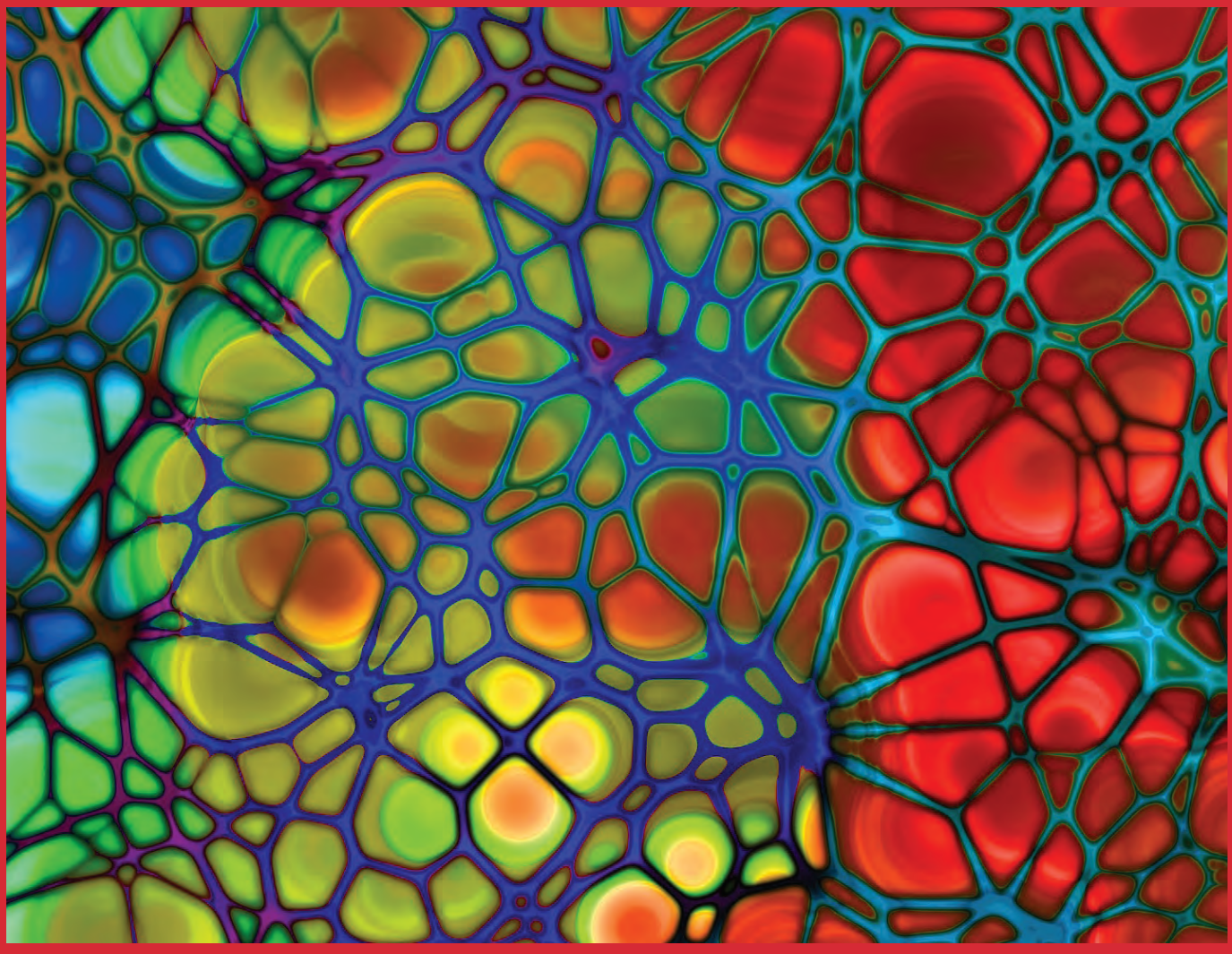
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

ΑΓΓΛΙΚΑ

ΤΟΜΕΑΣ ΥΓΕΙΑΣ-ΠΡΟΝΟΙΑΣ-ΕΥΕΞΙΑΣ



Β΄ ΕΠΑ.Λ.

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

ΦΑΚΕΛΟΣ ΥΛΙΚΟΥ

ΑΓΓΛΙΚΑ

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ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

Γεράσιμος Κουζέλης, Πρόεδρος του Ινστιτούτου Εκπαιδευτικής Πολιτικής

Δράση για την εκπόνηση Προγραμμάτων Σπουδών και συμπληρωματικού εκπαιδευτικού υλικού για το γνωστικό αντικείμενο των Αγγλικών Γενικού Λυκείου και ΕΠΑ.Λ. βάσει των υπ' αριθ. 10/01-03-2018 και 12/15-03-2018 Πράξης του Δ.Σ. του Ι.Ε.Π. (αρ. πρωτ. 3379/20-03-2018 και ΑΔΑ: ΩΖΞΕΟΞΛΔ-ΓΡΥ).

Το παρόν εκπονήθηκε αμισθί, με ευθύνη της Υπομονάδας Ξένων Γλωσσών του Ι.Ε.Π., στο πλαίσιο της ανωτέρω δράσης.

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

ΦΑΚΕΛΟΣ ΥΛΙΚΟΥ

ΑΓΓΛΙΚΑ ΕΠΑ.Λ.

Β΄ ΕΠΑ.Λ.

