



# Military English

## Vocabulary Builder – Parts of a Vehicle Checkpoint

**TEACHER'S COPY**

**Overview:**

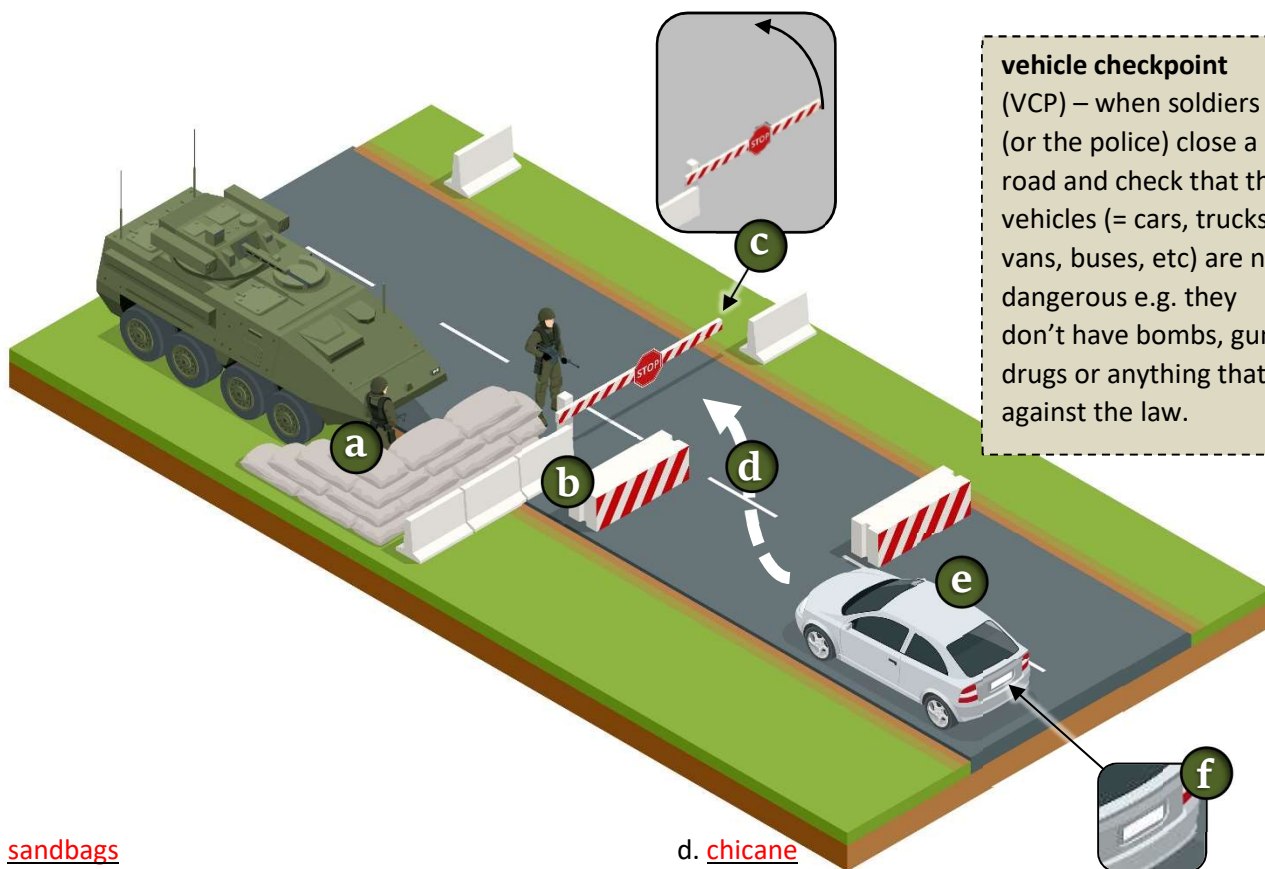
This worksheet lists vocabulary for military vehicle checkpoints.

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

- ✓ learn and use vocabulary related to military vehicle checkpoints.

