

## Writing Part 2 – Report

**Overview:** Moving from discussion to detailed language work to produce a controlled piece of communicative writing.

**General relevance:**

- Task-based writing
- Formal writing
- Expressing opinions in writing
- Using discussion to inform the content of writing

**Part of exam:** Advanced Writing Part 2

**Materials:** one copy of the worksheet per student, some images of people using different forms of transport (optional), a map of your city / the capital showing transport routes and links (optional)

**Time:** 45–90 minutes (can be divided into two lessons or can include homework)

## Procedure

1. Open up the topic by discussing transport. How do the students come to school / go to work? What pluses and minuses are there? If you have some images, this is when you can hand them around to encourage the discussion.
  2. As soon as there is enough interest in the topic, give out the worksheet, pointing students towards the exam task. Explain that this is the writing task that students will be working towards completing effectively and appropriately. Ask the students to identify the main aspects of the content requirements.
  3. Now point students towards Exercise 1 and put them in pairs or groups of three. They should discuss the different types of transport used in the area (you could have a class brainstorm to come up with as many forms of transport as possible, e.g. bus, tram, train, underground, cars, taxis, bicycles, etc). Tell them to discuss the advantages and disadvantages of each, and to make a note of their ideas in the table. The first one is provided as an example.
- You may wish to distribute transport maps of the area to help students get more specific ideas. You may also wish to inject points to keep the discussion up to speed – for example, you could suggest students take account of different age groups, visitors/tourists or make comparisons/contrasts with other areas that they know about.
4. Now ask students to look at Exercise 2. Tell them to reflect on and discuss what they know about how transport worked in the past in order to contrast that with the present. This should facilitate imagining the future. They should do this in the same groupings and way as the previous stage. You could help them by suggesting that they think about changing work patterns, population patterns, affluence, social attitudes and trends, etc. They can make notes on their ideas in the space provided.
  5. Point students towards Exercise 3. Ask them to tick the items they would expect to find in a report. Go through the answers as a class.

Teacher's notes

## KEY

Ticked items: 1, 2, 4, 5

6. Now they should use their notes and the model plan to write their reports based on the original exam task. They should keep to the word count, and write in an appropriate style. You may want to have them do this as homework.
7. The final stage is editing and improving the reports. Ask students to look at Exercise 4 and ask them to find the ten words that are missing. Discuss what the problem is in each case. Then get them to re-check each other's reports to see if there are any missing words. This might, according to your particular class, be followed by work on linking devices, conditionals or whatever other area of language you choose. In most cases, and especially if you have a monolingual class, you should be able to identify some specific 'problem areas' with writing that students have in common. In such cases, you could try to find some relevant published practice materials. Alternatively, you

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could devise some practice exercises yourself. Students should do these exercises in pairs and then go on to look at each other's work again in the light of the exercises they've just done.

## KEY

I believe that **there** should be a greater focus on **the** aspect of sustainability. Air quality is **a** vital part of city life and it mustn't **be** sacrificed just for **the** sake of convenience. We need **to** respond with energy and intelligence to the challenges we face **in** this regard. Meanwhile, it is just **as** important to ask ourselves why we are travelling around **so/this** often. Modern technology allows many jobs to be done at home and goods to be ordered **without** visiting shops.

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### Exam task

This is an extract from a letter you receive from a research company:

We are trying to establish an international perspective on transport issues and would be grateful to receive information from you in the form of a report.

Could you explain the transport situation in your area, outlining the advantages and disadvantages of each type of transport, and make recommendations for future developments, including how these might be achieved.

Write your report in about 250 words.

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Worksheet



## Writing Part 2 – Report

### Exercise 1

Type of transport	Advantages	Disadvantages
bus	cheap, better for the environment	crowded, slow

Worksheet

### Exercise 2

#### Model plan

Transport 100 years ago:

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Transport now:

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Transport in 50 years:

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Worksheet

### Exercise 3

Tick the items you agree with below.

A successful report contains:

1. a formal structure, with one idea per section
2. use of headings and, usually, bullets
3. lots of technical language
4. formal language, for example the passive
5. lots of information/examples/facts to illustrate points
6. abbreviations and contractions

### Exercise 4

Insert the ten missing words.

I believe that should be a greater focus on aspect sustainability. Air quality is vital part of city life, and it mustn't sacrificed just for sake of convenience. We need respond with energy and intelligence to the challenges we face this regard. Meanwhile, it is just important to ask ourselves why we are travelling around often. Modern technology allows many jobs to be done at home and goods to be ordered visiting shops.