4 As in the Student’s Book. Write the students’ guesses as to what are the most common verbs in English on the board.

5 The students can work alone or in pairs on the puzzle.

Note
These verbs are the twenty most common verbs in the spoken demographic section of the British National Corpus. This is a corpus of natural unscripted spoken English collected in the UK in 1994 from people from different geographical areas, ages, and different walks of life.

Answers

Rises and falls
This section practises:
- verbs commonly used to describe upward and downward movements, e.g. go down, increase, reduce
- vocabulary for corporate performance measures, e.g. defects, productivity, emissions.

1 Be aware that a company could collect all kinds of statistics and metrics to track its performance and there is no need to go into detail here.

Possible answers
These might include measures relating to the statistics in the table in Ex 4 in the Student’s Book.

2 Tell the students to read the texts and answer the questions in pairs before collecting answers from the whole class.

Answers
1 A printing company
2 To show everyone how much waste they were producing
3 Simple, low-cost changes
4 A 35 per cent reduction
5 They upgraded the lighting
6 In one area, the lighting was brighter.
7 $48,000
8 $25,000

Variation
If your students don’t travel much, you might ask them to describe:
• the last phone call they made
• the last email they wrote
• something they fixed
• the last work task they performed.

Extra activities
Your students may be fascinated by the story of Larry Walters and want to know more. After understanding the text in the Student’s Book, even weak students should be able to understand an authentic newspaper article that you can obtain by performing a web search on “Larry Walters” (make sure you type the name within quotation marks to focus your web search). If you decide to do this, prime the students first, explaining that they will be reading a real newspaper story that has not been simplified in any way. Pair them up with another student to read it, so they can help each other with unknown words. We’ve found that students have been surprised and delighted to discover how much they can understand and it has provided a big confidence boost.

Play a variation of No’s a no-no on page 91 of this book. Use the Past Simple to find out about the students’ last business trip, holiday, etc.
Extra discussion questions

Has your company made any similar improvements to these?
In what ways has your company reduced waste and energy consumption?

3 As the students suggest alternative verbs that could be used in the sentence, start to construct a table on the board by listing verbs vertically. In the next column, draw arrows to show whether they denote upward or downward movement. And in the third column, write the noun form if appropriate.

<table>
<thead>
<tr>
<th>Verb</th>
<th>↑ or ↓</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>decrease</td>
<td>↓</td>
<td>decrease</td>
</tr>
<tr>
<td>reduce</td>
<td>↓</td>
<td>reduction</td>
</tr>
<tr>
<td>go up</td>
<td>↑</td>
<td>–</td>
</tr>
<tr>
<td>rise</td>
<td>↑</td>
<td>rise</td>
</tr>
<tr>
<td>fall</td>
<td>↓</td>
<td>fall</td>
</tr>
<tr>
<td>improve</td>
<td>↑</td>
<td>improvement</td>
</tr>
<tr>
<td>lower</td>
<td>↓</td>
<td>lowering</td>
</tr>
<tr>
<td>drop</td>
<td>↓</td>
<td>drop</td>
</tr>
<tr>
<td>cut</td>
<td>↓</td>
<td>cut</td>
</tr>
</tbody>
</table>

Answers

Check the students know which verbs:
1 are regular and irregular
2 can be nouns and verbs (e.g. to rise and a rise)
3 have a different noun form (e.g. to improve and an improvement).

Also point out the change in stress when the verbs increase and decrease become nouns: an increase / a decrease.

Note

to improve means to get better
So while it often indicates an upward movement, it can also indicate a downward one, e.g.
Our ‘errors’ figure has improved. The number of errors went down.

4 This activity checks the students’ comprehension of some common performance indicators. Elicit answers from the class for 1 and 2, then tell the students to complete the exercise in pairs.

Answers

1 Material costs 8 Emissions
2 Productivity 9 Downtime
3 Energy consumption 10 Profit
4 Absenteeism 11 Taxes
5 Waste 12 Defects
6 Recycled materials 13 Wages and salaries
7 Inventory 14 Accidents

5 This is a further comprehension check and can be completed with the whole class.

Answers

Good statistics: Waste; Taxes; Accidents; Material costs; Emissions; Productivity; Absenteeism
Bad statistics: Defects; Profit; Downtime; Inventory; Recycled materials; Energy consumption; Wages and salaries

Try to increase: Productivity; Recycled materials; Profit
Try to decrease: Waste; Defects; Energy consumption; Emissions; Inventory; Material costs; Absenteeism; Wages and salaries; Taxes

6 Explain that the verbs in the boxes have much the same meaning, though go up / down is a little more informal. Demonstrate how this drill activity works with a student before moving on to pair practice.

Answers

increase – increased decrease – decreased
rise – rose fall – fell
go up – went up go down – went down

7 When collecting feedback at the end, ask:
1 Did you draw the graphs correctly?
2 Did you understand why the figures rose and fell?