



Military English

Lesson: Explosives Training and Cooperation in the Philippines

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

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Overview: This lesson presents vocabulary related to explosives training and cooperation between the Australian Defence Force and the Philippines Army.

In this lesson, you will:

- ✓ Use reading skills to identify key vocabulary.
- ✓ Learn the meaning of new vocabulary and expressions.
- ✓ Use new vocabulary and expressions in context.

Prepare for Reading

1) Look at the pictures and discuss the following questions in pairs or small groups.

- a. What are the soldiers in the picture doing?
- b. What is the Australian soldier doing?
- c. Why do militaries from different countries often train together?

mortar (n) -
a short, light
cannon that fires
explosive shells
at a high angle.



TN → To test how much students (Ss) know about joint training/exercises, ask them to discuss the three questions (Qs). Give them 3-4min. Monitor and provide help with vocab, as needed. Answers (ans): a. firing a mortar (get them to read the text box for 'mortar'); b. The Australian soldier is teaching the other soldiers; c. ans will vary. For feedback (FB), ask the whole class for the answers (ans). Then tell Ss this is called 'joint training' or 'joint exercise' (joint meaning two or more countries training together).

Reading

2) Read the text below quickly. What is the main idea in the text? Choose, a, b or c

- a. The Australian Army practised firing rockets with the Philippine Army.
- b. Australian and Philippine armies trained together using mortars.
- c. The Australian soldiers learned about mortars from the Philippine Army.

TN → Emphasise that Ss should read quickly – and no dictionaries. Ss will get another chance to read the text in task5. They should try to get the main idea of the txt even if they don't understand all the vocab. Ask ICQs: 1. Are you going to read slowly? (n); 2. If you see a new word, are you going to try to guess the meaning without a dictionary? (y); 3. Is it ok if you don't understand everything in the text? (Yes. All you need in this exercise is to have an overall understanding of the text and the topic). Give them 2-3min. Ans is b. Choice a. is incorrect because the training didn't include rockets. Choice c. is incorrect because the Australian soldiers taught the Philippine Army about mortars.



Australian Army soldiers fire an 81mm mortar in Luzon, Philippines.

From sunrise to sunset, the hills of Luzon in the northern Philippines were busy with fire activity from Australian Army mortars during a basic mobile fire controller course.

Soldiers from 1st Royal Australian Regiment (1RAR) taught mortar standard operating procedures (SOPs) and how Australians call for fires, then conducted a live-fire exercise for Filipino personnel.

LT Peter Kuschert (Australian Army) commanded the activity and was happy with how his team and the Philippine Army cooperated. "We adjusted the mortar live-fire training to help the Philippine Army improve their skills in using mortars for territorial defence and to develop the partnership with the Australian Army," said LT Kuschert.

The Filipinos wanted to learn from the Australians. "We are enjoying the training. All the Australians are friendly – there is great camaraderie," said 2LT Rickey Arellano, from the Philippine Army.

The training team also included a Liaison Officer to help the two armies communicate. Overall, conducting activities like this increases interoperability and builds stronger relationships between Australia and the Philippines.



Australian and Philippine Army soldiers during the training activity. Text adapted from [Defence News](#).

Learning Military Vocabulary

3) The words listed in bold below are important vocabulary and expressions that you should learn to use.

Match the vocabulary on the left with their definitions on the right. Look at the example “d.”

TN → Tell ss that they need to match the words in bold in the left column to their meanings on the right. Show students the example: **conducted** matches the meaning ‘c’. Now focus Ss’ attention on the word class of the words. In the example, elicit what the letter ‘(n)’ is (shows the word is a noun). Tell Ss this will help them with the meaning. Give ss 10-15min. Monitor – if you see a wrong ans, tell Ss “this is not correct, can you find the correct ans?” For FB, Ss check their ans with their partners. When ss finish checking with their partner, check ans by asking random Ss for each ans, one S per ans.

