



Military English

Lesson: Jungle Warfare Training - Listening

TEACHER'S COPY

Overview:

This lesson will use a listening text to introduce words associated with jungle warfare training.

In this lesson, you will:

- ✓ listen for some general information in a text
- ✓ listen for some specific information in a text
- ✓ learn the meaning of new words
- ✓ use new words in sentences
- ✓ speak about jungle warfare training for soldiers

Prepare for Listening

1) Look at the pictures below (1 - 4).

What are the differences between the combat environments* and type of terrain** in each picture?

Why is it difficult to conduct operations in these different environments? Discuss your ideas with a partner.

This task is to elicit what the students know about the physical differences in each environment and the possible combat difficulties. Possible answers could include some of the following examples. Note that some of these examples may be challenging for some lower level learners, but may be useful for encouraging stronger students to extend their answers.



*combat environment (n) → an area where you fight the enemy
**terrain (n) → the geography of an area of land

Picture 1:

- desert environment
 - low vegetation
 - limited cover from natural features
 - exposed to enemy positions
 - man-made structures provide limited cover
- man-made structures provide concealment for enemy combatants and non-combatants
 - desert and sandy areas provide easy concealment of land mines and improvised explosive devices (IEDs)
 - hot and dry climate
 - limited water available



Picture 2

- Jungle/forest environment
 - Dense jungle/forest/vegetation
 - Surrounding vegetation provides good camouflage for concealed positions
 - Easy concealment of booby traps, land mines and IEDs
 - Enemy positions easily concealed making it difficult for patrols and reconnaissance
 - Difficult to locate snipers at close and distant ranges
- Difficult to navigate in dense jungle
 - Dense jungle can slow down penetration of some areas
 - Dense tree canopy makes it difficult for aerial surveillance
 - Helicopter landings for troop extraction or medevac very difficult
 - Humid climate
 - Threat from mosquito-borne diseases (malaria, etc.)
 - Jungle wildlife could pose a threat to patrols, including snakes, wild boar, insects, etc.



Picture 3:

- Sea freight containers
- Containers could be located on a dock or on-board a ship
- Stacks and rows of multiple containers create narrow corridors for patrol movements and easy ambush points from both ground level and elevated positions
- Narrow corridors provide limited cover from gun fire
- Enemy concealment from within or behind containers poses a risk for patrols
- Camouflage and concealment for patrols is difficult
- Hand-to-hand combat is more difficult in limited spaces
- Bullets can ricochet off metal container walls causing random gunshot wounds or death to friendly forces



Picture 4:

- Open terrain
- Easy to traverse at high speeds in all-terrain armoured personnel carriers (APCs) and tanks
- Tank and APC movements may be vulnerable to tank traps (Hedgehogs, or Hedgehog barriers)
- Vulnerable to anti-tank countermeasures
- Vulnerable to artillery, including mortar and missile attacks
- Trenches can be easily dug out for artillery positions, observation points and defensive positions
- Trenches provide self-protection from advancing forces

Listening

2) Listen to the recording and answer the following questions.

- a. Which picture in Task 1 best matches what you hear? **Number 2**
- b. Who is speaking? To who? Why? Choose:

1. instructor – student – giving feedback on scores at shooting range

2. instructor – student – giving instruction on how to fire rifle

3. instructor – class – giving information about a course

Check your answers with a partner.

3) Now listen again. Fill in the spaces with words you hear from the listening.

Please note that the vocabulary focus in this exercise is not related to the focus of new vocabulary in Exercise No 4. Students should not be looking for missing vocabulary items from the table in Exercise 4.

- a. Over the next ten days we'll be taking you through the basics of Jungle Warfare.
- b. An important point here is **terrain** – thinking about it not as an open space but as a very closed area.
- c. First the most basic – we'll review **cam or camouflage** and **concealment** and the ways we can hide ourselves from an enemy using such things as our paints and also ways to use foliage and other things you find in the jungle.
- d. Next, basic **manoeuvres**. ...We'll also review **patrolling**, where we will pay special attention to **reconnaissance** and other skills that will help us observe others within the jungle.
- e. We'll also look at **infiltration** and ways to get behind the lines of our enemies.
- f. Our last topic will be in setting up and using different **ambush** methods to surprise the enemy and the use of '**booby traps**' that we can make in the jungle.
- g. You will find leading your **platoon** through this environment a serious test of your leadership and of your ability to look after your soldiers ...



The Australian Army often train in Tully with soldiers from other countries. On the left is a Timorese, in the centre an Australian and on the right an Indonesian soldier.



Learning Military Vocabulary

- 4) The words in **bold** are important military vocabulary that you should learn. Match them to their definitions on the right. Look at the example and write the answers in the middle column.

