

Linguaskill Business Lesson Plans

Writing Lesson 2

Description

This lesson prepares learners for the Linguaskill Business Part 2 Writing task. Learners are introduced to the task requirements and are given guidance on how to complete this task. They practise language for discussing and evaluating proposals. The topic of the lesson is mentoring.

Teacher's Notes

Aims of the lesson	<ul style="list-style-type: none"> to present and practise vocabulary for talking about mentoring at work to present and practise language for discussing and evaluating to raise awareness of the requirements of the Linguaskill Business Writing task to develop techniques and strategies for this task type based on practice of a sample task.
Time required	45-50 minutes
Level	Suitable for C1-C2
Materials required	<ul style="list-style-type: none"> Student's Worksheet 1: Reports - tips Student's Worksheet 2: Linguaskill Business Writing – sample task and task requirements (mentoring at work) Student's Worksheet 3: Discussing & evaluating – evidence and opinions

Procedure

1. Write *Business Correspondence* on the board and elicit examples of different types from learners. Focus on *reports* and ask learners to explain what this type of correspondence is, i.e. a document which discusses and evaluates a problem or situation and usually ends with a recommendation. Give learners a copy of **Student's Worksheet 1** and ask them to think of tips on what reports *should* and *should not* include, using the prompt words on the worksheet. Learners can work with a partner before checking with the whole group. In feedback, make sure the points in the key are all covered and elicit some useful expressions for introducing the aims of the report (i.e. *The purpose of this report is to outline ... / This report aims to consider ...*) and the conclusion (i.e. *In conclusion, ... / To conclude ... / For the reasons given above, my recommendation is to ...*).
2. Tell learners that for the Linguaskill Business Writing task they need write a report. They will be presented with a work situation, for example a new policy is being discussed, and they need to discuss and evaluate the policy and make recommendations. Give learners a copy of **Student's Worksheet 2** and tell them to read the task and answer the questions below. In feedback, use the notes in the key to clarify points and check understanding of *mentoring*. Explain to learners how the lesson activities are connected to the assessment of this task type. Assessment is

© Cambridge University Press & Assessment 2025

based on three criteria: Communicative Achievement (using an appropriate report style to communicate with the reader effectively); Organisation (presenting ideas in a well-organised and coherent way); Language (range and control of suitable language).

3. Divide learners into three groups. Give learners in each group a different role: inexperienced employee, experienced employee, work department. In their groups, learners should discuss the pros and cons of a mentoring programme from their perspective. After two or three minutes, re-organise learners into groups of three, with one representative from each of the original groups. Learners compare their ideas and decide who is most likely to benefit from a mentoring scheme.
4. Ask learners to look again at the task on **Student's Worksheet 2** and say what they think *discuss* and *evaluate* mean. Listen to learners' suggestions then clarify that when discussing and evaluating they need to look at all aspects of an issue (i.e. different viewpoints), and also indicate their opinions (i.e. the extent to which they agree or disagree with these viewpoints). The discussion and evaluation should be supported by evidence. In the next two activities, learners will look at language for discussing and evaluating: giving supporting evidence using reasons and examples, and also expressing opinions.
5. Give learners a copy of **Student's Worksheet 3** and ask them to look at Exercise 1. They need to underline the supporting evidence in the statements. In feedback, discuss that the reason or example may appear before or after the idea expressed and varying the order of information like this is a good way of demonstrating a wider range of language (i.e. the *Language* focus of the mark scheme). You could also ask learners if they can suggest any other ways of expressing the points in the exercise.
6. Learners now look at Exercise 2 on **Student's Worksheet 3**, which focuses on language for expressing opinions. Learners work together to categorise words into positive and negative opinions. In feedback, check understanding of any new words.
7. To practise using the language from the previous exercises, ask learners to recall their discussions on mentoring schemes from Stage 2 of this lesson. For each perspective (inexperienced employee, experienced employee, work department) ask them to write one sentence which outlines a point of view, with supporting evidence. Monitor while learners are working to prompt as necessary and make notes for feedback on good sentences and delayed error correction. If possible, make a copy of learners' work to be shared with the whole class.
8. For homework, learners can use the sentences they have written as a starting point for completing the writing task.
9. Finish the lesson by asking learners to discuss other ways in which companies can improve staff motivation.

Student's Worksheet 1

Reports - tips

Think about important features of reports. Use the ideas below to write some tips on what an effective report *should* and *should not* include.

