

A REPORT



1 Work in pairs and discuss the questions.

- 1 What skills do you think you need to become a social media influencer?
- 2 What practical skills do you need to learn in order to make successful videos?
- 3 Can you think of any drawbacks to being a successful influencer?

2 Read the report on a talk that was given to students. Add the headings A–D in the correct place.

- | | |
|-------------------|-------------------|
| A Recommendations | C Negative points |
| B Introduction | D Evaluation |

Report on the 'How to become an influencer' talk

1

Our school decided to organise a talk after a number of students expressed an interest in trying to become successful influencers. The two-hour talk was given by Hank Dobson, who has written several articles on the subject and regularly blogs with information and tips for would-be influencers.

2

The talk covered a range of useful tips, from being clear of your focus as an influencer to choosing the right equipment to get the best results with your videos. Students were given the opportunity beforehand to note down their areas of interest and their concerns, and the speaker adapted his talk to address these, so it felt relevant and useful to students. The later stages of the talk were also useful as they presented some words of warning of issues to be aware of, such as the potential loss of privacy that successful influencers have to endure.

3

The talk provided a brief introduction to the world of influencing, but two hours was not sufficient for students to feel they were equipped to go home and start their own influencer careers. The speaker raised a lot of complex issues, but did not have time to cover them in enough detail. As a result, by the end of the talk, many students were left feeling they had more questions than answers.

4

I suggest organising a series of talks over a full term, to allow students to explore the topic in more detail. Also, there should be more time for questions at the end of each talk, and maybe group work where students can discuss their own personal ideas and goals.

3 Look at the introduction to the report in Exercise 2 again. Tick (✓) the things it includes.

- A basic facts about the talk
- B the name of the speaker
- C the time and place of the talk
- D the reason why the talk was planned
- E how students responded to the talk
- F the writer's opinion of the talk

4 Read the report again and answer the questions.

- 1 What positive things does the writer say about the talk?
- 2 What negative points does the report raise?
- 3 What recommendations does the writer make in the final paragraph?

5 Look at the Key Language for sequence linkers. Complete it with the underlined sequence linkers from the report in Exercise 2.

KEY LANGUAGE FOR SEQUENCE LINKERS

Adverbs

immediately, subsequently, eventually, initially, afterwards 1

Prepositions + noun/pronoun

before the talk, after the class, during the talk, 2

Adjectives

earlier, next, subsequent, initial, 3

Prepositional phrases

in/at the end, ahead of, prior to, 4

6 Choose the correct sequence linkers to complete the sentences.

- 1 We knew *ahead* / *beforehand* that the talk would be well attended.
- 2 *Initially* / *Immediately*, many students were interested in becoming influencers, but they *subsequently* / *next* realised there were also downsides.
- 3 The teacher organised some discussion groups *ahead of* / *earlier* the talk.
- 4 Most students' *initial* / *earlier* reaction to the talk was positive.
- 5 There was plenty of time for questions *after* / *afterwards* the main talk.

- 6 The speaker *eventually* / *subsequent* persuaded one or two students to share their experiences.
- 7 There was time for informal discussions *ahead* / *during* the break.
- 8 There was loud applause *at* / *on* the end of the event.

7 Rewrite the sentences using the correct sequence linkers from the box.

afterwards during eventually immediately
initial prior

- 1 At first, my reaction was that the talk was not relevant to me.
My initial reaction was that the talk was not relevant to me.
- 2 I had not considered this before the talk.
.....
- 3 I realised in the end that there are disadvantages to social media.
.....
- 4 We had group discussions when the talk had finished.
.....
- 5 It was difficult to take notes while the talk was happening.
.....
- 6 All the tickets for the talk were sold as soon as they went on sale.
.....

8 The report in Exercise 2 is written in a formal style. Rewrite 1–6 using formal expressions from the report.

- 1 A lot of students said they were keen on ...
A number of students expressed an interest in ...
- 2 The talk gave lots of useful ideas.
.....
- 3 Students got the chance earlier to ...
.....
- 4 The last part of the talk told students to be careful about ...
.....
- 5 Two hours wasn't enough time for students to ...
.....
- 6 The speaker talked about a lot of difficult problems.
.....

9 Work in pairs. Read the task and discuss the questions below the photo.

You recently attended a talk at your school about online gaming. Your teacher has asked you to write a report on the impact the talk has had on the students who attended. In your report, you should evaluate the interest and relevance of the talk, describe any problems and make recommendations for future talks.

Write your **report** in 220–260 words.



- 1 How many young people do you think play games online?
- 2 What topics do you think a talk on online gaming would cover? Think about:
 - the fun of online games
 - the benefits of playing games online, with a range of different players
 - the advantages of playing with your friends when you can't be with them in-person
 - the danger of spending too much time online (late nights, neglect of school work, etc.)
 - the danger of spending too much money (online purchases)
 - the disadvantage of not having enough real social contact

10 Use the ideas you have discussed to write a plan for your report.

PLAN YOUR REPORT

Introduction

Evaluation

Negative points

Recommendations

11 Write your report in 220–260 words. Use the notes in your plan, appropriate headings and sequence linkers from the *Key Language* box.

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12 Work in pairs. Read your partner's report. Is it organised into clear sections with headings? What sequence linkers from the *Key language* box does it include? Do you agree with the recommendations? Give feedback.