

## Learning objectives in this lesson

Reading for detailed information, applying details from the text to a speaking activity, focusing on key vocabulary from the text, and using vocabulary from the text.

- Put students into pairs and allow them a few minutes to discuss the questions. If they can't think of any examples, you could suggest they discuss an example from any country, e.g. the Toyota recall of 2010 due to problems with the brakes.
- Students read the first paragraph carefully and note down the answers to the question. Take feedback from the whole class until all the information has been elicited.

### Answers

Mistakes the company made: it allowed a piece of machinery to become contaminated, thereby affecting the product; it refused to recall the product at first; eventually it recalled it but lied about the recall being enforced; it lied about the source of the contamination.

Consequences: 15,000 people affected by food poisoning; public outrage when the full story got out; the president and several senior executives resigned; factories were closed down; they lost \$430 million; they have lost their market position.

- Allow students time to read the rest of the text carefully. They could then work in pairs to complete the table.

### Answers

Company	Cause of the crisis	Company's response	Consequences
<b>Johnson &amp; Johnson</b>	Product tampering leading to 7 deaths	Recalled the product; resigned the packaging to make it tamper-proof	Initially dropped in value by \$1 billion, but soon regained 70% of its market share.
<b>Pepsi</b>	A product tampering hoax	Proved it was a hoax by publishing footage of a customer tampering with the product. Also showed footage of the canning plant.	The public was reassured, but there was still a short-term drop in profits
<b>Perrier</b>	Product contamination due to negligence	Recalled 160 million bottles	Took five years to regain its reputation

- Get students to discuss this in small groups then feed back to the class.

### Answers

Answers will vary, but may include ideas like: Act quickly and decisively, find out the facts, be honest with the public, recall the product if necessary, take steps to ensure it won't happen again.

- Encourage students to look back at the text to help them find the collocations. Afterwards, discuss what each collocation means.

### Answers

1 a 2 f 3 b 4 g 5 c 6 e 7 d

- Explain to students before they do the exercise that the words in bold in the text might not directly replace the words in italics in the exercise – they may need to reword the sentence slightly to make it grammatically correct.

### Answers

- voluntary
- outraged
- fall out (also change *were* to *was* in the sentence)
- botched
- tamper-proof (change word order to: *The containers are now tamper-proof...*)
- avert; full-blown
- scare

- Ask students to look at the text again and find three words that would be useful in their line of work. Get them to discuss their answers with their partner, giving reasons why.

- Discuss these questions as a class.

- Allow students a few minutes to discuss the question in pairs or small groups, then get them to feed back some interesting examples to the whole class.