

Unit 5 FIRST AID

Lesson 5 Reading for Writing

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Learning Objectives

In this lesson, you **will be able to**:

1. **Learn about** the procedure of performing Heimlich manoeuvre;
2. **Identify** the structure and languages of a narrative essay;
3. **Write** a narrative essay about providing first-aid.





1. What do you think the boy on the right is suffering from?

He is suffering from *choking*.

2. Which picture do you think shows the right way to help?

The second one: performing the Heimlich manoeuvre.

Read for Linking Sentences

Read the article and put A–E (on Page 57) in the correct places in the text.

1. Which sentence in each paragraph is missing?

The first sentence.

2. What function does the first sentence usually serve?

It serves to introduce the main idea of a paragraph or link up ideas between paragraphs.

Please don't forget to find out the **evidence** for your choices.



Chen Wei, a high school student in Beijing, had his dinner **interrupted** when he heard someone **screaming** from another table. A **fellow** diner at the restaurant, Zhang Tao, was **choking** on some **steak**. He was now holding his throat with his face turning red, while his **desperate** friends were slapping him on the back.

C Chen wasted no time.

He got up and ran to Zhang's table at once. With the help of Zhang's friends, he was able to help Zhang to his feet. Then, standing behind Zhang, Chen did the Heimlich manoeuvre. The food was instantly forced out, and Zhang began to breathe again. Ten minutes later, an ambulance arrived. The doctors checked Zhang and made sure that he was fine. They suggested he eat more slowly and take smaller bites before



A Choking victims usually have only about four minutes before they collapse and sometimes die

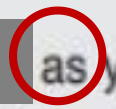
leaving no time for an ambulance to arrive. To solve this problem, in 1974, an American doctor, Henry Heimlich, created the Heimlich manoeuvre, saving thousands of lives around the world. Doing the Heimlich manoeuvre is quick, **practical**, and easy. It is so easy, in fact, that almost anyone can learn how.

B If you see someone choking, first call the emergency services. Then, make sure that the victim is really choking: A choking person cannot speak.



Slapping the victim's back will often force out the obstruction. If this does not work, you can perform the Heimlich manoeuvre by standing behind him and wrapping your arms around his waist. Make a **fist** with one hand and place it in the upper part of his stomach. **Grabbing** your fist with your other hand tightly, push up and into his stomach in one **motion**. Continue doing this until the obstruction is forced out.

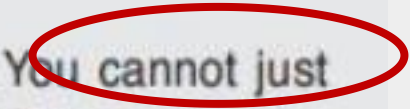
E Doing the Heimlich maneuver on a small child is not recommended



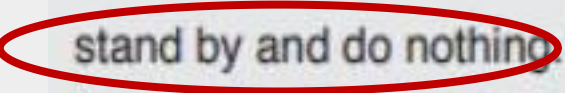
as you may hurt

him. Instead, lay the child face down on your lap with the head lower than the rest of his body, and then give firm slaps to his upper back until he can breathe again.

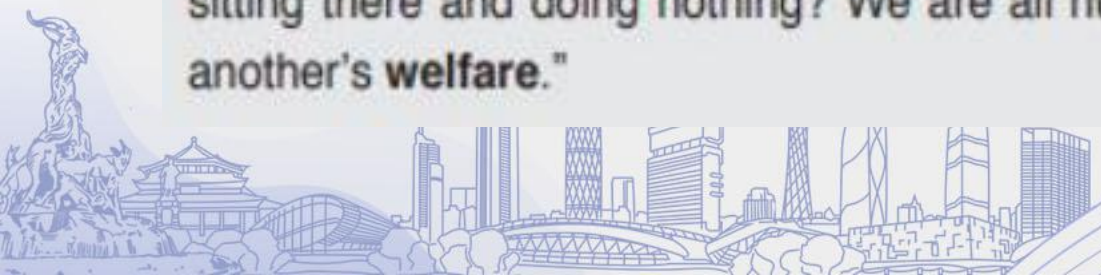
D With choking victims, every minute counts.



