



Military English

Lesson: A Job in the Navy – Boatswain's Mate – Listening

TEACHER'S COPY

Overview: This lesson presents vocabulary related to the job of a Boatswain's Mate and Patrol Boats.

In this lesson, you will:

- ✓ use listening skills to practise listening for specific information.
- ✓ learn the meaning of new vocabulary and expressions.
- ✓ use new vocabulary and expressions in context.

Prepare for Listening

1) Work in pairs. Take turns interviewing your partner.

- Talk about an interesting experience during your time in the navy.
- To prepare, take some notes about what you're going to say – you're going to need them in exercise two. Think about the questions in the Language Box below.
- Use the Language Box to ask your partner some questions about their story.

Interview topic: Think about an experience during your time in the Navy.

Give ss 1min to read the instructions and the Interview topic. Ask the class: 1. Is an 'experience' something that happens to you? (y); 2. Can an experience be good or bad? (y). Tell the students (ss) to decide who will be the first interviewer. Give ss a few min to take notes on a piece of paper. Now briefly model and drill the questions (Qs) in the Language Box. Then give ss 3-4min for the first interview (Interviewer A). Do the same for interviewer B. For Feedback (FB), ask stronger ss to ans some of the Qs in the Language Box.

RHIB **BEFORE** starting Exercise 1 show p.1 on a screen and point to the picture **OR** ask ss to look at the boats in the picture and read the definition. Explain that an RHIB will be part of a story later in this lesson. Qs: 1. How many RHIBs are in the picture? (two). 2. What does inflatable mean? (when you need to put air inside something, e.g. balloon). 3. Ask ss if anyone has been on an RHIB? Note: interview is about **any** experience, not just RHIBs or patrol boats.

**LANGUAGE
BOX**

- Can you talk about something interesting that happened at work?
 - What happened?
 - When did it happen?
 - Who was there?
 - What happened later?

RHIB (/rɪb/) – stands for Rigid Hull Inflatable Boat. It's a fast, small boat used in many missions. The Royal Australian Navy operates many RHIBs. Does your Navy have RHIBs?



HMAS Toowoomba and Royal Malaysian Navy ship KD Lekir (26) conduct boarding party exercises in 2018.

2) Now, use your notes to write your story.

- Use the Language Box below to help you.
- When you're ready, work with your partner. Read his/her story
- Check each other's writing for mistakes e.g. spelling, grammar and use of vocabulary.
- Keep your story, you'll need it for exercise nine.

LANGUAGE BOX	<ul style="list-style-type: none">• One day _____...• It happened in/during/after/when _____...• _____ were there/with me...• After that/later, _____...
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SS work alone to write their story (using their notes and the Language Box below). Ask them to use a separate piece of paper and to keep their writing organised and clean, because they will show it to a partner. Ask ICQs: 1. Are you going to write your or your partner's story? (yours); 2. Are you going to write on a separate piece of paper? (y); 3. Are you going to write clearly so that your partner can read? (y); 4. Are you going to write a long or a short story? (short); 5. Are you going to use the Language Box on page 2 to help you? (y). Go over the prompts in the Language Box with the ss. Allow 10-12 mins. Monitor and help ss if needed. When they've finished, ss swap stories with their partner and help each other by checking their writing. Monitor and help ss pairs by pointing out mistakes in the story that can be easily corrected e.g. v tense, subject-verb agreement, spelling. Give ss 5-7 mins to check each other's work. Ask ss to keep their stories, they will need them in exercise 9.

Listening

3) Before you listen to a Navy sailor talking about an interesting story that happened to him, look at the picture.

- What is the **boarding party** doing?
- Why do you think they are doing this?
- Now listen to the interview and
- check your answers

boarding party (n) - a group of Navy personnel who work together to get on board another ship.



Ask the ss: Q What type of boat is on the right? (fishing boat). Q: What is the other smaller boat? Ans: a Rigid Inflatable Hulled Boat (RHIB) - see exercise one. Ask ss about the word 'party' in daily life. Q Is it something you do to have fun?

4) Read the questions below. Next, listen to the radio interview again and answer the questions. Then work with a partner to compare your answers.

a. What type of ship was Able Seaman (AB) Peter Jackson working on?

a patrol boat

b. What was AB Jackson's job in this operation?

