



Military English

ADFELPS 4 / CEFR A2
and above

Lesson: A job in the Army – Tank Crew – Reading

TEACHER'S COPY

Overview:

This lesson involves a reading about a special job in one part of the Army – working as a member of an armoured vehicle crew – and vocabulary around this role.

In this lesson, you will:

- ✓ read and find specific information in a text
- ✓ read and understand general information in a text
- ✓ learn the meaning of new words
- ✓ use new words in a conversation

Prepare for Reading

1) Let's find out how much you know about tanks. Talk to a partner – do you know the answers to the questions? *You could start by putting a picture of a tank (what does your country have?) on the WB, to elicit 'tank'. Then ask the students to work in pairs / groups. This task is the lead in for students to talk about what they know. If they don't know much, that's OK, the important thing is to encourage them to talk and make a guess. DON'T give them these answers until after the first Reading exercise.*



- a. How many people usually work in a tank? **4 (and in different tanks there could be more)**
- b. What are the jobs of these people in a tank? **commander, loader, driver, gunner**
- c. What kind of weapons does a tank usually have? **big guns such as 'cannons'**
- d. What is the tank model in the picture below? **this is the Australian Army's M1 Abrams**



Reading

2) Read the text about the M1 Abrams Main Battle Tank below quickly, and check your answers to Ex. 1 questions – how good is your knowledge about tanks?

The students **ONLY** read the top text this time. Give instructions for students to check their answers to the questions from ex. 1 on the previous page by reading quickly. Give the students about 2 minutes. Ask ss to read this blue box **BEFORE** they start on this exercise, though, so you can help them to understand why they need to read quickly.

Tip: When your teacher asks you to ‘read quickly’ – the aim at this time, is NOT to understand everything but to get a general overall understanding of the main idea of the text(s). Look at pictures and headings carefully as these things can help you. Run your eyes across the words, try NOT to stop reading.

M1 ABRAMS TANK

- crew of four: **commander, driver, loader and gunner.**
- Weapons (and ammunition):
 - main gun: 120 mm **rounds**
 - **.50 calibre machine gun**
 - two 7.62mm machine guns
- **Tank** crews do a lot of training, for example, driving in different types of **terrain** and **tactical movements** with several other tanks in the field.



3) Now read the four short texts here, about the jobs people do. Write the name of the job in the correct box. This is a scan reading task, and students should be able to do this quite quickly. Give the instructions and a time limit of 2 minutes. Check the answers by asking the students to tell you “Who is the person for text A/ B / C / D?” The key words that help tell the answer are **highlighted** here.

A

COMMANDER

- talks to other tanks nearby on the radio
- decides which type of **round** to use
- **gives orders** to other crew members



B

GUNNER

- **scans for targets** (if ss ask, tell them the commander also scans for targets)
- **aims the main gun**
- **fires the main gun**



C

LOADER

- **loads** the **cannon rounds**
- **fires** the 7.62mm machine gun
- usually the most junior tank crew member



D

DRIVER

- **drives** the tank
- sits at the front of the tank; this is the most comfortable place in the tank.



photo: Business Insider

Learning Military Vocabulary

4) The words in **bold** in the text are important military vocabulary that you should learn to use. Match the military words on the left and their definitions on the right. Look at the example in Table One.

Table One





a crew of four (people) (n)	b	a. the person who puts the ammunition into the gun
the commander of the tank (n)	g	b. the group of people who work together on a boat, an airplane or in a tank
the loader (n) to load (v)	a	c. = bullets 
the gunner (n)	e	d. the size of the gun and also of the bullet that can go into the gun 
ammunition (n)	f	e. the person who works with the gun
120mm rounds (n)	c	f. the material that goes into and comes out of a gun or from any weapon e.g. bullets that can explode or kill
.50 calibre (n) the abbreviated form of calibre is cal /kæɪ/	d	g. the boss, the person who is in charge of the tank

Table Two

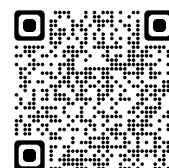
different types of terrain (n)	l	h. looks for the things to shoot at
tactical movements with several other tanks (n)	o	i. a large gun, usually placed on wheels (or on a tank) 
give orders to other crew members (n)	k	j. shoots the gun
the gunner scans for targets (v)	h	k. an instruction to do something; a command
aims the main gun (v)	m	l. the land and its physical features such as open space, forests, hills, valleys, rivers and more
fires the main gun (v)	j	m. points the gun in the right direction and at the right height
loads the cannon rounds (n)	i	n. a gun that can shoot bullets out very quickly without stopping 
a machine gun (n)	n	o. the ways that a tank moves; this depends on many things such as where the enemy is, what the target is and what physical features the land has

