

## Teacher's notes Unit 3 Quality

**Level:** Upper-intermediate

The slides in this PowerPoint presentation focus on:  
obsolescence in products (Slide 2)  
what quality means (Slide 3)  
adjectives to describe quality (Slide 4)

In addition, images from the Student's Book are provided in Slides 1, 6–11.

**Slide 1:** five photos from page 32 of the Student's Book

These are provided to facilitate *Discussion 2* and to allow you to talk about the particular features of these products more easily.

### *Commentary*

In addition to the factors that influence a purchasing decision given in *Discussion 1*, your students may mention these additional considerations in relation to the five products in the photos:

**Corolla car:** fuel economy, reliability

**iPod:** reliability (there was quite a lot of criticism of early iPod having poor battery life), fashionability/trendiness

**pair of jeans:** fashionability/trendiness

**bowl of cornflakes:** nutritional value, freshness, packaging

**computer:** reliability, speed, size of memory, ergonomics and ease-of-use (the keyboard is split here)

[5 to 10 minutes]

**Slide 2:** obsolescence

The purpose of providing these photos is to introduce the *Internet research* theme of planned or built-in obsolescence on page 32 of the Student's Book.

Ask your students:

- how long they would expect these products to last.
- whether they are likely to become out-of-date.
- whether the manufacturer might deliberately decide to produce them in a way which means they will become obsolete or non-functioning within a specific time frame.

## Commentary

**Broken, old-fashioned light bulb:** this is the classic product when people talk about planned obsolescence. Many people believe we could have had long-life bulbs years ago but that it was not in the industry's interest to produce them.

**Electric hand iron:** consumer durables or white goods such as irons should last a long time and are less prone to major technical innovation. Of course, manufacturers are rather reluctant to say how long they should last!

**CD-ROMs:** occasionally there are scare stories about people losing data through CD-ROM or DVD-ROM "rot" after only a couple of years but the reality is that CD-ROMs produced in the 1990s were designed to last at least 40 years and DVD-ROMs 100 years. Only time will tell ...

**Pair of trainers:** how long they will last will depend on the wear and tear they get. It would be reasonable to assume that Nike will expect their trainers to last a couple of years, given the susceptibility of the product to changes in fashion.

**Energy-saving, long-life bulb:** for example, tungsten halogen standard life bulbs are designed to last 1,500 to 2,000 hours whereas long life ones go for 5,000 to 6,000 hours. There is obviously now considerable social and government pressure on manufacturers to produce efficient and long-lasting bulbs.

[5 to 10 minutes]

**Slide 3:** what does quality mean?

These photos are designed to be used as a warm-up to or alongside *Discussion 1* on page 34 of the Student's Book, and to explore notions of quality.

Ask your students to look at the photos and say how quality is expressed with these products or services.

## Commentary

**Woman looking at clothes:** here quality will be defined by the materials used, the way in which the clothes have been made, the style, and possibly by the place of manufacture and brand name.

**Japanese bullet train:** here the frequency, speed, promptness and cleanliness of the service will determine the customer's view of the quality of the service.

**Part of a car's instrumentation panel:** this panel *looks* very well designed but does it function well? Obviously we cannot tell from just looking at it. It is very much "in the eye of the beholder".

**Coffee beans:** the packaging, smell and source of the beans, and brand name (here Starbucks) will all have an influence.

**Bunch of carrots:** freshness, presentation and provenance (are the carrots grown locally, organically or in an area well-known for their vegetables?) will be factors. Regarding presentation, one customer might want to see them cleaned and packaged while another might want them looking like they have just come out of the ground and not packaged.

[5 minutes]

**Slide 4:** adjectives to describe quality

Here is a selection of photos which your students can match to some of the adjectives given in *Speaking 5* on page 35 of the Student's Book.

### **Commentary**

Heavy-duty snow plough truck

Disposable water bottle

Box marked Fragile – ask your students to say what might be inside it!

Cracked mirror

Heavy-duty, durable or tough work boots

Tough scrubbing brush

Scratched CD

Flawed crystal

The second screen (**Slide 5**) provides the answer to the categorization task: +, - or both = and -.

[5 to 10 minutes]

**Slide 6:** graph on page 38 of Student's Book

The graph from *Predicting and listening 4, 5, 6* is offered here to allow you to analyze Marc's presentation performance more easily.

**Slide 7:** three products on page 39 of the Student's Book

These are offered here so that your students can use and refer to the slides during their presentations in *Presentation 8*.

**Slide 8:** three photos on page 40 of the Student's Book

These are offered to facilitate *Discussion 1*. In addition, three extra photos are provided. Ask your students what warnings they would expect with the products in the Student's Book and the three extra ones.

### **Commentary**

**Camera:** you will probably be warned not to let it get wet or too hot.

**Office chair:** you will be advised on body posture and how to set the chair to avoid injury.

**Weightlifting gear:** you will be advised to get proper professional training on how to use this equipment

**Slides 9–12:** TV stand assembly diagram on page 41 of the Student's Book

This is provided here so you can give the answers to *Listening 8* and suggested answers to *Writing a procedure 9* more easily.

**Acknowledgements:**

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