

### Worksheet A

#### A. Pre-reading: Categorization

Write students' suggestions on the board before they start reading the text in order to make it easier to compare their ideas with those in the text.

#### B. Comprehension check

Get students to check each other's answers in pairs. If they disagree or can't answer any of the questions, tell them to check how the sentences are used in context before you give them the correct answers.

**Key:**

1. A; 2. B; 3. B; 4. B; 5. A

#### C. Vocabulary 1: Word-building

Get students to underline the words in the text as they find them. Encourage stronger students to try to complete this task as quickly as possible.

**Key:**

1. adopt; 2. possess; 3. distinct; 4. segment;  
5. encompass; 6. margins; 7. contend; 8. display;  
9. purchase; 10. retaliate

#### D. Vocabulary 2: Prepositions following verbs

Explain that these are all uses of *compete* that are frequently used in marketing: students need to note them in their personal vocabulary notebooks.

If necessary, allow them to check their answers in a learner's dictionary, before you give them the correct answers.

**Key:**

2. on; 3. within; 4. with; 5. by; 6. in; 7. for

#### E. Discussion

Encourage them to focus on their personal shopping behaviour here. (There is an opportunity to discuss branding in more general terms in Worksheet B.)

#### F. Webquest

Students should be able to find details of the brands they want to discuss by entering the brand name into an internet search engine.

In order to answer the second part of the question, they may need to do further internet research, but should also be free to give their own personal opinion.

There is, of course, a lot of useful general information on branding on the internet. Useful starting points include the UK government's

Business Link website: <http://www.businesslink.gov.uk/bdotg/action/layer?topicId=1073903636>

### Worksheet B

#### A. Pre-listening

This activity gives students a chance to practise listening for gist and note-taking. Review their answers as a class.

#### B. Vocabulary

Get students to check each other's answers in pairs. If they disagree or can't match any of the definitions, ask them to listen again in order to check how the words and expressions are used in context.

**Key:**

1. d; 2. e; 3. l; 4. f; 5. a; 6. k; 7. c; 8. h; 9. j; 10. b;  
11. i; 12. g

#### C. Comprehension check: Marketing vocabulary

These are all key concepts and how well students are able to match the description to the activity should give you a good idea not only of their listening comprehension skills but also of their overall aptitude for the subject of marketing.

**Key:**

1. e; 2. c; 3. a; 4. f; 5. b; 6. d

#### D. Discussion

This should be a more general discussion than the one at the end of Worksheet A, where they are asked to discuss their own personal shopping habits.

#### E. Project

Students can either work individually or in groups. The project should end with them giving a 'brand presentation' to the rest of the class, which should be delivered during the following lesson.

Tell them that while they should try to be original, they can also 'borrow' or adapt ideas from other real products, provided that they acknowledge any sources for their ideas in their final presentation.

**A Pre-reading: Categorization**

Make a list of some product brands you buy regularly or know well. Can you think of ways of dividing the brands up into different categories?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Now read the text below. Do the categories in the text match yours?

**Types of branding**

Companies can adopt a range of policies to create a ‘brand environment’ to encompass their product and/or service.

**Family branding**

As the name suggests, this is a brand range that adopts the name of the company. This can be done regardless of whether the company is a manufacturer or service provider. Examples include Heinz, Virgin, Cadbury and Shangri-La Hotels.

**Individual brands**

These are products and services that stand alone, separate from their parent company. They possess a distinct individual identity, and the consumer might not know which company owns the brand. These individual brands will have their own brand strategies to compete within their own marketplace. One of the advantages of individual branding is that a parent company such as Procter & Gamble can have several individual brands competing within the same market segment for a share of that particular market. Having such brands ‘competing’ within the same segment can mean that the parent has a greater overall share of that market segment than its competitors, both individually and collectively.

**Own-label brands**

These are brands that are owned and marketed by retailers. They are also known as retailer brands, own brands, dealer brands, private labels, store brands and generics. The major UK supermarkets have, for instance, created a range of own-label brands encompassing everything from chocolate to washing liquids. These compete, normally on

price, with the major-label brands such as Heinz, Cadbury and Kellogg’s. The aim of own-label brands is to build loyalty between the customer and the retailer, and to improve store margins.

Supermarkets do not manufacture own-label brands; instead they seek companies that have the experience of manufacturing specific products or ranges of products.

