

**MARKET LEADER INTERACTIVE UNIT NOTES**  
**UNIT 2: BRANDS**  
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## UNIT 2 STUDENT OBJECTIVES AND TASKS

### Introduction

CD-ROM:

- Listen to three businesspeople speak about brands and marketing.
- Answer comprehension questions to check understanding of topic vocabulary and concepts.

### Listening

CD-ROM:

- Listen to a specialist speak about branding and extract meaning.

In class:

- Present ideas about branding.

### Reading

CD-ROM:

- Read the article "Fashion victim fights back" and extract information about the Calvin Klein company and its fight with counterfeiters.
- Read the article "They'd like to buy the world a shirt" and extract information about one company's attempts to expand into the casual clothing market.

In class:

- Discuss ways that companies can fight piracy.

### Vocabulary

CD-ROM:

- Use vocabulary to describe the concept of branding.

In class:

- Write an analysis of a designer in the fashion industry.

### Grammar

CD-ROM:

- Recognise and use verbs in simple past and present perfect.

### Business Skills

CD-ROM:

- Use key words and phrases for participating in meetings.
- Create a marketing profile for the BESTBOOKS company.
- Use key words and phrases for expressing opinions in meetings.

In class:

- Read and discuss three case studies, using key words and phrases for expressing opinions in meetings.

### Case Study

In class:

- Analyse and discuss a case study. Caferoma: Solving the problems of a leading brand.
- Plan and write a business memo summarising problems and suggesting a plan of action.

### Unit Review

CD-ROM:

- Review listening, vocabulary, and reading from Unit 2.

## BUSINESS BRIEF: BRANDS

This **Business Brief** provides background information on Brands and is a source of business vocabulary and concepts to use in Discussion Board activities or to clarify students' questions. Definitions of the words in italics are in the Longman Dictionary in the CD-ROM course.

For the consumer in the street, brands, along with advertising, are the most visible parts of marketing. For the skeptical small business, marketing is sales with a college education and, of course, marketing is an important part of the business school curriculum.

Marketing courses usually begin with the credo of the marketing orientation, the idea that success and profitability are attained through identification and satisfaction of customer needs. The market orientation implies that marketing is not just a set of activities, but an attitude that should permeate the entire company. In this view, marketing is not just about a company selling what it makes, but about knowing what it should make in the first place.

However, even in large companies that describe themselves as customer-oriented, most employees probably regard marketing as the preserve of the marketing department. Here, the head of marketing may be in charge of a team of brand managers or product managers, each responsible for promoting the company's products in one country or group of countries. The actual activity of getting sales *outlets* to order products may be dealt with by the sales department and its sales force.

But this way of organising things is changing. Some companies are now organising product teams around individual products, carrying out all activities, from research and development right through to selling, with information from the team's direct contact with the marketplace feeding back into research and development. This corresponds more closely to the integrated market orientation preached in business schools.

Marketing can be approached in terms of the classic four Ps—product, price, place, promotion: selling the right product, at the right price, through the right channels, with the right support and communication. These are the components of the marketing mix.

- What is the company's product *range*? What are its top-end or *upmarket* (AmE *upscale*), mid-range and bottom-end or *downmarket* (AmE *downscale*) products? Does it have an *entry-level* product for people buying the type of product for the first time? Are new products often launched? What are some of the features of buying behaviour?
- What are the different customer groups or segments? How are products positioned in relation to competitors' products? Who are the important competitors in the market, the key players?
- What is the company's policy on pricing? How does it set its prices? What is the *mark-up* for distributors? What sort of profit margins are there for the company? Are there discounts to distributors and consumers? Are there price wars between competitors?
- How are products distributed to reach the outlets? Who is involved in the *distribution* channels? What is the relationship between *wholesalers*, *distributors*, *resellers* and/or *retailers*? Who has the upper hand?
- How are products promoted? Is there a sales force? If so, how is it organised? Is there advertising and/or *direct mail*? Who carries it out? Is packaging important? Who designs it?

These questions relate mainly to consumer marketing. They obviously need to be adapted for other companies, products, and services. Bear in mind that most business takes place between companies; marketing in this context is industrial or business-to-business marketing.

## TEACHING UNIT 2 IN THE CLASSROOM

In-class activities in this document and in the *Market Leader Interactive Course Companion* are designed to be integrated with the CD-ROM course. The chart below indicates the section that each activity should follow. Detailed instructions for completing the classroom activities begin on page 5 of this document.