You cannot just



stand by and do nothing. Luckily, Chen had learnt how to give first aid in school. Seeing Zhang choking, he remained calm and **reacted** immediately. Chen later said about the incident, "How could I **justify** sitting there and doing nothing? We are all humans and we all have a responsibility to look after one another's **welfare**."



Summarize the main ideas of each part.

Narrative 记叙式的

Part 1 (P.1) Chen found Zhang Tao **choking** at a restaurant.

Part 2 (P.2) Chen did the **Heimlich manoeuvre** and the **ambulance** came.

Part 3 (P. 3, 4, 5) The **history** and **procedure** of doing Heimlich manoeuvre.

Part 4 (P. 6) The **comments** on the choking accident.

Expository 说明式的

What should be included in a narrative essay?

who

who

what

where

Chen found Zhang Tao **choking** at a restaurant.

How the story ends

What Chen Wei did

Chen did Heimlich manoeuvre and the ambulance came.

The comments on the choking accident.

comments

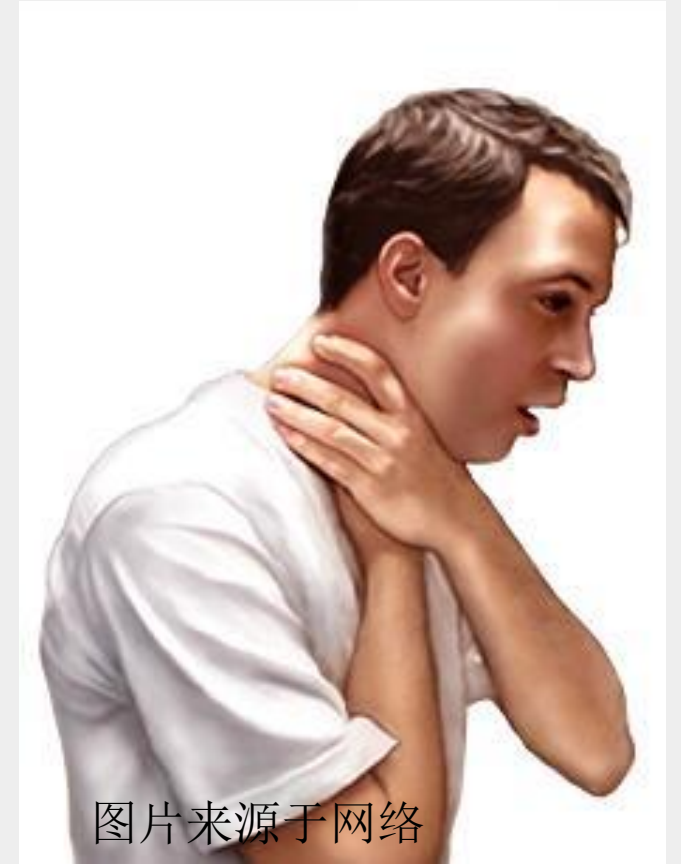
Part1: the set-up ——— *who, what, where*

Part2: the development ——— *the conflict: a challenge or difficulty that the characters face*

Part3: the conclusion ——— *how the story ends & comments on the story (quote)*

Read the 1st paragraph and find out the description of the emergency.

Chen Wei, a high school student in Beijing, had his dinner interrupted when he heard someone screaming from another table. A fellow diner at the restaurant, Zhang Tao, was choking on some steak. He was now holding his throat with his face turning red, while his desperate friends were slapping him on the back.



图片来源于网络

action

+

facial expressions/ emotions

Read the 2nd paragraph and find out the verbs used to describe Chen's reaction.

help sb to his/her feet: help sb stand up

Chen wasted no time. He got up and ran to Zhang's table at once. With the help of Zhang's friends, he was able to help Zhang to his feet. Then, standing behind Zhang, Chen did the Heimlich manoeuvre.

What did the underlined verbs show about Chen's reaction?

His help was quick, timely (及时的) and professional.

Read the 4th and find out the verbs used to describe how to deal with choking.

