



# Military English

## Vocabulary Builder – Parts of a Patrol Boat

**TEACHER'S COPY**

### Overview:

This worksheet lists vocabulary related to parts of a patrol boat.

### In this lesson, you will:

- ✓ learn vocabulary related to parts of a patrol boat
- ✓ practise vocabulary of parts of a patrol boat
- ✓ practise using the vocabulary

- 1) Label the parts of a patrol boat. Write the parts in the spaces below. Use the same word in question c.  
*Ask ss to work individually. If there are lower levels, ask them to work with a partner. If ss are confused with letters a and d, point out letter a is the place where the boat in the picture a and d stays when it's not in use, and picture d is the actual boat. Ask CCQ: Are you going to write the same word in letter c? (y)*

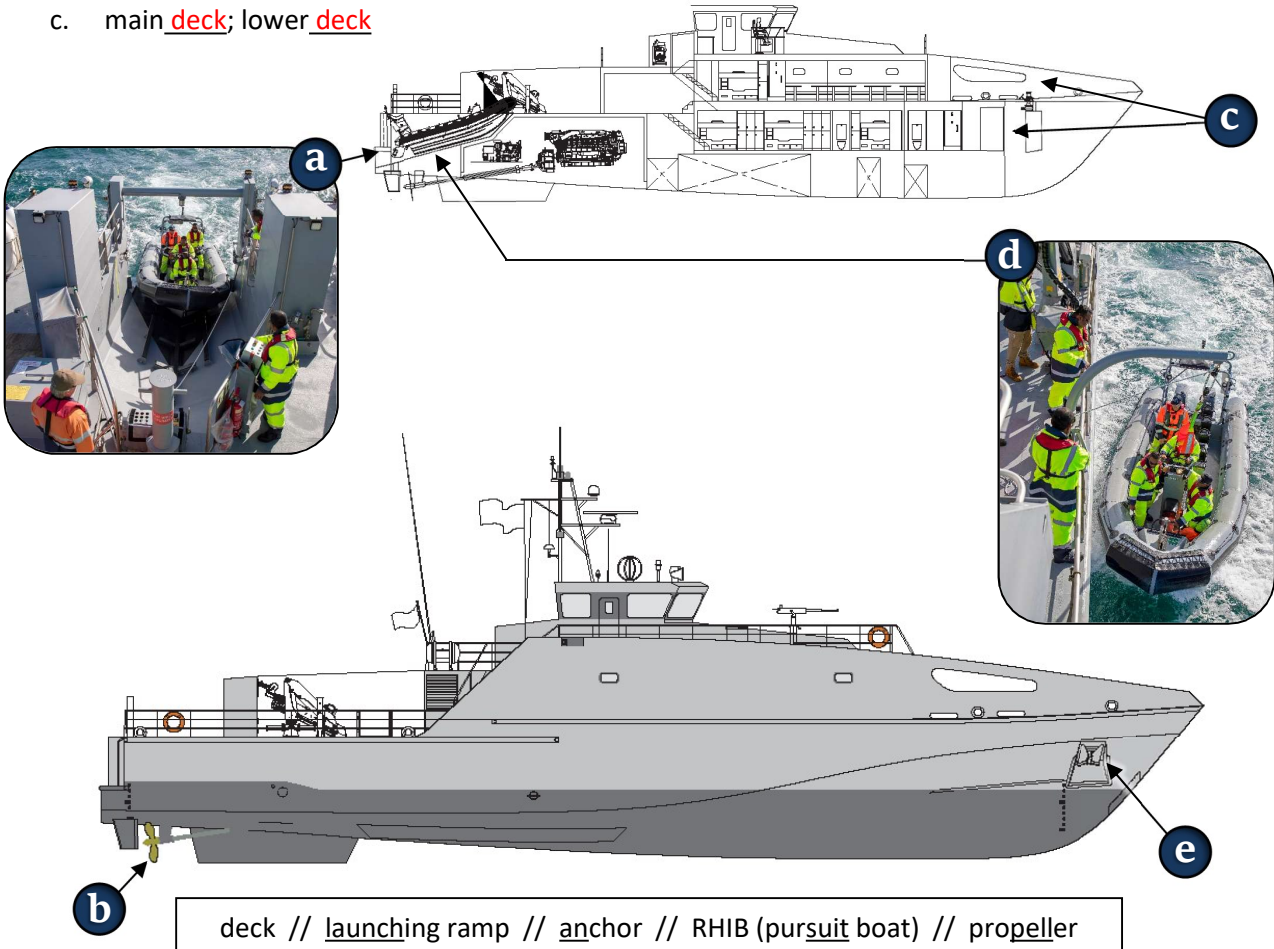
a. launching ramp

d. RHIB (pursuit boat)

b. propeller

e. anchor

c. main deck; lower deck



2) Let's learn about some of the **compartments** on a patrol boat. Read the description below and match the words on the left to the pictures. Look at the example.

