

## UNIT 9: A FIRST - AID COURSE

### LESSON 3: READ

## I. OBJECTIVES:

**1. Aims:** - At the end of the lesson, Ss will be able to understand how to deal with the cases of fainting, shock and burns.

## 2. Knowledge:

\* **Vocabulary:** *patient (n), elevate (v), victim (n), revive (v), overheat (v), minimize (v), tissue damage (n), sterile dressing (n)*

\* **Grammar:** - Giving instructions

### 3. Skills: Reading, Listening and Speaking.

## II. PREPARATION:

**1. Teacher:** Lesson plan, pictures, projector, realia: medical device, blankets, pillows, cold water bags, ice, alcohol, tea, water, cakes, toothpaste, balm.

## 2. Students:

+ Vocabulary: *patient* (n), *elevate* (v), *victim* (n), *revive* (v), *overheat* (v), *minimize* (v), *tissue damage* (n), *sterile dressing* (n)

+ How to do deal with the cases of fainting, shock and burns.

### III. PROCEDURES:

## 1. Warm up: (2') Chatting

+ Have you ever fainted?/+ Have you ever seen a fainted person?

+ *What would you do if your friend fainted?*

+ *List some cases that we have to do a first aid?*

- Introduces some pictures and situations about fainting, shock and burns and their consequences.

## 2. New lesson:

**\* Lead-in:**

- Introduces the lesson: *Today, we are reading to know how to deal with the cases of fainting, shock and burns.*

Teacher/s activities	Ss/ activities
<p><b>I. <u>PRE-READING:</u></b></p> <p><b>1. <u>Vocabulary:</u> (10')</b></p> <p>+ <i>Patient (n) (picture)</i></p> <p>+ <i>Elevate (v) (mime)</i></p> <p>+ <i>Victim (n) (situation)</i></p> <p>+ <i>Revive (v) (situation)</i></p> <p>+ <i>Overheat (v) (translation)</i></p> <p>+ <i>Minimize (v) (explanation)</i></p> <p>+ <i>Tissue damage (n) (picture)</i></p> <p>+ <i>Sterile dressing (n) (realia)</i></p> <p>- Elicits the words from the Ss and says them out.</p>	<p>- Try out and repeat chorally-individually.</p>

- Write and checks.

## 2. Presentation text: (5')

- Plays the tape for Ss to listen.
- Asks Ss to practice reading.
- Calls on some Ss to read before class.
- Corrects Ss' mistakes if any.

## II. WHILE-READING

### 1. Multiple choice: (6')

- Gives out the statements on page 84.

- Asks Ss to read the text again and choose the correct case.

- Gets feedback and checks the answer with the whole class.

#### \*Answer key:

a, A      b, B      c, A      d, C  
e, A

### 2. True or False: (7')

- In fainting case, we shouldn't lower the patient's head below the level of the heart.*
- We shouldn't let the victim get cold.*
- In shock case, we should overheat the victim with blankets or coats.*
- Give the victim drugs or alcohol.*
- In burned case, we should cool the burn as quickly as possible.*
- Don't ease pain with ice.*

## III. POST-READING: (12')

### *Deal with cases*

- Divides the class into three groups: group 1: Fainting, group 2: Shock, group 3: Burns. Each group discusses and chooses the things teacher laid on the three tables to do a first aid in their case.
- Asks Ss to give first-aid instructions for each case.

- Give the meaning, pronunciation and stress.

- Listen to the text.
- Practice individually.
- Practice reading before class.
- Listen to teacher and correct.

- Read through the statements (may give the Vietnamese meaning).

- Work individually to do the task.

- Give the answer and check the answer with teacher.

- Read the statements and decide whether the statements are true or false.
- Give the answer and correct false statements.

#### \* *Answer:*

- F - In fainting case, we should lower the patient's head below the level of the heart.*
- T*
- F - In shock case, we should overheat the victim with blankets or coats.*
- F - Don't Give the victim drugs or alcohol.*
- T*
- F - Ease pain with ice.*

- Listen to teacher and work in groups to choose the things teacher laid on the three tables to do a first aid in their case.

- Work in groups, one by one gives first-aid instructions for their case.
- Give comments on their friends'

- Gets comments from other groups.	first-aid instructions.
- Gives comments and corrects.	- Listen to teacher.

**\* Consolidation: (2')**

- Elicits the way to prevent fainting, shock and burns from Ss.
- Says out the ways:
  - a) To prevent fainting and shock:
    - + In Physical Education, students must wear hats, warm up carefully and follow teacher's guides.
    - + Eat breakfast before going to school/work.
    - + Check health regularly.
    - + Do exercise regularly.
    - + Drink enough water and eat enough nutrients.
  - b) To prevent burns:
    - + Don't play in the kitchen.
    - + Be careful with boil water, fire, gas, petrol and exhaust pipe of motorbikes...

**IV. HOMEWORK: (1')**

- Asks Ss to learn by heart the vocabulary and how to deal with fainting, shock and burns.
- Do exercise 2 on page 55 – workbook.
- Asks Ss to revise the form of an informal letter and prepare: Write - P.84.