Military English

Lesson: Disaster Relief – Changing Climate; Changing Defence Force – Reading

TEACHER'S COPY

Overview:
This lesson is about disaster relief and how the defence forces can help.

In this lesson, you will:
- ✓ read to identify opinions
- ✓ learn the meaning of new words.
- ✓ use new words

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

TN → It's best if the VB – "Natural Disasters" is taught before this lesson as many of the vocabulary items in the VB worksheet will appear in this lesson.

Prepare for Reading

1) Look at the photos below and discuss with a partner:

   a. What can you see in the pictures?
   b. How many **natural disasters** can you see in the pictures?
   c. There are more **natural disasters** now than in the past. Why do you think that is?

TN → The idea of this stage is to get students (Ss) to remember the words they know in English about the subject and to get students interested in the lesson. Go over the instructions as a class. Make sure Ss know what 'natural disasters' means. The natural disasters shown are bushfires, storms and floods. The reason there are now more natural disasters now than in the past is climate change. Allow Ss 5-10mins to complete the activity. Monitor for good ideas. Ask 2-3 students to share ideas with the class.

2) There are some words we need for today's reading in the box. Match them with the pictures.

- Which pictures show people assisting other people? Write the letters here: c, d, f

> evacuate // climate change // airdrop // victim // sandbags // elderly

a. _____airdrop_____

b. ___climate change_____

c. _____victim_____

d. _____sandbags_____

e. _____elderly_____

f. _____evacuate_____

3) 🔊 Listen, and check.

Reading

4) 🔊 Read and listen to the article. What does the writer think?

   a. The ADF shouldn't help with natural disasters.

   b. The ADF should only be used for wars.

   c. The ADF should help more with natural disasters. ✔

> **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.

Climate change is very bad in Australia, and it is only going to get worse. This is because climate change will cause more **natural disasters**. For example, there will be more bushfires, floods and **droughts**. I think the Australian Defence Force (ADF) can assist more with these disasters in four main ways.

First, the ADF <u>can get more people</u> and buy more equipment to help. For example, they might need more planes. These can help put out burning **bushfires** or to **airdrop** supplies for victims. The ADF should make sure they have enough people to help as well. <u>They might need more personnel as climate change gets worse.</u>

Second, they can help before a natural disaster gets very bad. For example, when rivers start to rise, they can assist by making sandbags. <u>Sandbags can help stop the water flooding towns as much</u>. In addition, bushfires are a big problem in Australia and many people lose their homes and lives when the fires burn. The ADF can make **fire breaks** to stop bushfires from getting bigger.

Third, when disasters happen, the ADF can be **on standby** to **deploy** to the area to assist the **survivors** - the people who have lived through the disaster. For instance, in summer there are a lot of natural disasters<u>, so the ADF should have personnel in Australia at this time of year</u>. Sometimes, they might use planes to **airlift** important **disaster relief supplies**, like food and water, to people who need them. If a place is very dangerous, the ADF can also help to **evacuate** people to a safer place. For example, in operation Flood Assist in 2022, they helped more than 100 elderly Australians **stranded** by the **flood** waters. <u>They couldn't get away because the roads were under water</u>. The ADF helped them get to safety.

Finally, the ADF can assist after a disaster. For example, they can help throw away rubbish and clean the streets after a flood. People need a lot of help after a natural disaster.

Some people think if the ADF spends too much time helping with **disaster relief**, there will not be enough personnel left to defend Australia if there is a war. But the ADF's main job has always been keeping Australians safe. <u>It is just that now the biggest threat to Australians is the changing climate.</u>

As climate change gets worse, Australia will need the ADF to help more and more. In my opinion, the ADF are the best people to help Australia in natural disasters.

5) Read the article again. Decide if the writer agrees with these sentences. Write yes or no.

TN → This reading for detail asks Ss to identify the writers opinion rather than simply true and false. Identifying and expressing opinion is important for students as a reading skill, supports writing skills and is generally a good life/ critical thinking skill. Get Ss to find the answers in the text and underline them. The answers are underlined in the text on your copy only.

a. Global warming is getting better in Australia. ___N___ - It is getting worse

b. The ADF has enough people to help with natural disasters in the future. ___N___

c. Personnel making sandbags can help reduce flooding. ___Y___

d. The ADF should be ready to act in summer. ___Y___

e. One way the ADF can help is giving people supplies they need to live. __Y___

f. The older Australians couldn't leave because they didn't have a car. __N___

g. The biggest danger to Australia is war. __N____

6) Discuss with your partner. Do you agree with the writer's ideas? Why/not? **TN →** Ask Ss to discuss for a couple of minutes with a partner before sharing ideas as a class.

7) 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 →** Ask Ss to stay in the reading (don't look at the definitions on the next page yet). Look at the first one together: *This is because climate change will cause more **natural disasters**. For example, there will be more bushfires, floods and **droughts**.* Ask Ss what part of speech the word is and how they know. (It's a noun. We know because it is the object of the sentence, and because "more" stands in front of countable nouns. Draw Ss attention to "For example". Ask what some examples of natural disasters are. (Bushfires, floods and droughts). Ask if Ss can define 'natural disasters'. (FYI - (n) very bad events caused by nature that can hurt people and damage places). Ask Ss to continue talking about the rest of the words in bold with their friends. No need for too much feedback, as Ss will use the next stage to check their guesses.

Learning military vocabulary

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. Monitor Ss as they answer. If they're incorrect, just say they're incorrect and let them work out the mistake. Give Ss more time if necessary. Then ask them to check with a partner ready for the listen and check.

8) 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.

