

BUSINESS ENGLISH READING THE NEWS: CONSUMER PRODUCTS

By: Wall Street Journal article by Ellen Byron

Source: <https://www.wsj.com/articles/bugs-the-new-frontier-in-housecleaning-1500116400>



Pronunciation: AE

Directions: Practice by saying the word pairs and example sentences, then speak the words from this reading.

Word Pairs bat-bet, cat-pet, sad-said, rack-wreck, mat-met

Example sentence: That cat spat at Matt.

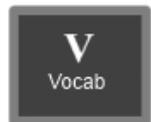
Examples from this reading: Facts - Hazard - Captured - Can -

Vocabulary

Directions: Study the following keywords and definitions.

1. throw up -(pv) - Vomit.
2. in and out -(id) - Coming in and going out often
3. cut back -(pv) - Make smaller or less.
4. alleviate -(v) - To make less burdensome or less hard to bear.
5. dominance -(n) - Power over others.
6. nuisance -(n) - Something that make a person a little angry or irritable.
7. opportunity -(n) - A good or favorable time or condition; a chance for something good.
8. persuade -(v) - To urge by talking, to get someone to do something with words.
9. potential -(adj) - Possible.
10. skeptical -(adj) - Tending not to trust or believe something.
11. notion -(n) - Idea.
12. accustomed -(v) - To make (someone or something) normal or familiar by repeated use.
13. detect -(v) - To discover, notice, or become aware of something.
14. excelled -(v) - To be very good at something.
15. ultimately -(adv) - Finally; at last.
16. pursues -(v) - To attempt to reach a goal.
17. declines -(v) - Become less.
18. launch -(v) - To begin something new.
19. captured -(v) - To catch and hold something or someone.
20. pose -(v) - To create a possibility; often of danger.
21. hazard -(n) - Danger or risk.
22. approach -(n) - Way of dealing with a person or problem.
23. resembles -(v) - Look like.
24. business model -(n) - A summary of how a company does business.
25. face -(v) - To meet a challenge.
26. development -(n) - The process of creation; working out; elaboration.
27. washed -(v) - to clean something using water
28. routine -(n) - The usual steps one takes.

Which words are the hardest?



Focus on the tough ones!



Reading

Directions: Read the following passage carefully.

Your floor is scrubbed, the bathroom gleams, dishes are washed and the laundry is done. But have you captured your home's flying bugs?

Procter & Gamble Co. wants to add a step to your cleaning routine. The consumerproduct company, already known for Tide laundry detergent, Mr. Clean disinfectant and Swiffer mops, in April introduced Zevo, an indoor trap for winged insects including flies, mosquitoes, gnats and moths.

After cleaning tubs, floors, clothes, hair and skin, bugs offer a new frontier, and a potential opportunity as P&G looks to reverse years of lackluster sales. "Another dirt for P&G are those insects around your home," says Jane Welling, a scientist for P&G's Ventures unit, which pursues new business opportunities.

"When flying insects come in, they seem to multiply and ruin everything that makes your house a home," an online Zevo ad says. "If you have pets and kids that are constantly going in and out of the house, then Zevo is a must-have."

Creating new product categories is one way P&G is trying to turnaround its business, which has struggled as consumers cut back spending and small, upstart brands have eaten into its dominance of shaving, cleaning and beauty products. Sales in P&G's most recent quarter ended March 31 fell 1% to \$15.6 billion. Its fabric & home care division posted sales and profit declines over the same period.

The strategy isn't new. P&G for generations has excelled at convincing consumers of problems they didn't realize they had. Febreze captures household odors you may have become accustomed to but guests might detect. Crest teaches consumers that teeth should be white, not just cavity-free. Pantene sells the notion that healthy hair should always shine. Olay wants aging consumers to fight dull skin tone as well as wrinkles. Downy says washing clothes also requires fiber protection, softening and fragrance.

P&G is taking a relatively quiet approach to its Zevo launch. Unlike the blockbuster store roll outs P&G's giant brands usually stage for a new product, Zevo is sold via its folksy website and Home Depot's stores and site. The Zevo site includes photos of the P&G team that created the product, including a mosquito-masked employee named "Mosquito Joe," whose title is "chief test subject." Zevo's packaging includes a thank you note.

Zevo, which resembles a plug-in air freshener, uses a combination of blue and UV light to attract flying insects onto a sticky cartridge that ensnares and ultimately kills them. Developers borrowed know-how from across P&G's businesses, including device technology from Febreze, adhesive capabilities from Always sanitary pads and the replaceable-cartridge business model from Gillette razors. A starter kit, which includes a device and two trap cartridges, costs \$12.99 and two refill cartridges cost \$5.99.