Students should not look for vocabulary in this table to fill missing gaps in Exercise No. 3. Ex 3 is listening for different words than the words in the vocab list.






Note: students may ask about the difference between “reconnaissance” “reconnoitre” and “surveillance”.

Explain to students that “reconnaissance” /rɪˈkɒnɪsɪns/ is a noun. The verb form of this word is: “reconnoitre” /ˌrekəˈnɔɪtə(r)/. Other valid word forms include: “reconnoitrer” (noun) - a person who conducts “reconnaissance”. The slang/informal version of this word for the ADF is “recce” /ˈreki/ – used as both a verb or a noun. For example:

- The soldiers conducted a **recce** (n) of the area.
- We will **recce** (v) the area before we set up observation points.

Students may have also heard the slang word ‘recon’ /ˈri:kɒn/, which is more common for US forces.

In simple terms, “reconnaissance” relates to making observations by entering an area of operations. Conversely, “surveillance” relates to making observations from remote or distant locations like observation points, or through technologies like satellites, drones, cameras, aircraft, and interception of communications systems.

infiltration (n) / to infiltrate (v)	e	a. a smaller group of soldiers often commanded by a lieutenant
a reconnaissance patrol (n)	k	b. movement of military troops and military vehicles/vessels, and exercise
a booby trap (n) can surprise the enemy	j	c. a planned way to do something; to plan and organise how soldiers and equipment will be used in battle
different ambush methods (n)	i	d. walking or moving through an area in order to guard against danger or to gain information 
guerrilla warfare (n)	h	e. secretly going behind an enemy's lines or into their territory
use foliage to help hide yourself (n)	g	f. the physical features of a piece of land, such as hills, valleys, and rivers, which can affect military operations in the jungle
open terrain (n)	f	g. the leaves and branches of trees and plants, often used for cover in jungle warfare 
basic manoeuvres (n)	b	h. irregular warfare in which a small group of soldiers use surprising military tactics such as ambushes
patrolling / to go on patrol (n)	d	i. a surprise attack by people lying in wait in a hidden position
we'll review camouflage (n) <i>camouflage can be a n or v</i> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 5px;"><i>We can also say cam</i></div>	m	j. a hidden explosive device that can injure or kill 
tactics (n) used by the enemy	c	k. a military observation of an area to find an enemy or find strategic features
platoon (n)	a	l. the action of hiding something or preventing it from being known or seen. For example: the concealment (n) of weapons 
concealment (n) / conceal (v)	l	m. to hide yourself or your equipment by making it look like the surroundings 

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

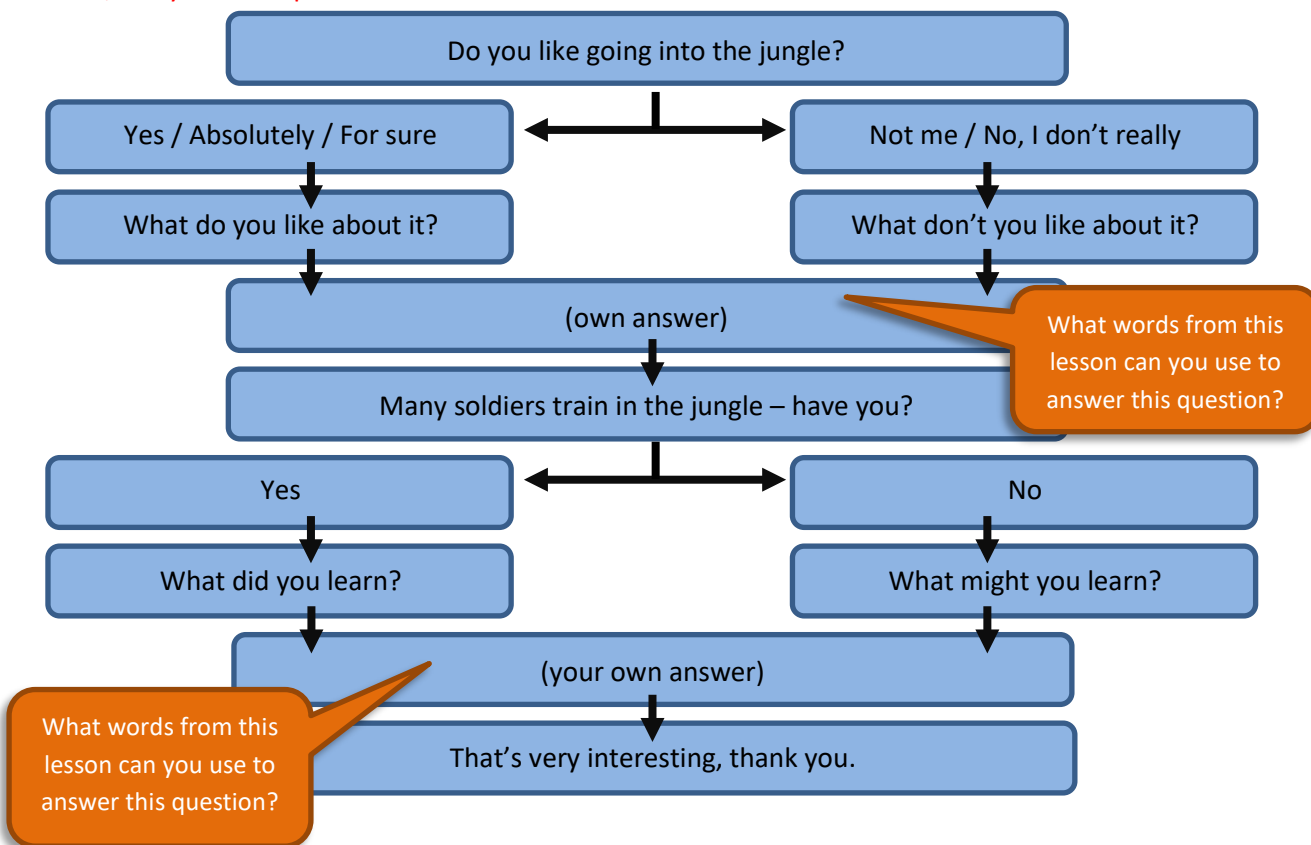
The main stressed syllable is underlined in the words on the vocabulary chart. Ensure that this syllable is pronounced a little more loudly than other syllables in the word when you model it / when you hear the students repeat it. The last vocabulary item 'concealment' is not in the recording. Here's the pronunciation: /kən'si:lmənt/. Or click [here](#) for the audio.

