



Notes

WHEN DISASTER STRIKES: MEDICAL EMERGENCIES

INTRODUCTION

You are aware that disasters cause many different types of injuries and medical emergencies. For example, while an earthquake or a building collapse may cause many injuries to bones and internal organs requiring immediate medical aid, floods and cyclones cause relatively few injuries, but may lead to increased risk of communicable diseases like cholera. Again, injuries caused during an earthquake are very different from those caused by a terrorist attack. In a world that is interconnected and as interdependent, 'pandemic preparedness' has become an integral part of disaster preparedness. There was no information about the nature of COVID-19 -- its transmission, its incubation period, and its possible treatment, if any. As a result, the medical emergency management systems of even the most advanced countries struggled with the problem. Additionally, the psychological and emotional effects of the trauma may be felt even years later.

An effective Disaster Relief Force increases public awareness beforehand to reduce risk of injury, or fatality. It not only rescues disaster victims but also provides First Aid at the time of rescue. When people experience these traumatic and often unexpected events, they experience both fear and distress. Even adults may have nightmares, worry excessively about safety, or have strong physical reactions like trouble breathing when reminded of the disaster they survived.



LEARNING OUTCOMES

After completing this lesson, the learner-

- reads reports and first-person accounts with understanding;
- responds to the information provided in the texts and other related activities;
- pronounces common words with consonant digraphs like th, ph, wh, ng, lt;

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- identifies sentence types and correctly frames interrogative and imperative sentences;
- writes a set of instructions and delivers them effectively to the target audience;
- uses context, vocabulary and punctuation to write a dialogue to engage the interest of an audience; and
- designs posters for creating awareness.

7.1 WARM UP

NOTE: This section is meant for developing all the four skills: listening, reading, writing and speaking. Course Participants will first listen to the pronunciation of the injuries/events. They will then repeat the words and place them in the correct box. This section is based on the Glossary provided by NDRF

- A. Given below is a list of injuries/events. Listen to the pronunciation of the words carefully.



As a responder, in which situation are you most likely to encounter these? Place the injuries/events in the correct box. Remember, the same injury/event may occur in more than one type of disaster.

fractures	burn injuries	bullet injuries	drowning	asphyxia
bleeding	crushing injury	spinal injury	blunt trauma	shock
evisceration	breathlessness	snakebite	entombed victim	
anaphylaxis	amputation	inhalation injuries	damage to internal organs	

Terrorist Attack	Flood
• _____	• _____
• _____	• _____
• _____	• _____

Gas Leak	Fire in a Baiding
• _____	• _____
• _____	• _____
• _____	• _____

Earthquake

- _____
- _____
- _____

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7.2 ORDEAL BY FIRE

Listen to this short incident and read along silently, Then, in a small group, take turns to read aloud one paragraph each.



I. LET'S READ

- On January 24, news-watchers on TV saw a fire engulf the Hotel Iconic in south Delhi. The nine-storey, five-star hotel was a newly-built luxurious hotel. Some people were reminded of similar scenes from the movie, "The Towering Inferno". But, for most people in India, the disaster that they were witnessing was unprecedented because of the scale of the fire.

ordeal: a very unpleasant and painful or difficult experience

engulf: to surround or to cover someone or something completely

unprecedented: something that has never happened, been done or been known before

mounted: gone up

succumbed: die or suffer badly from an illness (here, burns and smoke inhalation)

