

14 Accident and emergency

Unit profile

Vocabulary: Accidents and emergencies

Reading: *It's an emergency! Or is it?*

Grammar: Reported questions and requests

Vocabulary: *have, give and make + noun*

Listening: News stories

Speaking: Describing photos

Warmer

Put students into groups of four. Give them two minutes to write a list of injuries, accidents and illnesses.

Ask one group to read their list aloud and write their words on the board. After each word, find out if the rest of the class also has that word. If not, they continue.

If so, another group takes over.

Your profile

Put students into pairs to discuss the questions. If they haven't been in an emergency situation, ask them to describe an accident or injury that they have seen on TV. Share some stories as a class.

VOCABULARY Accidents and emergencies

- 1 2.08 Monitor as students describe what they can see in the pictures to a partner. Play the recording for them to do the matching exercise. You could play it again, pausing after each one if necessary. Check answers.

Answers

1 h 2 d 3 a 4 e 5 g 6 f 7 c 8 b

Audioscript

1

A: I told you not to run around the pool, didn't I? It's really easy to slip on the wet floor.

B: Yes, sorry.

A: Don't apologise to me! You're the one who hurt yourself. Now, are you all right?

2

A: The cat's been sick twice now. He doesn't look well.

B: Could he have swallowed something poisonous?

A: I don't know. But it's possible, I guess.

B: Let's get him to a vet.

3

A: Achoo! Achoo!

B: You OK?

A: I'm not sure. I can't stop snee— Achoo!

B: Your face is quite red too.

A: Oh, no. I think I've had an allergic reaction to something. It's happened before. I'm not sure what causes it.

4

A: I heard him call out my name and then it went quiet.

So I ran upstairs and I found him on the floor. He must have passed out. I rang the emergency services but he woke up before they arrived.

5

A: It was lucky I called in or we might not have found her.

B: So what happened?

A: I think it was the cat. She was trying to give it some food and it got around her legs. She tripped over him, I guess.

B: Oh, no.

6

B: Argh!

A: What happened?

B: I was chopping vegetables for tonight. The knife ... it slipped and ... I cut myself on it. I think it's quite deep. I might have to go to the hospital. We'll have to call off the party.

A: Hold on! Let me look at it. Oh, I wouldn't call that deep. I'll get a bandage. You'll be fine.

7

A: Ow!

B: Ooh, are you OK?

A: Yes, I think so. Can you see anything?

B: Let me see ... it looks fine. There's a bit of a mark ... I'll get some ice if you like.

A: Sometimes I wish I weren't so tall. I'm always bumping my head on things!

8

A: Hello. You're a lovely ... Ow!

B: Bill! I'm so sorry! He's never done that before. I think you surprised him.

A: Er, that's OK. It isn't serious. I haven't been bitten by a dog for years!

B: I am so sorry, though.

- 2 Ask students to read the phrases and check understanding of *allergic reaction* (caused by an allergy), *slip* (slide without meaning to), *sharp* (having a thin edge that can cut), *bump* (hurt yourself by hitting something hard) and *trip* (fall over something) by eliciting examples of when students have had such injuries. Tell students to match the phrases to each picture and then check answers.

Extension activity

Put students into small groups. Tell them to take turns drawing pictures of the phrases for the rest of their group to guess the phrase. For each correct guess, they win a point.

Answers

- 1 have an allergic reaction to something
- 2 be bitten by an animal
- 3 bump your head
- 4 swallow something poisonous
- 5 pass out
- 6 cut yourself on something sharp
- 7 trip over something
- 8 slip on a wet floor

- 3 Put students into small groups to discuss the questions and then tell them to check their answers on page 121. Elicit how many each group guessed correctly and find out which answer most surprises students. Ask each group to report back on one question for feedback.

READING

- 1 Write 999, 112 and 111 on the board and get students to guess what these numbers are (emergency services telephone numbers in the UK, Europe and the USA). Ask students if they think people always use emergency phone numbers properly or not, and to think of possible problems. Tell them to read the four messages and then to read the text and choose the best one. Check the answer as a class.

Answer

- 3 People should only call the emergency services when there is an actual emergency.
- 2 Ask students what the best way to find the information for these figures is and how the reading strategy is different from the one used for exercise 1. In exercise 1, students are skimming for gist; in exercise 2, they are scanning for specific information. Allow students to compare their answers with a partner before checking as a class.

