

Brands

The Brands Game

Choose two letters from the alphabet. Write one letter in each of the boxes below. You have five minutes to think of as many famous brands beginning with those letters.

Letter: 	Letter:
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Brands vocabulary

Sort the cards to match the branding terms with their definitions. Your teacher will provide the cards.

Brands questions

Choose a brand from the list. Answer the following questions:

- What is the brand name?
- Is it a power brand?
- What do you think is the brand essence?
- What is your image of the brand?
- Can you describe the brand parity and its positioning?
- Can you say how the brand creates and maintains loyalty?

Branding

Branding Vocabulary

brand essence	The most fundamental aspect of a brand. It is often possible to express this in a single word or phrase.
brand image	How a brand is perceived in the minds of customers and what they associate with it.
brand parity	How a product is similar to that of a competitor.
brand positioning	How a brand is presented to differentiate it from a competing brand.
brand equity	The value that a brand name and symbol adds to a product or service.
brand loyalty	The result of a customer's decision to always buy a particular brand.
brand name	The part of the brand that can be expressed verbally as words, letters or numbers.
co-branding	The use of the brand names from two different companies on the same product.
trademark	A word, phrase or symbol that represents a company or identifies a product and is registered to protect against its use by another party.
power brand	The marketing strategy in which every product in a company's range has its own brand name.

Branding

Teacher's notes

Aim:

To present a set of collocations to extend vocabulary used to talk about brands.

Level:

Intermediate to advanced.

Timing:

30 – 45 minutes depending on the size of the group and how long the pair work lasts.

Procedure:

The Brands game

- Agree a definition of *brand* with the learners.

e.g.

a product or group of products that has its own name and is made by a particular company.

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- Ask two learners to choose a letter each. The learners write these letters in the boxes on the worksheet. Divide the group into pairs. Explain that they have five minutes to think of and write down as many brands they can beginning with those letters.
- Once the five minutes are up, write the lists of brands up on the board or a flip-chart. If any are specific to a particular country ask the learner who suggested them to explain what type of products or services carry the brand. Allow any queries about whether the name is the company name or a brand, e.g. Unilever and Diageo are companies whose brands include Ariel and Guinness.

Brands vocabulary

- Distribute the cards, one set per pair. Ask the learners to match the terms to the definitions.
- Compare the answers of each pair. Allow time for any disagreements or offers of alternatives definitions. Like in many areas of business vocabulary, the same terms are used slightly differently by different organisations. An opportunity to discuss this may reveal that the explanations are not very dissimilar.

Brands questions

- Ask each pair to choose one brand from the list compiled earlier and to try and answer the questions on the worksheet. Encourage them to choose brands that are familiar to everyone in the group. Allow as much time as is necessary to ensure each question can be answered in full.
- Ask each pair to report their answers back to the group. Some of the questions have factual answers:
 - What is the brand name?

- Is it a power brand?
 - Can you describe the brand parity and its positioning?
- While others are more a matter of opinion:
- What do you think is the brand essence?
e.g. Volvo = safety, BMW = quality.
 - What is your image of the brand?
 - Can you say how the brand creates and maintains loyalty?
- Allow discussion on the answers and provide language feedback and correction as necessary.

Extensions

- If there is time remaining or you wish to extend the brands questions stage of the activity, the following are some extra, supplementary questions you could ask the learners to consider:
 - Can you draw the brand logo?
 - Can you list the colours used?
 - Can you remember the advertising slogan?
 - Can you think of any sponsorship deals?
 - Can you describe any recent advertisements?
- Another possible extension beyond a single lesson is to give the learners time to research the brand they have chosen and prepare a presentation. The research would be to confirm or correct the answers they gave in the class and to collect and shape any other information about the brand.

Tips

- Prepare several sets of the vocabulary cards. You should have one per pair of learners.
- If there is disagreement about facts which can not be resolved in the classroom invite the learners involved to research the topic as a homework activity and be prepared to present their findings at the next lesson. If you do this, do not forget to include time for this in the plan for that next lesson. Ultimately, however, the accuracy of the information offered by the learners is not your concern, you are responsible for helping them with the accuracy of their language.
- Keep a tight control on timing in this type of lesson. There are several places in which discussion can occur and should be encouraged. However, there is also the potential for disagreement and digression which can throw a lesson plan off completely. In the early stages of the activity do not be afraid to cut discussion short and promise to return to the topic if there is time at the end or in a subsequent lesson.
- More exercises and activities about brands and branding can be found in Unit 11 of *In company – Upper Intermediate* by Mark Powell (Macmillan, 2004).