



Military English

CEFR A2 / ADFELPS 4
and above

Lesson: Humanitarian Assistance and Disaster Response (HADR) –
Operation Tonga Assist 2022 [listening]

TEACHER'S COPY

Overview:

This lesson practises vocabulary about how militaries can help neighbours after a natural disaster.

In this lesson, you will:

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

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

TN → This lesson recycles some of the vocab from Lesson: Humanitarian Assistance and Disaster Response (HADR) – Working Together After Disasters [Reading]. We recommend you teach both lessons to help consolidate the target vocab.

Prepare for Listening

1) Look at some pictures from today's listening. Discuss with a partner:

- What natural disaster can you see?
- What other words in English you can see?
- Guess what today's listening is about.

TN → Read the instructions together as a class. Allow students (Ss) a few minutes to do the activity in pairs or small groups. Monitor and help as needed. Listen for a few good/interesting answers (ans). Come back together and ask these Ss to share with the class.



- 2) These are words we will need for the listening. Look at the pictures and match as many as you can with words from the box. The first one has been done for you. **TN → Read the instructions together. Have Ss work with a partner and guess. Monitor and support Ss. Encourage guessing. Ss probably won't know all the words. If you see Ss have one wrong, point it out to them, but let them try to work out what is right and wrong for themselves. Have Ss compare their ans. You don't need to check ans as a class. Use the recording for Ss to listen and check.**

~~ash~~ // a cable // an explosion // a runway // a tsunami // a volcano // a challenge



a. ash



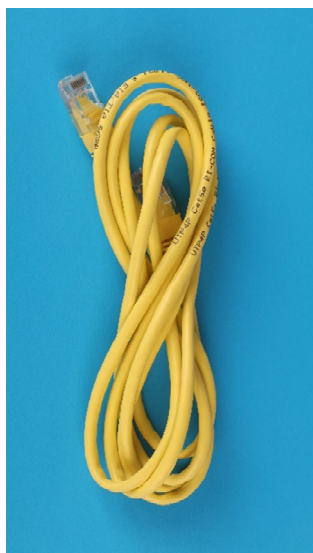
b. a runway



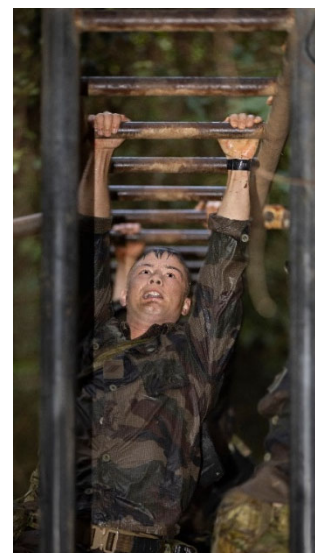
c. a volcano



d. an explosion



f. a cable



g. a challenge



e. a tsunami

- 3)  Listen and check. **TN → Use the recording to have Ss listen, check and repeat.**

- 4) Ask and answer questions with your partners to practise the new words.

TN → This stage makes sure Ss understand the new words, since they need to discuss the questions (Qs). Allow Ss 5 mins to discuss. Monitor and support Ss with vocab as needed.

- What problems do you think **ash** from a **volcano** causes?
- What problems can there be for **runways** after a volcano?
- What problems might there be with **housing** after a **tsunami**?
- Why are internet **cables** important to a country?
- How many things can you name that **explode**?
- What are some of the **challenges** after a volcano or tsunami?

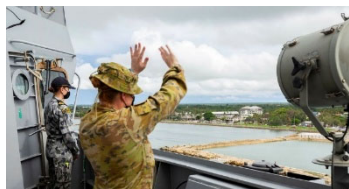
Listening

5)  Listen and check your guesses from exercise 1b – What is today's listening about?

TN → Read the instructions together. Make sure Ss know they are looking for the main idea and not specific information. Ss might find it helpful to think about this as this as finding a good title for the listening.

