

3 Products and packaging

Subject background

Product is one of the famous '4 Ps' of marketing (the others being *Price*, *Place* (i.e. distribution) and *Promotion*). In the past, when business people talked about 'products and services' the term *product* referred only to manufactured goods. Nowadays the distinction between a product and a service is increasingly blurred, so that a bank can offer 'financial products' and a manufacturing company can offer a service (e.g. customizing their products).

When developing a new product, a company needs to take into account a wide range of factors:

- the origin of any new product ideas: customers? sales staff?
- the fit with the existing product line
- manufacturing questions like: 'How easy will it be to make this new product with our existing equipment?'
- pricing, distribution and promotion of the new product.

The feasibility of new products depends very much on production and operations as well as marketing. If a product cannot be manufactured for a reasonable price then it cannot be sold for one.

Designing and developing a new product involves a number of different stages.

- 1 Research: Market research to find out customers' needs; technical and scientific research and development of a more fundamental nature (R&D); prioritizing research into different projects; lead time between starting a project and the product coming to market;
- 2 Design: Deciding the specifications to include in the design brief (features, size, weight, materials, etc.); screening out poor designs and choosing the final design; limitations in the production technology available; designing for manufacture (an easy process will lower production costs and mean fewer defects); designing for ease of disposal at the end of the product's life.
- 3 Prototype: Deciding how many working models to build; coordination between marketing and production when evaluating the prototype; which to prioritize: speed to market or more time for a better product?
- 4 Consumer tests: Choosing the target group for the test; deciding what to measure and how to measure it; modifying the prototype on the basis of the test results.
- 5 Full production: Set-up of machines and machine tools; supply of materials and parts; run time (time taken for a batch of products to go through the process); estimating consumer demand.

When the finished product is finally on the market, sales staff will need to know:

- its functions (what it does)
- its features (selling points)
- its customer benefits (how the features and functions make the customer's life easier)
- improvements that have been made (in what ways it's better than previous models)
- possibilities for customization
- how it compares with competitors' products.

Packaging is of course a key issue in the product mix, and its importance is often underestimated. Amongst other things, it a) attracts the buyer's attention, b) advertises the benefits of the product inside, c) lists the contents of the product inside, d) protects the product during handling and e) contributes to convenience and ease-of-use.

Useful websites

In terms of Internet resources for further study, this is a good online magazine with free access to some articles and a sign-up newsletter:

<http://www.designnews.com>

The following site has a 'body of knowledge' (BOK) for new product development, including a link to a glossary:

<http://www.npd-solutions.com/bok.html>

3.1 About business

Packaging

This module examines the packaging of products from the point of view of manufacturer and consumer.

Internet research

Universal design refers to the design and delivery of products and services that can be used by everyone, regardless of age, ability, or situation, with the aim of promoting equal access for all. In packaging, this would mean that the packaging used must be accessible to a wide range of people, including the elderly, infirm, disabled, etc.

Students could research some examples of universal design in packaging and present the products to the class. For example, a liquid soap dispenser for children which is designed with a broad base and easy-action pump so that it is accessible to small hands; easy-open packaging of hearing aids, consumers of which are likely to be elderly people with little strength in their hands; easy-open ring-pulls on drinks so anyone can open them, etc.

It would be useful for students to do this search before the module as it will provide them with a good base of background knowledge about the subject of packaging. Or, students can use it as a follow-up activity to the lesson.

LEAD-IN ACTIVITY

Get student to write down every product they have bought or used in the last 24 hours which has been packaged in some way. Give them a few examples of your own to get them started, e.g. a doughnut in a paper bag; sandwiches in a plastic container; a notebook which a sales assistant put in a plastic carrier bag; a CD, etc. Ask students to put a tick next to each item of packaging that was essential and a cross next to the packaging which was not essential. Get students to estimate what percentage of the packaging used was non-essential.

Discussion

1 Bring in examples of pre-packaged goods, e.g. items of food and drink, stationery, batteries, a bottle, a carton, etc. Teach any new vocabulary, e.g. *cellophane*, *blister pack*, *child-proof top*, *cardboard*, *container*, etc. Students can also look at photographs and identify the types of packaging they see in them.


Hold the items up so that everyone can see them or pass them around so that students can handle them.

Discuss the topics listed in the Student's Book and make a list on the board of the points made.

SUGGESTED ANSWERS:

Packaging should protect the product whilst it's being transported, display the product to its advantage on the shelf, resist pilfering (e.g. be large enough to prevent the small product being hidden in a pocket), be a practical shape for transportation and storage, carry text for instructions, etc.

Listening for gist

2  1:28 Read the questions with students and play the whole interview through. Get them to compare their answers with a partner. Then take whole-class feedback.

ANSWERS:

- 1 He thinks packaging is the best way to communicate the difference that makes your product the best choice.
- 2 New China Packaging uses cross-functional 'task forces' to develop packaging concepts.

As a follow-up, discuss the these questions:

Do you agree with Charlie Wang's view that packaging is the best way to communicate the differences between products? Does packaging influence your choice of purchase, or are there other factors?

Check that students understand the meaning of 'cross-functional task force' (a group of people with different backgrounds or expertise working towards a common goal. It could include people from finance, production, marketing, human resources and might involve employees from all levels. Some members of the group might also come from outside the organization, e.g. suppliers, customers). Do not develop this theme yet, as it comes up in more detail in exercise 4.

RECORDING SCRIPT

 1:28

Interviewer: Mr. Wang, you often say that packaging is the manufacturer's last chance to seduce the customer. Why is that?

Wang: Yes. Today's marketplace is highly competitive; many products are almost identical, at least from the consumer's point of view. Branding is not enough: unless you are the number one brand on the market, you start from the same level as everyone else. That's especially true here in Asia where there may be literally hundreds of competitors making the same product in the same city. In order to persuade the customer to buy your product rather than your competitor's, you have to differentiate, that is to say, to create and, above all, to communicate the difference which makes your product the better choice. In his book *Differentiate or Die*, the American business guru Jack Trout says, 'Every aspect of your communications should reflect your difference. The bottom line is: You can't overcommunicate your difference.'

I: So, packaging is the best way to communicate your difference?

W: Exactly. 75% of purchasing decisions are made at the point of sale. Today, nine times out of ten that purchase will be made in a self-service context. Your product is alone on the shelf, surrounded by its competitors. According to Wal-Mart, the world's largest retailer, your product has to pitch its promise to the customer in three seconds or less, from up to fifteen feet away. If your packaging is not attractive, effective and distinctive, how are you going to communicate its difference? That's why I say that packaging is the last chance to seduce the customer.

I: Yes, I see. Now, if packaging is so critical, with millions of dollars poured into design, graphics and efficient use of limited shelf space, why is it that there are so many failures?