ΤΟΜΕΑΣ ΥΓΕΙΑΣ-ΠΡΟΝΟΙΑΣ-ΕΥΕΞΙΑΣ

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Το εικονογραφικό υλικό του παρόντος φακέλου
περιλαμβάνει εικόνες με δικαίωμα
δωρεάν και ελεύθερης χρήσης
από τους ιστότοπους
https://pixabay.com και
https://commons.wikimedia.org.
Στις περιπτώσεις όπου έχουν χρησιμοποιηθεί
εικόνες από άλλες πηγές
γίνεται σχετική αναφορά.
Ημερομηνία τελευταίας ανάκτησης
όλων των κειμένων από το διαδίκτυο: 04.09.2018

Εισαγωγικό σημείωμα

Το παρόν διδακτικό υλικό προτείνεται για τη διδασκαλία της αγγλικής γλώσσας στο ΕΠΑ.Λ., προκειμένου να προσφέρει στους μαθητές και τις μαθήτριες ευκαιρίες να αξιοποιήσουν τις ήδη υπάρχουσες γλωσσικές επικοινωνιακές τους ικανότητες και να εμπλακούν ενεργά σε δραστηριότητες που έχουν ως απώτερο στόχο την περαιτέρω γλωσσική, κοινωνική και ψυχοσυναισθηματική τους ανάπτυξη. Ειδικότερα, στοχεύει στην ανάπτυξη γλωσσικών δεξιοτήτων σε επικοινωνιακές περιστάσεις που αφορούν τον επαγγελματικό τομέα της επιλογής τους.

Το υλικό είναι χωρισμένο σε θεματικές ενότητες, σχετικές με τον τομέα Υγείας-Πρόνοιας-Ευεξίας. Κάθε ενότητα περιλαμβάνει δραστηριότητες κατανόησης και παραγωγής προφορικού και γραπτού λόγου στην ξένη γλώσσα, οι οποίες στοχεύουν στην καλλιέργεια των γλωσσικών επικοινωνιακών δεξιοτήτων τους μέσα από αυθεντικά κείμενα και αυθεντικές επικοινωνιακές περιστάσεις. Οι μαθητές και οι μαθήτριες καλούνται να διαβάσουν, να γράψουν, να συνομιλήσουν, να κατανοήσουν, να παρατηρήσουν, να αναζητήσουν, να παρουσιάσουν και να επεξεργαστούν πληροφορίες κριτικά και δημιουργικά, ατομικά ή και ομαδικά.

Μέσα από βιωματικές και ομαδο-συνεργατικές δραστηριότητες, οι μαθητές και μαθήτριες αναμένεται να κατακτήσουν προοδευτικά το λεξιλόγιο και την ορολογία του επαγγελματικού τομέα που έχουν επιλέξει, και κυρίως να καταστούν ικανοί/-ές να κατανοούν κείμενα αλλά και να παράγουν γραπτό και προφορικό λόγο σε σχέση με το αντικείμενο της ειδικότητάς τους.

Η χρήση αυθεντικών κειμένων αποτελεί αναμφίβολα ιδιαίτερα αποτελεσματική μέθοδο στη διδασκαλία της ξένης γλώσσας, και ιδιαίτερα στη διδασκαλία της για ειδικούς σκοπούς (ESP). Τα εν λόγω κείμενα δεν έχουν σε γενικές γραμμές υποστεί επεξεργασία για την προσαρμογή τους σε συγκεκριμένα επίπεδα γλωσσομάθειας, στοιχείο που αποτελεί το βασικό τους πλεονέκτημα καθώς ενισχύει το βαθμό της πρόκλησης αλλά και τα κίνητρα των μαθητών και μαθητριών για την κατανόησή τους. Επιπλέον, παρουσιάζουν επικοινωνιακές περιστάσεις στις οποίες πρόκειται να εκτεθούν μελλοντικά οι μαθητές και οι μαθήτριες προκειμένου να αναζητήσουν πληροφορίες σχετικές με τον επαγγελματικό τους τομέα.

Σκοπός της χρήσης τους στην τάξη επομένως **δεν είναι η προσαρμογή των κειμένων στο επίπεδο των μαθητών και μαθητριών**. Αντίθετα, κλειδί της επεξεργασίας τους αποτελεί η **προσαρμογή των δραστηριοτήτων** που τα συνοδεύουν ανάλογα με τις ικανότητες και τα ενδιαφέροντα των μαθητών και μαθητριών. Ενδεικτικά προτείνεται, **πριν** από την ανάγνωση του κειμένου, η χρήση κατάλληλα διαμορφωμένων ερωτήσεων, η παρουσίαση του λεξιλογίου που θα χρειαστούν για την κατανόησή του ή και συζήτηση σχετικά με το θέμα του κειμένου στη μητρική τους γλώσσα (pre-reading tasks) κ.λπ., έτσι ώστε να προετοιμαστούν οι μαθητές και οι μαθήτριες κατάλληλα και να μειωθεί ο βαθμός δυσκολίας του κειμένου.

Ο/η εκπαιδευτικός μπορεί να αξιοποιήσει επίσης τεχνικές ανάγνωσης και διαχείρισης άγνωστου/νέου λεξιλογίου για την ανάπτυξη σχετικών μεταγνωστικών στρατηγικών και δεξιοτήτων. Σε κάθε περίπτωση, θα πρέπει να τονίζεται στους μαθητές και τις μαθήτριες ότι το ζητούμενο δεν είναι να κατανοήσουν κάθε λέξη του κειμένου αλλά **να αναπτύξουν τη δεξιότητα και την αυτοπεποίθηση που απαιτούνται, ώστε να χειρίζονται κείμενα με άγνωστες λέξεις και να ανταποκρίνονται με επιτυχία σε μελλοντικές πραγματικές επικοινωνιακές συνθήκες**. Αυτό επιτυγχάνεται αποτελεσματικά μέσα από δραστηριότητες εντοπισμού της γενικής ιδέας ή συγκεκριμένων πληροφοριών σε ένα κείμενο (π.χ. χώρων, αντικειμένων, κατηγοριών), μέσα από τεχνικές "skimming" και "scanning", μέσα από τη χρήση τεχνικών ανακαλυπτικής μάθησης και στρατηγικών όπως SQ3R (Survey, Question, Read, Recite, Review), KWL (What do I know, What do I want to know, What have I learned) ή άλλα είδη γραφικών οργανωτών (mind-maps, spidergrams etc).