P&G considered at least 50 iterations of the device as it looked for the right cover for the sticky cartridge—it needed to have openings wide enough for insects to see the blue light and fly through it to be captured, yet not so revealing that consumers could see too many dead bugs. "We didn't want the consumers to get totally grossed out," Ms. Welling says.

Still, seeing how many dead bugs are snagged during the cartridge's 45-day or so lifespan helps persuade consumers they need the device, P&G says. During a four-week test in Orlando, chosen because of its bug-friendly climate, consumers involved initially were skeptical they had a bug problem. "But then looking at their cartridge, they said, 'oh, I did need that,'" Ms. Welling says.

P&G uses gruesome facts to describe why winged insects are more than just a household nuisance. Twice as many germs are carried by house flies than cockroaches and flies spit, throw up and defecate on food they land on, P&G says in its marketing materials. Some 1.6 million gallons of American blood is sucked by mosquitoes each year, and fruit flies can lay 500 eggs on your fruit in less than 10 days, P&G says.

Still, except for mosquito-borne diseases like the West Nile and Zika viruses, flying insects don't usually pose a health hazard in the U.S., says Joshua Benoit, an entomologist and assistant professor of biology at the University of Cincinnati, who is involved in Zevo's development. "Flies and other insects in your house in the U.S. are mostly just a major nuisance," he says.

This summer homeowners may face a particularly annoying insect population thanks to a mild winter and warmer and wetter spring this year in many parts of the U.S. "We'll have a lot more pests," Dr. Benoit says.

P&G says they aren't replacing the capabilities of an exterminator, but rather helping to alleviate an annoyance without chemicals or swatters. "If you're doing nothing before, now you're doing something," Ms. Welling says.



Comprehension Questions

Directions: Read the following questions and answer each to the best of your ability.

1. What does 'gleam' mean?

- a. look dirty
- b. look really clean
- c. look like it needs a washing
- d. is slippery

2. What is one reason P&G has been struggling?

- a. Consumers have reduced their spending
- b. Consumers don't like their products
- c. Consumers want more premium products
- d. Consumers don't know what they offer

3. How did P&G convince skeptical consumers that they had a bug problem?

- a. They showed them research studies
- b. They showed them the cartridge.
- c. They showed them many types of bugs.
- d. They hired a professor to explain it to them.

4. The article says that insects in your house are:

- a. very dangerous
- b. likely to cause illness
- c. a nuisance
- d. not a problem at all



Focus on Grammar

The **simple present** is used in 3 cases.

1. General truths: "The sun rises in the east."
2. Habits: "I drink coffee every morning."
3. Conditions: "Today is sunny."

How is the **simple present** used in the sentence(s) below?

Directions: Identify how the **simple present** is used in the sentence(s) below

1. Still, except for mosquito-borne diseases like the West Nile and Zika viruses, flying insects don't usually pose a health hazard in the U.S., says Joshua Benoit, an entomologist and assistant professor of biology at the University of Cincinnati, who is involved in Zevo's development.

2. But then looking at their cartridge, they said, 'oh, I did need that, Ms. Welling says.

3. When flying insects come in, they seem to multiply and ruin everything that makes your house a home, an online Zevo ad says.

4. Downy says washing clothes also requires fiber protection, softening and fragrance.

5. Febreze captures household odors you may have become accustomed to but guests might detect.

6. Zevo, which resembles a plug-in air freshener, uses a combination of blue and UV light to attract flying insects onto a sticky cartridge that ensnares and ultimately kills them.

7. Zevo's packaging includes a thank you note.



Word Roots & Stems

Rule: The prefix **multi** adds "more than one" to the meaning of a word, like *multilingual*.

Directions: Identify the word that ends with *multi-* in each sentence and write it on the line.

1. "When flying insects come in, they seem to multiply and ruin everything that makes your house a home, "an online Zevo ad says

Directions: Fill in the blanks below, just as in the models.

multicelled _____
 multicolored _____
 multifunctional multi + functional He has a multifunctional copier that scans and faxes, too.
 multimillionaire _____
 multistoried multi + storied They are building a multistoried bank outside of town.
 multivitamin _____



Vocabulary Practice

FILL IN THE BLANK

Directions: Use the word bank to identify the word that best completes the sentence.

| | | | | | |
|-------------|-------------|------------|-----------|-----------|----------------|
| throw up | in and out | cut back | alleviate | dominance | nuisance |
| opportunity | persuade | potential | skeptical | notion | accustomed |
| detect | excelled | ultimately | pursues | declines | launch |
| captured | pose | hazard | approach | resembles | business model |
| face | development | washed | routine | | |

