



# Military English

CEFR A2 / ADFELPS 4  
and above

## Lesson: Jungle Warfare Training – Reading

**TEACHER'S COPY**

### Overview:

This lesson presents vocabulary related to joint training.

### In this lesson, you will:

- ✓ read a text for main ideas
- ✓ find specific information in a text
- ✓ learn the meaning of new words and practise talking about Jungle Warfare Training.

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

**TN →** Read the instructions together. Allow students (Ss) 5 minutes to discuss in partners or small groups. Monitor and support Ss with vocabulary and ideas as necessary. Come back together as a class and ask some Ss to share their ideas.

### Prepare for Reading

1) Look at the photos of soldiers training in **Tully**. Use your guessing skills and talk to your friends:

- What did they do during the training?
- What did they learn?
- What was hard?
- What was fun?



An Indonesian Army Officer at the Tully training area during the Junior Officer Combat Instructor Training (JOCIT) course conducted by the Australian Army.

**TN →** Read the instructions together. Have Ss work with a partner and guess. Use the recording to have Ss listen check and repeat. The hardest one is foliage, which in the Aus accent only has 2 syllables.

2) There are some words we need for today's reading in the box. Match them with the pictures.

// compass // maps // GPS // foliage // region //



a. region



b. compass




c. GPS



d. maps



e. foliage

3)  Listen and check your answers.

**TN →** Read the instructions together. Ss should skim the text. Since this is headings matching, key words may not be useful at all and might even confuse Ss. Discourage stopping to look up words on phones. Allow Ss 5 mins or so for the activity. Have Ss compare their answers with their partner, but do not check answers. Ss do this in the next activity.

## Reading

4) Read – quickly! – an interview with a soldier from the Indonesian Army. Match the questions to his answers.

What did you learn there?

What were the biggest challenges?

What did you enjoy most about the training?

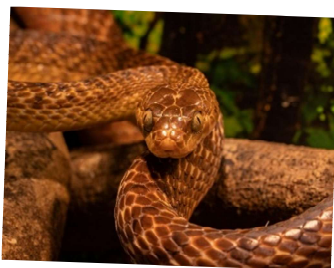
Why were you in Tully?

a. Why were you in Tully?



I was in Tully as part of a **joint training exercise** with the Australian and Indonesian armies. Tully is in Queensland at the top of Australia. The training was to improve our jungle warfare skills. We learned about **going on patrol** in the jungle and many skills for jungle warfare.

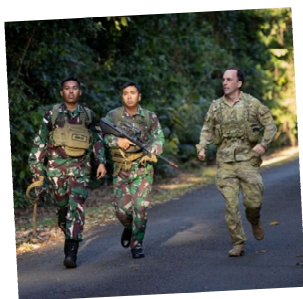
b. What did you learn there?



A lot! Before we started, we listened to a **briefing** about some of the **natural hazards** at Tully. The Commanding Officer told us about things in the jungle in Tully we should be careful of. I was scared about the snakes! But the Australian officer said that they are more afraid of us. My favourite thing I learned was making **booby traps**. These are hard to see but can kill and hurt the enemy. We also learned that jungle warfare is different to other types of warfare. You are not just fighting the enemy but also dealing with the challenges of the **terrain**. It can be difficult to fight in the jungle. I learned a lot during the training.

c. What were the biggest challenges?


Some of the training was very hard! Even going on basic **manoeuvres** in the jungle can be challenging. All the trees mean that GPS often doesn't work well, so you have to use a compass and maps a lot more. The thick jungle means that the enemy can easily surprise and **ambush** us, so **concealment** is important. We used foliage like leaves and trees to **camouflage** and hide ourselves. In one exercise, we had to **infiltrate** the enemy camp. This means we tried to get into their camp. It was hard and fun to practice **guerrilla warfare** and the special **tactics** we can use in the jungle. Sadly, one of the soldiers in my **platoon** hurt his leg on a rock under the leaves. The jungle can be very dangerous and challenging.



d. What did you enjoy most about the training?

The best part was working with the Australian soldiers. We are neighbours, so it is good to practice working together. The jungle is still an important part of our region. This means training to fight in the jungle is very important. It was a very fun training exercise.