Σε αυτό το πλαίσιο, οι εκπαιδευτικοί έχουν τη δυνατότητα να σχεδιάσουν τη διδασκαλία τους με βάση τις ανάγκες και τα ενδιαφέροντα των μαθητών και μαθητριών τους. Σύμφωνα με τα παραπάνω, προτείνεται οι εκπαιδευτικοί να:

- συμπληρώσουν ή και να προσαρμόσουν το παρόν διδακτικό υλικό σύμφωνα με τις ανάγκες της τάξης τους,
- παράσχουν στους μαθητές και τις μαθήτριες ευκαιρίες ενεργού μάθησης εμπλέκοντάς τους σε διαδικασίες αναστοχασμού, διερεύνησης, προβληματισμού, κριτικής σκέψης, σύνθεσης, αλληλεπίδρασης, αξιολόγησης, λήψης απόφασης κ.λπ.,
- στοχεύουν στον εμπλουτισμό των προσωπικών εμπειριών των μαθητών και μαθητριών, συνδέοντας τη σχολική τάξη με τον κόσμο του μελλοντικού τους επαγγέλματος.

1

Health Care Services

1 Health Care Services

1. Work in pairs and use the phrases below to describe the pictures.

dressing a wound
using a stethoscope
talking to a therapist
doing an abdominal ultrasound
preparing a prescription
measuring pulse rate
examining a melanoma
getting corneas checked
measuring blood glucose level
using a walker
giving an injection
checking blood pressure

.....

.....

.....

2. Work in groups and make mind maps in relation to Health Care Services. You can use Greek language too. Try to give as much information as possible concerning the following issues:

a. What kind of services are provided in Health Care institutions or sectors?

b. Who provides them?

c. Where can those services be provided and what facilities are needed?

Present your mind maps in class.

3. a. **Scan through the subtitles of the following text** to find out how many departments there are in St John's Hospital. **In pairs, try to guess:** what does each department deal with? What kind of cases do they treat? What types of doctors and medical specialties work in each one of them? **Keep notes!**

b. Read the text to check whether you were right or wrong.

ST JOHN'S HOSPITAL
State-of-the-art healthcare

Accident & Emergency (A&E) - Casualty department

A medical treatment facility specializing in emergency medicine, the acute care of patients who present without prior appointment - either by their own means or by that of an ambulance. The department provides initial treatment for a broad spectrum of illnesses and injuries, some of which may be life-threatening and require immediate attention. The emergency operates 24 hours a day.

General Surgery department
Endoscopic Surgery department
Anaesthetics department

Surgery departments use operative manual and instrumental techniques on patients to investigate or treat pathological conditions such as a disease or injury, to help improve bodily function or appearance or to repair unwanted ruptured areas.

Anaesthesia enables the painless performance of medical procedures. Practices may vary:

- General anaesthesia suppresses central nervous system activity and results in unconsciousness and total lack of sensation.
- Sedation suppresses the central nervous system to a lesser degree, inhibiting both anxiety and creation of long-term memories without resulting in unconsciousness.
- Regional anaesthesia and local anaesthesia, which causes loss of sensation in the targeted body part. A patient under regional or local anaesthesia remains conscious.

Cardiology department

It deals with disorders of the heart as well as parts of the circulatory system. Practices include medical diagnosis and treatment of congenital heart defects, heart failure etc.

Medical - Diagnostic Imaging - Radiology department

A variety of imaging techniques such as X-ray radiography, ultrasound, computed tomography (CT), nuclear medicine including positron emission tomography (PET), and magnetic resonance imaging (MRI) are used to create visual representations of the interior of a body for clinical analysis and medical intervention, as well as visual representation of the function of organs or tissues.

1 Health Care Services

Obstetrics and Gynaecology department

The department encompasses the two subspecialties of obstetrics (covering pregnancy, childbirth and the postpartum period) and gynaecology (covering the health of the female reproductive systems).

Haematology department

It deals with the treatment of patients with haematological diseases. There is also a haematology laboratory for various kinds of haematological tests.

Microbiology department

A full-service laboratory offering diagnostic bacteriology, mycology, parasitology, virology, and mycobacteriology. The laboratory receives specimens from in-patients or out-patients.

Paediatrics department

It offers medical care for infants, children and adolescents.

Physiotherapy (PT) department

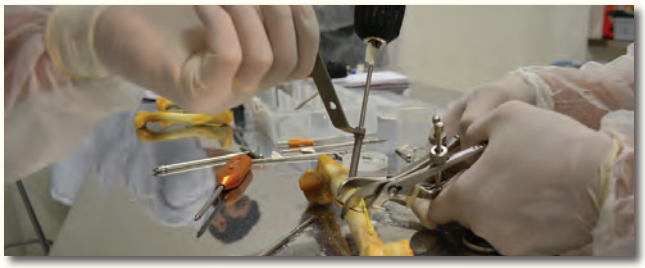
Physical therapy services are provided as primary care treatment or in conjunction with other medical services to improve patients' quality of life through examination, diagnosis, prognosis, physical intervention, and patient education. Practices include bio-mechanics or kinesiology (using mechanical force and movements), manual therapy, exercise therapy and electrotherapy to remediate impairments and promote mobility and function.

Orthopaedics department

It deals with problems relating to the musculoskeletal system (bones, joints, ligaments, tendons, muscles, and nerves). Both surgical and nonsurgical means are used to treat musculoskeletal trauma, spine diseases, sports injuries, degenerative diseases, infections, tumors, and congenital disorders.

Practices involve:

- Diagnosis of injury or disorder
- Treatment with medication, exercise, casting, surgery or other options
- Rehabilitation by recommending exercises or physical therapy to restore movement, strength and function
- Information and treatment plans to prevent injury or slow the progression of diseases



Neurology – Psychiatry department

The department deals with the diagnosis and treatment of all categories of conditions and disease involving the central and peripheral nervous systems, including their coverings, blood vessels, and tissue, such as muscles.