Start by establishing the concept of checkpoint. Show page 5 of this file and ask ss to discuss the three Qs in grps of 2-3. Ans: 1. military vehicle checkpoint (a), airport checkpoint (b), border checkpoint (c); 2. ans will vary but could be: a. during a war or conflict, b. to make sure travellers follow the rules before boarding an airplane, c. to check that people (drivers) have a visa to enter a country; 3. governments can set up a checkpoint to stop diseases (e.g. during the Covid pandemic), to check that people are not carrying weapons or drugs, to look for a criminal, etc.

1) Label the parts of a vehicle checkpoint. Match the words in the boxes to the pictures on pages 1 and 2. Tell ss it's ok if they don't complete all the gaps, this is why they're having this lesson; to learn new words [they will learn the meaning of most of these items in exercise three]. Now ask ss to read the text box on the right and answer the Q: What is a vehicle? (a car, motorcycle, bicycle, bus, etc). Give ss 7-10min. Monitor and provide help if needed. For FB, ask them to check with a partner, then ask random ss to give their ans to the whole class. If these ans are incorrect, ask another s.

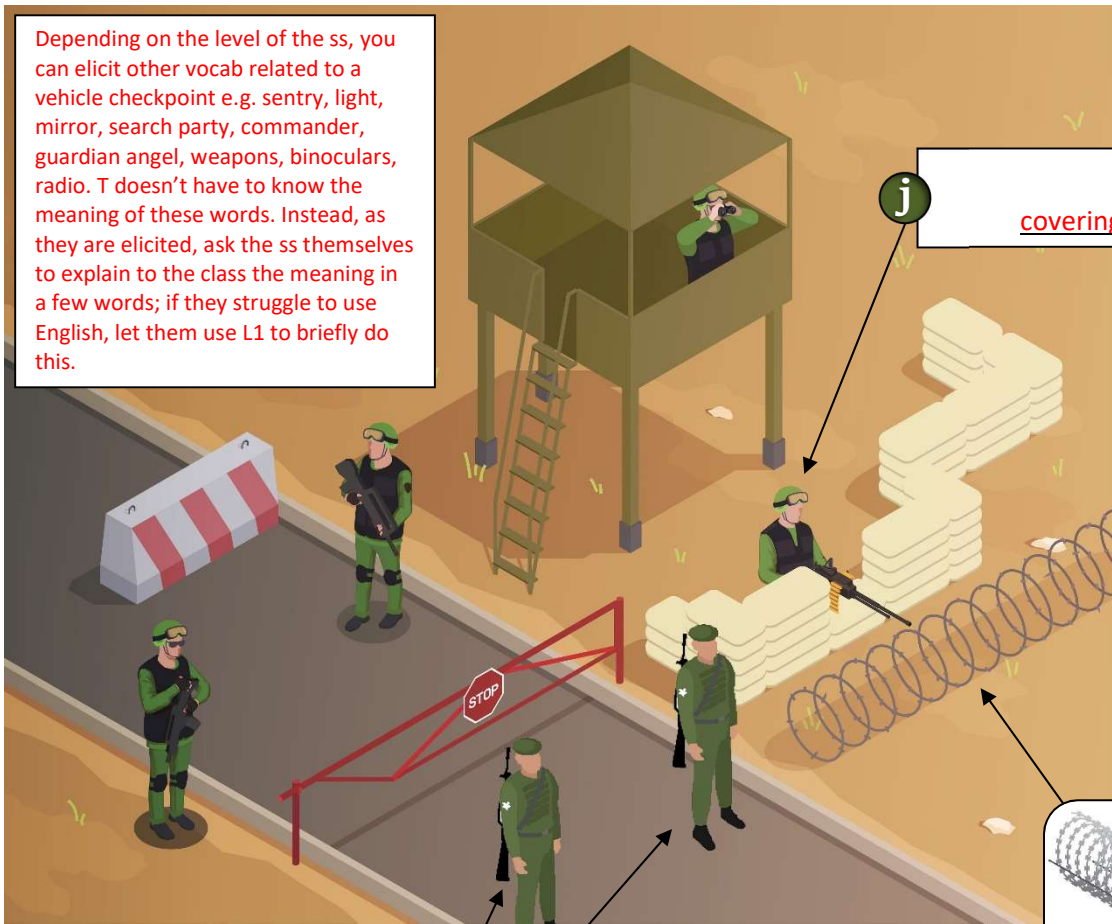


**vehicle checkpoint**  
(VCP) – when soldiers (or the police) close a road and check that the vehicles (= cars, trucks, vans, buses, etc) are not dangerous e.g. they don't have bombs, guns, drugs or anything that is against the law.

