



Military English

Vocabulary Builder - Field Medicine - Part A

TEACHER'S COPY

Overview:

This worksheet presents vocabulary related to Field Medicine.

In this vocabulary builder, you will:

- ✓ learn and use vocabulary related to medical terms in a military context.

- 1) Let's learn about people, places and transport words related to field medicine.
Match the words in the box below to the pictures.

Before giving the handouts, ask ss if they have ever been to a hospital or clinic. What are the things they see there? Give them 2min to discuss in pairs to share. This will help make the ss interested and ready to learn new vocabulary.

stretcher // ambulance // field medic // nurse

field medicine (n) -
when a medic
gives first aid to
a soldier in the
battlefield



b. ambulance

c. nurse

Explain to ss that in the military the nurse, medic and doctors can wear the same uniform. So it is difficult to differentiate between all three. This means items a and c can be either field medic or nurse.

a. field medic



d. stretcher

2) Let's learn more words related to field medicine. Match the words in the box below to the pictures on pages 2-3.

first aid kit // medicine // tourniquet // syringe // bandage // injury // CPR // wound // stethoscope



f. bandage

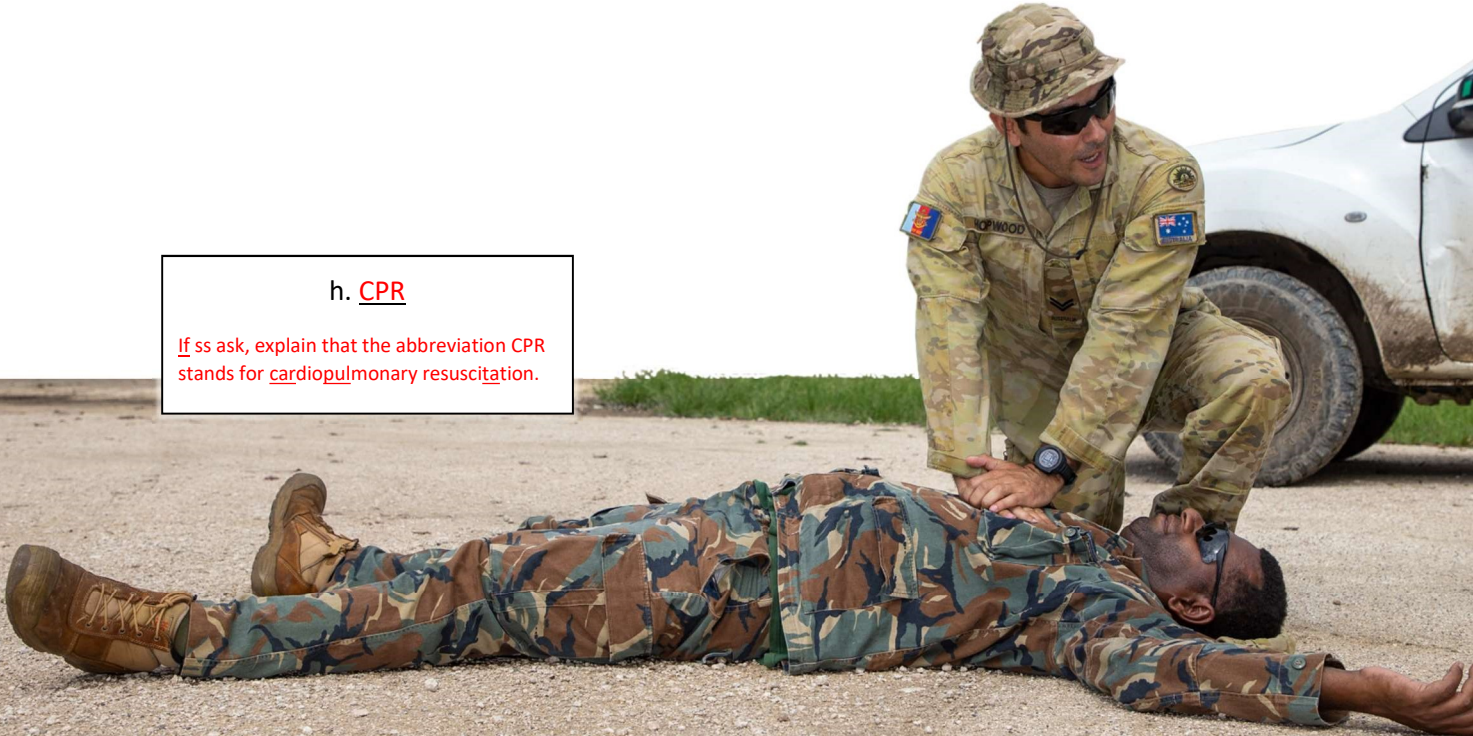


e. wound



g. stethoscope

h. CPR
If ss ask, explain that the abbreviation CPR stands for cardiopulmonary resuscitation.





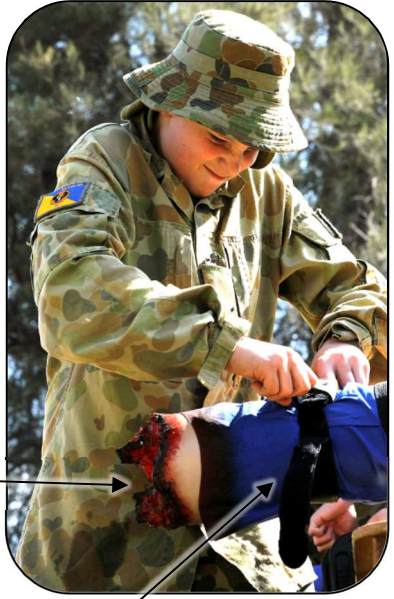
i. medicine



k. syringe



j. injury



l. tourniquet



m. first aid kit
Tell ss that in this picture there are several first aid kits.