Diagnosis, prevention and treatment of mental disorders are also possible in the psychiatric department, including various maladaptations related to mood, behaviour, cognition, and perceptions. Practices include initial psychiatric assessment, physical examinations, psychological tests etc.

http://en.wikipedia.org (adapted text)

4. Which of the following sentences are true (*T*), false (*F*) or not mentioned (*NM*) in the text above?

***True*, *False* or *Not Mentioned*?**

		True	False	Not Mentioned
1.	Local anesthesia results in unconsciousness and total lack of sensation.			
2.	The Haematology department treats blood diseases.			
3.	Orthopaedics deals with joints, ligaments, bones, muscles, tendons and nerves.			
4.	The Breast Center offers compassionate care, i.e. mammography, delivered by expert doctors and staff.			
5.	The Psychiatric department helps people with mental disorders and behaviour problems.			
6.	Prior appointment is necessary for the Casualty department.			
7.	The Cardiology department deals also with problems of the circulatory system.			
8.	The Orthopaedics department uses only non-surgical means to treat musculoskeletal traumas.			
9.	Ultrasound is one of the imaging techniques used in the Medical - Diagnostic Imaging department.			
10.	The hospital has an intensive care unit where patients can be transferred after a surgery.			

5. In pairs, read the text about St John's Hospital again and write a short description for each of the following pictures (which department it shows, what it is for, what services it offers etc).

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03

6. In groups, keep notes in relation to the following questions. Then, talk about them in class.

a. Why do different hospital departments exist? Was it always like that?
b. What knowledge and skills or medical specialties are required in each department?
c. In which department would you prefer to work? Why?

Vocabulary

7. Match the words in the list below with the correct picture and write them under each one. There are extra words you do not need to use.

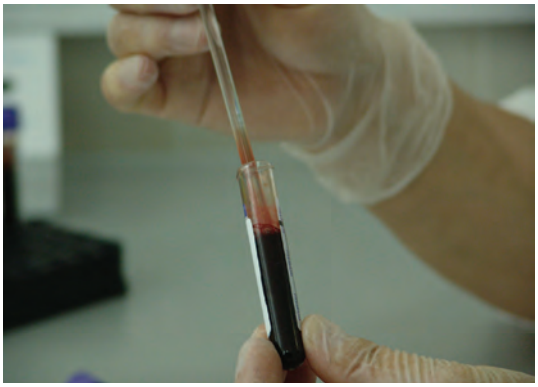
♦ *wheelchair* ♦ *oxygen mask* ♦ *nurse* ♦ *x-ray* ♦ *syringe* ♦ *crutches* ♦ *prescription*
♦ *doctor* ♦ *mask* ♦ *examination* ♦ *bandages* ♦ *drip* ♦ *patient* ♦ *stretcher*
♦ *stethoscope* ♦ *blood test* ♦ *bed* ♦ *surgeon* ♦ *medication* ♦ *ambulance*

....

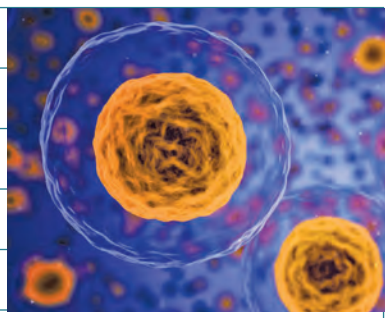
....

8. Match the words (*1-10*) with the definitions (*A-J*).

1. _____ casualty	6. _____ radiation
2. _____ impairment	7. _____ tumor
3. _____ treatment	8. _____ specimen
4. _____ blood vessel	9. _____ ligaments
5. _____ tissue	10. _____ congenital



A	form of energy that comes from a nuclear reaction
B	small amount of blood or urine for testing
C	artery or vein
D	flexible tissues connecting two bones
E	existing at/ from birth
F	part of a hospital where people are taken for urgent treatment
G	group of cells with similar structure performing the same function
H	use of medicine to cure someone
I	loss or abnormality of structure or function
J	a mass or group of abnormal cells in the body that cause an illness



9. Complete the sentences with the correct word from the following word list.

♦ *paediatric* ♦ *rehabilitation* ♦ *maternity* ♦ *cardiology* ♦ *vaccination*
♦ *obstetrics* ♦ *neurology* ♦ *oral hygiene* ♦ *casualties* ♦ *haematology*

1	Parkinson's disease is a burning topic in _____ the last decades.
2	The _____ department provides a high level of diagnosis regarding disorders of the heart as well as treatment of congenital heart defects, coronary artery diseases, etc.
3	Dr Siddle has specialised for four years in order to treat the children in the _____ ward.
4	On his admission to the hospital, blood was taken to the laboratory of the _____ department for red cell analysis.
5	After the accident he had physiotherapy on his damaged right knee in a _____ centre.
6	_____ and gynaecology are a combined specialty that deals with pregnancy, birth and diseases of the female reproductive system.
7	_____ had to be brought to hospital by air after the road accident.
8	The _____ programme has been a major factor in the improvement of health standards.
9	During pregnancy or after giving birth women are allowed to be on a _____ leave.
10	It is important that _____ be carried out on a regular basis to enable prevention of dental disease.

10. Complete each blank in the following pairs of sentences with the correct word.

1.	rehabilitation / resuscitation a. _____, which is part of intensive care medicine, is the process of correcting physiological disorders, such as lack of breathing or heartbeat, in an acutely unwell patient. b. Drug_____ is the medical or psychotherapeutic treatment for dependency on substances such as alcohol and drugs.
2.	Pharmacy / Ophthalmology a. _____ is the branch of medicine that deals with the anatomy, physiology and diseases of the eyeball and orbit. b. The science and technique of preparing and dispensing drugs, which is a health profession linking health sciences with chemical sciences, is called _____.

Grammar

Relative Clauses

11. Read the following sentences and answer the questions.

a. Cardiology is the department **which** provides medical care to patients **who** have problems with their heart or circulation.

b. Casualty Department: patients are taken there **when** they arrive in an ambulance or for an emergency situation.