Table one

taught standard operating procedures (SOPs) (n)	a	a. Official steps for doing regular tasks, especially in the military or other organisations. For example, the rules to follow when using mortars.
conducted a live-fire exercise (v)	c	b. to use real weapons and ammunition (e.g. bullets) in training or exercise
a live-fire exercise (n)	b	c. to organise or do something, like training or an event, e.g. “The soldiers _____ an exercise” – meaning they organised and did the exercise
commanded the activity (v)	e	d. to work together with others
the two teams cooperated well (v)	d	e. to lead a group or activity

Table two

we adjusted the training (v)	i	f. a feeling of friendship and trust between people who spend time together, especially in difficult situations
using mortars for territorial defence (n)	h	g. the ability of different groups, systems, or organisations to work well together
to develop the partnership (n)	k	h. keeping a country or area safe from attacks or threats
there is great camaraderie (n)	f	i. to change something a little to make it better or correct.
the team also included a Liaison Officer (n)	j	j. a military person who helps different groups share information and work together
activities like this increase interoperability (n)	g	k. when different groups (e.g. countries) share the same goal and work together to achieve it

TN → Ask these CCQs for some of the vocab items above, so that Ss have a clearer idea of their meaning:
SOPs – 1. If soldiers must follow the same steps every time to do something, like using weapons or following rules, are these steps called SOPs? (y); 2. Is an SOP a document? (y).

Conduct – 1. If a person conducts an exercise, are they in charge of that exercise? (y); 2. If Australia conducts an exercise with another country, does Australia lead the exercise? (y).

live fire – 1. If soldiers are training with real weapons and ammunition, what kind of training are they doing? (live fire); 2. Can live fire hurt and kill soldiers, if they’re not careful? (y); 3. Do we usually use the words live fire to talk about training? (y).

Command – 1. When you command an activity, are you the leader of that activity? (y); 2. Is command a verb or a noun? (v); 3. What is the noun of command? (commander); 4. If a Warrant Officer is in charge of a group of soldiers and give them orders, do they command those soldiers? (y).

Cooperate – 1. If two military units work together to complete a mission, do they cooperate? (y); 2. Is cooperate a verb or a noun? (v); 3. What’s the noun of cooperate? (cooperation).

Adjust – 1. If we adjust something, do we keep it the same? (n); 2. When we adjust something, do we change it? (y); 2. If it's too hot in the classroom, do I adjust the air conditioner to make the room cooler? (y).

Territorial defence – 1. Is territorial defence about protecting a country's land from attacks? (y); 2. is territorial defence about attacking another country? (n).

Partnership – 1. If two countries work together in an activity, are they partners in that activity? (y); 2. If you work with another student in the classroom, are you partners? (y); 3. Is partner an adj or a noun? (a noun); 4. What's the noun of partner? (partnership).

Camaraderie – 1. If soldiers have a strong friendship and trust with each other because they face difficult situations together, what do you call that feeling? (camaraderie); 2. Is camaraderie important in a group of soldiers? (y).

Liaison Officer – 1. If there is a person who helps two different military groups communicate and work together, what is their job? (liaison officer).

Interoperability – 1. If soldiers from different countries can work together easily and share information, what is this ability called? (Interoperability).

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

TN → Ask Ss to pay attention to the stress. Play the recording and ask the whole class to repeat (there is enough time between each word for 3 repetitions). Then ask them to discuss with a partner which syllable is stressed in each item. Tell them that one-syllable words, e.g. live, fire, are not stressed. Give them 3-5min. Monitor and provide help if needed. For FB, ask the whole class for the ans. (ans underlined in red in the vocab table in task 3. Now play a second time, but this time ask individual Ss to repeat (there's enough time for three different Ss to repeat between repetitions). Correct pronunciation mistakes, especially with stressed syllable.

5) Read the text again and decide if the statements below are true or false. Circle the correct answer.

TN → Give Ss 5min to complete the task. For FB, ask them to work in pairs and compare ans. Ask Ss to explain their ans to their partner and show which part of the text they used to find their ans. Finally, elicit ans from Ss as a whole class and ask them where in the text they can find the ans. Ans are colour coded below and in the text.

- a. The training took place in the southern Philippines. **True / False**
It took place in the Northern Philippines.
- b. **Lieutenant Peter Kuschert was pleased with how the Australian and Philippine Army teams worked together.** **True / False**
- c. **The Australian Army soldiers taught the Philippine Army how to use mortars for territorial defence.** **True / False**
- d. The Filipinos did not enjoy the training with the Australians. **True / False**
The Filipinos enjoyed the training and found it helpful.
- e. **The Joint Australian Training Team – Philippines helps improve interoperability between Australia and the Philippines.** **True / False**

6) Complete the sentences below using words from exercise three.

