



Military English

Vocabulary Builder – Army Symbology

TEACHER'S COPY

Overview:

This worksheet lists vocabulary for identifying basic army symbols used in maps.

In This Vocabulary Builder you will:

- ✓ learn vocabulary to describe basic army symbols.

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

TN → 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 CCOs: 1. Is it a photo? (n); 2. Is it a picture? (n); 3. Does it have meaning? (y); What do we call this? (symbol); 4. What does it tell us? (info about type, size of unit, etc). Now distribute handouts.

- 1) Work with a partner. Look at the symbols inside each picture. Many armies use these on maps to give information about many things. Match the words in the box below to the correct symbol for **Unit Types (Combat Arms)**.

TN → Ask Ss to work in pairs. Give them 5-7min to finish this. Tell them they can use the internet to help them complete the task. Monitor and help if needed e.g. if you see a wrong 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 FB, ask random Ss to give their ans as a whole class.



a. infantry



b. armoured



c. artillery



d. mechanised infantry



e. armoured recon wheeled



f. recon

recon // armoured // mechanised infantry // infantry // artillery // armoured **recon** wheeled

TN → 'recon' is the short form for 'reconnaissance'.

TN → Ask these CCQs to check Ss know the meaning of some of the words in task 1.

infantry – 1. Do infantry soldiers fight on foot? (y); 2. Do infantry soldiers usually work with tanks or planes? (n); 3. Can infantry soldiers work in forests or deserts? (y); 4. Are infantry soldiers part of the army? (y).

armoured – 1. Is a tank a type of armoured vehicle? (y); 2. Are armoured vehicles strong and heavy? (y); 3. Are soldiers usually safe inside an armoured vehicle? (y); 4. Is 'armoured' an adj? (y) – what's the noun of armoured? (armour).

mechanised infantry – 1. Does mechanised infantry use vehicles like tanks or armoured trucks? (y); 2. Can mechanised infantry move faster than regular infantry? (y); 3. Does mechanised infantry fight on foot and from vehicles? (y). 4. What's the difference between infantry and mechanised infantry? (infantry moves and fights on foot; mechanised infantry uses vehicles to move around, but fights outside of the vehicles).

artillery – 1. Does artillery use weapons like cannons and mortars? (y); 2. Can artillery hit targets far away? (y).

recon - 1. Is recon short for reconnaissance? (y); 2. Does recon mean get information about the enemy? (y); 3. Do recon soldiers work to find out where the enemy is? (y); 4. Does recon mean fighting the enemy? (n).

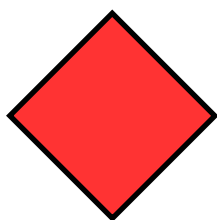
(armoured recon) wheeled – 1. Does wheeled mean a vehicle with wheels? (y); 2. Is a tank a wheeled vehicle? (n, tanks have tracks); 3. Does armoured recon wheeled mean soldiers doing recon on an armoured vehicle that has wheels? (y).

2) Label the symbols for **Unit Colour and Shape**. Use the words in the box below.

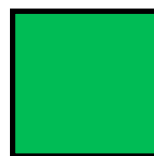
TN → before Ss start working on their own, ask these CCQs: 1. Is the enemy our friend? (n); 2. Is the neutral our friend? (n); 3. Is the neutral our enemy? (n, they're not friends and not enemies); 4. How about unknown, are they friendly or enemies? (we don't know, they could be friendly, enemies or neutral). Give Ss 2-3min to do this. For FB, ask them to check in pairs. Then ask random Ss for the ans.



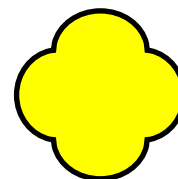
a. friendly



b. enemy



c. neutral

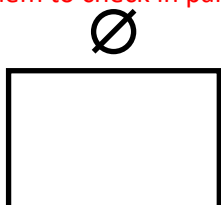


d. unknown

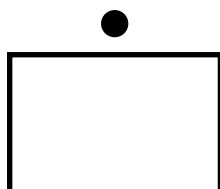
enemy // neutral // friendly // unknown

3) Label the symbols for **Unit Sizes**. Use the words in the box below.

