



Military English

Level: CEFR A2 / ADFELPS 4
and above

Lesson: Humanitarian Assistance and Disaster Response (HADR) – Working Together after Disasters [reading]

TEACHER'S COPY

Overview:

This lesson describes what HADR operations are and presents vocabulary related to it.

In this lesson, you will:

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

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

TN → It would be useful to teach **Vocabulary Builder – Natural Disasters** before this lesson. 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](#)

Sister lesson - There is another lesson “Humanitarian Assistance and Disaster Response (HADR) – Operation Tonga Assist 2022 [listening]” that you can teach after this to recycle vocab.

Prepare for Reading

1) Look at the pictures of military personnel helping after disasters.

- How many disasters can you see in the pictures?
- What are the personnel doing to help?

(n) something that causes
a lot of harm or problems

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) Here 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 → 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.

damaged // destroyed // medical // stuck // clear roads // communities // climate change



a. destroyed



b. communities



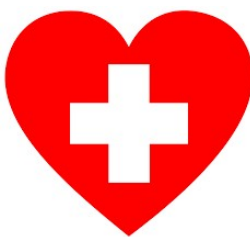
c. damaged



d. clear roads



e. climate change



f. medical



g. stuck

- 3)  Listen, check an rpat. **TN →** Use the recording to have Ss listen, check and repeat.
- 4) Discuss these questions with your partner to practise the new words. **TN →** This stage makes sure Ss understand the new words. They need to understand the words to talk about the questions (Qs). Allow Ss 5 mins to discuss. Monitor and support Ss with vocab as needed.
- What causes **climate change**?
 - What do you like most about living in your **community**?
 - Do you have any **medical** training?
 - What things might soldiers **clear** off the **roads** after a flood?
 - What building can get **damaged** in a storm?
 - How can people get **stuck** in a disaster?

5) 🎧 Listen and read. What type of text is this?

- a. An article explaining what HADR is.
- b. An essay giving the pros and cons of HADR.
- c. An article giving the readers opinion of HADR.

TN → Read the instructions together. Tell Ss that this is not a reading test, and they shouldn't preview the activity 6 questions first.



A member of the Royal Australian Air Force (RAAF) and a Papua New Guinea (PNG) local unload UNICEF aid from a RAAF C-27J Spartan at an airport in PNG.

Humanitarian Assistance and Disaster Relief (HADR) is when countries send help to people after a war or **natural disaster** like an earthquake, a flood, or a storm. For example, Australia might help when a problem is too big for the country that has the disaster to do everything themselves. The main goal of HADR is to save lives and help people quickly. The Australian Defence Force (ADF) often helps, especially when their neighbours are in trouble. The ADF is proud of this work. They often work with other defence forces to do this work. The ability to work together is called **interoperability**.

First, special medical teams, military personnel, and supplies have to get to the **affected areas** where people need help. Just getting people and supplies to the disaster from Australia is a big job. The ADF uses large aircraft or ships. These planes and ships carry important **disaster relief supplies** such as clean water, food, **medical supplies**, and shelter. Aircraft are first to arrive wheras ships can take many days. However, ships can carry much more than aircraft can.



Members of the Primary health Care Team from the ADF and French Armed Forces in New Caledonia. They provided support after Tropical Cyclone Yasa hit Fiji in 2020.

When they arrive, military personnel often help with **search and rescue** work. For example, they might look for people stuck in buildings or floods and help them get to safety. Often, homes are damaged or destroyed. This means people don't have a place to stay and need **shelter**. They may also need food or clean water.

They\ AF also move big trees or broken houses to clear roads. They bring special **equipment** to help with this work. Military personnel can also help with **reconstruction**. For example, they help fix buildings like schools.

HADR missions also help with **preparedness**. This means getting ready for future disasters. Countries share knowledge and do training together. This helps communities become stronger, which is called **resilience**. If a disaster happens again, people are more ready to face it.

Because of climate change, there are more HADR missions now than in the past. It also means that there will be many more disasters in the future. It is important that we all work together as climate change gets worse.

- 6) Complete the sentences with 1-2 words from the text. **TN → Read the instructions together. Have Ss work individually to answer the questions and to underline. Where the answers can be found in the reading are underlined on your copy only. Monitor. When most Ss have finished, have them compare with their friends before checking answers as a class.**

Tips for when you see a new word in English.

- Look for clues in examples.
- Good words to look for are 'like', 'such as', 'for example' and 'for instance'.