6)  Listen again and fill the gap with up to three words or numbers. Look at the example.

TN → Read the instructions together. Give Ss a couple of minutes to guess ans with their partner. They can use parts of speech and their guessing skills. Ss do not have to change the form of the word. Listen and then have Ss compare with a partner. If necessary, have Ss listen a 3rd time. Check ans as a class.



HMAS Canberra arrives in Nuku'alofa, the capital of Tonga, in support of Operation Tonga Assist 2022.

- The Hunga Tonga Hunga Ha'apai volcano erupted on the 14th January, 2022.
- The explosion was heard almost 10,000 kilometres away in Canada.
- The internet cable was damaged in the explosion, so communication was difficult.
- People in Tonga had to get ash off the runway.
- HMAS Adelaide carried over 250 pallets of supplies.
- None the houses on Mango Island were left after the tsunami.
- Australia worked with personnel from New Caledonia and Fiji on clean up and reconstruction.

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. No need to check answers at this stage since Ss will listen and check.

Table 1

the disaster relief effort	e	a. (noun phrase) sending help, like food, water, or medicine, to people who need it, often after a disaster	
a challenging HADR operation	d	b. (n) all the necessary items like food, water, medicine, and blankets that people need, especially after a disaster	
challenges delivering aid as well	a	c. (noun phrase) tools and materials to quickly build a place to stay (for example a tent) for soldiers or people in need	
250 pallets of supplies	f	d. (noun phrase) HADR stands for Humanitarian and Disaster Relief; this means actions to help people, like giving food or medicine, after a disaster	
250 pallets of supplies	b	e. (noun phrase) when people work together to help others after a bad event like a flood or earthquake	
shelter kits	c	f. (n) a flat object used to hold and move heavy things like boxes; it is usually made of wood	

Table 2

<u>bedding</u>	g	g. (n) things needed to make it comfortable for sleeping such as beds, sheets, blankets, and pillows	
<u>water purification tablets</u>	j	h. (n) the basic things a country or city needs to work, like roads, bridges, electricity, and water systems	
a lot of <u>damage</u>	k	i. (n) tools, machines, or special items needed to do a job or activity	
housing and <u>infrastructure</u>	h	j. (n) small pills you add to dirty water to make it safe to drink	
every single house was <u>destroyed</u>	m	k. (n) when something breaks, but it can usually be fixed	
we sent <u>equipment</u>	i	l. (n) the process of building things like homes, roads, and bridges again after they have been damaged or destroyed, often by a disaster	
supplies for <u>reconstruction</u>	l	m. (v) something is broken so badly that it cannot be used or fixed anymore	

8)  Listen and check. **TN →** Use the recording for students to listen and check their answers.

- 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 → Use the recording to drill the new words. 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. This is when you build something again. (reconstruction); 2. The roads we drive on, power lines, and the pipes that bring our water are all examples of _____. (infrastructure); 3. Helping friends after cyclones, volcanoes and tsunamis is called _____. (a disaster relief effort/HADR operation); 4. When we give things like food, water and medical supplies to people who need them. (delivering aid); 5. Aid is put on these and then onto the ship. (pallets); 6. Examples are food, water, medicine and things you need. (supplies) 6. You need this to fix things after they are broken. (equipment); 7. You can put these in river water and then drink it. (water purification tablets); 8. These are the things you need to sleep comfortably. (bedding); 9. This means something is so broken you can't fix it. (destroyed). **TN →** If you have internet in class, you could also change this stage into a quiz game like Kahoot!. Alternatively, use Quizlet live (the Quizlet for this set is at the bottom of the material).

Practice

- 10) Complete the questions below with a word from the box. Then, ask and answer the questions with your partner about you.