W: The principal problem is a lack of communication between the different partners involved in the design and development process. Typically there'll be several different groups of experts, all working in their own specialized field: market research people who know nothing about design, designers who know nothing about manufacturing, and production people who know nothing about consumer needs. Traditionally, the design team has always been kept well away from business and manufacturing constraints so as not to limit their creativity. The result is inevitably a compromise. What starts out as an original, creative idea turns out to be impractical, for reasons of cost or technical limitations. So, it gets watered down, simplified, adapted – until, in the end, you are left with a package which is

easy to make, easy to transport and within budget, so production, logistics and finance are happy, but it's no longer what the consumer wanted! So, you get focus groups where consumers don't really like any of the concepts that are presented. That means, in the best case, you go back to the drawing board and start all over again or, in the worst case, you have to choose the least unpopular option!

I: So, how do you avoid this problem at New China Packaging?

W: Well, basically, what we do is to build what we call a 'task force'. This is a cross-functional team with players from all the stakeholders in the project. We literally lock them up in a hotel together, we provide all the tools they need to produce mockups and prototypes, and we don't let them out until they produce something that everybody is enthusiastic about.

I: And do you include consumers in the task force?

W: Yes, indeed. We need the end user's input right from the beginning. Everything is consumer-led. And, because we know that what consumers say they need and what they really need are frequently two different things, we also observe them using the product. Frequently, we can detect behaviours and needs that the consumer is not even conscious of.

I: Really? Uh-huh. So, who else is involved?


W: Corporate Marketing, because we need to work within the constraints of brand strategy, funding and schedules; manufacturing, so that we deal with technical issues as and when they arise; and, of course, our own designers and consultants, who contribute creative ideas, technical know-how and marketing expertise.

I: And how long does the process take?

W: Traditionally, months or sometimes years. Today, our task forces can usually deliver an optimal solution in one week, sometimes less. And remember, when they deliver, it means that every aspect of the package is consumer validated, is realistic and practically feasible, and respects business limitations. So, this extremely short turn-around means that the manufacturer can react very, very quickly to changes in the market, almost in real time.

I: Yes, I see, and ...

Listening for detail

3 Read the statements aloud or get students to read them aloud and see if they can respond to any before they listen again. Then play  1:28 again. Check answers with the whole class. Get students to correct the false statements.

ANSWERS

1 T 2 F 3 F 4 T 5 T
6 F 7 T 8 T 9 F 10 T

Discussion

4 Get students to do this with a partner. Take whole-class feedback on the arguments for and against cross-functional task forces from the point of view of different departments.

ANSWERS / SUGGESTED ANSWERS:

- a) HR (for) b) Sales (against)
- R&D: 'The benefits are similar to those in packaging design: knowing customer needs, production constraints and financial priorities helps engineers produce better products.' (for)
Training: 'They might perhaps be useful in designing programmes, but not in delivering them; attendees prefer to have a single contact.' (against)
IT: 'They're very useful in determining the exact needs of users and administrators at all levels, as well as the financial and technical constraints.' (for)

EXTENSION ACTIVITY

Get students to comment on how they think cross-functional task forces would work in their jobs / company, or if they have any personal experience of them.

Scan reading

5 Get students to look at the photo. Ask: *What is the man doing? Is he trying to eat this product? Look at his face – how do you think he feels?* Read the caption '60,000 people a year are injured in Britain' and ask: *How do you think these people are injured?*

Read the questions with your students. Ask if they can predict the answers to the questions before they read. If necessary, explain *triggers* (causes).

Give students a few minutes to read the text silently, underlining the words that help them with the answers to the questions as they read. Remind them what scan reading is (see page 7). Remind students to use the *Wordlist* in their books on page 151. Check answers with the whole class.

ANSWERS:

- 'Wrap rage' is a new term used to describe the irritation and loss of self-control experienced when struggling to open wrapping / product packaging.
- It's especially prevalent amongst seniors: 70% of over 50s experience wrap rage-related injuries.
- It's triggered by sterile food packs, child- or pilfer-proof packaging, ring-pull cans, price tags and overpackaging.
- There is pressure on manufacturers to meet stringent protection standards at low cost.

Paraphrasing

6 Students could do this exercise with a partner. Allow them to use dictionaries. Remind them to re-read the sentence in which the phrase occurs so that they can see it in its full context. Check answers with the whole class.

SUGGESTED ANSWERS:

- to decrease the amount of stock that disappears from shops because it is stolen by customers or staff
- the factors which most often cause people to become frustrated and irritated with packaging
- people can even lose their temper trying to remove labels with prices from some products
- something which enrages people who feel strongly about ecology
- after a long period of discouragement there are signs of hope
- Basically, unless they respond, they'll lose customers.

EXTENSION ACTIVITY

Ask students to share any similar experiences of their own with packaging. Ask them if they can identify one item of packaging which they find particularly difficult or annoying?

Discussion

7 Read the instructions with the whole class.

With lower-level classes, brainstorm answers to the questions to help them get started, and write any useful vocabulary on the board. Students could also refer to the results of their Internet research on universal design and packaging.

Get each group to present their packaging solution using the questions in the Student's Book to provide a structure for their presentation. Groups should also be prepared to take questions from the rest of the class.

SUGGESTED ANSWERS:

- 1 Most commonly used materials are plastic and cardboard or paperboard. Paperboard is cheap, recyclable, easy to print on, plastic is more versatile and more secure. Other materials such as metal, glass and wood are unlikely to be used for this type of product.
- 2 and 3 Anything is possible, but preferably not a standard, rectangular box with pale or dark colours and small photos and print.

EXTENSION ACTIVITY

As a follow-up, get students to evaluate the packaging solution using the criteria in the discussion activity on page 32, i.e. protection, identification, transport, storage, display, security. Alternatively, they could discuss the pros and cons of each packaging solution using the points mentioned by Charlie Wang in the listening activity on page 32, i.e. Is the design attractive, effective and distinctive? Does the packaging help to communicate the difference between this product and other products? Will this packaging help to persuade consumers to buy the product?

3.2 Vocabulary**Specifications and features**

This module practices describing products and outlining their main features in a product presentation.

Internet research

Two common ways of recording vocabulary are to use vocabulary notebooks or word cards. In a vocabulary notebook students might record, for example, individual words, pronunciation, useful phrases or chunks of language, word families, collocations, or lexical sets. They could also use mind maps or make their own dictionaries.

Encourage students to find and try out as many different techniques as possible so that they can find the ones that suit them best.

Discussion

1 Give students a few minutes to put the stages of product development in the right order. Check answers with the whole class by calling on students to read the sentences aloud.

