

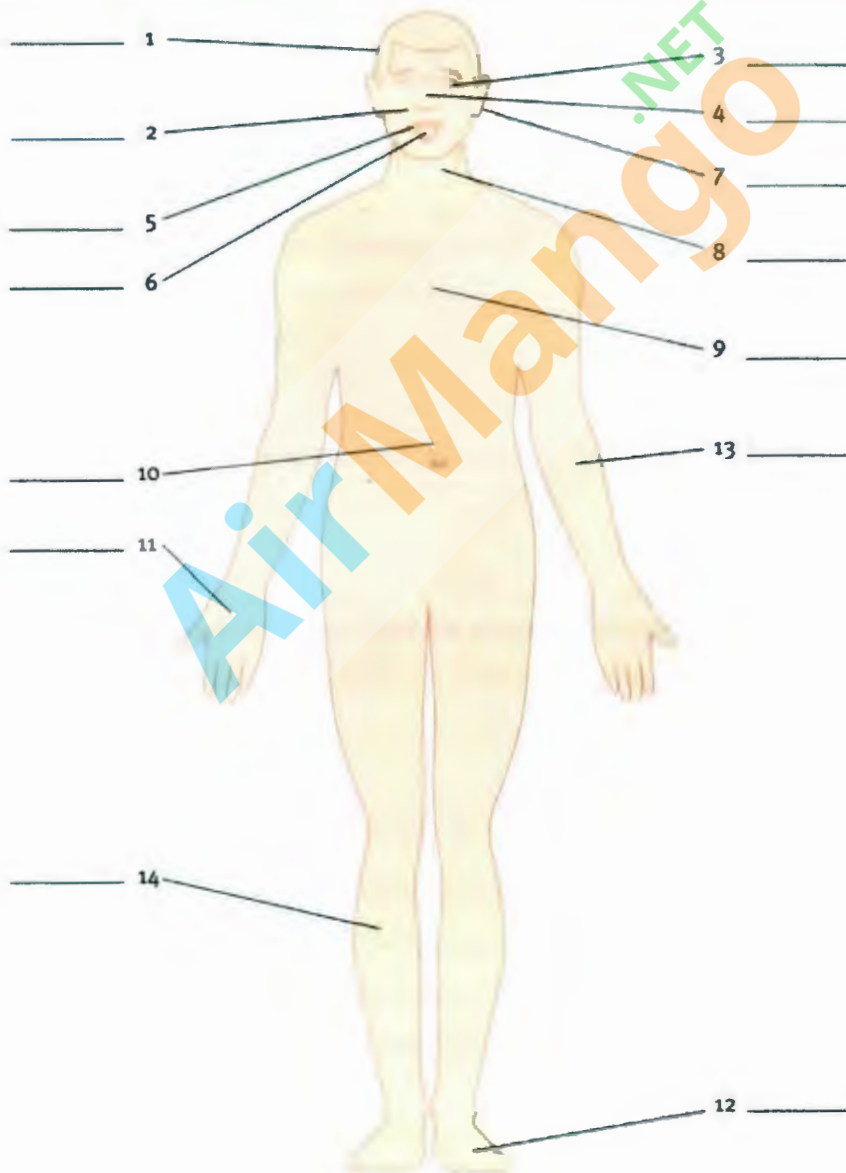
5

Health and medical issues

STARTER

Label the parts of the body with the words in the box.

arm • chest • ear • eye • face • foot • hand • head • leg • mouth • nose • stomach • throat • tongue





1 Listen. Match each conversation with a medical problem.

Conversation	Problem
_____	a a nosebleed
_____	b an earache
_____	c a cut on the head

2 Match each conversation with the items in the pictures.



3 Complete the sentences.

Conversation	Offering help	Making a suggestion	Giving advice/an opinion
1	_____ get a plaster for you.	_____ move that bag.	You _____ to put something on that cut.
2	Can I _____? Oh, I see the problem.	I _____ you sit upright and lean forward slightly.	If I were you, _____ put the sick bag on your lap.
3	_____ I help?	How _____ sucking one of these sweets?	I _____ you should have one.

Listen again and check.

