



Level: CEFR A2 / ADFELPS 4  
and above

# Military English

## Vocabulary Builder – Symbolology for UN Peacekeeping

**TEACHER'S COPY**

### Overview:

This worksheet lists vocabulary for identifying UN Peacekeeping symbols.

### In this Vocabulary Builder you will:

- ✓ learn vocabulary to describe UN Peacekeeping symbols.

Teacher's notes are indicated by this: **TN** →

**TN** → The last speaking task 8 should take 20-25min to complete. Keep this in mind when planning this lesson, as you may need to do tasks 1-4 quicker. Before distributing the handouts, start the lesson by showing students (Ss) the picture of a [tactical map](#). Ask ss what they can see on the map. Give them 1min to discuss. For feedback (FB), ask the whole class for answers (ans), point to one of the symbols and ask what it is (elicit 'symbol'). Ask these CCQs: 1. Does a symbol have text in it? (n); 2. Is a symbol usually a picture? (y); Does it have meaning? (y); What do we call this? (symbol – or icon); 4. What does it tell us? (info about type). Explain that UN Peacekeepers often use the same symbols as NATO's (North Atlantic Treaty Organisation) symbols – there are only a few exceptions and some of these are on the handout. UN symbols related to the UN have a light blue colour (UN blue). Now distribute handouts.

1) Add a vowel or y to the words below.

**TN** → Ask Ss to work in pairs. Give them 3-5 minutes to finish this. Monitor and help if needed e.g. if you see a wrong answer (ans), you can tell that S: "This is not correct, can you fix it?" and "try to say the word – does it sound right to you?".

Do you know what the symbol **MP** means? **MP** = **M**i**l**i**t**a**r**y **P**o**l**i**c**e



How about the symbol **CP**?

**CP** = Check point

**TN** → sometimes the checkpoint symbol only has the CP letters in it, as show on the right. Draw this on the board to let the Ss know.



**MP**



UN photo by Pasqual Gorritz

### Did you know?

UN symbols are always light blue.

**TN** → Check that Ss know the meaning of checkpoint. Ask CCQs: 1. In a checkpoint, do soldiers look for people's documents or if they have weapons? (y); 2. Are checkpoints usually on roads? (y); 3. Do people have to stop at checkpoints? (y); 4. Is checkpoint one or two words? (one).

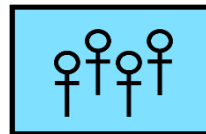


UN photo by Logan Abassi

2) Label the symbols for people and places. Use the words in the box below.

**TN →** Similar to Exercise 1, ask Ss to work in pairs. Give them 4-7min to finish this. Tell them to look at the symbols and pictures to help them. Tell them to start with the easier ones and leave the more difficult ones for last. Monitor and help if needed e.g. if you see a wrong answer (ans) you can tell that S: "This is not correct, can you fix it?" or "there are 2, 3 etc wrong ans here. Which ones are they?" For feedback (FB), ask Ss to check in pairs – if they have different ans, they should discuss to correct it. To help clarify meaning, ask these CCQs: REFUGEES – 1. Are refugees people who had to leave their homes? (y); 2. Why do refugees leave their homes? (because there is war near them and it's not safe to stay); 3. Do refugees always leave their country? (no, sometimes they just move to another part of their country. Other times they go to another country). REFUGEE CAMP – is a refugee camp a place for refugees to stay away from war and danger? (y); 2. In a refugee camp, are there houses or tents? (usually tents, like the picture below).

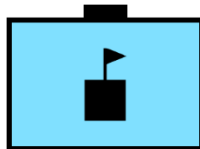
refugees // UN base // school //  
bridge // train station //  
refugee camp // hospital



