

Writing Reports (Upper Intermediate B2+)

Study Guide

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1. The structure of the “Writing Reports” module

The “Writing Reports” module contains six sections, 6 tests and a final test. You will improve your report writing skills in English in a higher education context.

Writing Reports (Responsive)

Contents

- 1. An overview of reports
- 2. Analysing the brief
- 3. Describing methodology
- 4. Presenting findings
- 5. Conclusions and recommendations
- 6. Evaluating and improving reports
- Final test
- Feedback



Writing Reports

Improve your report writing skills in English in a higher education context.

1. An overview of reports

Identify characteristics and conventions, and practise the process of planning, structuring and writing a report.

2. Analysing the brief

Practise analysing a brief and given information to formulate an introduction.

3. Describing methodology

Practise signposting, describing data and writing cohesively.

4. Presenting findings

Practise interpreting information, comparing and contrasting, stating facts and giving opinions, and packing information into sentences.

5. Conclusions and recommendations

Practise common collocations, drawing conclusions from given information, useful language to use when writing conclusions and recommendations, formal written style, and describing cause and effect.

Each section will also contain useful report writing tips:

TIP:

Remember the checklist of information that the introduction should include:

- why the report is required
- who the report is for
- what the desired outcome is
- how the outcome will be achieved

It is best to write a short, concise introduction and not include unnecessary details.

Section 1: An overview of reports

1. An overview of reports

In this section you will identify characteristics and conventions, and practise the process of planning, structuring and writing a report.



1. What is a report?



- Read the description and report writing tips and choose the correct heading for each section.

..... ▾

A report is a concise and highly structured text designed to be easily read and to convey important information. Reports should be organised for the convenience of the intended reader. Before writing a report it is essential to identify the objective and the target reader. All reports aim to describe events, to record progress, or communicate findings, usually to inform decision makers.

In this section you will learn to identify characteristics and conventions, and practise the process of planning, structuring and writing a report.

You will do a test on what you have studied in section 1 and receive a mark out of 10.

Task: You will practise writing a report outline.

Section 2: Analysing the brief

2. Analysing the brief

In this section you will practise analysing a brief and given information to formulate an introduction.



1. Briefs and introductions.



- Read three different report writing briefs and choose the introduction that matches each brief. Some words in the introductions have been blacked out.

Brief 1

To further enhance the use of technologies in the school and the service we provide for our students, it is essential that our staff and classrooms are equipped with tablet computers for students and teachers to use.

Please investigate tablets that are currently available and which would be most appropriate for classroom use. Present your findings in the form of a recommendation report. The chosen tablet needs to be compatible with current software used at the school. Other factors to consider are the following: initial cost, weight and size, quality of image, durability, speed of response, battery capability, WiFi reception, support and service.

In this section you will practise analysing a brief and given information to formulate an introduction.

You will do a test on what you have studied in section 2 and receive a mark out of 10.

Task: You will practise writing a report introduction..

Section 3: Describing methodology

3. Describing methodology

In this section you will practise signposting, describing data and writing cohesively.

1 2 3 4 5 6 7 8 9 10 Test Task

1. Overall effect.



TIP:

It is important to be aware of characteristics of an effective report. Aim to incorporate these characteristics into your own reports.

In this section you will practise signposting, describing data and writing cohesively.

You will do a test on what you have studied in section 3 and receive a mark out of 10.

Task: You will practise writing the methodology section of a report.

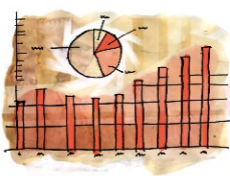
Section 4: Presenting findings

4. Presenting findings

In this section you will practise interpreting information, comparing and contrasting, stating facts and giving opinions, and packing information into sentences.

1 2 3 4 5 6 7 8 9 10 Test Task

1. Interpreting information.



TIP:

It is important to analyse information that you are given in the report brief, and to select the key information to include in the report.

- First, read this [brief](#) which appeared in Section 1.

The table below contains research results to include in the Findings section of the report. Refer to the table and mark the statements true or false.

In this section you will practise interpreting information, comparing and contrasting, stating facts and giving opinions, and packing information into sentences.

You will do a test on what you have studied in section 4 and receive a mark out of 10.

Task: You will practise writing the findings section of a report.