4 Look at the table. Then complete sentences 1-8 with the correct form of the verb in brackets.

MOST OF THE EXPRESSIONS USE THE SAME VERB FORM		TWO OF THE EXPRESSIONS USE A DIFFERENT VERB FORM	
Can I	+ infinitive without to help?	How about	+ -ing moving?
Shall I			
I'll	move.	You need	+ infinitive with to to move.
Let's			
I suggest you			
If I were you, I'd			
I think you should			

- How about _____ (have) a cup of tea?
- If I were you, I'd _____ (get) some rest.
- I'll _____ (bring) you a cold drink.
- Let's _____ (move) the arm rest.
- I think you should _____ (see) a doctor.
- Shall I _____ (get) you a blanket?
- You need _____ (sit) quietly and relax.
- I suggest you _____ (put) that bag under the seat.

5 Use the words in the box to complete the passenger health problems.

can't breathe • hurts • cut • feel • feels • can't stop • looks • think

1 My head really ____.

2 I ____ a bit dizzy.
I think I'm going to faint.

3 I feel really cold.
I ____ shivering.

4 She's got a bad cold.
Her face ____ really pale.

5 My chest feels really
tight. I ____ properly.

6 I've ____ my leg.
It's bleeding.

7 She's got a sore throat and
____ really hot and feverish.

8 I've got a stomach ache.
I ____ it's indigestion.

6 Match the problems in exercise 5 with a remedy below.



7 Work with a partner to practise responding to the passenger problems in exercise 5. Take turns being the passenger and the flight attendant.

- Passenger: → I have a headache.
- Flight attendant: ← Can I bring you something for it?
- Passenger: → What have you got?
- Flight attendant: ← We've got some painkillers. I'll get you a glass of water.
- Passenger: → Thanks.
- Flight attendant: ← If I were you, I'd get some rest, too.

8 If you attend to a sick passenger you may need to pass information to a colleague or a doctor. Match descriptions 1–10 with the pictures.

- 1 _____ He may be having a heart attack.
- 2 _____ She's fainted.
- 3 _____ He's having stomach pains.
- 4 _____ She may be going into labour.
- 5 _____ He's got asthma.
- 6 _____ She's having a seizure.
- 7 _____ He's hit his head.
- 8 _____ She's cut her hand.
- 9 _____ He's behaving very aggressively.
- 10 _____ He's choking.



9 Work in groups of three. Practise exchanging information about medical situations.

Student A: You are a flight attendant. Choose one of the pictures on page 40. Describe the passenger's condition to Student B (another flight attendant).

Student B: You are a flight attendant. Listen to Student A's description of a passenger. Pass the information to Student C (your on-board supervisor).

Student C: You are a senior flight attendant. Listen to Student B's description. Match it with one of the pictures on page 40.

Swap roles and practise again.



10 Listen. Match each conversation with a picture on page 40.

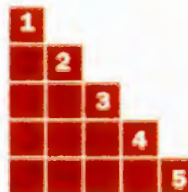
- 1 _____
- 2 _____
- 3 _____
- 4 _____

11 Listen again. Tick the sentences you hear.

- 1 a We're trained for this situation.
- b We'll train for this situation.
- 2 a Where's pain?
- b Where's the pain?
- 3 a Don't try to get up.
- b Don't you get up.
- 4 a I helped you.
- b I'm here to help you.

12 Look at the list of five basic steps for dealing with a problem. Match sentences a-e with a step on the list.

- When you discover a problem, tell a colleague.
- Make contact with the passenger.
- Find out the problem.
- Decide what action to take and tell the passenger.
- Plan ahead.



- a _____ Where's the pain?
- b _____ Sir, could I ask you to move?
- c _____ I'm Kate. What's your name?
- d _____ I'll go and help.
- e _____ We'll get it for you right away.

13 Have you ever seen or been involved in an emergency situation? What happened? Did you/your colleagues follow the five basic steps?

14 Read the text. For statements 1–8, mark the sentences True (✓) or False (X).

- 1 The incident happened twenty minutes before landing.
- 2 One of the passengers offered to help.
- 3 The purser found a doctor on board the aircraft.
- 4 The pilot said an emergency landing could be dangerous.
- 5 The nitroglycerine tablet made the man feel better.
- 6 The plane made an emergency landing.
- 7 The passenger's life was saved.
- 8 All of the passengers were helpful.

Twenty minutes after take-off, one of the passengers, a man in his sixties, complained of chest pains. He was short of breath, his face was pale, and his pulse was weak. It was serious. We gave him oxygen while the Captain asked if there was a doctor or nurse on board.