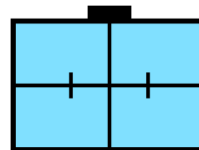
UN photo by R LeMayne

**TN →** Elicit truck from this picture (Ss will need this word in task 8).  
Ask 'Are the people in the picture on a bus? (no, they're on a truck). →

a. refugees



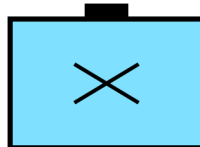
b. school



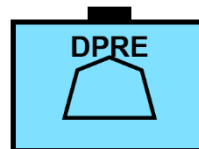
UN photo by Harandane Dicko

c. hospital

UN photo by Tim McKulka

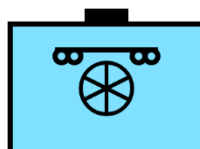


d. UN base

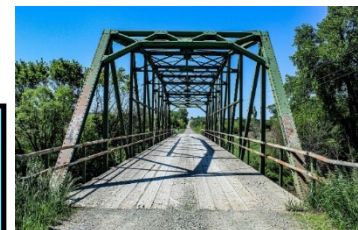


UN photo by John Isaac

e. refugee camp



f. train station

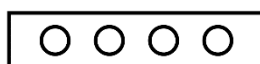
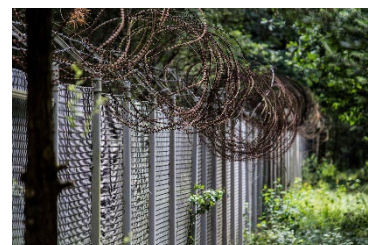


g. bridge

3) Label the symbols for obstacles. Use the words in the box below.

**TN →** Ask Ss to work in pairs. Give them 2min. For FB, ask Ss to check with a partner. Then ask the whole class for the ans. To clarify meaning of minefield, ask these CCQs: 1. Is a landmine a device that explodes (boom!) when someone steps on it? (y); 2. Is a minefield an area with lots of landmines on the ground? (y). Ask CCQs for the other two words if needed.

minefield // fence // roadblock



a. roadblock

b. minefield

c. fence

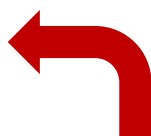
4) Vocabulary for giving directions and commands. Write the commands in the box in spaces a-d.

turn right // go straight // go over (a bridge) // turn left // turn around

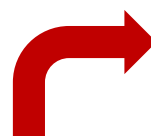
**TN →** Give Ss about 2-3min to finish this. For FB, ask Ss to check with a partner. Then use hand signals and elicit from the whole class which command it is.



a. go straight



b. turn left



c. turn right

**TN →** 'go straight' can mean 'go forward' and 'go ahead' – without turning.



d. turn around



e. go over (a bridge)

5) Let's practise saying the words for symbols used by the UN and directions. Pay attention to the stressed syllables/words e.g. refugee. Listen and repeat.

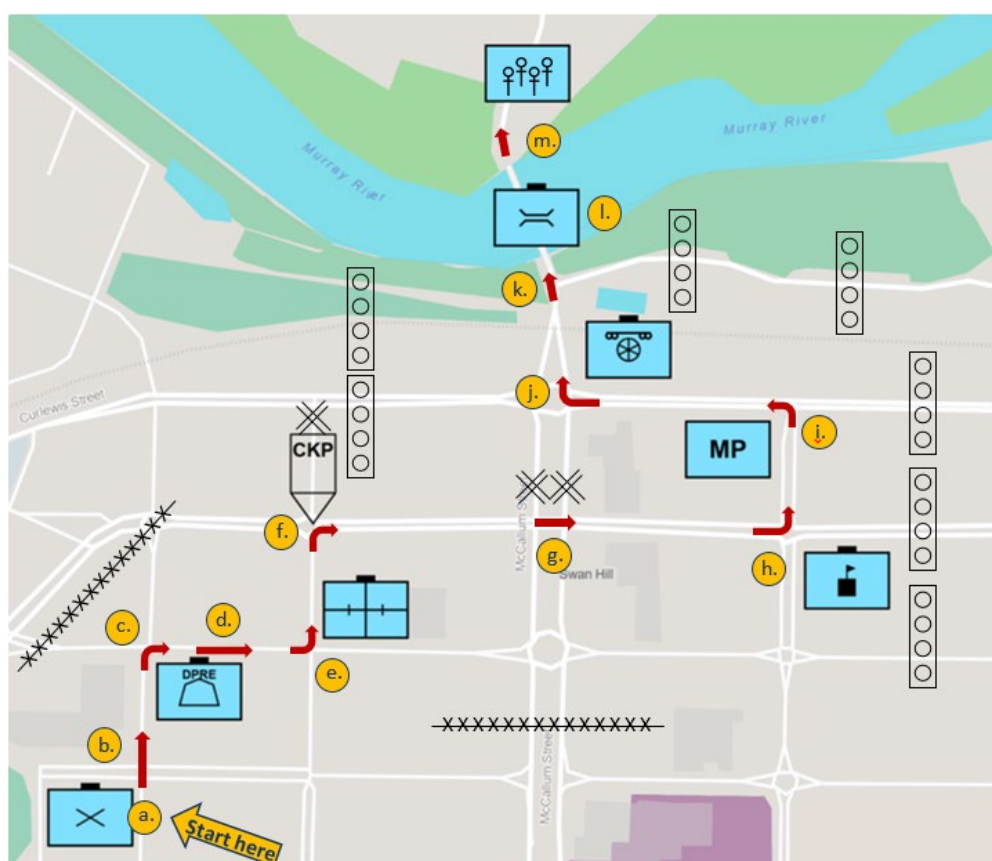
**TN →** Ask Ss to put their worksheets away. They shouldn't look at the words, only listen and repeat. Play the recording and ask all the class to repeat. Then play it again and this time ask individual Ss to repeat (one student per repetition). If Ss mispronounce the word (especially if the S places the stress in the wrong syllable), pause the recording and correct them. Tell Ss the stressed syllable in the words they just pronounced are underlined in exercises 2 and 3.