Language i.e. register, vocabulary

Organisation and layout

Reasons and examples

Aims

Conclusion

Reports should	Reports should not

KEY (possible answers)

Reports should	Reports should not
<p>be written using more formal language.</p> <p>have a title and sub-headings. Sub-headings are not essential, but they are an effective way of organising the report.</p> <p>outline the aims at the start.</p> <p>have a clear conclusion, perhaps with recommendations.</p> <p>include reasons and examples to support the points made.</p>	<p>use contractions. These are not appropriate for more formal writing.</p> <p>contain only personal comments. The report needs to discuss and evaluate the key issues from a neutral perspective. Personal opinions can also be included.</p>

Linguaskill Business Writing – sample task (mentoring at work)

This is an example task from the Linguaskill Business Writing test.

Read the task and answer the questions below.

The company you work for is considering starting a mentoring programme, where a more experienced employee is asked to give help and advice to a less experienced one. Your line manager has asked you to write a report on the impact a programme like this would have on your department.

Write a **report** for your line manager. **Discuss** the potential benefits and issues of starting a mentoring programme, and **make recommendations**.

Here are some points you may wish to consider in your report:

- the benefits your department might get from the mentoring programme
- how experienced and inexperienced employees might feel about the programme
- whether the mentoring programme should be introduced and if so, how.

You can also include your own ideas.

Write **at least 250 words**.

Use your own words as far as possible.

1. Who will read the report?
2. What is the main topic of the report?
3. What is the aim of the report?
4. What information needs to be included in the report?
5. Is it acceptable to include additional information in the report?
6. How should the report finish?
7. How long should the report be?

KEY

1. Your line manager at work. *A formal register is appropriate when writing to a manager.*
2. A proposed mentoring programme at work.
3. To consider the impact a mentoring programme would have on your department.
4. The potential benefits and issues of starting a mentoring programme, including the benefits to the department and the possible reactions of experienced and inexperienced employees. *Note that the instruction for the bullet points says 'some points you **may** wish to consider'. Although they are not compulsory, they are good guidance on what to include, so learners should aim to include all these points.*
5. Yes, this is fine. The instructions say 'You can also include your own ideas'.
6. With a recommendation about whether the programme should be introduced. *Note that a recommendation to introduce the programme should be supported by an explanation of how to do this.*
7. A minimum of 250 words. *There is no advantage in writing a lot more than 250 words. This word limit is enough to meet the task requirements within the time limit (40 minutes) without including irrelevant information.*

Student's Worksheet 3

Discussing & evaluating – evidence and opinions

Exercise 1

Look at the comments below which discuss the topic of a mentoring scheme at work. Underline the reason for the opinions given.

1. The support you give to a less experienced staff member may actually help you remember details about different processes at work. That's why I say that a mentoring scheme is mutually beneficial.
2. A further argument for not introducing a mentoring scheme is that the time taken explaining processes or systems could be better spent doing the work that is needed.
3. Can a mentoring scheme benefit the department? Certainly. It establishes a sense of teamwork, which will improve productivity and morale.
4. Given that inexperienced workers are bound to have a lot of questions, rigorous training would be more effective than a mentoring scheme.
5. Since more senior staff have more responsibilities, the time needed for mentoring is a key issue.
6. The failure of mentoring schemes is largely due to the lack of clear guidance on how they should operate.

Exercise 2

Look at the words and expressions below. Do they express a positive or a negative point of view?

It will be beneficial to all concerned.

It is bound to have a detrimental effect on motivation.

Despite initial concerns, the policy has proved advantageous in the long term.

Our first impressions were favourable.

The feedback has been constructive and has informed the next steps we need to take.

The new scheme had an adverse impact on relationships between colleagues.

The department is opposed to continuing with this scheme.

KEY

Exercise 1

1. The support you give to a less experienced staff member may actually help you remember details about different processes at work. That's why I say that a mentoring scheme is mutually beneficial.
2. A further argument for not introducing a mentoring scheme is that the time taken explaining processes or systems could be better spent doing the work that is needed.
3. Can a mentoring scheme benefit the department? Certainly. It establishes a sense of teamwork, which will improve productivity and morale.
4. Given that inexperienced workers are bound to have a lot of questions, rigorous training would be more effective than a mentoring scheme.
5. Since more senior staff have more responsibilities, the time needed for mentoring is a key issue.
6. The failure of mentoring schemes is largely due to the lack of clear guidance on how they should operate.

Exercise 2

Positive

It will be **beneficial** to all concerned.

Despite initial concerns, the policy has proved **advantageous** in the long term.

Our first impressions were **favourable**.

The feedback has been **constructive** and has informed the next steps we need to take.

Negative

It is bound to **have a detrimental effect on** motivation.

Despite initial **concerns**, the policy has proved advantageous in the long term.

The new scheme had **an adverse impact on** relationships between colleagues.

The department **is opposed to** continuing with this scheme.