



Education and School Life

Report: reviewing a school science museum trip

1. Lead-in discussion

Talk with a partner before you write.

1. What makes a school trip useful as well as enjoyable?
2. What can students learn outside the classroom?
3. What tone should a report for a Head of Department use? Why?

Exercise 6 at a glance

Write a formal or semi-formal report.

Use a clear title and subheadings.

Cover the task fully.

Develop ideas with details and examples.

Make practical recommendations.

2. Exam-style task

Your Head of Science has asked for a report about a recent science museum trip. Write a report for the Head of Science about the science museum trip.

In your report, you should say what students enjoyed about the trip, explain what students learnt from the visit, and suggest how future trips could be improved.

Here are some comments from students to help you:

'The space gallery was really interactive.'

'The visit showed how science is used in real life.'

'We needed more time in the galleries.'

Write about 120 to 160 words.

3. Model report

Report on the Science Museum Trip

Introduction

This report summarises student feedback on the Year 9 visit to the city science museum. It outlines what students enjoyed, explains what they learnt from the visit and offers suggestions for future trips.

What students enjoyed

The most popular part of the trip was the interactive space gallery. Students enjoyed testing the flight simulator and handling model satellites, as these activities made scientific ideas easier to understand. The live demonstration on electricity was also well received because it involved volunteers from the audience.

What students learnt

Students learnt how scientific research is used in everyday life. For example, the medical technology display showed how scanners help doctors diagnose illness. Several students also said the visit helped them see why physics and biology are useful beyond exam lessons.

Suggestions for future trips

Future trips would benefit from more time in the galleries and a shorter lunch break. It is also suggested that students be given a simple worksheet to help them record key information during the visit.

4. Explore the model: structure, content and register

Work with the model report. Underline, label or make short notes.

Focus	What to find	Done?
Report structure	Find the title, introduction, main sections and recommendations.	
Content point 1	Where does the writer describe students' overall response to the visit?	
Content point 2	Where does the writer explain what made the trip useful for learning?	
Content point 3	Where does the writer support an idea with a specific example?	
Audience and register	Where does the writer make a practical suggestion for future trips?	
Development	Find one extra detail, example or effect that improves the answer.	

5. Language from the task prompts

The task prompts can guide your grammar and content choices. Notice which language each prompt naturally needs.

Prompt	Useful grammar	Why it fits	Example from the model
what students enjoyed	past simple + evaluative language	You are reporting reactions to parts of the trip.	Students enjoyed... / was also well received...
what students learnt	past simple + example language	You need to explain learning and support it with examples.	For example... / showed how...
future trips	would benefit from + passive suggestion	You are making polite formal recommendations.	would benefit from... / be given...

6. Make it formal and organised

Notice how report phrases organise the response. Underline one useful report move for each purpose.

Job	Useful report phrases
state the purpose	This report summarises... / It outlines... / offers suggestions...
show what students enjoyed	The most popular part was... / was also well received...
develop learning evidence	For example... / Several students also said...
link recommendation to future action	Future trips would benefit from... / It is also suggested that...

7. Vocabulary and useful report phrases

Use chunks that sound natural for this task. You can also upgrade your writing with precise words and phrases.

Purpose	Useful chunks / language	Add your own
describe the event	science museum trip / interactive gallery flight simulator / live demonstration volunteers from the audience	
describe findings	students enjoyed... / was well received made scientific ideas easier to understand	
describe learning	scientific research / everyday life diagnose illness / beyond exam lessons	
make recommendations	Future trips would benefit from... It is also suggested that... students be given a simple worksheet	
use precise report wording	student feedback / the visit offers suggestions / record key information	

8. Plan your own report

Use the same task, or change the details to another science museum trip or similar school activity.

Prompt	My idea	Useful language
opening		
what students enjoyed about the trip		
what students learnt from the visit		
suggestions / recommendations		

9. Write your own report

Write a formal or semi-formal report for the task. Cover all the prompts, develop your ideas and organise the response clearly.

Report title _____

[illegible]

10. Self-check and peer-check

Success criteria	What to check	Self	Peer
Content	All task points are covered and developed with relevant details or examples.		
Report structure	The answer has a clear title, introduction, organised sections and recommendations.		
Audience and register	It sounds formal or semi-formal and suitable for the audience in the task.		
Prompt-led grammar	Grammar fits the task, such as evaluative language, example language and polite recommendations.		
Cohesion	Ideas connect naturally with linkers such as firstly, secondly, as a result and a further issue.		
Vocabulary	Useful chunks, topic words and precise phrases improve the report.		
Accuracy	Spelling, punctuation and sentence control are clear enough for the reader.		
WWW:			
EBI:			