



Level: CEFR A2 / ADFELPS 4
and above

Military English

Lesson: Drones - The future of Warfare? – Reading

TEACHER'S COPY

Overview:

This lesson covers a new and interesting type of drone and the future of warfare.

In this lesson, you will:

- ✓ read a text for main ideas
- ✓ find specific information in a text
- ✓ learn the meaning of new words.
- ✓ practice talking about drones and the future of warfare

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

TN → This lesson links with Lesson: Military drones – Listening. If you have taught this recently, it might be a fun and useful idea to review some of this vocabulary before looking at this material since much of the vocabulary has been recycled. Here are some ideas on how to do this. (Back to the board is easiest)

Instructions for back to the board [here](#)

Instructions for charades [here](#)

Instructions for Pictionary [here](#)

Prepare for Reading

1) Look at the photos of the **Corvo PPDS (Precision Payload Delivery System) drone**.

- a. How is it similar and different to other drones you know?
- b. What do you think this drone can do?
- c. Why do you think they are special?
- d. Do you know this drone?

TN → This activity is to get students (Ss) thinking about what they already know about drones. Ask a student (s) to read the instructions for the activity aloud. Check class understanding about the words 'drone' and 'similar'. Give Ss 5 mins to discuss in pairs or small groups. Come together as a class and ask a couple of Ss to tell you one interesting thing they talked about.



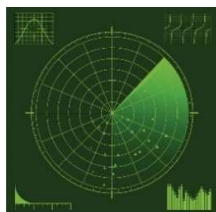
2) Here are some words we need for today's reading. Match them with the pictures.

TN → Have Ss work in pairs or small groups to match the pictures and vocabulary for about 5 min. Have Ss compare their answers (ans) with a friend. Encourage guessing if Ss are unsure! The most important thing is that they have looked at all the words and all the pictures before they listen and check.

transport // rubber bands // injury // cardboard // wax // radar //
sticky tape // metal // medicine



a. sticky tape



b. radar



c. injury



d. metal



e. wax



f. rubber bands




g. transport




h. medicine



i. cardboard

3)  Listen, check and repeat.

Reading

- 4)  Read an article about a new military drone on the next page. Match the headings to the paragraph. Look at the example. Then, listen and check.

~~Introducing the Corvo PPDS!~~

The future of war?

Easy to move & cheap to make

The future of war

Look! No hands!

How the drone is used in Ukraine

Reading tip:

When we match headings, we are not looking for key words, but **main ideas**. The best way to do this question type is to read the paragraph, think about the main idea, and then match that to one of the choices.

TN → This task type can be potentially challenging for students. It comes up on many reading exams, and if Ss confuse it with a keyword type activity, they are likely to waste a lot of time and make mistakes. First, draw Ss' attention to the reading tip in the blue box.

Explain to Ss that in a reading activity, when you match headings to paragraphs, you are looking for the main ideas in the whole of the paragraph. Sometimes this is in the first or last sentence, but it is a better idea to read and decide what the whole paragraph is trying to do. This is especially true if Ss are going to exams like IELTS.

It is useful to model this activity.

1. If you can, project the first paragraph on the board (without the ans showing!). If you can't do this, it is only 3 sentences long so you could write it on the board and ask a S to read it aloud.
2. Ask Ss what the paragraph is trying to do. **ANS** – give a basic introduction to the drone.
3. Direct Ss to the list of possible headings and ask them to select the most appropriate. You could support students by asking if the ans is something clearly wrong such as "How the drone is used in Ukraine". This is clearly not the ans because even though there is the same word "Ukraine" there is no information about how the drone is used. Elicit the correct ans - *Introducing the Corvo PPDS*
4. Ask Instruction checking questions (ICQs). 1. Should you scan for key words? (No); 2. Should you read the questions first or the paragraph first? (paragraph).

Introducing the Corvo PPDS!

It might look like a toy **aircraft**, but many people think this **drone** is the future of war. The Corvo PPDS is made by an Australian company. The Australian Army has been sending 100 of these drones to Ukraine a month since March 2023.

