



Military English

Vocabulary Builder – Mapping

TEACHER'S COPY

Overview:

This worksheet lists vocabulary for reading parts of a map and navigation.

In this vocabulary builder, you will:

- ✓ learn and use vocabulary related to reading maps and navigating

Start the lesson by asking "Why do military personnel need to know how to read a map?" (answers (ans) will vary but in feedback (FB) try to know where you're going in the field – if you're a soldier, in the air – if you're an aviator, at sea – if you're a sailor.

1) Label the parts of a map. Write the words from the box in the spaces below. Do the same on page 2.

Ask ss to work individually. Give them 8-10min to complete pages 1 and 2. Monitor and check ss' ans; if you see a wrong ans, tell the ss to correct it on their own, or to check with a partner. Note the ss with correct ans for each item. For FB, ask ss to check with a partner. Then ask those ss with correct ans that you noted before to come to the board and write their ans, one student per ans.

- a. contour lines
- b. elevation
- c. route
- d. grid
- e. distance
- f. grid line

route // contour lines // grid // distance // elevation // grid line

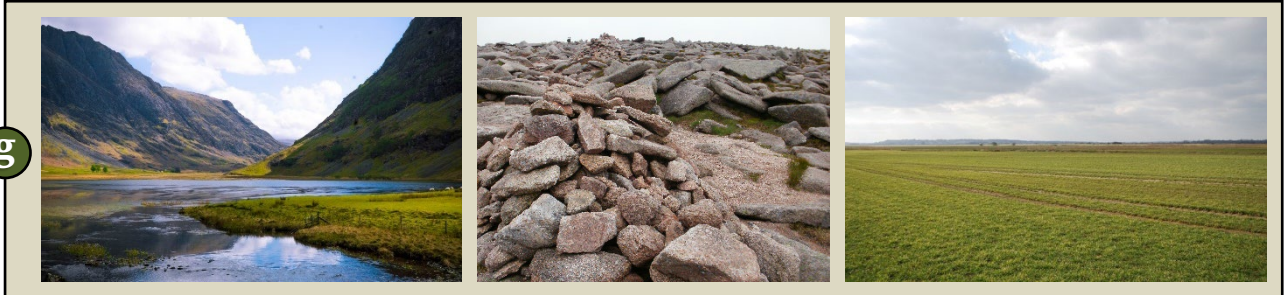
g. terrain

j. metre

h. compass

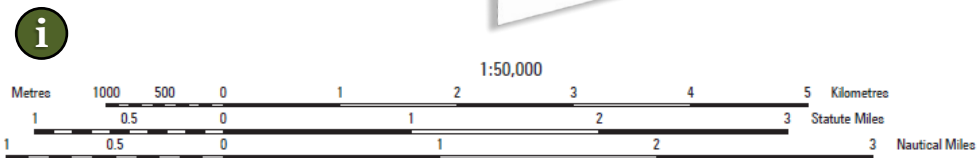
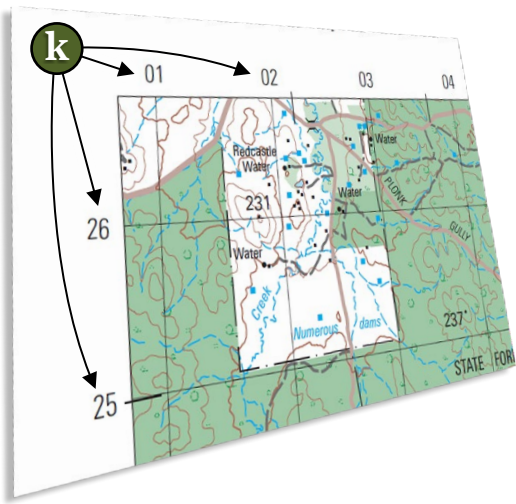
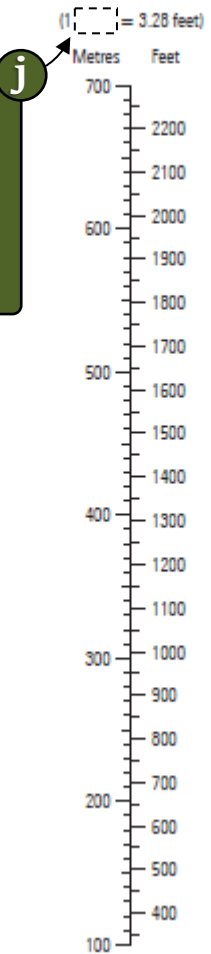
k. grid reference

