

## Reports

**Level:** Advanced

**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 communication. Students consider how their company communicates on a range of issues. They also talk about their own experience of *report* writing. Before giving the students the worksheets, elicit the word *report* from the class.

*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.

### Video

#### A

This activity is designed to check students' detailed comprehension. Play the first part of the video: *What kind of reports do you write at work?* Have students complete the statements. Check answers with the class.

Ask students to recall other information from the interview with Vivek and Jason.

**Key:**

- 1 b
- 2 b
- 3 b
- 4 a

#### B

Play the second part of the video: *Why are reports important?* Have students supply a verb to complete the list. Check answers with the class. If students find it difficult to hear the specific verbs, you might consider providing a word pool. Note that *disseminate* is a high level word meaning to spread information widely.

**Key:**

- 1 communicate
- 2 transfer
- 3 present
- 4 disseminate
- 5 provide

For extra practice, have volunteers use the same verbs to describe how their companies use reports.

#### C

Play the third part of the video: *What makes a report easy to read?* This activity is designed to check students' ability to make sentences which explain how to make a report easy to read. Check answers with the class.

**Key:**

- 1 e
- 2 a
- 3 b
- 4 c
- 5 d

### Language focus

#### A

This activity has two purposes. Firstly, it is designed to allow students to demonstrate their prior knowledge relating to reports and secondly, it offers an opportunity to present and practise the key vocabulary.

Tell the students to complete the sentences. Ask them to work independently and to look up unknown vocabulary in a dictionary, if necessary. Encourage discussion of the answers in small groups if there is disagreement or if students are not sure which is the best word to complete the sentence.

## Key:

1. Internal memos are used to communicate formally or informally on a wide range of topics within a company.
2. Quarterly financial reports contain a description of the profitability of a company over the previous three-month period.
3. Annual reports are very formal documents which contain a comprehensive description of a company's overall performance during the year.
4. Progress reports are used to communicate achievements made and the current state of a particular project.
5. Team meeting reports describe the outcomes of discussions or action plans of groups of people collaborating on particular projects or aspects of work.
6. Feasibility reports examine the effectiveness of business opportunities.
7. Analytical or scientific reports formally present research findings or data.
8. Sales or marketing reports outline what has been sold during a particular period of time.

## B

This activity is designed to focus students' attention on common collocations used when describing different reports.

## Key:

- 1 quarterly report
- 2 commercial forecast
- 3 business review
- 4 annual report
- 5 internal memo
- 6 feasibility report
- 7 weekly update
- 8 sales report

## C

Students should work independently to underline the adjectives which they think describe a good report. Ask students to look up unknown vocabulary in a dictionary. Then, ask students to work in pairs to discuss their choice with a partner and arrive at five adjectives they agree on. Have the class arrive at a consensus, if possible.

## Key (possible answers):

*accurate, short, clear, detailed, accurate, appropriate, balanced, complete, comprehensive, critical factual*

## Communication focus

This activity is designed to give students the opportunity to personalise the topic, consolidate the language and make a presentation about reports. Listeners additionally have the opportunity to ask questions based on the presentation for further information or clarification. It may be useful to have students record their presentations to analyse their use of language. Students may want to make notes to refer to. Make sure that the students only use notes and do not write the presentation in full.