monolith: (here) a large single vertical block of or tower of stone

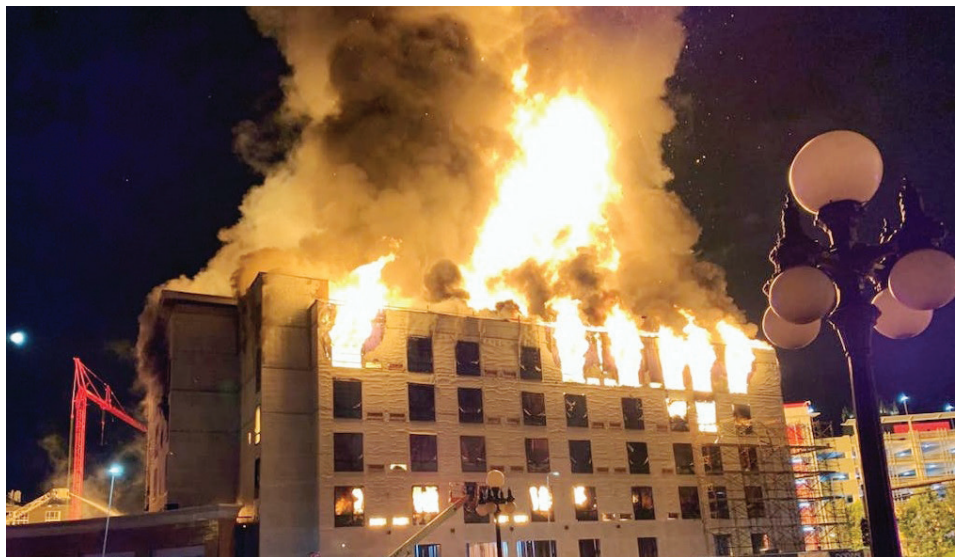
stringing: to put a series of small objects together

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2. Within a few hours, the lower half of Hotel Iconic had been reduced to a soot-covered, blackened shell. The casualty count had mounted to 37 dead and 46 injured and was likely to rise as some of the seriously injured succumbed to their burns.
3. The guests of the hotel included Indian businessmen, foreign tourists and employees of a multi-national company who were staying in the hotel to attend the Annual Sales Meet. Some of them became victims of a blaze that first began in the banquet hall and then consumed the lobby and the first three floors of the hotel. Several of the victims were the delegates attending the sales conference, who were attending a dinner on the first floor.



4. The panic-stricken guests of the Hotel were seen desperately trying to save their lives by trying to climb out of windows. They used long makeshift ropes made up by stringing together bed sheets and linen. However, this device brought instant death to some when the loosely-tied knots slipped and opened. Three persons jumped to their death from windows.
5. The first casualty of the fire was the lighting. The lights off and the stand-by generator in the basement never came on. As the hotel was plunged into darkness, panic spread. Though some of the guests woke up because they smelt the smoke, they groped about the hotel corridors trying to locate the fire escape. The doors leading to the fire escape were locked. In the dark the helpless guests could not locate the keys kept in glass cases along the corridor. Many of them were asphyxiated and died as the carbon monoxide in the smoke filled their lungs and bloodstream and overwhelmed the brain.

6. A fire service officer later remarked, “The hotel had no sprinklers. There was no separate power supply system for fire alarms. There was no internal public address system to tell the inmates what precautions to take”. Firemen themselves were hampered by the lack of face-masks, ladders long enough to reach the top floors and cushioning nets on which they could have got people to jump.

blaze: a very large fire, especially a dangerous one

consumed: (here) destroy completely

panic-stricken: very frightened and worried about a situation, and therefore unable to think clearly or act reasonably

stringing: to put a series of small objects together

groped: felt with their hands, especially in order to find or move towards something when they could not see

asphyxiated: prevented from breathing until you become unconscious or die
overwhelmed: made ineffective

7. A lot of people could also have survived if they had received previous training in handling a fire emergency- something most Americans seemed to have learnt. The Americans attending the conference survived merely by sealing all the main points of entry for smoke and flames with wet linen and towels and getting into bath-tubs filled with water. They waited there till help came. “Most people could have survived if they just tried to breathe through wet towels or linen, or had they not made the error of opening windows and doors for an instant and then shutting them in panic, thus trapping the deadly smoke in the rooms,” a fireman said.

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INTEXT QUESTIONS 7.1

A. Based on your reading of the passage, choose the correct option to complete the statements. You must read aloud the questions and then select the answer.

1. The fire at the Hotel Iconic started
 - a. in the lobby.
 - b. in the third floor.
 - c. in the conference hall.
 - d. in the banquet hall.

