



# Military English

Level: CEFR A2 / ADFELPS 4  
and above

## Lesson: On Patrol – NORFORCE: Eyes and Ears in the North – Reading

**TEACHER'S COPY**

### Overview:

This lesson is about NORFORCE and how it conducts patrols in the northern and central regions of Australia.

### In this lesson, you will:

- ✓ read a text for main ideas.
- ✓ find specific information in a text.

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

### Prepare for Reading

1) NORFORCE are a special part of the Australian Armed Forces.

**TN →** This activity is to get students (Ss) to make some predictions about what they will learn today and to get them interested in today's lesson. Have Ss discuss the following questions with their partners or in small groups. Allow 5-10 mins for Ss to discuss. Ask some Ss to share their guesses with the class. There is no need to say whose guesses are correct at this stage. You could just say "yes, it could be".

- What are they doing in the pictures?
- What do you think NORFORCE does?
- What do you think makes this job special?



- 2) There are some words we need for today's reading in the box. 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.

saltwater crocodiles // the bush // border // illegal fishing vessel //  
F470 Zodiac // the Kimberleys // an Aboriginal woman // drugs



a. saltwater crocodiles



b. illegal fishing vessel



c. drugs



d. an Aboriginal woman



e. F470 Zodiac

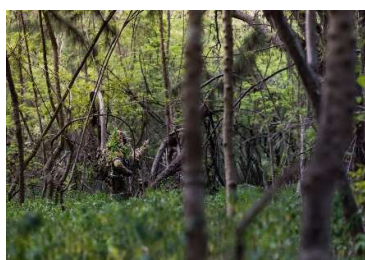


f. border




g. the Kimberleys

This is in the north west region of Australia. It's a beautiful place, with red rocks, rivers and waterfalls. Few people live there.



h. the bush

A wild natural area. This is also the Australian English word for 'forest'.

- 3)  Listen, check and repeat.

**TN →** Have Ss compare with their partner and then listen to the recording to check. A note on drugs. In America, the word 'drugs' can often be used to mean 'medicines'. However, in Australia it is basically only used for illegal drugs such as heroin etc.

- 4) Discuss these questions with your partner to practise the new words. **TN →** This stage makes sure Ss understand the new words since they need to talk about the questions (Qs). Allow Ss 5 mins to discuss. Monitor and support Ss with vocab as needed.

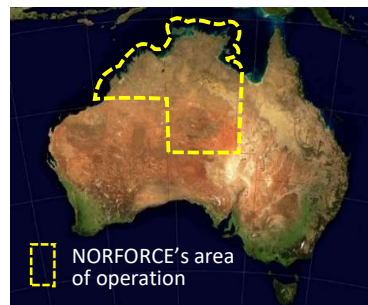
- Are there **crocodiles** in your country? Are they **saltwater crocodiles**?
- Do you like going on training in **the bush**?
- Why do you think the armed forces look for **illegal fishing vessels**?
- Does your country share any **borders**? With what countries?
- Do you know anything about **Aboriginals** in Australia?
- Can you drive an **F470 Zodiac**?
- Tourists love visiting **the Kimberleys**. Why do you think this is? Would you like to visit?
- Does the army do anything to try to stop **drugs** in your country? What do they do?

## Reading

- 5) Read about NORFORCE. What do they do? Why are they special? **TN → Read the instructions together.** Stress with Ss that this is not a reading test, and they shouldn't look at the activity 6 questions first. They are to concentrate on activity 5, and the main idea of the article. Ans - NORFORCE patrol the north and centre of Australia. Ans about why they are special vary, and include patrolling the largest area of any military unit in the world, they use their local knowledge, and they work in an interesting place.

### NORFORCE: Protecting Australia's North

Australia's northern border is huge. Not many people live in this part of Australia. This means it is an attractive place for people trying to get drugs into Australia and for illegal fishing vessels. But they have NORFORCE to deal with if they try! NORFORCE **patrols** a huge area of 1.8 million square kilometres. It conducts **surveillance** and **reconnaissance** across the entire Northern Territory and Kimberly region of Western Australia. This is the largest area of operations for any military unit in the world. Its **mission** is to protect Australia's Northern border and central area.



NORFORCE has deep links with the local Aboriginal communities.

About 74% of people who live in this area are Aboriginals. Aboriginals have lived on their land for 65,000 years. They are the oldest living culture on earth. Many of the soldiers who work for NORFORCE were originally civilians from these local Aboriginal communities. They know the land very well – the rivers, the bush, and the animals. This knowledge is very helpful when they are doing their work.

Their main job is to **gather intelligence**. This means they find information. For example, they look for anything unusual, often from **observation posts**. They also use boats like the F470 Zodiacs to patrol. They might see a boat where it should not be, or signs of people who shouldn't be there. If they find something important, they **radio** their **HQ** to tell them. NORFORCE soldiers often work in small teams called **sections**. These sections go into the bush. They use their **fieldcraft** and **stealth** skills to **conceal** themselves, so people cannot see them easily.

They do not have to worry so much about an **ambush** from the enemy. But they do need to make sure they are not ambushed by salties! This is what Australians call the huge saltwater crocodiles that live in the north of Australia. They can grow bigger than the Zodiac boats!



A NORFORCE soldier uses his rifle scope to scan the surrounding area during a patrol along the northern Kimberley region.

NORFORCE is like the "eyes and ears" of northern Australia. In fact, they patrol 52% of the Australian mainland. They are a very special part of the Australian Defence Force.



