Lesson aims

Lesson 1 (Two periods)
- Listening and Speaking: Students listen to a text and answer questions. The Speaking activity gives practice at informal introductions.

Lesson 2 (Two periods)
- Reading: The reading text is about the importance of first aid. Students use prediction and close reading, as well as summary.
- Vocabulary: The vocabulary revises word inference, and practises words to do with first aid.
- There is an article about malaria, with comprehension questions, on pages 29 and 30 of the Workbook. There is also a vocabulary activity on page 31. Finally, there is revision of indirect speech.

Lesson 3 (Two periods)
- Grammar: Students practise how to express possibility. This revises modal verbs, as well as different tenses. There is also an activity on how to report commands and instructions. There is an extra activity on direct and indirect speech on page 30 of the Workbook.

Lesson 4 (One period)
- Writing: Students analyse an informal letter, and then write their own informal letter.

Resources
- Dictionary
- Student’s Book (Unit 9)
- Workbook (Worksheet 9)

Teaching notes

A Listening  (Student’s Book p.80)
1. Introduce this unit by discussing the term ‘First Aid’, and making sure that all students understand that it means assistance given first, before sending a patient to a clinic or doctor.

2. Ask a few students to tell the class about a time they were able to help someone who needed first aid.

3. Then ask another few students to talk about a time they were helped by someone who knew how to do first aid.

4. Ask the students to look at the illustration on page 80 and to guess what might have happened.

5. Then read the text aloud twice – firstly so that they get the general gist and secondly to enable them to answer the questions.

Answers  (Student’s Book p.80)
1. Treatment given on the spot to people in accidents or suffering sudden illness.
2. Make sure the patient is no longer in danger.
3. If they have a back injury.
4. Make the patient comfortable.
5. Suffocation and bleeding to death.
6. So that we are able to help other people who are injured or have suddenly become ill.
7. Everyone should be able to give first aid but basic training is necessary. The patient’s condition can become worse if incorrect treatment is given. Read through the Skills focus box on page 81 and spend time discussing the implications as first aid is extremely important.
B Reading  (Student’s Book p.80)

1. Ask students to look at the title of the text, and to predict from that whether the text is going to be factual or fictional. (The answer is factual.)

2. Then ask them to look at the byline, and elicit from students that this shows the text comes from a newspaper or online newspaper and indicates who the writer is.

3. Read the article to students, then read the information in the Skills box.

4. Next, students can answer the questions.

5. After the comprehension activity, there is a group discussion that facilitates critical reading. There is a summary activity as well. Use the article and questions on malaria on page 29 of the Workbook as an extra comprehension exercise.

Answers  (Student’s Book p.81-82)

Practice answering questions
1  B
2  C
3  A (Also accept C.)
4  B
5  D

Discussion and opinion
1  The student who helped the man. A Good Samaritan is someone who stops to help someone who is injured and is in need of help. In the bible Jesus tells the story about the Good Samaritan.
2  They feared infection and that they would be placed in quarantine (and not allowed to go home). Also, (if the man had died) they could also have been frightened to be with a dead body.

3  In the Skills focus we read that the Red Cross Society offers training. Schools or local communities might also offer training.

4  Yes, it is important to be able to administer first aid since in many cases a life can be saved. Elicit from the students that they would surely want to be helped if they were in need of first aid.

5  Students’ own answers.

Practise making a summary
Passengers on a bus from Lagos to Surulere were surprised when a middle-aged man collapsed. Most passengers ran away, fearing infection and that they would be placed in quarantine; they also may have thought he had died. However one student realised he was short of air. He called for the windows to be opened, and loosened the man’s collar and tie. The man recovered. (65 words)

E Vocabulary  (Student’s Book p.82)

1  Students practise word inference and using words to do with first aid and emergencies.

2  Use the Study box on page 83 to explain some commonly misused words on.

3  Note that the Skills focus box gives information that is useful, but is also a vocabulary exercise.

4  Use the activity about the first aid kit, on page 31 of the Workbook for further vocabulary development.

Answers  (Student’s Book p.82–83)

Practise matching words
be familiar with  know
administer  give
collapsed  fell
contagious  infectious
took no notice of  ignored
announced  reported
revive  come round
spell  period
measures  steps
make sure  ensure
respiration  breathing
massaged  rubbed

Fill in the correct words
1. Everybody should know/be familiar with basic first aid.
2. HIV/AIDS is only contagious/infectious if you exchange body-fluids with an infected person.
3. According to the story, everyone took no notice of/ignored the man in trouble except for a ‘good Samaritan’.

Skills focus – First Aid in an emergency
1. chin
2. tongue
3. Form
4. mouth
5. chest
6. arms
7. arrives
8. position
9. keeps
10. prevents

D Grammar (Student’s Book p.84–86)
1. Use the notes to explain the different structures we use for expressing possibility.
2. Also make sure that students understand what possibility is, and how it differs from something that is definite.
3. Most of the activities are oral, to give students practice at talking about possible events but the correct sentences could also be written up.
4. Students read off the correct sentences from the tables provided.

5. Then, on page 86, use the notes to revise direct and indirect speech again.

6. Use the activity on page 30 of the Workbook for more practice with direct and indirect speech.

Answers (Student’s Book p.86)
Practise indirect speech
1. He told them to take the second turning on the left.
2. The clerk instructed Ali to go along the corridor and wait outside Room 12.
3. The doctor advised the patient that he/she ought to see a specialist.

E Speaking (Student’s Book p.87)

Skills focus – Informal introductions
1. Ask two students to show the rest of the class how they would introduce each other to their friends.
2. Then ask two other students to show how they would introduce you to their parents, and their parents to you the teacher.
3. This leads into the activity on informal introductions. Use the notes and the Skills focus to teach this section.

F Writing (Student’s Book p.87)
How to set out an informal letter
Use the example letter and the notes in the Skills focus box to teach the writing of an informal letter. Stress the importance of correct layout and tone.

Extension
The reading activity on page 29 in the Workbook could be used as an additional reading activity.
Support

Use the exercises on pages 30 (direct and indirect speech) and page 31 (vocabulary development) in the *Workbook* as support.