# Unit 5a Facts and figures

**Objectives:**
- To enable Ss to describe trends
- To practise reading for specific information
- To review adjectives and adverbs

**Materials needed:** None

## Unit overview

- **An annual report**
  - **Reading**
    - Ss read extracts from the Millennium Annual Report and answer ‘Right, Wrong, Doesn’t say’ comprehension questions.
  - **Speaking**
    - Ss work in pairs and tell their partner what their own company’s annual report will contain.

- **Describing graphs**
  - **Reading**
    - Ss match sentences about Millennium with information in graph and bar chart form.
  - **Vocabulary**
    - Ss complete word families: infinitive and past simple verb forms and nouns.
  - **Language focus**
    - Ss review adjectives and adverbs describing degrees of change.
  - **Vocabulary**
    - Ss complete gaps in two short texts about Millennium’s performance. Ss focus on prepositions used to describe change.
  - **Speaking**
    - Ss work in pairs and take turns to describe a graph or draw their partner’s graph. *(Activity sheets on pages 125 and 129)*

- **Self-study**
  - **Vocabulary**
    - Matching verbs and diagrams (verbs of movement).
  - **Language focus**
    - Gap-fill exercise (prepositions).
  - **Vocabulary**
    - Matching exercise (compound nouns).
  - **Exam practice**
    - Matching visuals with sentences (Reading Test Part 3).
An annual report

1 **Warmer (books closed):** T introduces the idea of the annual report (maybe with some examples of some company reports) and elicits from Ss who the report is written for (shareholders), why (to inform shareholders of the financial situation - and hence to reassure/attract) and what type of information it contains (company activities and financial information such as the balance sheet and profit and loss account). T could ask when the Ss’ own company report is published and what the last one reported. The discussion could include how the report is vital for promoting a positive image of the company; it is usually an extremely attractive and glossy publication.

2 Before Ss do the comprehension questions in **Ex 1**, T asks them some global questions: What type of software does the company manufacture? Was 1998 a good year? Would you invest in the company? Why/why not?

3 T asks more questions about the text before Ss read for specific information for the answers to the questions in **Ex 1**. T asks Ss to find something which is:
   - satisfactory for the company (e.g. further steady growth in Britain)
   - disappointing for the company (e.g. the effect of the strong pound on growth in Europe)
   - a challenge for the company (e.g. changes in distribution).

4 **Ex 1:** Ss then read the texts for specific information and answer the ‘Right, Wrong, Doesn’t say’ questions. T points out Ss should refer to both the text and the visual information. Ss compare answers in pairs before general feedback.

   1 A 2 B 3 B 4 C 5 A 6 A 7 B

   In feedback T highlights any vocabulary from the Essential vocabulary list for the unit. However, T should encourage Ss not to try to understand every word.

5 **Ex 2:** T may wish to prompt Ss by asking them to consider such things as positive and negative results, the company’s most successful activities, changes and major developments over the year. T asks Ss to report back to the rest of the group to round off the activity and to reinforce the use of the target language.

   If Ss work in the same company T can ask each pair to list points they would include in the report and then compare their list with other Ss’.

   If Ss are pre-experience and do not have a company to discuss, T has samples of company reports for Ss to scan quickly in pairs. Ss then report back on how their particular company is doing generally.

**Describing graphs**

6 T asks Ss to look back through the Chairman’s statement on page 33 and underline any language connected with rising and falling. Rising verbs: rise, increase; nouns: rise, growth; falling verbs: reduce. T asks Ss if they can add any more.

7 **Ex 1:** T introduces the activity by telling Ss that the graph and bar chart provide further details about Millennium’s performance. Ss need to look at each sentence and first decide which diagram it refers to (the graph shows sales by region and the bar chart shows sales by product range). Ss can then look to see which specific line or bar corresponds to each sentence. T ensures Ss understand recover, level off, improve, peak.

