



Military English

Level: CEFR A2 (high)
ADFELPS 4- 5 and above

Lesson: Recruit Training in the Australian Army - What I learnt at Kapooka [reading]

Overview:

This lesson is about daily routines in the military.

In this lesson, you will

- ✓ read a text for main ideas
- ✓ find specific information in a text
- ✓ learn the meaning of new words and practice using them to talk about your training.

TEACHER'S COPY

Prepare for Reading

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

TN → Consider also teaching the 'sister' lesson, *Recruit training in the Australian Army*. It recycles a lot of the same vocab.

TN → Lesson notes - **Recruits vs Officer Cadets: What's the Difference?** - Many military learners are either **Recruits** or **Officer Cadets** or, but they are training for different roles. **'A recruit'** is a person who has joined the military and is training to become a soldier, sailor, or aviator. Recruits learn basic military skills such as drill, field craft, weapons handling, fitness, and teamwork. After training, they usually move into a specific job or trade. **An Officer Cadet** is training to become a Commissioned Officer. Officers are military leaders who plan activities, make decisions, manage resources, and lead personnel. In addition to military skills, Officer Cadets learn leadership, communication, problem-solving, and military planning.

In simple terms, Recruits are training to become military personnel, but their training goals are different. In the Australian Army, recruits attend the Army Recruit Training Centre (ARTC) while officer cadets attend the Royal Military College (RMC).

Key point: Officer Cadets may already have university degrees or professional experience, while recruits often enter the military directly from school or civilian jobs. However, this can vary between countries and services.

Consider doing this lesson over 2 sessions - This lesson is very busy (there is a lot to get through!). If you want your students (Ss) to get as much as possible out of this, you might like to do this lesson over 2 sessions. This will give them time to prepare for the final speaking practice and get more from it.

1) Look at some pictures of Australian Army recruits at Kapooka. Talk with your partner.

a. What are the people doing in the pictures?

b. Where are they?

Why? **TN** → Draw Ss attention to the images and questions here and set a time limit of 5min. At the end of the time, ask some Ss for feedback on the question. Describing activities is a good ADFELPS speaking activity.



recruit (n) - a new soldier; they haven't finished their training yet. All Australian army soldiers do their training at Kapooka, New South Wales.



- 2) There are some words we need for today's reading in the box. Match them with the pictures. The first one has been done for you.

TN → This exercise is to prepare students for the reading later. It supports the reading with some contextualised vocabulary development. Go over the instructions as a class, do the first one with the class, and then allow 5min for Ss to complete the activity. Monitor and support Ss with unfamiliar vocab as necessary. When time is up, ask Ss to compare with their partner before checking answers (ans) as a class. Check the words in a dictionary before the class if you need to.

rank structure // bunks // mates // polish your boots // bodyweight exercises // a bugle



a. 'bunks



b. 'mates



c. 'bodyweight 'exercises



d. 'polish your boots



e. a 'bugle



f. 'rank structure

- 3) Listen, check and repeat

TN → Ask the whole class to repeat after the recording, paying attention to the stress. Then play a second time, but ask individual Ss to repeat. Correct their pronunciation if needed, especially in regards to word stress and weak forms i.e. the student won't get the word correct if they ONLY pay attention to the stressed syllable.

- 4) Ask and answer questions with your friends to practice the new words.

TN → This stage makes sure Ss understand the new words since they need to talk about the questions (Qs). Allow Ss 5 mins to discuss. Monitor and support Ss with vocab as needed. Encourage ss to 'ask the question' to their partner, taking it in turns to answer, and to try to use the vocabulary in their reply. e.g
A: Do you like sleeping in bunks? Why / why not?

B: Yes, I love sleeping in bunks. They are really comfortable.

- Bugles** are an important part of the Australian Armed Forces.
Do you use **bugles** in your army? What for?
- What **bodyweight exercises** do you like doing? Are there any bodyweight exercises you don't like?
- Do you think the army is a good place to make **mates**? Why/not?
- Who is above you in your **rank structure**? Below?
- Do you like sleeping in **bunks**? Why/not?



Two recruits at the entrance to the Army Recruit Training Centre.

