What’s in a package?
O que há no pacote?

Gaby BARLOW

Target learners: Public school students
Suggested level: 8th grade students upwards/ intermediate to advanced
Group size: any size (No restrictions)

Aims & Objectives:
- affective: Developing self-confidence in reading skills;
- cognitive: becoming a better reader;
- linguistic: developing reading strategies/ comparing and contrasting
texts;
- cultural: eating habits
- educational: exploring nutrition facts/ becoming a more conscious
consumer

Step-by-step procedure

1) Collect similar labels in English and in Portuguese – a box of tea and a package
of instant noodles;
2) Explain to students the aims of the lesson and the activities;
3) Show the labels in Portuguese to the class and explores them with students. It
can be done by using OHT or by giving a copy of the labels to each student or
or group of students;
4) Present the grid to students and explain the task.
   - First, students analyse a label in Portuguese complete the first column of
the grid.
5) Teacher checks the answers before presents the next activity.
6) Show to students the package in English and ask them to fill in the second
column of the grid with the information. Complete in English.
7) Check the answers
8) Compare the type of information available in both packages or labels. In
comparing the two columns, teacher promotes a discussion on healthy
eating/eating habits.
9) * Suggested questions:
   - Which product has a higher percentage of fat?
   - How important is it for your health?
   - Do you eat this kind of product? Or Do you usually drink this type of
beverage? If yes, how often?
   - What are the health issues of consuming this product?

Variations on procedure
*Compare the packages or labels in both languages side by side and based on it,
create another package or label in English
*Students develop their own products, in groups of four, complete a third
column on the grid and create their own product.
• **Evaluation/Assessment of learners**
  Students complete a third column on the grid or create a new product.

• **Anticipated problems (& solutions)**
  *No OHP – enlarge the picture and paste it on a cardboard and hang it on the board. Or make Xerox copies of the labels and packages.

  *Difficulties in finding labels or packages in English – check “pound shops”/“1,99 shops”, websites.

• **Links for material/ Resources references**
  Food pyramid: [http://www.foodfit.com/healthy/FoodPyramid.asp](http://www.foodfit.com/healthy/FoodPyramid.asp)
  Science, Chemistry or Biology books
Grid

Students: ___________________________ and _______________________

1. Compare the labels or packages you and your partner have and complete the grid below.

<table>
<thead>
<tr>
<th>Produto/Product</th>
<th>Nome e endereço do fabricante/ Industry name and address</th>
<th>Cor/Colour of the label</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peso/Weight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ingredientes/Ingredients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertências/Caution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slogan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intruções/Intructions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Origem/Origin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informações nutricionais / Nutricional information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informações adicionais/ Additional information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>