Answers

£5,000 – the maximum fine for making a joke call.
35 million – the number of 999 calls made each year in the UK.
75% – the number of 999 calls that are not an emergency.
999 – the emergency number in the UK.
five – most emergency phone calls are answered within five seconds.

- 3 Ask students to try to answer the questions before reading the text again. Then allow a few minutes for them to look back at the text. Check answers.

Extension activity

Ask students to discuss what they think of the three non-emergency situations. Which one do they think is the biggest waste of police/ambulance time? Tell them to invent another situation and to write one or two sentences describing it. Put students into groups of four. Get them to read their situation out loud and then vote on the most ridiculous one. Share some ideas as a class.

Answers

- 1 Because there was a spider in her bathroom.
- 2 Someone not speaking and someone pretending something is an emergency.
- 3 There are fewer public payphones nowadays.
- 4 Students' own answer.
- 5 Someone with a real emergency has to wait longer.

Talking points

Put students into pairs to list three possible solutions and the reasons why they think they would work. Ask pairs to work in groups of four and compare their solutions. Each group should choose their best one and share it with the class.

EP Word profile

Ask students to explain each use of the phrases with *call* to their partner. Discuss ideas as a class. Then set the exercises on page 126. Check answers. Nominate individuals to share their answers to exercise 2 with the class.

Answers

- 1 call 2 called off 3 call 4 call in 5 call for

Cooler

Read the following 999 stories out loud to the class and ask students to raise their hands after each one if they think it is true.

- 1 *Someone phoned 999 to ask for help getting the washing in because it was so cold.*
- 2 *Someone phoned the emergency services because a fast food restaurant had run out of chicken nuggets.*
- 3 *Someone phoned the emergency services to complain about the mushrooms on their pizza.*
- 4 *Someone phoned 999 because they had run out of toilet roll.*

Reveal that all four are true. You could ask students to find more non-emergency 999 calls for homework.

GRAMMAR Reported questions and requests

- 1 Books closed. Tell students to look at the three bullet points in the reading text and to imagine what questions the person might have asked. Ask them to write down one question for each bullet point, e.g. *Can you tell my parents to change the colour? Could you come and arrest my lazy son? Please could you remove the video?* Books open. Ask students to look at the direct questions and reported speech in exercise 1 and to do the matching exercise. Elicit which one is a request (2a).

Mixed ability

Elicit some of the questions that weaker students wrote in exercise 1 and ask stronger students to show how they can be written in reported speech.

Answers

1 c 2 a 3 b

- 2 Ask students to read the rules and to choose the best option to complete each one. As you check answers, refer to the examples in exercise 1 to demonstrate any relevant rules, e.g. examples 1 and 2 show that the answer to a must be *sometimes* as only example 2 takes a direct object.

→ Grammar reference Student's Book page 151

Answers

a sometimes b change c don't use d after
e yes/no f with


- 3 Check understanding and pronunciation of *fainted* (/ˈfeɪnt.ɪd/) (suddenly became unconscious and fell down). Nominate a stronger student to answer the first question and to explain their answer, before asking students to complete this exercise individually. Allow them to compare their answers with a partner before checking as a class.

Fast finishers

Ask fast finishers to write the direct question for each reported question. Go through these as you check answers to exercise 3.

Answers

1 if I'd 2 to speak 3 I had 4 to phone 5 she was
6 wanted

- 4  2.09 Put students into pairs to discuss who they ask to help them when they do not understand something or do not know how to do something. Elicit some responses, e.g. *I ask my mum to help me with my science homework*. Tell students that they are going to listen to a conversation based on a real emergency service call and to complete the questions as they listen. After checking answers, find out what they think of the situation. Books closed. Put students into groups of three to re-enact the conversation with a partner. How much can they remember?

Answers

1 What's 2 Will you help me 3 What did 4 How old
5 Do you know 6 What are

Audioscript

Operator: 911 emergencies.

Boy: I need some help.

Operator: What's the problem?

Boy: Will you help me with my math?

Operator: What did you say?

Boy: You have to help me with my math.

Operator: How old are you?

Boy: I'm only six.

Operator: Six! Do you know what number this is?