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2. The floor/floors most affected by the fire were
 - a. the basement.
 - b. the ground floor.
 - c. the first three floors.
 - d. the top two floors.
3. The guests were panic-stricken because they
 - a. did not know where the fire escape was.
 - b. could not find the fire escape in the dark.
 - c. were not able to breathe because of the smoke.
 - d. they did not have ropes or ladders to escape.
4. Many of the casualties were a result of the victims
 - a. receiving severe burns because of the fire.
 - b. choking to death because of the smoke.
 - c. jumping to death from the top floors.
 - d. falling to death as people tried to escape from top floors.
5. The guests could not be warned about the fire as
 - a. firemen could not reach the rooms on the top floors.
 - b. the hotel did not have a fire alarm system.
 - c. the hotel did not have a public address system.
 - d. the telephone operator could not operate the public address system.
6. Firemen were not able to save some of the victims as they
 - a. had not received adequate training of fighting a fire in a multi-storey building.
 - b. did not have adequate equipment required for firefighting in a multi-storey building.
 - c. could not call the guests and tell them to jump down from the windows into the nets.
 - d. could not reach the top floors as the fire had spread to the stair-cases.



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7. Many lives could have been saved if the guests had been
 - a. staying on lower floors of the hotel.
 - b. staying on the top three floors of the hotel.
 - c. given training in what to do in case of a fire.
 - d. told to lie in bathtubs filled with water.

8. One of the lessons learnt from the fire at Hotel Iconic was that
 - a. multi-storey buildings are at a higher risk in case of fire.
 - b. hotel staff should be trained how to deal with emergencies.
 - c. all buildings must have adequate fire-fighting equipment.
 - d. everyone must receive adequate training in dealing with fire emergencies.

B. Read the passage carefully once again. Try to understand the gist or focus of each paragraph. Now write the paragraph number against the main idea given below.

Column-1	Column-2 Paragraph No.
a) Importance of public awareness in reducing risk of death or injury g) Hotel Iconic catches fire	
b) The number of casualties in the disaster	
c) Trapped victims struggled to find an escape route in the dark and choked to death	
d) Profile of the guests staying at the Hotel when the tragedy struck	
e) Though some guests made valiant efforts to escape the fire, not everyone could make it.	
f) The hotel's inadequate safety arrangements	
g) Hotel Iconic catches fire	

C. Think and Discuss

Discuss in groups the steps the Hotel management should have taken for

- a) preventing the fire
- b) reducing the casualties in case of a fire.

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II. PRONUNCIATION

A. Listen carefully to the words with a soft /th/ and hard /th/sound.



Hard /th/	Soft /th/
the	three
then	thin
this	thumb
there	thirsty
these	think

B. Say the picture names with the /th/ sound and write them in the correct column.

mouth	feather	mother	father
thread	throw	earth	weather
thick	thatch	them	brother

C. Listen carefully and repeat the following words that have the 'ng' sound. Note the difference in sound in some of the words. Circle the words where the 'ng' sound is different.



bang	rung	king	belong	ginger
hinge	fling	owing	anger	hunger
belong	fringe	change	bring	engage
tracking	building	engineer	helping	exchange

messenger	quadrangle	extinguish	challenge	engagement
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D. Listen carefully and repeat the following words that have the ‘ph’sound.



alphabet	elephant	dolphin	photograph	photographer
orphan	telephone	phonics	physics	photocopy
physical	atmosphere	physiotherapy	geography	microphone
sphere	pharmacy	earphone	pamphlet	catastrophe

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III. GRAMMAR

A sentence is a group of words that has at least one verb and makes complete sense. It begins with a capital letter and ends with a full stop, question mark or exclamation mark.

TYPES OF SENTENCES

A **Declarative Sentence** makes a statement. It ends with a full stop. (.) e.g., Shalabha needed to buy some groceries.

An **Interrogative Sentence** asks a question. It starts with a helping verb (Is, Am, Are, Was, Were, Do, Does, Did, Has, Have, Had) or question words (What, Where, When, Which, Who, Whom, How) and ends with a question mark. (?) e.g., Is it still raining?

An **Imperative Sentence** gives the reader an instruction, makes a request, or issues a command. It starts with a verb (e.g., Lie, Pick, Place etc.) and ends with a full stop. (.) e.g., Close the door please.

An **Exclamatory Sentence** expresses strong and sudden feelings or emotions. The exclamatory sentence starts with an interjection (a word used to convey or express sudden feelings and emotions) or a question word and ends with an exclamation mark (!). e.g., What a beautiful day!



Read aloud the sentences given below. Write whether they are Declarative (D), Interrogative (I), Imperative (IS) or Exclamatory (E).