Euromonitor reported that in 2002 own-label brands of Over the Counter (OTC) medicines accounted for 6.4 per cent of the global market. The research contends that own-label brands have proved attractive (as a result of their lower price position) in markets where the national economy displays low growth and rising unemployment. Where there is a threat of unemployment and diminishing levels of disposable income, consumers will feel increasingly insecure. This will lead them to purchase lower-priced products, usually own-label brands. In such a competitive market, the major brands may retaliate by lowering their prices to compete on price, or maintain their position. In the latter case they are identifying a quality rather than a price position.

Adapted from *Foundations of Marketing* by Jonathan Groucutt, pp. 132-4 © Palgrave Macmillan 2005



## B Comprehension check

Here are some words and expressions used in the text. Match each one to the correct explanation: A or B.

- This can be done **regardless of whether** the company is a manufacturer or service provider.* [Family branding, lines 2-4]
  - This can be done either when the company is a manufacturer or when it is a service provider.
  - This can be done when we aren't sure whether the company is a manufacturer or a service provider.
- [Individual brands] possess a distinct individual identity, and the consumer **might not know** which company owns the brand.* [Individual brands, lines 2-4]
  - The consumer is not supposed to know which company owns the brand.
  - It's possible that the consumer won't know which company owns the brand.
- Having such brands '**competing**' within the same segment ...* [Individual brands, lines 10-11]

The word 'competing' is in quotation marks because:

  - The brands are not really competing with each other because only companies or people can compete with each other – not products.
  - The brands are not really competing with each other because they are manufactured by the same parent company.
- Where there is a threat of unemployment and **diminishing levels of disposable income**, consumers will feel increasingly insecure.* [Own-label brands, lines 20-22]
  - Consumers feel insecure when they think their income will start to go down.
  - Consumers feel insecure when they think they will end up having less money to spend after they have paid all their bills.
- In such a competitive market, the major brands may retaliate by lowering their prices to compete on price, **or maintain their position**. In the latter case they are identifying a quality rather than a price position.* [Own-label brands, lines 23-27]
  - Major brands competing with own brands can choose whether or not to reduce their prices.
  - Major brands competing with own brands have to reduce their prices in order to keep their market share.

## C Vocabulary 1: Word-building

Here are some definitions of words that are used in the reading text (in the order they appear). Find the word or phrase in the text that matches each definition.

- to decide to use something: *to* \_\_\_\_\_
- to have: *to* \_\_\_\_\_
- separate (adj.) \_\_\_\_\_
- a specified group of potential customers within a market \_\_\_\_\_
- to include a wide range of different things: *to* \_\_\_\_\_
- profits \_\_\_\_\_
- to argue (that) : *to* \_\_\_\_\_ (that)
- to show: *to* \_\_\_\_\_
- to buy: *to* \_\_\_\_\_
- to take revenge: *to* \_\_\_\_\_

**D Vocabulary 2: Prepositions following verbs**

Fill the gaps in the sentences with one of the prepositions in the box. The first one has been done for you.

against      by      for      in      on      with      within

1. It's very hard to compete against bigger companies, as they have more resources.
2. We've decided to compete \_\_\_\_\_ quality, not price.
3. We're competing \_\_\_\_\_ one specific segment of the market.
4. Our new product has to compete \_\_\_\_\_ three well-known established brands.
5. We can't compete only \_\_\_\_\_ reducing our prices.
6. We have to compete \_\_\_\_\_ some very difficult markets.
7. We're competing \_\_\_\_\_ new customers all over the world.

**E Discussion**

Are you affected by brands in your own buying decisions? For what kind of products or services? In what way?

**F Webquest**

Find examples of the different kinds of brand mentioned in the text. These can be brands from your own country or international brands. In each of your examples, is the branding successful? Why? Why not?

**A Pre-listening**

What is a product brand? Why do companies brand products? Discuss and make notes.

You are going to listen to a conversation about branding between Tim, a business studies student who is working as an intern in the marketing department a large chocolate manufacturing company, and Carla, the marketing manager.

As you listen, make notes on Carla's explanation of why branding is important for companies. Then listen and compare your answers with the explanations given in the discussion.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**B Vocabulary**

Here are some words and expressions that were used in the dialogue. Match them to the definitions.

- |                                      |  |
|--------------------------------------|--|
| 1. to hold a meeting                 | a. to start to realize that a product exists   |
| 2. to sit in on a meeting            | b. to have something in front of you that you have to react to or deal with          |
| 3. distinctive                       | c. where customers have a chance to try a product or buy it at a special price       |
| 4. at random                         | d. to organize a meeting at an arranged time   |
| 5. to become aware of (a product)    | e. to attend a meeting to listen and learn from it, but not necessarily participate  |
| 6. to build awareness of (a product) | f. without a particular method, pattern or purpose                                   |
| 7. in-store promotion                | g. not as good   |
| 8. impulse purchase                  | h. when you decide to buy something immediately without thinking about it previously |
| 9. vital                             | i. to be more noticeable and seem better than (other products)                       |
| 10. to be confronted with            | j. essential   |
| 11. to stand out from                | k. to help people notice that a product exists                                       |
| 12. inferior                         | l. different and noticeable  |

**C Comprehension check: Marketing vocabulary**

Here are some of the branding concepts Carla describes in the conversation. Match each marketing term she uses with its description below.