<b>CD-ROM section</b>	<b>Activity</b>	<b>Objective/Task</b>	<b>Materials Needed</b>	<b>Time</b>	<b>Page</b>
Listening	Speaking Assignment	Give a 1-minute presentation about a famous brand.	Handout on page 6 of this document	Depends on class size	5
Reading	Discussion	Discuss ways that a company can fight piracy.	None	40 min.	7
Vocabulary	Web Research and Writing Assignment	Research a famous brand and write an analysis.	Handouts on pages 9-10 of this document	N/A	8
Business Skills	Discussion	Read and discuss three case studies.	<i>Course Companion</i> page 9	60 min.	11
Business Skills	Case Study	Analyse and discuss a case study; Write a business memo summarising the problems and recommending a course of action.	<i>Course Companion</i> pages 10-11; Handouts on pages 14-18 of this document	Step 1: 15 min. / Step 2: 90 min.	12

## **Speaking Assignment: Describe a Famous Brand**

This activity should be conducted after students have completed the **Listening** section of the CD-ROM course.

**Summary:** Students give a one-minute presentation about a famous brand.

### **Procedure**

1. Hand out copies of "Unit 2 Speaking Assignment: Brands," on page 6 of this document.
2. Give students a few minutes to read the topic and make some notes about what they want to say. Remind students that they should use the vocabulary presented in the Listening section of the unit. Also remind them to start with the main point of the presentation, and then to provide supporting details.
3. Pull students aside one by one. Ask each student to give a one-minute presentation using the notes they have prepared. You may wish to schedule these interviews during office hours, or, if you are in the classroom, to assign an individual activity for other students to work on while you are conducting the speaking activity.
4. Provide comments and suggestions to the student. Be sure to mention at least one strength and one weakness. Make a suggestion on how to "strengthen" the weakness. For example, if a student does not use any business vocabulary from the section, suggest that the student review the key business terms from that section and use the CD-ROM dictionary or glossary for further study. Or if a student does not use the past tense correctly in most of their presentation, suggest that the student review this grammar point in the *Grammar Reference* guide on the CD-ROM. If needed, model correct pronunciation and/or intonation.
5. If you wish to assign a score to the speaking assignments, you can use the suggested scoring guide for speaking provided on page 8 of the *Teacher's Guide Overview*.

## Unit 2 Speaking Assignment: Describe a Famous Brand

**Speak for one minute about a famous brand.**

**A. Read the topic.**

Topic

Choose a famous brand. Describe this brand. Explain why you think this brand is successful.

**B. Use the space below to write some notes about what you want to say.**

## Reading Section Discussion Board Activity

This activity should be conducted after students have completed the **Reading** section of the CD-ROM course.

**Summary:** Students use the vocabulary and information about brands and fashion piracy presented in the Reading section to discuss ways that a company can fight piracy or counterfeiting.

The following Discussion Board activity is an online supplement to the course. This activity may be done using free third-party tools, such as Hotmail, Blackboard, WebCT, Yahoo groups, etc. If you have no access to these tools, you may also do this activity in the classroom.

For more information and for tips on managing Discussion Board and Chat activities, see "Using Online Communication Tools to Supplement the Course" on page 27 of the *Teacher's Guide Overview*.

### Topic

Think about your business or one that you are familiar with. Has it been a victim of piracy or counterfeiting?

How did the company try to combat it? Was this effort successful? Why or why not?

## **Web Research and Writing Assignment: Comparing Fashion Designers**

This activity should be conducted after students have completed the **Vocabulary** section of the CD-ROM course.

**Summary:** Students research two designers in the fashion industry and decide who is the brand leader and why. Then they write a 200-word analysis of the designer chosen as the brand leader.

### **Procedure**

1. Explain to students that they will be researching information about two fashion designers on the Internet. They will choose one designer who they think is the brand leader. Then they will write an analysis of this designer.
2. Hand out copies of "Web Research: Comparing Fashion Designers," on page 9 of this document.
3. If you have additional websites related to fashion designers to suggest, write them on the board. Have students copy this on the lines in Part B of the Web Research handout.
4. Then hand out copies of "Writing Assignment: Comparing Fashion Designers," on page 10 of this document.
5. Tell students they will write a 200-word analysis using the facts they found in the Web Research.
6. Have students complete the assignment for homework.
7. When you receive the assignments from your students, provide comments and suggestions. Focus on the objectives of the section and on the vocabulary and grammar of the unit. Be sure you have also checked the suggested websites for the type of vocabulary students would find during their research. Make suggestions on how to "strengthen" a weakness. For example, if a student makes a lot of grammar mistakes, such as verb forms or tenses, suggest that the student review the grammar points in the *Grammar Reference* guide. If you wish, correct mechanics such as spelling or punctuation.
8. If you wish to assign a score to the writing assignments, you can use the suggested scoring guide for writing provided on page 9 of the *Teacher's Guide Overview*.