6) Now, work with a partner. Look at the map. Follow the red arrows to find the refugees. Complete the sentences with the correct word for each symbol. Look at examples a. and b. Some words are repeated.

**TN →** this stage prepares Ss for speaking task 8. Ask Ss to look at the map and fill in the gaps in each sentence. Tell Ss the letters on the map match the letters in the sentences. Ask Ss to pay attention to the prepositions in these 13 sentences. Depending on the level, ask them to work in pairs. Give them about 8min to complete this. Monitor and assist with wrong ans e.g. if you see a wrong ans, tell the S 'there is one/two/three etc wrong ans, can you correct them?' For FB, ask them to check with another partner. Don't give them the ans at this point. Prepositions of place – ask these CCQs if needed: 1. If I go straight to the hospital, do I go in the direction of the hospital? (y); 2. If I turn right at the school, do I turn before the school or when I arrive at the school? (when I arrive at the school); 3. If I turn right at the school, what do I see when I turn right? (the school); 4. If I go over a bridge, do I cross the bridge to the other side? (y).

- Start at the UN base.
- Go straight to the refugee camp.
- Turn right at the refugee camp.
- Go straight to the hospital.
- Turn left at the hospital.
- Turn right at the checkpoint.
- Go straight to the school.
- Turn left at the school.
- Turn left at the military police.
- Turn right at the train station.
- Go straight to the bridge.
- Go over the bridge.
- Go straight and you'll find the refugees.



7)  Listen, check and repeat.





**TN →** Ask Ss they will listen to check their ans and practise the pronunciation of the sentences in exercise 6. Play the recording and ask the class to repeat. Knowing how to pronounce these commands will be important in the next task, so make sure they can all pronounce them clearly. If needed play again and ask Ss to repeat a second time.

8) Speaking. Student A, stay on this page. Student B, turn to page 6. **TN → instructions on page 9.**

### Giving commands – part 1 – map for Student A only

Work with a partner. You are in a truck to rescue refugees.

You are **Student A**. Your partner is **Student B**, the driver. Give directions to your partner. Your partner must follow the directions carefully, or he/she will hit a fence, a roadblock, or a .... Minefield!

- Look again at the list of commands in exercises 4 and 6.
- Remember, for a straight arrow , use the words "Go straight to the..."
- For this  or , use the words "Turn left at the (place)" or "Turn right at (the place)".
- When the driver sees a bridge , tell the driver to "Go over the bridge".
- When you have finished giving 10 commands, check your partner's map. Did he/she go the right way?
- With the same partner, now do part 2. Turn to page 7.