If you see someone choking, first call the emergency services. Then, make sure that the victim is really choking: A choking person cannot speak. Slapping the victim's back will often force out the obstruction. If this does not work, you can perform the Heimlich manoeuvre by standing behind him and wrapping your arms around his waist. Make a fist with one hand and place it in the upper part of his stomach. Grabbing your fist with your other hand tightly, push up and into his stomach in one motion. Continue doing this until the obstruction is forced out.

Before Heimlich manoeuvre

- **Call** the emergency
- **Make sure** that...
- **Slap** the victim's back

Performing Heimlich manoeuvre

- **Stand** behind him
- **Wrap** your arms...
- **Make** a fist and **place** it...
- **Grab** your fist
- **Push** up and into...

Read the 5th paragraph and find out how to perform Heimlich manoeuvre on a small child.

Doing the Heimlich maneuver on a small child is not recommended, as you may hurt him. Instead, lay the child face down on your lap with the head lower than the rest of his body, and then give firm slaps to his upper back until he can breathe again.

precise (精确的) action

+

precise position

Situations	Verbs used	Others
Emergency	<ul style="list-style-type: none"> • Hear sb screaming • Choke on some steak • Hold his throat 	<ul style="list-style-type: none"> • His face turning red (facial expressions) • Desperate (emotions)
Reaction	<ul style="list-style-type: none"> • Got up and ran • Help Zhang to his feet • Stand before 	
How to perform Heimlich manoeuvre	<ul style="list-style-type: none"> • Stand behind • Wrap your arms around his waist • Make a fist and grab your fist • Push up and into his stomach • Continue doing this 	<p>Before Heimlich manoeuvre:</p> <ul style="list-style-type: none"> • Call the emergency • Make sure that... • Slap the victim's back
How to perform Heimlich manoeuvre on a small child	<ul style="list-style-type: none"> • Lay the child • Give firm slaps 	<p>Position:</p> <ul style="list-style-type: none"> • Face down on your lap • With head lower than... • To his upper back

Read the 1st paragraph and find out how the author linked the sequential (按顺序的) actions or events.

Chen Wei, a high school student in Beijing, had his dinner interrupted when he heard someone screaming from another table. A fellow diner at the restaurant, Zhang Tao, was choking on some steak. He was now holding his throat with his face turning red, while his desperate friends were slapping him on the back.



Read the 2nd paragraph and find out how the author linked the sequential (按顺序的) verbs.

Chen wasted no time. He got up and ran to Zhang's table at once. With the help of Zhang's friends, he was able to help Zhang to his feet. Then, standing behind Zhang, Chen did the Heimlich manoeuvre. The food was instantly forced out, and Zhang began to breathe again. Ten minutes later, an ambulance arrived. The doctors checked Zhang and made sure that he was fine. They suggested he eat more slowly and take smaller bites before they left.

Types	Examples from the text	More examples
Adverbial	<ul style="list-style-type: none"> • Now • At once • Then,... • Instantly • Again • Ten minutes later 	<ul style="list-style-type: none"> • Immediately, • Before/after that • Soon,... • ...
Adverbial Clauses	<ul style="list-style-type: none"> • when + instant action • while + continuous action • before + sentence 	<ul style="list-style-type: none"> • after + sentence • until + sentence • as soon as + sentence
V. ing-form	<ul style="list-style-type: none"> • hear someone screaming • with his face turning red • standing behind, ... did... 	

Read the last paragraph and think about the meaning of the quote.

- ① How could I justify sitting there and doing nothing?

It echoes (回应) the previous statement “you cannot just stand by and do nothing” and shows Chen’s kindness and helpfulness.

- ② We are all humans and we all have a responsibility to look after one another’s **welfare**. — the general health, happiness and safety

It serves as a call (呼吁) for learning first-aid as a way to help others and ourselves as well.

A proper quote can show the character’s moral (品德), the theme or serves as a strong call for certain action.

Extension How to choose a good quote?

The quote in the end depends on your **theme**.

life-saving

- “You don’t have to be a doctor to save lives.”
- “Next to creating a life the finest thing a man can do is to save one.” -- Abraham Lincoln
- “We all have the power to save a life.”

first-aid

- “First-aid is for everyone everywhere.”
- “Safety brings first-aid to the uninjured.”
– F.S.Huges
- “Accidents do happen; make first-aid your best mate.”