1. Yuckk! This soup tastes horrible! _____
2. What are you doing in the evening? _____

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3. Give me a glass of water. _____
4. Hurrah! We won! _____
5. Put the books on the table. _____
6. The snake bit Shalabha on her foot. _____
7. This puzzle is so difficult that I am not able to solve it. _____
8. What a difficult puzzle! _____
9. Drinking dirty water can make you sick. _____
10. Drink clean water. _____
11. How long have you known the Chairman of the company? _____
12. Finish your dinner quickly. _____

IV. WRITING

Writing a Dialogue

A dialogue is a conversation between two or more speakers.

How people speak depends on several factors like

- The purpose of the conversation
- Their age(s) and their relationship with each other.

Dialogue must be realistic and effective. It must mimic spoken speech and flow naturally. Care must be taken to ensure the language used by the speakers is suitable to their age, position/job, appearance, setting, actions, or thoughts.

Some tips! If you are talking to a senior, stick to the purpose. Avoid talking about anything trivial or unnecessary. Keep it brief and meaningful. Avoid lengthy greetings or unnecessary details. However, remember to highlight even a small incident that is relevant.

ACTIVITY 7.1

You have read and enacted a First-Person Report presented by a Responder as he briefs the Senior Officer about certain events in Lesson 5: Rage of the Rain. Now write a similar report.

Inspector Raj Kumar from the Delhi Fire Services presents his report to the Chief Fire Officer about the fire at Hotel Iconic. Complete the dialogue between the them using

the given hints and information from the passage you read.

Inspector Raj Kumar: Good Morning Sir.

Chief Fire Officer: Good Morning. _____?
(inquiring about the incidents of the night)

Inspector Raj Kumar: Sir, there _____
(unfortunate incident of fire) _____ (location). The
incident resulted in _____ (casualties). We received the
call regarding the fire at 00:24am. At once, six fire tenders were dispatched to the scene.
We reached the scene _____ (time taken). We
also requested for an additional 4 fire tenders from Gurugram.

Chief Fire Officer: _____?

Inspector Raj Kumar: The fire _____ (origin)
and spread to _____.

Chief Fire Officer: _____?
(cause of casualties)

Inspector Raj Kumar: _____
(few suffered burns; mostly asphyxiation). _____
_____ (jumped to save themselves). _____
_____ (injuries).

Chief Fire Officer: _____?

Inspector Raj Kumar: The problems arose due to _____
_____ (inadequate fire safety precautions) _____
_____ (electricity failure).

Chief Fire Officer: _____?

Inspector Raj Kumar: We should get _____ and
_____. We
also need to provide more awareness about what people must do in case of fire.

Chief Fire Officer: That's a good idea. Let's start Awareness Programmes in offices,
educational institutes schools and residential colonies.

Inspector Raj Kumar: Yes Sir. We could also put up posters for awareness.

V. SPEAKING

Working with your partner enact the dialogue that you have written.

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7.2 "IT WAS FOR MY FAMILY"

Read the following story silently at first and then aloud.

I. READING

The rain was incessant. Shalabha was getting worried. Rations were running low. She would have to go out and get some groceries, or the children would have nothing to eat. She called out to her daughter, "Shree, I'm going to get some daal, rice and aata. Look after Vidhu while I'm gone. Baba will be home soon."

incessant: without a stop



As she walked down the flooded street, Shalabha felt a sharp pain in the small toe of her right foot. She lifted her leg and saw a Chandrobora, a brownish snake with dark brown circular marks dangling from her foot. She kicked it away, slamming the reptile against the wall of a nearby building. Seconds later, she felt excruciating pain. It started in her toe and swiftly moved to her ankle, calf, knee and, finally, her thigh.

Shalabha's leg buckled and she fell to the ground, screaming. The families from neighbouring houses heard her screams. They rushed to pick her up and take her to the hospital nearby.

Within minutes of reaching the hospital, Shalabha's leg started swelling and the pain became even worse. Shalabha had been bitten by a Russell's viper. Their bites can be serious, leading to swelling, pain, skin discoloration, blistering, haemorrhaging and the death of cells in tissues and organs. This, in turn, can require limb amputation.

The hospital staff saw at once Shalabha was serious. Her leg was so swollen that her slipperno longer fit her foot. Theygave her first aid but

Dangling: hanging by holding on to something

Excruciating: agonising; very severe

Buckled: (here) bent; gave way

Blistering: leading to blisters on the skin

Haemorrhaging: excessive bleeding

Amputation: the cutting off of a part of the body

Tourniquet: a strip of cloth that is tied tightly around an injured arm or leg to stop it bleeding. (here) to stop spreading of venom.

