

Reports

Level: Intermediate

Age: Adults

Time: 60 minutes

Lesson aim:

- To explain different types of reports and why they are important

Skills: Listening, Speaking

Materials:

- Worksheet
- Live from London: Business "Reports" video

Before you watch

A

This activity introduces the topic of reports in the context of students' own work and relates to their own experience. Before giving the worksheet to students, elicit the word *report* from students.

What's the word in English to describe a written account of something that you've seen, heard or done?

Divide students into pairs and ask them to discuss the questions on the worksheet.

Video

A

This activity is designed to check students' gist comprehension. Clarify the meaning of the words students don't know before asking them to continue on their own. Play the first part of the video: *What kind of reports do you write at work?* Ask students to work individually or in pairs. Check answers with the class.

Key:

1. *F* (The company produces *summaries and updates that show its clients if they were profitable.*)
2. *T*

B

This activity is designed to check students' comprehension of specific details. If needed, have students read through the statements first and clarify the meaning of the words they don't know. Alternatively, you might get students to do some dictionary work and check the meanings of any unknown vocabulary. Play the second part of the video: *Why are reports important?* Ask students to work individually or in pairs. Check answers with the class.

Key:

Ticked answers are: 1, 3, 5, 6, 7

C

As needed, read through the sentences first and clarify anything students don't understand before playing the third part of the video: *What makes a report easy to read?*

Key:

- 1 *Chris*
- 2 *Baiba*
- 3 *Baiba*
- 4 *Prad*
- 5 *Prad*

Language focus

A

Tell the students to match the different types of business reports to the definitions. Ask for volunteers to read the types of meetings and the definitions out loud. Provide a correct model if required. Then divide students into pairs and ask them to complete the matching task. Check answers with the class. Encourage discussion if there is disagreement or if students are not sure which is the best match.

Key:

- 1 *d*
- 2 *a*
- 3 *b*
- 4 *c*
- 5 *f*
- 6 *h*
- 7 *g*
- 8 *e*

B

Ask students to work independently to underline the adjectives which they think describe a good report. Ask students to look up unknown vocabulary in a dictionary.

C

Have students work collaboratively in pairs to discuss their choice with a partner and arrive at two or three adjectives they agree on. Finally ask students to share their answers with the class to arrive at a class consensus, if possible. Encourage discussion if there is disagreement.

Key (possible answers):

accurate, short, clear, factual

D

This activity is designed to focus students' attention on the chunks of language needed to talk about different reports that they might read or write. You may need to explain that the phrase 'keep everybody in the loop' means to make sure everyone is informed.

Key:

1. *Most of the reports we do are commercial forecasts.*
2. *We also write quarterly business reviews.*
3. *Our reports are mostly summaries or weekly updates.*
4. *Reports are often a useful way to summarise the results of a consultation.*
5. *Reports help companies explain difficult information.*
6. *Progress reports are useful for keeping everybody in the loop.*
7. *Reports should be clear and concise.*

Communication focus

This activity is designed to enable students to personalise the topic and language relating to reports. Read through the notes and suggested language for giving advice before students start the task. Ask students to work individually or in pairs. Classes that focus on speaking could require students to make an oral presentation of their advice to the whole class. It may be useful to have students record their presentations to analyse their use of language.