✓ Which of the words in bold refer to: *people*? *objects*? *time*? *place*?

✓ Mention any other words used for relevant purposes and their specific use.

12. Read the sentences under the pictures carefully. Why is there no comma in the first one, in contrast to the others?

An operating theatre is a facility where surgical operations take place in a sterile environment.

The surgeons, who are performing an operation, are wearing green scrubs.

The stethoscope, which is an acoustic medical device, is used to check the function of the heart and the lungs.

☑ *Study the following tables about the formation of Relative Clauses. Add any notes you think are important for you to remember!*

Relative Clauses		
	Pronouns-Adverbs	
We use relative clauses to describe / refer to person / object / place / thing / possession in the main clause	who / that which / that where when whose why	people objects/animals/ideas place time possession reason

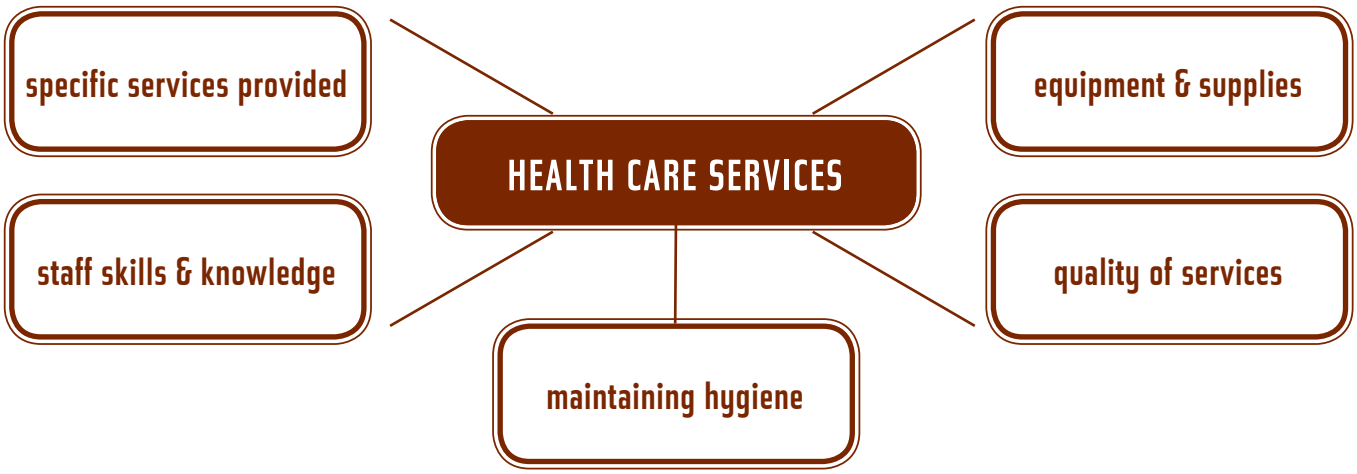
Defining relative clause who, which, whose, where, when, why, that	• It gives information essential to the meaning of the main sentence • It is not put in commas • The relative pronoun/ adverb can be omitted only when it is the object of the relative clause
Non-defining relative clause who, whom, which, whose, where, when	• It gives extra information which is not essential to the meaning of the main sentence • it is put in commas • The relative pronoun cannot be omitted
Notes	• Whose is never omitted • *That* can be used instead of *who*, *whom*, or *which* but it is never used after commas or prepositions.

Notes		
	That can be used instead of *who*, *whom*, or *which* but it is never used after commas or prepositions.	Dr Daniels, **who**/~~**that**~~ specialises in brain disorders, is a bestselling author of numerous books on psychology.
	Whose is never omitted.	The hospital **where** I used to work was a private one.
	With *when* and *where* we do not need a preposition.	The patient's condition has improved considerably, **which** was rather unexpected.
	Which may also refer to a whole sentence.	The bridge collapsed after the heavy rain, which was rather unexpected.
	Prepositions before relative pronouns are mostly used in formal English.	◆ The man **to whom** I spoke is my cardiologist ⇢ *formal* ◆ The man I spoke **to** is my cardiologist ⇢ *colloquial*

13. Fill in the correct relative pronoun or adverb in the following sentences. Write *D* for defining or *ND* for non-defining sentences in the gaps provided. Also write whether the relative can be omitted or not. Add commas where necessary.

1	The Metropolitan Children's Medical Center is the hospital _____ I have been employed for the last ten years.	.....
2	Do you know the exact reason _____ the midwives in the Maternity Hospital refuse to take overtime?	.....
3	I remember it was last year _____ I was promoted to Head of the Paediatric Department in the district hospital.	.....
4	An Oncologist _____ should be highly skilled in that particular field is very knowledgeable in the prevention, diagnosis, and treatment of cancer.	.....
5	Rheumatologists _____ experience is really exceptional deal mainly with immune-mediated disorders of the musculoskeletal system, soft tissues, and autoimmune diseases.	.....
6	The man _____ you have just met is the Director of the Intensive Care Unit, which caters to patients with severe and life-threatening illnesses and injuries.	.....
7	Our main purpose is to provide for immediate medical care to the people _____ most need it.	.....
8	Emergency medical services _____ are also known as ambulance services, are services _____ treat illnesses and injuries that require an urgent medical response.	.....
9	The structure of "James MedCare" consists of services _____ provide total medical assistance.	.....
10	Our company _____ is based in Greece, has developed a network of primary healthcare professionals.	.....
11	If you are a EU citizen _____ is planning to visit Greece, it is wise to apply for the European Health Insurance Card.	.....
12	Hellenic Medicare _____ was founded in 1992, is a center equipped with advanced laboratories and departments _____ a lot of serious thought and attention is being given to providing the highest level of medical assistance.	.....

