

Listening.
A Split Second That Changed Everything

EXERCISE 1.

Listen to the text carefully. For questions 1–6, choose the best answer (A, B, C or D). Base your answers on what the text suggests rather than only on what it states directly.

1 Why did Emma advise Daniel not to stand up immediately after the accident?

A. She was certain that he had broken his ankle.
B. She wanted to prevent possible further injury.
C. She believed that he had lost consciousness.
D. She was waiting for Oliver to examine his wounds.

2 What can be inferred from Oliver's behaviour at the scene?

A. He was confident that Daniel's injuries were minor.
B. He preferred treating injuries without professional assistance.
C. He understood the importance of recognising potential risks.
D. He had previously dealt with several cycling accidents.

3 Why was Daniel's inability to remember the accident significant?

A. It proved that he had suffered a serious head injury.
B. It suggested that his wrist injury was more severe than expected.
C. It explained why he could not identify the branch.
D. It meant that a possible head injury needed to be considered.

4 What does Daniel's attempt to joke suggest about his attitude?

A. He was trying to make a frightening situation feel less serious.
B. He was completely unaware of the pain caused by his injuries.
C. He believed that his friends were overreacting unnecessarily.
D. He wanted to discourage his friends from calling an ambulance.

5 What does Emma's final message suggest about her relationship with Daniel?

A. She still blamed him for ruining the cycling trip.
B. She believed that his injuries were entirely his own fault.
C. She could express concern through friendly humour.
D. She wanted him to stop cycling permanently.

6 Which statement best reflects the main message of the story?

A. Outdoor activities should be avoided unless medical professionals are present.
B. Basic first aid knowledge can help people respond effectively to unexpected emergencies.
C. The most important skill in an emergency is identifying the exact injury.
D. Serious accidents usually happen because people ignore safety instructions.

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EXERCISE 2.

Match the words and expressions from the text (1–8) with their meanings (A–J). There are TWO extra meanings you do not need to use.

1. A fractured wrist ☐
2. A sprained ankle ☐
3. A clean dressing ☐
4. Apply pressure ☐
5. Put your foot in it ☐
6. Pull someone's leg ☐
7. Give someone a hand ☐
8. Laugh your head off ☐

Meanings

A. To make a mistake by saying something embarrassing or inappropriate.

B. An injury in which a bone is broken.

C. To support an injured joint by moving it repeatedly.

D. To be extremely amused by something.

E. To press firmly on a wound to help control bleeding.

F. An injury involving damage to the ligaments around a joint.

G. To help somebody with a task or in a difficult situation.

H. A feeling of being unable to breathe normally.

I. A piece of clean material used to cover a wound.

J. To make somebody believe something that is not true as a joke.



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EXERCISE 3.

Read each situation carefully. Choose the most appropriate response (A, B, C or D), based on the story and basic first aid principles.

1 During a school sports event, a student falls and complains of severe ankle pain. The ankle begins to swell, but the student insists on walking to the changing room.

What is the most appropriate response?



- **A** Encourage the student to walk slowly to test whether the ankle is broken.
- **B** Massage the ankle to improve blood circulation.
- **C** Ask the student to avoid putting weight on the injured ankle and seek appropriate assistance.
- **D** Tell the student that swelling is normal and will disappear without treatment.

2 A cyclist falls, appears conscious and says they cannot remember exactly what happened. There are no visible injuries to the head.

What should their friends do?



- **A** Take the possibility of a head injury seriously and seek emergency medical advice.
- **B** Assume there is no head injury because the cyclist can speak clearly.
- **C** Ask the cyclist to stand up and walk to check their balance.
- **D** Give the cyclist something to drink and allow them to continue cycling.

3 While helping a friend who has a bleeding cut on their forearm, you notice that the blood is soaking through the dressing.

What should you do?



- **A** Remove the original dressing repeatedly to check whether the bleeding has stopped.
- **B** Wash the wound continuously: until no blood is visible.
- **C** Ask your friend to move the arm as much as possible.
- **D** Maintain firm direct pressure, add another dressing if needed, and seek urgent help if bleeding is severe or uncontrolled.

4 A student says, 'I'm fine," after falling, but several minutes later becomes dizzy and unusually confused.

What is the best interpretation of the situation?



- **A** The student is probably exaggerating to attract attention.
- **B** The symptoms may indicate a serious problem requiring urgent medical attention.
- **C** The student simply needs to rest alone until the symptoms disappear.
- **D** The symptoms prove that the student has fractured a bone.

5 After witnessing an accident, a student says, "I don't know enough first aid to do anything useful."

Which response best reflects the lesson of the story?



- **A** Only people with prcofessional medical qualifications should respond to emergencies.
- **B** Helping an injured person always involves physically moving them to a safer place.
- **C** Staying calm, calling for help and following emergency instructions can already make a difference.
- **D** The best approach is to wait for someone else to decide wiat to do.

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