A nurse offered to help. The man was clearly distressed but she was very calm, asking: 'Has this happened before? Are you taking any medicine? Do you have any allergies?' The nurse took his blood pressure. It was very low. She knew our medical kit could help this man, but she needed instructions from a doctor. The purser suggested the pilot contact a doctor on the ground.

The passenger was getting weaker. His blood pressure was unstable and the nurse explained that we may need to land very quickly. Again, we informed the pilot. He was concerned about an emergency landing. Landing with full fuel tanks could cause an explosion and risk the lives of everyone on board. He wanted to know if it was absolutely necessary. The nurse explained it would be necessary if the passenger did not

stabilise quickly. It was very tense. She gave the passenger a nitroglycerine tablet under his tongue. It didn't help. Five minutes later she gave him another. He was getting worse.

Then the pilot managed to contact a doctor. After that everything happened really quickly. The doctor assessed the situation and immediately advised the nurse to give intravenous fluids from our medical kit. That helped a lot and the passenger quickly improved. In a few minutes his blood pressure and heart rate were almost normal but the doctor still requested an emergency landing. We landed a few minutes later but the pilot had time to dump the fuel so we could land safely. As soon as we landed, paramedics boarded the plane and took over the situation. The passenger made a full recovery.

We were lucky to have a competent nurse on board. She was talking to, and reassuring, the passenger all the time. Not all the passengers were so helpful though. Some wouldn't move when asked and one even accused the nurse of causing harm to the passenger. Another person tried to stop the nurse giving the fluids!

15 Underline the sentences in the text on page 42 which describe the pictures.



16 Find words or phrases in the text on page 42 for the meanings.

- 1 _____ finding it difficult to breathe
- 2 _____ the regular beat of blood as it travels around the body
- 3 _____ in pain or difficulty
- 4 _____ reactions or sensitivity to foods or other substances
- 5 _____ the pressure of blood as it travels round the body
- 6 _____ not very regular; likely to change suddenly
- 7 _____ become more regular
- 8 _____ going into a vein in the body
- 9 _____ the number of beats of blood per minute
- 10 _____ injury

17 Work in groups of three. Practise offering help and advice.

Student A: You are a passenger with a health problem. Say what's wrong, and panic.

Student B: You are a nurse on board. Try to calm the passenger. Offer help and advice.

Student C: You are a flight attendant. Offer help and advice. Pass messages to/from the pilot.

18 Work with a partner. Practise dealing with other medical incidents on board.

PARTNER FILES 

Partner A File 9, p. 71
Partner B File 14, p. 73

OUTPUT

Read the text and answer the questions.

Milana Ryazanova

My first-aid training was really important. I learnt a lot and it gave me the confidence to deal with medical incidents. Even for simple things we must check all signs and symptoms very carefully so we give the correct treatment. We also check the passenger's background to find out if they've had the symptoms before, or are taking any medication. If an incident is serious, we may have to translate or explain it to the Captain or a doctor on the ground, so it's really important that we get it right.

There are often passengers on board who don't feel well. Recently, one passenger had flu – he felt very unwell and was very pale. He had a sore throat and a high temperature. I gave him hot tea with lemon, a cold remedy tablet and

a blanket. He was able to get some rest on the flight and felt a little better after that!

Sometimes passengers who feel ill already know what the problem is and may have medication with them which they need to take. That happened to me on a long haul flight. I was clearing the lunch trays when I found a passenger who was clearly very ill. I asked him what was wrong but although he was conscious, he couldn't speak. His face was very red and I could smell alcohol. At first, I thought he was just drunk. Other passengers were worried, so I gave him a glass of water while a colleague brought the first-aid kit and an oxygen cylinder. We made him comfortable and he began to feel better. Then he told us he had chest pains. He had a heart condition and needed his tablets from the overhead locker. He wasn't supposed to drink alcohol with the tablets so we watched him very carefully for the rest of the flight!

At other times, people are simply afraid of flying. They panic, and that makes them feel unwell. We try to calm and reassure them, perhaps offering a warm drink. A simple distraction like this is sometimes enough to help them feel a bit better.

OVER TO YOU

- Have you ever done any first-aid training? If so, have you ever used it to help anyone?
- Why do you think it is important to check a passenger's background if they are unwell?
- How would you try to help passengers who are afraid of flying?