



# Military English

B2 / ADFELPS 6  
and above

## Lesson: Humanitarian Aid – Reading

**TEACHER'S COPY**

### Overview:

This lesson covers a humanitarian aid operation conducted by the Australian Defence Force.

### In this lesson, you will:

- ✓ find general and specific information in a text.
- ✓ learn the meaning of new words.
- ✓ use new words in sentences.
- ✓ use new words in a conversation.

Ideally Vocabulary Builder – Natural Disasters should be taught before this lesson as this will pre-teach some useful vocab used in this lesson. Before you give out the worksheets, ask the whole class what they understand by 'humanitarian aid' (answers (ans) will vary, but should be related to the assistance the government gives after events that affect a lot of people, such as wars and natural disasters). Now, ask students (ss) to work in pairs. Give them 1min to write as many words related to humanitarian aid as possible. For feedback (FB) ask a few random pairs to give one or two words from their list. You could write these on the board and at the end of the lesson go ask the class if any of the words on the list on the board were/weren't covered in today's lesson. Now distribute the worksheets.

### Prepare for Reading

- 1) Look at the photos below and discuss with a partner: Set a time limit for this (e.g. 4-5min). Monitor as they work and provide help if needed, especially with vocab. Ss own ans for all questions (Q), but some suggestions are written below:



#### a. What has happened?

Clockwise from left (on Student's Copy), or from top (on left):

- A flood
- A bushfire, a wildfire
- A natural disaster, an earthquake, a flood, a cyclone, hurricane or tornado
- A medical, health or healthcare emergency, a disaster, disease, pandemic/epidemic

#### b. What problems might happen next?

- Division in society, fear, conflicts
- Homelessness, and people having to move to other areas
- Lack of food (hunger)
- Damage to basic infrastructure, including electricity and water supply
- Death, illness, and disease
- Economic problems
- Pressure on public services, such as hospitals and ambulances

#### c. Who is in the picture (why)? Clockwise from left:

- Everyone living in the disaster area, which could include: poor, old, disabled people
- Probably fire fighters
- (nobody in this picture)
- Government workers

#### d. What can the military do in this situation?

- Provide support / assistance
- Provide disaster relief
- Repair infrastructure – for example: bridges, roads, electricity power systems, power and energy systems
- Make water breaks for flooded areas (sand bagging)
- Search for people trapped under collapsed buildings
- Provide helicopter support for people in flooded areas
- Evacuate people from dangerous areas
- Build temporary shelters
- Set up field hospitals
- Send ambulances to disaster areas

## Reading

2) Read **the heading and the first paragraph only** of the article below and answer these questions. Then check your answers with a partner/a group:

Do not use a dictionary yet. You are going to learn the meaning of the words in **bold** in the next exercise.

Before ss read the text, ask them to focus on the question words in bold to predict the type of answer. Ask ss: Let's look at Q1. What information do you need in this answer? In Q 2, tell them the 'who' is a country. Ask CCQs: Are you going to read the whole text? (n); What parts of the text are you going to read? (title and 1<sup>st</sup> para). Give ss 2min to read and answer the Qs.

- a. **What** did the ADF (Australian Defence Force) do in this story?  
Participated in a Humanitarian Aid Disaster Relief mission.
- b. **Who** (Which country?) did the ADF help?  
Indonesia
- c. **Why** (For what reason?) did Indonesia need help?  
Because there was an earthquake and tsunami in Indonesia's Central Sulawesi province.

**personnel** – people who work for the military.  
Example: My unit has about 35 personnel.  
Short form: pers



### Australian Defence Force Response to Humanitarian Aid Disaster Relief (HADR)

Australian Defence Force (ADF) **personnel**\* have participated in many Humanitarian Aid Disaster Relief (HADR) missions during natural disasters, both in Australia and in other countries. For example, the ADF assisted Indonesia in **combined** HADR **operations** when earthquakes hit Indonesia's Central Sulawesi province. The earthquake caused a 3-meter-high tsunami.

The earthquakes, tsunamis, and landslides caused a lot of damage and at least 2,227 people died. More than 2,500 others were injured and 113 were missing. This disaster also **destroyed** more than 65,000 houses and **displaced** 211,000 people. The earthquake damaged the airport runway and control tower, and the tsunami damaged the seaport. Therefore, fuel and **humanitarian supplies** could not be delivered to the region. Overall, the earthquake affected 1.5 million people.

The Government of Indonesia, Ministry of Foreign Affairs and National Disaster Management Agency welcomed **foreign humanitarian aid assistance**. The ADF joined 17 other foreign militaries to assist the Government of Indonesia. The ADF **deployed** C-130 Hercules and C-17A Globemaster transport aircraft to deliver humanitarian supplies and equipment from Darwin to Balikpapan. Humanitarian supplies included **tarpaulins**, family **tents**, **generators**, **medicines**, **hygiene kits**, food and water supplies. These flights also helped to **evacuate** people from disaster areas.