Section 5: Conclusions and recommendations

5. Conclusions and recommendations

In this section you will practise common collocations, drawing conclusions from given information, useful language to use when writing conclusions and recommendations, formal written style, and describing cause and effect.

1 2 3 4 5 6 7 8 9 10 11 Test Task

1. Collocation casino.



- Play the casino game. Decide if the collocations in each sentence are correct or incorrect.

For example:

I would like to do the following recommendations. = Incorrect

I would like to **make** the following recommendations. = Correct

In this section you will practise common collocations, drawing conclusions from given information, useful language to use when writing conclusions and recommendations, formal written style, and describing cause and effect.

You will do a test on what you have studied in section 5 and receive a mark out of 10.

Task: You will practise writing the conclusions and recommendations section of a report.

Section 6: Evaluating and improving reports

6. Evaluating and improving reports

In this section you will practise evaluating the effectiveness of sample reports, practise proofreading, focus on common errors, and study determiners, ways of expressing certainty and hedging.

1 2 3 4 5 6 7 8 9 10 Test Task

Language Review

1. Evaluating effectiveness.



- Read two versions of part of a report on a proposed shuttle bus service for students. Which version is the most appropriate and effective?

In this section you will practise evaluating the effectiveness of sample reports, practise proofreading and focus on common errors, study determiners, ways of expressing certainty and hedging.

You will do a test on what you have studied in section 6 and receive a mark out of 10.


Task: You will practise writing a complete report.

Language review

Language review

Language Review

Here you can see and print the [Language review](#) for this unit or module. The Language review is a summary of the vocabulary, grammar and useful phrases you have studied.



You will also find a summary of the Language practised in the modules in the Language Review tab.

Final test

Final test

In this section you will check what you have learnt.

1 2 3 4

SECTION 1

● Choose the best word to complete the sentence.

1. ____ where can you buy this great new product?

So How Also However

2. Now I would like to ____ the advantages of our service.

mention detail tell say

3. This new policy ____ I can have more free time.

means makes ables enables

The final test contains 4 sections that test what you have learnt in the module. The test is marked out of 40.

2. Tools and resources

To see the resources available in your course, click on **My resources**.

The screenshot shows the top navigation bar with 'Home', 'Mail 2', 'My tutor', 'My resources' (highlighted with a red box), 'Help', and 'Logout'. Below the navigation bar, a dropdown menu for 'My resources' is open, listing the following options: Text to speech, Record yourself tool, Dictionary, Grammar reference, Business centre, Translate into any language, Pronunciation tool, Interactive English, Fun and games, and Additional resources. A red arrow points from the 'Dictionary' option in the dropdown to the 'Dictionary' card on the page. The page also features several other tool cards: 'Text to speech', 'Grammar reference', 'Pronunciation tool', 'Interactive English', 'Fun and games', and 'Translate into any language', each with a brief description and an icon.

Text to speech

Text to speech

This very useful tool allows you to select and listen to words or text anywhere on the page. Alternatively, you can copy in your own text and listen to it.

2. Reading
In this section you will read three diary pages.

1 2 3 4 5 6 7

3. Dear diary...

- Read these three diary pages. Choose the picture that goes with each one.

1. Sheryl's diary


Tuesday, 23 May

It was the best day of my life. I got up early. I was so


The interface includes a 'Listen' button (highlighted with a red box) and a 'Translate' button. A red arrow points from the 'Listen' button to the text of the diary entry.




Record yourself tool

Record yourself tool



Record and listen to yourself speaking English and practise your pronunciation.

 Record yourself tool






To record your work:

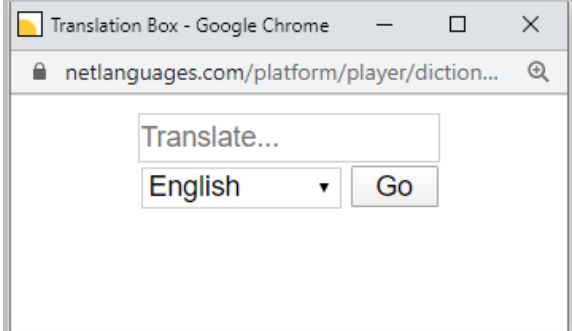
1. Click the record button. Speak into the microphone. Click the stop button to finish.
2. Click the play button to listen.
3. Click on the download button to save the file.

Dictionary

Dictionary



Use the interactive dictionary to see the definitions of words or translate English words into different languages.