You can choose either a part of the character’s saying or a great man’s as long as your quote helps strengthen your theme.



Use what you have learnt to write a narrative essay that shares a story about providing first aid.

Write an outline of the three parts in your story. Then think of a good quote to sum things up.

Parts	Elements	Key words
1 Set-up	Who? Where? What happened?	
2 Development	Any conflict(s)?	
3 Conclusion	How does the story end?	
	Any comment(s)/ quote(s)?	

- What person/perspective should be used? **The first/third person.**
- What verb tense should be used? **Past tense.**

Use this checklist to help you revise the draft.

- ✓ Does your work have **three** parts?
- ✓ Does the first part tell the readers about **who, what, and where**?
- ✓ Does the second part show **a conflict**?
- ✓ Does the third part give **the conclusion**?
- ✓ Is there a good **quote** to sum things up?
- ✓ Are the **verbs** used in your work clear and precise?
- ✓ Are the sequential actions **linked** in a coherent way?
- ✓ Are the **V.ing form** used in your work?

Key Competence	We are able to...
Language ability	<ul style="list-style-type: none">• Read a hospital leaflet and a narrative story on first-aid• Understand and make an emergency call in English• Write a narrative essay on first-aid with topic-related vocabulary in a logical and coherent way• Understand and use the V.ing form in different situations
Learning ability	<ul style="list-style-type: none">• Identify the text type by style of writing and language features• Pay close attention to the imperative sentences and adverbials in guiding first-aid• Analyze the writing style of narrative essays

Key Competence	We are able to...
Cultural Awareness	<ul style="list-style-type: none">• Learn about the emergency numbers in several countries• Learn about the first-aid treatments and their procedures at home and abroad
Thinking Ability	<ul style="list-style-type: none">• Think about the importance of first-aid• Organize the first-aid information, including first-aid treatments on common emergencies and usage of first-aid kit in case they are needed



After-Class Homework

Write a narrative essay about providing first-aid in an emergency. It can be your personal experience or the stories you have read or heard about. Refer to your outline, what we have learnt and the check-list to help with your writing.



Thank you!



Unit 5 FIRST AID

Lesson 5 Reading for Writing

答疑

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Vocabulary Explanation





1 interrupt

interrupt vi.& vt. 打断； 打扰 vt. 使暂停； 使中断

interruption n. 中断； 打断； 障碍物

interrupt sb./sth. (with sth.) (因某事) 打断某人/某事

be interrupted by sb/sth. 被某人/某事打断

Practice:

1. 请问您可以不要一直用问题打断我们的对话吗？

Would you mind not **interrupting** our conversation **with** questions all the time?

2. 首相要求不要被打断。

The prime minister asked not to **be interrupted**



2 **desperate**

desperate adj. 绝望的；孤注一掷的；非常需要的

desperation n. 绝望 [U]

be desperate about 对.....绝望

be desperate for 极想要.....

be desperate to do... 渴望做某事

Practice:

1. 在沙漠中迷路几天后，他很想要水。

He was **desperate for** water after getting lost for a few days in the desert.

2. 在尽力尝试之前，不要对生活绝望。

Don't be **desperate about** life before trying your best.



3

slap

slap vt. (用手掌)打/拍 *slaps-slapping-slapped*
n. (用手掌)打/拍/拍击声



图片来源于网络

[Extension] 动词+sb.+介词+*the*+部位

[Differentiation]

表示“抓住、领住(catch/seize/grasp)”某一部位(如arm, hand), 介词用**by**;
表示“击中、拍打(strike/beat/hit/pat/tap)”较硬且突出的部位(如back, head)
介词用**on**;
而相对较软、陷入的部位(如stomach, face)介词用**in**。

Practice:

1. The ball struck me in the eye.
2. The mother kissed the baby on the cheek.
3. The man caught the thief by the arm.



4 justify

justify vt. 证明.....有道理; 为.....辩护; 是.....的正当理由

justify (doing) sth. 证明.....正当

justify sth. with sth. 用.....来为.....辩解

justify sth./oneself (to sb.) 对.....做出解释; 为.....辩解

Practice:

1. 他想用站不住脚的借口为自己的缺席辩解。

He tried to justify his absence with lame excuses.