Note that the noun aircraft takes the same form for singular and plural. In the text above aircraft is used in the plural (not an aircraft, but (various) aircraft).

3) Now read the whole text, but quickly!

How many of these can you find?

Give 2-3min for ss to read the whole text. You could do this as a class race (e.g. the first one to ans a-e below shouts "Finished!". Then give a bit more time for the others to finish) or individually. For FB, ask ss to check in pairs. Then ask random ss to give their ans or to write their ans on the board.

- the name of an aircraft type **C-17A Globemaster III** or **C-130 Hercules**
- the number of foreign countries that assisted in a combined HADR operation **17**
- the number of displaced people **211,000**
- why fuel supplies could not be delivered the **tsunami** destroyed sea ports
- the types of humanitarian supplies **tarpaulins, tents, generators, medicines, hygiene kits, food, and water**

**Tip: When you see a new word in English, you can:**



- ask a classmate.
- use an English-English dictionary.
- use the sentence to help you guess the meaning.

Tell ss that learning new words is essential when learning a language. However, looking up every new word, all the time, is time consuming and unnecessary. Instead, ss can use the techniques above. Now ask them to read the text above.

**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. Make sure students understand there are 2 separate tables i.e. the answers for table one are not in table two. Give them 10min to do this. Monitor and check their ans as they work. If you see a wrong as, tell the ss to change it, without giving the correct ans. Then come back to them to check the new ans. For FB, as ss finish, ask them to check ans with a partner. Then ask the whole class for the ans. Read comment on next page about the blue text box below.

Table one

|  |          |   |   |
|--|----------|---|---|
| The ADF assisted in a <b>combined operation</b> (n)        | <b>d</b> | a. take people away from a dangerous to a safe place  |   |
| The ADF <b>deployed</b> (v) aircraft                       | <b>c</b> | b. important items that people need for survival during a natural, political or health disaster, such as food, medicines, and water |   |
| This disaster <b>destroyed</b> more than 65,000 houses (v) | <b>e</b> | c. to send military personnel or equipment to another place   |   |
| <b>displace</b> people (v)                                 | <b>f</b> | d. a military operation with forces from two or more different countries  |   |
| <b>evacuate</b> people (v)                                 | <b>a</b> | e. to violently break something, or to attack and end something   |   |
| <b>humanitarian supplies</b> could not be delivered (n)    | <b>b</b> | f. to force people to leave their home or country, e.g. because of war or natural disaster  |  |

**‘Combined Operations’ versus ‘Joint Operations’**

A **joint operation** is when more than one service (e.g. air force, navy, and/or army) work together in military operations.







A **combined operation** is when the militaries of two or more countries work together.

This photo shows the opening ceremony of the combined joint Exercise Nusa Bhakti AUSINDO 2022 between Australia and Indonesia.



\* After checking 'combined operation' in the vocabulary table, ask ss who knows the difference between combined and joint operations (ans in the blue box on previous page). Then ask them to read the blue text box to check their ans.

Table two

|   |                 |   |   |
|---|-----------------|---|---|
| <p>they welcomed the <b>foreign humanitarian aid assistance</b> (n)</p>   | <p><b>l</b></p> | <p>g. a package of basic items for keeping a person's body clean and healthy</p>        |    |
| <p>supplies included <b>tarpaulins</b> (n)<br/><br/>short form - tarp</p> | <p><b>k</b></p> | <p>h. drugs for preventing sickness or disease</p>                                      |    |
| <p>supplies included a <b>tent</b> (n)</p>                                | <p><b>i</b></p> | <p>i. a temporary shelter used in disaster relief</p>                                   |    |
| <p>supplies included <b>medicines</b> (n)</p>                             | <p><b>h</b></p> | <p>j. a petrol machine that makes electricity</p>                                       |   |
| <p>supplies included a <b>generator</b> (n)</p>                           | <p><b>j</b></p> | <p>k. a large plastic/canvas sheet for protection from the rain and weather</p>         |  |
| <p>supplies included <b>hygiene kits</b> (n)</p>                          | <p><b>g</b></p> | <p>l. a foreign country helping people in another country during a natural disaster</p> |  |

To further consolidate vocab comprehension, ask these CCQs for some of the vocab items above:

Combined vs Joint Operation – 1. Which type of military operation is conducted by more than one country? (Combined Operation); 2. Which type of operation involves different services, like Army and Navy, for example? (Joint Operation); 3. What's the name for a military operation that involves, for example, the Air force and Navy of Thailand, Indonesia and Australia? (a Combined-Joint Operation).

Deploy – 1. Can personnel or equipment be deployed? (y); 2. When soldiers deploy, do they usually go to a different place than their normal workplace? (y).

Displace – 1. Can natural disasters and war displace people? (y); 2. Are people displaced because they want to move to a new place or because they have to? (they have to); 3. When people are displaced, is it because it is not safe to stay where they live? (y).

Evacuate – 1. Does evacuate mean to leave a place quickly? (y); 2. Can people evacuate an area because of a natural disaster or war? (y).