Translation Box - Google Chrome

netlanguages.com/platform/player/diction...

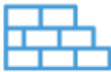
Translate...

English

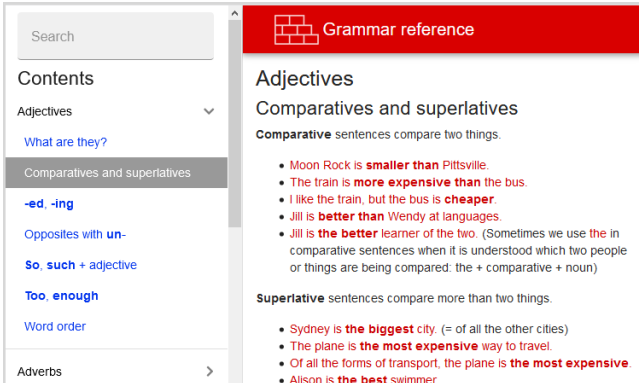
Go

Grammar reference

Grammar reference



A complete and easy-to-use grammar reference to help you with any area of grammar you don't understand.



Search

Grammar reference

Contents

- Adjectives
- Comparatives and superlatives
- ed, -ing
- Opposites with un-
- So, such + adjective
- Too, enough
- Word order
- Adverbs

Adjectives

Comparatives and superlatives

Comparative sentences compare two things.


- Moon Rock is **smaller than** Pittsville.
- The train is **more expensive than** the bus.
- I like the train, but the bus is **cheaper**.
- Jill is **better than** Wendy at languages.
- Jill is **the better** learner of the two. (Sometimes we use the in comparative sentences when it is understood which two people or things are being compared: the + comparative + noun)

Superlative sentences compare more than two things.


- Sydney is **the biggest** city. (= of all the other cities)
- The plane is **the most expensive** way to travel.
- Of all the forms of transport, the plane is **the most expensive**.
- Alison is **the best** swimmer.

Business centre

Business centre



Business tips, useful language for different business situations, and templates for a variety of texts like memos, reports and job applications.


 Business centre

- Useful business language
- Business tips
- Useful business links
- Interesting reading
- Interesting videos
- Writing templates for business
- Phone message samples


Translate into any language

- You can select any text on a page, listen to it spoken, and translate it into any language.

Translate into any language



If you want to translate a word or text into your own language, just select the word or text and click on translate.

 2. Reading

In this section you will read three diary pages.

1 2 3 4 5 6 7

3. Dear diary...

- Read these three diary pages. Choose the picture that goes with each one.

1. Sheryl's di... Listen Translate

Tuesday, 23 May

It was the best day of my life. I got up early. I was so

Pronunciation tool

Pronunciation tool



Improve your pronunciation with Net Languages' interactive phonemic chart of all the sounds in English.

Pronunciation tool
netlanguages®

Home
About
Help

All the sounds of English

- Click on a sound and do the exercises.

Vowels

ɪ	ɪ	ʊ	u
e	ə	ɜ	ɔ
æ	ʌ	ɑ	ɒ

Consonants


p	b	t	d
f	v	θ	ð
m	n	ŋ	h

Pronunciation tool


Home
Sounds
Words
Sentences
Contrasts
Help

/i:/


- Listen to the word. Repeat the word. Record yourself. Compare.


sheep

Stopped


beach


Stopped


eagle

Stopped

Interactive English

Interactive English



Get even more practice of English with our monthly fun interactive publication. Available online or as an app at three levels: Basic, Intermediate and Advanced.

Interactive English


Issue 267 - The ups and downs of multitasking

- **Basic**
 Vocabulary: Activities
 Podcast: The ups and downs of multitasking
- **Intermediate**
 Podcast: The ups and downs of multitasking
 Comprehension: Check your understanding
- **Advanced**
 Podcast: The ups and downs of multitasking
 Comprehension: Check your understanding



Fun and games

Fun and games




Get more useful practice of vocabulary, expressions and pronunciation with our flip cards games.

Fun and games
Back <

Collocations

What's the word in the centre? It can be used with all the other words in the wheel. Click on the card to see the answer.