Ask these CCQs to make sure ss understand the meaning of each term on pages 1-2:

field medic – Is a field medic a doctor? (n); Does a field medic know how to help when a soldier gets hurt in the field? (y); Does a field medic carry basic equipment to help soldiers who are hurt? (y).

stretcher – Is a stretcher like a bed? (y); Does a stretcher always have a wheel like the one in the photo on page 1? (no. Sometimes they have legs and some types of stretchers don't have legs or wheels)

stethoscope – Do doctors use a stethoscope to hear the heart? (y)

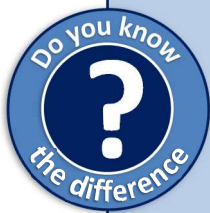
CPR – when I do CPR, do I press hard on the patient's chest many times? (y. Teacher, use gestures to show this); Do I do CPR when a person's heart stops? (y)

medicine – Are medicines used to make a person feel better? (y); Are pain killers (e.g. aspirin) a type of medicine? (y); Can you take medicine with water? (y); Can you take medicine into your vein? (y. Teacher, point to a vein in the arm)

tourniquet – Do I use a tourniquet to stop the blood from coming out? (y); Do I have to make the tourniquet very tight? (y); When you get a snake bite, is a tourniquet useful? (y).

first aid kit – is a first aid kit usually a small box or bag? (y); What can you find in a first aid kit? (answers will vary, but usually pain killers, bandages, tourniquets, scissors, antiseptic, band aid, ointments for burns, etc)

3) Learn the meaning of the words *injury* and *wound*. Read the explanation below.



A **wound** is when you get a cut or a scrape on your skin. You can see blood and it might need a bandage to help it heal. An **injury** is when you hurt yourself, like when you fall down and bump your knee or twist your ankle.

A **wound** is a type of **injury**, but not all **injuries** are **wounds**.

Now write the words *injury* or *wound* next to the pictures.



a. wound



b. injury



c. injury



d. wound



e. injury

Ask these CCQs to check ss understand the difference:

1. Can you see blood in a wound? (y)
2. Is a wound usually a cut on the skin? (y)
3. If a soldier breaks their back, is this a wound or an injury? (injury)
4. Can you have an injury inside your body? (y)

- 4) Let's practise saying the words. Listen and repeat. **Play the audio and ask ss to repeat after each word. Then play again and ask for individual ss to repeat. Make sure they pronounce the stressed syllable (underlined in the word boxes above) more loudly.**
- 5) Using the words from the box below, fill in the gaps in the story. Look at exercises 1 and 2 for help. The first one is done for you.

first aid kit // tourniquet // syringe // bandage // field medic // CPR //
gunshot wound // stretcher // ambulance // medicine

SGT Nguyen, a 1. field medic, ran to help a soldier in the battlefield. CAPT Johnson was on the ground, holding his leg. He had a 2. gunshot wound and it was bleeding. SGT Nguyen quickly opened his 3. first aid kit and took out a 4. tourniquet to stop the blood. He wrapped a 5. bandage tightly around the wound. He then used a 6. syringe to give him some 7. medicine to stop his pain. SGT Nguyen's team lifted CAPT Johnson onto a 8. stretcher. As they were moving him, Johnson stopped breathing so SGT Nguyen began 9. CPR, pressing down on Johnson's chest. After a few minutes, Johnson coughed and started to breathe. They put him into the 10. ambulance and sent him to a hospital. SGT Nguyen was happy that he had saved another life in the battlefield.

Instructions for Task 5: Ask ss to read the paragraph several times before they fill in the words. Encourage ss to apply their understanding of each vocabulary word to fill in the words.

- 6) Discuss these questions in groups of 2-3. Use as many of the words you learned in this lesson as you can.
- Have you ever needed to give first aid to anyone? What happened?
 - What does a soldier need to learn to become a medic?
 - How do field medics help soldiers with injuries?

- Watch a video about Field Medicine. Type on YouTube [Australian Army Medics, Nurses and Doctors conduct simulated casualty drill](#) or scan the QR code →
Tick the words below that you see / hear in the video.



- first aid kit medicine tourniquet syringe bandage
 field medic CPR gunshot wound stretcher
 ambulance stethoscope injury nurse

Ss will scan the QR code and play the video on their devices. The teacher can also play the video in class on a screen or computer monitor/ laptop. Ask ss to watch the video and cross the box for all the words they see or hear in the video. Ask ss to share their answers in pairs and then show or see the video one more time to recheck the vocabulary words. Things appear quickly in the video, so other answers may be possible. If a student has marked any other answer above, play the video again and ask them to tell you when they see it. When this happens, pause the video and discuss with the whole class. You may also set this for homework, but make sure the answers are checked the following session.

- This Vocabulary Builder links with → Lesson: PKO Medic – Parts A, B
Lesson: Humanitarian Aid
Lesson: Disaster Relief

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