



Reporting an accident

Skills and curriculum references

Sc/E3.3b	Ask questions to obtain personal or factual information
Sc/E3.3c	Ask for directions, instructions or explanation
Sc/E3.4a	Express clearly statements of fact
Sc/E3.4c	Give an account/narrate events in the past
Wt/E3.2a	Structure main points of writing in short paragraphs
Wt/E3.3a	Show sequence through the use of discourse markers and conjunctions
Ws/E3.2a	Use basic sentence grammar accurately
Ww/E3.1a	Apply knowledge of spelling to a wide range of common words and special-interest vocabulary
Ww/E3.2a	Recognise the importance of legible handwriting

This unit is aimed at Entry 3 learners. For extension and differentiation activities, the following curriculum reference may also apply:

Wt/E3.4a Proof-read to check for content and expression, on paper and on screen

Topic/function

Communicating information orally and in writing.

Rationale

Reports are often made at handovers or change of shifts, sometimes in writing, or sometimes orally. Learners occasionally have problems sequencing events and writing short factual reports. The use of the past continuous can also prove difficult for some learners. Others may have trouble writing neatly in a limited space on a form.

Grammar focus

This unit practises the use of the past simple and past continuous. The sequencing words 'first', 'then', 'next', 'after that', 'afterwards', 'finally', and 'last of all', may need to be introduced or revised.

Past simple

The past simple is used when one completed action follows another.

- 'I **made** the beds, then I **went** into the kitchen and **did** the washing up. After that, I **tidied** the living room.'

Past continuous

The past continuous (was/were and '-ing' form of the verb) is used to indicate a longer action that was continuing but had not been completed when it was interrupted:

- 'I **was washing** my hair when the phone rang.'
- 'They **were watching** television when someone knocked at the door.'

It is also used when two longer actions take place at the same time, or when describing a scene, as in these examples:

- 'He **was reading** the newspaper while she **was** out **shopping**.'
- 'The sun **was shining**. The woman **was standing** at the bus stop.'

List of materials

The following materials accompany this unit:

- Photocopiable learner's materials – pages 1.4–1.5.

Sequence of activities

Introduction

- 1 Ask learners whether they have ever seen, or had, an accident at home or at work. Ask learners to talk about their experiences. Encourage them to ask questions, clarify details and sequence more clearly.

If learners have problems with the past continuous and past simple, write relevant examples on the board, such as:

- 'I **was having** a bath when the phone **rang**.'
- 'I **was watching** television when someone **knocked** at the door.'

Use one colour to underline 'was having' and 'was watching' and use a different colour to underline 'rang' and 'knocked'. Ask the group whether anyone can explain the difference.

Refer to any experiences learners have already described, for example:

- 'She **fell** over when she **was running** for the bus.'

Practice exercise

- 2 Distribute copies of sheet A to learners. Set the scene.

Give three learners the roles of Sara, Jane and Sister. Use male or female names as appropriate. Read through the incident notes together. Check that learners understand what has happened by asking them to retell the story in the correct sequence, for example:

- 'First Mrs Brown went to the bathroom, then she slipped. After that, Sister gave her first aid and then she went to hospital.'

Ask learners specific questions, such as 'What was Sister doing when Jane came in?' Encourage them to use the past continuous in their descriptions.

Role play

- 3 Distribute copies of sheet B to learners. Look at the details of the scenario given. Ask learners to retell the story from the carer's viewpoint. Remind learners to use expressions such as:

- I **was cleaning/holding/talking/helping** when I **heard/saw/came**.

Reluctant or less-confident speakers may prefer to work in pairs, using the prompts given. With a more lively group, learners can take the part of the main participants (or other residents or members of staff), describing what they saw or heard. Write the prompts shown on page 1.5 on the board.

Writing a report

- 4 Move on to the final part of the sheet. Point out to learners that reports are short statements of fact. They are not emotive or judgemental, and should not contain hypothetical statements. They are written neatly, often in a limited space.

Learners should consider the sequence of events, the tenses used, and their own handwriting and spelling when writing the report. They might like to write a draft copy first, although in the work situation there may not be an opportunity to do so. Stress the importance of clear handwriting: you never know who may need to read the report.

Teachers may like to give a word limit.

Extension and differentiation

With more-able learners, teachers may like to explore more speaking and writing activities with the group:

Ask learners to practise telling another resident about an incident that has occurred.

Ask learners to use modal verbs to extend a dialogue from one of the exercises above, for example:

- 'She might be in hospital for three weeks.'
- 'She can't have broken her leg!'
- 'She must go to the doctor.'

Use question tags to practise word order and intonation, for example:

- 'She hasn't broken her leg, has she?'
- 'She slipped in the bath, didn't she?'
- 'She's all right now, isn't she?'

Ask learners to write a letter to a relative of a resident, informing them of an incident that recently occurred. Alternatively, ask them to write a car insurance claim form or an accident report for a different workplace, such as a kitchen, laundry room or garden.





Reporting an accident

Name _____

Mrs Brown broke her arm yesterday afternoon. Read the accident reports given by the care staff.

Time: 3.30 pm

Place: In the bathroom, next to room 16

Name: Sara

What happened: Mrs Brown was getting into the bath. As she was doing this, she slipped and hit her arm on the side of the bath. I was holding her, but when she slipped, she was too heavy. I couldn't hold her and I fell over. Jane came in and helped me get Mrs Brown out of the bath. We put her dressing gown on her and sat her down on the chair. Then Jane went to get Sister.

Time: 3.30 pm

Place: In the bathroom, next to room 16

Name: Jane

What happened: I was cleaning room 16 and could hear Sara and Mrs Brown talking. Then I heard a noise and a scream. I went into the room and saw Sara on the floor and Mrs Brown in the bath. Sarah and I helped Mrs Brown to stand up. We put her dressing gown on her, sat her down on the chair, and then I went to fetch Sister.

Time: 3.30 pm

Place: In the bathroom, next to room 16

Name: Sister

What happened: I was talking to Mr Jones when Jane came in. She told me Mrs Brown had had an accident. I went to the bathroom, helped Mrs Brown into a wheelchair, gave first aid and then called for an ambulance to take her to hospital.

Retell the story in the correct order to another member of your group. Use words like 'first', 'next' and 'after this' to describe the events.

