



Department of biology

ENGLISH
Second stage

Lecture five By
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4 Accidents and emergencies

Scrub up

You are in a light aircraft when it crashes into the jungle. Your radio is broken so you can't call for help. There are two of you and you must get ready to walk 100 kilometres to safety. You already have clothes, food, and water.



You can take only ten more things with you – five from each list. Discuss what to take with your partner and explain your reasons.

Medical

bandages
a scalpel
a snake bite kit
Morphine
Aspirin
disposable gloves
a thermometer
tweezers

General

a torch
a box of matches
soap
a mirror
a compass
a knife
scissors
fish hooks

Vocabulary

First aid

- 1 Work in pairs. Discuss the questions.
 - Have you ever experienced a patient with blisters?
 - third degree burns?
 - severe bleeding?
 - How should you treat them?
- 2 Complete each sentence with a word from the box.

apply	keep	squeeze
check for	make sure	sterilize
immerse	puncture	swab
immobilize	remove	treat

 - 1 _____ a clean, sharp needle with alcohol.
 - 2 _____ there is no glass or other foreign body in the wound.
 - 3 Use the needle to _____ the blister.
 - 4 Don't _____ burnt clothing.
 - 5 _____ a main artery if necessary.
 - 6 _____ the injured person lying down.
 - 7 _____ the injured body part once the bleeding has stopped.
 - 8 _____ the person for shock.
 - 9 Don't _____ severe large burns in cold water.
 - 10 _____ signs of circulation.
 - 11 _____ with Iodine or rubbing alcohol.
 - 12 _____ antibiotic ointment and cover with a bandage.
- 3 Compare your answers with a partner. Working together, decide which of the above instructions belong with each of these conditions.

a blisters	_____
b third degree burns	_____
c bleeding	_____
- 4 Add an instruction of your own for each condition.

● Language spot

Instructions

● To tell somebody what to do, you can use the Imperative.

Check for signs of circulation.

Apply the pads to his chest.

● To tell somebody what not to do, add *Don't ...*

Don't remove burnt clothing.

● To emphasize what is important, you can use *Make sure ...*

Make sure the wound is clean.

Make sure you don't touch his body.

● When asking for instructions, you can use the Present Simple, *have to*, *shall*, and *should*.

What do I do now?

Do I have to immobilize his leg?

Shall I take off the dressing now?

What dosage should I give him?

» Go to **Grammar reference** p.117

1 Match the beginnings and endings of the sentences.

- | | |
|---------------------|-------------------------------------------|
| 1 Check that | a I count up to between breaths? |
| 2 Make sure you | b I give her? |
| 3 What do | c have to apply the pads? |
| 4 Don't let | d the patient is breathing. |
| 5 Should I | e the patient try to stand up. |
| 6 Shall I bandage | f put the burnt area under running water? |
| 7 Don't | g the patient's pulse again. |
| 8 What dosage shall | h tie the bandage too tight! |
| 9 Take | i the wound now? |
| 10 Where do I | j use a sterile needle. |

2 Work in pairs. Think of three emergencies a member of the public might have to deal with. For each one, write three instructions to help them. Tell your instructions to another pair. They must guess the emergency.

EXAMPLE

(a patient is unconscious)

Don't move the person.

Make sure they are still breathing.

Keep the person warm until medical help arrives.

Speaking



Work in pairs. Student A look at this situation and go to p.112.

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Student A

- 1** You are a parent. Five minutes ago a poisonous snake bit your child. You phone an emergency helpline. Explain the situation to the helpline nurse, then listen and use these notes to find out what to do. Note down the instructions that you are given.

EXAMPLE

What shall I do with the wound?

Should I put it on ice? Should I ...?

- wound – ice? bandage?
- child thirsty – milk OK?
- walk around?
- doctor?

- 2** You are a nurse working on a telephone helpline. Listen to your caller explain the emergency, then use these notes to tell the caller what to do and to answer any questions.

EXAMPLE

Make sure he gets fresh air! Open windows and doors, and ...

