



Work and Careers

Report: reviewing a work experience preparation day

1. Lead-in discussion

Talk with a partner before you write.

1. What should students know before going on work experience?
2. Which activities could help students feel more confident in a workplace?
3. What questions might students still have after a preparation day?

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 careers coordinator has asked for a report about a work experience preparation day. Write a report for the careers coordinator about the day.

In your report, you should describe what students found useful, mention any questions students still had, and suggest how future preparation days could be improved.

Here are some comments from students to help you:

'The workplace behaviour session was practical.' *'Role-play helped me practise asking for help.'* *'I still had questions about difficult tasks.'*

Write about 120 to 160 words.

3. Model report

Report on the Work Experience Preparation Day

Introduction

This report reviews the work experience preparation day held for Year 10 students. It describes what students found useful, mentions questions that remained and suggests improvements for future preparation days.

What students found useful

The session on workplace behaviour was considered the most useful part of the day because it gave clear examples of punctuality, polite communication and suitable clothing. Students also valued the role-play activity, where they practised introducing themselves and asking for help appropriately.

Questions that remained

Despite the useful advice, some students were still unsure about what to do if a task felt too difficult. Others wanted more information about health and safety rules in different workplaces, especially kitchens, shops and offices.

Recommendations

It is recommended that future preparation days include short examples from real employers. A question-and-answer session should also be added so that students can discuss specific worries before starting their placement.

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 which advice was most useful for workplace readiness?	
Content point 2	Where does the writer develop a point with examples of professional behaviour?	
Content point 3	Where does the writer balance useful advice with remaining uncertainty?	
Audience and register	Where does the writer suggest ways to answer students' specific concerns?	
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
useful advice	passive evaluation + because clauses	You are reporting what students found helpful and why.	was considered the most useful... because...
remaining questions	contrast linkers + indirect questions	You need to explain uncertainty after the event.	Despite... / what to do if...
future preparation	passive recommendations + so that	You are making formal suggestions linked to confidence.	It is recommended that... / so that students can...

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 reviews... / describes... / suggests improvements...
evaluate usefulness	was considered the most useful... / Students also valued...
show remaining uncertainty	Despite the useful advice... / were still unsure about...
recommend practical support	It is recommended that... / should also be added so 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	work experience preparation day / Year 10 students workplace behaviour / role-play activity	
describe usefulness	punctuality / polite communication suitable clothing / asking for help	
describe questions	task felt too difficult / health and safety rules kitchens / shops / offices	
make recommendations	real employers / question-and-answer session specific worries / placement	
use precise report wording	careers coordinator / workplace readiness professional behaviour / placement	

8. Plan your own report

Use the same task, or change the details to another careers workshop, interview practice session or workplace skills day.

Prompt	My idea	Useful language
opening		
what students found useful		
questions students still had		
recommendations		