TN → This stage gives Ss another chance to check their understanding of the new words. Read the instructions together as a class. Allow Ss 5 mins to complete the activity. Then have them compare with a partner. Check ans together as a class. Then, ask Ss to discuss the Qs in pairs or small groups. Give them a time limit of 5-10 mins. Monitor and support with vocabulary as needed.

deliver aid // disaster relief effort // equipment // supplies //
destroyed // infrastructure // operation // damage

- a. What supplies do you take with you when you go out field*?
- b. Would you like to help with a disaster relief effort? Why/not?
- c. Apart from food, bedding and shelter, what else do people need when their homes are destroyed?
- d. What examples of infrastructure have you used today? **TN →** 'equipment' is not wrong here, but Ss will need it in letter f ('infrastructure' cannot be used in letter f).
- e. Tell your friend about the last operation you went on. Were you successful? Why/not?
- f. What equipment would soldiers need to clear roads after a disaster?
- g. Sometimes soldiers from different countries work together to deliver aid. What is good about this?
- h. What was the last natural disaster that did damage to housing in your country?

**out field – away from a military base; working or training outside*

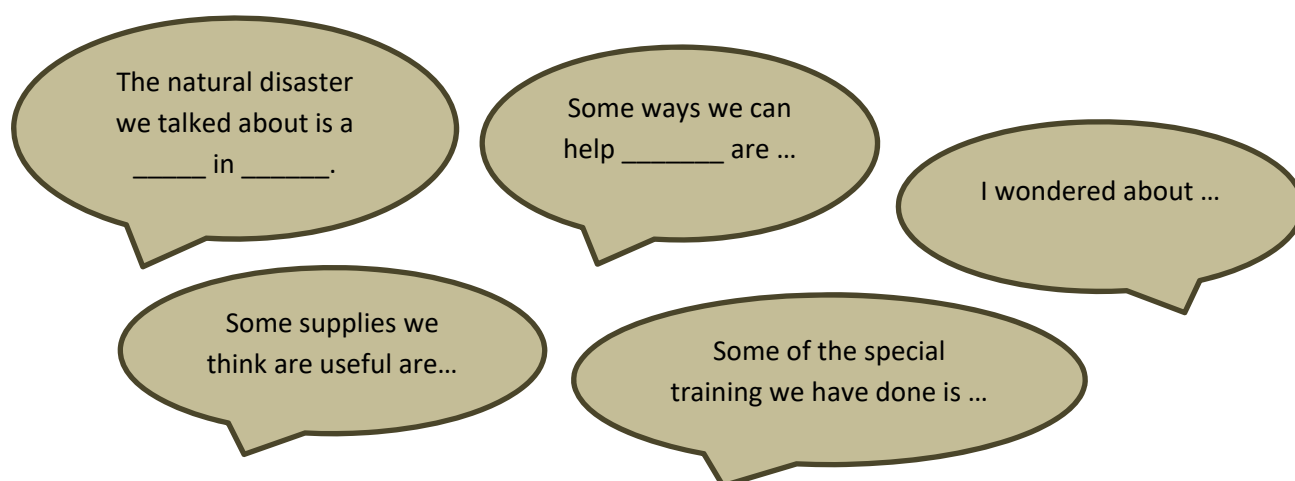
11) Role play and mini presentation. Work in groups of 3-4. Imagine one of your neighbours has had a natural disaster. Your armed forces will help with the HADR efforts. Brainstorm some of the following:

TN → Read the instructions together as a class. If Ss ask, tell them 'neighbour' in this case means countries around their country (elicit a few examples). You can give students some ideas to help them get going. Give Ss 10-15 minutes to plan their HADR operation in their groups. Monitor and support as needed.

- a. What is the natural disaster?
- b. What sort of supplies do you think people will need?
- c. What disaster relief will you give?
- d. What special training have you done to help you with this?

12) Stand up and present your group's ideas to other groups. Try to use words from this lesson. Answer any questions they have about your HADR operation. Who has the best plan?

TN → Read the instructions together as a class. Drill the useful vocabulary in the speech bubbles below. Then tell Ss to stand up and speak to their classmates. Monitor and listen for interesting ans. Come back together as a class and have some Ss share their ans.