Boy: Yes, it's 911.

Woman: Johnny! What are you doing?

Boy: You told me to call somebody if I needed help.

Woman: I didn't mean the police.

Operator: Can I speak to your mom ...

Woman: Hello? I'm sorry. I had no idea that Johnny was making a call to 911. I can't believe that he would do ...

- 5 Model the first statement. Then put students into pairs to put the questions from exercise 4 into reported speech. Elicit an answer from different pairs.

Answers

1 what the problem was.
2 if she would help him.
3 what he had said.
4 asked how old he was.
5 asked if he knew what number it was.
6 asked what he was doing.

Corpus challenge

Ask students to work with a partner to correct the sentence. Elicit an answer. Point out that the word order needs to change here.

Answer

The police office asked me where my mother was.

VOCABULARY *have, give and make + noun*

- 1 Put students into pairs to discuss the possible verbs that could replace each phrase in bold. Nominate a pair to share their answer with the class and check everyone agrees.

Answers

1 call/phone 2 arguing

- 2 Put students into groups of three to complete the table, with each student finding the nouns for one verb. Check answers.

Mixed ability

Ask stronger students to put the verb and noun collocations into sentences when checking answers to exercise 2.

Answers

have: a quarrel, respect (for someone)

make: a comment, an arrest

give: a sigh, someone a hug, someone a welcome

- 3 Books closed. Write the example sentence on the board and elicit from the class how they would change it, using the verb and noun collocations from exercise 2. Highlight the verb change (*fell* to *had a fall*) to the class. Books open. Set the exercise as individual work and then check answers.

Answers

- 1 I made a comment on the article online.
- 2 We had a quarrel yesterday.
- 3 Give me a hug!
- 4 He gave a sigh when he heard the news.
- 5 I have a lot of respect for my teachers.
- 6 They gave us a warm welcome.
- 7 The police made 200 arrests.

- 4 Put students into groups and give them one minute to make a list of possible collocations with the three verbs. When the minute is up, get the group with the most collocations to read theirs out. Write all the correct ones on the board. Then ask students to make at least three sentences, one with each verb, showing the use of their collocations. Elicit a range of sentences from the class.

Possible answers

have: a party, a shower, a walk
give: a speech, permission, a choice
make: a mistake, a promise, a decision


LISTENING

- 1 Put students into pairs to describe the photos, before guessing what each news story is about. Elicit some ideas from the class.

Possible answers

- a A rescue using a helicopter, perhaps in an area where few people live.
- b Some unexpected news, perhaps involving money.
- c Something that happened when people were sleeping.

- 2 Tell students the main idea of each story – a young girl went missing, a mountain climber fell 300 metres, a boy called the emergency services after cutting himself – and put them into small groups to brainstorm words they might hear. Tell students to look at the words in the box for ideas. You could make this competitive by setting a one-minute time limit for each story and then eliciting the words from the group with the longest list. You could write the words on the board for students to tick as they listen.

- 3  2.10 Play the recording and ask students to tick the words on their list. When checking answers, find out who ticked the most words and elicit them from the group.

Possible answers

- 1 bed, snore 2 map, injury 3 bill, hospital, knife

Audioscript

1
A father started a huge emergency rescue search yesterday when he woke up and could not find his daughter. Erik Klug and his family were staying in a holiday house in the Alps, near Fieberbrunn in Austria. Mr Klug woke up at 4 a.m. and found his daughter's bed empty. He immediately called the emergency services and reported her missing.

After a three-hour search in freezing temperatures, with two helicopters and over one hundred mountain rescue workers, the daughter was found. She was asleep in a different room in the family's holiday home.

'My father was making a lot of noise in the night,' said Sabina Klug. 'He snores very loudly. So I just decided to sleep in a different room. I don't understand why he didn't search the house first.'

2

A mountain climber fell over three hundred metres down a Scottish mountain on Sunday and survived.

Adam Potter, from Glasgow in Scotland, and three friends had just reached the top of the mountain when Mr Potter slipped and fell over the edge. His fall was only broken when he hit a large rock.

When the emergency services got the news, they feared the climber would be very seriously injured. However, on flying over the mountain, the rescue helicopter spotted Mr Potter immediately. 'At first, we didn't believe it was him,' said mountain rescuer, Thomas Price. 'He was standing up and just looking at his map.'

