



Teenage Life

Report: reviewing a student common room trial

1. Lead-in discussion

Talk with a partner before you write.

1. Why might older students need a common room or social space?
2. How can students use free time responsibly at school?
3. What rules might be needed for a shared student space?

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 year head has asked for a report about a student common room trial for older students. Write a report for the year head about the trial.

In your report, you should describe how students used the common room, mention any problems during the trial, and suggest whether the common room should continue.

Here are some comments from students to help you:

'The common room was useful during wet weather.' *'It gave us a quiet place to revise or talk.'* *'The room was sometimes left untidy.'*

Write about 120 to 160 words.

3. Model report

Report on the Student Common Room Trial

Introduction

This report evaluates the student common room trial for Year 11 students. It describes how students used the room, mentions problems during the trial and suggests whether the common room should continue.

How students used the room

The room was used mainly during break and lunchtime. Many students used it as a quiet place to talk, revise or prepare for afternoon lessons. The seating area was especially useful for students who wanted to avoid the crowded playground during wet weather.

Problems during the trial

Although most students behaved responsibly, some problems were reported. The room was occasionally left untidy, and snack wrappers were found under the tables. A further issue was noise, especially when large groups used the room at the same time.

Recommendation

The common room should continue, but clearer rules are needed. It is recommended that students take turns checking the room at the end of lunch and that access be limited if the rules are not followed.

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 show how students used the space for different purposes?	
Content point 2	Where does the writer develop a point about why the room was useful?	
Content point 3	Where does the writer balance responsible behaviour with problems?	
Audience and register	Where does the writer make a conditional recommendation about continuing the trial?	
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
student use	passive voice + purpose language	You are describing how a shared space was used.	was used mainly... / as a quiet place to...
problems	contrast language + passive reporting	You need to report problems while keeping the tone balanced.	Although... / problems were reported...
whether to continue	modal verbs + conditional language	You are giving a careful judgement and condition.	should continue, but... / if the rules...

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 evaluates... / describes... / suggests whether...
describe use	was used mainly... / Many students used it as...
balance judgement	Although most students... / A further issue was...
make conditional recommendation	should continue, but... / It is recommended that... / if...

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 trial	student common room trial / Year 11 students break / lunchtime / seating area	
describe use	quiet place / revise prepare for lessons / crowded playground	
describe problems	left untidy / snack wrappers noise / large groups	
make recommendations	clearer rules / take turns checking access be limited / rules followed	
use precise report wording	trial / responsibly / access common room / conditions	

8. Plan your own report

Use the same task, or change the details to another student space, independence project or responsibility scheme.

Prompt	My idea	Useful language
opening		
how students used it		
problems during the trial		
whether it should continue		