### Giving commands – part 1 – map for Student B only

Work with a partner. You're the driver of a truck to rescue refugees.

You are **Student B**. Your partner is **Student A**. He/she will give you directions. You must follow the directions carefully, or you will hit a fence, a roadblock, or a .... Minefield!

- Put your pencil at the start and wait for the first command.
- You will hear 10 commands. When you have finished, look at your partner's map.
- Did you go the right way? Did you hit a minefield?
- With the same partner, now do part 2. Turn to page 8.

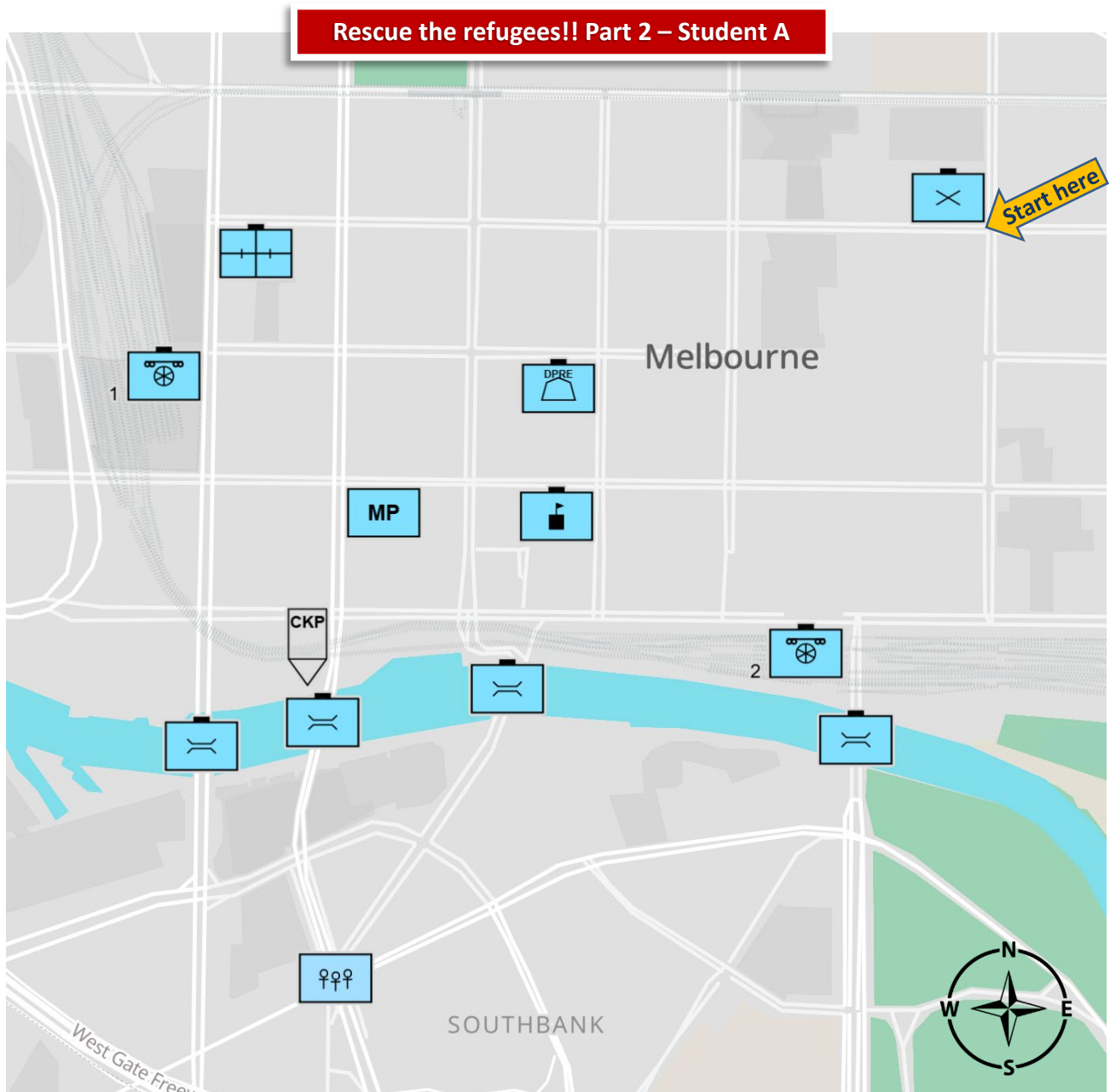


### Giving commands – part 2 – map for Student A only

Swap roles. Now you are the driver of the truck to rescue more refugees.