**TN →** Read the instructions together. Encourage Ss to listen for pronunciation, especially of the target vocabulary in bold as they listen and check their guesses. To make sure Ss are on task and to support dyslexic readers, ask students to follow along with their finger as they read. To round off the activity, ask Ss if their guesses were good (How many did you get right?) and ask if any were hard.

5)  Listen and check your answers from exercise 4.

6) Read the article again. Find the answers to these questions in the text. Look at the example.

- a. Where was the training? Tully, Queensland, Australia
- b. What animal was the soldier scared of at first? snakes
- c. What is different and difficult about jungle warfare? fighting the enemy & challenges of terrain
- d. What can stop GPS from working in the jungle? all the trees
- e. How did they make themselves hard to see in the jungle? used foliage like leaves and trees
- f. Why is it important for Australians and Indonesians to work together? They are neighbours

- 7) Look at the words in bold in the reading. We will match them to their definitions next. First, look at them in the sentences and talk to your friends. Have you seen them before? What part of speech are the words? What do you think they mean?

**TN →** This stage is useful in helping students develop their meaning from context skills. This is an important skill set to have because no one (including native speakers) knows all the words in all texts. Read through the instructions and the blue box as a class. Encourage students to talk through their guesses with a partner so they can support one another. No need to check ans at this stage. Students will do this in the next stage.

## Learning Military Vocabulary

- 8) 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.

**TN →** Ask Ss to look at the example. Explain: 1. match the words in bold on the left with the definition on the right; 2. the tables are separate so the ans for table one are only in table one. Give Ss 10 mins. It's important to monitor. Go around the class and randomly check Ss' ans. If they're incorrect, just say they're incorrect and let them work out the mistake. Encourage referring back to the text to find clues. Give Ss more time if necessary. Then ask them to check with a partner. No need to check answers at this stage since Ss will listen and check.

Table 1






a <b>joint training exercise</b> with the Australian and Indonesian army	<b>f</b>	a. (n) a group of soldiers leaving a safe area to check for anything dangerous or to watch what is happening	
<b>going on patrol</b> in the jungle	<b>a</b>	b. (n) dangerous things in nature that can cause harm	
listened to a <b>briefing</b>	<b>g</b>	c. (n) physical features of an area of land such as hills, rivers, forests, and roads	
some of the <b>natural hazards</b>	<b>b</b>	d. (n) planned movements of soldiers or military vehicles	
making <b>booby traps</b>	<b>e</b>	e. (n) hidden objects or devices designed to hurt or kill someone unexpectedly	
challenges of the <b>terrain</b>	<b>c</b>	<b>f. (n) when personnel from different militaries learn together</b>	
going on basic <b>manoeuvres</b>	<b>d</b>	g. (n) a short meeting where someone in charge tells a group of people important information about a job or task they need to do	

Table 2

the enemy can easily surprise and <b>ambush</b>	k	h. (n) a small group of approximately 30 soldiers (Australian Army).	
<b>concealment</b> is important	n	i. (n) a way of making people or equipment look like their surroundings so they are harder to see	
leaves and trees to <b>camouflage</b>	i	j. (n) a type of fighting done by small groups who are not part of a regular army. They often use surprise attacks and hide in places like jungles or mountains to fight against a larger and stronger enemy.	
to <b>infiltrate</b> the enemy camp	m	k. (n) a surprise attack where soldiers hide and then suddenly attack an enemy that is passing by. The enemy does not see the attack coming.	
to practice <b>guerrilla warfare</b>	j	l. (n) the small plans and ways that soldiers fight in a battle. It's how they try to win.	
<b>tactics</b> we can use in the jungle	l	m. (v) to secretly move into an enemy area or position without being seen	
one of the soldiers in my <b>platoon</b>	h	n. (n) when soldiers or equipment are hidden so that the enemy cannot see them	

9)  Listen and check.

