



## Military English

### Vocabulary Builder – Types of Army Weapons (Infantry)

**TEACHER'S COPY**

#### Overview:

This worksheet lists vocabulary for types of weapons used by the army.

#### In this vocabulary builder, you will:

- ✓ use vocabulary related to types of army weapons.

1) Label the **weapons**. Use the words in the box below (continues next page).

**weapon (n)** /'wepən/ - Something people use for fighting or protection e.g. a knife, a bomb.

\* The machine gun and submachine gun are different weapons but students may get confused. There are differences in use; basically 'sub' in this case means smaller. Submachine guns use smaller bullets. If a student asks, you could ask the class, as it's likely a student will know the difference and they can explain to the rest of the class.



MP5 9mm

a. submachine gun \*



MAG58

b. machine gun \*



Browning 9mm  
Mark 3

e. pistol

Explain to students that this picture has two answers.

The rifle is called a Steyr EF88 and the extra part (item d) is the grenade launcher.

c. assault rifle



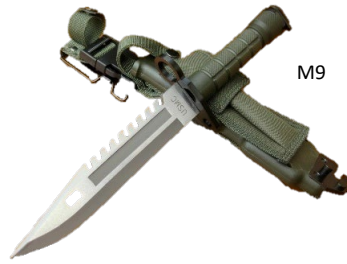
Steyr  
EF88

SL40

d. grenade launcher

assault rifle // machine gun // pistol // submachine gun // grenade launcher

f. bayonet



M9



M224A1



SR98

j. sniper rifle

g. mortar

This is also called an **anti-personnel mine**.



M18A1

Students may be familiar with the word "mine" as a land mine but this one is different. Both are "anti-personnel mines" but a claymore is a type of "anti-personnel mine".



F1

k. grenade

h. claymore



Remington 870P

i. shotgun



M4 Carl Gustav

l. recoil-less rifle

mortar // grenade // claymore // bayonet // sniper rifle // recoil-less rifle // shotgun

2) Now let's listen to the words practised in this worksheet. Listen and repeat.

Play recording of the words covered in this worksheet and ask students to repeat. First as a class, then select a few random students to repeat individually.

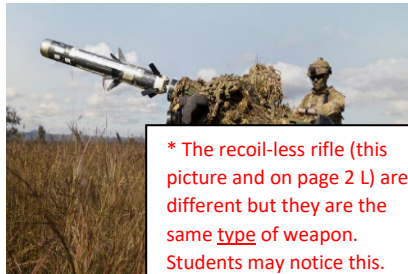
3) Can you remember the types of weapons from pages 1 and 2? Unscramble the words under the pictures and write them in the space. Look at the example.



a. g r e n a d e

l a u n c h e r

DEGNREA LNAHRUCE



\* The recoil-less rifle (this picture and on page 2 L) are different but they are the same type of weapon. Students may notice this. The one pictured here is called a "javelin"

b. r e c o i l -

l e s s r i f l e \*

ICOERL-LSSE RLFEI



c. m o r t a r

MTORRA



d. b a y o n e t

ONAEPTY



e. a s s a u l t

r i f l e

STSAAUL LRIEF



f. s n i p e r

r i f l e

PSRNIE FLERI



h. m a c h i n e  
g u n \*

\*Note

See notes Q1. Again students may get confused with these.

MINHEAC NGU



i. g r e n a d e

NGEREAD



g. s u b m a c h i n e  
g u n \*

HIASUEBMCN UNG



j. claymore

RECLMAYO



k. pistol

TOPILS



l. shotgun

USNOGTH

- 4) Talk to your partners and discuss the questions.
- Which of the weapons do you know how to use?
  - When and where did you use them?
  - Which have you NOT used before?
  - Which of the weapons from this lesson can you find in the army of your country?

Before having students discuss these questions alone model a question and response with stronger students or elicit a possible answer from the class e.g. Q 4a. What weapons do you know how to use? I know how to use an assault rifle.

If needed supply ss with any words from the lesson as you monitor and listen to the students' discussions.

- This lesson links with → Lesson – Jungle Warfare Training

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