Shalabha needed antivenom, and fast. Unfortunately, the hospital did not have the right type of antivenom on hand.



“You should have tied a tourniquet around her leg at once,” the doctor told the men who had brought Shalabha to the hospital. “Snake venom doesn’t stay at the site of a bite—it floods into surrounding tissues, where it can start to destroy cells and affect the blood’s ability to clot. If the venom has travelled to her brain she may not survive.”

Recalls: remembers

Administered: given

Broke down: was unable to control his feelings and started to cry

Hobbles: walks in an awkward way, because her feet and legs are injured

Shalabha couldn’t speak but was so worried about my family,” she recalls. “It was then that I realised I had to survive for my family.” She managed to convey her worry to her neighbours who had carried her in to the hospital. They assured they would inform her husband and take care of

her children.

Shalabha had to be transported at once to a large hospital where antivenom was administered over twelve hours. When her husband was told Shalabha may only have six to eight hours more to live, he broke down. However, the ambulance driver drove them to fast the hospital and this saved her life. Shalabha’s wound from the bite will need many years of tending and care.

Her husband, Debu has become her doctor. He has learnt how to clean and dress her wound, a daily ritual. Shalabha hobbles around the house, in constant pain, as she struggles with the household chores.

ACTIVITY 7.2

Number the events of the incident of the snakebite in correct order.

Five months later, Shalabha’s wound still has not healed and she hobbles around the house doing her chores.	8
She is given antivenom in large doses. Her life is saved.	6
The doctors fear for Shalabha’s life.	5
Some people hear her cries and rush her to a nearby hospital.	3

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All the doctors who were in the hospital worked hard to save Shalabha's life.

A. Read the sentences given below. Circle the Subject and underline the Predicate.

1. A Chinese Empress was drinking tea about five thousand years ago.
2. She dipped the cocoon of a silk worm into the tea out of curiosity.
3. The Empress learnt to unwind the fine thread of silk of which it was composed.
4. A French man found out how to produce a silk filament which we now call artificial silk from the crushed leaves of the mulberry tree on which the silk worm feeds nearly five thousand years later.
5. Scientists followed his example and many more fibres were produced.
6. All of these fabrics had some natural organic material, such as cellulose, casein etc. as a starting point.
7. Humans have succeeded in synthesizing new fibres from inorganic materials in the last twenty-five years.
8. Fibres manufactured in factories using chemical synthesis are also known as synthetic or man-made fibres.
9. Synthetic or man – made fibres can easily be distinguished from natural fibres, such as silk, cotton and wool.
10. Nylon heads the growing list of new fibres that have made their appearance in the textile market.

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7.3 THE COVID PANDEMIC

I. LISTENING

Coronavirus (or COVID-19) was a part of our lives since March 2020. A large number of people all over the world were infected with the disease, making it into a pandemic. Personnel of the National Disaster Response Force helped health workers contain the Covid-19 virus outbreak.



Listen to some COVID survivors speak about their experience and their advice. Then complete the table given below.

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24-year-old Monalisa Basu is a Covid-19 survivor from Kolkata, West Bengal. A postgraduate management student at the Carnegie Mellon University, Pittsburgh, Monalisa had to spend two weeks in a quarantine facility after her return. Speaking to media, Monalisa said, “I spent my time in the quarantine facility watching movies. The doctors at the hospital were really kind. They frequently visited me and motivated me. There is no need to panic at all. Stay healthy, eat healthy, maintain good hygiene. It is a serious and deadly virus, so take adequate precautions.”

Paragraph 2

Forty-five-year-old Ambalika Vashishta developed symptoms of corona virus –Fever with chills, and a difficulty in breathing – 8 days after her return from Nepal. Her doctor at AIIMS, Patna, advised Ambalika to get admitted. She spent 11 days in an isolation ward. “It was really lonely in the isolation ward,” said Ambalika. “The doctors would talk to me from the door. Though they were right in doing so, it made me feel bad. My message is: don’t panic. This virus can be conquered. I have done it.”