i. scale



Some maps show distances in feet – and miles and others in metres – and kilometres.

CONVERSION GRAPH



compass // terrain // metre // scale // grid reference

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

Play the audio and ask ss to repeat after each word. Then play the recording a 2nd time and ask for individual ss to repeat. Make sure they pronounce the stressed syllable (underlined in the word boxes on pages 1, 2) more slowly and more loudly.

3) Choose three of the words below that you want to practise to make sure you are saying them clearly.

This task provides additional pronunciation practice, where ss practise saying 3 of the items in context, as opposed to the previous task, where they only practised the words in isolation. Below are all the vocab items from this material. Ask ss to choose any 3. Now give them 3-6min to write their sentences. Ask them to keep the sentences short, but complete e.g. they should have a subject, verb and object. While ss are writing, monitor and help them with grammar, spelling, etc. Then put them in pairs or groups of 3 and ask them to take turns reading (dictating) their sentences to their partner. They must not show their written sentences; instead, their partners should use only their listening to write their partners' sentences. A student reads a sentence then their partner reads theirs. Before they start, ask these ICQs: 1. Are you going to read all your sentences and then your partner reads their sentences? (No, one student reads one sentence, then their partner reads theirs, and so on); 2. Can you show your sentences to your partner? (No, they can only say if aloud, but not show the written text); 3. Are you going to use clear pronunciation so your partner can understand you? (Y). Then let ss start. Monitor and provide help if needed. For FB, ask 2-3 ss to read one of their sentences to the whole class. Correct inaccurate word stress.

- Underline the stressed syllable in each of them (if it has more than one syllable).
- Write a short sentence for each word.
- Then, in groups of 2-3, take turns. Practise saying the word and the sentence to your partner(s).
- Ask your partner to write down your words and sentences.

route	contour lines	grid	distance
elevation	grid line	compass	terrain
metre	scale	grid reference	scale
terrain	location	distance	

4) Match the words on the left to the definitions on the right. Write a letter next to the definition.

Then check your answers with a partner. Look at the example.

Ask ss to look at the example h and match the vocab items from pages 1,2 to their meanings on the right. Give them 10min. Monitor and provide help. If you see a wrong ans, tell that student to correct it on their own. For FB, ask ss to check with a partner. Then ask the whole class for the ans.

- | | |
|-------------------|---|
| a. grid reference | d. the length of the space between 2 points |
| b. grid | i. the unit of length used in some countries (e.g. the USA) |
| c. grid line | f. lines on a map that show the height of the land |
| d. distance | j. it shows the distance of the map compared to the distance on the ground e.g. 1 centimetre = 500 metres |
| e. elevation | g. the natural features of the land e.g. hills, valleys |
| f. contour lines | h. a way to travel from A to B |
| g. terrain | b. straight lines that cross each other to form squares on the map |
| h. route | c. a line on a map forming part of the grid |
| i. compass | k. the unit of length used in Australia and most countries in Southeast Asia as part of the metric system |
| j. scale | i. an instrument with a pointer which shows the direction of magnetic north |
| k. metre | e. height above sea level |
| l. feet | a. the numbers in a grid system which show location |

5) Use the words from the box below to fill in the gaps in the story. Look at the pictures in exercise one and two for help. The first one is done for you.

