



CEFR A2 / ADFELPS 4  
and above

## Military English

Lesson: Leadership – Inspiring Aussies – Uncle Reg – Listening

**TEACHER'S COPY**

**Overview:** This lesson presents vocabulary related to being a good leader.

**In this lesson, you will:**

- ✓ practise listening for gist and specific information.
- ✓ learn and practise new vocabulary and expressions about leadership.

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

**TN →** Read the instructions together and look at the words in the box. Explain that the words are all qualities. Ask if students (Ss) know (or can guess) what qualities mean (answer - Something about your personality, or what is inside you). Ask students these CCQs. Ask Ss what part of speech most of the words in the box are (adjectives and a few verb phrases). Allow Ss a few minutes to do the activity, checking vocabulary with their friends or with you as needed. Then compare with a partner. Discuss answers (ans) as a class. There are no ans that are 100% right or wrong.

### Prepare for Listening

- 1) First, work by yourself. Think about some leaders you know. Look at the words in the box. Are they **qualities** of a good leader or a bad leader (or both!).

speaks clearly // brave // selfish // fair // listens to ideas // angry // rude //  
strict // quick // kind // honest // dishonest // tries hard // funny

- 2) In pairs, discuss:

- a. What **qualities** does a good leader have? Why? Can you think of one more?
- b. What **qualities** does a bad leader have? Why? Can you think of one more?
- c. What **qualities** do bad and good leaders both have? Can you think of one more?
- d. "Everyone needs to be a leader." Do you agree?

**TN →** Allow Ss 5 mins to discuss the questions. Listen for a few good/interesting ans and ask these Ss to share with the class. Concentrate especially on qualities of a good leader and related vocab, since Ss will need this vocab for the final activity. It is a good idea to write these on the board and keep them for later.



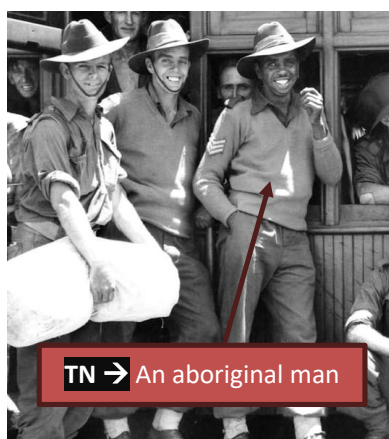
3) Here are some pictures from today's Aussie leader, Uncle Reg. Can you find these words in the photos?

**TN →** Draw Ss attention to the 'did you know' box below. Ask them if this is the same in their culture. Allow Ss 5mins to match and then check ans as a class.

an aboriginal man // a bayonet charge // a platoon // the bush

4) What else can you see in the pictures? Why is Uncle Reg important? What do you think the listening is about?

**TN →** Allow Ss 5mins to talk. Encourage all logical guesses. (For your info, right to left – Uncle Reg with some soldiers; medals Uncle reg got over his career; soldiers walking through the bush in New Guinea (now Papua New Guinea) in WWII; Uncle Reg leading troops in the Korean war; a WWII bayonet charge). Come back together as a class. Ask Ss if they think Uncle Reg is from the present or the past? (past, but don't confirm) Ask students what they think Uncle Reg did? (He was a leader, but don't confirm. Students will check these answers and other guesses in the listening for gist activity).



**TN →** An aboriginal man



**TN →** An aboriginal man



**TN →** the bush

**TN →** A platoon



**TN →** A bayonet charge

## Listening

5) Listen to the talk. How much can you understand? Were your guesses right?

**TN →** Read the instructions for ex 5 as a class. Stress that Ss should not worry about ex 6 for now. Play the recording and have students discuss what they understood with their friends. Elicit that Uncle Reg was a military leader in Australia.

6) Listen for detail. Complete with the word or number you hear.

**TN →** Have Ss predict the gaps. They should think about what type of info is logical. Guessing will get their brains ready to listen. Give an example in a. Ask Ss what kind of information will go in the gap in letter a, a verb, a number, a noun? Ask them to do the same with the other items. Play the recording and have Ss compare with their partner. You can play the recording another time if Ss are missing a lot of ans. Compare again with a partner and then check ans as a class. The answers are also underlined on your copy only.