Paragraph 3

Rajiv Malik, of Ludhiana, is pursuing Masters in Computer Science in Melbourne. He returned to India once lockdown was declared in Melbourne. He was asymptomatic at the airport during thermal screening, so he was allowed to travel to Patna. “I travelled to India with a planeload of people. So I decided to get a Corona test. I tested positive for the coronavirus. But I did not lose heart. I was determined to fight this battle and therefore I kept my will power strong,” says the corona virus survivor. “That is my secret of recovery,” he adds.

Paragraph 4

Another survivor, Sumati Singh from Ahmedabad in Gujarat, spoke about her experience as a coronavirus patient. “When I got dry cough and fever two days after my return from Finland, I thought my body was reacting to a change in weather. But I took no chances and went to a civil hospital without any delay,” she said. “I am fine now.”

Name of survivor	Belongs to	Came from	Symptoms	Advice received/ given
Monalisa Basu	a) _____	b) _____	_____	There is no need to panic at all. c) _____ d) _____ e) _____
f) _____ _____	Patna	Nepal	g) _____ _____ h) _____	Don't panic. Corona can be conquered.
i) _____ _____	Ludhiana	Melbourne	_____	j) _____
Sumati Singh	Ahmedabad	k) _____	l) _____ ----- m) _____ _____	One must take no chances and go to a civil hospital without any delay

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II. WRITING

Designing an Awareness poster

The purpose of an Awareness Posters is to provide the general public with some important information that is of special interest to them. These posters could be in the form of large hoardings to be put up on walls, or the size of the handbills to be displayed on the notice board etc. Since they are designed to inform and educate people about what to do in certain given situations, they must be

- captivating
- attractive, and
- persuasive

While designing a poster it is essential to keep in mind the following points.

- keep your message simple and brief
- express the message in clear terms
- Use visuals/pictures to clarify the message and to create interest.

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A poster has certain important features. These include:

1. **Content**
 - The theme/subject must be clear
 - Add description/details related to the theme
 - Names, i.e., issuing authority, organizers, must be mentioned
2. **Expression**
 - Use appropriate language- simple and easy to understand
 - Use imperative sentences
3. **Layout**
 - make it visually attractive
 - Add a catchy title/jingle
 - Build in a sketch or simple visuals to bring clarity

SAMPLE POSTER

Jingle ←	Catch water where it falls
Visual ←	
Message	<p>Every bore well will eventually go dry, some sooner, some later if not recharged.</p> <p>Rainwater Harvesting</p> <p>Capture rainwater when it rains, store that water and use it later.</p>
Issuing Authority	<p>Rainwater harvesting could provide up to half of your total water consumption!</p>

7.4 THEY LIVED TO TELL THE TALE

In a disaster, there is danger of death or physical injury. People may also lose their home, possessions and community. Disasters also have a deep impact on the psychological health of adults and children.

Natural disasters not only cause death and destruction, they also cause Post Traumatic Stress Disorder (PTSD), an emotional and psychological reaction to trauma. Experts say that the devastating effects from post-disaster trauma can linger long after the relief and rebuilding efforts; research has shown that as many as 25% of people directly or indirectly affected by high-impact disasters could be diagnosed with symptoms of PTSD.

I. Discuss in your groups

- a. Have you come across survivors with these symptoms in a relief camp?
- b. How did you deal with them?
- c. What are the things that bother you after a critical incident?
- d. Have you/your colleague suffered from emotional issues after a critical incident?
- e. How was the issue addressed?

II. Vocabulary

- A. There are certain medical conditions that you may encounter as a first responder to a critical situation. Listen to the pronunciation of the words in Column A and their meanings carefully. Repeat the words.



Words	Definitions
abrasion	an open wound caused by scraping, rubbing or shearing away of the epidermis.
avulsion	an open wound that is characterised by a torn flap of skin or soft tissue that is either still attached to the body or pulled off completely..
crushing injury	an open or closed injury to soft tissues and underlying organs that is the result of a sudden blow or a blunt force that has a crushing impact.

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cyanosis	bluish discoloration of the skin and mucous membrane – a sign that body tissues are not receiving enough oxygen
hematoma	a collection of blood beneath the skin
hyperventilation	rapid breathing common to diseases such as asthma and pulmonary oedema. common in anxiety-induced states.
labour	the term used to describe the process of childbirth.
palpitations	a sensation of abnormal rapid throbbing or fluttering of the heart.
respiratory distress	shortness of breath or a feeling of air hunger and laboured breathing.
shock	a life-threatening progressive condition that results from the inadequate delivery of oxygenated blood throughout the body.
unresponsive	unconscious, not acting or moving in response to stimuli
wheals	itchy, raised, round marks on the skin that are red around the edges and white at the centre.

