

Teacher's notes Unit 3 Products and packaging

Level: Intermediate

The overall purpose of **Slides 1, 2, 3 and 4** is to offer content that allows you to introduce to your students some of the key business concepts around products and packaging, which you can find in the *Subject background* section on page 36 of the *Teacher's Book*.

Suggested timings are given for the individual slides that contain new content.

Slide 1: extract from *Subject background* text on Teacher's Book page 36, slightly adapted and shortened.

Ask students to predict what sales staff will need to know about a finished product, before revealing the four bullet points.

[5 minutes]

Slide 2: extract from the *E-cloth* website.

The idea is to use **Slides 1 and 2 together** to make sure that students understand the concepts in **Slide 1**.

Ask students to describe the E-cloth in terms of functions, benefits and so on. They could work on this activity in pairs or as a whole class.

Commentary

What it does is clean.

Its main selling point is that it only requires the use of water. Another feature is that you can use it again and again.

The benefit to the customers is that they do not have to buy or use cleaning agents, which will probably also make them feel better about their impact on the environment.

While no comments are made on the competition in this extract, you can deduce that there is no direct competition as it states this a "whole new way to clean".

If you are online, you can visit the E-cloth website at www.e-cloth.com, and learn more about the company and their products.

[5 to 10 minutes]

Slide 3: extract from *Subject background* text on Teacher's Book page 36, slightly adapted.

Again, Screens 3 and 4 are designed to be used together. Quickly check that your students understand the language of the four bullet points, then move on to **Slide 4**.

[5 minutes]

Slide 4: photo of one of the E-cloth products

In groups of three, ask students to discuss and describe how the E-cloth is packaged and to comment on the packaging in terms of the criteria in **Slide 3**. Get one student from each group to report back to the whole class on what they said. Go back to **Slide 3** for this review stage.

Commentary

The E-cloth is generally bought in large supermarkets so has to be noticeable, easily picked off the supermarket shelf or display, well protected, and its purpose and benefits clearly readable at a glance for the potential new or returning customer.

Once home, it is unlikely that the customer will use the packaging again but rather will throw it away. Clearly this method of disposal does not fit in well with the company's eco image and, at the time of writing, they said that they are looking at sourcing more environmentally friendly packaging, for example compostable packaging made from corn oil. However, this is in very short supply.

You might also want to focus on the language in the packaging of this product. You could point out the endorsements from major brands, Miele, Baumatic and NEFF. And the use of the present perfect tense: *Cleaning stainless steel has never been easier*

[10-15 minutes]

Slide 5: packaging of food products

The purpose of **Slide 5** is to focus on the environmental issues from the customer's point of view, in contrast to the previous screens, which were from the business/producer's point of view. This could lead into the Discussion on page 32 of the Student's Book.

Commentary

Looking at the types of food in the photo one by one, sandwich packaging is the kind of thing you throw away immediately. You would clearly want to know that the packaging was tamper-proof, that is unless you saw the sandwich being made in front of you! These days it can be made of bio-degradable materials.

Bottles of olive oil can be gifts so you would probably want an attractively designed bottle, which you might even keep and re-use. An empty bottle of olive oil is clearly easily recyclable. Obviously you would want a seal on the bottle that was tamper-proof.

Cereal boxes are made of cardboard which can be disposed of, even in an organic matter bin.

A paper bag can be re-used, if one remembers to keep it and take it to the vegetable shop or stall the next time!

[15-20 minutes]

Slide 6: link to Wikipedia site

If you are online, you can use this link to look up “universal design” as is suggested in the Internet research box on page 32 of the Student’s Book.

[5 minutes]

Slide 7 MP-Bunny illustration

This is included to make presentation and briefing on the task on page 33 of the Student’s Book easier for you, the teacher. You could look at the MP-Bunny with books closed and discuss how you might package it. See Teacher’s Book page 39.

Slide 8: More products to package

These three toys are provided so that you can have different groups of students present packaging solutions for the different toys including the MP-Bunny.

Slide 9: Wrap rage photo, title and caption

The purpose of including this slide is to set the scene for reading the article on page 33 of the Student’s Book before the book is opened. As a warm-up, ask students to explain how the *60,000 people* are injured, and lastly to say if they know of other contexts of the use of the word *rage*, e.g. *road rage*.

[5-10 minutes]

Slide 10: Wrap rage reading comprehension

The purpose here is to provide an extra third reading comprehension task after *Scan reading* and *Paraphrasing* for the *Wrap rage* text.

Answers

- 1 False: the text says that injuries are on the increase and that 60,000 people are injured a year, but it does not say how quickly injuries are rising.
- 2 True: for example, they have been slashing the packaging with knives.
- 3 True: the text mentions arthritis and rising blood pressure.
- 4 False: the text says there is light at the end of the tunnel.

[5 minutes]

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