Tell ss an important part of learning vocab is to use it correctly. This exercise will help them with this. Tell them to look at the example. Give them 7-10min to complete this task. Monitor and provide help if needed. If you see a wrong ans, ask the ss to correct it on their own. While you monitor, note the ss with correct ans, one student per ans. For FB, ask ss to check in pairs. Then call up those ss with correct ans to write them on the board, one ans per student.

route // grid reference // scale // terrain //
elevation // distance // grid // compass // metres

In military operations, maps are very important tools for navigation. A map shows the ¹ terrain of the land, including hills and valleys. A map also shows the ² elevation, which is the changes in height. To measure the distance between two points, you need to understand the map's ³ scale, which tells you how much smaller the map is compared to the real world. When marking a ⁴ route on the map, it's important to use the ⁵ grid reference to identify the exact location of a point. These are the numbers around the four sides of the map and the straight lines all over the map. To calculate the ⁶ distance between two points, use the scale and the ⁷ grid lines and measure it in ⁸ metres or feet. Finally, always use a ⁹ compass to make sure you're going in the right direction.



*Captain James Clennan, Adjutant
2nd/17th Battalion Royal New
South Wales Regiment, using his
map reading skills during Exercise
Polygon Wood.*

- Watch this YouTube video. Type on YouTube [Map Reading – Squared Away – Army Jobs](#) or scan the QR Code. (this video also features in Lesson – Map Reading and Navigation)



- Write down the words you hear (or see) that you learned in this lesson.

Ss may need to watch the video more than once. Ans: (map), compass, contour lines, grid (system), grid line. OPTIONAL TASK (this may be set as homework). If this is the case, make sure to check ss' ans next lesson). Use this task in place of the first task in case the ss have already watched this video. → ask them to watch the video again and write down other words they hear that are related to map reading and navigation. Ans may vary but should include: navigation, RV (rendezvous), roads, rivers, built-up areas, hills, railway tracks, paths, wooded areas, kilometre, journey, location, travelling (along), high ground, red needle, magnetic north, orientate, direction.

- Now, read this transcript below of a part of the video. Watch the video again from 1:33min. Look at how the pauses are marked with this symbol \ .

This task raises awareness of pauses in speech. Tell ss speakers naturally pause during utterances. They do this mainly to think about what they're going to say next, but also to give time for the listener to understand the message. So, ss should use pauses too, as it'll help them become more fluent and sound more natural. Have the video prepared at the right spot (1:33min). If needed, play it multiple times. Stop the video and read the words aloud to the class with some exaggeration of the pauses. Ask a couple of students to say part 1) with its two pauses. Make sure the ss notice the \ and understand that it means there is a pause.

1:33min	a.	I know I've got \ a river \ to my left
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- Now, watch these parts of the video again, starting from 1:36min. Listen for the pauses and mark them with a \ .

1:36min	b.	I'll also be moving \ through \ a few built-up areas
1:41min	c.	also on my left \ past a river \ there is a track
1:44min	d.	also we'll have high ground \ to my left and right
1:47min	e.	and that's telling me \ that I'm moving \ down through a valley 1:51

Play the video again and stop it at the end of each part while the Ss mark the pauses. Read them aloud to the class. Again, exaggerate the length of the pause, and then check that the ss are marking the pauses in the correct place. Then the Ss work in pairs to practise reading the parts and using the pauses.

- Working in pairs, practise reading aloud the phrases above. Take turns to read them: one student reads b. and d.; the other student reads c. and e. Stop after each one, and check with your partner if you've used the pauses correctly.

Ask ss to take turns reading the passages above, and make sure they pause at the right times. Their partner should tell them if they're correct. Monitor and check accuracy. They shouldn't pause for too long, as they'll sound unnatural.

- For more practice with the words you've learned here, scan the QR code.

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 Vocabulary Builder links with → Lesson: Map Reading and Navigation
Vocabulary Builder: Terrain Features