Mr Potter cut himself on the rocks during the fall and injured his back and shoulders, but was otherwise fine. 'He is incredibly lucky,' added Mr Price.

3


A family in Arizona, USA, received a two thousand dollar bill after their teenage boy called an ambulance after cutting himself. Taylor Petz, seventeen, was making a sandwich late at night when the accident happened. Worried about waking his parents, who were asleep upstairs, Taylor called an ambulance and waited outside his house for it to come. Taylor was taken to a local hospital and fortunately the cut required only minor treatment. However, the ambulance crew had also spotted a small amount of blood on the pavement in front of Taylor's house. According to the law, any blood must be professionally cleaned from public areas, so they requested an emergency cleaning company to do the job. Unfortunately for the Petz family, the nearest company available was over two hours away. Two weeks later, Taylor's mother, Vanessa Petz, received a bill for two thousand dollars. Over one thousand dollars of the total was for travelling costs.

Mrs Petz said yesterday that she was refusing to pay 'a single dollar' of the bill.

- 4 Put students into pairs to answer the question, reminding them to give reasons for their answers. Share some ideas as a class.

Answers

- 1 c (the father was snoring so much that the daughter decided to sleep in a different room)
- 2 a (the emergency services flew in a helicopter to look for an injured climber)
- 3 b (a family received a large bill after their son called an ambulance)

- 5  2.10 Give students a few minutes to read through the options and answer any questions they can before playing the recording. Pause between each extract to give them time to answer and to correct any false sentences. Allow students to compare their answers with a partner before checking as a class.

Answers

1 F. At about 4 am. 2 NG 3 F. She moved rooms because her father was snoring very loudly. 4 T 5 F. He had just reached the top. 6 NG 7 T 8 T 9 F. He called an ambulance and waited outside the house. 10 F. The cut required only minor treatment. 11 NG 12 F. She is refusing to pay any of the bill.

SPEAKING Describing photos

- Put students into small groups to discuss the question and then elicit some ideas. In feedback, ask different pairs to report back on each word in the box.

Possible answers

In the first photo, it looks warm and sunny, although that might make the participants feel too hot and uncomfortable. In the second photo, the weather conditions are perfect for snowboarding. The snowboarder probably feels confident, although he will have to wait until the other participants have all completed the run before he'll know if he's won or not. The runners, on the other hand, can easily see their position in relation to the other participants. For running, very little equipment is needed – just a pair of running shoes, whereas the snowboarder needs special clothes, boots, helmet and snowboard.

- 2.11 Give students a few minutes to read the questions. Ask them what type of things they would expect to hear in response to each question. Play the recording for students to match one question to each person.

Answers

Janosz: question 3 Julia: question 2

Audioscript

Janosz: That's an interesting question. In the top picture, it looks like they're doing cross-country running. So it's possible that they might trip on the rough surface or even trip over each other. It's quite common to cut yourself from a fall while running – I've done it a few times myself. It looks warm so the runners will also need to keep drinking water or they'll get very weak. And if it's really hot, I hope they've put some cream on their skin – it's easy to get burnt in the hot sun!

In comparison, the bottom picture shows someone snowboarding, which – how shall I put it? – is a much more dangerous sport. And that's why you can see he's wearing protective clothing like a helmet. I imagine it's really easy to slip and fall while snowboarding and the results could be quite serious. By that I mean it's probably quite easy to break your leg, wrist or arm, or even do something worse. But it must be so exciting!

Julia: Now, let me think. Both photos show physical sporting activities. Not everyone can do these kinds of things. What I mean is that you need to be quite fit. In the top photograph the runners look hot. They're staring in front of them. They must be thinking about how far they have left and concentrating hard on their breathing. They don't seem to be carrying anything so no doubt they are thirsty too.

In the bottom photo, the man is, um, snowboarding. He's right in the middle of a jump and although he's probably also concentrating hard, it's a very different type of activity. At the moment, it's difficult to say really, he's probably thinking about landing safely but he must also be very excited and perhaps a bit scared. I'm afraid I don't have the courage to do things like this. Basically, these kinds of sport, extreme sports, they terrify me!