Easy to move & cheap to make

The most interesting thing is that it is made out of cardboard, sticky tape, and rubber bands! There are many benefits to this. First, it is easy to transport. Australia sends it to Ukraine in flat pack packages, and Ukrainian soldiers put them together with glue. Second, this makes the drones very cheap. They can cost as little as \$3500. Another big benefit is that they are hard for the enemy to see. Because they are made of cardboard, **radars** find it hard to see Corvo PPDS drones. The radars can only “see” the metal parts of the drone, but these are very small.



Look! No hands!

The drone can fly **autonomously**, which means that it doesn't need a **drone operator**. Soldiers use a **GPS** to tell the drone where to go. Then, it flies by itself. This is important. It stops soldiers getting tired and gives them time to do other things.

How the drone is used in Ukraine



SYPAQ, the company that makes the drones, say they first made the drones to get bags of blood to help injured soldiers. However, the drone is being used in Ukraine in many ways. First, it can carry lots of types of **payloads** – not just blood. For instance, it can take important things like medicine, food, and ammunition to soldiers in dangerous places. This is safer than sending trucks or **ground troops**. Second, the Corvo can be used for **reconnaissance** and **surveillance**. Ukrainian soldiers can put a **high-resolution camera** like a GoPro on it. The drone can then fly over an area and take pictures and

videos. This helps soldiers see the **battlespace** without getting hurt. Because they cannot be seen by radars, they are good at **drone strikes**. Recently, a **swarm** of Corvo PPDS drones destroyed \$100 million USD of aircraft! Not bad for drones that only cost \$3500!

The future of war?

Many people are watching the war in Ukraine very closely. They think this will help them to understand the future of war. At the moment, it seems that drones will be an important part of that future.

5) Read the article again. Complete the sentences with one word or a number from the text.

TN → This task type is a key word question where the students should use their scanning skills. This is a good time to remind Ss about finding key words to find information. Ss should look for a word that will not repeat elsewhere in the text that does not have a lot of synonyms. Nouns (especially proper nouns) are particularly good for this. For instance, in question 'a' students could look for "Australia". They should scan for this word and then read the rest of the sentence and sentences around it to see if they are in the right place and can find the information. The scannable key words are underlined on your copy only. The ans are also underlined on your copy only.

- a. The Ukraine army gets 100 of these drones from the Australian Armed Forces per month.
 - b. The cardboard parts of the drone are invisible to radar.
 - c. Soldiers have time for other tasks because the drones can fly by themselves.
 - d. Using the drones to deliver goods makes life safer for trucks and ground troops.
 - e. Sticking a camera on the Corvo PPSS helps soldiers see the battlespace safely.
 - f. Wars will probably have more drones in the future.
- 6) 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. Do you know any of them? Have you ever heard or read these words before? What part of speech are the words? What do you guess they mean?

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.

TN → This stage is useful in helping students develop their meaning from context skills. This is an important skill set to have because no one (including native speakers) knows all the words in all texts. Read through the instructions and the blue box as a class. Encourage students to talk through their guesses with a partner so they can support one another. No need to check ans at this stage. Students will do this in the next stage.

Learning military vocabulary

- 7) 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. 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. Then ask them to check with a partner. After this, ask individual Ss to give ans to the whole class, one S per ans.

Table 1






like a toy <u>aircraft</u>	f	a. (n) the things an aircraft, like a drone, carries e.g. supplies, cameras, or weapons	
this drone is the future	d	b. (n) systems that use radio waves to find things like planes or ships; they send out radio waves, and if these waves hit something, they bounce back - this is how the radar "sees"	
<u>radars</u> find it hard to see	b	c. (n) "Global Positioning System"; a system that uses satellites to find the exact location of things on Earth; soldiers and drones use this to know where they are and to find their way	
The drone can fly autonomously	g	d. (n) an aircraft that flies without a pilot inside; it comes in many sizes; it is usually controlled from the ground using a remote control	
it doesn't need a drone operator	e	e. (n) a person who controls a drone from the ground; they use a special device to tell the drone where to go and what to do	
Soldiers use a GPS	c	f. (n) a machine that can fly in the air e.g. planes, helicopters, and drones	
it can carry lots of types of payloads	a	g. (adv) when something does something by itself without a person controlling it	