## Web Research: Comparing Fashion Designers

**Read about famous fashion designers on the Internet. You will use this information to write a brief analysis of one of the brand leaders.**

### **A. Read the questions.**

1. What is the brand's symbol and image? Does it attract you? Why or why not?
2. What makes this designer a leader?
3. Has the brand changed over the year? How has the designer stretched the brand?
4. Is this a luxury brand? A classic brand?

### **B. Go to these Internet websites to do your research:**

www.fashionwindows.com  
www.armaniexchange.com  
www.gucci.com  
www.tommy.com

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### **C. Choose one designer brand leader. Write your notes about the brand leader in the space below.**



## **Business Skills Discussion**

This activity should be conducted after students have completed the **Business Skills** section of the CD-ROM course.

**Summary:** Students read and discuss the three case studies on page 9 of the *Course Companion*, using key words and phrases for expressing opinions in meetings.

### **Procedure**

1. Divide the class into three groups: McDonald's, Pepsi, and the Irish Tourist Board.
2. Have the students in each group read their case study and answer the questions that follow.
3. Re-divide the class into groups of three, with one member from each of the original groups (McDonald's, Pepsi, Irish Tourist Board) in each new group. If the number of students in the class does not divide by three, some groups may have four students.
4. Have each student summarise his or her case study and leads a discussion of the applicable questions.
5. Go over the answers to the questions with the whole class.

### **Answer Key**

(Answers may vary.)

#### **Case 1**

The promotion was unpopular because it gave a misleading impression of the price. When the price of the french fries and drink at the full price were taken into account, the discount on the whole meal amounted to only about 5%. McDonald's withdrew the promotion and cancelled the campaign. It also announced a major reorganisation in its management structure, scrapping the 40-year-old tradition of centralised management in Illinois, USA and appointing local managers instead.

#### **Case 2**

John Leonard claimed a Harrier Jump Jet by buying 7,000,000 Pepsi Stuff Points at 10 cents each, a cost of US \$700,000 (or about £400,000), for a machine that normally costs several million dollars. Pepsi described his claim as "frivolous" because the advertisement was meant as a joke. However, when they later screened the advertisement on national TV in the US, the number of points needed to claim the Harrier Jet was increased from 7 million to 700 million.

#### **Case 3**

Many people felt there was no need to get rid of the shamrock, which has been the symbol of Irish tourism for the past 30 years. They also found it difficult to work out what the new symbol was and interpreted it in hundreds of ways, for example: two sumo wrestlers preparing to fight; two crabs meeting; two monsters; a Viking ship.

## Case Study

This activity should be conducted after students have completed the **Business Skills** section of the CD-ROM course.

**Summary:** Students analyse and discuss a case study about a company losing market share, on pages 10-11 of the *Course Companion*. Then they write a business memo summarising the problems of Caferoma and recommending a course of action.

NOTE: This activity can also be conducted online, using free third-party tools such as Hotmail, Blackboard, WebCT, Yahoo groups, etc. Students can do the pair work using a Chat tool and the group work using a Discussion Board tool. For more information and for tips on managing Discussion Board and Chat activities, see "Using Online Communication Tools to Supplement the Course" on page 27 of the *Teacher's Guide Overview*.

### Procedure

#### STEP 1: Introduction

1. Introduce the activity by asking students questions such as the following:
  - Do you drink coffee? Which brands do you prefer?
  - Do you always drink the same brand or do you switch from time to time?
  - How are the brands advertised?
  - Does your brand(s) have a clear brand image?
  - Which brand is the best known?
  - Which brand is considered to be the best coffee in your country?
2. Have students look at the pictures on pages 10-11 of the *Course Companion*. Elicit: What do the pictures say about Caferoma's image, target market, etc.?
3. Hand out copies of "Unit 2 Case Study Organiser: Background and Problems," on page 14 of this document. Tell student to read the case study information on pages 10-11 of the *Course Companion* and to complete the organiser for homework. Have them bring the handout to the next class session.