**compartment (n)** - a separate space inside a boat

**MAIN COMPARTMENTS ON A VESSEL (= BOAT)**

<u>ENGINE ROOM</u>	→	where the ship's engine is
<u>BERTH</u>	→	sailors sleep here
<u>BRIDGE</u>	→	officers control the boat from here
<u>HEAD</u>	→	the 'toilet' on a boat
<u>GALLEY</u>	→	chefs cook meals here
<u>MESS</u>	→	sailors eat, relax and have meetings here



a. berth Tell us on a navy ship beds are called berths, or racks.  
Ask CCQ: How many berths can you see in the picture? (4)



d. mess Tell us the mess on a vessel is a place for relaxing but also for working e.g. when the CO needs to brief the crew, this happens in the mess.



b. heads Ask CCQ: On a ship is head the same as toilet? (y)



e. galley Ask CCQ: Do you eat in the galley? (n)



c. bridge Ask CCQ: Is the bridge at the top or bottom of a ship? (top)



f. engine room Ask CCQ: Do you go to the engine room if you need to fix the engine? (Y); Is it usually loud there? (Y)

- 3) Now let's practice saying the words. Listen and repeat. Tell ss they will listen to each word twice. Play the recording and ask the whole class to repeat each time. Play once more, this time ask for individual ss to repeat. Correct pronunciation as needed, especially stressed syllable. Transcript on page 6.
- 4) Where are the different compartments on the Guardian Class patrol boat? With a partner, take turns asking and answering questions to find out. Where is each compartment?
  - Decide who is student A and student B.
  - Student A, go to page 4. Student B, go to page 5.
  - Student A, don't look at page 5; student B, don't look at page 4.

Ss will read the text below before task 4 practice activity. Write these four Qs (not the answers!) on the board:

1. How big is the Guardian Class patrol boat? (ans: 128 feet / 39m); (Guardian is pronounced /'gɑ:diən/)
2. How fast can it go? (ans: 20 knots / 37km/h);
3. How far can it go? (ans: 3,000 nautical miles / 5,556km);
4. What are the boats used for? (ans: to help stop illegal fishing [this means when people break the law by fishing in a place they cannot catch any fish], smuggling [this means to take people or things from one country to another secretly] and other types of crime).

Ask ss to read the text below quickly and answer the four Qs. Say: "The first student who finds all the answers says 'STOP'!" For feedback, ask that student to give their answers. If any is incorrect, ask the whole class if anyone knows the correct answer. When this is finished give instructions to exercise 4.

#### EXERCISE 4 INSTRUCTIONS:

This is an information gap speaking activity. Student A needs to fill in items 2, 4 and 6; student B needs to ask student A for items 1, 3 and 5. Ask ss to stay on their page and not to look on the other page. Make sure you have given letter A or B to students. Give them 1 min to read the instructions on their page. Then get their attention and give an example, "I'll do an example. Listen carefully. I'm student B. I need to know where the galley is. I am going to ask my partner (gesture to a strong 'A' student) a question (point to sample questions on worksheet). Where is the galley? (gesture to your 'A' student to give the answer using the worksheet example to help). Reply to the 'A' student with 'Thank you' and 'Now, you ask me.' Stop the demonstration there. Ask ICQs if needed: Can you look on the other page? (n); Do you take it in turn to ask and answer? (Y); Can you use the question on here (point to blue text boxes in worksheet)? (Y); In your questions, when do you use 'are'? (if the word is plural).



The Guardian Class patrol boat is 128 feet long. Its top speed is over 20 knots and it can travel up to 3,000 nautical miles.

Australia is giving 22 of these boats to countries in the Pacific to help them stop illegal fishing, smuggling and other types of crime.

*The boat in this picture was given to Palau.*

- Watch this YouTube video. While you watch, write down everything you see that you learned from this lesson. Type on YouTube [Austal Patrol 40](#) or scan the QR Code to the right:



Use this video at the end of the lesson – if there is no time left, set as homework. The video is approx. 3min long. Ask ss to scan the code (if your ss can play it on their devices) OR play it in class where all ss can see it together. Ss watch and write down all the words from this lesson that they see in the video (the video has no speaking). The s who writes the most, is the winner. OR tell the ss this is a team competition. When they 'see' a word from this lesson in the video they must say 'STOP'. The team that says 'STOP' the most number of correct times, wins! Ans (time in brackets indicate then they appear in video): deck, RHIB (also appears at 2:12), launching ramp (seen from above) (0:08); engine room (0:12); berths (0:37); head (0:38); galley (0:58); mess (1:06 and 1:16); bridge (1:31); anchor (1:40);

