

## Learning objectives in this lesson

Raising awareness of the standard layout of a report and the kind of phrases often used. By the end of the lesson, students will be able to write a report comparing products / services. Note that this lesson provides a useful follow up to *Unit 9 Business Result Elementary*.

- 1 Ask students to read the report quickly without worrying too much about the detail. The focus is on the structure of the report at this stage. Students can then match the paragraphs to the functions.

### Answers

a 2 b 1 c 4 d 3

- 2 Students can discuss these questions as a class. If students often write or receive reports ask them if the layout they use is similar to this report. What kind of sub-headings do they use? If any students already read or write reports in English ask them to bring some examples to the next lesson.
- 3 Ask students to read the report again in more detail and decide if 1–7 are true or false. They can then compare their answers in pairs before feeding back to the rest of the class. During feedback, ask students to give reasons for their answers.

### Answers

- 1 false (JS wrote the report and RG received it)
- 2 true
- 3 true
- 4 false (they both say four months)
- 5 true (Weblines employs twenty staff, ITE only has two people)
- 6 false
- 7 true

- 4 Ask students to work with a partner and find the phrases. During feedback, point out that they will need to use these phrases when writing their reports later in the lesson.

### Answers

- 1 We are currently ... (verb + *-ing*)
- 2 This report compares ...
- 3 I think ... / In my opinion ...

- 5 If students have done *Unit 9* in *Business Result Elementary* they will have already met comparative forms. Alternatively, you can use this exercise to introduce the form. Students will find it a useful and necessary grammar item for writing this kind of report.

### Answers

older, better, newer, more modern, more dynamic, cheaper

- 6 Allow time for students to read the information and the notes.
- 7 When they are ready, students can start writing their reports. Remind them to separate their paragraphs with sub-headings.

### Sample answer

**Date:** September 11<sup>th</sup>

**To:** Managing Director

**From:** [student's name]

**Subject:** Comparison of hotels for Berlin seminar

We are currently looking for a hotel for the weekend seminar. This report compares two possible hotels in Berlin.

#### Rheinland Hotel

The Rheinland Hotel is near the airport and about 30 minutes from central Berlin. It costs 91 euros per room and has good facilities for guests including a sauna, pool, massage, and fitness studio. For seminars, they can provide one large conference room and five small meeting rooms.

#### Hotel Europa

This hotel is further from the airport, but it's close to the centre with lots of restaurants nearby. It can also provide meeting rooms for the seminar and the price is 82 euros per room.

#### Conclusion

I think both hotels can provide all the right facilities, so the main difference is price. In my opinion Hotel Europa is probably a better choice. I think everyone will enjoy visiting central Berlin in the evening and it's cheaper.

- 8 Ask students to exchange reports with a partner. You could ask students to correct each other's reports, or you might prefer to collect the reports yourself and provide more detailed feedback.