- You will watch a video about the ADF deploying to Tonga. Type in YouTube “[HMAS Adelaide completes recovery efforts in Tonga](#)” or scan the QR code. →



Circle the words from today's lesson that you hear or see.

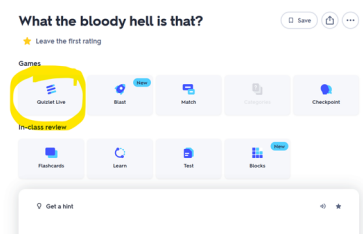
TN → This is a short 2-minute video. You could do this in class or set for homework.

cable volcano pallets tsunami HADR
runway time of need equipment bedding shelter kits

- 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, 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 – Changing Climate; Changing Defence Force [reading]
Lesson – Disaster Relief [listening]
Lesson – Humanitarian Assistance and Disaster Response
(HADR) – Working Together After Disasters [Reading]

TRANSCRIPT

Presenter: It sounded like a gunshot. On the 14th of January 2022, the people of Tonga heard the loud BANG of an **explosion**. It was the Hunga Tonga Hunga Ha'apai **volcano**. In fact, it was so loud that people heard the explosion 9,700 kilometres away in Canada. Ash flew 58km into the sky. To give you an idea of how high that is, it would take soldiers marching quickly more than 9 hours to cover 58km!

The explosion also caused a **tsunami** and big waves. Waves got as big as 45 metres near the explosion. They got smaller when they got to Tonga but because some islands in Tonga are very flat, they did a lot of damage. So, Tonga had to deal with two big disasters: a volcano explosion and a tsunami.

Welcome to the daily brief. Today, we are going to talk about the **disaster relief effort**. I am your host, Simon Bailey, and I have with me Lieutenant Rebecca Hughes, who was part of Operation Tonga Assist 2022. Rebecca, thank you for coming!

Rebecca : Great to be here. Thanks Simon.

Presenter: It sounds like a challenging **HADR operation** to get going. What were some of the difficulties at the start of the operation?

Rebecca: Yeah, it was *really* challenging actually, Simon. We had to wait for the clouds of **ash** to clear a little. You can't fly aircraft through volcanic ash! There was also a problem with the internet **cable** that connects Tonga with the rest of the world. This made it hard to talk to people in Tonga about what was going on. We got through it, though.

Presenter: And then you needed to get people the things they needed to live like food and water. But there were more **challenges** **delivering aid** as well, weren't there?

Rebecca: You're definitely right there!

First, the Royal Australian Air Force delivered supplies. The people in Tonga had to clear the ash of the **runway** so they could land! They had to do a lot of it by hand.

We also sent HMAS Adelaide. HMAS Adelaide is a special ship we often use for Humanitarian Aid and Disaster Relief. It has a 40-bed hospital ready to help people. HMAS Adelaide took 600 personnel and 250 **pallets** of **supplies**. There were also other ships like HMAS Canberra and HMAS Supply.

It was COVID 19 at the time, so we had to be very careful to keep everyone safe. The ADF got all the supplies off the ships ourselves, so no one from Australia could give COVID to anyone from Tonga.

Presenter: A volcano, a tsunami AND COVID. It sounds full on. What sorts of supplies did you send?

Rebecca: Well, the first thing we sent was things to help people who lost their homes in the tsunami. Many of these people didn't just lose their homes. They lost everything. For example, on Mango Island every single house was **destroyed** by the tsunami – not one house was left standing. We sent things like food, **shelter kits**, **bedding**, and **water purification tablets**.

Presenter: Yeah, it is important to get the basics out there quickly, isn't it? How else did Australia help?

Rebecca: Well, there was also a lot of **damage to infrastructure** like roads and public buildings. We sent **equipment** and personnel to help with the clean-up and also supplies for **reconstruction**. But it was not just Australia. Personnel from Fiji and New Caledonia, came to help their Tongan family as well.

Presenter: Well, thank you very much for your time, Rebecca. I'm so proud and happy Australia could help.