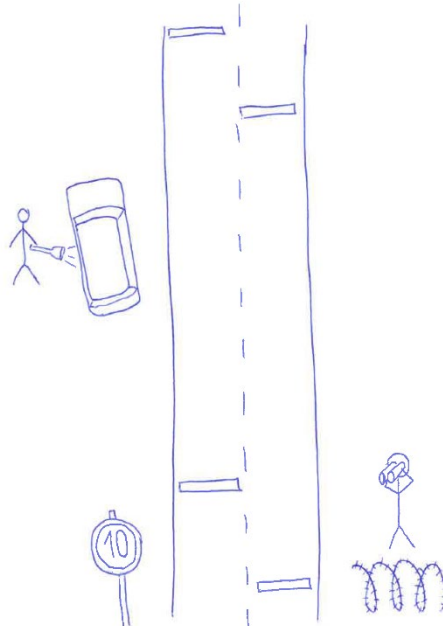
STUDENT A

- Think about how to describe what you can see. Use the language box below to help you.
- Try not to look at your partner's picture until you are both finished describing.
- You start. Then Student B will describe his/her picture.
- Who can describe their picture the best?

LANGUAGE BOX	Describing your picture:
	<ul style="list-style-type: none">• The checkpoint is on a straight road.• There is/are _____.• In the middle / to the right / to the left is/are _____.• Near / between the _____ is a _____.
	When you're drawing your picture:
	<ul style="list-style-type: none">• I didn't get that, could you repeat please?• What do you mean?• Roger that.

Tell ss they're going to work with a partner. They will describe the plan of a checkpoint and its parts to their partner and their partner will draw it. They will then swap places. First allocate ss A and B. Tell them to turn to their pages and not look on their partner's page. Give ss 3-6min to plan what they're going to say. Focus their attention on the Language Box. Tell ss they don't need to use all the sentences there, and they can add anything else they want. While ss plan, go around the room and offer to help with vocab, grammar and/or pronunciation. When they're ready, tell them to start. It's ok if they can't draw well, but it's important that the pieces are all there. Give ss 5min to do this. Then ask them to swap roles and give them another 5min to do it. For FB, ask ss A to show their drawing to other ss As, so they can compare. Do the same for ss B.

Describe this picture to student B →



Then draw below the picture of a checkpoint Student B describes to you.

STUDENT B

- Think about how to describe what you can see. Use the language box below to help you.
- Try not to look at your partner's picture until you are both finished describing.
- Student A starts. Then you'll describe your picture.
- Who can describe their picture the best?

LANGUAGE BOX	Describing your picture:
	<ul style="list-style-type: none">• The checkpoint is on a straight road.• There is/are _____.• In the middle / to the right / to the left is/are _____.• Near / between the _____ is a _____.
	When you're drawing your picture:
	<ul style="list-style-type: none">• I didn't get that, could you repeat please?• What do you mean?• Roger that.

Draw below the picture of a checkpoint Student A describes to you:

Then describe this picture
to student A →