ANSWERS:

The most likely chronological order:

- 6 Beta test the product by users in typical situations.
- 5 Conduct market studies to test the concept.
- 8 Launch the product.
- 4 Draw sketches and build mockups.
- 7 Go into production.
- 3 Draw up specifications for the product.
- 1 Generate new ideas in focus groups and brainstorming meetings.
- 2 Screen out unfeasible or unprofitable ideas.

FURTHER PRACTICE

To provide further practice of the collocations, get students to close their books and give you the correct verb in each case, e.g. *to ___ ideas*, *to ___ unprofitable ideas*, or the noun, e.g. *to test the ___*, *to launch the ___*.

Reading for detail

2 When students have completed the sentences, get them to read them aloud. This is an opportunity to check that students can say numbers with decimal points, e.g. *thirty-one point four*, and the abbreviations *g* (grams), *cm* (centimetres), *kg* (kilograms).

If students are unsure of the words, write them in two columns on the board under *adjectives* and *nouns*.

high *height*
wide *width*
long *length*

You could also check that students know how to say the three dimensions shown in the picture, e.g. '45.4 by 31.4 by 7.6'.

ANSWERS:

- 1 The large FedEx Box is 31.4 cm wide and 45.4 cm long. It is 7.6 cm high. When empty, the box weighs 400 g; it can be used to ship small parts or computer printouts up to 9 kg in weight.
- 2 The FedEx Tube is 96.5 cm in length and 15.2 cm in height and width. With a weight of 450 g when empty, it can be used to ship plans, posters, blueprints etc. weighing up to 9 kg.

Describing products

3 Students could put a range of items from their pockets and bags on the desk in front of them to do this activity. Without naming it or pointing to it, each student in turn describes an object while the other students guess which one it is. Circulate and check that students are using the target language correctly.

Collocations


4 Read through the words in the box and the compound adjectives with the class. Draw students' attention to the meanings of some of the adjectives, e.g. *eye-catching* and *attention-grabbing* have similar meanings; *waterproof* (does not let water through) is different from *water-resistant* (offers only some protection from water damage).

ANSWERS:

- 1 energy-saving / labour-saving devices
- 2 fire-retardant / water-resistant materials
- 3 waterproof / shockproof personal stereos
- 4 child-resistant / tamper-resistant packaging
- 5 future-proof / foolproof technology
- 6 eye-catching / attention-grabbing design

Elicit from students any other compound adjectives they might know, and some possible collocations, e.g. *heat-resistant (materials)*, *stain-resistant (materials, clothing)*, *time-saving (device)*, *rainproof (jacket)*, *soundproof (room)*, *bullet-proof (car, vest)*.


Listening for gist

5  1:29–1:34 Play the six conversations and allow students to choose the correct collocations individually before checking answers with the whole class. Get students to pick out the words or phrases they heard which helped them arrive at the answer.

ANSWERS:

- 1 shockproof personal stereos
- 2 a labour-saving device
- 3 eye-catching / attention-grabbing design
- 4 child-resistant packaging
- 5 water-resistant materials
- 6 foolproof technology

RECORDING SCRIPT

 1:29–1:34

- 1

A: I want to listen to English while I go jogging. Is that possible?

B: Oh, yeah. Jogging, cycling, skiing ... whatever you like. Nothing can stop it. I even dropped mine down two flights of stairs, and when I picked it up, it was still working.
- 2

C: I hear you bought one of those new robots. What do you think of it?

D: It's fantastic! I used to spend hours cleaning the flat. Now I can just program the robot and sit back and watch it work.

A: That's incredible! I must get one ...
- 3

E: I really like the colour. It's a beautiful car!

F: Yes, and it's an interesting shape too. Quite unusual. Very different from other cars in this category, isn't it?
- 4

G: Mum, what's in this bottle? I can't open it!

H: Give that to me, dear. You mustn't touch that. It's for cleaning the kitchen, and it's dangerous. Fortunately, they put it in a special bottle that children can't open ...


5

- I: Quick, it's starting to rain and there's a pallet of those electronic toys outside!
- J: OK, I'll move it straight away. But don't worry – the boxes are made of special paperboard. A little rain won't do any damage.

6

- K: Are you sure I'll be able to record TV programmes? I mean, I'm not very good at anything technical.
- L: Oh, yes. No worries. My five-year-old can operate this model. It's dead easy.

For further practice, students could work with a partner to produce similar short conversations using more of the collocations in exercise 4 and/or the additional ones listed above.

6  1:35 Ask students to listen to the start of the presentation and tell you what the Maptech i3 is (an integrated nautical information system). Play the first two paragraphs of the recording and then pause so that students can give you the answer. Ask them to brainstorm what kinds of features it might have.

Then play the rest of the presentation, pausing, if necessary, to allow students to make notes about the three main features of the Maptech i3. Ask students to note down the name of each feature and a brief description of it in their own words. Check answers with the whole class.

ANSWERS:

one-finger navigation, underwater radar and fishfinder, communications functions

RECORDING SCRIPT

 1:35

Good afternoon everybody. Imagine you're on a fishing trip. It's the middle of the night. It's dark, it's foggy, you can't see a thing, and you're sailing your boat between small islands and dangerous rocks. Are you afraid? Not at all. You are supremely confident, checking and adjusting your route with just a touch of a finger on a screen. How do you do it?

Well, I'm here today to tell you about the Maptech i3, an extraordinary, integrated nautical information system, where a touch-controlled screen enables you to enjoy single finger operation of several different navigation functions. Let's start with Touch Screen Command. 'Let your finger do the navigation' is our slogan. Just by touching the screen, you can view and change charts, calculate distances, create a route and a lot more. The large colour display screen automatically shows you a bird's-eye view of where you are and where you're heading. Let me show you an example of what I mean. As you can see, it's a little like floating about 1,000 feet above the boat and watching as you progress up the channel.

Moving on to what's below the water, thanks to the radar overlay, you see exactly what the fish are seeing. Some of you here today may think fishing is boring, but I can assure you that it's a lot more exciting when you know where the fish are – and with the Touch Screen 3D Fishfinder, that's exactly what you can do!

Now, can I just turn to communications? The Maptech i3 can send fax, email and voice messages. You can even send a message showing your boat's location on a real chart. You can request and receive weather reports based on your actual GPS position. And you can even automatically monitor vital onboard systems when you're away from your boat.

So, I'll just sum up the Maptech i3's main benefits. Let's just go back to our midnight fishing trip. First, Touch Screen Command lets you navigate between the rocks with just one finger and a bird's-eye view. Secondly, the underwater radar and fishfinder shows you where the rocks are, and where the fish are hiding.