#### STEP 2: In-class Activity

1. Create pairs of students. Have pairs compare and discuss the information they have written in their organisers.
2. Hand out copies of "Answer Key: Background and Problems," on page 15 of this document. Give students a few minutes to review the correct answers.
3. Hand out copies of "Unit 2 Case Study Organiser: Solutions" and "Useful Language for Taking Part in Meetings," on pages 16 and 17 of this document.
4. Combine pairs into groups of four. Select one student for each group to be the Discussion Manager. This student should start the meeting, keep it on course, and make sure everyone contributes.
5. Set up the situation: Students are members of PEFD's marketing team in Europe, attending an informal meeting to discuss Caferoma's problems and come up with a solution. Seven possible solutions have been suggested.
6. Using the Solutions Organiser, students discuss and take notes on the advantages and disadvantages of each solution. Then they choose the one they think is best. Alternatively, you can instruct students to select the top three solutions, or to rank order all seven. Encourage students to use the Useful Language in their discussions.
7. Each group chooses one student (not the Discussion Manager) to give a 2-3 minute presentation of their group's solutions and the reasons for their choices.

**STEP 3: Homework Assignment**

1. Hand out copies of "Writing Assignment: Course of Action Memo," on page 18 of this document.
2. Tell students they will write a business memo summarising Caferoma's problems and recommending a course of action.
3. Have students complete the assignment for homework.
4. When you receive the assignments from your students, provide comments and suggestions. Focus on the objectives of the section and on the vocabulary and grammar of the unit. Make suggestions on how to "strengthen" a weakness. For example, if a student makes a lot of grammar mistakes, such as verb forms or tenses, suggest that the student review the grammar points in the *Grammar Reference* guide. Or, if the student does not use the correct format of a memo, suggest that the student review that format on page 42 of the *Course Companion Writing File*. If you wish, correct mechanics such as spelling or punctuation.
5. If you wish to assign a score to the writing assignments, you can use the suggested scoring guide for writing provided on page 9 of the *Teacher's Guide Overview*.

## Unit 2 Case Study Organiser: Background and Problems

**Directions: Fill in the information below as you read the case study on pages 10-11 of the *Course Companion*.**

### **A. Background Information**

Brand: \_\_\_\_\_

Owned by: \_\_\_\_\_

Image: \_\_\_\_\_

Pricing: \_\_\_\_\_

Product characteristics: \_\_\_\_\_

### **B. Caferoma's Problems**

1. Look at the pie charts on page 10. What has happened to Caferoma's market share?
  
2. Summarise the reasons for this change:
  - a.
  - b.
  - c.
  - d.

## Answer Key: Background and Problems

### A. Background Information

Brand: Caferoma

Owned by: Pan European Food and Drink (PEFD)

Image: exclusive, Italian style, coffee for gourmets

Pricing: high

Product characteristics: strong full-bodied flavor, slightly bitter taste

### B. Caferoma's Problems

1. What has happened to Caferoma's market share?
  - Caferoma's market share has declined by almost 25%.
2. Summarise the reasons for this change:
  - a. consumers are less loyal to brands
  - b. supermarkets are producing under their own label
  - c. competing brands at a cheaper price
  - d. Caferoma becoming less fashionable

## Unit 2 Case Study Organiser: Solutions

**A. Fill in the chart with the advantages and disadvantages of the seven possible solutions to Caferoma's problems.**

	<b>Solution</b>	<b>Advantages</b>	<b>Disadvantages</b>
1. Repositioning the product			
2. Pricing			
3. Advertising			
4. Multiple brands			
5. Own label products			
6. A new product			
7. Stretching the brand			

**B. Select the best solution to Caferoma's problems. Give reasons for your choice.**

<b>Solution</b>	<b>Reason</b>

## **Useful Language for Taking Part in Meetings**

(for Unit 2 Case Study discussions)

### **Interrupting**

Hold on . . .  
Could I just say something?  
Sorry, but . . .

### **Asking for Opinions**

How do you feel about . . . ?  
What do you think?  
What's your opinion?

### **Giving Opinions**

I think . . .  
In my opinion . . .

### **Agreeing**

That's true.  
I agree.  
I totally agree.

### **Disagreeing**

I'm sorry, I don't agree.  
I'm afraid I don't agree.  
Maybe, but . . .

### **Making Suggestions**

I think we should . . .  
How about . . . ?  
Why don't we . . . ?

### **Rejecting Suggestions**

I don't think it's a good idea.  
I'm not sure that would work for us. (AmE)  
I'm not keen on it. (BrE)



## **SUPPLEMENTARY END-OF-UNIT DISCUSSION BOARD ACTIVITY**

**Summary:** Students use the vocabulary from *Unit 2: Brands* to discuss the advantages and disadvantages of branding and to reflect on what they have learned in the unit.

The following Discussion Board activity is an online supplement to the course. This activity may be done using free third-party tools, such as Hotmail, Blackboard, WebCT, Yahoo groups, etc. If you have no access to these tools, you may also do this activity in the classroom.

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### **Topic**

What are the advantages and disadvantages of branding, both to companies and to consumers? Give examples from your own experience.