



Military English

Lesson: On Patrol - Listening

TEACHER'S COPY

Overview:

This lesson covers English in the context of conducting military patrols.

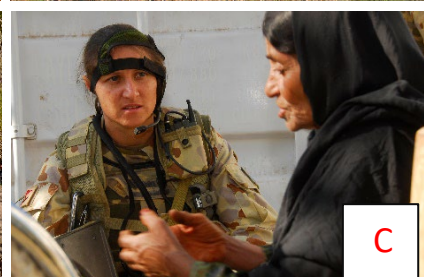
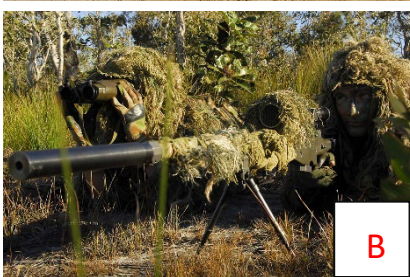
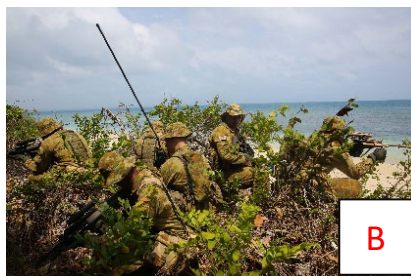
In this lesson, you will:

- ✓ 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

Prepare for Listening

- 1) In the Australian Defence Force, there are 3 main kinds of patrols. **You could ask a student to read this out or you could read it to them. You could add challenge by hiding the information about the patrols and asking students to talk first about what they think the different patrols do.**
 - a) Fighting Patrols – these are patrols to find and fight the enemy.
 - b) Reconnaissance Patrols (or recon patrols) – these are patrols to hide and watch the enemy. **The word 'reconnaissance' has stress on the 2nd syllable, but in the short form it is on the first syllable.**
 - c) Population Support Patrols – these are patrols to meet and help the local people.

Match the images below with the type of patrol, a, b or c. Discuss with a partner. Write a, b, or c in the box.



Listening

2) Now listen to the patrol mission briefing and choose which kind of patrol from exercise 1 it is. Is it a, b, or c? "...tonight we are going up to Targol. Our job is to do recon patrols just east of the town..."

3) Now, listen again and

- answer the questions below: Choose the correct answer (a, b, c, or d) to each question.
- after you listen, compare your answers with your classmate/s.

Questions:

1. When did the rebels attack the civilians?
a. 2 days ago b. today c. yesterday "civilians in Targol were attacked by rebels yesterday.."
2. How many sections will take part in the patrols?
a. 2 b. 3 c. 4
3. What time will the patrols start?
a. 2200 hours b. 2300 hours
4. Who will lead Alpha section?
a. Corporal Johnson b. Corporal Smith
5. Which path will Bravo section take at the start of the mission?
a. Northern path b. Southern path
6. Will the patrols meet the local people?
a. Yes b. No
7. What time will the patrols join up again?
a. 0200 hours b. 0300 hours
8. What time will the patrols leave the observation post?
a. 0300 hours b. 0700 hours
9. What time will the patrols return to the base?
a. 1100 hours b. 1200 hours
10. Should the patrols walk on the roads?
a. Yes b. No

Go over this box with students. Check pronunciation of (dis)mounted.

The word comes from the times when soldiers either rode horses ('mounted') or walked on foot ('dismounted').

Ask students to discuss in which situation/ when one would be more suitable than the other.



A patrol can be:

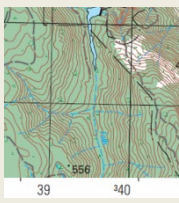


mounted – soldiers use a vehicle (troop carrier, infantry vehicle, etc) →

← dismounted – soldiers move on foot



Learning Military Vocabulary

- 4) The words in **bold** in the text are important military vocabulary that you will hear in the recording. Match the military words on the left to their definitions on the right. Look at the example.

our mission (n) tonight	e	a. to contact headquarters by radio
civilians (n) were attacked	i.	b. one square on a map which gives you a location 
rebels (n) attacked civilians	l.	c. to get secret information
to gather intelligence (v+n)	c.	d. a military unit of 8 – 10 people
two sections (n) will take part	d.	e. a special military task
we will assign (v) the sections	j.	f. to fight the enemy, to go into battle with the enemy
to engage (v) the enemy	f.	g. to meet someone in a secret way
conceal (v) yourselves	n.	h. a place where you can stay and watch – look out for the enemy 
use stealth (n)	k.	i. someone who is not in the police or a military service
we will RV/rendezvous (v)	g.	j. to give a job to someone
at grid reference (n) 167451	b.	k. to stay out of sight and move quietly
set up an observation post/OP (n)	h.	l. someone who is fighting the police and the military
be careful with mines (n)	o.	m. to hide and wait for the enemy, and then attack them
try to ambush (v) you	m.	n. to hide something or someone
radio HQ (v+n) if you need to	a.	o. a kind of bomb that blows up when someone steps on it 

Example: mission (n) = e. a special military task

- 5) Now let's listen to the words practised in this lesson. Listen and repeat.

