



Military English

Lesson: Parachute Training – Reading

TEACHER'S COPY

Overview:

This lesson uses the topic of parachute training to give practice in reading and the vocabulary around this topic.

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

Prepare for Reading

- 1) Let's find out how much you know about parachute training. Talk to a partner.
 - a. What do you know about parachute training?
 - b. What problems can happen when
 - paratroopers are falling through the air
 - paratroopers land on the ground
 - c. What types of jump are included in the training?
 - d. Would you like to jump out of an airplane? Why?

Ss work in groups of 2-3. Make sure ss read the box on the right explaining the meaning of paratrooper and to land. Monitor and offer help, especially with pronunciation. In Q d, if they have already done parachute training, they can tell their partner(s) how they felt. For FB, ask 1 or 2 ss to answer to whole class. Make sure all the class can hear them.

a **paratrooper** (n) -



to **land** (v) – when the paratrooper arrives on the ground



Reading

2) Read the text about parachute training below quickly.

Check your answers from exercise one. How much did you know about parachute training? **Stress the importance of reading quickly. The aim is just to get a general understanding of the text (reading for gist). So check with the same partners they worked in task 1. In Q b, the problems are highlighted in yellow in the text. In Q c, they are highlighted in blue. Ask ss if anyone got these two Qs right.**

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.

New Message — ↗ ✕

To domingos@army.gov.au Cc Bcc

Subject Parachute training

Hi Domingos,

You wanted to know what life is like at the Parachuting School, so let me tell you a bit about it.

Before we jump from an **aircraft**, we do a lot of training on the ground. For example, we learn how to **exit** and how to land safely in a parachute **landing fall**. When we start practising aircraft jumps, we have to **be careful of wind drift, which can take us away from the drop zone (DZ). Another problem we learn to solve is parachute malfunctions.**

In the Australian Defence Force (ADF), we have **static line training** at an **altitude** between 800 feet and 1,000 feet. Paratroopers train on different types of parachute, including a **reserve parachute**.

Then there is **free fall** training. In this type of training, we jump from an aircraft from up to 12,000 feet. This is called **High Altitude Parachute Operations (HAPO)**. Also, we sometimes jump from aircraft up to 25,000 feet.

We work with **riggers**. They are the people who prepare the parachutes. Riggers also do parachute training.

I hope this gives you an idea of parachute training. Call me if you want more information. Good luck in your training!

Kind regards,

Amir


Send ✳ A 📎 🔗 😊 ⚠ 🖼 ✍ ⋮ 🗑

- 3) Read the text again and answer the questions. Mark the sentences true or false. Give ss more time to do this, as they'll have to read more carefully. Ss shouldn't use their dictionaries. Instead, encourage them to try to guess the meaning of new words from the context (the words around it), the topic, and their knowledge of grammar e.g. 'is this word a noun? An adjective? Does it have a positive/negative meaning?'.
 a. Wind drift can be a problem for paratroopers. ...we have to be careful of **wind drift**, which can take us away from the **drop zone**...
 TRUE FALSE
 b. The ADF only uses one model of parachute. ...paratroopers train on different types of parachute...
 TRUE FALSE
 c. The highest paratroopers jump from is 12,000 feet. ... jump from aircraft up to 25,000 feet...
 TRUE FALSE
 d. Riggers don't practice parachute jumping. ...riggers also do parachute training...
 TRUE FALSE

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 to their definitions on the right on tables one and two (on the next page). Look at the example. Inform ss that there are two tables e.g. the meanings for words in table one will only be found in table one. Monitor the ss and provide help if needed e.g. if a s has got a wrong answer, don't give them the correct one. By only saying "this is not correct, can you find the correct one?" it will scaffold the task so they have one more chance to get it right. Get ss to check answers in small groups when they're done.