Finally, the communications functions mean you can receive and send important data on the weather, your location and your boat at any moment.
I'd like to finish by inviting you to try the Maptech i3 for yourself. Our website has an incredibly realistic simulation that you can try out without ever getting your feet wet. Thank you very much.

Listening for detail

7 Get students to try to complete the expressions before they listen again. Then play 1:35 again so that they can check their answers.

ANSWERS:

1 about 2 with 3 of 4 on
5 to 6 up 7 back 8 by

8 Do this matching exercise with the whole class. Play the recording again. This time, get students to focus on the structure of the presentation and the five stages identified here. They can also practise repeating the expressions aloud.

ANSWERS:

- a) Beginning the presentation (1, 2)
- b) Moving to a new point (4, 5)
- c) Developing an idea (3)
- d) Returning to a point made earlier (7)
- e) Ending the presentation (6, 8)

Presentation

9 Give students a few minutes to choose an electronic product that they want to present. They can use the products in the photos or their own ideas. Remind them of the work they have done on product specifications and features, the nouns and compound adjectives they have practised, and the structure of the presentation they listened to.

Students could make some notes about their product and the points they want to make so that the structure is clear. Each student in the group could then be asked to prepare one or more parts of the presentation, depending on the size of the group. Circulate and assist where necessary.

You could ask groups to do their presentation for the whole class. The rest of the class could listen and check that it follows an appropriate structure and provides clear information. While students are making their presentations, make a note of any common mistakes in the target language for remedial teaching.

3.3 Grammar

Articles, relative clauses and noun combinations

This module practises articles, relative clauses and noun combinations in the context of expanding notes and defining words.

Internet research

Searching an online dictionary for the noun 'information' will reveal that it is an uncountable noun. Its informal form is *info*. It is used with *about* and *on*. Some typical collocations are: *information technology*, *information retrieval*, *information overload*; some typical constructions are: *a piece of information* and *a mine of information*.

In addition to providing definitions, phonetic transcriptions, and example sentences, online dictionaries allow students to hear audio pronunciations and find links to other useful websites. When they are browsing different online dictionaries, get students to conduct searches for the same word(s) in two or more dictionaries. This will allow them to do a more accurate comparison between them.

Test yourself: Articles

1 Start by reading the *Refresh your memory* box on articles with students. If students seem unsure of how to use them, work through some or all of exercises 1–4 in the *Grammar and practice* section (page 122 in the Student's Book, answers on page 117 in this book) before they do the exercise.

Students could work with a partner to insert the missing articles. Check answers with the whole class, getting students to explain the reason for their choice.

ANSWERS:

In 1485, Leonardo da Vinci made detailed sketches of parachutes. He also sketched studies for a/the helicopter, a/the tank and retractable landing gear. The first helicopter that could carry a person was flown by Paul Cornu at the beginning of the twentieth century. During the first World War, tanks were first used in France in 1917. An airplane with retractable landing gear was built in the United States in 1933. Bar codes were invented by Silver and Woodland in 1948. They used light to read a set of concentric circles, but it was two decades before the advent of computers and lasers made the system practical. However, the bar code system in use today is the Universal Product Code, introduced by IBM in 1973. The first bar coded items sold were packs of chewing-gum in 1974. The computer was launched in 1943, more than 100 years after Charles Babbage designed the first programmable device. In 1998, the Science Museum in London built a working replica of the Babbage machine using (the) materials and (the) work methods available in Babbage's time. It worked just as Babbage had intended.

Test yourself: Relative clauses

2 Get students to complete the exercise and check answers with the whole class. If students need further information or practice, turn to the *Grammar and practice* section (page 122 in the Student's Book, answers on page 117 in this book). Students could simply read the tinted explanation boxes to help them understand any answers they got wrong or they could do the exercises too, either in class or for homework.

ANSWERS:

1 which 2 that / which 3 that / which / no pronoun
4 who 5 who 6 that / which / no pronoun


Test yourself: Noun combinations

3 Lower-level classes could work through the exercises in the *Grammar and practice* section (page 123 in the Student's Book, answers on page 117 in this book) before they do the exercise, as they involve a more progressive build-up from shorter to longer combinations.

ANSWERS:

- 1 ever-shorter product development cycles
- 2 increasingly complex technical support requirements
- 3 Web-based customer feedback programs
- 4 real-world pre-market product feedback
- 5 cross-functional product development team

Expanding notes


4  1:36 This exercise and exercise 5 allow students to do further practice on articles within a real-world context of expanding notes. Write the notes on the board before playing the recording. Once they have listened, get students to come to the board to insert the missing words. Or, elicit the missing words from students and write them on the board yourself. Make a list of the words which have been omitted: *the, this, it's, I, it, there are, be, have*, etc.

RECORDING SCRIPT


 1:36

Message: Please record your product review and your rating out of five after the beep. Thank you for your feedback.

Customer 1: This is easily the best phone I've had so far. It's the perfect phone for the basic user. I have already bumped it and dropped it a few times but it's still going strong. The battery life is incredible. Overall, it's a real workhorse – there are no frills, but it does what a cellphone needs to do. I rate it five out of five.

5  1:37–1:38 Circulate while students are discussing how to expand the notes. Refer them to the list of omitted words on the board. Get students to read their sentences aloud and compare versions before listening to the recording.

RECORDING SCRIPT

 1:37–1:38

1

Message: Please record your product review and your rating out of five after the beep. Thank you for your feedback.

Customer 2: I hate this phone. It's too small – I can't open the flip cover with one hand. There's no screen on the outside to see the caller identity. The reception is horrible. It drops calls probably 30% of the time. There is a very long key delay, which is incredibly annoying. I am anxiously awaiting the day I can upgrade and get rid of this monstrosity. I rate it zero out of five.

2

Message: Please record your product review and your rating out of five after the beep. Thank you for your feedback.

Customer 3: I've had the phone for about three weeks. I like the size and the design. The features are good too. It's easy enough to use, and it has survived a couple of drops. However, the alarm clock won't work anymore. I'm not too sure about the internal antenna. I hate having a full signal when making a call, only to have a dramatic drop when I put the phone to my head. Everybody says it's the telecom company's fault, not the phone, or maybe I just got a bad one. We'll see. I'm going to try the 9200 next. I would give it a rating of three out of five.

EXTENSION ACTIVITY

Reverse the procedure and get students to reduce some complete sentences to note form. To do this, you or they could bring some suitable texts to class, such as reports, email messages, etc. Or, you could provide appropriate sentences on individual slips of paper and pass them around for students to rewrite.

Defining words

6 and **7** Get students to work with a partner to do these exercises. Check answers with the whole class.

Some students may be concerned that some of the sentences end with a preposition, even when this is grammatically correct. This is acceptable in conversation and in much professional writing. To avoid putting the preposition at the end would often make the sentence sound more formal than is required for the context. However, in more formal writing, it may be better to avoid putting the preposition at the end.