6) Read the text again and decide if the following statements are true or false.

**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.

- a. There is a big population in the North of Australia. TRUE // **FALSE**
- b. NORFORCE is the largest military force in the world. TRUE // **FALSE** Largest area, not force
- c. Around three quarters of people living in the NORFORCE area are Aboriginal. **TRUE** // FALSE 74%
- d. Aboriginals have a long history with the land where NORFORCE work. **TRUE** // FALSE 65000 yrs
- e. Sometimes, NORFORCE patrol by boat. **TRUE** // FALSE F470 Zodiacs
- f. Salties are small, but quite dangerous. TRUE // **FALSE** they are huge – not small
- g. NORFORCE patrols more than half of Australia. **TRUE** // FALSE 52% of the Australian mainland

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. 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?

**TN →** This stage is useful in helping students develop their meaning from context skills. This is an important skill set to (including native speakers!) knows all the words in all texts. Read through the instructions 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. The tip is more general advice that Ss can follow after class in self-study time. Ss should not use dictionaries in this stage.

**Tip: When you see a new word in English, you can:**

- find out how to say the word with an online dictionary
- practise using the word in your speaking.

### Learning military vocabulary

8) 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; 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. 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.

Table 1






NORFORCE <b>patrols</b> a huge area	<b>f</b>	a. (n) watching things like planes, land, or water closely; soldiers can use their eyes, ears, or special equipment	
It conducts <b>surveillance</b> and reconnaissance	<b>a</b>	b. (n) a special job or task that soldiers are sent to do	
It conducts surveillance and <b>reconnaissance</b>	<b>g</b>	c. (vp) to secretly collect important information about an enemy or a dangerous situation	
Its <b>mission</b> is to protect	<b>b</b>	d. (n) places where soldiers stay to watch an area carefully; they use them to look for enemies or important things	
<b>civilians</b> from these local Aboriginal communities	<b>e</b>	e. (n) people who are not in the army or other military groups; they are not members of the Defence Forces	
job is to <b>gather intelligence</b>	<b>c</b>	f. (v) to move around an area regularly to watch or guard it	
often from <b>observation posts</b>	<b>d</b>	g. (n) when soldiers or drones go to an area to find out information about an enemy or a place <b>TN → Aircraft can also conduct reconnaissance</b>	

Table 2

they <b>radio</b> their HQ	<b>j</b>	h. (n) a way of moving or doing something very quietly and secretly so that no one sees or hears you.	
they radio their <b>HQ</b>	<b>k</b>	i. (v) to hide something or someone so that they cannot be seen or found.	
soldiers work in <b>sections</b>	<b>l</b>	j. (v) to speak to someone using a special communication device, usually to send important messages or information.	
They use their <b>fieldcraft</b>	<b>n</b>	k. (n) 'headquarters'. It is the main office or place where the leaders of an army or group work and make plans.	
<b>stealth</b> skills to conceal	<b>h</b>	l. (n) small groups of soldiers, usually 6 to 10 people, who work together as a team in the army.	
to <b>conceal</b> themselves	<b>i</b>	m. (v) to be attacked by surprise by an enemy who was hidden.	
<b>ambushed</b> by salties	<b>m</b>	n. (n) the set of skills a soldier uses to hide, move, and survive in a natural environment.	

- 9) 🎧 Listen and check. **TN →** Once Ss have finished and compared with their partner, use the recording to listen and check.
- 10) 🎧 Now practise saying the words. Listen and repeat. **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.

## Practice

- 11) Complete the questions with new words from the box. **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.

patrol // ambushed // mission // section // conceal // radio // stealth

- What would you do if a saltie ambushed you?
  - How do you conceal yourself when you are on patrol?
  - Can you describe your last mission? Were you successful?
  - Do you prefer to work in a section or as a bigger group?
  - How can soldiers move with stealth when they are on patrol?
  - When was the last time you had to radio HQ?
  - What skills are most important for a soldier to have when they are on patrol?
- 12) Ask and answer the questions above with a partner to practise new words. **TN →** 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. This is a fluency task, so it's ok if you notice them making small grammatical mistakes. If you'd like to provide correction of those mistakes they made, take note of them as the Ss make them during the discussion. After feedback, write the mistakes on the board and tell the Ss you heard them say them (but don't say who made the mistakes!). Now ask the whole class to correct them.

13) Role play. Imagine you are part of a working group discussing how to keep your country's borders safe. Discuss ideas with your group. Try to use as many words as you can from today's lesson. You should discuss:

- the main problems at the borders
- how the armed forces in your country can help.

**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.

The main problems are...

Something the armed forces can do to help is ...

One thing I would like to add is...



Patrolling borders is an important way to keep a country safe.

We should also think about...

-  Watch this video about the NORFORCE Kimberly squadron and the work they do. Type "[ADF Patrolling through adversity](#)" on YouTube or scan the QR code →

Circle the things you see.

a Zodiac boat // illegal fishing vessels // soldiers on patrol //

something that has been concealed // an observation post // a saltwater crocodile

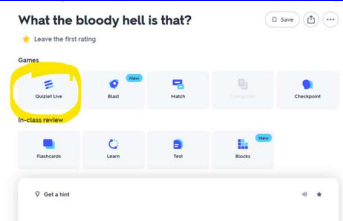


**TN →** This is a very short 1-minute video. You could do this in class or set for homework.

- 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: On Patrol – Listening

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