1. differentiation
  2. building awareness
  3. recall
  4. recognition
  5. protecting the brand
  6. communicating brand values
- 
- a. when customers remember a product they have already tried and liked when they see it again
  - b. stopping other companies and criminals from copying a product or making a bad version of a product
  - c. informing customers about a product that they don't know about yet
  - d. using the company or brand name to reassure customers that the product is safe, reliable and good quality
  - e. making products distinctive, so that people make a deliberate decision to select them, rather than choosing them randomly
  - f. when customers are able to find a product because it stands out visually in some way (e.g. on supermarket shelves where lots of similar products are displayed)

**D Discussion**

Think about some of the brands you know. How successful do you think they are in standing out from their competitors?

**E Project**

Think of a new product or service you would like to launch. Then design a brand identity for it. You need to decide on the brand features mentioned in the conversation, i.e. the product name, the slogan, the design of the lettering and the colour of the packaging.

**Tim, a business studies student, who is working as an intern in the marketing department of a large chocolate manufacturing company, is talking to Carla, the marketing manager, about branding.**

**Carla:** Tim, we're holding another meeting to discuss the branding of our new range of chocolates at two o'clock. Would you like to sit in on the meeting?

**Tim:** Yes, please. Carla, can I ask what might seem a very stupid question? Why do people in marketing spend so much time discussing branding? In all the meetings I've attended, you all spend ages discussing the company name, the product name, the logo, the colour and design of the wrappers. I realize they're all important but, in the end, isn't it just a question of making sure our product looks different from the others?

**Carla:** This isn't a stupid question at all. There are lots of reasons why branding is so essential. The reason you just gave is an important one, of course. People need to know immediately that our chocolate bars are different from our competitors' chocolate bars – in marketing, we call this differentiation. Think about all the different chocolate bars displayed on the shelves of the supermarket. If there was no branding, or if the branding wasn't sufficiently distinctive, all the bars of chocolate on the shelves would look more or less the same. So, people might end up just choosing a bar of chocolate at random, rather than selecting a specific brand.

**Tim:** But there must be more to it than just making the products look different.

**Carla:** Yes, of course. Branding has to achieve several other things. It has to build awareness of the product: successful branding helps customers to become aware of our product when they haven't seen it before. Of course, there are other things we can do to build awareness of our product.

**Tim:** Such as?

**Carla:** Well we can advertise it on TV or in newspapers and magazines, and we can do an in-store promotion. Also, because we know chocolate is often an impulse purchase, we can ensure that our new brands are displayed at the tills while the advertising campaign to launch the product is taking place. But none of these things will work unless the branding is good to start with, so that people are aware of the product when they first see it.

**Tim:** OK, so once people become aware of the product, has the branding done its job?

**Carla:** Well, no. Branding also has to build recall and recognition.

**Tim:** Sorry, what does that mean?

**Carla:** Well, customers might try one of our products for the first time and really like it. In which case, it's vital that they can recall or remember the same product they tried the next time they see it. So the details of the branding – the product name, the design of the lettering, the colour of the packaging – need to be really memorable. That's what we call recall.

**Tim:** And recognition?

**Carla:** Think about what happens when you look at the shelves of chocolate bars in a supermarket. You are confronted with a huge number of visual images, all competing with each other for your attention. Our product needs to stand out in some way. So the visual branding needs to be strong enough to be immediately recognizable from all the other images it is competing with.

**Tim:** I see. OK we've been talking about individual products, but what about the overall company brand? Is that important?

**Carla:** Yes, absolutely. Because we have been making chocolate for a long time and have a commitment to quality, our company name is an important part of the brand. So, our company name and logo are always part of the brand design. By showing our company name on each product, we are telling our customers, "Because this product is made by us, you know it is safe, reliable, and high quality". In other words, by using the company name as part of the brand, we are communicating our brand values to our customers. Also, having the brand gives us legal protection from people who might try to copy our products. Otherwise, someone could just decide to copy our product name or packaging but make an inferior product. Not only would this reduce our sales, but it would also have bad consequences for our reputation. So, like all companies, the brand gives us protection and we have to protect the brand.