- Uncle Reg joined the army in 1940.
- Uncle Reg's team saw him trying hard. It made them try hard as well.
- Uncle Reg was part of a bayonet charge in Libya in 1941.
- He was left behind in Greece for 11 months.
- He fought in New Guinea in 1945.
- Uncle Reg's platoon loved him and loved serving under him.
- Uncle Reg showed Australia that colour is not important to be a good leader.

### Did you know?

In Aboriginal culture, we call a man 'uncle' to show them respect. Do you do the same in your culture?

## Learning Military Vocabulary

- 7) 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. **TN → Ask Ss to look at the example. Explain: 1. match the words in bold on the left with the definition on the right; 2. the tables are separate so the ans for table one are only in table one. Give Ss 10 mins. It's important to monitor. Go around the class and randomly check Ss' ans. If they're incorrect, just say they're incorrect and let them work out the mistake. Then ask them to check with a partner ready to listen and check.**

Table 1

is very <b>inspiring</b>	<b>e</b>
the first aboriginal to become a <b>commissioned officer</b>	<b>d</b>
Uncle Reg had many <b>qualities</b>	<b>c</b>
His <b>team</b> saw him trying	<b>b</b>
Uncle Reg had so many <b>victories</b>	<b>h</b>
Uncle Reg was <b>brave</b>	<b>a</b>
on a <b>mission</b> to Greece	<b>f</b>
he didn't <b>surrender</b>	<b>g</b>






a. (adj) not being scared in difficult situations	
b. (n) people who work together as a group	
c. (n) things about your personality such as funny, happy, brave	
d. (n) a trained military leader who is given the rank and power to lead, command and make decisions by the government.	
e. (adj) to make someone feel they want to do something and can do it	
f. (n) an important task or job	
g. (v) to stop fighting and give yourself to the enemy	
h. (n) when you win something	

Table 2

He used the <b>resources</b> he did have	<b>l</b>
knew how to <b>manage</b> his people	<b>k</b>
his team found this <b>battlefield</b> very hard	<b>i</b>
there weren't enough <b>supplies</b> like food	<b>m</b>
He treated his <b>subordinates</b> well	<b>n</b>
colour doesn't matter in <b>leadership</b>	<b>j</b>

i. (n) a place where armies fight	
j. (n) being a good leader	
k. (v) to use and organise things such as time and money	
l. (n) something that a country or person has that they can use	
m. (n) food or other things you need to live	
n. (n) the people a leader is in charge of	

- 8)  Listen and check.

- 9)  Now, let's practise saying the words. Listen and repeat. Look at where the stress is underlined in words that have more than one syllable.

**TN → This stage acts like concept checking questions (CCQs) but is a little more fun. Put Ss into small groups and get each group to make their own buzzer sound. This could be clapping or hitting the table or stamping their feet. Tell Ss to make a team name with their group and write these on the board. Tell Ss that you are going to give them a clue, and the first team to use their "buzzer", hear their name called, and answer correctly gets a point. 1. What was Uncle Reg's job? (Commissioned officer); 2. Where do soldiers fight? (battlefield); 3. The people under a leader are the \_\_\_\_\_ (subordinates); 4. These are things like blankets, food and drink (supplies); 5. In class, we are a \_\_\_\_\_ (team); 6. Uncle Reg never did this (surrender); 7.**

When you use English when you feel scared, you are (brave); 8. The things we have to work with are our (resources); 8. If you get the most points in this game, you will have \_\_\_\_\_ (victory!). Add up the points, declare the winner (victor!) and clap!

- 10) Complete the questions below with a word for the box. Then, ask and answer the questions with your partner about you. **TN →** Allow Ss 5mins to match. Check ans as a class. Then allow students 5-10 mins to chat. Don't run out of time for the final activity! Monitor and support with questions/vocabulary as needed.

team // bravest // battlefield // resources // commissioned // subordinates

- What qualities does a leader need in their subordinates? Do you have these qualities?
- Does a military leader need to be a commissioned officer? Why or why not?
- What is the best team you have ever been in? Why did you work so well together?
- In battlefield in New Guinea, many things were very difficult. What is more difficult for you: being hot, OR not having enough supplies? Why?
- What resources do you have to help you learn English? What is your favourite?
- Who is the bravest person you know? Why?

