Title: First Aid in the Office

Objective: By the end of the lesson, students will be able to understand and use vocabulary related to first aid in an office setting, identify key grammar points, comprehend a written passage and an audio conversation about first aid, and answer questions related to the topic.

Level: Intermediate to Advanced

Duration: 90 minutes

Materials:

1. Whiteboard and markers
2. Handouts with the reading passage and comprehension questions
3. Audio clip or script for listening comprehension
4. First aid visuals (optional)

Introduction (15 minutes):

1. Begin with a discussion about the importance of first aid in the workplace. Ask students if they have any prior knowledge or experience with first aid.
2. Write key vocabulary on the board: first aid, CPR, bandage, wound, injury, unconscious, emergency, etc.
3. Introduce the grammar point: imperatives for giving first aid instructions (e.g., "Call for help!", "Apply pressure to the wound," etc.).

Listening Comprehension (15 minutes):

1. Play the audio clip or read a script of a conversation related to first aid in the office.
2. Provide students with a set of listening comprehension questions.
3. Discuss the answers as a class.

Conclusion (10 minutes):

1. Summarize the key points of the lesson.
2. Encourage students to share any personal experiences or thoughts related to first aid in the workplace.
3. Assign homework or additional activities for further practice if time allows.

Note: Adapt the lesson plan based on the specific needs and proficiency level of your students. Consider incorporating multimedia resources or guest speakers with expertise in first aid if available.

Vocabulary and Grammar Practice (20 minutes):

Grammar: Procedural grammar – Imperative (First of all, after that, next etc. + Imperative)

1. Conduct vocabulary exercises, such as matching words to their meanings, using the new words in sentences, or role-playing first aid scenarios.
2. Practice imperatives with first aid instructions. Divide students into pairs and have them create mini-dialogues using the imperative form.

Role Play (10 minutes)

1. Put students in pairs.

2. Pass out role play slips and explain what to do

3. Have students act out the roles and take notes of any grammar and vocab errors.

4. Correction

Reading Comprehension (20 minutes):

1. Distribute the reading passage about a first aid scenario in the office.
2. Have students read the passage individually or in pairs and complete the sentences.
3. Check answers

Reading Exercise: "The Office CPR Scene"

**Read the passage about the CPR scene from "The Office" and fill in the blanks with the missing words provided below.**

In a recent CPR training session at Dunder Mifflin, Michael Scott, the regional manager, decided to take charge of the \_\_\_\_\_\_\_\_\_\_\_\_\_, much to the surprise of the employees. He wanted to demonstrate the proper technique for chest \_\_\_\_\_\_\_\_\_\_\_\_\_.

However, the day took an \_\_\_\_\_\_\_\_\_\_\_\_\_ when Dwight Schrute, an ambitious salesman, decided to \_\_\_\_\_\_\_\_\_\_\_\_\_ to the chaos by adding his own twists to the CPR \_\_\_\_\_\_\_\_\_\_\_\_\_. As a result, the entire office was soon in disarray.

Despite the \_\_\_\_\_\_\_\_\_\_\_\_\_, the employees managed to learn a valuable lesson about workplace safety. The incident prompted the office manager to discuss new safety measures, and the team collectively decided to review the CPR \_\_\_\_\_\_\_\_\_\_\_\_\_ to avoid similar situations in the future.

Missing Words:

CPR

Compression

Unexpected turn of events

Contribute

Resolution

Procedure

Answers:

In a recent CPR training session at Dunder Mifflin, Michael Scott, the regional manager, decided to take charge of the procedure, much to the surprise of the employees. He wanted to demonstrate the proper technique for chest compressions.

However, the day took an unexpected turn of events when Dwight Schrute, an ambitious salesman, decided to contribute to the chaos by adding his own twists to the CPR procedure. As a result, the entire office was soon in disarray.

Despite the unexpected turn of events, the employees managed to learn a valuable lesson about workplace safety. The incident prompted the office manager to discuss new safety measures, and the team collectively decided to review the CPR procedure to avoid similar situations in the future.

Role Plays

Student A – You are the emergency services. Somebody rings you to report an accident.
Listen to them and give them advice. Use the vocabulary and grammar.

Student B – Someone has just had a heart attack. Ring the emergency services and explain the situation. Use the vocabulary we learned.

Student A – You are the emergency services. Somebody rings you to report an accident.
Listen to them and give them advice. Use the vocabulary and grammar.

Student B – Someone has just had a heart attack. Ring the emergency services and explain the situation. Use the vocabulary we learned.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student A – You are the emergency services. Somebody rings you to report an accident.
Listen to them and give them advice. Use the vocabulary and grammar.

Student B – Someone has just had a heart attack. Ring the emergency services and explain the situation. Use the vocabulary we learned.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student A – You are the emergency services. Somebody rings you to report an accident.
Listen to them and give them advice. Use the vocabulary and grammar.

Student B – Someone has just had a heart attack. Ring the emergency services and explain the situation. Use the vocabulary we learned.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student A – You are the emergency services. Somebody rings you to report an accident.
Listen to them and give them advice. Use the vocabulary and grammar.

Student B – Someone has just had a heart attack. Ring the emergency services and explain the situation. Use the vocabulary we learned.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student A – You are the emergency services. Somebody rings you to report an accident.
Listen to them and give them advice. Use the vocabulary and grammar.

Student B – Someone has just had a heart attack. Ring the emergency services and explain the situation. Use the vocabulary we learned.

Top of Form