Table one

before we jump from an aircraft (n)	b	a. the place (on the ground) where paratroopers land
we learn how to exit (v) the noun form of <i>exit</i> is often used e.g. My first exit was very good because I did a lot of ground practice.	e	b. 
we have to be careful of wind drift (n)	f	c. the way paratroopers should land, so that they don't get hurt
It can take us away from the drop zone (DZ) (n) Drop zone is often referred to as DZ	a	d. when there is a problem with a parachute, it doesn't open properly
we have to be careful of parachute malfunctions (n)	d	e. to jump out of an aircraft
a parachute landing fall (n)	c	f. the wind that pushes the paratrooper away from where they should land



The Parachuting School is where all Australian Defence Force (ADF) members learn to parachute. The school trains personnel from the Australian Army, Royal Australian Navy and Royal Australian Air Force.

Table two

<u>static</u> line (n)	i	g. when paratroopers jump from very high up	
training at an <u>altitude</u> between 800 feet and 1,000 feet (n)	j	h. the extra parachute needed in an emergency	
<u>reserve</u> parachute (n)	h	i. falling from an aircraft before opening the parachute	
<u>free</u> fall (n)	i	j. height, distance upwards	
This is called <u>High Altitude Parachute Operations</u> (HAPO) (n) <i>This is often referred to as HAPO</i>	g	k. the people who get the parachutes ready	
we work with <u>riggers</u> (n)	k	l. a line that opens the parachute automatically when a person jumps from an aircraft	

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

Play recording and ask ss to repeat after each item. After the recording finishes, continue the practice; model the items yourself and select a few random students to repeat individually. The main stressed syllable is underlined in the words on the vocabulary box for pronunciation. The first two items are not in the vocab tables in task 4 – they appear in the text box on page 1.

- 6) Now use words from exercise four to complete the sentences correctly. As ss do this task, monitor and check if their answers are correct. If they are not, or if a s is struggling, don't give them the answer. Instead, give them the first letter; this will make it easier for them to work out the answer on their own.
- Two things paratroopers think about when falling are drift and parachute malfunctions.
 - Paratroopers know how to exit from different aircraft.
 - Paratroopers use the reserve parachute if there is a problem with the main parachute.
 - The people that prepare parachutes are called riggers. They have a very important job.
 - The static line opens the parachute soon after the paratrooper exits the aircraft. It's usually yellow.

Practice

- 7) Talk to your partners and discuss the following questions
- What are some positives and negatives about parachute training? Scaffold this by asking ss about at least one negative and one positive. Make sure everyone hears their answer(s) Divide the board in two (+ and – column) and write down what they say. Then ask them to discuss in small groups of 2-3. For FB, ask a few more groups what their answer was, and add to what's on the board.
 - Do you think parachute training is harder than other training you have done? Ask them to compare what they have learned from parachute training with other training they have done. You may want to remind ss to use comparative adjectives here. Write a few examples on the board like harder/easier, longer/shorter, more exciting/boring, scarier, more dangerous/safer etc
 - Do you think parachute training is important for the military? Why? As in question a above, ask 1-2 ss their opinion. Then ask ss to work in groups of 2-3 to discuss. For FB, ask other ss for their answers and make sure the whole class can hear them.

- For more practice with the words you've learned here, scan the QR code. This set of 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 app, as it has additional practice tasks associated with the set of vocab.
- This lesson links with → Vocabulary Builder – Parachute Training
- Watch this video. Type on YouTube [ADF Parachuting School delivering personnel parachute training](#) or scan the QR code.



The video can be used in different ways. One example is to use it at the end of the lesson. Ask ss to scan the QR code and watch the video on their devices. Before they watch, ask them to write down the words they learned in this lesson as they watch the video. Answers (in the order that they appear): rigger, static line, paratrooper, exit, free fall (although in static line jumping, which is shown in the video, it only happens for a very brief moment), land, landing fall, drop zone (the last three happen almost at the same time in the video). Another example is using the video at the beginning, to set the context. Before playing the video, ask ss: 1. what is the video about?; 2. write down any word you see in the video. The second question will help activate previous knowledge, which will in turn help the ss during the lesson.