

REPORT WRITING RESOURCE

4 QUALITY
EDUCATION



Brainstorm with your group where you have seen / heard / read reports.

1. Look at examples of typical reports.
2. Analyse what they all have in common.
3. After the analysis can you decide on the key characteristics of a report.

What do you now think a report contain? Make a list and see if you would use any of these key words in your list?

Key Words:

- Purpose
- Audience
- Factual
- Evidence
- Clarity of presentation
- Paragraph
- Heading
- Sub-heading
- Conclusion

Based on your research above - what would you expect to see in badly written report? Can you list 5 characteristics that might mean a badly written report?



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Report Writing:

Pick a topic for your report, this could be a sport, a celebrity, a food item, an animal, a holiday destination. Brainstorm as much information as you can about this topic. Sort the following information under different sub-headings. Write a brief report on your chosen topic.

Checklist for first draft -

- Does my report have a title?
- Does it have an introductory paragraph outlining the topic?
- Is the information divided into paragraphs?
- Have I used sub-headings for each paragraph?
- Have I used factual and formal language?
- Is it written in the present tense?

Formal Language:

- Polite
- Avoid colloquial language
- Correct punctuation
- Ambitious vocabulary
- Connectives

Rewrite this excerpt using more formal language.

“We wanted to see what the food in the school canteen was like. So myself and John went down to look at it. We saw lots of different food there. Like rolls, chocolate bars etc. It was good but some of it was bad. We think the food in the canteen could be better.

“We decided to investigate the different food options that are available in the school canteen. Two members of our group went to collect information. We could see initially that there was a large range of different food options. It was clear to use that some of these options were healthy whereas others could be defined as ‘junk food’, lacking in nutritional quality. We compiled all food items into a table (fig 2.1) and have categorised them according to nutritional quality. Based on this evidence we conclude that the food options in the canteen are not of a sufficiently high nutritional quality. Efforts need to be made by school management to ensure that the food available to students is healthy and nutritional, while allowing for an occasional treat.”



Usage	Connective words
addition of ideas	and, also, besides, further, furthermore, too, moreover, in addition, then, of equal importance, equally important, another
time	next, afterward, finally, later, last, lastly, at last, now, subsequently, then, when, soon, thereafter, after a short time, the next week (month, day, etc.), a minute later, in the meantime, meanwhile, on the following day, at length, ultimately, presently
order or sequence	first, second, (etc.), finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually
space and place	above, behind, below, beyond, here, there, to the right (left), nearby, opposite, on the other side, in the background, directly ahead, along the wall, as you turn right, at the top, across the hall, at this point, adjacent to
to signal an example	for example, to illustrate, for instance, to be specific, such as, moreover, furthermore, just as important, similarly, in the same way
results	as a result, hence, so, accordingly, as a consequence, consequently, thus, since, therefore, for this reason, because of this
purpose	to this end, for this purpose, with this in mind, for this reason(s)
comparison	like, in the same manner (way), as so, similarly
contrast connectives	but, in contrast, conversely, however, still, nevertheless, nonetheless, yet, and yet, on the other hand, on the contrary, or, in spite of this, actually, in fact
to summarise or report	in summary, to sum up, to repeat, briefly, in short, finally, on the whole, therefore, as I have said, in conclusion, as you can see