ANSWERS / SUGGESTED ANSWERS:

Exercise 6

1 c) 2 a) 3 d) 4 b)

Exercise 7

- 1 Focus groups are groups which / that companies get product feedback from.
- 2 Consumer empowerment is an approach which / that gives consumers power.
- 3 A ring-pull can is a can which / that has a ring to open it with.
- 4 Complex text layout languages are languages whose text layout is complex.
- 5 Child-proof packaging is packaging which / that children can't open.
- 6 An award-winning design is a design which / that a jury has given an award to.
- 7 Portable document format (PDF) is a standard format whose code can be read by all computers.
- 8 Household-cleaning products are products which / that you clean the house with.

Definitions game

8 Give students a few minutes to read the instructions and look up any new words in their dictionaries. Remind them to use what they practised in exercises 6 and 7 to help them prepare their definitions. However, they should start their definitions: *This is ...* or *These are ...* to avoid giving the answer, e.g. from Student B: *This is a container that is economical with material*.

FURTHER PRACTICE

Get students to look for similar examples of noun combinations in written material they are familiar with, e.g. company brochures or websites, real documents from the workplace, such as reports or market surveys, advertisements, or newspapers. You could focus this work by giving groups of students a specific area to look at, e.g. websites of packaging companies, car advertisements, annual reports, etc.

3.4 Speaking

Presentations – structure

This module focuses on how to organize and deliver an effective product presentation.

Internet research

This research will be particularly helpful for exercise 8, so ask students to do the search before they do that task. Students will find a range of websites offering a wealth of tips on how to make effective presentations. After individual research, get students to compare and exchange their answers to the questions.

You could also use this information as the basis for a poster or handout providing a detailed list of presentation tips for future reference.


Brainstorming

1 If students need help getting started on this brainstorming activity, give them a list of topics to think about, e.g. structure of the lesson, lecture or presentation, content, delivery, teacher / speaker, visuals, pace, timing / length. At this point, students should simply note down key words and phrases. Take whole-class feedback and make a list on the board. Get students to expand on their basic points by giving examples to clarify what they mean or anecdotes about real situations they have experienced.

SUGGESTED ANSWERS:

well-structured, well-researched, well-prepared, well-targeted, well-paced, entertaining, sense of humour, varied, interactive, interesting voice, good eye-contact, smart appearance, clear and attractive visuals, not too long

Listening for gist

2  1:39 Play the first part of the recording, up to '... enormous potential for this product'* and ask students: *What is wrong with the opening of this presentation? How does it compare with the points in the checklist in exercise 1?*

Then play the rest of the presentation and get students to check what they hear against the list of qualities of a good presentation. Check answers with the whole class, getting students to make complete sentences, e.g.:

The speaker is very hesitant. It makes him/her sound uncertain.

The information isn't well-structured, which makes it a bit confusing.

RECORDING SCRIPT

 1:39

Version 1

Um, shall I start then? OK, I know, erm, I know you're going to be very excited by the Pingman, like me! So, I'm sure you'll have lots of questions. And, perhaps we'll take questions after the demonstration.

OK, er, we've done lots of tests, which have all been very positive, and, er, there are lots of different markets for the Pingman, children, adults, dogs, businesses, and so on. We think there's an enormous potential for this product. *Until now, GPS tracking systems have been too bulky, too heavy and too unreliable indoors to be used as personal tracking devices. Our Pingman weighs only 75g, and, well, we'll show you how it works in a few minutes... on the, er, Internet. So, you know, you can connect to the Internet from anywhere in the world, and just ping your user to know exactly where they are. Within

one metre ... er. Nobody else has a product like this on the market, so we want you to approve the investment, because there's a huge market. Ping? Oh, yes, on the Internet, you tell a satellite to send a signal to the device, and the device answers the signal, and then the satellite can calculate the device's exact location.

Anyway, it only weighs 75g, did I say that already? Yes, er, 75g, it's five centimetres in length and about three point five centimetres wide, so, about half the size of a cellphone, and there are different models for children or adults. Tests were really positive, and our sales forecasts are excellent. There's also a model for animals; it's built in to a collar so, if you lose your dog, for example, you just ping it from the Internet to know where it is.

So, er, unless you want to ask questions, I think we'd better have the demonstration. Oh, I forgot to mention profitability. We think it will, er, will be profitable. Very profitable. OK, are there any questions? No? No questions? Um, OK then, let's have the demonstration. It's, er, at the back of the room. Yes.


Er, ...

3 With lower-level classes you could give some sentence stems to help students formulate their suggestions for improvement: *The speaker should / could ...; Instead of ... (-ing verb), the speaker should / could ...*, etc. Take whole-class feedback.

SUGGESTED ANSWERS:

Aspects to improve: structure, voice, pace, stress and intonation, hesitations.

Listening for detail

4  1:40 Play Version 2 of the presentation and get students to raise their hands when they hear each item on the checklist.

Get students to work with a partner to decide what other aspects of the presentation have improved. Refer students back to the list compiled in exercise 1.

ANSWERS:

All items on the checklist should be ticked.

Suggested answers for improvements in presentation technique in Version 2:

- The presentation is better prepared with fewer hesitations.
- The speaker addresses the audience's interests and gets them involved.
- The voice is firmer, clearer, more audible, more confident and persuasive.
- The pace is more appropriate.
- Stress and intonation give variety and interest and convey the speaker's enthusiasm.

RECORDING SCRIPT

 1:40

Version 2

Good morning everybody. How would you like to know at all times exactly where your young child or teenager is? How comforting would it be to know that your elderly mother is safely back home from the shops? Did you know that, on average, sales representatives spend less than 20% of their time actually with customers? How much would it be worth to know precisely where your sales reps or technicians were? And how much time would you save if you knew where, to the nearest metre, your dog was hiding?

Well, now you can. I'm here this morning to present the Pingman, a revolutionary new personal GPS tracking device – an eye in the sky which will bring peace of mind to parents, carers, businesses, animal lovers and many, many other potential customers. As you know, the reason I'm here today is


to demonstrate our prototype and to ask you, members of the Board, to approve the investment needed to start production. Now, I know you're going to be very excited by the Pingman, so I'm going to give you a quick overview of the product and the market in about fifteen minutes. After that, there'll be a hands-on demonstration, and I've allowed about 45 minutes for questions and discussion after that. But if you have questions that can't wait, feel free to interrupt me. OK?

