

Teaching Business English and ESP Marketing Essentials

MARKETING ESSENTIALS

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Aim

To practise and expand vocabulary and phrases associated with fundamental marketing concepts and activities.

Level

Upper Intermediate (groups)

Pre-lesson

This lesson is appropriate for any marketing staff needing to revise and expand their ability to function effectively in English for international business.

MARKETING ESSENTIALS

You are attending a marketing training seminar in English. The following practice is based upon your notes from the workshop.

1 Underline the appropriate idea to complete this basic description of marketing.

In the past marketing was (*customer-driven/ product-driven*) where business emphasized the product first and (*considered/ confronted*) the customer last. Nowadays the reverse strategy is the key to successful marketing. Products and services are created (*to mean/ to meet*) customer needs. Moreover, marketing must make use of its four basic components to be effective:

- Sales
- Promotion
- Advertising
- (*Public Relations/Possible Requirements*) or PR

In each aspect marketing aims for a solid customer base and increased (*turnaround /turnover*). Improving marketing performance is essential to be ahead of the (*competition/ concentration*).

2 Circle the words that can be combined with ‘market’.

overseas service leader survey upscale country
developing competence potential business share

Write the possible combinations, before or after ‘market’.

..... market.....
..... market.....
..... market.....
..... market.....
..... market.....
..... market.....
..... market.....

3 Match the marketing components to the right description.

The ‘Marketing Mix’ consists of the 4 P’s:

- | | |
|-------------|--|
| * Product | where the customers can buy it |
| * Promotion | one that meets the customer need |
| * Price | to encourage the customer to buy it |
| * Place | one that makes company profit and keeps the customer satisfied |

4 Place the following words and phrases under the right marketing heading. Some of the ideas might belong to more than one category.

media to announce press release special offer

billboards discounts banners to call on (customers)

to sponsor free samples reputation coupons campaign

to display negotiation internet follow-up to bargain

press conference to endorse commercials

Sales	Promotion	Advertising	PR
.....
.....
.....
.....
.....

Complete these sentences to describe the marketing categories.

- The sales department handles _____.
- Promotion involves _____.
- Advertising includes _____.
- PR deals with _____.

5 Finish the sentence pairs/ groups using the noun form of the highlighted corresponding verb.

- * We will announce our marketing plans at the meeting tomorrow.
We will make an _____ about our marketing plans at the meeting tomorrow.
- * He wants to bargain with the customer.
He wants to offer a _____ to the customer.
- * Rolex sponsors the Wimbledon Tennis Tournament.
Rolex is a _____ of Wimbledon.
Every year Rolex gives its _____ to Wimbledon.
- * Shops can display new products.
Shops can set up special _____ for new products.
- * Famous sports stars often endorse sports clothing and accessories.
_____ from famous sports stars helps to sell sports clothing and accessories.



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Teacher's Notes

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Procedure

- As a preview, ask students to brainstorm a basic definition of marketing. Suggest that marketing is a general heading with 4 subheadings. Check and discuss their familiarity with the meaning and function of *sales*, *promotion*, *advertising* and *PR*.
- Hand out the worksheets. Have the students work together in pairs.
- For the overall revision, stop and check the answers section by section. Students present answers and can discuss or clarify the marketing lexis/ concepts.
- In exercise 1, ask for an explanation of the difference between *turnaround/ turnover*. Have them give 2 examples of *competition* from their own business or companies.
- In exercise 2, elicit example sentences using 'market' combinations.
- In section 3, have students in pairs elaborate on each marketing mix idea. Relating to their companies, they can give the importance of the 'P' and one context example.
- In exercise 4, assign each pair a marketing category to describe and explain. This can be done as an informal discussion or by mini-presentations. (Make sure the students have a clear understanding of *PR*, not confusing it with the other marketing categories. The main point of *PR* is to announce company information in order to maintain or to enhance a positive customer/public image.)
- For section 5, focus on the noun formation possibility with suffixes like 'ment' and 'ship'. Ask students to name 2-3 other similar noun examples such as 'agreement' or 'relationship'.
- Elicit other examples of *sponsor /sponsorship* and *endorse/ endorsement* in the sports business with famous brands like Nike or Adidas.
- Ask students also to look at other ideas from exercise 4 such as *to call on (customers)*, *campaign*, *negotiation* or *follow-up*. Write sample sentences on the flip-chart or whiteboard using the words as verbs or nouns. Students check and explain if your sentences have the correct word form or not.

Tips

- Look on the internet under 'marketing basics' or skim through any basic academic business textbook to check your understanding of fundamental marketing concepts.
- Use both international and local company examples to support the exercises.
- From a company website such as Microsoft, Royal Dutch Shell or Coca-Cola, find specific examples of *sales*, *promotion*, *advertising* and *PR*. Read aloud a 1-2 sentence excerpt from each where students identify the right marketing category. Or you can prepare this as written exercise where the excerpts and categories are jumbled and have to be matched.