

First Aid

Learning Outcomes

After completing this unit students will:

- identify specialized vocabulary used in a particular field
- use the knowledge of prefixes to determine the meanings of unfamiliar words
- illustrate the use of gerunds and infinitives
- write a paragraph on the given topic using clear topic sentence and supporting details
- write an effective personal narrative including significant details of time

Pre-reading

Read the headings of the lesson and look at the pictures.

- ◆ What is this lesson about?
- ◆ What do you understand by "First Aid"?
- ◆ Have you ever given first aid to anyone?



For the Teacher:

- Use Pre-reading activity to help students predict the content of the text from the title, headings, key words and visuals and by using their prior knowledge about the topic.

- (1) We all need help at times in our lives. Sometimes we may have accidents and we may get hurt. When we are injured or suddenly become unwell, we need someone to help us – someone who knows what to do. It is the temporary and immediate help. This timely assistance, comprising simple medical techniques, is most critical to the victims and is, often, life saving. Any lay person can be trained to administer first aid. This First Aid can be carried out using minimal equipment. First aid knowledge ranges from taking care of cuts to deal with an unconscious victim.

What is the importance of knowledge of 'First Aid' in crisis management?

CUTS AND SCRAPES

- (2) Handling minor accidents at home or on the road develops a sense of crisis management. This may prepare people to tackle with unexpected emergencies with great confidence. Minor cuts and scrapes usually do not need to go to the emergency room. Yet proper care is essential to avoid infection or other complications. Following guidelines can help you to handle crisis and take care of all.

- **Stop the bleeding:** Minor cuts and scrapes usually stop bleeding on their own. If they don't, apply gentle pressure with a clean cloth or bandage. Hold the pressure continuously for 20 to 30 seconds and if possible elevate the wound. Don't keep checking to see if the bleeding has stopped because this may damage or dislodge the clot that is forming and cause bleeding to resume. If blood spurts or continues flowing after continuous pressure, seek medical assistance.
- **Clean the wound:** Rinse out the wound with clean water. To clean the area around the wound, use soap and a washcloth. But soap can irritate the wound, so try to keep it out of the actual wound. If dirt or debris remains in the wound after washing, use tweezers cleaned with alcohol to remove the particles. If debris still remains, see your doctor. Thorough cleaning reduces the risk of infection and tetanus.

NOT FOR SALE

- **Apply an antibiotic:** After you clean the wound, apply a thin layer of an antibiotic cream or ointment to help keep the surface moist. The products don't make the wound heal faster, but they can help your body's natural healing process work fast. Certain ingredients in some ointments can cause a mild rash in some people. If a rash appears, stop using the ointment.
- **Cover the wound:** Bandages can help keep the wound clean and keep harmful bacteria out. After the wound has healed enough to make infection unlikely, exposure to the air will speed wound healing.
- **Change the dressing:** Change the dressing at least daily or whenever it becomes wet or dirty. If you are allergic to the adhesive used in most bandages, switch to adhesive-free dressings or sterile gauze held in place with paper tape, gauze roll or a loosely applied elastic bandage. These supplies generally are available at pharmacies.
- **Watch for signs of infection:** See your doctor if the wound is not healing or you notice any redness, increasing pain, drainage, warmth or swelling.

FIRST AID KIT

- (3) Every office, factory, home and school should have an accessible first-aid box with the following recommended basic contents:

1. First Aid Book

Clearly explains how to handle the basic problems.



For the Teacher:

- More while-reading questions may also be generated for better understanding of first aid process of cuts and scrapes.

Help students to identify the text structure. Remind them to look for the heading and captions to identify the text structure.

2. Band-aids (Plasters)

Band aids or Sticking plasters are good for dressing small wounds. They come in all shapes and sizes for fingers, legs, and anywhere

else you might get little cuts. Make sure the Band aid is big enough to cover the wound, if not you should use a dressing instead.



3. Elastic Bandages

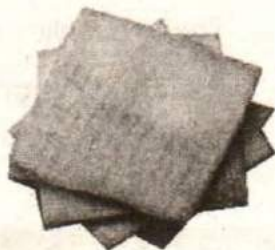
The elastic bandages are good for wrapping sprained joints or making a sling in the case of a broken arm.