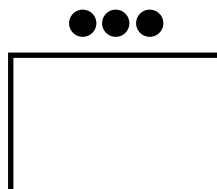
TN → Before ss start, direct them to the green box below. Ask the to read and ans the Qs: which is the biggest unit? (company). Which is the smallest? (Fire team). Now give them 2-3min to do this. For FB, ask them to check in pairs, then ask random Ss for the ans, one S per ans.



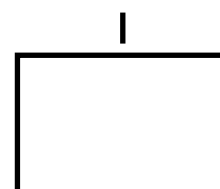
a. fire team





b. section



c. platoon



d. company

TN → The symbols for Unit Sizes in exercise 3 refer to units in the Australian Army, the British Army, and some other armies. In the United States Army, the symbol for an Australian 'section' refers to a 'squad'. A 'section' in the US Army can include 2 or 3 'squads'. The symbol for an American 'squad' is  and the symbol for an American 'section' is .

platoon // fire team // company // section *

*** UNIT SIZES:**

platoon → 20-60 soldiers

fire team → 4 soldiers

company → 100-300 soldiers

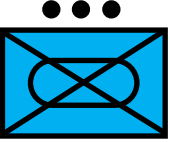
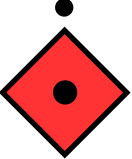
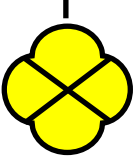
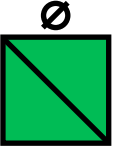
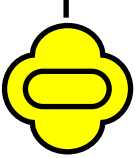
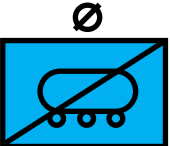
section → 8-12 soldiers

4) Let's practise saying the words. Pay attention to the stressed syllables/words e.g. infantry. Listen and repeat.

TN → Play recording twice. The 1st time, ask Ss to look at the vocab boxes in exercises 1-3 while you play. Ask them why some syllables are underlined (because these are the stressed syllables in each word that has more than one syllable). Play the recording and get the whole class to repeat 2 times after each word. Then play it again, but this time, ask Ss to put their handouts away; they will only listen and repeat without reading. This time ask individual Ss to repeat. Correct pronunciation if needed, especially with stressed syllables.

5) Use what you learned in exercises 1-3 to describe the complete unit symbols below. The first has been done for you.

TN → Tell Ss “We’ve learned the type of unit, if they are friendly or enemy, and the size of the unit. Now let’s mix it all together”. Show this exercise for all to see. Tell ss the first word comes from exercise 2 (unit colour and shape), the second word from exercise 1 (unit type) and the third word from exercise 3 (unit sizes). Give Ss 5-7min to do this. Monitor and help if needed. For FB, ask Ss to check in pairs. Then ask random Ss to come and write their ans on the board. If the ans is incorrect, after all ans are on the board, check as a whole class and if there are any incorrect ones, elicit the correct ans from the class.

	<i>unit colour and shape ↓</i>	<i>unit type ↓</i>	<i>unit size ↓</i>
a.  A	friendly	mechanised infantry	platoon.
b.  An	<u>enemy</u>	<u>artillery</u>	<u>section.</u>
c.  An	<u>unknown</u>	<u>infantry</u>	<u>company.</u>
d.  A	<u>neutral</u>	<u>recon</u>	<u>fire team.</u>
e.  An	<u>unknown</u>	<u>mechanised</u>	<u>company.</u>
f.  A	<u>friendly</u>	<u>armoured recon wheeled</u>	<u>fire team.</u>

TN → Extension – Give out two strips of paper to each S. Ask them to draw a symbol and the correct phrase for this, on each of the two strips of paper. Monitor and check these.

