



Military English

Lesson: Out Field - Listening

TEACHER'S COPY

Overview:

This lesson presents some vocabulary around the basics of tactical movements on the battlefield.

In this lesson, you will:

- ✓ listen for gist
- ✓ listen for specific information
- ✓ learn the meaning of new words
- ✓ use new words in context

Prepare for Listening

- 1) Look at the pictures and match the place where the soldiers are from the words in the box below. Check that the ss know that 'urban' means things like buildings etc. 'Out field' is a term used by the ADF more commonly than 'out in the field'. If you have not done the 'At the firing range' lesson, check this word. Then, give the ss 2 mins to match the words and the pictures in Q1. After the two mins, say 'stop' and ask the ss to do Q2.



B



C



D



A

in an urban area // at a firing range // out field // in a classroom

- 2) To check your answers, ask your partner: **Do Q2 BEFORE you do feedback on Q1 as a whole class. Monitor the ss when they do Q2, and this will tell you if the ss have the correct answers.**

Question:
Where are the soldiers in
A / B / C / D?

Answer:
They are _____.

- 3) Practise speaking with your partner about his experiences using these questions: **Move to Q3 practice – ask the ss to work in pairs to practise speaking using the questions. Model and drill the Q and A BEFORE the ss start. Check the grammar of the answers ss need to give. Let them try this for 3 mins, then ask them to swap roles.**

Have you been (+ add place A, C
or D from Ex 1) before?

Ask a follow-up question to your partner
to get more information about this event
from the past:

↓ For these next two questions, the ans needs past simple
because now we are talking about a past event, and will
add details. e.g. I went to a firing range last month;
I practised using a rifle for the shooting competition.

↑ The ans needs present perfect because we are talking
about 'experience' with no time identified. A short answer
of e.g. Yes, I have is appropriate. If you want ss to practice
the long answer, they will need e.g. Yes, I have been at a
firing range before.

When were you there?
What did you do there?

Listening

- 4) Listen **to the start** of a briefing for some cadet officers. What is the best summary of the main topic of **this** briefing, a, b, c or d? **Ask ss to read the question and possible answers first, then play just the first recording here of the first para (see transcript on p.5). Use the transcript for feedback if ss need to see the words that give the correct answer.**
- platoon leadership
 - instructions at a firing range
 - movement out field
 - army weapons



briefing (or brief)
(n) - a short talk to
tell soldiers what
they need to know
before doing
something e.g. a
mission

- 5) Listen **to the whole** briefing now. Decide if the statements below are true or false. Circle T (true) or F (false). **Again, ask ss to read the questions BEFORE you play the recording so thus will help them predict the content and to have context for the rest of the listening. Ask ss to check with a partner BEFORE you do whole class feedback. Use the transcript for support if ss get anything wrong.**

After you listen, compare your answers with your classmate/s.

- The last briefing covered the same general topic as this one T // F
- This briefing is going to check the meaning of some important words. T // F
- Cover means protection from the sun T // F
- You can't use natural features of the land for 'cover'. T // F
- You might need cover when your troops are moving. T // F
- Concealment is something you wear on your face. T // F
- You need to think about how to conceal yourself in different ways, especially if the enemy uses planes. T // F
- It's easier to conceal yourself out field. T // F

Learning Military Vocabulary

- 6) 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. **Read the instructions and do the example with the students from Table A and B. Give the ss enough time to try to match first, and then give them the answers. If there are words that you think are new and difficult, give ss time to check in a dictionary.**

Table one

tactical elements (n)	g	a. to act against tanks
a small arms team (n)	e	b. to use our environment as protection from enemy weapons fire
cover (n)	b	c. a military action against the enemy with the aim to stop them
concealment (n)	h	d. to check the land around you, to check the shape and parts of the land that will be useful or not to you and your team
... engage the tank (v)	c	e. a group of soldiers that use weapons like pistols or rifles with small calibre (max calibre for 'small arms ' is 20mm)
anti-armour (unit) (adj)	a	f. to (not) be able to see (well)
a terrain analysis (n)	d	g. planning for battles and the way forces will engage with each other
to have poor visibility (n)	f	h. to use our environment to stop others seeing us