1. They were sitting by the river when suddenly Jane had a _____ to jump in.
2. His interest in video games _____ as his interest in girls increased.
3. The student _____ in math, doing well on every test.
4. Jim's _____ is to study the problem before starting to work.
5. The electrical wires _____d a danger to the baby crawling on the floor.
6. His wife's business trip gave him an _____ to catch up on his reading.
7. She _____ her mother.
8. Don't give the baby too much chocolate or she will _____.
9. The new software was in _____ for 2 years before it was released.
10. Aspirin can _____ headache pain.
11. People _____ many difficulties when they move to another country.
12. Since he lost his job, he has _____ on expenses.
13. Driving in the snow and ice can be a _____.
14. The fly keeps flying past me; it a _____.
15. He says he is a genius but I am _____.
16. This is delicious! Do I _____ some basil in the sauce?
17. Smart, kind, funny, rich and beautiful. Hmmmm, she's a _____ wife.
18. He worked very hard all his life and _____ succeeded.
19. The bank robber was _____ by the police.
20. She _____ a career in medicine for many years.
21. He has been _____ all day but I don't know where he is at the moment.
22. His morning _____ to walk the dogs, have coffee, then go to work.
23. It took a long time but we finally _____d him to sell the house.
24. After a few weeks in the new school, he became _____ to the heavy workload.
25. He _____ed a new business.
26. The McDonalds _____ is to sell a lot of hamburgers.

MATCHING

Directions: Write the letter of word that matches the definition on the line. If it helps, feel free to also draw a line between the definition and the matching word.

1. _____ Idea.
2. _____ Become less.
3. _____ To be very good at something.
4. _____ Way of dealing with a person or problem.
5. _____ To create a possibility; often of danger.
6. _____ A good or favorable time or condition; a chance for something good.
7. _____ Look like.
8. _____ Vomit.
9. _____ The process of creation; working out; elaboration.
10. _____ To make less burdensome or less hard to bear.
11. _____ To meet a challenge.
12. _____ Make smaller or less.
13. _____ Danger or risk.
14. _____ Something that make a person a little angry or irritable.
15. _____ Tending not to trust or believe something.
16. _____ To discover, notice, or become aware of something.
17. _____ Possible.
18. _____ Finally; at last.
19. _____ To catch and hold something or someone.
20. _____ To attempt to reach a goal.
21. _____ Power over others.
22. _____ Coming in and going out often
23. _____ The usual steps one takes.
24. _____ To urge by talking, to get someone to do something with words.

- A. throw up
- B. in and out
- C. cut back
- D. alleviate
- E. dominance
- F. nuisance
- G. opportunity
- H. persuade
- I. potential
- J. skeptical
- K. notion
- L. accustomed
- M. detect
- N. excelled
- O. ultimately
- P. pursues
- Q. declines
- R. launch
- S. captured
- T. pose
- U. hazard
- V. approach
- W. resembles
- X. business model
- Y. face
- Z. development
- AA. washed
- AB. routine

25. _____ To make (someone or something) normal or familiar by repeated use.

26. _____ to clean something using water

27. _____ To begin something new.

28. _____ A summary of how a company does business.

LESSON: BUSINESS ENGLISH READING THE NEWS: CONSUMER PRODUCTS

Grade: Adult | **Subject:** | **Aim:** Learn new business English vocabulary, including idioms | **Prepared by:** Tanya Peterson

Objectives:

- Students will be able to understand, pronounce, and use the words in the vocabulary list below.
- Students will be able to demonstrate comprehension of the passage by answering questions which require basic understanding and interpretation of the content.
- Improve your Business English

Standards addressed:

Vocabulary:

| | | | | |
|-----------------|----------------|---------------|--------------------|----------------|
| 1. throw up | 2. in and out | 3. cut back | 4. alleviate | 5. dominance |
| 6. nuisance | 7. opportunity | 8. persuade | 9. potential | 10. skeptical |
| 11. notion | 12. accustomed | 13. detect | 14. excelled | 15. ultimately |
| 16. pursues | 17. declines | 18. launch | 19. captured | 20. pose |
| 21. hazard | 22. approach | 23. resembles | 24. business model | 25. face |
| 26. development | 27. washed | 28. routine | | |

| Activity | Description | Differentiation Guide | Assessment |
|----------------------------|--|---|---|
| Pronunciation Practice: AE | <ul style="list-style-type: none">• Introduce key phoneme with minimal pairs.• Model and emphasize pronunciation.• Individual and choral repetition. | Give students who need extra help the opportunity to practice in smaller groups or individually. Alternate choral and individual repetition, calling on individual students at random. Struggling students may need additional instruction on how to make new sounds. Some students may benefit from being challenged to think of their own minimal pair. | ALL Students will be able to demonstrate an increase in pronunciation skills by successfully pronouncing the new sound during choral or individual repetition. SOME students will be able to recognize and identify the sound in other words they know. |