4. Gauze and Adhesive Tape

Gauze pads or rolls are cloth pads that are placed directly on a wound to protect and control bleeding (for larger cuts and scrapes). You will need adhesive tape to keep the gauze in place.

In an emergency, a clean cloth, hand towel, clean tee-shirt can be used to cover the wound.



5. Antiseptic Wipes (Alcohol Swabs) and Cotton Wool

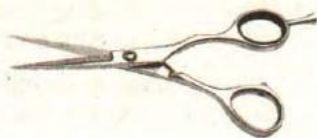


6. Safety Pins and Tweezers



7. Scissors

A pair of scissors is needed to cut the tape and gauze.



8. Latex Gloves

Latex gloves are always a good idea, especially if you are dealing with body fluids from a stranger.



9. Calamine Lotion

Calamine lotion is used for soothing sunburns and stings.

10. Clinical Thermometer



11. Analgesic Tablets

Such as aspirin or paracetamol



THEME

First Aid means responding to an emergency situation. Accidents happen always unexpectedly. But a life can be saved by having a basic knowledge of what to do in emergency and knowing proper first aid procedures. Basic training in first aid skills should be taught in schools, in work places and, in general, be learnt by all, as it is mandatory to our modern and stressful life.



For the Teacher:

- Help students make a first aid kit of their own.

GLOSSARY

accessible	.....	easy for anyone to obtain and use
adhesive	.....	sticky, gluey
antibiotic	.....	A substance which is capable of destroying or inhibiting the growth of bacteria or other micro-organisms
infection	.....	the agency by which disease is caused or transmitted.
ingredients	.....	the substances that are combined to make something.
minor	.....	relatively small in size
ointment	.....	a medicinal preparation in the form of a soft smooth paste
rinse	.....	wash something quickly
tweezer	.....	A small pair of pincers for taking up small objects, plucking out hair, etc.

VOCABULARY

- A. Many fields have a specialized vocabulary. Identify specialized vocabulary related to medical field in the text.

Specialized word	What I think it means?	What does it mean?
scrapes		
infection		
ointment		
bandage		
dressings		
stitches		

- B. Complete the missing letters in the words below to match the meanings given on the right. All these words have prefix dis-.**

Word	Meaning
_____ocate	to put out of place
_____tisfied	to be unhappy
_____ract	to divert
_____ualify	to exclude
_____elieve	to doubt
_____prove	to reject

The prefix dis- has the meaning of 'devoid'.

- C. Now use the above words in sentences.**
D. Further reading activity

Go through the list of idioms in a grammar book and find five idioms which start with 'to-infinitive'. Write Urdu equivalents of these idioms also.

Example: To owe is woe. قرض رُری بلا ہے۔

READING COMPREHENSION

- A. Choose the correct answers.**

1. If blood spurts or continues flowing after continuous pressure, _____.
- do first aid
 - apply gentle pressure with a clean cloth
 - seek medical assistance



For the Teacher:

Explain to students that prefixes help us understand/guess the meanings of unfamiliar words.



Reading Comprehension A: Ask students to read the text silently and scan the required information.

2. Thorough cleaning reduces the risk of _____ .
a. infection and tetanus b. allergy c. rash
3. If a/an _____ appears, stop using the ointment.
a. infection b. rash c. allergy
4. Change the dressing at least _____ .
a. weekly b. twice a day c. daily
5. Band aids or sticky plasters are good for dressing small _____ .
a. wounds b. burns c. fractures