Play each word once or twice. Get all students to repeat, then select individual students. Correct inaccurate pronunciation. The main stressed syllable is underlined in the words on the vocabulary chart for pronunciation. Ensure that this syllable is pronounced a little more loudly than other syllables in the

word. If you like, you can help students with their pronunciation by clapping your hands for the main stressed syllable.

- 6) Circle the correct answer to complete sentences. You could use the concept checking questions below to help you check that all students have chosen answers with the correct meaning.
- The **civilians** // **mines** were afraid and asked the soldiers to help them.
 - The rebels **ambushed** // **assigned** the patrolling soldiers. (Will the soldiers be surprised at this 'ambush'? (yes)?)
 - The soldiers watched the street from the **observation post** // **section**. (Is this a place? What do you do in this place? (observe/watch))
 - The lieutenant told the patrols to **rebel** // **rendezvous** at 0900 hours. (Will they meet at 0900 hrs, or fight? (meet))
 - The **mission** // **civilian** is to patrol the area near the enemy town and **section** // **gather intelligence**. (If soldiers are going on a patrol, is this a job they must do? yes So, is a mission like a job they need to do? yes)
 - The enemy was coming, so the soldiers quickly **concealed** // **engaged** themselves behind a big rock (If the enemy is coming, what do you want to do quickly? (hide yourself)).

Extension activity: If there is enough time, students can be asked to form sentences using the words which were the incorrect option in Exercise 6 (for example, "Can you make a sentence with the word *mines*?" --- "The enemy put many *mines* in the ground near the farm").

Practice

- 7) Read about these three missions. Decide which kind of patrol would be most useful; a, b or c. Discuss in a small group. Does everyone in your group agree? Why? Be ready to tell other members of the class why you chose these types of patrols.

Mission 1



Rebels attacked a town and burned down a small hospital. Now the rebels have gone far away. Many civilians were hurt and they need help. You need to find out what happened.

c) population support patrol
The patrol needs to meet and help the local people.

Mission 2



The rebels are staying at a camp in the forest. You think you know where they are. You want to find out how many rebels there are. You do not want to fight them.

b) reconnaissance/recon patrol
The patrol needs to hide and watch the enemy

Mission 3



Some of the rebels are hiding in the forest, and you do not know where they are. The rebels are very dangerous. You need to find them and fight them.

a) fighting patrol
The patrol needs to find and fight the enemy.

Refer students to the activity on the first page of this handout. The three different kinds of patrol are described on the first page.

Types of patrols

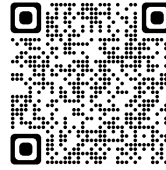
- fighting patrol
- reconnaissance patrol
- population support patrol

- This lesson links with → Lesson – Map Reading and Navigation; Lesson – Military Drones; Lesson – Jungle Warfare Training.
- Watch these videos about Australian Army patrols. Type the video titles on YouTube or scan the QR codes.

[Darwin Squadron Top End Patrol](#)



[Australian Patrol Bases : Uruzgan Province, Afghanistan. \(F09580\)](#)



Exercises 2, 3 transcript:

G'day guys. Afternoon. Settle down and listen. Lieutenant Roberts will talk about our **mission** tonight. Listen up.

Thanks Sergeant Miller. Alright, so, tonight we are going up to Targol. Our job is to do recon patrols just east of the town. You might know that **civilians** in Targol were attacked by **rebels** yesterday.

We want to **gather intelligence** about the enemy in the area, such as their location and activities.

Two **sections** will take part in the patrols, each section having 12 soldiers. We will **assign** the sections Alpha and Bravo. The sections will move on their own and join up later in the mission. The patrol will start at 2200 hrs and will last for 14 hours. Corporal Johnson will lead Alpha, and Corporal Smith will lead Bravo.

The patrol will follow this plan:

- Section Alpha will move along the northern path, while Section Bravo will move along the southern path.
- Both sections will do recon while trying not to be seen by local civilians or the enemy. We do not want to **engage** the enemy, so **conceal** yourselves when you can. Use **stealth**.
- At 0300 hours, the sections will **RV - rendezvous** - at **Grid Reference** 167451, next to Hill 201. We will set up an **observation post**, where we will stay for 4 hours.
- After breakfast, we will leave the **OP**. At 0700 hours, your sections will change paths, with Alpha taking the southern path and Bravo taking the northern path. Your sections will not go back the way they came.
- The sections will do recon until 1200 hrs tomorrow, when both arrive back at base.

Now, be careful with **mines**. There are still a lot of mines in the area around Targol, so it's important to stay on the roads, whenever you can. Walk on the roads. Don't walk on the side of the roads. But when you see or hear activity, conceal yourselves and use **stealth**. Try to stay quiet. The enemy might try to **ambush** you. **Radio HQ** if you need to **engage** the enemy.

Vocabulary Chart Transcript:

Exercise 5: Now let's practise saying the words. Pay attention to the word stress. Listen and repeat:

mission

civilians

rebels

gather intelligence

sections

assign

engage

conceal

stealth

RV

rendezvous

grid reference

observation post

OP

mines

ambush

radio HQ

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