Table 2

safer than sending trucks or ground troops	k	h. (n) a large group of drones flying together at the same time; they often work together to do a task, like watching a large area or attacking a target from many directions	
can be used for reconnaissance	n	i. (n) watching an area or people carefully over time	
reconnaissance and surveillance	i	j. (n) the area where a battle or fighting is happening or could happen; it includes the land, air, and even space where military activities take place	
a high-resolution camera like a GoPro	m	k. (n) personnel who fight on the ground; they move by walking or using vehicles on land, not in the air or on water	
see the battlespace	j	l. (n) attacks by drones carrying missiles or bombs	
they are good at drone strikes	l	m. (n) this can take photos with a lot of detail	
a swarm of Corvo PPDS	h	n. (n) finding out information about an enemy or an area	

8)  Listen and check your answers.

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

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. Something that a drone can carry (payload); 2. My phone has one of these so I can take beautiful selfies (high-resolution camera); 3. These people don't fight in the air or water (ground troops); 4. If there are many bees or drones, there is a ... (swarm); 5. You can use a map to find your way. What else can you use? (GPS); 6. When a drone attacks, it is called a ... (drone strike); 7. Where the fighting is

is called the... (battlespace); 8. These can't see cardboard (radars); 9. If you go to DITC, you will go in an ... (aircraft).

Practice

10) Using new words. Complete the questions with new words from the box.

TN → Allow Ss 5mins to match. Check ans as a class. Then allow students 5-10 mins to chat (exercise 11). Don't run out of time for the final activity! Monitor and support with questions/vocabulary as needed.

GPS // high-resolution camera // autonomously // payloads // ground troops // drone

- a. Has your unit ever used a high-resolution camera like a GoPro? What for?
- b. These drones can fly autonomously. Is this positive or negative?
- c. The drone in today's lesson can carry payloads up to 5 kg. What things could be useful to send to soldiers in the battlespace?
- d. Have you ever flown a drone? Would you like to be a drone operator in the future?
- e. How can ground troops use drones to help them plan what to do?
- f. Will GPS replace maps in the future? What do you prefer if you are out field? Why?

11) Discuss these questions with your partner to practice the new words.

12) Preparing to speak. Write down 5 ideas you have about what war might be like 30 years in the future. Use words from today's lesson.

