



Writing Part 2: report

Overview: A guided process towards producing accurate writing based on students' ideas

Part of exam: First Writing (Paper 2) Part 2

Language/Skills Practised: writing a report

Materials: one copy of each worksheet per student, optional: a tourist video of a town/city

Time: 45–90 minutes (can include homework)

Preparation

Copy the worksheets for your class. Find a short tourist video clip of a town/city of your choice to show your students so they can see an example of what their report needs to cover.

Procedure

1. Brainstorm the topic/focus. If you have a sample video, show it here. Either have groups discuss these ideas, and then share feedback, or lead the discussion yourself. Ask students what tourists like to do in their hometown. Ask students what they like to do when they go to other places.
2. Hand out Worksheet 1 and ask students to read the exam task carefully. Consider the general content. Ask students to work in pairs and discuss three more categories to add to the list. Then they compare their ideas with another pair. Discuss the ideas as a class. (Possible answers are: eating/drinking; entertainment; activities for children.) If you have a mixed nationality class, you may want to suggest that the video is about where you are, rather than having to deal with many different places all at once.
3. Ask students to now consider the aspects. (These would be the qualities or interesting aspects of the things and activities that might feature in the video. For example, 'You could show the Palace because it is historical.'). Ask students to work in pairs and discuss more aspects to add to the list. Then pairs share ideas with other pairs. Then the whole class discusses their answers. (Possible answers are: cultural; social; artistic; entertaining; modern; relaxing.)
4. Hand out Worksheet 2. Now, having completed the brainstorming process, they can plan the specific content for the report. They should discuss the sorts of things that might be shown in the video for each of the agreed categories. The important thing is to deal with the 'why' part of the task: there need to be reasons for what is shown. Ask the students to talk about things that could be included and to give their reasons.
5. Now students know what they want to say, they next need to consider how to say it. Hand out Worksheet 3 and ask students to do Exercise 1 in pairs. Go through the answers when they have finished/are completely stuck. Discuss issues relating to the ordering of the words, according to your particular students (for example, the position of articles, which prepositions to use, etc.) Then ask the class if there are any sentences here that they couldn't apply to their town(s)/video(s). Ask them to re-write any sentences that they think wouldn't work so well for them.
6. Now ask students to read through the text in Exercise 2a. They should cover up the options 1–5 in part 2b (or you can cut or fold the paper in advance). Get them to discuss their ideas in groups. Then they should do Exercise 2b together. Go through and check answers. Deal with any questions. This may be made simpler if you have prepared example sentences to demonstrate the correct uses of the wrong answers here.
7. The same pairs should now adapt the text in Exercise 2 as necessary and appropriate in order to make it fit with their own ideas. You may then wish to check this through with the class.
8. (This may be done as homework.) Using the adapted versions of Exercises 1 and 2, as well as all the ideas generated earlier with Worksheet 1, students, preferably in pairs, add further material as necessary to complete the overall task.
9. Peer correction would be useful. You may



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also wish to provide an overview of any mistakes made.

10. If you have the resources, you could now have the students make their films.

KEY**Exercise 1a**

- 1 We are lucky to have a wide range of interesting places in our town.
- 2 The video will need to show a little of everything.
- 3 It is important to explain the historical significance of old buildings.
- 4 We must remember that the video is for people on holiday, not students studying history.
- 5 Showing the annual music festival would be a good idea.
- 6 One way of making the film could be to follow a tourist around for a weekend.

KEY**Exercise 2b**

- 1 C 2 A 3 B 4 A 5 B



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The tourist office of your town wants to make a video of the town, and you have been asked to write a report. You should explain which places and activities should be included in the film, **and** say why.

Write your report in **140–190** words.

Worksheet 1

Content

Categories:

- Sightseeing
- Accommodation
-
-
-

Aspects:

- Historical
- Beautiful
-
-
-
-
-
-



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Places:

Activities:

Reasons:



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Language

1 Put the words in the correct order to make sentences.

- 1 lucky we are a of our interesting wide town range places to in have
- 2 of video need the to show will a little everything.
- 3 historical buildings it important to explain is old the significance of.
- 4 must that holiday studying the video we is remember for people on not students history.
- 5 good music showing the festival would be a annual idea.
- 6 making one of a film weekend would be to follow the tourist a way for around.

2a Read this extract from a report and try think of words which could go into the gaps.

I recommend that the film begins with an aerial view, 1_____ from a helicopter. That will show the beautiful setting of our town in the mountains. We could also 2_____ some of the paintings in the museum. There are some lively pictures of the battles for independence, as 3_____ as images of domestic life in the past. By way of 4_____, the next part of the film should be dramatically modern in content. We should see the airport, the government office buildings, and the dockside 5_____.

2b For each gap 1–5, choose from A, B or C to best complete the text.

A made	B put	C taken
A include	B consist	C comprise
A far	B well	C much
A contrast	B opposite	C conflict
A evolution	B development	C promotion