B. Given below is a list of certain emergency procedures to be performed by a first responder. Listen to the pronunciation of the procedures and their meaning carefully. Repeat the words.



Words	Definitions
Auscultation	A method of examination that involves listening for signs of injury or illness.
Cross-finger Technique	A method of opening a patient’s clenched jaw.
Finger Sweep	A technique in which a finger is used to remove a foreign object from the mouth.
Head-Tilt/Chin-Lift Manoeuvre	A manual technique used to open the airway of an uninjured person.
Heimlich Manoeuvre	A technique used to dislodge and expel a foreign body airway obstruction. Also called subdiaphragmatic abdominal thrusts and abdominal thrusts
Jaw-thrust Manoeuvre	A manual technique used to open the airway of an unresponsive patient who is injured, especially with suspected spinal or neck injury.
Manual Traction	Applying a pulling force to a body part in order to align it.
Mouth-to-Barrier Device Ventilation	A technique of artificial ventilation that involves the use of a barrier device, such as a face shield, to blow air into the mouth of a patient.

Packaging	Getting the patient ready to be moved and includes procedures such as stabilising impaled objects and immobilising injured limbs.
Palmar Surface Method	A method used to estimate the percent of body surface involved in a burn injury.
Spinal Precautions	Methods used to protect the spine from further injury, in EMS, this usually consists of manually stabilising the patient's head and neck until the patient is completely immobilised.
Tongue-jaw Lift	A technique used to draw the tongue away from the back of the throat and away from a foreign body that may be lodged there.

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III. GRAMMAR

Inverted Questions

In a declarative sentence, the word order is subject + verb + object.

However, in an interrogative sentence the auxiliary verb goes before the subject. This is called inversion.

Study the examples given below.

Declarative Sentences	Interrogative Sentences
Nalini is working in the Triage these days.	Is Nalini working in the Triage these days.?
You are interested in going to the Kerala.	Are you interested in going to Kerala?
Rajiv was singing at the party.	Was Rajiv singing at the party?
Our battalion has reached the site of disaster.	Has our battalion reached the site of disaster?
Altaf can swim underwater.	Can Altaf swim underwater?
The 3rd Battalion has been deployed at Binaguri.	Has the 3rd Battalion been deployed at Binaguri?

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NOTE: Only the first auxiliary verb goes before the subject. The remaining part of the verb goes after the subject.

For verbs in the present simple, we use the auxiliary verb ‘do/does’ in the question and the base form of the verb.

He goes for a long walk every day.	Does he go for a long walk every day?
They work in the Emergency Room.	Do they work in the Emergency Room?

For verbs in the past simple, we use the auxiliary verb ‘did’ in the question and the base form of the verb.

Madan Singh bought Sunil’s motorcycle.	Did Madan Singh buy Sunil’s motorcycle?
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INTEXT QUESTIONS 7.3

I. Rewrite the following declarative sentences as questions.

1. Your brother is going to America.
2. We will catch the train if we hurry.
3. The new recruits are expected to arrive from Patna tomorrow.
4. The Chief Minister visited the place where the tragedy took place.
5. Shah Rukh Khan won the Best Actor’s Award.
6. She has lost the watch that I had given her.
7. All dogs like bones.
8. He went to Delhi to consult a doctor.
9. He is so weak that he cannot walk.
10. The sun shines for 6 months in Norway.



ANSWERS TO INTEXT QUESTIONS AND ACTIVITIES

7.1 WARM UP

Terrorist Attack	Fractures bullet injuries bleeding shock entombed victim
------------------	--

Flood	Drowning shock breathlessness snakebite entombed victim
Gas Leak	burn injuries shock blunt trauma inhalation injuries evisceration
Fire in a Building	burn injuries shock blunt trauma inhalation injuries evisceration
Earthquake	bleeding crushing injury spinal injury blunt trauma shock breathlessness

When Disaster Strikes: Medical Emergencies



Notes

Intext Questions 7.1

A.

