

Before the lessons: Copy the worksheets.

The example report for this lesson is **My village** and you may want the class to write about their home towns / villages / cities etc. but that's not necessary. Whatever the subject of a report, the structure is the same. You will have to adapt the materials if you want a different topic for your reports.

This is not a single lesson – you will need two or three hours to do this properly.

Levels: the materials are designed for B1 / B2 level but with a little work and greater demands from you can be made to work at higher levels.

Stage 1 – the characteristics of the genre – Report

You need to get this right at all levels or the report will be unsatisfactory.

1. Give the class the sample report and see if they can circle the bit of the text which does what the words on the right say. The correct order is: Heading, Subject, Information 1 – 4, and Conclusion.
2. Get the class to say how they divided the information section. You should get something like: location, size, facilities, people. Teach these words if the class don't know them – they are useful anyway.
3. Focus the class on the fact that the report includes both negative and positive aspects and see if they can identify them (negatives are that the village is very small and there's nothing much to do).
4. Explain now that this is how reports work and put this on the board:

Heading (+ picture)
 Say what the subject is
 Information (in paragraphs on the same topic)
 Conclusion – what you think

You may need to concept question people here to make sure they have grasped the idea.

Stage 2 – the grammar

1. Get the class to circle all the verbs and say what tense they are in (present simple).
2. Focus them on the verb types – they say what something is and what something has. So, for a report on their home towns, they need to say what it is, where it is and what it has. Elicit some ideas such as 'The town is in ...', 'The centre has ...', 'There are lots of ...' etc.
3. Ask what other verbs they can use instead of *be* and *have* – *contain, surround, enclose* etc.
4. Get the class to circle any prepositions they can find and say what they mean.
5. Make sure they notice that the only use of 'I' is in the conclusion. Everything else is fact, not opinion.
6. Depending on the subject of their reports, what verbs will they use instead of *work, eat* and *do* etc.?

Writing the report: This comes in three parts – brainstorming, planning and writing.

Stage 3 – brainstorming the content

This stage is best done in pairs or groups of three. Larger groups are very difficult to manage.

1. Get the students to brainstorm the things they want to put under each category.
2. Then get them to think of a title, get a picture if they can (plenty on the web) and an opening paragraph or sentence saying what the report is about, who wrote it and when.

Stage 4 – planning

1. Now the groups discuss how to put the sentences together. There are two ways to organise the paragraphs:

Plus	Plus
Minus	Plus etc.
Plus	Minus
Minus etc.	Minus etc.

2. Focus them on the conjunctions in the text. This one is simple so it only uses *and although however so*, depending on how good the class is, you will need to do some teaching in this area (see the appendix to this plan). Do some work **relevant to the level of the class** on adversative and additive conjunctions: *but, although, whereas, however, nevertheless* etc. vs. *and, also, as well as, furthermore, additionally, moreover* etc.