14. The Ministry of Health are planning to establish a new health organisation in the suburbs of the city. They have asked for your help and your expert opinion in order to accomplish this complicated project. Read the suggestions in the following spidergram. *Decide on the priorities justifying your answers and then report to the class.*



15. Discuss the following issues.

a. How feasible is it to provide quality Health Care Services?

b. Which factors determine patients' and their relatives' satisfaction?

1 Health Care Services

15. You have been recently treated in St Andrew's Metropolitan Hospital in the area where you live but you were not satisfied with the services you received. Write an e-mail (140-180 words) to the Manager of the Organisation to complain about the quality of the health services provided during your stay at the hospital.

.....

.....

.....

.....

☑ *Here are some notes to help you when writing a complaint letter.*

Greeting	• formal greeting	Dear Mr Brown, Dear Sir / Madam,
Opening paragraph	• state the reason you are writing for	• I am writing to complain about the disgraceful service I received / the unacceptable behaviour...
Main body	• write specific complaints • explain what exactly has happened • write about your feelings	• The product / service I received was not the proper one... • I actually expected that...
Closing paragraph	• actions to be taken to deal with the issue (refund / immediate replacement / personal apology / resolve the matter etc)	• I require a written apology from... / a full explanation of how you will rectify this situation... • I would be grateful if you could provide me with an explanation...
Signing off	• formal signature	Yours sincerely, Yours faithfully, Full name

1 Health Care Services

2

First Aid

2 First Aid

First Aid

https://nhcps.com/lesson/cpr-first-aid-first-aid-basics/

First aid refers to the emergency or immediate care you should provide when a person is injured or ill until full medical treatment is available. For minor conditions, first aid care may be enough. For serious problems, first aid care should be continued until more advanced care becomes available.

The decision to act appropriately with first aid can mean the difference between life and death. So, in case of such an emergency:

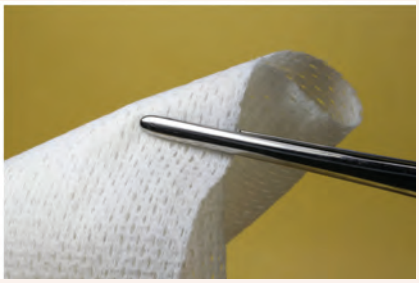
- ✓ begin by introducing yourself to the injured or ill person.
- ✓ explain that you are a first aid provider and are willing to help.
- ✓ the person must give you permission to help them; do not touch them until they agree to be helped.
- ✓ if you encounter a confused person or someone who is critically injured or ill, you can assume that they would want you to help them. This is known as "implied consent".

First Aid Kit

Common items found in a first aid kit are:

- Bandages, roller bandages and tape
- (Sterile) Gauze
- Antiseptic wipes and swabs
- Absorbent compresses
- Antibiotic cream
- Burn ointment
- Mask for breathing (rescue breathing/CPR)
- Chemical cold pack
- Eye shield and eye wash
- First aid reference guide that includes local phone numbers

1. Fill in the gaps below using words from the first aid kit list above:



1 .....

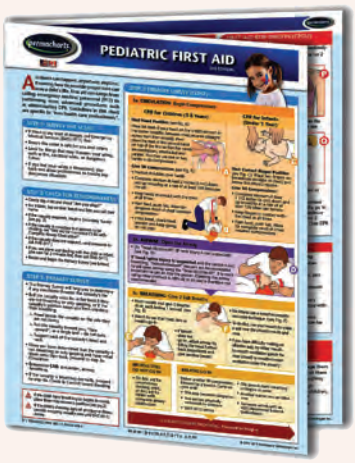
2 .....

3 .....

4 .....

6 .....

5 .....



7 .....

2 First Aid

2. Read the first aid tips below and then do the tasks that follow.

Everyday First Aid

guide to all the key skills you need for treating first aid scenarios

How to aid someone who's unresponsive and not breathing

Delivery of chest compressions

Check breathing by tilting their head backwards. Look and feel for breaths. Perform CPR. Push firmly downwards applying chest compressions. Push at a regular rate and release.

How to aid someone who's unresponsive but breathing

Place the person on their side and tilt their head back

Check breathing by tilting their head backwards and looking and feeling for breaths. Move them onto their side and tilt their head back.

How to aid someone who's bleeding heavily

Put pressure on the wound

Put pressure on the wound with whatever is available to stop or slow down the flow of blood.

Keep pressure on the wound until ambulance arrives.

How to aid someone who's got a burn

Cool the affected area

Cool the burn under cold running water for at least ten minutes. Advise them to see a doctor if any large blisters form. If they have serious injuries, i.e. third degree burns, take them to hospital.

How to aid someone who's got a head injury	**Apply something cold** Ask them to rest and apply a cold compress to the injury (e.g. frozen vegetables wrapped in a tea towel). If they become drowsy or vomit, take them to hospital.
How to aid someone who's poisoned by harmful substances	**Establish What? When? How much?** Check whether they have breathed in or swallowed a substance. Do not make the person sick because you can cause further damage to the throat or block their airway. Make sure they are conscious. Call the emergency services.
How to aid someone who's got a broken bone	**Immobilise the affected part** Encourage the person to support the injury with their hand, or use a cushion to prevent unnecessary movement. Continue supporting the injury until help arrives.
How to aid someone who's sprained a ligament	**Use ice and compression** Sprains can be painful but they are usually minor and can be easily treated without medical intervention. The first step is to avoid putting any weight or using the affected limb. Use ice and compression at regular intervals throughout the day and elevate the injured limb above the heart to reduce swelling.