I've divided my presentation into three sections. First of all, I'm going to remind you of the background to this project and the current offer on the market. After that, I'll be talking about the prototype, the specifications and the data we've collected from tests, focus groups and market studies. Finally, I'd like to present a business plan; this will show you why we expect a return on investment that is without precedent for our company. Is everybody happy with that agenda? OK, so, let's start with the background. Now, GPS tracking systems are not new. We've been able to install them in vehicles and containers for some time, but until now they've been too bulky, too heavy, and too unreliable indoors to be used as a personal tracking device. What's new about the Pingman is that for the first time we can build it into a wrist strap or collar small and light enough to be worn comfortably by a small child or a dog. For the first time, it will be possible to locate the wearer via the Internet, anywhere in the world, indoors or out, 24 hours a day and up to every ten seconds ...

... does that answer your question? OK, so, I'd like to wrap up the presentation and move on to the demonstration. Let me just summarize what I've already told you. Firstly, I explained why there is a huge market just waiting for this product, and why the competition are still months behind us. Secondly, I presented the different specifications for the child, adult and animal versions we intend to launch, and the overwhelmingly positive reactions we've had during trials. Last, but not least, I have given you the strongest possible reasons why you should approve this investment: extraordinary sales forecasts, strong cash flow and unprecedented profitability.

So, ladies and gentlemen, these are the reasons why I am asking you to give this project the green light. I believe we cannot afford to miss this opportunity.

Now, if you'd like to move to the back of the room, our R&D staff are ready to start the demonstration and to answer your questions. Thank you very much for your attention.

5  1:40 Read through the language in the table with the students. Then play Version 2 again, pausing at appropriate places, while students complete the expressions.

ANSWERS:

Hook

- 1 How would you like to know ...?
- 2 Did you know that, on average, ...?

Objective

- 3 I'm here this morning to present the Pingman ...
- 4 The reason I'm here today is ...

Agenda

- 5 Feel free to interrupt me.
- 6 I've divided my presentation into three sections.
- 7 First of all, I'm going to ...
- 8 After that, I'll be talking about ...
- 9 Finally, I'd like to present ...

Summary

- 10 I'd like to wrap up the presentation.
- 11 Firstly, I explained why ...
- 12 Secondly, I presented the different specifications ...
- 13 Last, but not least, I have given you ...

Call for action

- 14 These are the reasons why I am asking you to ...

Close

- 15 Thank you very much for your attention.

FURTHER PRACTICE

Get students to substitute the phrases in column 2 of the table for the actual words they heard on the recording, e.g. instead of: *Did you know that on average sales representatives ...* use the phrase: *Somebody once said*, i.e. *Somebody once said that on average sales representatives...*, etc.

EXTENSION ACTIVITY


Put students into groups to discuss solutions for the following 'presentations problems'. What would they suggest that the speaker does in each case to change or improve their approach?

- a) *Norman is very nervous about giving presentations. He is an expert in his field so the content of his presentations is good, but gets very nervous and forgets what he wants to say.*
- b) *Olivia always overruns when she gives a presentation. She finds it difficult to be concise and never finishes on time.*
- c) *Dieter doesn't speak clearly and never looks at his audience when he gives a presentation. He plays with the keys or loose coins in his pocket. His audience often becomes bored and restless.*
- d) *Marie's presentations are usually very boring. She prepares detailed handouts and usually reads aloud what is written on them, adding comments as she goes.*

Students can refer to the work they have done in this module to help them or they can use their own ideas. Take whole-class feedback.

As a follow-up, ask students if they have experienced any of these problems. If they have experienced any other problems, they could share them and the rest of the class could suggest ways of dealing with them.

Pronunciation


6  1:41 Students could do this exercise on pausing and intonation with a partner. Encourage them to say the words aloud so that they can hear what they sound like. When they have finished, ask a couple of students to read their paragraphs aloud and get the rest of the class to comment. Then play the recording and have students check their answers. See answers for exercise 7 on the next page.


RECORDING SCRIPT

 1:41

I've divided my presentation into three sections. First of all, I'm going to remind you of the background to this project and the current offer on the market. After that, I'll be talking about the prototype, the specifications and the data we've collected from tests, focus groups and market studies. Finally, I'd like to present a business plan; this will show you why we expect a return on investment that is without precedent for our company. Is everybody happy with that agenda?

FURTHER PRACTICE

Play  1:41 again. Stop at each pause so that students can repeat it quietly to themselves, either with their eyes closed or by reading the words from the book.

7  1:41 Follow the same procedure as for exercise 6 for this exercise on stress and linking.

Finally, get individual students to read the paragraph aloud, bringing intonation, stress, and linking together in a naturalistic way.

For homework, students could record themselves reading the paragraph. They could then play it back and assess their own delivery.

ANSWERS:

I've divided my presentation into three sections. ↘ | First of all, ↗ I'm going to remind you of the background to this project ↗ | and the current offer on the market. ↘ | After that, ↗ I'll be talking about the prototype, ↗ | the specifications ↗ | and the data we've collected from tests, focus groups and market studies. ↘ | Finally, I'd like to present a business plan; ↘ | this will show you why we expect a return on investment that is without precedent for our company. ↘ | Is everybody happy with that agenda? ↗

Presentation

8 This activity may require two lessons, with part of it done for homework. Read the instructions with the students. First, get students to decide which product they are going to present and what they want to say about it. The decisions they make here will also feed into the content of the presentation.

Then get students to review the work they did in earlier exercises in this module. This will help when it comes to preparing what they are going to say.

Students can divide the presentation among two or more people, but should ensure that there is a smooth transition from one speaker to the next.

You could spend some time discussing the last question (*How can you avoid an embarrassing silence at the end of your presentation?*) as this hasn't been covered in the material so far. Possible answers to this question:

- Don't be afraid to let a minute or two go by before someone asks a question – people can be a little hesitant at first, but once one person has asked a question, others are likely to follow.
- Say: 'One question that people often ask is'. This approach will often relax your audience and encourages them to start asking questions.
- If there are no questions, invite audience members to speak to you afterwards or contact you by email if they have any questions.

9 Once students have prepared their presentations and have had time to practise delivering them, get groups to present to the whole class. If you have time, students can assess each other in a supportive way by referring to the list of qualities for a good presentation in exercise 1 and the presentation tips they gathered as a result of their Internet search. They could also listen out for appropriate use of expressions, intonation, etc.

A quicker, alternative method of assessment would be simply to ask students to identify two things they liked about the presentation and two ways in which they think it could be improved.

3.5 Writing

A product description

This module focuses on the features and benefits of consumer products and requires students to write their own production description.

Internet research

Students will find a range of news and business reports in response to a search for *MP3 player market China*. Remind students that they should write a short summary in their own words, picking out the key information on the topic.

Discussion

1 Check that students understand the difference between a feature (a factual statement about a product) and a benefit (the value or advantage customers get from the product; a positive outcome or result that will make them want to buy it).