1. 1. d.
2. 2. c.
3. 3. b.
4. 4. b.
5. 5. c.
6. 6. b.
7. 7. c.
8. 8. d.

B. **Match the paragraphs with the main idea they address.**

Idea Paragraphs

When Disaster Strikes: Medical Emergencies



Notes

- (a) 7
- (b) 4
- (c) 5
- (d) 6
- (e) 3
- (f) 2
- (g) 1

Intext Questions 7.2

EXPECTED ANSWERS Write whether they are Declarative (D), Interrogative (I), Imperative (IS) or Exclamatory (E).

- | | |
|--|----|
| 1. Yuckk! This soup tastes horrible! | E |
| 2. What are you doing in the evening? | I |
| 3. Give me a glass of water. | IS |
| 4. Hurrah! We won! | E |
| 5. Put the books on the table. | IS |
| 6. The snake bit Shalabha on her foot. | D |
| 7. This puzzle is so difficult that I am not able to solve it. | D |
| 8. What a difficult puzzle! | E |
| 9. Drinking dirty water can make you sick. | D |
| 10. Drink clean water. | IS |
| 11. How long have you known the Chairman of the company? | I |
| 12. Finish your dinner quickly. | IS |

ACTIVITY 7.1

Five months later, Shalabha’s wound still has not healed and she hobbles around the house doing her chores.	8
She is given antivenom in large doses. Her life is saved.	6
The doctors fear for Shalabha’s life.	5
Some people hear her cries and rush her to a nearby hospital.	3

She is given first aid, but as the hospital does not have the required antivenom, she has to be rushed to a city hospital.	4
She accidentally steps on a viper and is bitten by it.	2
Shalabha goes out to the grocery store to buy some provisions.	1
Her wound is serious and may need to be cleaned and bandaged for years.	7

When Disaster Strikes: Medical Emergencies



Notes

II. GRAMMAR- SUBJECT AND PREDICATE

A. EXPECTED ANSWERS. Circle the Subject and underline the Predicate

1. A Chinese Empress was drinking tea about five thousand years ago.
2. She dipped the cocoon of a silk worm into the tea out of curiosity.
3. The Empress learnt to unwind the fine thread of silk of which it was composed.
4. A French man found out how to produce a silk filament which we now call artificial silk from the crushed leaves of the mulberry tree on which the silk worm feeds nearly five thousand years later.
5. Scientists followed his example and many more fibres were produced.
6. All of these fabrics had some natural organic material, such as cellulose, casein etc. as a starting point.
7. Humans havesucceededin synthesizing new fibers from inorganic materials in the last twenty-five years.
8. Fibres manufactured in factories using chemical synthesis are also known as synthetic or man-made fibres.
9. Synthetic or man – made fibres can easily be distinguished from natural fibres, such as silk, cotton and wool.
10. Nylon heads the growing list of new fibres that have made their appearance in the textile market.

7.3 THE COVID PANDEMIC

I. LISTENING

Listen to some COVID survivors speak about their experience and their advice and complete the table given below.

When Disaster Strikes: Medical Emergencies



Notes

Name of survivor	Belongs to	Came from	Symptoms	Advice
Monalisa Basu	a) <u>Kolkata</u>	b) <u>Pittsburgh</u>	--	There is no need to panic at all. c) <u>Stay healthy</u> d) <u>eat healthily</u> e) <u>maintain good hygiene.</u>
f) <u>Ambalika Vashishta</u>	Patna	Nepal	g) <u>fever with chills.</u> h) <u>a difficulty in breathing</u>	Don't panic. Corona can be conquered.
i) <u>Rajiv Malik</u>	Ludhiana	Melbourne	--	j) <u>One must keep one's willpower high.</u>
Sumati Singh	Ahmedabad	k) <u>Finland</u>	l) <u>dry cough</u> m) <u>fever</u>	One must take no chances and go to a civil hospital without any delay

Intext Questions 7.3

1. Is your brother going to America?
2. Will we catch the train if we hurry?
3. Are the new recruits expected to arrive from Patna tommorrow?
4. Did the Chief Minister visit the place?
5. Did Shah Rukh Khan win the best actor's awards?
6. Did she lose the watch I had given her?
7. Do dogs like bones?
8. Did go to Delhi to consult a doctor?
9. Is he so weak that he case not walk?
10. Does the sun shine for 6 months in Norway?