Click to flip

<

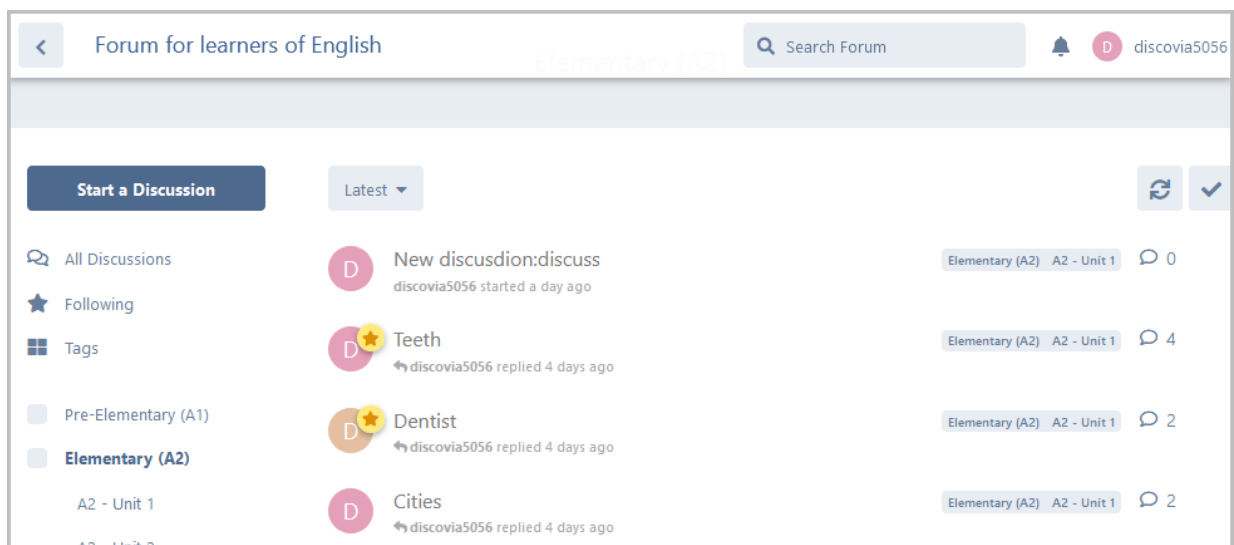
Progress bar
>

Forums

Forums



Share your experiences and opinions with other Net Languages students from all over the world.




The screenshot shows a forum page with a search bar, a 'Start a Discussion' button, and a list of discussions. The discussions are filtered by 'Elementary (A2)' and 'A2 - Unit 1'. The list includes:

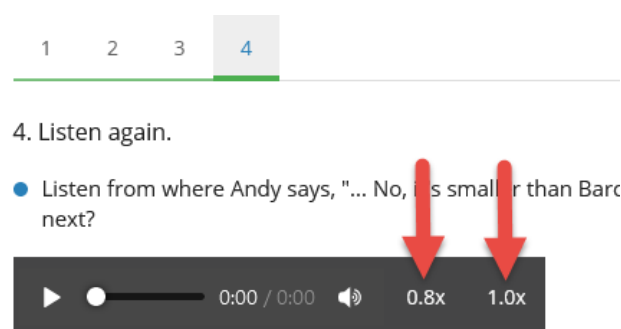
- New discussion:discuss** by discovia5056, started a day ago, 0 replies.
- Teeth** by discovia5056, replied 4 days ago, 4 replies.
- Dentist** by discovia5056, replied 4 days ago, 2 replies.
- Cities** by discovia5056, replied 4 days ago, 2 replies.

Audio speed control

Audio speed control



If you find the audio exercises difficult, you can slow down the speed.



The screenshot shows an audio player with a progress bar and speed control options. The speed is currently set to 1.0x. Two red arrows point to the 0.8x and 1.0x options.

4. Listen again.

- Listen from where Andy says, "... No, it's smaller than Barcelona next?"

Additional resources

Additional resources



Access useful online resources and practise listening and reading with learning materials and authentic sources.



Additional resources

Video material

Listening material

Online reading

For elementary learners:

Pick of the month

- **Star Wars Day**
May 4th is Star Wars day. Find out why.

Food

- **Pink chocolate**
A new colour for chocolate.
- **Insect ice cream**
A new flavour for your ice cream. Would you eat it?

4. Assessment

Marks are awarded as follows for this module:

Module tests	Marks for each test
Section 1	10
Section 2	10
Section 3	10
Section 4	10
Section 5	10
Section 6	10
Final test	40
Total score	100