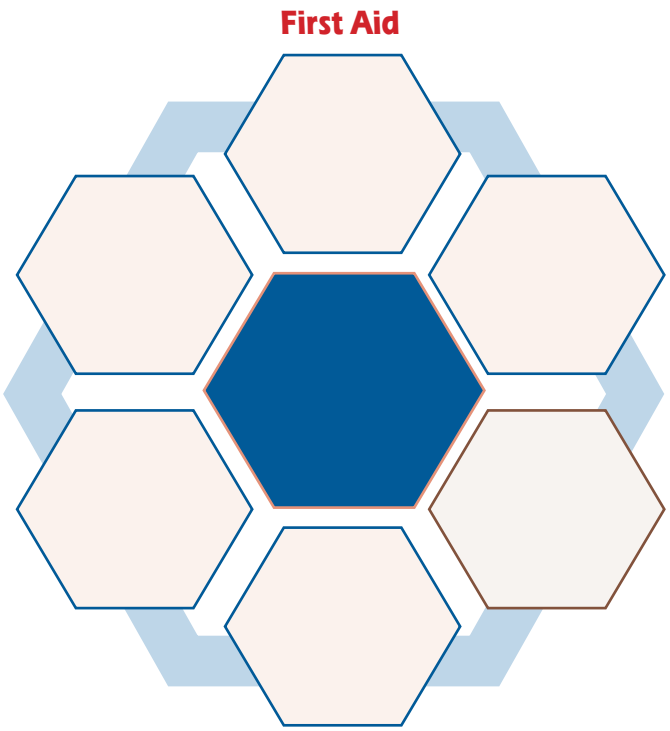
2 First Aid

3. *True* or *False*?

Read the first aid tips carefully and then answer which of the following sentences are true (*T*) or false (*F*).

		True	False
1.	You have to move someone onto their side if they are unresponsive and they are not breathing.		
2.	You must always make a person sick at once if he/she has swallowed a poisonous substance.		
3.	When someone has got a burn, you should use cold running water.		
4.	You shouldn't ever exercise any pressure on a bleeding wound.		

4. a. Work in pairs and complete the diagram with some of the cases in the instructions. You can add any other case you know, which requires first aid.



b. Make a presentation to your classmates.

5. Match the words (*1-10*) with the definitions (*A-J*).

1. _____ unresponsive	6. _____ paramedic
2. _____ CPR	7. _____ blister
3. _____ compression	8. _____ third degree burn
4. _____ release	9. _____ drowsy
5. _____ tilt	10. _____ immobilise

A	cardiopulmonary resuscitation: a method used to keep someone alive in a medical emergency, in which you blow into the person's mouth and press on their chest
B	stop something or someone from moving
C	a painful swelling on the skin that contains liquid, caused usually by continuous rubbing, especially on your foot, or by burning
D	a person who is trained to do medical work, especially in an emergency, but not a doctor or nurse
E	not reacting or moving at all because of being unconscious or very ill
F	move into a sloping position
G	being in a state between sleeping and being awake
H	the act of applying pressure in order to help blood flow through the heart
I	an injury caused by exposure to heat or flame in which the flesh is destroyed
J	let go, set free, allow something to move freely

6. Complete the sentences with the correct form of the words in the following list.

♦ *compression* ♦ *unresponsive* ♦ *blister* ♦ *damage*
♦ *injury* ♦ *lethargic* ♦ *threat* ♦ *release*

1	The key aim of first aid is to save lives and minimise the _____ of death.
2	Chest _____ may allow the heart to start pumping blood again.
3	Because of _____, her career as a dancer came to a premature end in 1998.
4	The patient was _____ when he was brought into hospital.
5	A bandage must be put on when the _____ breaks.
6	When you exercise, your body _____ chemicals called endorphins, which in turn may trigger a positive feeling in the body.
7	The child became _____ because of the lack of oxygen in the room.
8	Heavy drinking can cause permanent _____ to the brain.

7. Complete each blank in the following pairs of sentences with the correct word.

1.	**alert / unconscious** a. I don't feel _____ today. I didn't sleep enough last night. b. He suffered a major heart attack which left him _____.
2.	**bleeding / injured** a. She was _____ heavily when she cut her finger. b. They were badly _____ in the car accident.
3.	**choking / drowning** a. She dived into the sea and saved the _____ child. b. He was _____ because food had entered his larynx.
4.	**release / immobilise** a. If you can _____ the skin around the wound, it eases the tension and feels better. b. Firefighters took two hours to _____ the driver from the wreckage.

8. Expressions with *MAKE* and *DO*.

In the first aid tips we read "Make sure they are conscious". What other expressions with ***make*** can you think of? **Put the words below in the correct column.**

a course	a difference	a promise	my best	a fortune
a date	business	my duty	an appointment	a job
a favour	arrangements	an excuse	harm	the shopping
a choice	my hair	research	a decision	a remark

make	do
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

9. Complete the sentences with the correct form of *make* and *do*.

1. Have you _____ your homework?
2. Peter decided to _____ a course in first aid.
3. Let's _____ an attempt to be at the train station in time.
4. They are _____ plans for the weekend.
5. Hurry up! I have got a lot of things to _____.
6. The storm has _____ a lot of damage to the house.
7. She _____ a nice comment about my new dress.
8. The student is _____ an excuse because she is late.

2 First Aid

10. Read the text below and decide which answer (*A*, *B*, *C* or *D*) best fits each gap.

Basic first aid refers to the _____ (1) process of assessing and addressing the needs of someone who has been injured or is in physiological distress due to choking, a heart attack, allergic _____ (2), drugs or other medical emergencies. Basic first aid allows you to quickly _____ (3) a person's physical condition and the correct course of treatment. You should always seek _____ (4) medical help as soon as you are able, but following correct first aid procedures can be the difference between life and death.