### Practice – Mini presentation

- 11) Think about a good leader you know. Make notes about them in the table. Try to use at least 3 new words from today! **TN →** Read instructions together as a class. If necessary, model the activity.

	A quality they have	How it helps them be a good leader
1		
2		
3		

- 12) Work with a partner. Tell your partner about your leader. They will listen and try to ask extra questions. Here is some useful language to help you. **TN →** Explain that like a paragraph or essay, presentations follow a structure. As you can see below, an “introduction; point + evidence; point + evidence; point + evidence; conclusion” structure is suggested here. Drill the helpful language, but stress Ss do not have to use it. Monitor as Ss do the activity. To finish, you could have some Ss present to the class.

1. A good leader I know is...

2. The first quality they have is...

3. An example of this quality is ...

4. Another quality they have is...

5. This makes their subordinates feel...

6. The third quality they have is...

7. I think this quality helps them to...

8. Thanks for listening to my ideas about being a good leader. Do you have any questions?

- You will watch a video about Uncle Reg. Type in YouTube “[BushTV Untold Stories - REG SAUNDERS](#)” or scan the QR code. →



Look at the order of events in Uncle Reg’s life. Order them 1-6. Look at the example. Then listen and check.

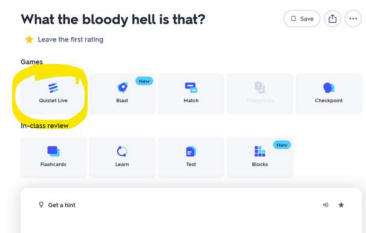
- 2 His ship sank.
- 6 He served as a captain in Korea.
- 1 He fought in North Africa and Greece.
- 3 He was left behind.
- 4 His brother died in New Guinea.
- 5 He graduated as an officer.

**TN →** This is a 3-min video. You can do it in class or set it for homework. In class, play the video, let Ss compare, and then play it again to check. You will need about 15 mins to do this activity in class. You could also set it for homework.



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

**TN →** If you have time left over, play Quizlet live to consolidate the lesson. You will need to be logged into Quizlet for you to start the game as a teacher. Otherwise, you cannot see the icon. **Here is a video on how the game works -** <https://www.youtube.com/watch?v=q64qTBfK0iE>



This lesson links with → MilEng - Lesson – Leadership – Reading

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## TRANSCRIPT

### A leader I love - Uncle Reg

G'day everyone.

Today, I want to talk about a leader I love – Gunditjmara man, Uncle Reg. His full name was Reginald Saunders. He joined the Army in 1940. He is famous for being the first Aboriginal **commissioned officer**. This is a high level of leader. Uncle Reg had many **qualities** that made him a good leader. Today, I want to talk about three of those qualities.

First, Uncle Reg was **inspiring**. He said that if a person wanted to do something – big or small – they should try their best. His **team** saw him trying hard, and it made them want to try hard as well. This is how Uncle Reg had so many **victories**. He used this inspiring quality to lead his team to win.

Second, Uncle Reg was **brave**. He fought hard and never gave up. In Libya in 1941, he was part of an important bayonet charge. I think you have to be very **brave** to be in this kind of fighting! Later, on a **mission** to Greece, his battalion was left behind. He didn't have enough **supplies**, like food and water, but he didn't **surrender**. He used the **resources** he did have to hide in Greece. He stayed there for 11 months!

Finally, Uncle Reg knew how to **manage** his people, equipment and **supplies**. He showed this skill in New Guinea in 1945. He was in charge of the 10 **Platoon**. Many of his **team** found this **battlefield** very hard. It was hot and there weren't enough **supplies** like food. Uncle Reg was good at being out field in the bush though. His family taught him bush skills when he was young. He could find food and knew how to live in nature. He was also very funny, even when things were hard. His platoon loved him and loved serving under him. He treated his **subordinates** – the people working under him – well.

Uncle Reg showed us in Australia that colour doesn't matter in **leadership**. When you are the right man or woman for the job, anything is possible.