Boatswain's Mate

c. What did the boarding party find in the boat?

fish (an illegal catch)

d. How did AB Jackson feel after the operation?

proud (of his team's work)



BEFORE playing the interview, ask ss about the questions a. How many types of ships do you know? b. What are some possible roles on a ship? c. What possible things might they find when they board the ship? d. What are some adjectives for how an AB might feel? Ans. pleased, happy, sad, tired ...

Learning Military Vocabulary

- 5) The words listed in bold below are important vocabulary and expressions that you should learn to use. Match the vocabulary on the left column with their definitions on the right. Look at the example. Then compare your answers with a partner.

Tell ss that they need to match the vocabulary on the left to the meanings on the right. Note that the words the ss should be looking at on the left are **in bold**. Show students the example answer **Able Seaman** matches the meaning 'f'. Give ss 10-15min. Tell ss when they are finished to check their answers with their partners. When ss have finished discussion, elicit answers from the students, if correct then ask students why they chose that answer and focus on key words in the definition, e.g. **scope** – aim, view.

Table one

Able Seaman (n) <i>abbreviation: AB</i>	f	a. a job on board a ship; these personnel do things like drive the boat and look after small arms (e.g. pistols and rifles) on the boat
posted to a patrol boat (v)	g	b. a danger; something that might cause danger
an illegal fishing boat (adj)	e	c. a group of seamen who work together to get on board another ship
a serious threat (n)	b	d. a device used to aim or to view things
to form a boarding party (n)	c	e. fishing in an area where it is against the law
as a Boatswain's Mate (BM) (n) <i>also spelled Bosun's Mate</i>	a	f. a rank in the Navy (between Leading Seaman and Seaman)
through their scope (n)	d	g. given a position



Table two

boarded the fishing boat (v)	i	h. to make something/a person feel safe; not in danger
the main compartment (of a ship) (n)	n	i. move onto a boat or ship
the crew was trying (n)	m	j. actions to keep the seas and oceans safe from threats like pirates, illegal fishing, or other dangerous activities
our close-combat behaviours training(adj)	l	k. the part of a city or town that has water and where a boat can stay
to safeguard (v) the evidence	h	l. the actions needed when fighting the enemy in a small space
back to port (n)	k	m. a team working on board a boat or plane
our maritime security mission (adj)	j	n. a closed space on a ship



Ask these CCQs to consolidate comprehension of some of the vocab from exercise five.

Able Seaman (AB) – 1. Does an AB work on a ship? (y); 2. Is an AB usually new to the Navy? (n, they have experience, so maybe they have been in the Navy for some years).

posted – 1. When navy personnel are posted, do they go to work in a different place? (y, the Navy sends them to another base, or place to work for some time, in the RAN for 2-3 years); 2. Can you be posted to another country? (y).

illegal fishing – 1. Is illegal fishing about catching fish in a place where you shouldn't catch any fish? (y); 2. Does 'illegal' mean something that is against the law? (y).

threat – 1. Is a threat something dangerous? (y); 2. Can a threat come from enemy forces? (y); 3. Does a threat always mean someone is attacking? (n, it might just be possible danger).

Boarding Party – 1. Does a Boarding Party go onto other ships? (y); 2. Does a Boarding Party check a boat for illegal activities? (y); 3. Is a Boarding Party only Navy personnel? (y, there are no Army or Air Force personnel in a Boarding Party).

Scope – 1. Is a scope used to help aim a rifle? (y); 2. Does a scope make it easier to see targets far away? (y).

to board – 1. Does to board a boat mean to go on a boat? (y); 2. Are you always invited to board a boat? (n, sometimes Navy personnel have to board without being invited, so in this case they might show or use their weapons [if ss don't know the meaning of weapon, say 'gun']).

compartment – 1. Is a compartment a space in a ship? (y); 2. Is the kitchen on a boat a compartment? (y, other compartments can be where personnel sleep, drive the boat, eat); 3. Is the engine of a boat inside a compartment? (y, it's called engine room, and it's also a compartment).

crew – 1. Is the crew of a ship the people who work on the ship? (y); 2. Does an airplane have crew? (y, everyone working on the airplane is part of the crew e.g. pilot, flight attendants, engineers, etc); 3. If you travel by plane on holiday, are you part of the crew of that airplane? (n, because you're not working on the plane, you're a passenger); 4. What other things might have a crew? (ans will vary, e.g. tank, helicopter, submarine, etc).

