



CEFR B1 / ADFELPS 5
and above

Military English

Lesson: Joint Military Exercises – Listening

TEACHER'S COPY

Overview: This lesson presents vocabulary related to military exercises that include the armed forces of two or more countries.

In this lesson, you will:

- ✓ practise listening for gist and specific information
- ✓ learn the meaning of new vocabulary and expressions
- ✓ practise using new words.

Teacher's notes are indicated by this: **TN →**

TN → If students (Ss) ask, say that formally **joint** (exercise) means two or more services are involved; **combined** exercise is when more than one country is involved. However, in the ADF, the word joint is used informally to refer to an exercise that involves more than one country and so 'joint' will take this meaning in this lesson.

Prepare for Listening

1) Work in pairs and talk about joint military exercises.

- Before you start, think about what you're going to say and take notes.
- Keep your notes, you'll use them again for exercise nine.
- Use one of the Language Boxes below to help you prepare.

joint exercise (n) –
when soldiers from
different countries
train together.

I have been on a joint exercise.

LANGUAGE BOX A	<ul style="list-style-type: none">• I trained with personnel from ... (country)...• It was fun / useful / hard / ... because ...• This was ... (where?)...• The training was ... (when?)...• There were ... (number)... people in the training, I think.
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I have not been on a joint exercise.

LANGUAGE BOX B	<ul style="list-style-type: none">• I think training with ... (nationality e.g. the Americans)... might be good.• Training with people from other countries can help because ...• It might be difficult to ... But I think it could be a good experience because ...
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TN → Ask students (Ss) to use a separate piece of paper and remind them to keep their notes because they will be using them in exercise 9. Ask ICQs: 1. Are you going to take notes on a separate piece of paper? (y); 2. Will you need both language boxes or just one to help you make your sentences? (just one). Go over the prompts in the Language Box with the ss.

Before they start, tell the Ss to look at the pictures and describe what they see. Tell them to find out if their partner has been on a joint exercise, and to decide who will be first to tell their story. Give Ss 5 - 7 minutes to write notes. Then the first speaker tells their story, followed by their partner. With the whole class, count the number of Ss who have been on a joint exercise.

Listening

- 2) Listen to an Australian Defence Force officer talking about a joint exercise. Circle the correct **answer**:

This talk is happening **at the beginning** // **during** // **at the end** of the exercise.

TN → Ask the whole class: 1. What is happening in the picture? (someone giving a talk); 2. Who is listening to the talk? (personnel from different countries). Ask them to read the sentence above and choose the correct answer (ans) – at the beginning, during, or at the end – when they listen to the recording. Tell them they don't need to understand every word, all they need to do is ans the Q above. Play the recording. For feedback (FB) ask Ss to check their ans in pairs. Do not play a second time yet. Ask the whole class for the ans. If Ss give different ans, tell them you're going to play the recording again and they can come back to this exercise later to re check the ans.



- 3) Listen to the recording again and circle the correct answers.

TN → Before playing the recording a second time, ask Ss to read all the Qs and ans below. Remind them they will have to choose four countries in Q a. Play the recording. Give ss 1-2min to check ans in pairs. Play a third time if needed (then ask ss to check in pairs again), but note that they will listen to the recording again in exercise 7. Ask random Ss for the ans; if they give incorrect ans, elicit the correct ans from other Ss.

- a. Which four countries were in the exercise?

Vietnam // Tonga // Australia // Thailand // Indonesia

- b. How many people were in the exercise?

over 10,000 // over 20,000 // over 30,000

- c. How many boats were in the exercise?

52 // 14,000 // 27

- d. When will the next Exercise Talisman Sabre be?

two years from now // this year // in 52 days

Learning Military Vocabulary

- 4) The words listed in bold below are important vocabulary and expressions that you should learn to use. Match the vocabulary on the left column with their definitions on the right. Look at the example. Then compare your answers with a partner.