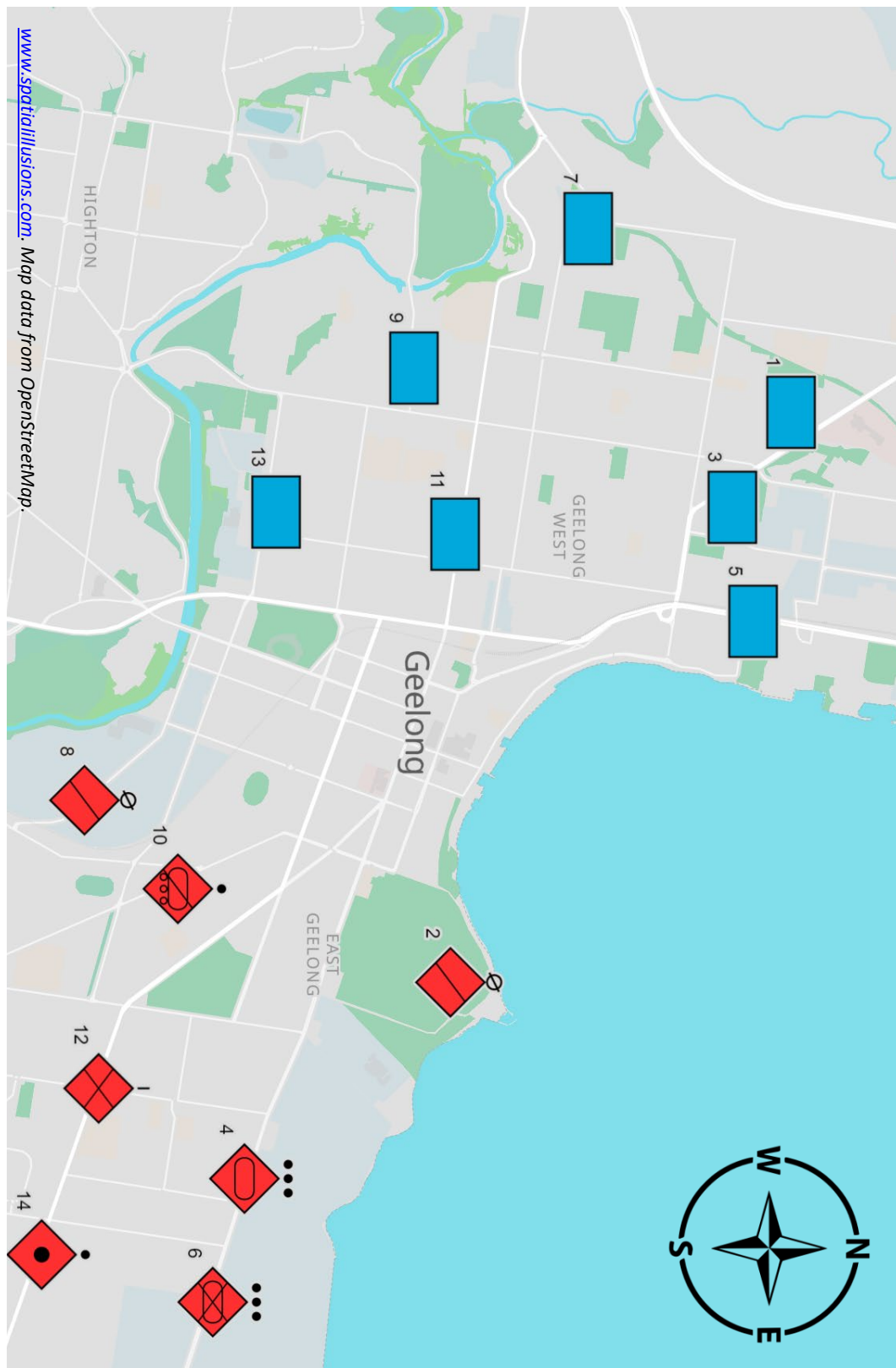
Collect all the symbols so that now everyone has only one piece of paper each i.e. the phrases. Shuffle the strips and hand the symbols back to the ss. Make sure Ss don’t get a matching symbol to their phrase. Tell the Ss they much find the correct symbol for their phrase. They must walk around the class, saying their phrase, until they find another S who has that correct symbol. They should keep the matching pair. When all matches have been made, they sit down. For FB ask Ss to show their symbol and the say the correct phrase. Everyone listens and checks.