- 2.11 Ask students to read the *Prepare* box. Play the recording again for them to identify the phrase that the speakers do not use. Check the answer as a class.

Answer

To put it another way ...

- Model this exercise with a stronger student. Then put students into pairs to answer the question. Tell them to use as many of the phrases from the *Prepare* box as possible. Find out which pair used the most phrases and ask them to perform their role play to the class.

- The task provides preparation for *First Speaking* Part 2, in which students are asked to talk about two photographs. Ask students to turn to page 121 and to complete the exercise. Nominate one or two pairs to perform their role play to the class.

Cooler

Put students into pairs and give them 30 seconds to make a list of adjectives that describe feelings or emotions, e.g. *scared*, *excited*, *happy*. Then ask them to take turns describing an activity using as many of these adjectives as possible, without mentioning exactly what they are doing. Can their partner guess the activity?

Project

Ask students to use the internet to research accidents that happen at home. Tell them to find the most common types of accident and any funny or interesting ones. They should produce a poster or PowerPoint presentation of their research to show in the following class.

Teacher's resources

Student's Book

Grammar reference and practice page 151

Vocabulary list page 135

Workbook

Unit 14, page 56

Go online for

- Pronunciation
- Progress test
- Corpus tasks

Culture

Emergency services

Learning objectives

- The students read and talk about different emergency services around the world.
- In the project stage, students produce a leaflet about emergency services in their country or region.

Warmer

- 1 Read this situation to the students:

A man has to get a fox, a chicken, and some corn across a river. His boat is only big enough for him and one other thing. If the fox and the chicken are left together, the fox will eat the chicken. If the chicken and the corn are left together, the chicken will eat the corn.

- 2 Put students into small groups to discuss how the man can get everything across the river. Share ideas.

Answer

First, the man takes the chicken across the river (the fox and corn are safe together). The man then takes the fox across the river. He can't leave the fox and chicken together, so he brings the chicken back with him. He leaves the chicken and takes the corn across. Finally, he returns and takes the chicken across the river again.

- 1 Write 999 on the board and see if students can remember what this is (the emergency telephone number in several countries, including the UK, Poland and the UAE). Ask students what kind of emergency services exist in their country, and elicit *Fire brigade*, *Ambulance service*, *Police* and *Search and rescue*. Put students into pairs to complete exercise 1. Check answers and discuss what they would do in each case.

Answers

- 1 Police 2 Ambulance service 3 Fire brigade
4 Ambulance service 5 Police 6 Search and rescue

- 2 Tell students to read the titles in the text and to predict which ones they would expect volunteers to help with. Ask them to read the text and compare their predictions with what they find out. Check answers.

Answers

Ground rescue and Underground rescue

- 3 Ask students to read the text again and answer the questions. Check answers. Extend the task by getting students to write one more comprehension question. Tell them to give their question to a partner to answer.

Fast finishers

Ask fast finishers to think about which emergency service they would prefer to work for and why. Elicit some ideas after checking answers to exercise 3.


Extension activity

- 1 Ask students if anyone has done any first-aid training or any voluntary work in this area. If so, discuss their experiences in class. Tell students to think about their own skills and abilities that would be useful in an emergency and to write down adjectives to describe their personality under pressure.
- 2 Tell students to swap their lists with a partner. They should decide whether they think their partner would be a useful volunteer and, if so, in which area. Nominate three or four students to tell the class about their partner.

Answers

- 1 Specially trained dogs.
2 Ground search and rescue team work with park rangers.
3 Swimmers and surfers, people on boats.
4 Basic medical training so that they can treat injured people, before taking them to hospital.
5 The weather can worsen, and climbers and skiers can have accidents.
6 The Cave Rescue Organisation; it is made up of (cave explorer) volunteers.

- 4 Put students into pairs or small groups to discuss the questions. Give each pair or group a number from one to six, and for feedback, get each one to respond to the corresponding question.

- 5  2.12 Before they listen, ask what they think the show might be about. Tell students to read the sentences and to think about the information they might need to complete each gap, e.g. numbers or words. Discuss their ideas as a class. Play the recording for students to complete the sentences.