TN → Tell Ss that they need to match the vocabulary on the left to the meanings on the right. Note that the words the Ss should be looking at on the left are in bold. Show Ss the example and joint exercise matches the meaning 'c'. Give Ss 10-15min. Tell Ss when they are finished to check their ans with their partners. When Ss have finished discussion, elicit ans from the Ss, if correct then ask Ss why they chose that ans and focus on key words in the definition, e.g. armed conflict – fights, weapons.

Table one

our recent joint exercise (n)	c
excellent opportunities for international engagement (n)	e
many partner countries (n)	f
build relationships with other nations (v)	a
very important in armed conflict (n)	d
deliver disaster relief (n)	b

Table two

activities, including aerial drills (n)	k
live-fire exercises (adj)	j
we had several briefings (n)	g
with help from military interpreters (n)	h
there were a lot of downtime activities (n)	i
humanitarian aid missions (n)	i

a. work with other people or countries in a positive and friendly way

b. when the government, or people, help others after a natural disaster like a tsunami, flood, etc.



c. when a lot of military personnel train together to prepare for a real situation e.g. a war

d. when one group fights another group with weapons

e. working with people from different countries

f. friendly countries that often work together

g. meetings to share information, give instructions or discuss a situation



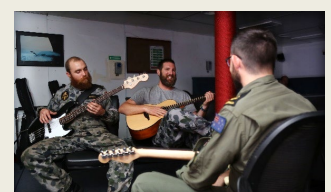
h. military personnel who help people to understand each other when they speak different languages

i. to help people during difficult times, for example, after a natural disaster (a flood, tsunami, etc.) or in a war. This help can be e.g. bringing food, water, and medicine.

j. training exercises with real weapons and real bullets

k. training exercises using aeroplanes

l. free time activities that are fun



5) Now let's practice saying the words. Listen and repeat.

TN → Play recording and ask Ss to repeat after each item. For the first time on the recording of each item, have Ss repeat it as a class. Then for the second time on the recording, select random individual Ss to repeat the word/phrase.

6) Look at vocabulary items a-d below and where the stress is marked with underlining. Three of these phrases have the same word stress pattern.

Now listen, notice how the syllables are stressed, and repeat. Circle the phrase with a different stress pattern.

- | | Using IPA |
|------------------------------------|-----------------------|
| a. <u>partner</u> <u>countries</u> | /'pɑ:tənə 'kʌntri:z / |
| b. <u>aerial</u> <u>drills</u> | /'eəriəl 'drɪlz/ |
| c. <u>armed</u> <u>conflict</u> | /ɑ:md 'kɒnflɪkt/ |
| d. <u>disaster</u> <u>relief</u> | /də'zɑ:stə rə'li:f / |

TN → This task helps Ss notice the stressed syllable in words. After Ss listen and repeat with the audio, check the Ss' ans to the question (Q). If a student has the correct ans, ask them if they can explain the reason: (d) is the only phrase with stress on the second syllable in each word. The other three all have stress on the first syllable in each word (or just one syllable word in (aerial) drills).

If the students know the International Phonetic Alphabet (IPA) write these phrases on the board, ask them if they have seen the sounds and the stress marking in dictionaries.



Opening ceremony of the joint combined Exercise Nusa Bhakti AUSINDO 2022 between Australian and Indonesian forces.

- 7) Listen to the recording again and use the words you have learnt to complete the gaps in the text below.
TN → Tell ss to fill in the gaps while they listen. For FB, ask Ss to check in pairs, then ask random Ss for their ans, one S per ans.

Good afternoon everyone, and thank you for joining me. I am here to talk about our recent joint exercise, Exercise Talisman Sabre.

First of all, the exercise was a great success. We had excellent opportunities for international engagement and many partner countries joined us, including Thailand, Indonesia, and Tonga. These exercises help us build relationships with other nations, which is very important in armed conflict. Another reason why joint exercises are important is after a natural disaster like an earthquake or tsunami. In these situations, countries need to work together to deliver disaster relief to help the people affected.