- This Vocabulary Builder links with → Lesson: Patrol Boats

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Exercise 4 - STUDENT A

**Student A, stay on this page. Student B go to page 5.**

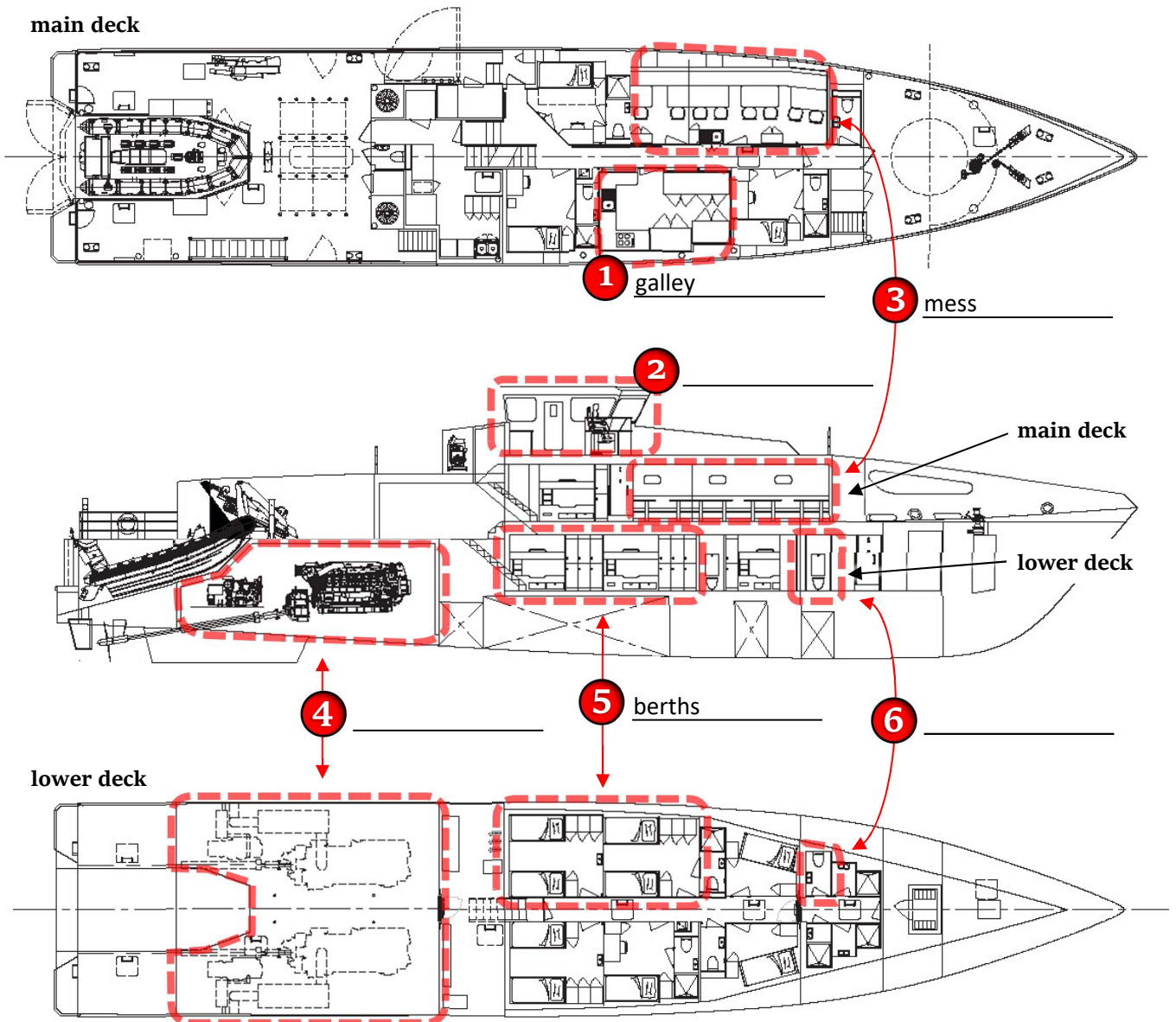
- To complete your sheet (numbers 1-6), you need information that your partner has.
- You need to ask about these places: bridge, engine room, and head.
- You have information that your partner needs to complete his/her sheet.
- You will ask one question, then your partner will ask you a question, and so on.
- Use the text in the blue boxes to help you ask and answer the questions.

**Asking:**

Where is/are the (galley/berths)?  
or  
What number is/are the (galley/berths)?

**Answering:**

The (galley/berths) is/are here.  
or  
The (galley/berths) is/are number XX.