- 6) Now choose the best **word** from Exercise 4 to complete these sentences.
- How long will we need to go across this hill? The *tactics* // *terrain* // *ambush* looks very rough.
 - We were given orders to *patrol* // *manoeuvre* // *camouflage* the area at night.
 - The rebels used *reconnaissance* // *infiltration* // *guerrilla warfare* to attack the town.
 - The uniforms we wear are usually made from *foliage* // *camouflage* // *booby trap* material.
 - Armies need to plan how to attack a target and what *patrol* // *terrain* // *tactics* they will use.
 - Your task today is to find out how many enemy soldiers are in the area. You will need to do a *reconnaissance* // *platoon* // *ambush* patrol first.

Practice

- 7) Find a new partner. Use the flow diagram of questions below to interview another classmate. Listen and make sure you choose the next step in the conversation correctly.

Encourage stronger students to expand their line of follow-up questioning with 'open questions', noting that the primary questions in the flow chart below are 'closed' questions that require only a 'yes' or 'no' answer. 'Open questions' can include interrogatives like "How do you feel about this...?"; "how did you achieve that...?"; "why is this important...?"



Now change roles. Answer your classmate's questions, and add more information of your own to help them understand.

- This lesson links with → Lesson – On Patrol.
- Watch these videos about Australian Army jungle training. Type the video titles on YouTube or scan the QR codes.

[Exercise Mallee Bull Survival Training](#)

[Exercise True Grit](#)



Exercises 2, 3 Transcript:

Instructor JWT Wing: Good morning all. Welcome to Jungle Training Wing here in Tully. My job this morning is to go through the outline of your course, and what we'll be doing in the next 10 days.

(background noise of the jungle / ss saying 'good morning' 'sir' etc)

I: Over the next ten days we'll be taking you through the basics of **Jungle Warfare**. Our aim is to give you an understanding of some of the **tactics of guerrilla warfare** and how they have been used successfully in the past. An important point here is **terrain** – thinking about the jungle not as an open space but as a very closed area.

I: Looking up here. The main topics of what we'll cover are...

...first, the most basic – we'll review **cam or camouflage and concealment** and ways we can hide ourselves from an enemy using things such as our paints and also ways to use **foliage** and other things you find in the jungle.

Next, basic **manoeuvres**. As I said before, manoeuvres in the jungle are very different to other environments. We'll also review **patrolling** where we will pay special attention to **reconnaissance** and other skills that help us to observe others within the jungle. We'll learn about the way the environment changes our movements. We'll also look at **infiltration** and ways to get behind the lines of our enemies.

Our last topic will be in setting up and using different **ambush** methods to surprise the enemy and the use of '**booby traps**' that we can make in the jungle.

I'm sure you'll be challenged by what we cover. The environment will be a factor here, the temperature and climate in general. You will find leading your **platoon** through this environment a serious test of your leadership and of your ability to look after your soldiers... (fade out)