- fresh air ✓✓ (windows / doors ✓, carry if necessary ✓, walk ✗)
- mouth – wash out ✓ (water)
- milk ✓ (alcohol ✗)
- skin – remove clothes if covered in pesticide ✓
– wash ✓ (running water, soap)
- eyes – wash ✓ (running water, 15 minutes+, chemicals ✗)
- touch pesticide ✗✗ (gloves ✓✓)

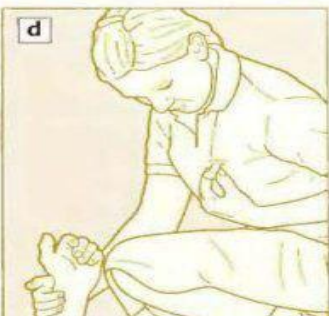
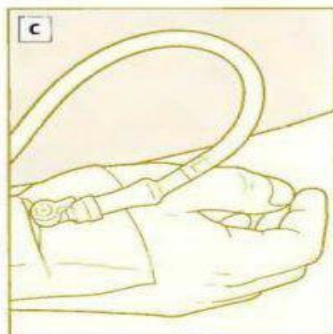
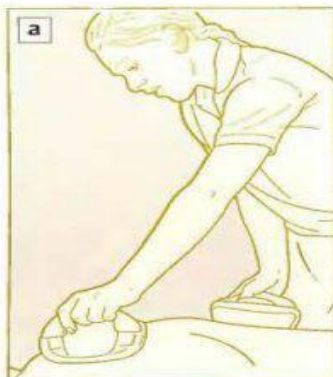


A **defibrillator** is used to make the heart start beating correctly after it has stopped or become irregular. It works by sending an electric shock through paddles or electrodes placed on the patient's chest.

Listening Instructions

- 1 Work with a partner to put these pictures in a logical order. Describe what is happening in each one.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



- 2 Listen to the student nurse receiving instructions from a paramedic, and check your order.

- 3 Listen again. Underline the correct option in *italics*.

EXAMPLE

The patient has had a stroke / a cardiac arrest.

- 1 The nurse gives *two* / *three* breaths into the patient's mouth.
- 2 The paramedic counts up to *three* / *four* after each push down on the chest.
- 3 The nurse pushes down on the chest *fifteen* / *sixteen* times.
- 4 They set the charge on the defibrillator at *100* / *200*.
- 5 The nurse applies the pads on *each side of* / *above and below* the heart.
- 6 The patient starts to respond after the *first* / *second* charge from the defibrillator.
- 7 The patient is given *Lidocaine* / *Atropine*.
- 8 The dosage is *200 ml over one minute* / *100 ml over two minutes*.

- 4 Listen. Complete each sentence with a verb from the list, then listen again to check.

check	hold	repeat	stand
give	press	set up	support
give	put		

- 1 _____ him CPR.
- 2 _____ him mouth-to-mouth first.
- 3 _____ his head.
- 4 Right, _____ his nose closed, then ...
- 5 _____ your hand on his chest.
- 6 _____ clear of his body.
- 7 ... then _____ the buttons and hold for two seconds.
- 8 _____ his pulse again.
- 9 OK - _____ the procedure.
- 10 Well done. Now _____ an IV and give ...