Reading **TN** → Read the instructions together. Stress with Ss that this first reading task is all about finding the main idea in the text, and as such the task for them is to be able to read fairly quickly and not to worry too much about unknown words.

- 5)  Read and listen about Australian Army recruit, Mia, talking about her training at Kapooka. How does she feel about her training? **TN** → Answer: Mia felt good about her training. It was hard but she learnt a lot about herself, made friends, and learned to love her job in the Army.



Kapooka changed my life. Like all army **recruits**, this is where I did my **basic training**. I learnt **weapons handling, field craft, and got fit**.

Commented [MTM1]: Need to red underline all the answers

Kapooka days start early. I usually woke up at 0600. However, on mornings we had PT – that's short for physical training – I got up at 0545. This was a **challenge** for me! At home, I used to get up as late as possible, but at Kapooka, we all got out of our **bunks** very early.

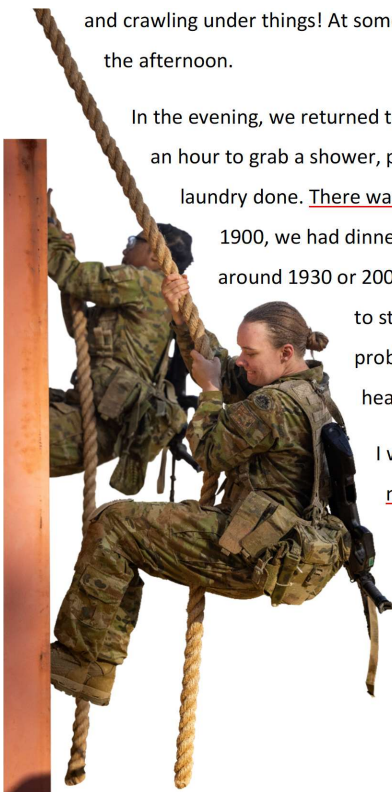
On days we got up at 0600, we got straight into our **morning duties**. We cleaned the **barracks**, and got ready for the day. On PT days, we worked out. This could be swimming, group runs, or bodyweight exercises like push ups, sit ups and star jumps. Then, we had breakfast in **the mess** at 0700 hours. After breakfast, we had classes. There was a lot to learn in the classroom. We learnt about rank structures – like who is in charge of who. I am the first in my family in the army, so I am not from a military background. This was hard for me to remember. I preferred the classes that were outside, like the **obstacle course** sessions. I loved climbing over and crawling under things! At somewhere between 1200 and 1400, we had lunch, and then more classes in the afternoon.

In the evening, we returned to the barracks between 1700 and 1800. We had about an hour to grab a shower, polish our boots, clean our equipment and get things like laundry done. There was trouble if you went out looking messy in uniform! At

1900, we had dinner in the mess. Sometimes after this we had a **briefing** at around 1930 or 2000 about what to expect the next morning. After that, we had a little time

to study before lights out at 2100 when we had to be silent. This was no problem for me! I always slept very well at Kapooka and never woke up until I heard the bugle for morning call.

I was very proud at the **graduation**. For me, Kapooka was a place where I made mates for life and fell in love with my career. I learnt a lot about myself at Kapooka. I learnt to work as part of a team, and to push myself. This is why Kapooka is called the 'Home of the Soldier'.



- 6) Read the statements and decide if they are true or false. Write T or F on the line. The first one has been done for you.

TN → Read the instructions together, and then set up the reading for detail task. Give them 10 more minutes to finish this task. Encourage students to underline where they find the answers in the text. If the students do this, as you monitor, you can see if they are finding the answers in the correct place in the text. Ask the ss to compare their answers in pairs after time is finished. Check the answers as a class.