close-combat behaviours – 1. Does close-combat behaviour happen when military personnel fight very close to each other? (y); 2. If you have to do close-combat, do you use your hands or small weapons? (y, small weapons can be a pistol, a knife, etc); 3. Is close-combat the same as fighting with big guns from far away? (n).

safeguard – 1. Does safeguard mean protect? (y).

port – 1. Is a port a place where ships park? (y); 2. Is a port always on the water? (y). 3. Is a port only for the navy or can other ships use a port? (y, there are Navy ports and commercial ports for ships that aren't navy).

maritime security – 1. Does maritime security mean to protect the seas or oceans? (y); 2. Do Patrol Boats help with maritime security? (y); 3. Does maritime security include protecting ports? (y).

6) Now let's practice saying all the words from Exercise 5. Listen and repeat.

The pronunciation of Boatswain's Mate is /'bɔːsnz meɪt/, with the stress on the first syllable.

Before playing the recording, go over the note on the pronunciation of Boatswain's Mate above. Ask ss which of the sounds are not pronounced (ans – 't' and 'w'). This makes it more closely related to the alternative spelling Bosun's Mate. Play recording and ask ss to repeat after each item. First as a class, then select random individual ss to repeat to the class. Tell the ss to concentrate on the stressed syllable which is underlined for each of the vocab words/phrases, e.g. compartment.

7) Write the correct answer in the space.

Give ss 5min to do this. Monitor and if you see a wrong ans, ask the ss to correct them (but don't give the correct ans). For FB, ask ss to check in pairs before you ask the class for the ans.

a. Safety at sea is very important. The crew needs to follow the rules carefully to safeguard a ship.

board // **safeguard** // post

b. The ship will dock at the port to load supplies and allow the crew to rest before continuing the mission.

port // scope // crew

c. When a boarding party needs to inspect a ship, they work together to make sure everything is safe and secure.

crew // **boarding party** // scope

d. When there is a threat to the ship, the crew must always be prepared to respond quickly to keep everyone safe.

scope // port // **threat**

e. During the storm, some of the compartments filled with seawater.

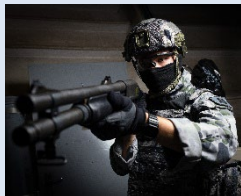
crew // **compartments** // ports

Practice

8) In the radio interview, AB Jackson talked about his work as a Boatswain's Mate (BM).

Read the blue box and then discuss questions a-b with a partner.

Tell ss these are the main jobs of a BM, but they do more than this. Ask ss to first read the text in the blue box, then ans the Qs with their partner. Give them 3min to do this. Monitor and provide help if needed, especially with pronunciation. For FB, ask "what's the most interesting job of a Boatswain's Mate in your opinion? Ask for a show of hands as you read each job, then decide which is the most voted task.



A Royal Australian Navy Able Seaman during boarding party training.

Job - Boatswain's Mate

Main tasks:

- looking after and maintaining small arms (e.g. rifles, pistols, machine guns) on a ship
- driving the ship and small boats, such as RHIBs
- looking after and maintaining the ship
- boarding parties
- anchor work

a. Have you been a Boatswain's Mate (BM)?

If YES, did you like it? Why?

If NO, would you like to be a BM? Why?

b. Which of the five tasks above do you think would be the most interesting?

9) Rewrite your story from exercise two. Use the paper on page six.

Ask ss to take the stories they wrote in exercise 2. They will use the lined paper on page 6 (page 7 in the Teacher's Copy) to rewrite the story. Tell them to try to improve the story (e.g. add a few more details) and to try to add some of the new words they learned in this lesson. Give them 5-7min. Monitor and help if needed e.g. spelling, verb tense, grammar. Once they're finished, ask them to work with the same partner they worked in exercise two. Give them 5min to work together and correct any mistakes they see in their partners writing.

- Try to
 - correct any mistakes e.g. spelling, verb tense, use of vocabulary
 - include the new vocabulary you learned in this lesson
- Then swap your story with your partner from exercise two. Can you help improve his/her story?

Look at:

- spelling mistakes
- verb tense
- use of vocabulary

10) Now take your partner's story and work with a new partner.