Table 1

climate change will cause more **natural disasters**	f	a. (n) when there is no rain for a long time - a big problem for farmers	
bushfires, floods and **droughts**	a	b. (n) to drop things like food, water, or medicine from an aircraft (like a helicopter or plane) down to the ground	
put out burning **bushfires**	g	c. (adj) waiting and prepared to act quickly	
planes to **airdrop** supplies	b	d. (v) to send people, like personnel or helpers, and equipment to a place where they are needed	

fire breaks to stop bushfires	e	e. (n) empty spaces in the land where there are no trees or grass; these spaces help to stop big fires from burning in new areas	
the ADF can be **on standby**	c	f. **(n) very bad events caused by nature that can hurt people and damage places e.g. big storms, floods, earthquakes, and bushfires**	
deploy to the area	d	g. (n) big fires that happen in the countryside, in forests and grasslands; they can spread very quickly and be dangerous; in Australia, they often happen in the hot, dry summer	

Table 2

the **survivors** - the people who have lived through the disaster	k	h. (n) helping people after a natural disaster	
planes to **airlift**	n	i. (n) things needed to help people after a natural disaster e.g. food and water	
disaster relief supplies, like food and water	i	j. (v) to be stuck in a place and unable to leave or get help	
evacuate people to a safer place	m	k. (n) people who have lived through a dangerous event, like a natural disaster	
elderly Australians **stranded**	j	l. (n/v) when a lot of water covers land that is normally dry	
flood waters	l	m. (v) to move people away from a dangerous area	
helping with **disaster relief**	h	n. (v) to move people or things by aircraft, especially when it's urgent or when other ways of travel are not possible	

9) 🔊 Listen and check ▉TN➔ Have Ss listen and check. If Ss are still confused, you may like to get them to listen a second time.

10) 🔊 Let's practise saying the words. Listen and repeat. ▉TN➔ There is enough time after each word to rehearse 1 or 2 times as a class.

▉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. Here are some to get you going. You can add more from this class, or review other words you are reviewing as well.
A forest fire in Australia is called_____ (a bushfire). Volcanos, cyclones and droughts are all examples of _____(natural disasters). Blankets, mattresses, food and water are all examples of _____ (disaster relief

supplies). When water levels start to rise, you might get a ____ (flood). These people are lucky to be alive. (survivors). When personnel go to a place where they are needed, they are ____ (deployed). If you are somewhere ready to do something, you are ___. (on stand by). If you are stuck somewhere and cannot get away, you are ___. (stranded).

Practice

11) Complete the questions with new words from the box. **TN** ➔ Allow Ss 5mins to match. Check ans as a class. Then allow Ss 5-10 mins to chat. Don't run out of time for the final activity! Monitor and support with questions/vocabulary as needed.

> disaster relief supplies // natural disaster // deploy // drought // evacuate // flood

a. What _____natural disaster_____ is the biggest problem in your country?

b. Do you think your armed forces should ___deploy_____ personnel when there is a disaster?

c. Farmers have problems in a _____drought_____ because there is not enough food for the animals. What other problems can this cause?

d. In addition to food and water, what other _____disaster relief supplies__ can be airlifted?

e. Some people don't __evacuate_____ when there is a natural disaster. Why is this?

f. What can you do if you are in your house and ____flood_____ waters are rising.

12) Discuss these questions with your friends to practise the new words. **TN** ➔ Allow Ss 5mins to discuss the questions. Monitor and help as needed.

13) You are part of a working group to think about ways your armed forces can help in times of natural disaster. **TN** ➔ Depending on your class, you might like to put Ss in groups of 3-4 or let students choose their groups. Read instructions together as a class. Elicit some natural disasters in your country. Tell Ss to focus on one disaster and discuss questions a-d below. Drill the useful language. Set a time limit. Choose one student from each group to share one interesting thing they talked about with the class.

- Work in groups of 3-4.
- Choose one natural disaster that happens in your country.
- Discuss the following.

a. Do your armed forces need more equipment or people for this?
b. How can the armed forces help before a problem gets very bad?
c. How can your armed forces help when the disaster is happening?
d. How can your armed forces help after the disaster?

> After the disaster, we can…
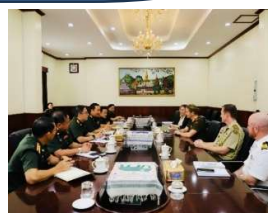
> The armed forces can help before a disaster by…

> When the disaster is happing, we can…

> The worst natural disaster in our country is…

> We need more…

14) Share your ideas with the class. **TN →** Come back together as a class and share some ideas.

- Watch this video about how the ADF helped in COVID. Circle the things the ADF did. Type on ADF marks one-year milestone of Operation COVID-19 Assist or scan the QR code: **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.
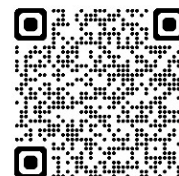
|	
Helped the elderly	Kept people in their houses
Helped in schools	Deployed 1,000 people (deployed 16,000)
Border control	Made PPE
COVID testing	

Did your country's armed forces help in COVID? What did they do? **TN →** You might like to research this a little before class so you can support Ss. Have Ss discuss the question in groups.

- For more practice with the words you've learned here, scan the QR code. →

TN → The QR code takes ss to a Quizlet flashcard set. It's a very useful tool for self-study (e.g. revise the vocab in this lesson). Ss can test their knowledge with flashcards or computer-generated activities. Ss will have to create a Quizlet account, which is free.

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.
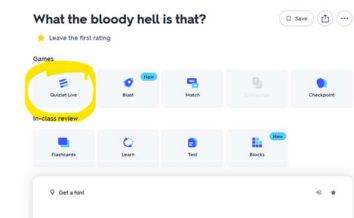
Here is a video on how the game works - https://www.youtube.com/watch?v=q64qTBfK0iE

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 → Vocabulary Builder – Natural Disasters;
  Lesson – Disaster Relief – Listening.