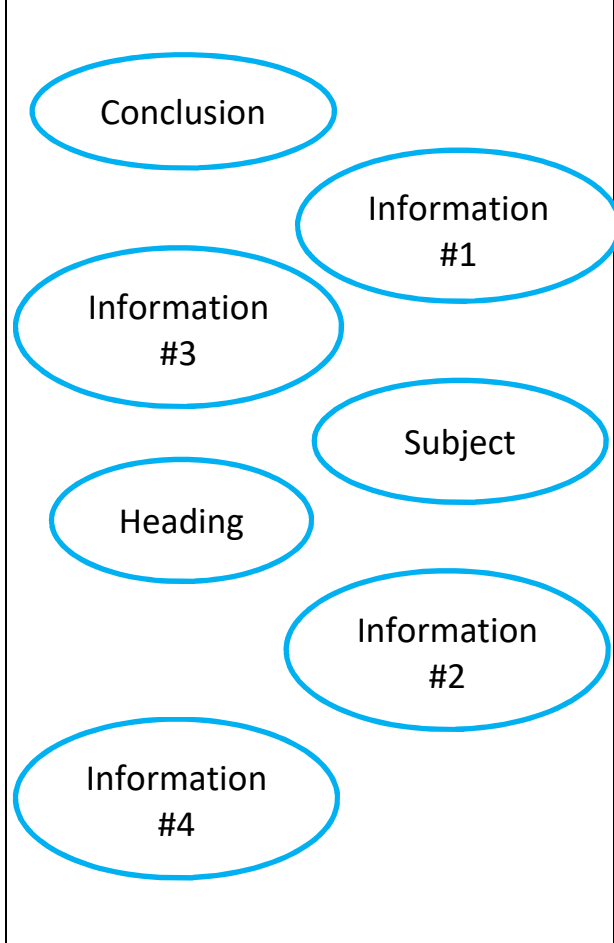
Stage 5 – writing

In this stage, the students should transfer their collective notes that they have made onto an A3 poster. You will need to be very active circulating around the groups to help with language issues – the content is theirs alone.

At the end, display the posters for everyone to wander around and read.



My village
This report is about my village. The name of my village is Vasilitsi and it is in the south of Greece in an area called The Peloponnese. The village is small, with only 480 inhabitants. However, it has four or five cafés and a really good restaurant which people from all over the area come to eat at. Most people in the village work on their farms, growing olives and grapes. Although the village is very small and there isn't much to do, it's not far from a bigger town. I have lived here all my life and I love it!



Additional ideas for teaching / practising conjunctions

All the following will take time so decide first whether the targets are important enough for your class to spend it.

Because a report usually contains groups of both positive and negative statements, it's an ideal vehicle for focusing on coordinating and subordinating (adversative) conjunctions.

Here are some exercises to help with this. Choose the ones suitable for your level of class. A good way to present is to use simple faces, e.g., BUT = ☺ + ☹ or ☹+☺, AND = ☺ + ☺ or ☹ + ☹ etc.

Put the two halves of the sentences together using these words: *but*), *and*, *although*, *as well*. *The first two are examples:*

The canteen is very noisy.	→	<i>The canteen is very noisy but it serves good food.</i>
The canteen serves good food.		
The lounge is really big	→	<i>The lounge is really big and the chairs are comfortable as well.</i>
The chairs are comfortable		
The tennis courts are very good	→	
The tennis courts are close to the town centre		
The football ground is great	→	
The football ground is a long way from the centre		
The museum is interesting	→	
Not everyone is interested in history		
The roads are wide	→	
Parking is difficult		

Decide which parts on the right can finish the sentences on the left.

Draw lines between them:

Most people enjoy the summer	and everyone who goes enjoys the dancing.
Everybody likes the shopping centre	it never gets too cold.
The disco is very popular	and, what's more, there are good roads to get to it.
Although the coffee isn't too brilliant	but it can get very hot.
Despite the fact that it rains a lot in the winter	although it gets very busy at the weekends.
The countryside around the town is very nice	the cafés are always full.

Look at this:

It was raining SO I took a coat.
I took a coat BECAUSE it was raining.
BECAUSE it was raining, I took a coat.

Join these in the same way.

<p>1. I didn't have my umbrella. I got wet.</p>	<p>a. b. c.</p>
<p>2. I had no money. I borrowed some.</p>	<p>a. b. c.</p>
<p>3. I bought a drink. I was thirsty.</p>	<p>a. b. c.</p>
<p>4. He fell asleep. He was tired. He missed the news.</p>	<p>a. b. c.</p>
<p>5. The room was cold. The window was broken. I lit a fire.</p>	<p>a. b. c.</p>

SO | BUT | ALTHOUGH | BECAUSE

How many ways can you join these?

- 1. The sun was shining.
I felt cold.
I put on a coat.

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- 2. He drank four pints of beer.
He was very thirsty.
He became a little drunk.

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- 3. He got up late.
He missed his bus.
He was late to work.
His boss wasn't upset.

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- 4. She was born in London.
She got lost.
She asked a police officer.
He didn't know either.

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- 5. He broke his pencil.
He took mine.
He broke that one as well.

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