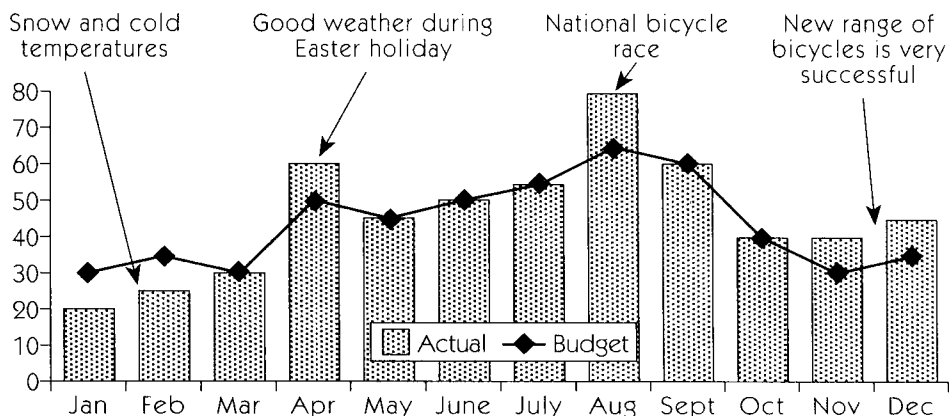


6-10

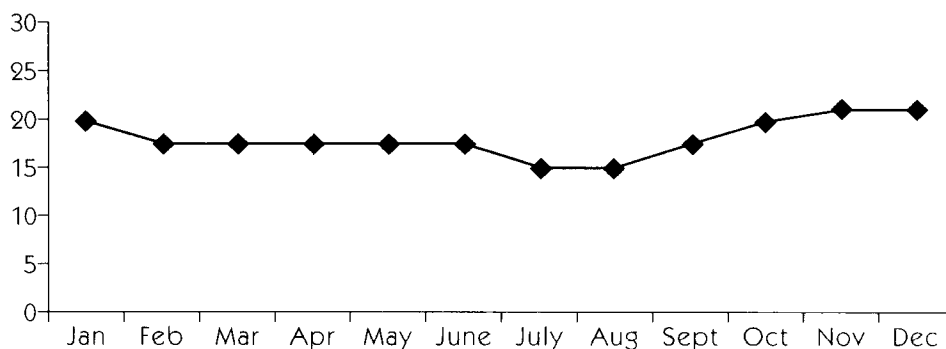
Meeting the budget

Student A

Bicycle sales in 1000 units

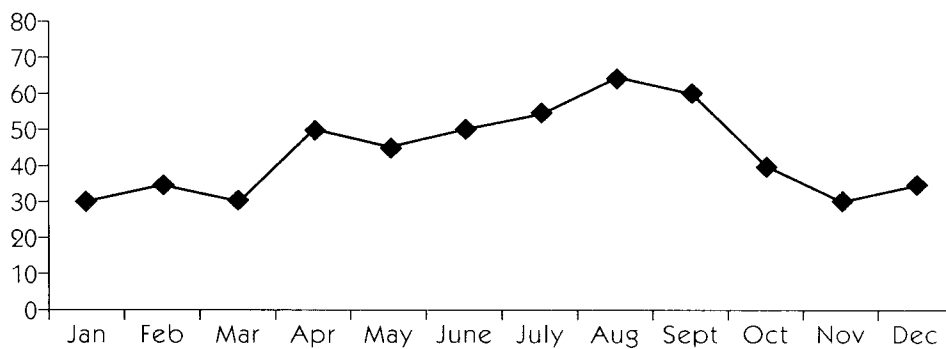


Sales of cameras in £ millions (Budget)

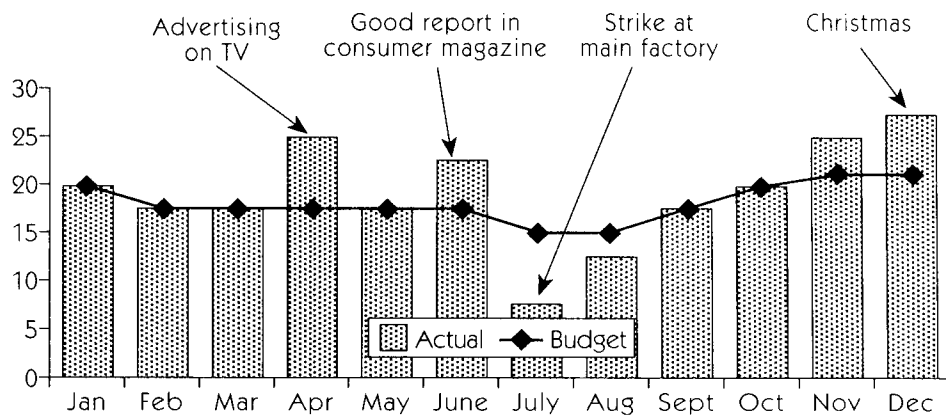


Student B

Bicycle sales in 1000 units (Budget)



Sales of cameras in £ millions



Meeting the budget

Worksheet Progress check

6-10

ACTIVITY

Pairwork: speaking, interpreting graphs

AIM

To talk about performance using a graph, and to explain the reasons for changes in performance.

GRAMMAR AND FUNCTIONS

Revision of past tense forms (questions and negative)

Giving reasons: *because of, due to, as a result, because of this*

VOCABULARY

Budgeting: *budget, to plan, actual, sales, to reach a target, units, a range, actually, successful*

General: *a strike, a newspaper report, spare parts*

PREPARATION

Make one copy of the worksheet for each pair of students in the class. Cut out Student A and Student B sections as indicated.

TIME

45 minutes

PROCEDURE

- 1 Ask the students to work in pairs and divide them into Student A and Student B. Give each student the appropriate part of the worksheet.
- 2 Focus the students' attention on the graphs and explain that they have the budget figures for their partner's company, but not the actual sales figures.
- 3 Explain that they must find out from their partner whether his/her company actually sold what it planned to in the budget. The students should look at the various statements above the actual figures to see the reasons for the rise or fall in anticipated sales.
- 4 Ask the students to look at 'Bicycle sales' and use a Student A to model the activity.
For example:
You: *You planned to sell 30,000 units in January. What did you actually sell?*
Student A: *We only sold 20,000 units.*
You: *Why was that?*
Student A: *Because of the cold weather.*
- 5 Ask the students to ask and answer similar questions. They should draw in the columns showing the actual figures as they get the information from their partner.
- 6 When the students have finished, ask them to look at their partner's graph to check their answers.

FOLLOW-UP

Ask the students to present a graph to the class, describing the changes that took place and the reasons for them. (Financial newspapers can be a good source for these.)