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|----------------------------|--|---|--|
| Introduction of vocabulary | <p>Introduce the new words from the vocabulary list in above (see Objectives) by modeling pronunciation, individual and choral repetition.</p> <p>Review definitions</p> <p>Sample Questioning:</p> <ul style="list-style-type: none"> • In your own words, explain the definition. • Who can think of a time when this word might be used? • Can you use this word in a sentence? • What's the antonym (opposite) of this word? | <p>When appropriate, give different types of learners an opportunity to write down the new words, associate a visual image to cue to understanding of the word, or develop a physical action to increase the student's ability to remember the new words.</p> | <p>ALL Students will be able to increase their understanding and awareness of the new words. SOME Students will be asked to orally demonstrate knowledge of new words.</p> |
|----------------------------|--|---|--|

| | | | |
|-----------------------------------|--|--|--|
| Reading & Comprehension Questions | <p>Students will read the passages of Business English Reading the News: Consumer Products and demonstrate comprehension of the content by question.</p> | <p>Depending on the population: Read the entire passage aloud, to model phrasing and fluency. Pause at key moments and model good reading strategies through a think aloud. Ask students to volunteer to read parts of the passage aloud. Instruct students to read the passage silently and complete the questions independently, while working with students who need more literacy help. Ask students to complete the questions by doing Think, Pair, Share</p> | <p>ALL Students will read the passage or follow along as the passage is read. ALL Students will strive to demonstrate comprehension of the passage by answering the questions. SOME students will be given an opportunity to share their answer aloud.</p> |
|-----------------------------------|--|--|--|

| | | | |
|----------|---|--|---|
| Grammar: | <p>Students will review the usage of and then identify the Simple Present tense in sentences from the reading. Students will write 5 original sentences using the Simple Present tense.</p> | <p>Give students need time to work on completing their own practice sentences with the Simple Present tense. Invite early finishers to put their sentences on the board or challenge them to use both the Simple Present tense AND also include the vocabulary from the lesson in their sentences.</p> | <p>ALL Students will be able to demonstrate an increased mastery of the Simple Present tense by independently writing sentences that correctly employ the Simple Present tense.</p> |
|----------|---|--|---|

| | | | |
|--------------------------------|---|--|--|
| Word Building: Roots and Stems | <p>Students will be encouraged to take away a word-attack strategy from this lesson by reviewing True as used in the reading.</p> | <p>Students may benefit from having time to complete this portion of the worksheet individually or in pairs.</p> | <p>ALL students will be able to recognize the True and understand True changes a noun into an adjective, like dirty.</p> |
|--------------------------------|---|--|--|

| | | | |
|---------------------------|--|--|---|
| Practicing New Vocabulary | Students will be given a chance to practice applying new vocabulary by completing cloze sentences. | Students complete this section of worksheet independently prior to group review of the answers. When appropriate, have students work in pairs or small groups. | ALL Students will increase their familiarity with the new vocabulary and their ability to successfully use these new words in context. Students who get more than two of the cloze sentences wrong should be asked do other reinforcement (i.e. flash cards). |
|---------------------------|--|--|---|

| | | | |
|---------|---|--|---|
| Summary | Instructor will review the objectives of the lesson with the class a whole. | The summary can be completed as quick discussion or by asking student to summarize in their notes. | Example quick assess: 3 new pieces of information from text, 2 new words, 1 question about what they learned. |
|---------|---|--|---|

Fill-in-the-blank Answer Key:

1) notion 2) declined 3) excelled 4) approach 5) pose 6) opportunity 7) resembles 8) throw up 9) development 10) alleviate 11) face 12) cut back 13) hazard 14) nuisance 15) skeptical 16) detect 17) potential 18) ultimately 19) captured 20) pursued 22) in and out 23) routine 24) persuade 25) accustomed 27) launch 28) business model

Matching Answer Key:

| | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|--------|
| A. 8 | B. 22 | C. 12 | D. 10 | E. 21 | F. 14 | G. 6 | H. 24 | I. 17 |
| J. 15 | K. 1 | L. 25 | M. 16 | N. 3 | O. 18 | P. 20 | Q. 2 | R. 27 |
| S. 19 | T. 5 | U. 13 | V. 4 | W. 7 | X. 28 | Y. 11 | Z. 9 | AA. 26 |
| AB. 23 | | | | | | | | |