Your partner will give you directions. You must follow the directions carefully, or you will hit a fence, a roadblock, or a .... Minefield!





- Put your pencil on the symbol for UN Base and wait for the first command.
- You will hear 10 commands. When you have finished, look at your partner's map.
- Did you go the right way? Did you hit a minefield?

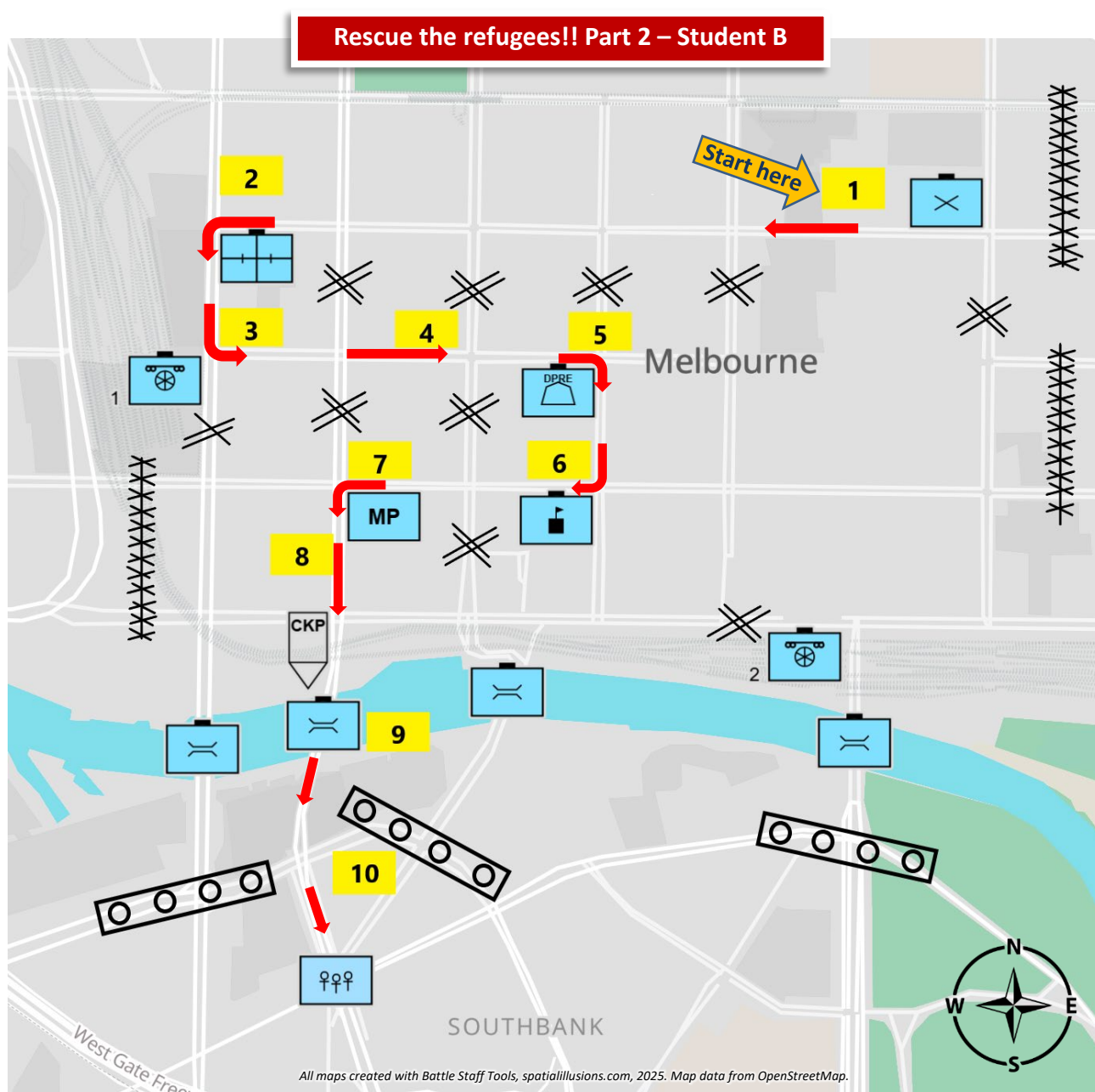


## Giving commands – part 2 – map for Student B only

Swap roles. Now your partner is the truck driver. Give directions to the truck driver to rescue more refugees.

Your partner must follow the directions carefully, or he/she will hit a fence, a roadblock, or a ... Minefield!

- Look again at the list of commands from exercises 4 and 5. Remember, for a straight arrow , use the words “Go straight to the...”
- For this  or , use the words “Turn left at the (place)” or “Turn right at (the place)”.
- When the driver sees a bridge , tell the driver to “Go over the bridge”.
- When you have finished giving 10 commands, check your partner’s map.
- Did he/she go the right way?





## **TN →** FOR EXERCISE 8 - READ THESE INSTRUCTIONS CAREFULLY

In this part of the lesson, Ss will have practice using the maps and giving directions. It will involve careful planning, so make sure to read these instructions carefully. It would be a good idea to practise with another teacher before you deliver the lesson.

Tell Ss to remember the sentences from exercise six, especially the prepositions. Then explain that Ss will now work in pairs and Student A will have a map with the symbols of people and places (from exercises one and two), the symbols for obstacles (from exercise three), and the arrows for directions (from exercise four). Student B will have a map with only the symbols of people and places – the obstacles will be a secret! Student A will be giving commands to Student B on how to get to the refugees. Student B will drive a truck to rescue them. Student B can see where the refugees are on their map, but they don't know the right way (route) to get to them. It's very important to make the correct turns; if they make a wrong turn, they might hit a fence, roadblock or end up in a minefield!