- Australia assists with HADR when the problem is too big for a country to deal with alone.
- When neighbours experience natural disasters, Australia regularly helps.
- Aircraft are faster than ships.
- Search and rescue work tries to help people in trouble.
- Communities have better resilience when they are stronger.
- There are more HADR missions nowadays because of climate change.

- 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?

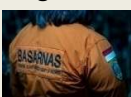
Learning Military Vocabulary

- 8) 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; 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. Monitor and support as needed.**

Table 1

Humanitarian Assistance and Disaster Relief (HADR) is when	f	a. (n) an event in nature that causes big problems for humans like a flood or a storm	
natural disaster , like an earthquake, a flood, or storm	a	b. (n) things that doctors and nurses need to help sick or hurt people	
work together is called interoperability	e	c. (n) the place that is having problems because of a disaster or a war	
affected areas where people need	c	d. (n) important things people need after a natural disaster to stay healthy and safe	
disaster relief supplies such as clean water, food	d	e. (n) being able to work together e.g. armies from different countries	
disaster relief supplies such as clean water, food, medical supplies , and shelter	b	f. (n) helping countries after a natural disaster or a war	

Table 2

search and <u>rescue</u> work	k	g. (n) the ability of a community or system to deal with a disaster, recover from it, and learn to be stronger for the future
don't have a place to stay and need <u>shelter</u>	j	h. (n) special tools, machines, and other things that people use to do a particular job or activity e.g. chainsaws
special <u>equipment</u> to help with this work	h	i. (n) building something again after it has been broken or damaged 
help with <u>reconstruction</u>	i	j. (n) a place where you can sleep and be safe e.g. from the weather 
<u>preparedness</u>	l	k. (n) when special teams look for people who are lost or in danger to get them to safety  
stronger, which is called <u>resilience</u>	g	l. (n) the actions taken <i>before</i> a disaster to be ready for it, like making plans and gathering supplies

- 9)  Listen and check. **TN →** Once Ss have finished and compared with their partner, use the recording to listen and check.
- 10)  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 required. You could also play Quizlet live here. (Link at the bottom of the
- 11) Complete the questions below with a word for 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 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.

interoperability // natural disasters (2x) // medical supplies //
equipment // prepared // reconstruction

- What does your defence force need for better interoperability with neighbours?
- What medical supplies might doctors and nurses need after an earthquake?
- Bushfires and floods are common natural disasters in Australia. What natural disasters are common in your country?
- It is important for schools to work as soon as possible after a disaster. What other buildings do you think need reconstruction efforts after a disaster?
- What equipment do you think the ADF brings with them on HADR missions?
- Do you think your community is prepared for a natural disaster?

Practice

12) You are on a working group thinking about your country's preparedness and resilience for natural disasters. Discuss the following with your group. Try to use new words from today's lesson. **TN →** Read the instructions together as a class. Draw Ss' attention to the useful language in the speech bubbles and model/drill them. Allow Ss a few min to make notes on what they want to say. Allow Ss to discuss for 5-10 minutes. Monitor and assist with vocabulary as needed. Come back together as a class and ask a few Ss to share their ideas.

- What natural disasters are common in your country
- How the disasters were dealt with in the past
- How your country can prepare now for future natural disasters

The most common natural disaster
in our country is ...

In the past, there have been
problems with...

Another disaster we have is...

To be better prepared in the future,
we could...

-  You will watch a video about Fiji and Australia HADR. Type in YouTube [ADF deploy to Operation Fiji Assist in response to Tropical Cyclone Yasa](#) or scan the QR code. →

TN → This is a 2-minute video which reviews some of the words and ideas students have looked at today. You could do this in class or set for homework. The questions below are more to have something to think/talk about rather than comprehension questions.



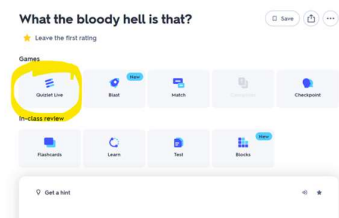
Think about these questions as you watch:

- How did Fiji help Australia? Possible answer - They helped after the bushfires
 - How did Australia help Fiji? Possible answer - they went to help after a cyclone
 - Why is interoperability important? Possible answer – So when bad things happen, the work is easy
 - Why is it important to help neighbours? Possible answer – so they will help you; because it is right.
- Etc

- 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 → Lesson – Humanitarian Assistance and Disaster Response (HADR) – Operation Tonga 2022 [listening]
Vocabulary Builder – Natural Disasters
Lesson – Disaster Relief – Changing Climate; Changing Defence Force [reading]
Lesson – Disaster Relief –The Role of the Military in the Climate Crisis [listening]