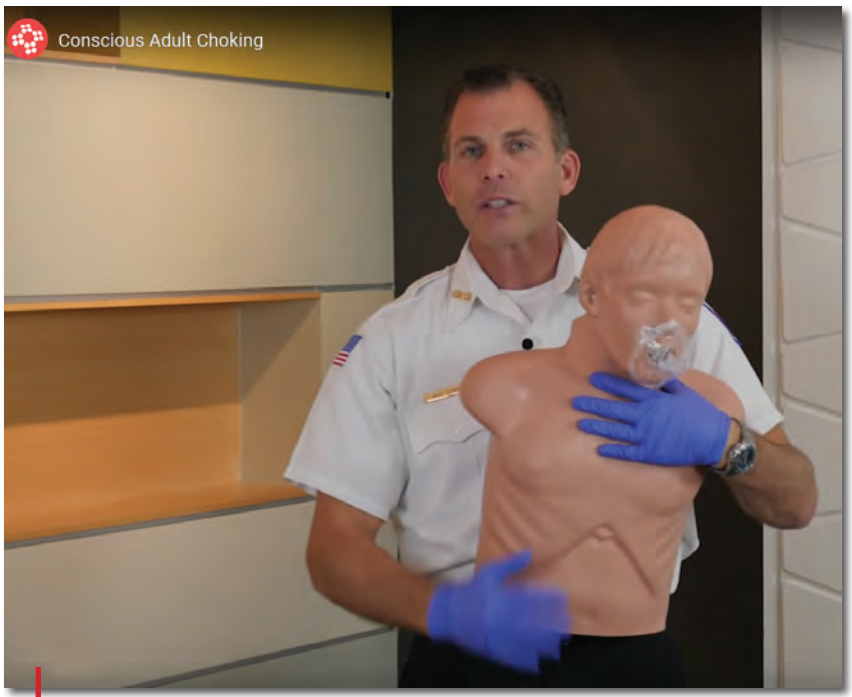
Determine responsiveness. If a person is _____ (5), try to rouse them by speaking to them or by tapping at the shoulder. Do not be afraid to speak loudly or even shout. If they do not _____ (6) to activity, sound, touch, or other stimulation, determine whether they are breathing.

Check for breathing and a _____ (7). If unconscious and unable to be roused, check for breathing: **look** for a rise in the chest area; **listen** for the sound of air coming in and out; **feel** for air using the side of your face. If no signs of breathing are apparent, place two fingers under the chin and gently guide the face pointing upwards to open up their airways. If any debris such as vomit can be seen, it is appropriate to move them onto their side to allow it to get out, which is achieved with the _____ (8) position.

http://www.wikihow.com/Do-Basic-First-Aid

1	A	first	B	early	C	initial	D	primary
2	A	response	B	reply	C	reaction	D	result
3	A	decide	B	determine	C	find	D	establish
4	A	professional	B	expert	C	specialised	D	qualified
5	A	responsive	B	exhausted	C	lethargic	D	unconscious
6	A	move	B	respond	C	answer	D	reply
7	A	beat	B	pulse	C	reaction	D	pulsation
8	A	recovery	B	revitalisation	C	revival	D	restoration

- *You are going to watch a video about first aid tips on a specific occasion. Watch and listen carefully and then do the following tasks.*



http://www.profirstaid.com/training_video/conscious-adult-choking

11. What is the topic of the video?

a. How to bring an adult back to consciousness (resuscitate).
b. How to offer first aid to a conscious man or a woman who is choking.
c. How to help an unconscious adult who is breathless.

12. Answer the following questions.

a. How do we know someone is choking according to the video?
b. The paramedic advises us to ask: "May I help you?". Why should we do so?
c. Do we still need the Emergency Services professionals if the object comes out? Why/why not?
d. In which case **shouldn't** we do an abdominal thrust?

2 First Aid

13. *True* or *False*?

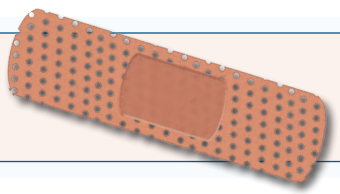
Watch and listen carefully and mark the following statements as true (*T*) or false (*F*).

		True	False
1.	If someone is choking, call the emergency services and wait.		
2.	The paramedic should do abdominal thrusts, until the object comes out.		
3.	The paramedic should press hard with his fist above the belly button on the choking man abdomen.		
4.	The Emergency Services will probably take the victim to hospital for a quick assessment to make sure there is no internal bleeding from the abdominal thrust.		

14. Complete the missing information in the instructions using the words below.

♦ *blood* ♦ *bleeding* ♦ *elevated* ♦ *pressure* ♦ *arm* ♦ *heart* ♦ *apply* ♦ *clean*

St John Wood Ambulance Services



How to treat an arm wound

1	Stop the _____ as soon as possible.
2	Control the bleeding with direct _____.
3	Elevate the arm above the level of the _____.
4	Take some _____ gauge.
5	_____ direct pressure with your fingertips or hand.
6	Apply pressure to the _____ vessels right at the side of the injury.
7	Wrap a piece of cloth around the _____ several times and then tie it off.
8	Keep the arm _____.

15. Imagine that you work as a paramedic and the Head of the Emergency Services has asked you to write a report about the steps you took in a life-threatening medical emergency that required immediate attention. Write a report (**140-180** words) to illustrate what kind of a medical emergency it was, how the incident occurred, how many people were involved, what symptoms the victims displayed and what kind of first aid was offered.

To: .....

From: .....

Subject: .....

Date: .....

The purpose of this report is to .....

(Subheading 1) .....

.....

(Subheading 2) .....

.....

(Subheading 3) .....

.....

(Subheading 4) .....

.....

16. ✓ Brainstorm some more cases that might require first aid.

✓ Choose one or two of the above cases and make a list of the things you can do to help. You can search the internet for First Aid tips and instructions.

✓ Make a list with the skills that the Emergency Care Assistants/professionals should have. Make a poster with your suggestions and present it to your classmates.

The Star of Life, a global symbol of emergency medical service

17. Discuss the following issue.

The City Council are planning to organise local Emergency Services so as to provide medical help in the wider area. They have asked your help and your expert opinion on the project. Read the suggestions in the following spidergram. Classify them according to their priority justifying your answers.

18. a. Do you think that first aid should be part of the Greek Curriculum so that everyone is prepared to offer help in emergency cases?

b. Is it feasible to create a culture of volunteering in order to connect human crisis with human kindness?

Κωδικός Βιβλίου: 0-24-0620
ISBN 978-960-06-6089-0

ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