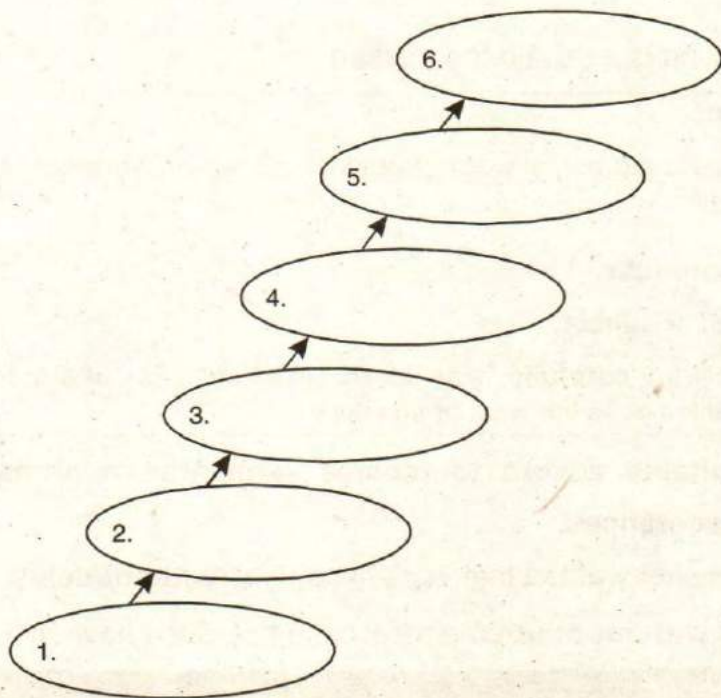
B Answer the following questions.

1. You should not keep checking if the bleeding has stopped? Why?
2. Why is it necessary to keep away soap from the wound?
3. How is an antibiotic cream or ointment good in healing the wound?
4. What should you do if you are allergic to adhesive material used in most bandages?
5. When do you need to see a doctor?
6. What should your first aid kit consist of?

Patterns of Text Organizations

 Text structure	 Signal words	Signal to reader
sequence/procedure 1 → 2 → 3	first, after, next, then, third, finally etc.	A sequence of steps or events in a process is being described.

- C. Read the First Aid Process of cuts and scrapes. Put the relevant information in the graphic organizer showing sequence.



For the Teacher:

- Help students analyze the paragraphs to identify words, phrases or sentences that support the main idea through process / procedure and complete the activity C. Help them organize information using organizational pattern of sequence.

GRAMMAR

Position of Adverbs

A. Place adverbs at appropriate places.

1. I am happy when it is my birthday. (always)
2. My brother gets up at six o'clock from Monday to Friday as he goes jogging. (often)
3. He went to the market. (last night)
4. Have you been to Hunza Valley? (ever)
5. The birds were chirping. (beautifully)
6. I'm waiting for Khalid to arrive. I have been waiting for over twenty minutes! (still)
7. He saw a blind beggar. (in the market)

Adverb phrase

An Adverb Phrase is a group of words that functions like an Adverb.

Examples:

- (a) He works **carefully**.
- (b) They rested **at sunset**.

In example (a), **carefully**, is an adverb. In example (b), **at sunset**, is an adverb phrase which does the work of an adverb.

B. Find a suitable adverb to replace each adverb phrase in the following sentences.

1. Our teacher wanted that work to be done **without delay**.
2. She is **without doubt** the most caring person I have met.

For the Teacher:

Grammar A: Recall students' knowledge of position of adverbs in a sentence. Adverbs of manner may come before verb or at the end of a sentence. Adverbs of place may come in the beginning or at the end of a sentence. In case of having more than one adverbs, MPT (manner, place, time) sequence is followed in a sentence e.g. She worked hurriedly at home yesterday. An adverb of frequency usually comes before the verb in a sentence.

Help them recognize varying positions of adverbs in sentences according to their kinds and importance.

3. This plant flowers **once every year**.
4. You should complete the work **in a while**.
5. The two old friends met each other **by accident**.

Gerunds and Infinitives

These verbs can take GERUNDS after them:		These verbs can take INFINITIVES after them:	
enjoy	Salman <u>enjoys playing</u> tennis.	hope	I <u>hope to learn</u> gerunds.
finish	Maryam <u>finished doing</u> her homework.	expect	I <u>expect to improve</u> my English.
quit	Jamil <u>has quit smoking</u> .	plan	Sara <u>plans to attend</u> college.
put off	Pasha always <u>puts off cleaning</u> his room.	intend	Mehak is <u>intending to go</u> .
postpone	We <u>postponed having</u> the picnic.	mean	He <u>meant to say</u> "dear" not "deer."