Exercise 4 - STUDENT B

**Student B stay on this page. Student A, go to page 4.**

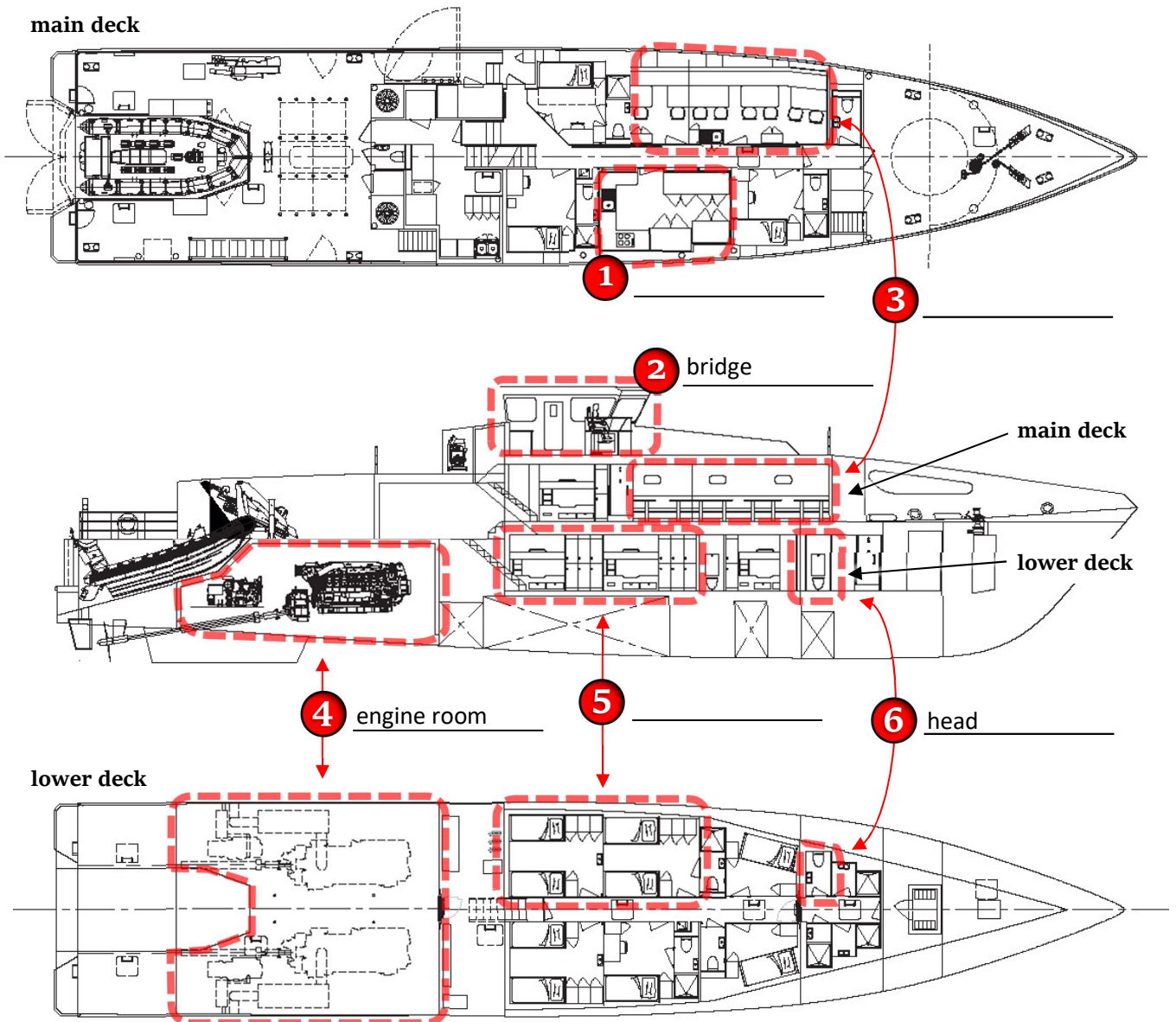
- To complete your sheet (numbers 1-6), you need information that your partner has.
- You need to ask about these places: galley, mess, and berths.
- You have information that your partner needs to complete his/her sheet.
- You will ask one question, then your partner will ask you a question, and so on.
- Use the text in the blue boxes to help you ask and answer the questions.

**Asking:**

Where is/are the (galley/berths)?  
or  
What number is/are the (galley/berths)?

**Answering:**

The (galley/berths) is/are here.  
or  
The (galley/berths) is/are number XX.



Audio transcript:

deck

launching ramp

anchor

RHIB

pursuit boat

propeller

compartment

engine room

berth

bridge

head

galley

mess

Guardian Class patrol boat