

## Product recall

### Level

Intermediate and above

### Tasks

Identifying the 'odd one out' from a list of food related words  
 Completing a flow chart of a product recall by scanning an article  
 Creating collocations with words taken from the article  
 Discussing issues arising from the article.

### How to use the lesson

- 1 Introduce the lesson by explaining the term 'product recall'. Check students understand the concept of 'odd one out' by giving an easy example. Hand out the worksheet and ask students to find the 'odd one out' in exercise 1. Offer clues if students are having trouble finding the answer.

**Answer:** *sauce* (all the others collocate with the word 'food')

Ask students to tell you which kinds of food they usually buy. Do they like spicy food? Who buys ready-made meals etc. Tell the students that this lesson will be about a problem in the UK with contaminated food.

- 2 Check students know what a 'dye' is. Ask students to read about the problem in the flow chart. When they have finished, they should complete the missing information by scanning the article. Teacher's note: Worcester sauce is a popular sauce to put on cooked meals in the UK.

**Answers:** (a) *Chilli* (b) *Worcester sauce* (c) *Sudan 1* (d) *400*

- 3 Students read the article again. Ask comprehension questions such as: What kind of products were withdrawn? Was the risk very high? Ask students who they think is responsible e.g. manufacturer, supplier, retailer? Deal with any other useful vocabulary at this point, such as: a batch, a fine, to screen something, liability.

- 4 Ask students to find collocations with 'food' in the article.

**Answers:** *food manufacturers, food industry, food safety, food factories, food imports, food chain*

Note: 'Food Standards Agency' and 'Supermarket food' also occurs in the article.

- 5 Students match the words to create collocations.

**Answers**

(1) – (e)	<i>product recall</i>	(4) – (c)	<i>consumer confidence</i>
(2) – (f)	<i>insurance industry</i>	(5) – (a)	<i>retail outlets</i>
(3) – (d)	<i>safety regulations</i>	(6) – (b)	<i>health risk</i>

- 6 Ask students to work in small groups to discuss their answers to the questions. Monitor the discussion. Ask the groups to report their ideas to the class, then hold a feedback session.

### Related websites

Send your students these websites, or just take a look yourself.

<http://www.food.gov.uk/safereating/sudani/sudanlist>  
<http://www.cpsc.gov/cpsc/pub/prerel/prerel.html>  
<http://www.consumerreports.org/main/search/recalls.jsp>