2. 明明是他们的错为什么我要自证清白?

Why should I justify myself when it was their fault?



Writing Assistance

A narrative essay on providing first-aid



The gist: David发现女儿误吞纽扣，通过急救措施帮助女儿脱险

Parts	Elements	Key words
1 Set-up	Who? Where? What?	<ul style="list-style-type: none">• David & his daughter Jane• At home• Jane swallowed a button
2 Development	Any conflict(s)?	<ul style="list-style-type: none">• Jane choked on a button• frightened, struggling, lips blue
3 Conclusion	How does the story end? Any comment(s)/ quote(s)?	<ul style="list-style-type: none">• Checked, slapped to her back• David taught first-aid at college
		Importance of first-aid: “When seconds count, an ambulance is often minutes away”.

Drafting your work: structure

One morning, David was working home while watching his infant daughter Jane crawling on the floor. Suddenly, he noticed that she had picked something up and put it in her mouth. Then she began to move like she was struggling. He quickly jumped from his chair and ran over and picked her up. She now had a frightened look on her face with her lips turning blue. However, she was not crying or making a sound.

He carefully opened her mouth to see if there was obstruction. Not finding anything, he then laid her face down on his lap and gave her a few firm slaps to her back. It worked! Within seconds a small button fell from her mouth onto the floor, and she was breathing once again. Thanks to David's quick thinking, Jane was saved.

David now teaches life-saving techniques at the local college, and he uses this story to impress upon students the need for quick action. "When seconds count," he said, "an ambulance is often minutes away."

Part1: the set-up

Part2: the development

**Part3: the conclusion
(ending + quote)**

Drafting your work: wording

One morning, David was working home while **watching** his infant daughter Jane **crawling** on the floor. Suddenly, he **noticed** that she had **picked something up** and **put it in** her mouth. Then she began to **move** like she was **struggling**. He quickly **jumped from** his chair and **ran over** and **picked her up**. She now had a **frightened** look on her face **with her lips turning blue**. However, she was **not crying** or **making a sound**.

He carefully **opened** her mouth to see if there was obstruction. **Not finding** anything, he then **laid her face down on his lap** and **gave her a few firm slaps to her back**. It worked! Within seconds a small button **fell from** her mouth **onto the floor**, and she **was breathing** once again. Thanks to David's quick thinking, Jane was saved.

Precise verbs

Detailed description
(emotion/ facial expressions/
precise position)

Drafting your work: linking

One morning, David was working home **while** watching his infant daughter Jane crawling on the floor. **Suddenly**, he noticed that she had picked something up and put it in her mouth. **Then** she **began to** move like she was struggling. He **quickly** jumped from his chair and ran over and picked her up. She **now** had a frightened look on her face with her lips turning blue. However, she was not crying or making a sound.

adverbial

He **carefully** opened her mouth to see if there was obstruction. Not finding anything, he **then** laid her face down on his lap and gave her a few firm slaps to her back. It worked! **Within seconds** a small button fell from her mouth onto the floor, and she was breathing **once again**. Thanks to David's quick thinking, Jane was saved.

**adverbial clause
(while)**

Drafting your work: Ving form

David was working home while watching his infant daughter Jane **crawling** on the floor.

two actions at the same time

She now had a frightened look on her face with her lips **turning** blue.
However, she was not crying or making a sound.

two actions at the same time

Not finding anything, he then laid her face down on his lap and gave her a few firm slaps to her back.

Ving as the cause



Drafting your work: quote

The end of the story

David now teaches life-saving techniques at the local college, and he uses this story to impress upon students the need for quick action.
“When seconds count,” he said, “an ambulance is often minutes away.”

The theme

The quote echoes and restates the theme



Thank you!