Answers

- a. F Mia got out of bed every morning at 0600. F – some days it was 0545
- b. T At home, Mia liked to sleep in. T – she used to get up as late as possible.
- c. F Bodyweight exercises are things such as running and swimming. F - push ups, sit ups and star jumps
- d. F All the classes at Kapooka were outdoors. F – A lot in the classroom
- e. F Mia thought the classes about command structure were easy. F – She isn't from a military background so this was hard.
- f. T One of the things Mia learnt was to present herself well as a soldier. T- they should always leave the barracks looking their best
- g. T Mia made lifelong friends at Kapooka. T – mates for life
- 7) Have you done recruit training? What did you learn? What are your memories of this time? **TN →** Ask ss to discuss in pairs or small groups. Adjust qs as needed. For instance, if Ss have not done recruit training yet, ask them what they most want to learn and what they think they will remember. Come back together as a class and share ideas.
- 8) Look at the words in **bold** in the reading. We will match them to their definitions next. First, look at them in the sentences and talk to your friends. What part of speech are the words? What do you guess they mean? **TN →** Before Ss look at the vocab table, ask them to look at the words in context and make guesses in pairs or small groups. There is no need to check answers though. Students will do this in exercise 10.

Learning military vocabulary

- 9) The words in **bold** are important military vocabulary that you should learn. Match them to their definitions on the right. Look at the example and write the answers in the middle column. **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; 3. elicit what the letter at the beginning of each definition (right column) is: (the word class). Knowing the word class will help them find the correct ans. 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. Give Ss more time if necessary.

Table 1

all army recruits	g	a. (n) when new soldiers learn the important things they need to know to be a soldier	
I did my basic training	a	b. (n) these are special skills soldiers learn for working outside, for example it teaches them how to hide and move quietly	
I learnt weapons handling , field craft, and got fit.	f	c. (verb phrase) to become strong and healthy by doing physical exercises; soldiers need to do this to be ready for their job	
I learnt weapons handling, field craft , and got fit.	b	d. (n) this is a difficult task or problem that needs a lot of hard work; it can be something hard you need to do	
I learnt weapons handling, field craft, and got fit .	c	e. (n) this stands for 'Physical Training'; it is all the exercise recruits do to get fit	
mornings we had PT	e	f. (n) learning how to use weapons like a pistol or assault rifle safely; it includes knowing how to carry, load and fire them	
This was a challenge for me	d	g. (n) a person who has recently joined the military and is starting their training	

Table 2

got out of our bunks very early	k	h. (noun phrase) soldiers train here; it is a path with many different difficult things to climb over, crawl under, or jump across	
got straight into our morning duties	n	i. (n) soldiers live here; it has many rooms for them to sleep and spend their time	
We cleaned the barracks	i	j. (n) when other people in your family have been in the military	
to have breakfast in the mess	m	k. (n) beds that are built one above the other in a room	
from a military background	j	l. (n) a special event at the end of training (or school); it means someone has finished their studies or military course successfully	
the obstacle course	h	m. (n) a big dining room where soldiers eat their meals; it's a place for them to get food and sit together	
I was very proud at graduation	l	n. (noun phrase) the jobs soldiers must do early each day; this includes cleaning their area or getting ready for the day's activities.	

10) 🎧 Listen and check. **TN →** Once Ss have finished and compared with their partner, use the recording to listen and check.

11) 🎧 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 →** Use the recording to drill the vocabulary. Start by drilling the whole class, then play the recording again and this time ask individual Ss to repeat. Correct those who misplace the stressed syllable. Before class, research any terms you think the Ss might be interested in knowing more about. Ask Ss to work with a partner and make sure they understand all the words. Allow them time to see if they have any questions they would like to ask before they move onto the next stage. Then, ask Ss to take it in turns testing one another on the words. Ask CCQ questions as needed.

Practice

12) Complete the questions with new words from the box. The first one has been done for you. **TN →** This stage gives Ss another chance to check their understanding of new words. Read the instructions together as a class. Allow Ss 10 mins to complete the activity. Then have them compare with a partner. Check answers together as a class. After the class check ensure you leave another 5 mins for students to practise the speaking here when students take it in turns to ask and answer the questions with a partner.

army recruit // bunks // PT // mess // morning duties // military background // obstacle course

- Are there bunks in your barracks? What makes a person good to share a bunk with?
- Do you do enough PT? Are you as fit as you were when you joined the army?
- Do you like going around an obstacle course? Which parts do you like best?
- Do you come from a military background? If so, who in your family served before you?
- Do you remember your first day as an army recruit? What did you do? How did you feel?
- Do you have to do morning duties? What things do you have to do?
- What is the best food that they serve in your mess?