Table two

enemy positions (n)	o	i. firing weapons to protect a soldier or a team of soldiers that are moving from other small arms fire
covering fire (n)	i	j. a deep, narrow space between hills or rocks
direct fire (n)	m	k. to use (armoured) vehicles in your team; to be motorised
other ground troops (n)	p	l. a low lying area of land
a ravine (n)	j	m. weapons fire aimed directly at a target within a line of sight
a depression (n)	l	n. the side of the body / vehicle (not the front or the back)
if you are mechanised... (adj)	k	o. the location of the enemy (where the enemy is)
attack the tank's flank (n)	n	p. military personnel that fight on land (not sea or air)

- 7) Now let's practise saying the words in this worksheet. Listen and repeat. **Model and drill the words so you help ss with the pronunciation of these new words.**
- 8) Test your partner. Person A covers the left hand column of Table A so Person B cannot see the words. Person A reads out the meanings of a. – h. Person B must say the correct word. Now swap, person B covers the words in Table B so Person A cannot see them. Person B reads out the meanings i. to p. Person A must say the correct word. **Give a demonstration of this activity with a strong student and then let ss do this in pairs. Give them 6 mins to try this, but make sure they swap roles after 3mins so the other person also has a turn. Who said the most correct words? Ask this to the whole class and get ss to tell you who was the most correct. Clap the 'winner'. 😊**

- 9) Complete sentences below with words from Exercise 4.
- The ship fired directly at the flank of the battle-ship.
 - The planes provided tactical air support for the ground troops.
 - We climbed up the mountain and used the rope bridge to get across the ravine.
 - Stay away from the river. Don't engage with the enemy in that area.
 - As the landing ships arrive, covering fire from the right will support our movement off the ships.
 - Learn how to use tactics of cover and concealment to help your platoon move on the battlefield.
 - Mechanised infantry use armoured personnel carriers (APCs) to move quickly.
 - At night when you have low visibility, you must be able to find your way.

Practice

- 10) How many key words from the vocab table can you use to answer these questions? Don't look at the vocab table – try to remember what you heard in the listening.
- What is 'cover'?
 - What is 'concealment'?
 - Why are cover and concealment important to a military force?

Together with a partner, discuss these questions, using as many words from exercise 6 as you can. Give any examples from your own experience.

- This lesson links with → Vocabulary Builder – Terrain features.
- For more practice with the words you've learned here, scan the QR code.
- Watch this YouTube video '[ACF Fieldcraft: Camouflage and Concealment](#)' or this one, '[ACF Fieldcraft: Types of Movement](#)' from the British Army.



Transcript

“.....So in the last session we looked at three of four tactical elements that make up the basics of engagement out field. To review, these were (1) support from other small arms teams, (2) engage the tank / armour on its flank, (3) a combined-arms team such as infantry, engineers and artillery all support anti-armour elements during battle. In this next short briefing, we will look at the fourth element; cover and concealment.

First, we will look at the basic definitions of these two key terms.

What is cover? Anyone? Cover is any type of shielding or protection from weapons fire, especially direct fire. Take advantage of every ravine or depression on the ground to protect and cover your force. This is important especially if you are forward of the battle area. One mistake made early on in training is getting good cover but having poor visibility. Visibility is important for terrain analysis, and to get a hold on the position of known or suspected enemy positions. This is so you can plan your movement and avoid any effective direct fire on you. Plan for another team to provide covering fire for you, as needed. So, to recap, cover is anything used to protect you, or your unit.

Secondly, concealment. Can anyone tell me what this is? Quickly.... Ok, everyone, thank you. Concealment is anything that hides or disguises your force. And, not just from other ground troops. Think about concealment from air and ground observation. Remember, if you are mechanized, exhaust smoke or dust will reveal you to the enemy. So, basics are to move slowly to avoid dust kick-up. Urban operations can be different. Excellent cover and concealment is available all around you. A lot more than out field. Again, terrain analysis is vital.

We will now move on to look at these two aspects of battlefield movement in more detail.....”