After some verbs (begin, start, continue, like, love, hate, intend and prefer) you can usually use either a gerund or an infinitive. There is practically no difference in meaning.

Exception: After would/should + like/love, only the infinitive can be used.

C. Complete the following sentences with infinitive or gerund which ever is appropriate.

1. We felt the plane -----(shake) in the storm.
2. I've always disliked -----(smoke).
3. Where did you learn ----- (speak) French?
4. Is the exhibition worth ----- (visit)?
5. I don't mind ----- (get up) early.
6. We'd love ----- (come) with you.
7. She seems -----(know) this place.

For the Teacher:

Grammar C: Revise and illustrate the use of gerunds and infinitives. Encourage students to find more examples of gerunds and infinitives from immediate surrounding.

D. Identify gerunds and infinitives in the following sentences.

1. Minor cuts and scrapes usually stop bleeding on their own.
2. To clean the area around the wound, use soap and a washcloth.
3. Don't keep checking to see if the bleeding has stopped.
4. So try to keep it out of the actual wound.
5. If a rash appears, stop using the ointment.
6. If dirt or debris remains in the wound after washing, use tweezers cleaned with alcohol to remove the particles.

E. Change the following sentences into the passive voice. Subject in the passive sentences may be skipped.

1. You must put out all smoking materials.
2. You must fasten the seat belt.
3. They will demonstrate safety precautions.
4. You should read the safety instructions.
5. You can store small packages in the overhead compartment.

ORAL COMMUNICATION SKILLS**Useful expressions to make an apology**

- ◆ *I'm so sorry*
- ◆ *I hope you aren't too upset (offended) about*
- ◆ *I must (have to) apologize.*
- ◆ *I feel so mean (about)*

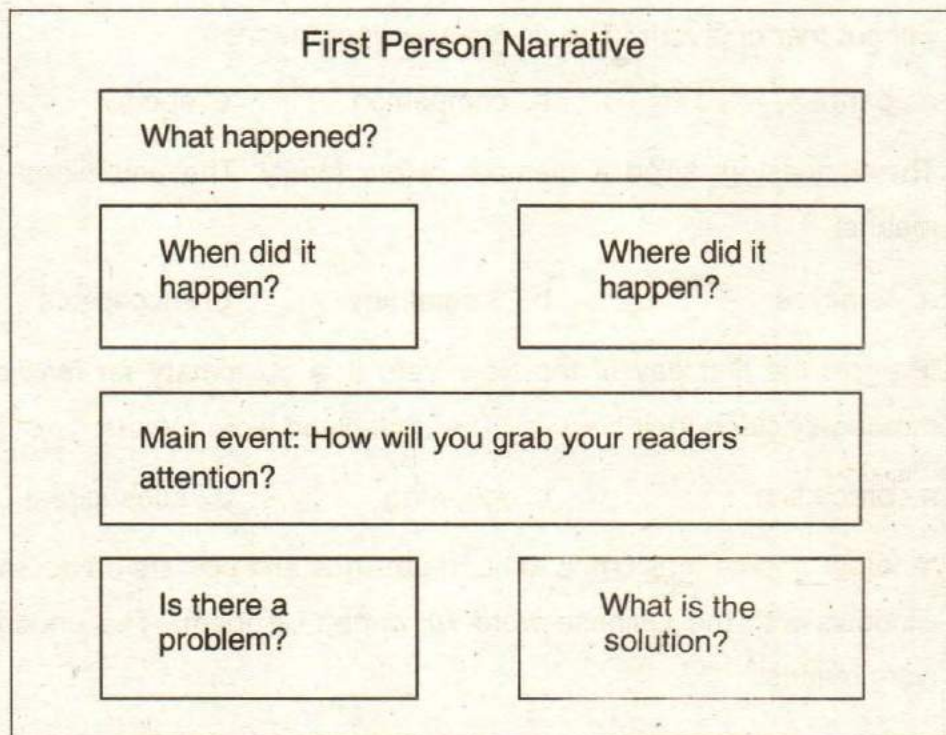
For the Teacher:

Grammar E: Tell students sometimes subject in the passive sentence may be skipped if it is not important or unknown.

