



Military English

Lesson: At a Firing Range - Listening

TEACHER'S COPY

Overview:

This lesson is about vocabulary used at a firing range, especially the words of command that a range Officer in Charge uses.

In this lesson, you will:

- ✓ practice reading
- ✓ listen for gist
- ✓ listen for detail
- ✓ learn the meaning of new words in context
- ✓ practise using new words

This lesson should be taught after VB – Parts of a Firing Range. This VB presents a lot of the vocabulary included in this lesson and thus will make it much easier for ss to make the most of it.

Prepare for Listening

- 1) Discuss these questions with a partner.
 - a. How often do you do weapons training?
 - b. Which weapons do you use at the firing range?
 - c. Are you a good **marksman**?

SS discuss questions in groups of 2-3. Explain the meaning of **marksman**. You may need to explain the meaning of firing range. If this is the case, use the picture below to elicit it. Explain the meaning of weapon by referring them to the three weapons on the right. Monitor and provide help (with pronunciation, grammar, for example) if needed. For FB, ask one random student in the class for their answer – one student per question.

marksman (n) – someone (male or female) who is good at using weapons such as:



Listening

- 2) At a shooting practice, it's important to listen and follow instructions. Listen and match the instructions you hear to the headings below. The first one is done for you. Then, check your answers with a partner. *In this task it's not important for ss to understand all the words. Tell them the audio recording has four parts and all they need to do at this point is to listen to get an idea of what the text is about, and what each part is about. No dictionaries at this point.*
- orders just before shooters start shooting RECORDING 3
 - instructions on how the shooting practice will happen RECORDING 2
 - orders just after the shooting is finished RECORDING 4
 - instructions on how to be safe at the range RECORDING 1
- 3) Listen to the recording again to check your answers. *Tell ss you'll play the recording again. After, ask them to check their answers and make any changes, if needed. Get them to check their answers in groups of 2-3. For FB, ask random ss to give their answers to the whole class. If they give the incorrect answer, ask another one.*
- 4) Listen to the recording one more time and choose the correct answer. Look at the example.
- Who is speaking?
 - the Commanding Officer
 - the range Officer in Charge (OIC) *...I'm the OIC... (explain that it's more common to refer to the Officer in Charge as the OIC)*
 - How many people are doing the practice?
 - 9 *...There are 9 people doing the shooting practice today...*
 - 25
 - What weapon are the shooters going to use?
 - Pistol *...You'll be firing a pistol today...*
 - assault rifle
 - The shooters will have to shoot quickly
 - yes
 - No *...We've got plenty of time today, so don't hurry...*



Learning Military Vocabulary

- 5) The words in bold in the text are important military vocabulary that you should learn to use. Match the military words on the left to their definitions on the right on tables one, two and three. Look at the example.

Table one



we'll have one detail of 5 shooters (n)	e	a. to make a weapon safe by pressing a button or lever	
we'll have one detail of 5 shooters (n)	d	b. = bullets	
you don't take your weapons there (n)	c	c. an object such as a knife, gun, bomb, etc. that people use to fight or attack somebody	
one magazine of 10 rounds (n)	b	d. someone who fires a weapon such as a pistol	
apply safe and keep your weapon pointed downrange (v)	a	e. a group of shooters (or firers)	

Table two


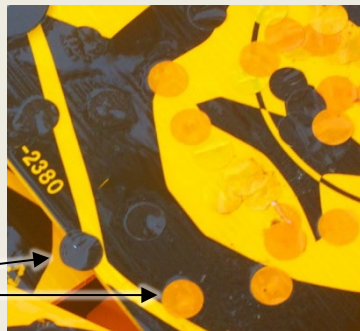
if you hear stop, stop, stop (v)	j
the rate of fire will be single shots (v)	g
the rate of fire will be single shots (v)	k
detail, action! (v)	h
you're going to fire in your own time (n)	f
detail, unload! (v)	i

f. no time limit to fire a weapon; shooters can be as quick or as slow as they want
g. an instruction on how a shooter fires their weapon at the range e.g. single shot (one shot at a time), bursts of 3 shots (three shots at a time), etc.
h. when the OIC gives this order, shooters cock their weapon (they move a part of the weapon so that it's ready to fire)
i. an order for shooters to make sure there are no rounds in the weapon; after they do this, the weapon is safe
j. when there is danger, the range Officer in Charge (OIC) says this; it means the same as 'stop firing/shooting!'
k. this instruction means the shooter fires one shot at a time e.g. fire, aim, fire again, etc.



