Unit 18  First aid

About this unit
In this unit pupils learn about first aid. They talk about first aid and role-play a first-aid situation. They also discuss the contents of a first aid box and medical conditions that call for first-aid. To further their writing skills, they are asked to write an account of first aid being given to someone. They will also read a play and answer questions on it and revise dictionary use.

Lesson 1  
(Pupil's Book pp. 141–143; Workbook p. 44)

Lesson aims
- **Reading**: Read a play on giving first aid. Answer questions on the play.

Resources
- Chalkboard
- Pupil’s Book
- Workbook

📚 Starting off  
(Pupil's Book pp. 142–143)

Before you begin reading the dialogue on page 142, ask pupils to read the Before you read section so that they understand what the story will be about. Ask them to look at the New words boxes on pages 142 and 143 so that they become familiar with words that will be contained in the dialogue that will be read. Explain the words to them and write them on the board.

🎧 Reading  
(Pupil's Book pp. 142–143)

1. Ask pupils to turn to page 142 of their PB where the dialogue begins.
2. Then pick a volunteer pupil to come up to the front of the class and read the parts of the pupil in the dialogue. You, the teacher, can play the part of the nurse as the dialogue is complicated.
3. Read through the dialogue at least twice so that pupils understand.
4. Pupils should then get into groups and practise their reading by reading through the dialogue. They can take turns reading different parts of the dialogue.
5. Pupils can then move on to answering the first two comprehension exercises on page 143. They can stay in their groups to complete this exercise, but should write their answers in their notebooks.

Answers
1. First aid is treatment we give to a sick or wounded person before medical help arrives.
2. Someone who falls ill; has fainted; has been injured; is drowning; has drunk poison.
3. A first-aid kit contains all the basic useful supplies you need when someone has been injured.
4. Adhesive plaster, scissors, antiseptic lotion, sterilised water, cotton wool, safety pins, sterile bandages, aspirin, paracetamol, creams for insect bites.
5. True. First-aid kits should be kept everywhere as accidents can happen anywhere and at any time.

🔍 Support
Ask pupils who are struggling with the new vocabulary to write the words down in their notebooks and then draw a picture next to each word to help them remember the word. For example, they can write the word ‘bandage’ and then draw a picture of a bandage next to it.

🔍 Extension  
(Workbook p. 44)

Ask pupils to complete Exercise 1 and 2 on page 44. They need to re-read the play in the PB and then explain the use of things that are found in a first-aid kit.

Answers
1. a) Scissors are used to cut the adhesive plasters and adhesive plasters are used to wrap cuts and wounds (such as burn wounds).
   b) Sterilised water and cotton wool are used for cleaning cuts and wounds.
   c) Bandages and safety pins are used for covering and securing cuts and wounds.
   d) Aspirin or paracetamol are used for controlling pain.
e) Anti-histamine tablets and cream are used for insect bites and stings.

2. Use page 145 as a reference for these answers:
   a) When someone has trouble breathing
   b) When someone has serious chest pain
   c) When someone is bleeding heavily
   d) When someone has possible broken bones
   e) When someone appears to have been poisoned.

Lesson 2

(Pupil's Book p. 144–145; Reader p. 64)

Lesson aims

- Listening and speaking: Talk about first aid through role-playing a first-aid situation.

Resources

- Pupil's Book
- Reader
- If possible, bring some props for pupils to use during their role-plays (e.g. bandages, plasters, cloth, cotton wool)

Starting off

(Pupil's Book p. 141)

Ask the class to look at the picture at the top of page 141 in their PBs. In pairs, ask them to answer the following questions: What do you think happened to the injured boy? How is the girl helping him? What do we call this kind of help? Encourage pupils to share their answers with the class.

Listening and speaking

(Pupil's Book p. 144)

1. Pupils open their PB to page 144 and to look at Exercise 2. To start off, they should get into groups of four and read through 2a) to c).
2. Once they have finished reading, discuss difficult words that came up in their reading. Write these words on the chalkboard and then ask them to write them in their notebooks.
3. Ask each group to pick one of the three first-aid situations and to prepare a role-play of this. They should pay careful attention to their tone of voice and pronunciation. Also encourage them to use gestures when role-playing.
4. Allow five minutes for each group to present their role-play to the class.

Assessment

You can use Rubric 1: Speaking: role-play on page 123 of the Teacher's Guide to assess the pupil's work.

Support

Ask pupils to complete Exercise 1 on page 144, in which they need to practise their pronunciation. They should work in pairs or groups.

Extension

(Reader p. 64)

Pupils turn to page 64of the Reader. Once they have read through the first-aid rules and looked at the new words in the section, they can answer the comprehension questions.

Answers

1. First aid is when you help someone in an emergency situation until proper medical help arrives.
2. 'Don't panic' is the first rule because it allows people to keep calm and to help the person who is hurt as best as possible. If people panic, they may end up doing things that could harm the hurt person more. It is the most important rule. Example from text: 'think clearly about what you can do to help the patient.'
3. Hydrogen peroxide is a colourless substance that is used in some bleaches. It shouldn't be used on wounds because it can damage tissue around the wound (pupils may have other answers).

Lesson 3

(Pupil's Book pp. 141–143)

Lesson aims

Resources

- Chalkboard
- Pupil’s Book
- Notebook

Starting off

Write the following words on the chalkboard and ask the class to repeat them, so that they can practise their pronunciation. Words: *bandage, plaster, cotton wool, ambulance, emergency, first-aid*. Ask pupils to make a sentence using each word.

