

Lesson Plan:

Writing an incident report

LEVEL	TIME	TOPIC
Intermediate (B1/B2)	60 minutes	Writing an incident report

Objectives

By the end of the lesson, students will be able to record an event chronologically using observable facts. They will also use evidence from the supplied material and appropriate language to explain a choice or qualify a claim.

Materials

Whiteboard, pens, and paper. Copy or display the supplied model and practice details; hide partner-only details until checking. All sample data are fictional.

Warm-Up Activity (8 minutes)

Activity: Compare I saw water with Someone carelessly spilled water. Ask which is supported.

Presentation (15 minutes)

Teach time, place, people involved, observed sequence, immediate response, and follow-up. Separate direct observation from inference; use no real personal details.

Language support: chronologically, observed, reported, unknown; at, then, afterward; I saw...; I did not see... Separate firsthand observation from attributed information.

Worked model / source: At 10:20 a.m., I saw water near the entrance. I placed a warning sign at 10:22 and informed the supervisor at 10:25. A cleaner arrived at 10:30. I did not see how the water got there.

Time	Witness observation / response
10:20	Water seen near entrance
10:22	Warning sign placed
10:25	Supervisor informed
10:30	Cleaner arrived

Guided Practice (15 minutes)

Activity: Reorder 10:30 cleaner / 10:20 water / 10:25 supervisor / 10:22 sign. Remove careless employee caused it and Everyone was injured.

Suggested answers / teacher notes: Correct sequence follows times. Neither cause nor injuries are recorded. Retain only supported observations or clearly attributed reports.

Procedure: Complete the first item together. Partners attempt the remaining items before seeing the notes. Ask them to explain a correction, then rehearse the corrected version.

Independent Practice (17 minutes)

Task: New card: 2:05 box blocking hallway; 2:07 staff moved it; 2:10 manager informed; colleague said delivery arrived 2:00; writer did not see delivery. Write 90-110 words using time/place/sequence/response/follow-up fields.

Success check: Check chronology and attribution: A colleague reported..., not I saw the delivery. Do not invent injury, blame, or cause.

Support and challenge: Offer the target phrase frames during planning. For a challenge, ask learners to justify a wording choice, consider a different audience, or identify a limitation without adding unsupported information.

Wrap-Up / Review (5 minutes)

Review: Ask students to rewrite one speculative sentence as a qualified account.

Ask learners to explain their response using the model or practice material. Revisit one shared difficulty before collecting the final work.

Homework (Optional)

Rewrite a speculative report sentence as an observable fact or a qualified statement.

Follow-up: Use the supplied model as a reference. Bring the response back for a brief partner check against the lesson objective; correct one detail or language choice before submitting it.