



Military English

Vocabulary Builder – Parts of a Combat First Aid Kit

TEACHER'S COPY

Overview:

This worksheet presents vocabulary related to the items of a combat first aid kit.

In this vocabulary builder, you will:

- ✓ learn and use vocabulary related to a combat first aid kit.

BEFORE YOU HAND OUT THE WORKSHEETS – see instructions on how to set the context on page 4.

1) Label the parts of a combat first aid kit. Match the words in the boxes to the pictures on pages 1 and 2.

Ask students (ss) to match the pictures to the words in the boxes on pages 1 and 2. Give them 10min. While they work, monitor and provide help with answers (ans) e.g. if you see a wrong ans, ask them to correct it without giving out the ans. Come back to that ss later to check. For feedback (FB) ask ss to check their ans with a partner. Then ask random to give their ans to the whole class.

IV fluid // chest seal // naso pharyngeal // giving set

a

giving set



c

chest seal



b

IV fluid



d

naso pharyngeal



oral pharyngeal // normal saline // oximeter // catheter and needle // stethoscope // sharps container // adrenaline ampoule



e oral pharyngeal

h sharps container



i oximeter



f catheter and needle

j adrenaline ampoule



These can be used for tension pneumothorax (on the left, above) and IV injections (on the right, above).



g stethoscope



k normal saline



2) Now let's practise saying the words. Listen and repeat.

Play the recording and ask students to repeat. Play it a second time and select a few random students to repeat individually. Correct inaccurate pronunciation, especially related to stressed sounds. Tell ss the main stressed syllable is underlined in the vocabulary items in tasks 1 and 2 to help with pronunciation.

3) Sometimes, when we say two words together some of the sounds are difficult to say.

This task looks at basic concepts of connected speech. Having awareness of these features will help ss with pronunciation.

- Listen to this vocabulary item again and notice how the /t/ at the end of chest disappears:

chest seal → /'tʃesɪəl/

Tell the ss that the /t/ disappears – and this is because a /s/, then a /t/ and then another /s/ is just too difficult to pronounce together smoothly. So, we don't speak the /t/ and the two /s/ sounds become one /s/. Play the recording, multiple times if needed. Now ask ss: Does the /t/ sound always disappear in a word ending in /t/? (no. It depends on the first sound of the next word).

- Now, it's your turn. Listen to this vocabulary item. Cross out the sound that disappears.

catheter and needle

Tell ss the change in the pronunciation of the word "and" is the most important point in this vocab item. The /d/ disappears - and this is because a /n/, then a /d/, and then another /n/ is just too difficult to pronounce together smoothly. So we don't speak the /d/ AND the two /n/ sounds become one /n/. Play the recording, multiple times if needed. Ask the whole class which sound disappears, elicit /d/. It's important to encourage the ss by explaining that these changes are good to know and practise because they actually make pronunciation easier – and this is why they are used by native speakers of English

catheter and needle → /'kæ θə tɜː rə 'n iː dəl/

4) Using the words from the box below, fill in the gaps in the story. Look at exercise 1 for help. The first one is done for you.

Tell ss an important part of learning new vocabulary is to use it correctly. They're going to use some of the words they learned in exercise one in the text below. Tell ss the words around the gap will help them. Give them 5-7min to do this individually. Monitor and help ss e.g. if you see a wrong ans, ask them to correct. Come back to that ss later to check. For weaker ss, ask them to do it with a partner. For FB, ask ss to check with a partner. Then ask ss to come to the board to write their ans, one ans per student. If they're incorrect, ask the class what the correct ans is.

IV fluid // oral pharyngeal // oximeter // giving set //
stethoscope // adrenaline ampoule // chest seal



During a battle, a soldier was injured in the arm and chest. A medic came to care for him. The medic quickly cleaned the wound on the arm and put a field dressing on it. He then prepared a ¹ giving set with ² IV fluid to prevent shock. He checked his heartbeat with a ³ stethoscope. He then used a ⁴ chest seal for the chest injury, to help him breath. He inserted an ⁵ oral pharyngeal to keep the soldier's airway open and checked oxygen levels with an ⁶ oximeter. Finally, the medic had an ⁷ adrenaline ampoule ready in case the soldier had a cardiac arrest.

Australian Army medics from 2nd Health Battalion provide medical care to a simulated casualty during Exercise Viper Walk 2024.

5) Discuss these questions in groups of 2-3. Use as many of the words you learned in this lesson as you can.

Here ss will practise using the words they've learned in a less structured task (i.e. freer practice). Ask them to look at pages one and two to help them use the words from this lesson. Give ss 5-7min to discuss. Monitor and provide help if needed, e.g. with pronunciation. For FB, ask random ss to share their ans with the whole class.

- How is a basic first aid kit different from a combat first aid kit? (ans will vary, but mainly a combat kit will have specific items to treat gunshot wounds and other common injuries in a battle field context)
- What difficulties do you think soldiers might face when they use their first aid kits in the field?
- In your military, do you think that medics receive enough training to save a soldier's life?
- Which of the items from this lesson can you use?

- Watch this short video. Type on YouTube [Providing Immediate Healthcare Support: Maddie's Story](#) or scan the QR code.



Use the video at the **beginning** of the lesson, and then use it again at the end.

Tell the class: Lieutenant Madison (Maddie) Lang shows us the work that she does as a Medic Role 1. This is the immediate medical care needed to stabilise casualties in the field before they are moved.

AT THE BEGINNING – don't give the worksheets yet. Introduce the topic Combat First Aid Kits. Play the whole video. Tell Ss to write down the words (in English!) for any objects they see in the video that are part of medical first aid. This will remind them of any previous experience and knowledge they have about this topic. Ask Ss to compare answers with a partner. For feedback, ask random Ss for one word they wrote down. Correct as needed. Give out the worksheets and start task 1

AT THE END – Ss scan the QR code and play the video on their devices. Ask Ss to watch the video and write down any of the words they learned in this lesson, as they watch. In the video, **just two** of the 11 new vocabulary items can be seen. Neither of them are spoken, so tell Ss to watch carefully. Give Ss time to watch the video once. Then give them the HINT: watch these two short sections 0:27 – 0:29 and 1:01 – 1:05. ANSWER: a yellow sharps container is in the background of 0:27 – 0:29, and the chest seal is in 1:01 – 1:05.

Tick the two words below that you **see** in the video.

- IV fluid chest seal naso pharyngeal giving set oral pharyngeal
- normal saline oximeter catheter and needle stethoscope
- sharps container adrenaline ampoule

- For more practice with the words you've learned here, scan the QR code.

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 Vocabulary Builder links with → Vocabulary Builder: Parts of a Basic First Aid Kit
Lesson: Life of a UN Peacekeeping Medic - Part C

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