

## Increased use of influencers in advertising

**Level:** Intermediate (B1-B2)

**Time:** Approximately 90 minutes

**Overview:** This article discusses the fact that Unilever is using more and more social media influencers to market its products rather than traditional forms of advertising. Its new CEO is also in the process of restructuring the company to focus on top-selling brands.

**Business topic:** Effects of demographics on economies

**Business language:** Use of social media influencers in advertising

**Activities:** Key words, understanding the article, business language (phrases), discussion about consumer trust in advertising, role-play presentation by an influencer

**Groups:** Whole class, pairs, small groups

- b. Ask students to use words from the previous activity to complete the sentences. Point out that not all of the words will be used. When you go over the answers, make sure that students understand all of the sentences and the key words.

**Key:**

1. brand
2. underperforming
3. board
4. shareholders
5. portfolio
6. list
7. disposal
8. fund manager

### 3. Understanding the article

- a. Ask students to choose the best options to complete the sentences. Encourage them to scan the article to check their answers. When you go over the answers, ask students to point out the evidence for each answer in the article.

**Key (suggested answers):**

- |      |      |
|------|------|
| 1. b | 4. b |
| 2. a | 5. b |
| 3. a | 6. b |

### 4. Business language – corporate management and marketing

- a. Ask students to use the phrases in the box to complete the sentences. Encourage them to scan the article to look at how each phrase is used in context before completing the sentences. When you check the answers, make students understand both the phrases themselves and the sentences they are used in.

**Key:**

1. Turnover
2. bolt-on-acquisition
3. fiduciary duty
4. Market activity systems
5. at scale
6. joint venture
7. turnaround plan

### 1. Warmer

- a. Ask students to discuss the questions either as a whole class or in small groups. If they follow any influencers, encourage them to talk about why they follow them.

### 2. Key words

- a. Ask students to match the words with the definitions. When they have finished, ask them to read the whole article carefully and to look at how the key words are used in context. Point out that the paragraph numbers are listed after the words to help them locate the words quickly.

**Key:**

- |                    |                  |
|--------------------|------------------|
| 1. ire             | 8. denouncing    |
| 2. disposals       | 9. board         |
| 3. brand           | 10. portfolio    |
| 4. underperforming | 11. fund manager |
| 5. platforms       | 12. list         |
| 6. hire            | 13. shareholders |
| 7. investors       |                  |

- b. Ask students to complete the sentences from the article with words from the previous activity. Point out that one of the words is not used. Ask them not to look back at the article until they have finished the activity and to think about the meaning of each sentence. When you check the answers, check that they understand how the words are used in the context of the sentences.

**Key:**

1. *at scale*
2. *turnover*
3. *bolt-on acquisitions*
4. *turnaround plan*
5. *fiduciary duty*
6. *joint venture*

## 5. Discussion

- a. Put students in pairs or small groups and ask them to discuss the questions. Encourage them to think of as many reasons as possible to explain why consumers don't trust corporate branding and advertising. For question 3, encourage them to think of possible pros and cons of being a social media influencer.

Ask students if they know anyone personally who is an influencer. If so, ask them to talk about what the person does and whether they like being an influencer.

## 6. Wider business theme – becoming a social media influencer

- a. Ask students to read the introductory paragraphs and then take the quiz. Point out that they won't have to share their answers with anyone, so they should be completely honest in their answers. These types of quizzes can be useful in helping people decide whether they would be qualified for or would like a certain job or profession.

- b. Ask students to read the paragraph. Then ask the following questions:

1. *Why do you think influencers prepare before going online to promote a product?*
2. *Why is it a good idea to mention the product in the context of an anecdote or an explanation of how to do something?*
3. *What kinds of information about a product do you think companies want influencers to include?*

After asking the questions, go over the instructions for preparing a presentation to promote a product. You may want to let them prepare the presentation in pairs. Point out that they may want to include phrases from the *Useful language* list.

- c. Ask students to imagine that they are influencers filming their presentations. Remind them to be friendly and enthusiastic to make their presentations more interesting. If they have prepared the presentation in pairs, they should give the presentation together, taking turns speaking.