Read the vocabulary in the box and get student to pick out the four features and their corresponding benefits. Students can then discuss questions 1 and 2 with a partner or in small groups. Get them to make lists of one or two features and benefits for each product, to show that they have understood the difference.

Other products they might discuss are a digital camera, a bike, or a watch.

ANSWERS:

(feature, followed by benefit)

ABS – safe braking and cornering; alloy wheels – head-turning good looks; 3.0l V6 engine – power on demand; automatic climate control – air-conditioned comfort

Scan reading

2 Get individual students to read each section aloud and then call on other students to select the best section heading from the box.

Get students to try to differentiate the features and the benefits in the text. At this stage, accept all answers as this is dealt with in more detail in the next exercise.

ANSWERS:

3 compatibility **1** background **4** details of features and benefits **5** invitation **2** overview of benefits

Reformulating

3 When students have completed the task, focus on the language used to describe benefits and features as this will be useful for the writing task in exercise 5. This text, for example, uses:

- the present simple tense to give the effect of immediacy
- *will* to promise things, e.g. *you'll start to appreciate the extras*
- *can*, e.g. *you can create, you can integrate*
- the first conditional, e.g. *If you're used to using other office suites, you'll feel completely at home...*
- imperatives, e.g. *use ..., produce*
- a number of adjectives and adverbs to get the message across, e.g. *easily, impressive, dynamic, powerful, effective*
- comparatives to get the message across, e.g. *more compatible, more international, more accessible, more open.*

ANSWERS:

- 2 OpenOffice.org 1.1 gives you everything you'd expect in office software.
- 3 You can publish your work in Portable Document Format (PDF), and release your graphics in Flash (SWF) format – without needing any additional software.
- 4 If you're used to using other office suites – such as Microsoft Office – you'll be completely at home
- 5 You can of course continue to use your old Microsoft Office files without any problems
- 6 You can easily integrate images and charts in documents
- 7 Use built-in charting tools to generate impressive 2-D and 3-D charts.
- 8 produce everything from simple diagrams to dynamic 3-D illustrations and special effects.

4 Students could do this reformulation exercise in small groups. When they have finished, get groups to read their sentences aloud.

SUGGESTED ANSWERS:

- 2 You can download this amazing audio manager software – free!
- 3 Run Creole Audio Manager without problems on any Mac or PC.
- 4 You can search for music on the Internet, download it and organize your music files on your computer.
- 5 Listen to radio and watch TV online.
- 6 Creole lets you burn your favourite music onto CDs.
- 7 If you're used to using other audio players, you'll be completely at home; Creole Audio Manager is really easy to use.
- 8 You can even display song lyrics and sing along in karaoke mode!

FURTHER PRACTICE

Write the following features on the board or dictate them to students:

50-number speed dial
One-click business reports
Open 24 hours
Batteries included

With a partner or in small groups, get students to note down what products each of these features could refer to and some benefits that users might get from them.

Give students a few minutes to exchange ideas and encourage them to be imaginative. Take feedback from the class.

Possible answers:

50-number speed dial: phone – fewer keystrokes; quick and easy to use; I won't waste time by misdialling

One-click business reports: website – you can see the latest news very quickly and easily; you can use the time you save to do other things.

Open 24 hours: supermarket you can shop whenever you want; if you feel like ice-cream late at night, you can get some.

Batteries included: child's toy – the product is ready to use; you don't have to spend more money on batteries; you don't have to make another shopping trip to buy batteries.

EXTENSION ACTIVITY

Get students to think of the features and benefits of some everyday objects, e.g. a toothbrush, a cushion, a bar of chocolate.

Writing

5 Read the notes with the whole class. They are structured in the same way as the text in exercise 2, which can act as a model for students' own writing.

Circulate while students are writing and help where necessary. Students should write a first draft, making sure they have several benefits. They could then exchange their texts with another student for feedback. When they are reading each other's texts, students should be able to easily identify the benefits and should also look for the appropriate use of language.

Students then revise their texts. Display the finished texts on a table or on the wall so that students can read them all. If you wish, get them to choose the best two or three texts, i.e. the ones which make them want to buy the product.

MODEL ANSWER:

The music lover's favourite player

Over 30 million people all over the world already use Earworm players. Now there's an even better way to listen to music: the Earworm2. It's smaller, lighter and even stronger than the original Earworm, and has more memory for more music. And, believe it or not, we've actually reduced the price!

Now better than ever

The Earworm2 gives you everything you ever wanted from a portable music player. It's so compact (no bigger than a credit card) that you can slide it into the smallest pocket or purse. An enormous 40GB of memory means that you can take your complete music collection everywhere you go – up to 20,000 songs!

Forget about compatibility problems

If you're used to downloading your music files on a PC, that's fine. If you prefer the Mac, there's no problem. You can play all your favourite music formats; whether they're from subscription services or P2P exchanges, the Earworm2 can handle them all!

What's new in Earworm2?

You'll love the attention-grabbing new design with its funky fluorescent colours. Shake it, rock it, rattle and roll it; with its shock-proof aluminium case, anywhere you can go, the Earworm2 will go too. It's even water-resistant for singing in the rain!

The Earworm2 gives you an enormous 40 gigabytes of storage space, so you can take all the music you'll ever need with you. Pack up to 20,000 songs into an amazingly small space; the Earworm2 is only 9 cm long by 5 cm wide and just 1 cm thick. And as it weighs only 245 g, it's so light you won't even notice it's in your pocket. With the latest battery technology, you can listen all day and all night for up to 30 hours non-stop.

When you want to hear something new, just switch on the built-in FM radio; if inspiration hits you while you're on the road, record your future number one with the Earworm2's built-in mic.

Playing and organizing your files has never been so easy; everything is displayed so clearly on the Earworm2's large 4 x 3 cm LCD screen, you'll be completely at home after just a few minutes. And the Earworm2 comes with a two year guarantee, giving you real peace of mind.

Try it today

We're so sure you'll love Earworm2 that we're offering a two week, no quibble, money back guarantee. Try the Earworm2 for two weeks; if you're not 100% satisfied, we promise to give you a full refund with no questions asked. What do you have to lose? Try the Earworm2 today!

3.6 Case study

Big Jack's Pizza

This module draws together the work on product packaging and making an effective presentation by asking students to consider ways that a pizza company could strengthen its brand and improve its packaging.

Internet research

An Internet search for *pizza box advertising* will reveal the ways in which companies use pizza boxes and other fast food containers to advertise their products and services.

It would be most useful if students could do this search before the final task in exercise 6.

