

# Lab method and results

Document what was done and what was observed

## COMMON FORMS

Practical write-up, experiment notebook

## TEXT SHAPE

Aim → variables and method → labelled results → observation statement

## FEATURES AND LANGUAGE

Past tense; sequence; measurements; tables; passive forms if useful

## PLAN AND TEACH IT

Make the method repeatable. Record observations before interpretation and include units and labels.

## tone and register

Precise and neutral; use passive voice only where it improves focus and clarity.

## LINKED CLASSROOM ACTIVITIES

Try: Draft a Set of Steps · Report an Anomaly · Write a Limitation

## A MODEL TO NOTICE

Bring a short example. Ask who it is for, what it is trying to do and which feature helps it work. Compare it with a less effective draft.

## QUICK CHECKLIST

- ☐ The opening makes the purpose clear: Document what was done and what was observed.
- ☐ Each part has a clear place and moves the reader towards the purpose.
- ☐ The language features, tone and level of formality fit the reader and situation.

## A QUICK CLASSROOM ROUTINE

- 1 NOTICE** Read a model for purpose, shape and audience.
- 2 REHEARSE** Practise a useful sentence or language feature aloud.
- 3 WRITE** Plan, draft and use the guide as a checklist.
- 4 REVIEW** Ask a partner whether the text does its job; revise one feature.  
Keep the subject thinking ambitious. Make the language visible, practise it, then fade the support.