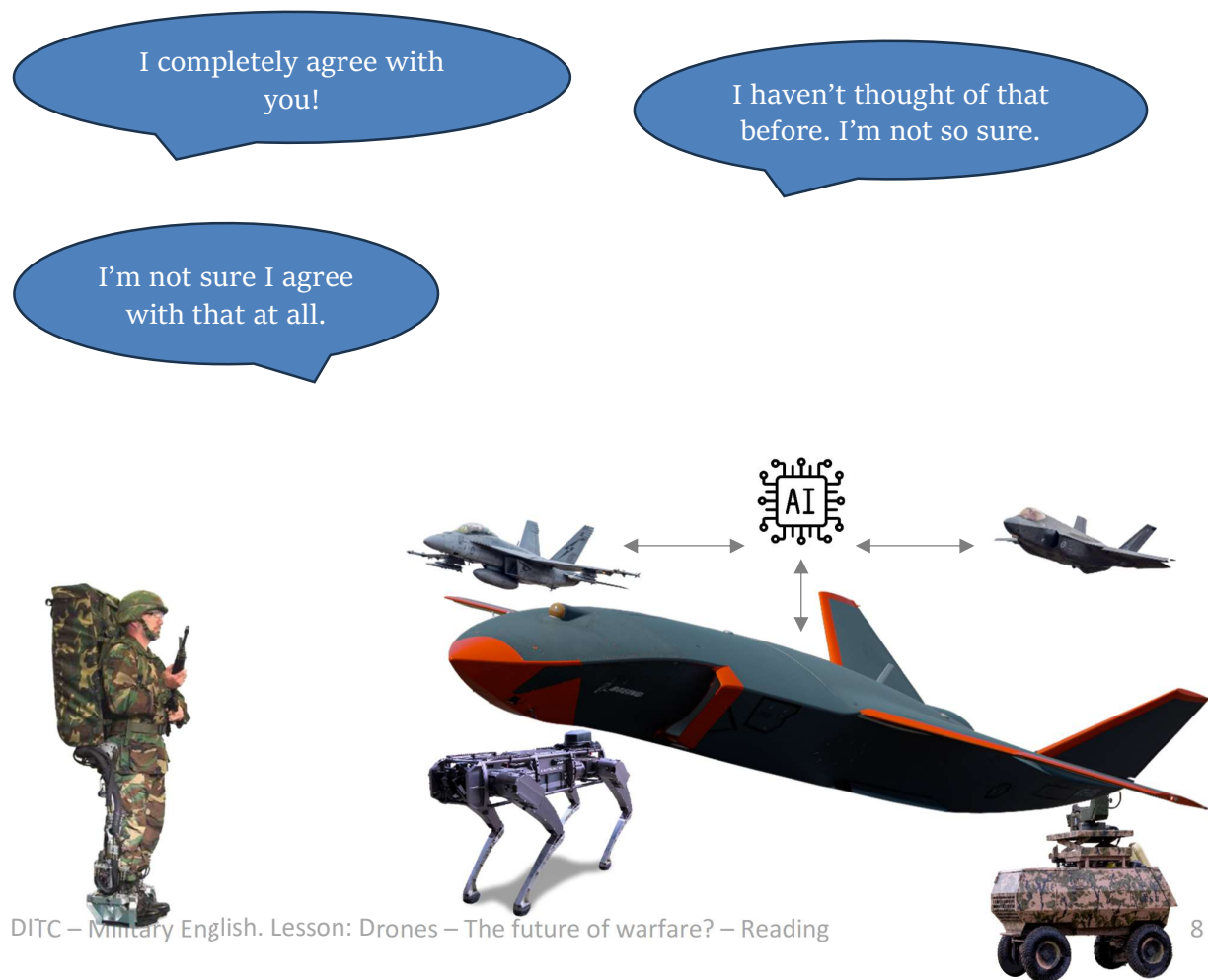
TN → Allow 5-10 minutes for this activity. Write your own prediction for the future on the whiteboard. For example "In 30 years, there might be wars about who controls Mars." (or your own idea!). Students who can't think of what to write can be encouraged to look at the pictures to get ideas.

1. _____
2. _____
3. _____
4. _____
5. _____

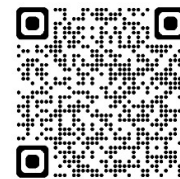
Speaking

13) Stand up and walk around the room. Can you find at least one person who agrees with your predictions?

TN → Allow 5-10 minutes for this activity. Encourage Ss to mingle and talk to people they don't sit with. Make notes of vocabulary and grammar mistakes that you hear, but don't interrupt the Ss to correct them very much. For feedback, ask a few Ss at random to read one of their predictions and have the rest of the class raise their hand if they agree. At the end of the class, write 3-4 repeated mistakes in sentences on the whiteboard. Ask Ss to correct in their pairs and then check answers as a class. Congratulate Ss on their hard work and risk-taking today!



- Watch this video about the drone in today's reading. Type "[Aussie company SYPAQ develops cardboard drones for defence if Ukraine](#)" on YouTube or scan the QR code →



- Listen, and circle words from the lesson that you hear.

swarm // **reconnaissance** // **surveillance** // **cardboard** // radars //

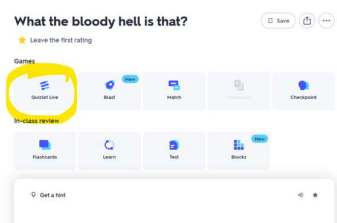
rubber bands // battlespace // drone // payloads

- Is there any other military vocab in the video that you want to learn? Write it below.

- The people talk about the possibility of the Australian Army using the drones. What might your army use the drones for?

TN → The video is 3 min long. You would need about 20 minutes spare to do it in class. Alternatively, you could set this for homework with Ss either writing a short paragraph for c or making notes so they are ready to talk about it next lesson.

- For more [practice](#) with the words you've learned here, scan the QR code. → **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=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 → Lesson: Military Drones – Listening
Vocabulary Builder: Parts of an Aircraft
Vocabulary Builder: Parts of a Helicopter

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