Discussion

1 Before students start this exercise, get them to brainstorm the names of some fast food chains in their town or city, and write them on the board. At this point just write down the names and the kind of food they sell. Then give students a few more minutes to discuss with a partner or small groups how each of them tries to differentiate itself from its competitors. They might mention factors such as price, taste, service, quality, range of meals, special offers, etc.


Scan reading

2 You could do this as a whole-class activity by reading the first question aloud and giving students a few minutes to find the answer in the texts. They should then raise their hands when they have found the answer. Wait until most of the class have raised their hands and then call on a student to give you the answer. Continue in this way until students have answered all the questions.

ANSWERS:

- 1 A pizza franchise with 23 restaurants in Hong Kong with takeout and home-delivery activities.
- 2 Three: Billie, Mick and Jack Jr.
- 3 The President & CEO (and presumably the son of the founder, Big Jack).
- 4 Value: large pizzas at low prices.
- 5 Less than one third.
- 6 Attracting new franchisees.
- 7 Loss of market share to international majors.
- 8 Convenience – proximity of stores and 24/7 delivery service.
- 9 The banal product.
- 10 A new range of pizzas, new promotional ideas, a new logo and colour scheme, a new box

Listening for gist

3  1:42 Before students listen, go back to the texts in exercise 2 and re-read the four points on the agenda. Get students to predict what kinds of things might be discussed under these headings at the marketing meeting. Then play the recording. Remind students that they are listening only for definite decisions. For lower-level classes you might like to point out that they will hear the word 'agree' around the discussion of things that have definitely been decided.

ANSWERS:

- 1 To introduce a new range of fusion cuisine pizzas.
- 2 To bring in brand-building and packaging consultants.

RECORDING SCRIPT

 1:42

Jack Jr: OK, so, we all agree on that then? A completely new range of pizzas for the 21st century, featuring fusion cuisine with the best of contemporary Chinese and Western influences? Great. We'll need at least five really new recipes, so see what you can come up with.

Mick: We'll need new names for each new pizza, then, Jack ...

Jack: Of course, but we can come back to that later. OK, so, can we move on to point two – new promotional ideas? What suggestions do we have? Billie?

Billie: Well, obviously with the new pizza range we should do a relaunch. And what about doing specials at different times in the year? You know, New Year, National Day, Dragon Boat Festival ...

J: Well, Billie, it's been done before, but I guess we could do that. Why not? Mick?

M: What about a BOGOF?

J: I'm sorry?

M: You know, B.O.G.O.F. – buy one, get one free. Two pizzas for the price of one. And another idea would be to have a two-pizza box. The pizzas stay hotter when you have two in a box.

J: Hm. I'm not sure that's a direction we really want to go in. The franchisees won't like it, and we want to get away from the idea that Big Jack's is just good for filling your stomach.

M: Well, what about a gourmet club? Customers get special privileges if they become members. Or feature different national cuisines each month – Indian in the first month, Thai in the second, and so on?

B: Yes, that's good, Mick. And don't forget the Internet – what if you could build your own pizza and order your take-out or delivery online?

J: Sounds like it might be expensive, Billie, but yeah, that's more the kind of thing I had in mind. Anyway, let's go on to points three and four on the agenda. I think we can take them together, because the box depends very much on the logo and the color scheme. Billie, I think you feel strongly about this?

B: Yes, Jack, I do. We've had our current logo ever since your dad started the business. The Big Jack logo was perfect thirty years ago, but a lot of things have changed since Big Jack's time. Apart from anything else, the symbolism is all wrong, and remember, people are very sensitive to that kind of thing here.

J: What do you mean, the symbolism is all wrong? Green and red are the colors of Italy, it's what pizza is all about!

B: Maybe, but the green chequered table-cloth on the round table – it symbolizes old-world values that people in Hong Kong just don't identify with. And it's well-known that green isn't a good colour for packaging for the Chinese.

M: Oh, really? Why's that?


B: Oh, you know, it's that thing about green hats – it means your wife is, you know, seeing another man ...

J: Billie, this is all very interesting, but ...

M: No, hang on, Jack. I think Billie's right. We have to take this kind of thing into account. And the box; the box is really important. It's easily the best way we have to communicate with our customers. Couldn't we have a more exciting box, as well as new colors and graphics? I mean, every baker in the city sells pizza in the same standard box as us. We need to differentiate! An octagonal box would be good, maybe with a window so you can see the delicious hot pizza you're carrying?

J: Well, as long as it doesn't complicate storage or delivery, I don't see why not. But it seems to me we need to get more advice on this. I trust you'll agree that we need to have some brand-building and packaging consultants work on this ... we'll consider their proposals at our next meeting.

Listening for inference

4 Students could work with a partner to do this exercise. Play  1:42 again, two or more times if necessary, to allow students to get as many of the suggestions as possible. Make a list on the board. Then get students to choose the three best suggestions in their opinion. Ask them to give reasons for their answers. They could also say why they think some of the other ideas might not be successful.

ANSWERS:

- 1 new names
 - 2 relaunch
 - 3 specials
 - 4 BOGOF
 - 5 two-pizza box
 - 6 gourmet club
 - 7 feature national cuisines each month
 - 8 compose and order by Internet
 - 9 change logo and colours
 - 10 more exciting box
- Jack likes 2, 3, 6, 7, 8 and 10.

5 Point out that the phrases on the left are from the listening in exercise 4. Give students a few minutes to do the matching task. Check answers with the whole class by getting one student to read out the phrase on the left and another student to read the corresponding phrase on the right.

ANSWERS:

- 1 b) 2 d) 3 a) 4 g) 5 c)
6 h) 7 e) 8 f) 9 j) 10 i)

You could then play the recording through so that students can hear the phrases again in context.

Brainstorming and presentation

6 Read the instructions through with the whole class. Remind them of the suggestions they heard at the marketing meeting in exercise 3 – they could take some of these ideas and expand them. They could also think of completely new ideas. The important thing is to have some concrete ideas to present. Students could be encouraged to use realia in their presentation, e.g. some pieces of card or paper with the names of the new pizzas written in large bold letters; a mockup of a new logo or new shape of pizza box, etc. Alternatively they could use Powerpoint for their presentations.

Before students start preparing for their presentation, remind them of the work they did earlier in the unit on how to structure a presentation and how to deliver it clearly. They could also look back at the work they did on describing specifications and features. All of this should feed into the presentations they are preparing now.

Give students a fixed time for their presentation, e.g. no more than 5–10 minutes. One student in each group could be nominated to give the presentation, or each student could present one recommendation.

While students are speaking, make a note of any common mistakes in the target language for remedial teaching.

After the presentations, get students to comment on their own performance – ask them what two things they liked and what two things they could have done better.

Writing practice

Get students to write a short report on their recommendations to Big Jack's Pizza. This could be done for homework.