Table three

If a firer is injured (n) You'll notice in the recording the OIC uses the words 'firer' and 'shooter' to refer to the same thing. Explain to ss that firer and shooter has the same meaning.	n
Detail, take up your weapon! (v)	o
Detail, instant! (v)	l
Detail, fire! (v)	m
grab your target and patch out the target (v) If ss are confused, tell them that after the firing practice, the firers have to get the targets ready for the next firing practice. They do this by using round stickers of different colours. They cover the bullet holes with these stickers.	p

l. move the safety catch to fire	
m. to pull the trigger of a weapon	
n. someone who fires a weapon (firer = shooter)	
o. pick up your weapon	
p. to put stickers on the target to cover the bullet holes. This means another firer can use the same target later.	

- 6) Now let's practice saying the words. Listen and repeat. **Play the recording and ask the ss to repeat after each word. It's important, however, to make the ss pronounce these words more than twice. To do this, after the recording, ss repeat each word again – ask the whole class to repeat it twice, then ask individual ss at random to repeat. Correct any inaccurate pronunciation.**
- 7) Now use words from exercise 5 to complete these sentences. Check with a partner when you're finished.
- During my weapon practice test there were four details so I had to wait a long time to shoot.
 - During basic training, recruits learn to clean their weapon.
 - When soldiers are not using their weapon, they must always apply safe.
 - New shooters/firers can get quite nervous during their first weapons training.
 - The pistol I use for range practice has a magazine with 13 rounds.
 - The rate of fire in the practice session yesterday was in your own time. This means I could fire a round, apply safe, breathe, move my shoulders and prepare for the next shot.
 - A: "What do the words firer and shooter mean?"
B: "They both have the same meaning; it's the person who fires a weapon at a range practice."
- 8) Complete the crosswords on pages 5, 6. Work with a partner and decide who is student A and B. Student A, read the instructions on page 5. Student B, read the instructions on page 6. **In this game of crosswords, ss will work in pairs. It's important that they understand the rules and follow them. This will ensure they will not only complete the crosswords, but do some speaking as well. Before ss turn to page 5 (or six), tell them they are going to work with a partner. Each pair has to decide who is student A and who is B. Then direct ss A to page 5 and ss B to page 6. They are not to turn pages during this exercise. Tell them at first they will only complete the words on their page i.e. student A completes numbers 1, 2, 3, 4 and student B completes 5, 6, 7, 8. Once they've finished this, ask them to check their answers with another student i.e. student A checks with another student A; student B checks theirs with another student B. While they're completing the crosswords, and checking their answers, monitor and provided assistance if needed. Once they've finished checking with a partner, get them back to their original pairs. Now ss will take it in turns to read their clues to their partner. Their partner has to listen carefully and try to guess what the word is. Once this is done, give FB by asking random ss for the answers, one student per answer.**



Australian Defence Force personnel can also train their marksmanship skills on the Weapon Training Simulation System (WTSS), available in several bases around the country.

WTSS is pronounced /wets/

Student A – instructions:

- Stay on this page and don't turn to page 6
- You will work on clues 1-4 below. Student B will work on the other clues.
- When you and your partner are finished, your partner will read his/her clues to you and you will have to guess the words.
- Then, you will read your clues (not the words, but the clues) to your partner. He/she will have to guess what the words are.
- Check that you have the same answers.