6) Work with a partner and complete the map. Student A, **stay on this page**. Student B **go to page 5**.

TN → This is an information gap task where Ss will have to ask and ans Qs in order to complete their map. Ss decide who is student A and B. Then, go over the bullet points on the next page with the whole class. Ask these ICQs: 1. Student A, are you going to look on page 5? (no!); 2. Student B, are you going to look on page 4? (no!); 3. On the map, are units 1, 3, 5, 7, 9, 11 and 13 friendly or enemy? (friendly). And the others? (enemy); 5. Are you going to use the Language Box to help in the conversation? (y); Are you going to ask one Q, then your partner asks you another Q and so on? (y, they must take turns asking and answering); 6. Are you going to spend some time to think about the questions you're going to ask? (y). Give them 1-3min to go over the Language Box and plan what ans they're going to use. Monitor and provide help if needed. When they're ready, they can start. Monitor and provide help, especially with pronunciation. for FB, the pairs show each other's page so they can compare. Then ask random Ss what they symbols are for each unit 1-14.

STUDENT A

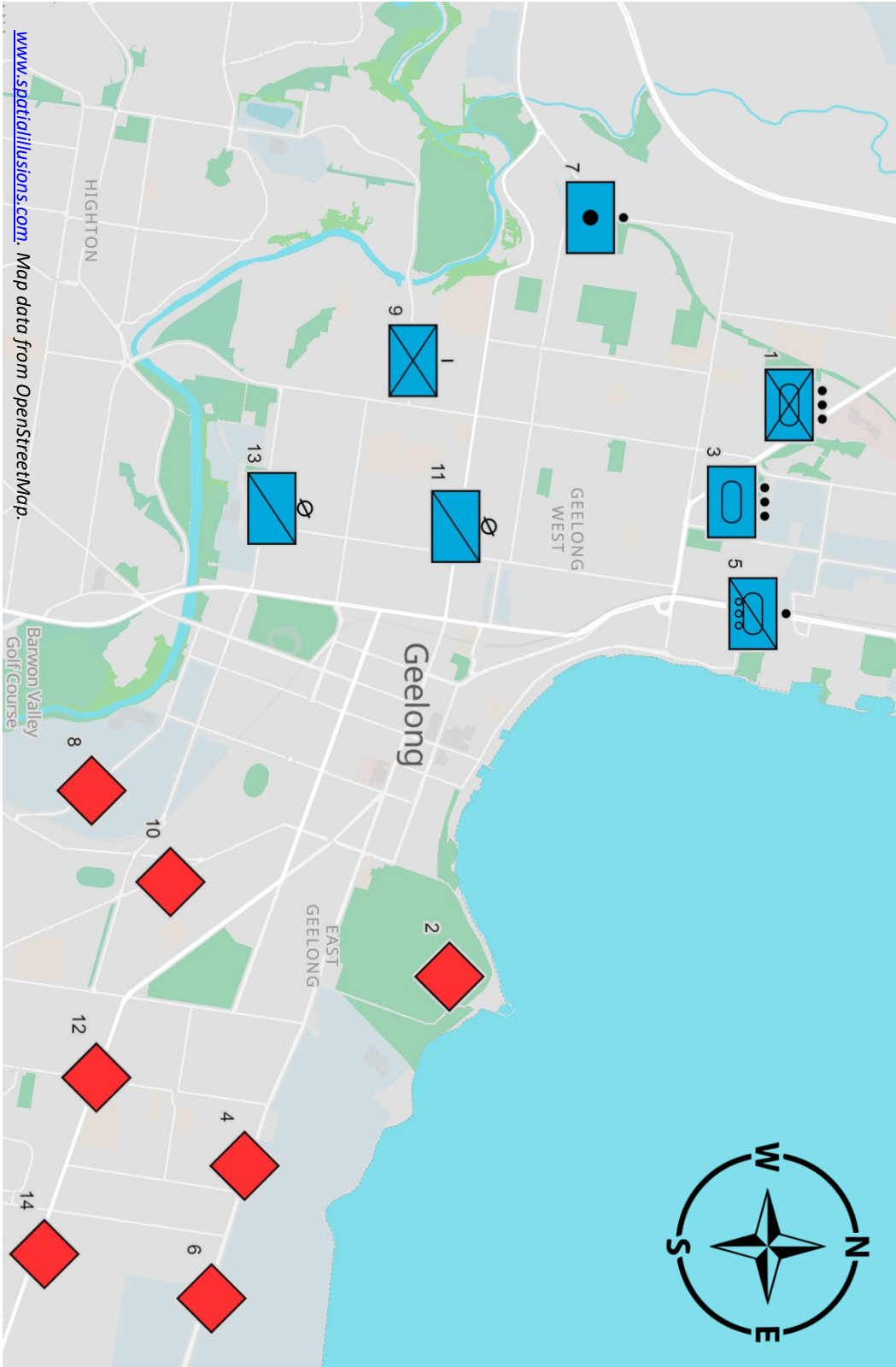
- You have information that student B needs. Student B has information that you need.
- Take turns asking and answering questions. Use the Language Box to help you.
- Start by asking student B about place number 1. Then draw the symbol in box 1.
- Now answer Student's B question about box number 2.
- Keep asking and answering until you both have a complete map.