Our teams conducted many activities, including aerial drills, and live fire exercises, where our forces used real ammunition to practise their skills. It was important that everyone understood the mission, so we had several briefings, with help from military interpreters.

This year's exercise was very large. There were 52 aircraft, 27 navy ships and more than 30,000 personnel training together. And although we all worked very hard, there were a lot of downtime activities, giving our personnel a chance to relax and build friendships with our international partners.

Overall, exercises like this prepare us for any situation where we might need to act quickly, for example humanitarian aid missions.

Thank you, and I look forward to the next Exercise Talisman Saber in two years' time.

- 8) Circle the correct **item** from the vocabulary in exercise four to complete the sentence.

TN → Give Ss 5min to do this. Monitor and if you see a wrong ans, ask the S to correct them (but don't give the correct ans e.g. say "There is 1, 2, etc wring ans her, can you correct them?"). For FB, ask Ss to check in pairs before you ask the class for the ans.

- a. The commander spoke clearly when he gave the **military exercise** // **briefing** to all the troops.
- b. The **military interpreters** // **partner countries** did a good job helping with clear communication.
- c. There was a lot of damage from the hurricane, so friendly countries helped with **international engagement** // **disaster relief**.
- d. It's important to be safe during **humanitarian aid missions** // **live fire-exercises** because soldiers use real bullets.
- e. **Aerial drills** // **downtime activities** help air force personnel to improve their flying skills.

Practice

9) You're going to tell the same story from exercise one, but this time to a different partner.

- Before you start, think about what you're going to say. Use the notes you made in exercise one.
- Remember, you can use one of the Language Boxes from exercise one to help you.
- Check for any new words you can add from this lesson. Use as many as you can.
- Your partner will listen to your story. He/she will put a check mark next to the vocabulary from this lesson that you use:

joint exercise // international engagement // partner countries // build relationships //
armed conflict // disaster relief // aerial drills // live-fire exercises // briefings //
military interpreters // downtime activities // humanitarian aid missions

TN → Give instructions by going over the bullet points above and asking these ICQs: 1. Are you going to tell your story to a different partner than in exercise one? (y); 2. Are you going to use the notes from exercise one? (y); 3. Are you going to use the words you've learned in this lesson? (y) – How many? (as many as they can); 4. When you listen to your partner, are you going to circle the words they use [show page 5 for all to see and point to where the words are]? (y). Tell them it's a competition – the S who uses more words than their partner is the winner. Give them 3min to prepare their talk, then ask them to decide who goes first. Monitor and provide help if needed e.g. pronunciation. When they finish, ask 1-2 pairs who used the most words. Praise the winners.

- Watch this video about an air mobility exercise between the Royal Australian Air Force (RAAF) and the Indonesian Air Force.

Type on YouTube [ADF Exercise Rajawali AUSINDO](#) or scan the QR code →

TN → You can either set this for homework or play it in class for all to see. If playing in class, ask Ss to read the Qs before they watch the video.

While you watch the video, answer these questions:

- a. How often does the exercise happen? **every two years**
- b. According to FLGOFF Ben Broderick, why is it important to conduct exercises with Indonesia?
Indonesia is one of Australia's closest partners; share knowledge, experiences and learn a lot

- For more practice with the words you've learned here, scan the QR code for a set of flashcards. You can do some more study on the vocab in this lesson on your own with these. →

TN → This set of Quizlet flashcards will be permanently available, so ss can access it in their own time. Flashcards are a great way to consolidate new vocab. Encourage them to download the Quizlet app, as it has additional practice tasks associated with the set of vocab. They will need to create a Quizlet account, but both this and the app are free. Many of DITC's Military English materials have a Quizlet set associated to them, so it's a good idea for them to get an account. The teacher can set this for homework or ask ss to practise the vocab 2 weeks after this lesson, as a revision task.

- This lesson links with: Lesson – Reading – Military Exercises

Transcript:

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