- 5) Now let's practise saying the words. Listen and repeat. You can play the audio and ask the students to listen only. Then do the pronunciation with them. If you want to elicit the stress, ask the students to turn their worksheet 'face down' so they can't see the underlines. Model the words twice, then ask the students to repeat the words. Concentrate only on the more difficult words with this.
- 6) Now use words from Table One (for sentences a –c) or Table Two (for sentences d- g), to complete the sentences correctly. Give the instructions for students to work on their own to fill in the sentences with words from Table One for sentences a-c, and Table 2 for sentences d – g. Give them between 5 and 7 minutes. Ask students to check their answers with a partner, and then do whole-class feedback. Ask students by name to read the whole sentence, and make sure the other students are listening. Ask them 'do you agree?' for the more difficult words. If you have time, ask students to rewrite sentence no.1 to make it true for the defence force in your country.
- The ADF uses the EF88 Steyr, which is a 5.56 calibre gun.
 - The gunner will tell the loader which ammunition OR rounds to get ready.
 - For most modern tanks, there are usually four members of the crew.
 - "The tanks will move together and all aim OR fire at the same target, on my command."
 - The platoon came under heavy machine gun fire when they entered the town.
 - The tanks will be slow getting here because of rough terrain and bad weather.
 - The commander discussed new tactical movements for the tank battalion so they could arrive at the next town in time to stop the enemy.

Practice

- 5) Share some information on other vehicles that a tank crew may learn to drive. Read the instructions below. **Student A, go to page 5. Student B go to page 6.** *Instructions on page 5.*

- Watch this video of a tour of the M1 Abrams tank. Type on YouTube [M1A1 Abrams Tank Tour](#) or scan the QR code. →



There are two suggested ways to use this video:

- at the end of the class as a vocabulary revision: before playing the video, tell students they will hear many words they've learned in this lesson. Ask students to yell stop whenever they hear any words they learned in this lesson. Stop the video every time a student yell stop and check if the student is correct. You may then do a quick pronunciation drill (e.g. model the word and ask the class to repeat; do this twice).
- As homework: students watch the video and write down all the new words from this lesson that they hear.

Answer: Abrams // driver (hole) // 50 cal (short for .50 calibre) // (tank) commander // loader ('s station) // rounds // gun (cannon and gun have the same meaning here) // gunner // target // (coaxial) machine gun

- For more practice with the words you've learned here, scan the QR code. →
- This lesson links with → Vocabulary Builder – Parts of a Tank
Vocabulary Builder – Types of Army Vehicles



In this information gap practice task, the students will have information on one vehicle (they will use this to give information to their partner) and part of some information on a second (they will use this to ask for information from their partner).

Arrange the students into pairs, and ask all the students on the left to be A, and on the right to be B.

Tell A students to look at page 5, and B students to look at page 6.

Ask A students which vehicle they have information about (the APC), and ask B students which they have information about (the ASLAV). Ask A students which vehicle they need to ask about (the ASLAV) and ask B students which vehicle they need to ask about (the APC).

On the whiteboard write the words:

crew (How many crew members does it have?)

passengers (How many passengers can it have?)

speed (How fast can it travel?)

weapons (What weapons does it have?)

terrain (What terrain can it travel on?)

Elicit (or give) questions (above) that students need to use to ask for the information from their partner. Model and drill the questions.

Ask the students to ask and answer with their partner. Tell them they have 10-15 minutes.

Monitor and help the students, if they need it. Pay attention to students using and saying the words from this lesson correctly in this practice.

When the students have finished, ask one pair to tell you the correct information on the APC and the ASLAV, or ask one pair to model the questions and answers in front of the class. Praise your students for their good work.

STUDENT A

- **Student A, stay on page 5. Student B go to page 6.**
- Your partner has information you need on the ASLAV.
- You have information that your partner needs to complete his/her sheet on the APC.
- Ask questions to your partner to complete your sheet.
- You ask one question, then your partner asks you a question, and so on.
- For example: A: *How many crew members does an XXX have?*
B: *An XXX has _____.*

M113AS4 Armoured Personnel Carriers (APC)

Crew: 2 (1 x driver, and 1 x rifleman/ medic)

Max Speed: 66km / hour

Weight: 18,000 kg (can be airlifted)

Weapons: 12.7mm calibre heavy

machine gun (can fire 450-600 rounds / minute)

Passengers: 10 soldiers

Terrain: all (not amphibious*)

Driver: day / night driving (driver wears night-vision goggles)

**not amphibious = cannot travel in water, ONLY on land*



Australian Light Armoured Vehicle (ASLAV)

Crew: 3 (1 x driver, 1 x gunner, and 1 x rifleman/medic)

Max Speed: 120km / hour

Operational Range: 660km

Weight: 13,450 kg (can be airlifted in C-130)

Weapons: M242 25mm cannon (720 rounds) + two 7.62mm machine guns (can fire 600 - 1000 rounds / minute)

Passengers: 6 soldiers

Terrain: all (amphibious)

**amphibious = can travel in water AND on land*



STUDENT B

- **Student A, go to page 5. Student B stay on page 6.**
- Your partner has information you need on the APC.
- You have information that your partner needs to complete his/her sheet on the ASLAV.
- Ask questions to your partner to complete your sheet.
- You ask one question, then your partner asks you a question, and so on.
- For example: A: *How many crew members does an XXX have?*
B: *An XXX has _____.*

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Weapons: M242 25mm **cannon** (720 rounds) + two 7.62mm machine guns (can fire 600 - 1000 **rounds** / minute)

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