<p>LANGUAGE BOX</p>
<p>Student A asks: What unit can you see in place number 1? Student B answers: I can see a _____ in place number 1. Student B asks: What unit can you see in place number 2? Student A answers: I can see a _____ in place number 2. And so on...</p>

STUDENT B

- You have information that student A needs. Student A has information that you need.
- Take turns asking and answering questions. Use the Language Box to help you.
- Start by answering student A about place number 1.
- Now ask Student's B question about box number 2. Then draw the symbol in box 2.
- Keep asking and answering until you both have a complete map.



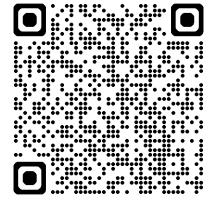
LANGUAGE BOX
<p>Student A asks: What unit can you see in place number 1?</p> <p>Student B answers: I can see a _____ in place number 1.</p> <p>Student B asks: What unit can you see in place number 2?</p> <p>Student A answers: I can see a _____ in place number 2.</p> <p>And so on...</p>

- Watch this YouTube video and draw and write the names of the symbols that were not included in this lesson. Type on YouTube [Wargaming Basics - Military Symbology](#) or scan the QR Code to the right →



TN → You can either play the video for all to see, or ask Ss to scan the QR code and watch it on their devices. **Start watching from the 2:20min mark.** Ans: engineer (6:17min), airborne (7:12min), self propelled artillery (8:55min). **Extension** – Before Ss watch the video again, say “There is a reason the symbols are like that. Why? For example, the symbol for infantry is a cross because Napoleon’s soldiers have a ‘cross strap’ on their uniform, so this was a good way to show infantry on a map. What about the others?” Ans: Cavalry (or recon) – because of the chest strap, or sabre belt on the riders’ uniforms; artillery – because of the shape of the cannonballs; Armour (or mechanised) – because of the shape of the tracks on tanks; Engineer – the shape is similar to a bridge; Airborne – the shape of a seagull; Armoured Cavalry (or Armoured Recon), Mechanised Infantry and Self Propelled Artillery – it’s a combination of two symbols.

- 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. →



TN → 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: Jungle Warfare Training (Listening)
Lesson: Out Field (Listening)

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