13) Ask and answer the questions in exercise 12 with your partner about you.

14) You are going to play a game of 'Would you rather...?'. First, answer the questions about you. Circle your answers. **TN →** Ask Ss to do this individually first. Give them 10 mins to read the statements, and to circle their choice of what they like more. Do a demo with yourself circling an answer for the first one.

- Would you rather **work as part of a team** OR **work by yourself**?
- For PT, would you rather do **swimming** OR **running**?
- Would you rather **be from a military background** OR **not be from a military background**?
- Would you rather **eat in the mess** OR **eat by yourself**?
- Would you rather **sleep in bunks** OR **by yourself**?
- Would you rather **wake up to a bugle** OR **wake up to a rooster**?
- Would you rather **learn something challenging** OR **learn something easy**?
- Would you rather **go to a radio communications class** OR **go to weapons training class**?
- Would you rather **do 100 sit ups** OR **do 100 push ups**.



15) Stand up and walk around the room. Find someone with the same answer as you for each of the questions. Ask why they chose this. Did they have the same reasons as you? Try to talk to as many people as you can. **TN →** After the students have circled their answers, ask them to stop and listen to the instructions for the second part of the activity. Tell them "Now you will stand up and walk around the room, asking your classmates the questions. When you hear someone give the same answer as you, ask them 'Why do you like that more?' Listen to their answer and decide if they have the same reasons as you. Tell them your reasons too. After talking to this person, move on to talk to another person,

asking them a different question. If your classmates do NOT have the same answer as you, you can still ask them ‘Why do you like that more?, and then give your answer with your reasons to compare your ideas. Can you change their minds?’. Do an example with them. Set a time limit of 15 mins. This is spoken fluency task, so the most important thing is that the ss are talking, in English, as best they can. Monitor and support with vocabulary as needed. If you’d like to provide correction of any small mistakes they made, take note of them as you monitor. After the exercise, write the mistakes on the board and tell the Ss you heard them say them (but don’t say who made the mistakes!). Then, ask the whole class to correct them.

Optional extension – Put Ss in groups. Tell them to write their own “Would you rather” questions with vocabulary from today’s lesson. Model one on the board. E.g. “Would you rather sleep in a bunk until 0300 or sleep on the ground until you want to wake up?” Monitor and support as needed. Then, get everyone to stand up in front of the class in the middle of the room. Tell Ss who want the first option to stand on the right side of the room and students who want the second option to stand on the left side of the room. Read out the statement you modelled on the board. When students are on the correct side of the room, tell them to discuss why they answered this way with the person next to them. (no! You cannot stay in the middle!) Let them talk for a minute or so. Then tell students to stand in the middle again. Ask the next student to read their “would you rather” to the class.

- Watch this video in class or for homework about [Preparing for Kapooka](https://www.youtube.com/watch?v=u1W4oII8zPs) on YouTube or scan the QR code. → **TN →** <https://www.youtube.com/watch?v=u1W4oII8zPs>

After you listen, be ready to discuss:

- How did you prepare for your recruit training?
- What did you bring with you?

- For more [practice](#) with the words you’ve learned here, scan the QR code. →

TN → Here is the link to the Quizlet - <https://quizlet.com/au/1211909066/lesson-recruit-training-in-the-australian-army-what-i-learnt-at-kapooka-reading-flash-cards/?new> **TN →** If you have time left over, and your Ss have phones with internet 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=g64qTBfK0iE> **TN →** If you don’t want to play Quizlet live (or if you don’t have the internet) there are many other games you could play to round off the lesson such as *Back to the Board*. Instructions here: <https://www.youtube.com/watch?v=p7j-2xteKB4> (I know the videos is kids, but it works for all ages, I promise!)

- This lesson links with → Lesson – Recruit Training in the Australian Army [listening]
Lesson – Studying at DITC [listening]
Vocabulary Builder – At an obstacle course
Vocabulary Builder – Military time

