



## First aid

### SELF STUDY

If students are working alone, note that many of the exercises have open answers. If possible, give self-study students the opportunity to show you their work or to exchange their work with other students.

### Before watching

- 1 Ask students to start the crossword individually, but allow them to work in pairs if they're finding it difficult to complete it alone.

### Answers

#### Across

5 unconscious 8 bleed 9 injury 10 airway

11 cheek

#### Down

1 chin 2 blood 3 chest 4 forehead 6 knee

7 breathe

### EXTRA ACTIVITY

In pairs students look back at Unit 4 of the Student's Book and find other words and expressions related to first aid, health and the body. They write definitions for them that are similar to those in the crossword. Students then either pass or read their definitions to another pair. Can the other students identify the words?

### While watching

- 2a 25 This listening for gist task is more demanding than usual, but that's because meaning is so well supported by what students see on the screen. After watching, ask students to compare their answers and discuss any differences.

### Answers

1 head 2 chin 3 arm 4 other arm 5 knee 6 leg  
7 head 8 chin

- 2b 25 Before students watch again remind them that using *they* referring to one person to avoid repeating *he* or *she* is extremely common in both spoken and written texts. This is something students need to become familiar with.

### Answers

1 unconscious 2 continue breathing 3 back injury  
4 airway 5 chest 6 cheek

- 3 25 **VIDEO SKILLS** Go through the video skills box with the class before students do this exercise in pairs. They then watch again to check their answers and explore different options for the pronouns together, helping each other to reconstruct what they heard.

### Answers

1 your hand 2 the head 3 two fingers, the chin  
4 the arm near you 5 the knee furthest from you, the foot 6 the leg 7 the person

### VIDEO SKILLS: Follow instructions

This box focuses on some of the key words that are used to give instructions in a context where the order of when things are done is important, and a series of specific physical actions and checks are required.

### After watching

- 4a Because of the nature of the video, the personal reaction to its contents comes later than usual. Students should make notes individually, and then they could compare what they remembered with a partner. Ask the class how hard they found this to do. Do they now feel they could put someone in the recovery position?

### EXTRA SPEAKING

Ask for two volunteers. One is the patient, the other is going to put them in the recovery position. Either with the whole class or in two or three groups, the students watching have to call out the instructions for putting the patient in the recovery position. Can they remember all the steps – and do they agree on them?

- 4b **SKILLS 4 LIFE** Unless students are able to access the Internet easily in your class, this exercise will involve them doing some research between two classes on another important first aid technique, the Heimlich manoeuvre. It can save a person's life if they are choking because a piece of food has got stuck in their airway. If possible students should take notes on how to perform it, and find some photos or illustrations to support their notes. In class, students pool what they found out in small groups and prepare to present the manoeuvre to the class. They could do this by demonstrating it or by preparing a poster. Make it clear that students shouldn't actually perform the full manoeuvre as this involves applying pressure under a person's ribs and could be dangerous.

### REFLECT ON IT



Ask students to discuss the two questions. One of the aims is to get students to realise that knowing about first aid doesn't necessarily mean that you're able to perform it, especially in an emergency situation. Can students think of how to get round this problem? For example, should schools have regular first aid training days? Tell your students how familiar you are with first aid techniques, and stress how important it is not to try and help someone unless you're sure you know what to do.