**TN →** Play the recording and then **quickly** check answers if you think Ss are still confused.

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

**TN →** Play the recording. There is time for 1-2 repetitions after each time the word is said. Be careful as Ss say camouflage /'kæməflɑ:ʒ/ and manoeuvres /mə'nu:vəz/ as these look a lot different than they sound! Also note that /'fɒlɪdʒ/ and /'nætrɪ/ have 2 syllables not 3 in Australian English.

**TN →** Finally, CCQ as needed. You don't have to CCQ every word (unless students have really struggled!) Maybe choose 3-4 that you worry students might find hard. Some example CCQs – You need about 30 soldiers to make a ... (platoon). This is when people fight who are not part of the army. (guerrilla warfare). When you make yourself hard to see, this is ... (concealment). If you are moving in a planned way, you are on ... (manoeuvres) Jungles and mountains are types of ... (terrain).

## Practice

11) Complete the questions with new words from the box.

**TN →** Read the instructions together. Allow Ss a few minutes to complete the activity either with a partner or by themselves. Check answers as a class and then have Ss discuss the questions in pairs or small groups. Monitor and make sure Ss understand the questions.

// ambush // platoon // natural hazards // briefing // tactics // conceal //

- What natural hazards do you have to be most careful of in jungle warfare?
- What was the last briefing you went to? What important information did you hear?
- What tactics can soldiers use in the jungle?
- How can a platoon work well together in the jungle?
- How would you conceal your platoon's position in the jungle?
- What should soldiers do if their patrol is caught in an ambush?

12) Discuss the questions above with your partner to practise the new words.

13) Stand up and walk around the room. Can you find a different person for each of the ten items?

**TN →** Write “Find someone who wants to go to Tully.” on the board. Ask Ss how to form the question. (Do you want to go to Tully?) and then elicit a follow up question (Why? What would you like to learn there? etc) Read the activity instructions together. Tell Ss to walk around the room and try to find one person for each item. If they find someone, encourage Ss to ask follow up questions. Set a time limit for the activity (maybe 10 mins, but you could ask Ss to find 2 ppl if you want them to spend more time). At the end of the time, come back together and ask a few Ss to share one interesting thing they learned with the class.

## FIND SOMEONE WHO...

...wants to go to Tully.

...is scared of snakes.

...wants to go on a joint training exercise.

...has made a booby trap.

...has been to a briefing this month.


...likes one of the same things about jungle warfare training as you.

...thinks jungle warfare training is challenging.

...thinks jungle warfare training is not too hard.

...like going on patrol in the jungle.

...has the same favourite terrain as you.

-  Watch this video about joint training exercise with Japan and Australia. Type “[Cavalry comes to grips with jungle conditions](#)” on YouTube or scan the QR code →

- Imagine **you** are on this training. Make a list of things you enjoy and things you find challenging. Compare your list with your partner.

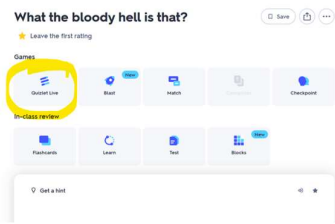
**TN →** This is a 3-minute video. You can do it in class or set it for homework. In class, play the video twice and have Ss make their lists as notes as they listen and then discuss their ideas with their partner. You could also have Ss either write a list or a short paragraph for homework.



- For more [practice](#) with the words you’ve learned here, scan the QR code. →

**TN →** If you have time left over, and your Ss have phones with internet play Quizlet live to lesson. You will need to be logged into Quizlet for you to start the game as a teacher. Other see the icon. Here is a video on how the game works - <https://www.youtube.com/watch?v>





**TN →** If you don't want to play Quizlet live (or if you don't have the internet) there are many other games you could play to round off the lesson such as *Back to the Board*. Instructions here: <https://www.youtube.com/watch?v=p7j-2xteKB4> (I know the videos is kids, but it works for all ages, I promise!)

- This lesson links with → Vocabulary Builder – What's in your webbing?  
Vocabulary Builder – Parts of a Tactical Field Kit  
Lesson – Jungle Warfare Training - Listening

© Commonwealth of Australia 2025

This work is copyright. Apart from any use as permitted under the Copyright Act 1968 (Cth), no part may be reproduced by any process without prior written permission from the Department of Defence.