Humanitarian supplies – 1. Do people receive humanitarian supplies in normal times or in an emergency? (emergency); 2. Are humanitarian supplies luxury items, or basic things we need in everyday life? (basic things like water, food and medicines).

Foreign humanitarian aid assistance – 1. Is foreign humanitarian aid assistance help given by another country? (y); 2. Does this assistance happen in normal times or in emergencies? (emergencies); 3. What type of assistance is given in this situation? (ans will vary, but expect humanitarian supplies, personnel, equipment such as aircraft, land vehicles, field hospitals, etc).

Tarpaulin – 1. Is a tarpaulin a type of cover? (y); 2. Can a tarpaulin protect people from the rain? (y); 3. Is a tarpaulin soft and flexible? (y).

Generator – 1. Is a generator used when there's no electricity? (y); 2. Is a generator noisy? (y).

Hygiene kits – 1. Is a hygiene kit usually a part of Humanitarian Supplies? (y); 2. Which items would you probably see in a hygiene kit? (ans will vary but expect toothbrush/paste, shampoo/soap, cleaning wipes, etc).

5) Now let's practise saying the words in this worksheet. Pay attention to the word stress (strong/weak parts of words. E.g. foreign, medicines). Listen and repeat.

This is an opportunity to practise pronunciation with class/individuals. The main stressed syllable is underlined in the words on the vocabulary chart (task 4) for pronunciation. Ensure that this syllable is pronounced a little more loudly than other syllables in the word.

Extension task - ask students to test each other, in pairs. One student covers the words on the left column and the other reads the definitions. They then swap roles for table two.

6) Use some of the words from exercise four in the sentences below.

Give ss 5-7min. Tell ss each space below is for one word e.g. Q c has two lines, so ss need a two-word vocab item from exercise four. Monitor and help ss as needed. Note one ss with a correct ans for each item. For FB, ask ss to check with a partner. Then ask those ss with the correct ans to write the ans on the board. If their spelling is wrong, ask the whole class to help correct it. Extension task – ask ss to make their own sentences with some of the words or their own gapped sentences to give a partner to fill.

- a. One of the most important items of humanitarian supply is medicines for treating people with illnesses and injuries.
- b. Australian military officers worked with officers from several South East Asian countries in combined humanitarian operations for disaster relief after the tsunami in Indonesia.
- c. After a big natural disaster, the military will send humanitarian supplies to people for their basic survival, including food, water, and medicines.
- d. Big earthquakes can destroy thousands of houses and displace people to areas with no shelter.
- e. Military forces from many countries will join together to give foreign humanitarian aid assistance as a way of helping people in another country that has experienced a natural disaster.

## Practice

- 7) Discuss these questions with a partner: Ss' own answers. There are no correct answers to these questions. Encourage students to check new words in a dictionary (or use the other techniques for learning new vocab listed in the blue text box in task 3), and to use words from this worksheet. If you don't have time in your lesson to do all three parts of this activity, choose one to concentrate on, and you could then use another as a warm up / review in another / the next lesson. Set a time limit. Monitor and help ss as needed, especially with vocab. For FB, ask random ss to give their ans to the class.
- Have you ever participated in a humanitarian aid operation? If yes, describe it.  
Ask ss which v tense they will use the most here (ans past tenses, such as past simple and past continuous).
  - Look at the humanitarian aid activities below – which are the most important to you? Why?  
Variation: You could also ask ss to rank the activities in order of importance. This type of ranking discussion works well if ss have time individually first to think of their ideas, so give them 5min on their own first to rank the items, then re-group the ss and ask them to present their ranking to their group. The group must come to an agreement about the ranking, with each student making arguments for/against. You might want them to present this final ranking to the whole class at the end – this works best if the decisions each group has made are quite different.
    - delivering food and water
    - delivering medical equipment
    - delivering tents
    - providing education
    - delivering hygiene kits
    - giving blood
  - Do you think participating in a humanitarian aid mission is dangerous? Why/Why not?  
As in Q b, ask ss which v tense they'll be using the most here (ans - present simple).

- Watch this video about RAAF C17A Globemaster delivering supplies to a city in Australia. Type on YouTube [RAAF C17A Globemaster delivers essential supplies to Townsville](#) or scan the QR code:



You can use this video the following ways:

1. After the lesson, in class. Ask them to watch the video and write down what they see. Can they use any of the vocabulary from the lesson e.g. humanitarian aid supplies, deployed aircraft, etc.
2. The same activity as above, but set it for homework (if so, make sure you check the homework in the next lesson).

- For more practice with the words you've learned here, scan the QR code.  
This is a link to a set of flashcards. Students will have to sign up to the website (Quizlet). Signup is free. If students download the Quizlet app (also free), they will be able to access study materials for many of the lessons in DITC's Military English series.
- This lesson links with → Vocabulary Builder – Natural disasters;  
Lesson – Disaster Relief.