Student A will start first. Student A tells Student B to leave the UN Base and go straight to the Refugee Camp. Student B replies, 'Okay, so we'll leave the UN Base and go straight to the Refugee Camp'. Student A checks that this command is correct and waits for Student B to draw the arrow on their map (using a pen or pencil).

After Student A has finished giving the directions to Student B, and Student B has repeated the instructions and drawn arrows on their map, the Ss can check each other's maps to see if the directions are the same. The route should be the same on both maps. There are obstacles on Student A's map - did Student B draw an arrow and hit an obstacle on their map? If they hit a fence or a roadblock, this means they were not successful to reach the refugees. If they hit a minefield – then they have destroyed the truck.

Monitor the conversation between the Ss throughout the activity. While monitoring, check for pronunciation, grammar, and the accuracy of commands (giving directions). Note any mistakes, wait until after the conversation and give FB to the whole class, without naming the Ss who made the mistake.

If you think Student A will have difficulty giving commands using only the symbols of people and places and the arrows for direction on Student A's map, consider giving Student A the list of commands first (the answers for Exercise 6), but this will take the thinking – the learning – away from Student A.

Part 2 will see Ss swap roles, so both have the opportunity to practise.

Once Ss have finished part 2, ask who went the right way to rescue the refugees.

- Watch this YouTube video. Learn more symbols! Draw and write the names of the symbols that were not included in this lesson. Type on YouTube [Military Graphics and Symbology \(basic unit icons\)](#) or scan the QR Code to the right. →



- For more practice with the words you've learned here, scan the QR code for a set of flashcards. You can do some more study on the vocab in this lesson on your own with these. →



- This Vocabulary Builder links with → Lesson: A Day in the Life of a UN Peacekeeping Officer (Reading)  
Lesson: Life of a UN Peacekeeping Medic – Parts A-D (Listening)  
Vocabulary Builder: Symbology for the Army

© Commonwealth of Australia 2025

This work is copyright. Apart from any use as permitted under the Copyright Act 1968 (Cth), no part may be reproduced by any process without prior written permission from the Department of Defence.