   2 F 3 A 4 B 5 E 6 G 7 D 8 H
8 **Ex 2**: Ss compare their answers in pairs before general feedback.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>drop</td>
<td>dropped</td>
<td>a drop</td>
</tr>
<tr>
<td>decrease</td>
<td>decreased</td>
<td>a decrease</td>
</tr>
<tr>
<td>increase</td>
<td>increased</td>
<td>an increase</td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>a rise</td>
</tr>
<tr>
<td>grow</td>
<td>grew</td>
<td>growth</td>
</tr>
<tr>
<td>improve</td>
<td>improved</td>
<td>an improvement</td>
</tr>
<tr>
<td>recover</td>
<td>recovered</td>
<td>a recovery</td>
</tr>
<tr>
<td>peak</td>
<td>peaked</td>
<td>a peak</td>
</tr>
</tbody>
</table>

In feedback T ensures Ss are aware of the word stress for the noun and verb forms of decrease and increase (the stress is on the first syllable of the noun but the second syllable of the verb).

9 **Ex 3**: T directs Ss to look back at the Chairman’s Statement in the Annual Report to find three examples of adjectives and three of adverbs, e.g. *Adjectives*: steady growth, sharp rise, competitive prices; *Adverbs*: rose sharply, show clearly, increasingly dominant.

T draws Ss’ attention to increasingly dominant as an example of an adverb describing an adjective. Ss then complete the Don’t forget! section.

**Adjectives and adverbs**
- **Adjectives give information about nouns.**
  
  There was a sharp rise in sales of computer games.
- **Adverbs give information about verbs or adjectives.**
  
  Sales of computer games rose sharply last year.

Educational software is becoming increasingly important.

10 **Ex 4**: Ss fill the gaps in the descriptions of Millennium’s net sales and net income.

**Net sales**

Net sales remained steady at £17m in 1994 and 1995 then rose sharply in 1996 to reach £21m. This was followed by further growth as sales peaked at £22m in 1997. However, as a strong pound began to affect exports to Europe, net sales fell slightly in 1998.

**Net income**

After net income fell/dropped by £0.25m in 1995, there was a strong recovery/increase/rise in 1996 due to increased sales and reduced costs. This was followed by a further increase/rise in net income of £0.7m over the next two years: it grew steadily from £1.4m in 1996 to £2.1m in 1998.

11 **Ex 5**: Ss underline the prepositions in **Ex 4**. (Answers underlined in above text.) T draws Ss’ attention to the use of the prepositions before Ss complete the sentences.

- **at** to describe static situations.
- **verb + by + change**
- **noun + of + change**
- **in** to describe the area affected by change/time period.

1 in
2 from to
3 by
4 of
12 Ex 6: T ensures Ss do not show their graph to their partner. T rounds off the activity by obtaining one final version of each graph description from across the whole group.

Self-study

Ex 1: A fall  B rise  C level off  D remain steady  E recover  F peak

Ex 2: 1 Last year there was a drop in net sales of 9%.
2 Market share increased by 3%, up to 8%.
3 Net sales peaked at £22m in 1997.
4 European sales went from £4.2m to £3.0m.
5 Sales levelled off at £5m in 1998.
6 Costs rose by £3.3m. this was a rise of 10%.
7 Office software sales fell by 10% in 1997.
8 A strong pound meant a fall in exports in 1998.

Ex 3: 2 product launch
3 net income
4 top-selling brand
5 annual report

Ex 4: Suggested answer:
The most successful product was adventure games. Sales increased steadily from 30% to 45% in the period from 1995 to 1998. There was strong growth in action games for the first three years of the same period. They peaked at 25% in 1997 but dropped sharply in 1998. Sales of sports games fell from 25% to 15% in 1996 then levelled off in 1997 and rose to 20% in 1998. Sales of other computer games remained steady at 10% in 1995 and 1996, fell slightly in 1997 and then recovered in 1998.

Ex 5: 1 F  2 H  3 G  4 C  5 A

Essential vocabulary

Describing trend
- to increase/increase
- to rise/rise
- to grow/growth
- improve/improvement
- to recover/recovery
- to peak/peak
- to level off
- to remain steady
- to decrease/decrease
- to drop/drop
- to fall/fall
- sharp(ly)
- strong(ly)
- steady/steadily
- slow(ly)
- slight(ly)

General
- annual report
- brand
- income
- product launch
- range
- retail