

# Photocopiable worksheets:

## Contents and Teacher's notes

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Worksheet		Timing	Aim	Task
<b>01</b>	<b>Forecasting</b>	30 minutes	To identify words to do with making financial forecasts.	Pairs of students take turns to give definitions for expressions connected to making financial forecasts. They write their answers in a grid. Letters in shaded boxes in the grid then reveal a hidden message.
<b>02</b>	<b>Budgeting</b>	35 minutes	To describe business activities in terms of sports.	Pairs or groups of students discuss business activities that could form part of the 'Business Games'.
<b>03</b>	<b>Managing payments</b>	20–30 minutes	To review words connected to managing payments.	Groups of students write definitions of words related to managing payments, and then use these definitions to play a bingo-style game.
<b>04</b>	<b>Reporting financial information</b>	25 minutes	To work as a team to review language from Unit 4 of the Student's Book.	Working in two teams, the students compete to win cards by answering three questions correctly. A referee in each team has the answers to the other team's questions. They have to get all three questions right to keep a card.
<b>05</b>	<b>Interim results</b>	25 minutes	To review the language of interim results, conditionals and cause and effect.	Groups of students join the two parts of sentences (in a dominoes-style activity), and then correct mistakes in the sentences.
<b>06</b>	<b>Business development</b>	20–30 minutes	To read and talk about crowdfunding.	Read and answer questions on a text about crowdfunding. In pairs, they match a list of crowdfunded projects with the amounts they think they received.
<b>07</b>	<b>Financial services and advice</b>	25 minutes	To read and talk about bank transactions that go wrong.	Read and complete a story about an acquisition which almost went wrong. In pairs, they discuss whether anything like this has ever happened to them and what they would have done in these circumstances.
<b>08</b>	<b>Auditing</b>	35 minutes	To discuss the action to take when a serious accounting error has been made.	Read a text about a company which has discovered financial irregularities in the accounts of a company it has just acquired. In groups, they take the roles of members of the company's finance team and roleplay a meeting.

# 01 Forecasting

## Timing

30 minutes

## Aim

To identify words related to making financial forecasts from definitions.

## Task

Pairs of students take turns to give definitions for expressions connected to making financial forecasts. They write their answers in a grid. Letters in shaded boxes in the grid then reveal a hidden message.

## Preparation

Make one copy of the worksheets for each pair of students in the class.

## Procedure

- Put the students in pairs and give each student in a pair either the Student A grid or the Student B grid. Tell them not to show their grids to each other. Explain that they each have a grid and a list of the words which complete their partner's grid. They mustn't tell each other these words. They have to give their partner definitions as clues.
- Student B starts by giving Student A definitions for the words in the Student A grid, without using the words themselves. Student A then gives definitions for the words in the Student B grid – again, without using the words themselves. Alternatively, Student A and Student B could take turns to give definitions. When they have finished, they transfer the letters from the shaded boxes into the grid below. When they combine their answers, they should find a hidden message (PREDICT THE FUTURE).
- As a follow-up, ask the students to think of two more words each, explain them to a partner without using the words themselves, and see if their partner can identify the words.

## Variations

With weaker classes, you could put all the Student As and all the Student Bs together first so that they can work on their definitions as a group. Then split them into A and B pairs.

## Answers

### Student A:

- |                    |                  |
|--------------------|------------------|
| 1 gross profit     | 5 invoice        |
| 2 revenue          | 6 sales forecast |
| 3 opening balance  | 7 volatility     |
| 4 commodity market | 8 direct costs   |

### Student B:

- |                        |                    |
|------------------------|--------------------|
| 1 overheads            | 5 operating profit |
| 2 salary increases     | 6 costs incurred   |
| 3 seasonal fluctuation | 7 profit margin    |
| 4 projected revenue    | 8 expenses         |

Hidden message: Predict the future

# 02 Budgeting

## The Business Games

### Timing

35 minutes

### Aim

To describe business activities in terms of sports.

### Task

Pairs or groups of students discuss business activities that could form part of the 'Business Games'.

### Preparation

Make one copy of the worksheet for each pair or small group of students.

### Procedure

- 1 Divide the class into pairs or small groups, and give each pair or group a copy of the worksheet.
- 2 Tell them to imagine that an international business organization is thinking of holding a Business Games every four years. They are looking for 'sports' that could be played at the Business Games, and the students are going to choose one that they think should be included. Ask them to read the example in the box.
- 3 Working in pairs or groups, the students first decide how budgeting could be turned into a business game and use the framework given to help them prepare a description. (For example, it could be a team game in which the first team delivers a budget and the opposing team have to try to get more money for marketing, training, production, etc. These arguments are rejected by the first team who have to try to maintain their budget – or even (for extra points) achieve some budget cuts.) Go round monitoring and giving help where needed.
- 4 Have a class feedback session in which each pair or group presents its ideas for how budgeting could be an international sport.
- 5 In their pairs or groups, the students then choose and write a brief description of another business activity that they would like included in the Business Games. This could be sensible or silly, but they should give their sport a name, describe how it is to be played and how the scoring would work. Allow them five or ten minutes for this.
- 6 The pairs or groups then take turns to describe their suggested sport to the rest of the class, who write down the name in the table on the worksheet.
- 7 When all the sports have been described, the pairs or groups award points based on which of the sports described they would like to have included in the new Business Games. They should give three points to the best sport, two points to the second best and one point to the third best. They cannot award themselves any points at all.
- 8 The winning sport is the one which is awarded the most points. This then becomes a new 'official' Business Games sport.

### Follow-on

As an optional follow-on (perhaps as a homework task), the students could write a report describing the sport that won the most points and urging the organizers to adopt it for the new Business Games.