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| **Report Writing 1: Language and Purpose**   |  |  | | --- | --- | | **Setting:** | Seminar | | **Level:** | Foundation to Level 4 | | **Activity duration:** | 35 minutes | | **Guidance:** | This session is followed by Report Writing 2: How to Structure a Report | | **Outcomes:**   * To develop the ability to identify general distinctions between essays and reports * To recognise the purpose of a report and its likely audience * To distinguish between the distinctive tone and style of essays and reports | | | **Pre-task preparation:**   * Read through the corresponding PowerPoint, information sheets, worksheet and answer sheet * The worksheet can be modified to include your own disciplinary examples * Consider your class and how you might divide the group (i.e. into pairs, threes or small groups) | |   **Steps to implement the activity:**   1. Begin by asking your students whether they already know what a report is. You might ask whether any of your students have written a report before, in any capacity. 2. You can then offer them a definition of your own or the one provided in the associated PowerPoint file (slide 3). This slide also contains examples of contexts in which a report might be appropriate. 3. The following slides (4 and 5) present grids outlining the key differences in language and tone between reports and essays, the latter being a format with which a student will typically be more familiar. This simply explores the similarities and differences between the two formats. 4. Distribute the worksheet and divide your class into pairs, threes or small groups. 5. Give your class ten minutes to look through the example texts and ask them to state whether each example is from an essay or a report. 6. You can then work through the answers by returning to the slides (7 to 14). Each example has been included so you can read them out and ask for answers and the reasons for that decision. |