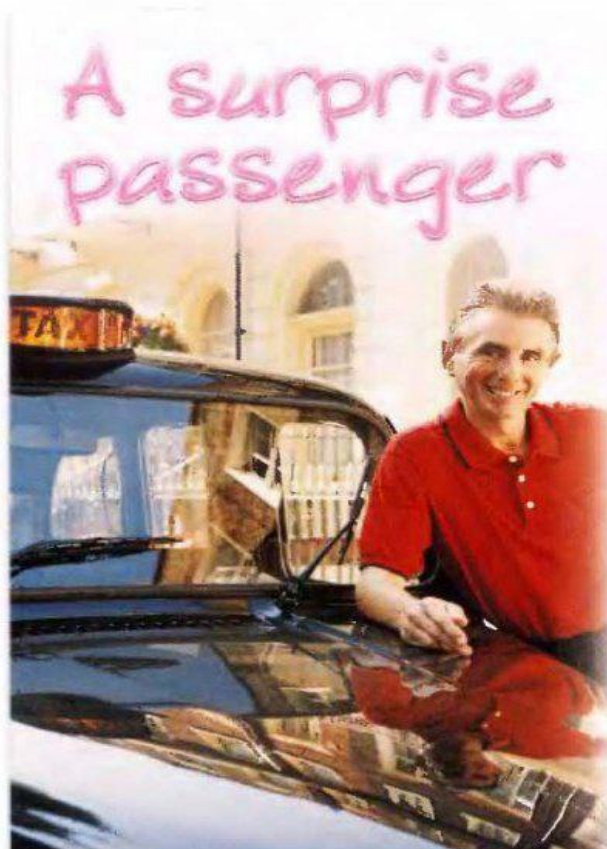
Reading

- 1 Look at the pictures. What do you think the article is about?
- 2 Discuss these questions with a partner.
 - Have you ever helped with a birth? How was it?
 - Were you born in hospital, at home, or somewhere else?
 - Have you heard of any births that happened in an unusual place?
- 3 Read the text and answer the questions.
 - 1 Was this Clive's first experience of a birth?

- 2 Who gave instructions to Clive?
- 3 Who is Mohammed Clive?
- 4 How is the baby now?

- 4 Work in pairs. Cover the article. Can you remember the midwife's instructions. Look at the words below to help you remember.

blanket	medical help	mother's chest
head		nose and mouth
umbilical cord	back	towel



A surprise passenger

British taxi driver, Clive Lawrence, became a midwife for an hour when a passenger gave birth to a baby in the back of his taxi.

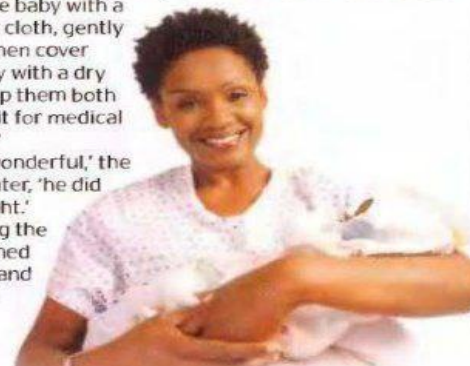
Asha Gemechu's baby was due in a month, but when her contractions started she called for a taxi to take her to hospital. Mr Lawrence answered the call.

The expectant mum was in the taxi for ten minutes when she realized that things were happening too fast. The baby was not going to wait. Its head appeared, and Mr Lawrence stopped the taxi to help with the birth.

Mr Lawrence said 'I was there when my kids were born, so this was not completely new for me. I spoke to a nurse on the taxi radio and she gave me instructions - I only did what she told me. There's nothing special about that. One minute I had one passenger, then I had two, but there's no extra charge!'

A midwife at the hospital said, 'Giving birth on the way to hospital doesn't happen often, but if you're there when it does, just support the baby's head and guide it out - don't pull. Then clean the baby's nose and mouth, but don't cut the umbilical cord - just lay the baby on the mother's chest, cord and all. Dry the baby with a clean towel or cloth, gently rub its back, then cover mum and baby with a dry blanket to keep them both warm, and wait for medical help to arrive.'

'Clive was wonderful,' the mother said later, 'he did everything right.' Asha is naming the baby Mohammed Clive. Mother and baby are both doing well.



It's my job

1 Read about Jeff Oliver and answer the questions.

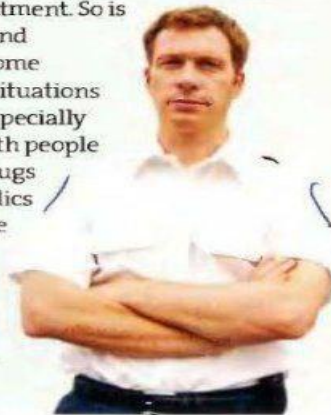
- When did Jeff decide to become a paramedic?
- How long did he train for the job?
- What things do you have to be good at do Jeff's job?
- Who makes Jeff's job difficult?

Jeff Oliver

I'm Jeff Oliver. I'm 24 years old. I decided to become a paramedic when I saw two of them treating a driver at the scene of an accident when I was a boy.

I started as a trainee ambulance technician, and trained for two and a half years to become a qualified paramedic. Now I administer life-saving procedures myself. It's part of my everyday work to defibrillate the heart of a cardiac arrest, to apply splints to limbs and dress wounds, and to set up drips.