- a. sandbags
- b. barrier
- c. boom gate
- d. chicane
- e. vehicle
- f. vehicle registration

vehicle // vehicle registration // barrier // chicane // boom gate // sandbags

Depending on the level of the ss, you can elicit other vocab related to a vehicle checkpoint e.g. sentry, light, mirror, search party, commander, guardian angel, weapons, binoculars, radio. T doesn't have to know the meaning of these words. Instead, as they are elicited, ask the ss themselves to explain to the class the meaning in a few words; if they struggle to use English, let them use L1 to briefly do this.



j

covering party

g

front barrier party

k

razor wire



h

driver's license



l

cones



i

spike strips



m

truck


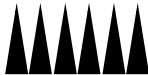
driver's license // front barrier party // cones // razor wire // truck // covering party // spike strips

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

Each word is uttered twice. Play the recording twice. FIRST TIME – Ask the whole class to repeat. Pause the recording after the first utterance. Ask ss “Which is the stressed syllable?” Use your fingers to show how many syllables. Model the word yourself a few times, emphasising the stress (note that compound nouns will have a stressed word (or words) e.g. driver's license, front barrier party, so emphasise the stressed word(s) in this case). Resume the recording so when the second utterance is played the whole class repeats. SECOND TIME – Tell ss you're going to point to individual ss and they will have to repeat the word. Play the recording. Each time select a different s at random. Correct pronunciation, especially syllable/word stress.

3) Write the correct words in the spaces below the definitions. Remember what you learned in exercise one. Each line is a letter. Look at the example.

The aim of this task is to clarify the meaning of some of the items covered in task one. Explain that each line (dash) is a letter. Point to example a and ask ss “How many letters does ‘cone’ have?” (four letters). Explain there are four dashes in letter a, one for each letter. Tell them the words in this exercise come from the vocabulary they learned earlier in this lesson. Give ss 7min. Monitor and give help if needed. If you see a wrong ans, instead of giving the ss the correct ans, tell them it is incorrect and let them work out what the correct word is on their own. While you monitor, note the ss with correct ans for each item a-l. For FB, first ask ss to check ans with a partner. Then ask those ss who answered correctly to write the ans on the board, one s per ans.

- a. This is used to guide vehicles around a road. It has this shape:   
c o n e
- b. Soldiers behind these don't get hurt if someone shoots at them.  
sandbags
- c. Another word for car, bus, motorcycle, truck, etc.  
vehicle
- d. It is heavy and can stop cars. They are usually on the road.  
barrier
- e. A plate with numbers/letters on it. Every car, motorcycle, bus, etc has one.  
vehicle registration
- f. Something that goes up and down and can stop vehicles from passing.  
boom gate
- g. The soldiers at the front of a checkpoint.  
front barrier party
- h. A piece of wire that is very sharp; it makes it very difficult for people to go through.  
razor wire
- i. If a vehicle goes over it, it cuts (or punctures) its tyres. It has this shape:   
spike strips
- j. It makes cars slow down e.g. the car has to do a tight left-right turn.  
chicane
- k. These soldiers stay in a safe place (sometimes hiding). They protect the other soldiers at the checkpoint.  
covering party
- l. The police usually ask for this when they stop a driver on the road.  
driver's license

4) Use the words in the box to fill in the gaps in the text below. Look at the example.

driver's license // front barrier party // covering party // ~~truck~~ //  
vehicle registration // barriers // boom gate

At a military vehicle checkpoint, a <sup>1.</sup> truck arrived at the front barrier. A soldier from the <sup>2.</sup> front barrier party checked the <sup>3.</sup> vehicle registration (or driver's license) and <sup>4.</sup> driver's license (or vehicle registration). Two <sup>5.</sup> barriers guided the truck through a chicane, making the vehicle slow down. After the chicane, a soldier lifted the <sup>6.</sup> boom gate and the truck passed. Nearby, two soldiers from the <sup>7.</sup> covering party were standing behind sandbags, holding their assault rifles. Soldiers do a lot of training so they know what to do in a checkpoint.