	¹ S	² T	O	P	S	T	O	P	S	T	O	P
		A										
		K										
		E										
		U										
		P										
		Y										
		O										
		U										
		R										
		W										
		E										
		A										
		P										
		O										
		N										

³ D	E	T	A	⁴ I	L
----------------	---	---	---	----------------	---

⁵												
--------------	--	--	--	--	--	--	--	--	--	--	--	--

⁶												
--------------	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--

--	--

Practice

- 9) Work with a partner. Explain what each **word** means in these range commands. *Ask students to take it in turns to explain the meaning of the words. Tell them they can use gestures (mimic) and/or sounds (e.g. the sound of a weapon firing, or cocking). NB – the command '25 metres' means the distance the target is to the firers.*

a. **Detail**, with the magazine containing 5 **rounds**, **action!**

b. Detail, **25 metres**, 15 rounds, **in your own time; instant; fire!**

c. Detail, **unload**, and place your weapon on the ground.



- 10) In small groups of 2-3, discuss these questions.

- What's your favourite weapon to use at a range practice? Why?
 - What are the differences in commands the OIC gives in firing ranges in your country's military? For example, the order of the commands, different commands, safety instructions, etc. *If possible, get students to work with someone else, so they can be exposed to different accents and levels of proficiency. Explain each question, by, for example, giving your brief answer to the questions. Monitor and provide assistance if needed, especially with pronunciation of the vocab they've just learned.*
- For more practice with the words you've learned here, scan the QR code.
 - This lesson links with → VB – Parts of a Firing Range
L – Marksmanship Principles



© Commonwealth of Australia 2024

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.

Transcript:

RECORDING 1 [Safety Brief] - Ok bring it in everyone. I'm SGT Capelli. Welcome to the range. I'm the OIC. A few words on safety. First, we have a red flag over there to your right, which is our assembly point. If there is an emergency, that's where we go. Behind me is the waiting area. There are 9 people doing the shooting practice today so we'll have one **detail** of 5 **shooters** and one detail of 4 shooters. Over there is the ammunition point. You don't take **weapons** there; you just take your magazines. You take and fill your own magazines. Later on I'll let you know how many **rounds** you'll be firing today.

Now look to your right. Inside that building we have our first aid kit. SGT Moore is our medic. If a **firer** is injured, he'll come to give first aid.

Ok, let me talk about the emergency stop signal. If you hear **stop, stop, stop**, I want you to **apply safe**, keep your weapon pointed downrange and wait for further instructions from me. If you see an unsafe practice you can say stop, stop, stop. If anyone hears that, they should apply safe and keep the weapon pointed downrange.

When firing, you must wear eye protection and double hearing protection, so both soft and hard hearing protection. When you are in the waiting area, only **soft hearing protection** is fine.

RECORDING 2 [Pre firing brief] - As I said before, we'll split into 2 details. You'll be firing a pistol today. Ok, once I finish the brief, I want you to go up to the ammunition point to fill your magazines. Then leave your magazines up on the mound where you know where they are. So, no magazines in the waiting area.

The **rate of fire** will be **single shots**. We've got plenty of time today, so don't hurry. I'll say again, single shots.

So actions on words of command used by the OIC. You'll hear '**action**' and then I will give you a fire control order and you are going to fire **in your own time**. When you've finished your rounds, **unload** and wait for further instructions.

You will shoot a pistol from 5 metres.

There are five circles on the target. I want you to shoot in the middle circle.

The firing practice today is going to be 10 rounds downrange with the pistol. After this brief, everyone is to fill up one magazine with 10 rounds.

If you have any problem during the shooting, raise your hand and a safety supervisor will come give you a hand.

Do you have any questions? Ok, off you go.

RECORDING 3 [Pre firing words of command] – Detail, **take up your weapon**. Detail, with the magazine containing 10 rounds, **ACTION!**

Detail, 5 metres, 10 rounds, in your own time, **instant, FIRE!**

RECORDING 4 [Post firing words of command] - Detail, **unload**, place your weapon on the ground. Detail, go grab your target, bring it back up, and **patch out the target**.