TN → Give Ss 5-7min to do this. Ask them to use the text and task 3 to help them. Monitor and help with wrong ans (without giving them the correct ans, but just saying something like 'this is not correct'), but also praise correct ans. For Fb, ask Ss to check in pairs, then call random Ss to the board to write their ans. When the 5 Ss have written their ans on the board, ask the whole class to correct any wrong ans, if there are any.

- a. The training aimed to help the Philippine Army's ability to use mortars for territorial defence.
- b. The Australian Army soldiers conducted a live-fire exercise to train and assess the skills of the Philippine Army personnel.
- c. Second Lieutenant Ricky said the soldiers felt a strong sense of camaraderie as they trained together during the activity.
- d. Soldiers from Australia's 1RAR helped the Philippine Army learn standard operating procedures (SOPs) for how to call in mortar firing.
- e. The training helped improve the interoperability between the Australian and Philippine armies, allowing them to work better together.

Practice

7) Work with a partner. Imagine you have to plan a joint training exercise between your country and Australia. In this exercise, the soldiers from both countries will learn and practise military skills and teamwork.

- Plan the Exercise and think about:
 - the type of training activity.
 - the goals of the exercise and how the two armies will work together.
 - how you're going to quickly present your plan to other classmates.
- Use the new vocabulary you learned in this lesson.
- Then, share your plan:

When your group *talks* about the plan:

 - Explain why your activities help improve interoperability, camaraderie and cooperation between the two countries.

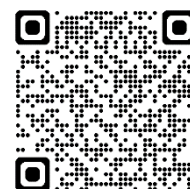
When you *listen* to the other group, tell them if:

 - the plan helps improve interoperability, camaraderie and cooperation between the two countries.
 - you would use this plan in your unit.

TN → The aim of this task is for Ss to use the newly learned vocab. Ask Ss to work in pairs. They will have to imagine a situation. Ask them to read the instructions first. Tell Ss their activity has to help improve camaraderie, interoperability and cooperation between Australia and the other country. First, give them 5-8min to plan the exercise. When monitoring, check that pairs know what to do. If a pair is having difficulty with ideas, help them by giving suggestions. See next page. Once they're done planning, ask them to quickly present their plan to another pair. They have to decide which pair starts presenting. They shouldn't take more than 3min presenting. The pair listening to the presentation needs to think about the two points in the 'When you listen to the other group...' section of the instructions. Monitor and help Ss who are not on task. For FB, ask 1-2 random pairs to say what they think of the presentation they heard and how it relates to the two points in the 'When you listen to the other group...' section above.



Planners from the Australian Army, United States Army and Japanese Ground Self-Defense Force have a meeting before a joint exercise.



Type of training activity	goals
live fire	<ul style="list-style-type: none">• conduct live-fire training with weapons from both countries• increase accuracy• increase interoperability between two countries• territorial defence
search and rescue	<ul style="list-style-type: none">• increase interoperability between services (e.g. army, navy, air force)• teach SOPs• increase cooperation when two or more countries participate in a real search and rescue operation.

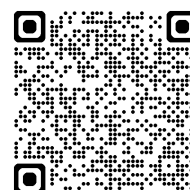
- Watch the video about the training. Type on YouTube [ADF | Joint Australian Training Team – Philippines](#) or scan the QR code to the right.

While you watch, write down the words you see and hear in the video that you learned in this lesson.

TN → This is a short video of the actual explosives training exercise. You can either show this video in class, or set it for homework. Ans: spoken; conducted, live fire (series). Image; mortar.

- 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 → The link takes Ss to a Quizlet flashcard set. It's a very useful tool for self-study (e.g. revise the vocab in this lesson). There, Ss can test their knowledge with flashcards or computer generated activities. Ss will have to create a Quizlet account, which is free. Encourage them to install the Quizlet app, as most of the Military English lessons have a Quizlet set. Ask ss to access this set two days after as a revision activity, then access it every so often (e.g. every 2 weeks).



- This Lesson links with → Vocabulary Builder – Types of Army Weapons
Lesson – Military Exercises (reading)