5) Discuss the following questions with a partner.

- a. Point to the items on pages 1-2 that you have seen in real life.
- b. Have you ever been stopped at a checkpoint? Why? What happened at the checkpoint?
- c. Have you ever worked at a checkpoint? If yes, what were your tasks? If no, what job would you like to do at the checkpoint?

For Q1, do an example for the ss: point to any item on pages 1 or 2 and say when and where you've seen that item (e.g. "I saw a boom gate this morning at the entrance to the base"). Ask them to take it in turns and to do the same for as many items as they can. Make sure they understand the difference between Qs 2 and 3: Q2 asks if they were in a vehicle and drove through a checkpoint and were stopped by the guards (i.e. they were not working at the checkpoint) Q3 asks them if they were the soldiers working at a checkpoint. Finally, explain that the word 'task' in Q3 is the same meaning as 'job' (in this case only, as task can have different meanings).

- Watch this YouTube video and try to write the words from this lesson that you see in the video. Type on YouTube [Army Traffic Control Point \(TCP\) Training](#) or scan the QR Code to the right:



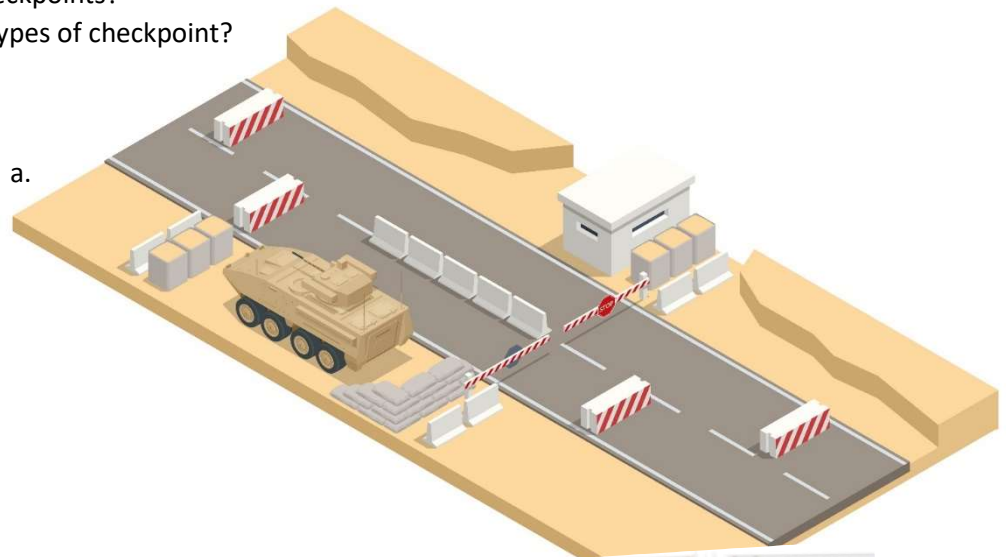
You can either set this video for homework or play it at the end of the lesson. Ask ss to watch the video and, as they watch, they write down all the words that they learned in this lesson. Ans: cones, chicane, front barrier party, vehicle. Depending on level of the ss, introduce these extra vocab items: to search (v), search party.

EXTENSION ACTIVITY – Before playing the video a second time, write the following Qs on the WB: 1. Are these Australian soldiers? (no, they are American); 2. Is this a real checkpoint? (no, they're training); 3. Does the vehicle have a vehicle registration? (n because most military vehicles don't need registration plates).

- This Vocabulary Builder links with → Lesson: Radio Communications (Listening)

**Discuss with a partner:**

1. What are the three types of checkpoints in the pictures?
2. Why do we use these checkpoints?
3. Do you know any other types of checkpoint?



c.