I have to make quick decisions – it's an important part of giving emergency treatment. So is communicating clearly and keeping a clear head in some difficult situations. And situations are often very difficult, especially when we have to deal with people under the influence of drugs and alcohol. But paramedics don't think twice – we are always first at the scene when there is a suicide, a road accident, or a fire. When you save a life, it's the best job in the world.



2 Join these word combinations used in the text.

- | | |
|-------------|-------------------------|
| 1 become | a a life |
| 2 deal with | b as a trainee |
| 3 give | c a qualified paramedic |
| 4 make | d treatment |
| 5 save | e people |
| 6 start | f decisions |

3 Would you like to do Jeff's job?

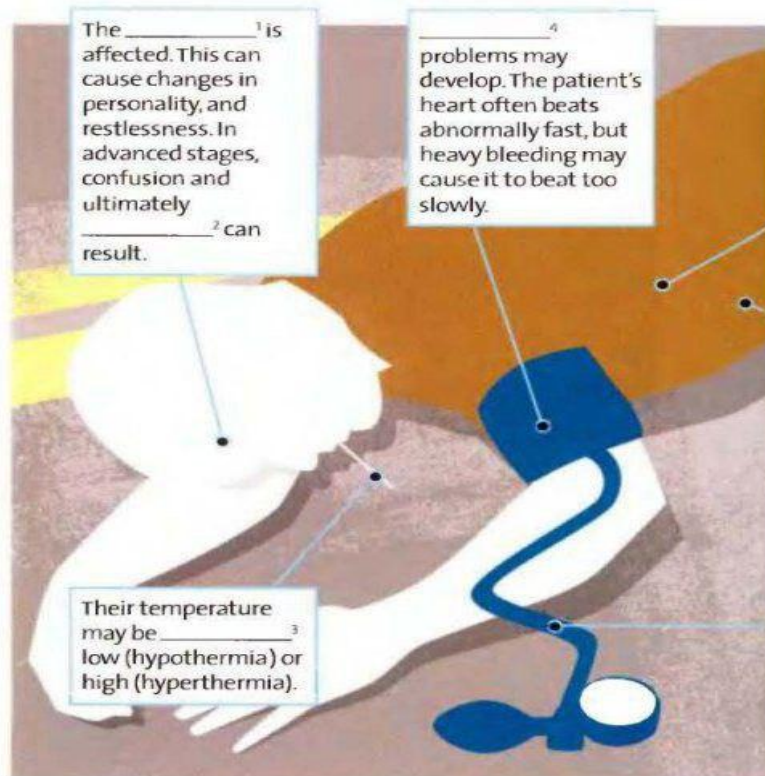
Signs and symptoms

Shock

Paramedics often have to deal with shock, a condition that is often caused by major trauma such as a traffic accident. Shock occurs when the heart is unable to supply enough blood to the organs. This results in a slowing-down of the vital functions, and can cause death. Shock is difficult to diagnose in its early stages, which makes it hard to treat. Read about the signs and symptoms of shock, and complete them with words below.

dangerously
abdominal
respiratory
abnormally
gastrointestinal

blood pressure
cardiovascular
intestines
coma
central nervous system



Writing

Information poster

You have been asked to produce a poster telling motorists what to do in an emergency. Write a list of instructions for the following situation. Give reasons where it will help people to understand.

FIRST AID FOR MOTORISTS

A car has crashed. You are the first to arrive on the scene. The driver is unconscious.

What do you do?

An abnormal increase in breathing rate can lead to _____⁵ distress or failure.

_____⁶ can be high in the early stages, but then hypotension is common as it falls _____⁷ low.

_____⁸ problems arise from a lack of blood supply. The _____⁹ can stop working and can start to die. This can cause _____¹⁰ pain, nausea, vomiting, or diarrhoea.

Checklist

Assess your progress in this unit. Tick (✓) the statements which are true.

- I can talk about first aid procedures
- I can understand instructions for CPR
- I can instruct somebody how to give first aid
- I can understand a description of the symptoms of shock
- I can write instructions for dealing with an emergency

Key words

Medical problems

blister
cardiac arrest
circulation
foreign body
stroke
trauma
wound

Treatment

CPR
disposable
dressing
hypodermic needle
sterile
sterilize
swab
tweezers

Look back through this unit. Find five more words or expressions that you think are useful.