



## Work and Careers

Article: should all students do work experience?

### 1. Lead-in discussion

Talk with a partner before you write.

1. What could students learn from work experience?
2. Which placements might be useful or interesting?
3. What problems can make work experience difficult to organise?

#### Exercise 6 at a glance

Write an article, often for a school magazine.

Use a catchy title and opening hook.

Develop ideas with reasons and examples.

Use a semi-formal, engaging style.

### 2. Exam-style task

Your class has recently discussed whether all students should do work experience before leaving school. Write an article for your school magazine about this topic.

Here are some comments from students to help you:

'It helps you understand the real world of work.'

'It can make career choices clearer.'

'Some placements are boring or badly organised.'

'Not everyone can find a suitable place.'

**Now write an article for your school magazine.**

The comments may give you some ideas, and you should also use some ideas of your own.

**Write about 120 to 160 words.**

### 3. Model article

#### A Week in the Real World

Can one week in a workplace teach students something that a classroom cannot? Work experience is not always glamorous, but it can give teenagers a useful glimpse of adult life.

The biggest benefit is that students see how workplaces actually run. They may learn about punctuality, teamwork, customer service or problem-solving in a practical setting. Work experience can also make career choices clearer because students discover what they enjoy, and sometimes what they definitely do not enjoy.

However, placements are not always equal. One student may shadow a skilled professional, while another spends the week making tea or filing papers. It can also be difficult to find safe, suitable placements for everyone, especially in smaller communities.

In my view, all students should have access to work experience, but schools must prepare it carefully. Clear tasks, helpful mentors and reflection afterwards would make the experience more valuable. A good placement should not just fill a week; it should help students imagine possible futures.

## 4. Explore the model: structure, content and register

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

Focus	What to find	Done?
Article structure	Find the title, hook, benefits, contrast and final view.	
Content point 1	Where does the writer explain benefits of work experience?	
Content point 2	Where does the writer explain problems with placements?	
Final view	Where does the writer suggest how work experience should be organised?	
Audience and register	Find two places where the article sounds engaging but suitable for a school magazine.	
Development	Find one example, reason 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 language	Why it fits	Example from the model
benefits of work experience	examples + result language	You are explaining what students can learn.	punctuality, teamwork, customer service / career choices clearer
problems with placements	contrast + comparison	You are showing that experiences can be unequal.	One student may... while another... / difficult to find...
your view	careful recommendation	You are suggesting how to make the experience useful.	schools must prepare it carefully / helpful mentors

## 6. Build an engaging article

Notice how article phrases help you interest the reader and organise ideas clearly.

Job	Useful article phrases
hook the reader	Can one week in a workplace teach...? / A week in the real world / What can a classroom not show us?
add context	not always glamorous / a useful glimpse of adult life / before leaving school
introduce benefits	The biggest benefit is... / They may learn about... / can also make choices clearer
show contrast	However... / not always equal / One student may..., while another...
show solutions	clear tasks / helpful mentors / reflection afterwards
finish with a view	In my view... / should have access to... / should help students imagine...

## 7. Vocabulary and useful article 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 work	workplace / placement / mentor / practical setting	
describe skills	punctuality / teamwork / customer service / problem-solving	
describe problems	badly organised / boring / not suitable / unequal	
sound article-like	real world of work / not always glamorous / possible futures	
upgrade ideas	valuable / reflection afterwards / useful glimpse	

## 8. Plan your own article

Use the same task, or change the details to another work or careers issue.

Section	My idea	Useful language
catchy title		
opening hook / context		
benefits of work experience		
problems / other side		
final view / suggestion		

## 9. Write your own article

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

Article title \_\_\_\_\_

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## 10. Self-check and peer-check

Success criteria	What to check	Self	Peer
Content	The article covers benefits of work experience, problems with placements and a clear final view.		
Article structure	The answer has a catchy title, hook, developed middle paragraphs and final view.		
Audience and register	It sounds semi-formal, lively and suitable for a school magazine.		
Prompt-led language	The writing uses examples, <i>comparison language</i> and careful <i>recommendation phrases</i> accurately.		
Cohesion	Ideas connect naturally with linkers such as <i>However</i> , <i>while</i> and <i>but</i> .		
Vocabulary	Topic words and precise phrases, such as <i>practical setting</i> and <i>helpful mentors</i> , improve the article.		
Accuracy	Spelling, punctuation and sentence control are clear enough for the reader.		
<b>WWW:</b>			
<b>EBI:</b>			