Answers

- 1 rock-climbing 2 mountain rescue 3 properly trained
4 helicopter tour service 5 emergency medical 6 prepared

Audioscript

Amanda: Good afternoon everyone. This is Amanda Barnes, and you're listening to *Helping Hands*, a programme about volunteer associations and the people who make them possible. On today's programme, we'll be speaking with two search and rescue workers, so they can tell us a bit about their daily lives, and the challenges of their jobs. First up today, we have Michael Sorenson, a local rock-climbing instructor. Welcome to the programme, Michael.

Michael: Thank you, Amanda.

Amanda: And joining us by phone today, we also have Janet Matthews, a professional helicopter pilot who works with various search and rescue services. Can you hear us, Janet?

Janet: Yes, perfectly, Amanda.

Amanda: Wonderful. Well, let's start with Michael then. Now, you also do volunteer work with the Mountain Rescue Service.

Michael: Yes, that's right.

Amanda: So do you spend a certain number of hours a week helping out?

Michael: Well, sort of. I work full-time at a rock-climbing school, but I volunteer about twenty hours a month, mostly giving free climbing lessons to other mountain rescue volunteers. It's really important that everyone is well-trained in different skills.

Amanda: Oh, I see. I suppose people think volunteer rescuers just wait around for emergency calls, but there's more to it than that, isn't there?

Michael: Yes, there is. In fact, if we're lucky, we don't get many emergency calls for mountain rescue, but we do have to be prepared all the time, and that's where I can help the most, I think. We don't want rescue workers to get injured during an emergency because they aren't properly trained! That would just make matters worse, wouldn't it?

Amanda: Well, yes, that's a good point! And Janet, is that also the case for you, as a volunteer pilot?

Janet: Well, not exactly. Most of my volunteer work is during emergencies, because I own and run a helicopter tour service during the rest of my time. Normally, I take tourists up for helicopter rides over the area, but when there's an emergency, the Mountain Rescue Service calls me to help out.

Amanda: I see, so are you on call all the time then? Anytime, day or night, so to speak?

Janet: Well, there are several helicopter pilots who volunteer in the area. I think there are about eight of us at the moment, and we take turns being on call. But if there's a big emergency, more than one of us might go out to help.

Amanda: I see, and you're on call how often?

Janet: Usually two days a week, like Friday and Saturday, or Sunday and Monday, for example. And usually once a month I participate in some type of safety or training session, like Michael. In my case, I practise rescue missions, with ground, mountain or marine search and rescue teams, or with emergency medical workers from hospitals, for example.

Amanda: And what's that like? I mean, what do they have to do, exactly?


Janet: Well, for starters, they need basic training, just to get in and out of the helicopter safely, to know all the safety regulations, and other things like that. You can't just jump into a helicopter when there's an emergency – rescue workers have to know what they're doing, like Michael said, so they don't cause even more problems.

Amanda: Yes, it's much the same thing, isn't it? It sounds like most of your volunteer work has to do with training, preparation and so on, rather than actual emergency missions.

Michael: Exactly, Amanda. I think Janet would agree that, if we're lucky, we won't really use our emergency skills that often, but we do have to be ready for anything, just in case.

Janet: Well, yes. I think our motto should be 'Be prepared'.

Amanda: Well said, Janet. And with that, we'll take a quick commercial break. We'll be right back.

6  **2.12** Play the recording again. Monitor as students compare their answers with a partner. Check answers.

Answers

- 1 Michael is involved in training. Janet is on call to help mountain rescue in an emergency.
- 2 Michael
- 3 So that they don't cause problems or have an accident.
- 4 Students' own answers.

Cooler

- 1 Ask students to imagine this situation: *You are driving a two-seater car in a heavy storm. You see three people standing at the side of the road. The three people are a young woman, an elderly lady and a middle-aged man. No one's mobile phones are working.* Put students into pairs to decide who they would take and discuss reasons briefly as a class.
- 2 Tell students that the elderly lady is an annoying noisy neighbour of the driver. The middle-aged man is a teacher who always gave the driver low marks at school. The young woman is a thief who broke into the driver's house last month. Give them a few minutes to discuss whether this information changes their decision, and feed back as a class.

Project

Put students into groups of three and ask them to divide the questions for research between them. Encourage students to focus on any local emergency services, where possible, e.g. a local air ambulance. Once they have done their research online, they should pool their findings and create their leaflet. Students display their leaflets in class. Give them time to look at them all.