Ask ss to work with a different partner. They read the story their partner has (which is not their own, but was written by the other partner they worked with in tasks 2 and 9). They then decide which one is the most interesting. Ask ICQs: 1. Are you going to use your story or your partner's? (the story from the partner they worked with in exercises 2 and 9); 2. Are you going to work with a new partner? (y); 3. Are you going to agree which of the two stories is the most interesting? (y). Give them 5min to do this. For FB, ask 2 random pairs to say which one is the most interesting. Praise the student who wrote that story.

- Read the story your new partner has.
- Decide which of the two stories is the most interesting.

11) Discuss these questions with a partner. Use complete sentences and the words you learned in exercise five.

Once again, ask ss to use as many new words from the lesson as they can. Give them 3-5min. Monitor as ss work and provide help as needed. For FB, ask three random ss to give ans, one s per Q.

a. Apart from dealing with illegal fishing, what other activities might a patrol boat conduct?

Ans will vary, but expect: deal with drug trafficking, search and rescue, guiding ships in dangerous waters, troop transport, etc.

b. Talk about one time when you were part of a boarding party. If you haven't been part of one, what do you think it would be like? Ans will vary.

c. What type of training do you need to be part of a boarding party?

Ans will vary, but expect: weapon handling, close combat, first aid, laws and regulations, climbing and boarding, etc.

- Watch this video about someone who works as an Able Seaman. Type on YouTube [Boarding Party gets the Job Done on HMAS Darwin](#) or scan the QR code. →

Either play the video in class for all to see or set this for homework. Ask ss to watch the video and write down all the words they see in the video that they learned in this lesson. Ans: RHIBs, boarding party, boarding (as in Navy personnel is boarding the suspect boat), crew (of the suspect boat), taking the (suspect) boat back to port (at the 0:24min mark), compartment (at the 0:35min mark).



- For more practice with the words you've learned here, scan the QR code for a set of flashcards. You can do some more study on the vocab in this lesson on your own with these. →

This set of Quizlet flashcards will be permanently available, so ss can access it in their own time. Flashcards are a great way to consolidate new vocab. Encourage them to download the Quizlet app, as it has additional practice tasks associated with the set of vocab. They will need to create a Quizlet account, but both this and the app are free. Many of DITC's Military English materials have a Quizlet set associated to them, so it's a good idea for them to get an account.



- This lesson links with: Lesson – A Job in the Navy (Reading)
Vocabulary Builder – Parts of a Ship
Vocabulary Builder – Types of Navy Vessels

Transcript (exercises three and four):

Interviewer: Good morning listeners. Welcome, you are listening to Mary Rocco from Radio Station 4U2, and our program 'Careers in the Australian Defence Force'. Today we have in the studio **Able Seaman** Peter Jackson. Welcome, Peter! Can you share a story from your time in the Navy?

Officer: Thanks, yes of course. One of the most memorable experiences was when I was **posted** to a patrol boat. On the day, we spotted an **illegal fishing** boat in our territorial waters. Any illegal fishing is a serious **threat**.

Interviewer: That sounds interesting. What did you do when you saw the boat?

Officer: The ship's Executive Officer ordered me to form a boarding party. As a **Boatswain's Mate**, my job was to make sure the RHIBs were ready for action.

Interviewer: Excuse me, but what's a RHIB?

Officer: Ah, it's a small type of boat we have. It's fast. We use it when we need to get off the main ship and take a group of sailors to board another ship. Anyway, we approached the fishing boat carefully. The crew who were on board our patrol boat watched the fishing boat through their **scopes**.

Interviewer: And what did you do then?

Officer: We **boarded** the fishing boat quickly. We saw that the main **compartment** was filled with fish, an illegal catch, and the **crew** was trying to hide it.

Interviewer: Did you have any difficulties?

Officer: Yes, at first the crew didn't want us to board their boat. Our Leading Seaman led the operation, and we used our **close-combat behaviours** training to control the situation. We were well-prepared and no one was hurt. After we controlled the fishermen, we worked to **safeguard** the evidence. Lastly we took the fishing boat back to **port** for further action.

Interviewer: How did you feel after the operation?

Officer: We worked really well as a team, I was proud of our work. We supported our **maritime security** mission and stopped an act of illegal activity. It was a successful mission.

Interviewer: Thank you for sharing your story, Able Seaman Jackson. I'm sure your actions made a real difference.