Situation: You realize that you were wrong in arguing with your friend. Now you want to patch up. How would you apologize?

WRITING SKILLS

- A.** Write a paragraph on “**How to take care of cuts and scrapes**”. Use transitional devices e.g. first, next, then, after that, in the end etc. to join sentences within the paragraph.
- B.** **Did you ever get cuts and scrapes? How did you give yourself first aid? Write a paragraph in past tense.** First make an outline with the help of mind map given below.



For the Teacher:

Writing B: Help students write an effective personal narrative by including choice of time period, clear statement of personality traits at that time and significant details of the incident.

Review 1

A. Choose the correct option.

1. 'He devised the most equitable plan for the setting of the Black Stone. The underlined word means:
a. privileged b. reasonable c. favourite
2. 'He decided every case brought to him, by friend or foe with justice, without fear or favour.' The underlined word means:
a. partner b. companion c. enemy
3. Their ancestors killed a member of our family. The underlined word means:
a. relatives b. forefathers c. successors
4. 'Prior to the first day of the New Year it is customary for families to thoroughly clean their houses.' The underlined word means:
a. preceding b. following c. subsequent
5. 'Another popular custom is to hang up signs and posters on doors and windows with the Chinese word *fu* written on them.' The underlined word means:
a. law b. practice c. rule
6. 'First aid knowledge ranges from taking care of cuts to dealing with an unconscious victim.' The underlined word means:
a. helper b. suppressor c. sufferer

17. All students _____ for prizes.
a. competes b. compete c. competing
18. Didn't you see the sign? You _____ drive at more than 30 miles an hour.
a. must not b. should not c. may not
19. You _____ find Lubna in the garden, but I doubt it.
a. can b. must c. might
20. Choose the correct spelling.
a. intersede b. intercede c. entercede

B. Answer the following questions.

1. Hazrat Muhammad ﷺ is a perfect model and example for all mankind. Explain.
2. Write a note on Chinese New Year celebrations.
3. Why is trying again important in life?
4. Write the First Aid Process for cuts and scrapes.

C. Read the passage and answer the questions given below.

Since the advent of the internet, there have been profound changes in the way we live, work or play. Firstly, the internet has brought e-mail to the masses, which made it possible to send messages, digital photos, music, and videos to anywhere in the world instantly. Gone are the days when it took about fifteen days for a letter from Lahore to reach San

Francisco. Besides e-mail, further innovations like instant messaging has also become the norm. With a web camera, users can actually see each other on the computer monitor and speak to each other through a microphone at no extra cost. In the past, this convenience was only available to companies that could afford highly expensive video conferencing equipment at exorbitant charges. The effect of this technological development is that people are able to stay in close touch with each other even though they are thousands of kilometres apart. Not long ago, this was only possible in science fiction movies and our fantasies. Internet has also changed the way we access information. In the past, one had to search books, magazines and libraries if one needed to know something. Now, search engines e.g. Google and Yahoo give us a list of websites that provide the information that we need. There are even free online dictionaries, encyclopedias and maps. As technology advances, the impact of the internet will be even more profound in the future. Now it is up to us to use its power to serve mankind in a positive way.

Questions

1. What is the first change that internet has brought in our lives?
2. How have search engines revolutionized access to information?
3. Internet has brought people closer. How?
4. Find words from the passage that mean the same as phrases given below.
 - a. far greater or higher than is reasonable
 - b. the quality of being or making things easy

5. Write a précis of the given passage and suggest a suitable title for it.

D. Write a paragraph on any ONE of the following topics.

1. Land Pollution
2. The Subject I Like the Most in School

E. Write a general essay on any ONE of the following topics.

1. Traffic Problems of a Big City
2. School Discipline

F. Write a narrative essay on any ONE of the following topics.

1. On a Rainy Day
2. Most Memorable Trip

G. Paraphrase the following stanza.

If you find your task is hard.

Try again;

Time will bring you your reward,

Try again;

All that other folk can do,

Why with patience should not you?

Only keep this rule in view,

Try again.