

Military English

Vocabulary Builder: Types of Military Aircraft - Fixed Wing

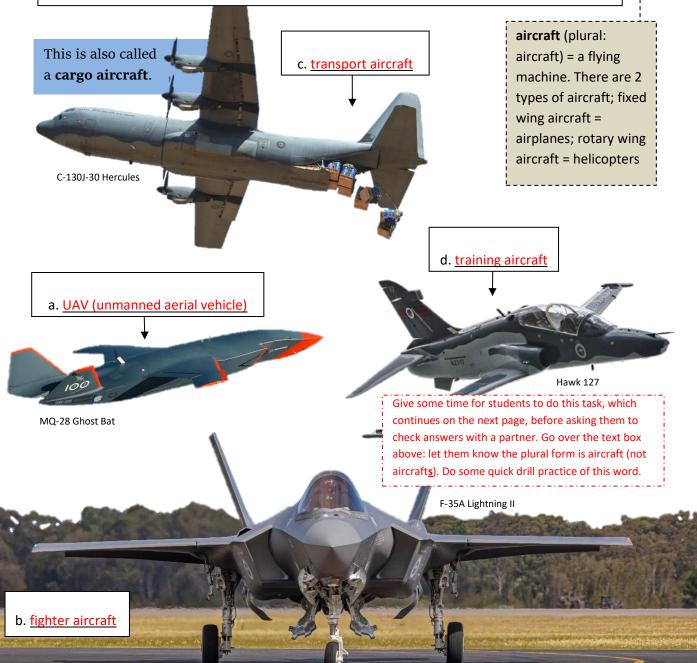
Overview:

This worksheet presents vocabulary related to types of fixed wing military aircraft.

In this lesson, you will:

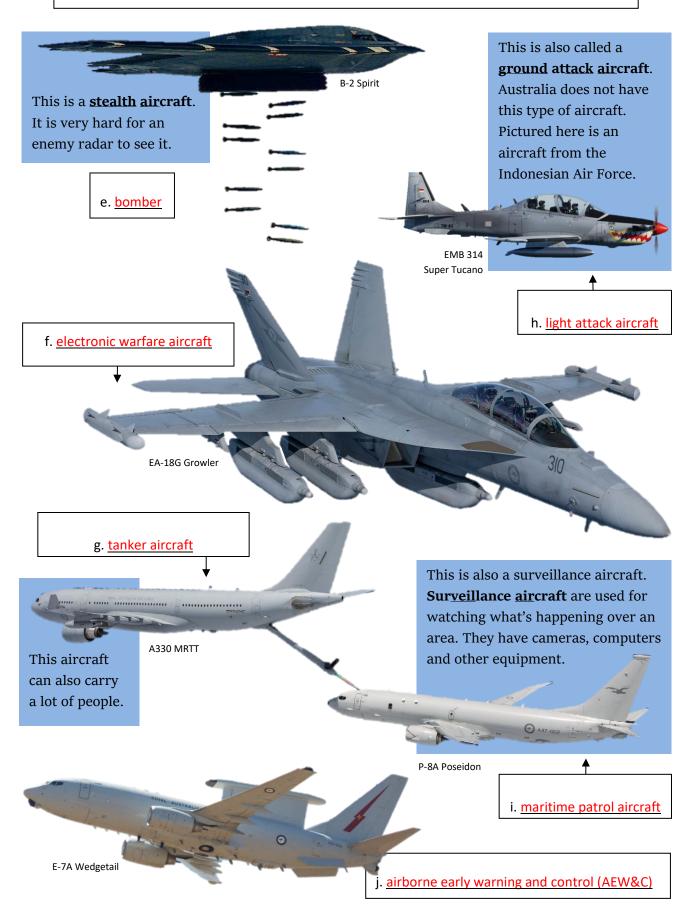
- ✓ use vocabulary related to fixed wing military aircraft.
- 1) Label the pictures of different types of aircraft. Use the words in the box below.

training aircraft // fighter aircraft // UAV (unmanned aerial vehicle) // transport aircraft



2) Continue to label the pictures. Use the words in the box below.

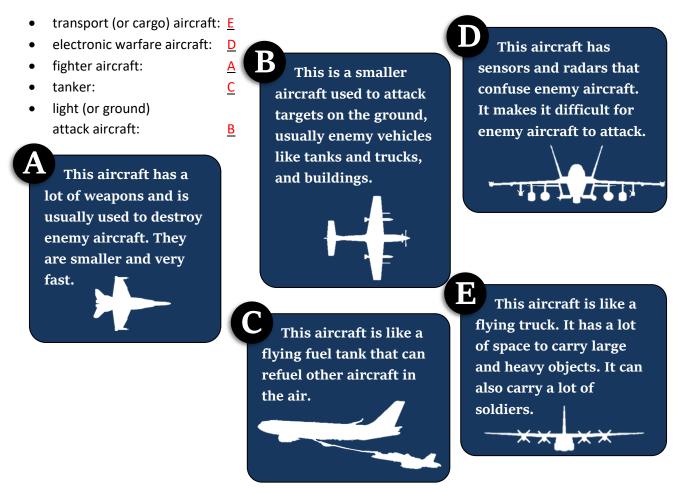
<u>air</u>borne <u>early warn</u>ing and con<u>trol</u> (AEW&C) // <u>bomb</u>er // <u>mar</u>itime pa<u>trol air</u>craft // <u>light</u> at<u>tack air</u>craft // <u>tank</u>er <u>air</u>craft // elec<u>tron</u>ic <u>war</u>fare <u>air</u>craft



DITC - Military English. Vocabulary Builder: Types of Aircraft (Fixed Wing)

Note on task one and two. If students are confused about some aircraft looking similar, explain the following. <u>TASK 1</u> - the main difference between a fighter aircraft (item b) and a trainer aircraft (item d) is that fighters are usually larger and faster, carry only one crew (the pilot) and have more sophisticated equipment such as radars. <u>TASK 2</u> - the aircraft in item f looks like a fighter, but the pods under the wings is what differentiates them. These pods are not weapons; they are sensors and radars that enable it to carry out its missions. The aircraft in letter i, is different to the one in letter j. A maritime patrol aircraft's mission is to find and hunt down enemy vessels. The one in letter j is a command centre that keeps track of where all airplanes are so commanders can make better decisions. Also, the large radar mounted on top of the fuselage of aircraft in letter j is the main visual difference in these two aircraft.

- 3) Let's practise saying the words from exercises one and two. Listen and repeat. Play recording and get students to repeat after each repetition. Then drill all items again; first with all the class, then with smaller and smaller groups (use gestures to show them who is to repeat), until only one student is left. Correct any issues they have with pronunciation.
- 4) What is each aircraft used for? Write the letter next to the type of aircraft, then check your answers with a partner. Ask students to read each blue box and select the correct type of aircraft. If necessary, do letter A with them as an example. Get them to check with a partner, then ask students individually to give their answer out loud to the whole class.



- 5) What about your country? What types of fixed-wing aircraft do army, navy and air force have? Discuss with a partner. So that students know what to do, ask one student (a more fluent one is best) to name a type of aeroplane in use in his/her armed forces. Make sure the whole class can hear him/her. As a follow up question, you can ask the same student which service (army, air force, navy) the aeroplane they just mentioned is from. Now ask students to do the task with a partner, or in small groups. Give enough discussion time, then ask 1 or 2 random students to say which aeroplane their group came up with (and perhaps which service these are from). Correct pronunciation as needed.
- This lesson links with \rightarrow

Vocabulary Builder – Military Vehicles Vocabulary Builder – Parts of an Aircraft

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