Listening and speaking

*(Pupil’s Book p. 145)*

1. Direct pupils’ attention to page 145 of their PB.
2. Ask pupils if they have ever heard of any of these things happening to someone or if they have read a book or watched a film in which one of these things have happened. Encourage pupils to share information with the class.
3. Then read through the conditions listed.
4. Ask pupils to select the words that they find difficult while they listen to you reading (e.g. *abdomen, headache, vomiting, unconscious*).
5. Spend time discussing the meaning of these words until pupils understand what they mean and then practise the pronunciation of the words.
6. Once you are satisfied that pupils can correctly pronounce the new words, ask them to get into pairs and read the sentences to each other. One pupil should read and the other pupil should listen. Each pupil should have a chance to read.
7. If there is time, ask pupils to write the sentences into their notebooks.

Extension

*(Pupil’s Book p. 145)*

Pupils can get into groups and act out the conditions listed on page 145.

Lesson 4

*(Pupil’s Book pp. 143–144; Workbook pp. 44–45)*

Lesson aims

- *Grammar*: Revise dictionary use.

Resources

- Pupil’s Book
- Dictionary

Grammar

*(Pupil’s Book p. 143)*

1. Direct pupils to the bottom of page 143 in their PBs.
2. Explain that in this lesson, you will revise dictionary use.
3. Talk through Exercise 1, where they need to look at the misspelled words. Do the first example with them by writing ‘acomodation’ (spelled incorrectly) on the chalkboard and then looking up the correct spelling in your dictionary and writing it on the chalkboard. Ask pupils what the difference is. Then ask them to complete the rest of this exercise (a – f).
4. Discuss the answers as a class and then ask pupils to move on to Exercise 2 and 3. Revise the definition of antonyms and synonyms and write examples on the chalkboard (e.g. an antonym for ‘happy’ is ‘sad’ and a synonym for ‘happy’ is ‘delighted’).
5. Discuss the answers as a class and then move on to Exercise 4. Before pupils begin, revise homonyms (e.g. the word ‘bear’ can be used in two contexts).

Answers

1. a) and b) accommodation; admission; agreement; apologise; commission; embarrassment; license; pollution; privilege; separate
c) accommodation: a place for someone to live; admission: a statement in which you admit that you have done something wrong/permission given to someone entering a building; apologise: to say sorry; commission: to be given an official job; an extra amount of money that is paid to a person for goods they have sold or services they have given;
embarrassment: the feeling you have when you feel ashamed, nervous or uncomfortable; license: to permit or allow someone to do something; pollution: the process of making air, water or soil dangerously dirty; privilege: a special advantage given to only one person or group/something that you are lucky to have the chance to do; separate: to divide or split into different parts
d) accommodation; admission; agreement; apologise; commission; embarrassment; license; pollution; privilege; separate
e) accommodation – noun; admission – noun; agreement – verb; apologise – verb; commission – noun; embarrassment – noun; license – verb; pollution – noun; privilege – noun; separate – verb
e) He rented a room as he needed accommodation. The girl's admission that she had lied shocked him. They were in agreement with the decision. She encouraged him to apologise for his mistake. He sold the car for her and she paid him a commission. She saved herself the embarrassment by making sure the food did not burn. The shop owner was granted a liquor license to sell beer. If you litter you are contributing to pollution. It is a privilege to be her friend. You must separate the egg yolk from the egg white.
2. first – last; ask – answer; advantage – disadvantage; light – dark; wonderful – awful
3. a) and b) Pupils' answers will vary for this section. Possible answers: nice, obliging; severe, fine
4. a) bear
   b) bow. A homonym is when two words are said or spelled the same but have different meanings.

Support

If pupils are struggling with the new words in this section, supply them with a list of easier words to get them started.

Extension  
(Workbook pp. 44–45)
Pupils to complete Exercise 3 and 4 on pages 44–45 in their WBs. They will need to use a dictionary to look up the correct spelling and meaning of select words.

Answers

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<tr>
<td>Pneumonia</td>
<td>A lung inflammation caused by an infection</td>
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<tr>
<td>Occasion</td>
<td>A particular event or time at which it takes place</td>
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<tr>
<td>Immunisation</td>
<td>The act of protecting someone (usually by vaccine)</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>The act or manner of pronouncing words</td>
</tr>
<tr>
<td>Appearance</td>
<td>The act or an instance of coming into sight</td>
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4. Pupils’ answers will vary.

Lesson 5

(Pupil's Book p. 134; Workbook p. 45)

Lesson aims

- Writing: Write an account of first aid being given to someone.

Resources

- Chalkboard
- Pupil’s Book
- Workbook

Starting off

Start off the lesson by revising what the pupils have learnt about first aid so far. Ask them: What is first aid? What is a first-aid kit? What are examples of medical emergencies? Encourage a class discussion and use the chalkboard as a way to summarise ideas that people in the class offer.

Writing  
(Pupil's Book p. 146)

1. Ask pupils to look at the pictures in the writing section on page 146 and to discuss in pairs what they think happens.
2. Tell them that they are going to write an account of first aid being given to someone, using the pictures they have looked at. They should also ensure that they take into account the requirements listed for writing their account (e.g. beginning, middle and end).
3. Explain that they should create a rough draft first to consolidate their ideas and to double check their spelling and punctuation and then, when they are happy, write a final, neat copy of the account.

4. Walk around the class and help pupils where necessary.

5. If there is time at the end of the lesson, you can ask volunteers to share their stories.

**Extension** *(Workbook p. 45)*

Pupils complete Exercise 5. For this exercise, they need to narrate an incident in which they administered first aid to somebody or in which they watched someone else doing it.

**Support**

If pupils are struggling with the writing exercise, let them get into groups to discuss ideas for writing.