

Teacher's Notes Unit 5 Strategic marketing

Level: Advanced

The slides in this PowerPoint presentation focus on:

- Creating a strong brand (Slide 1)
- Customer profile for different brands (Slide 2)
- How susceptible are you to brands when you buy things? (Slide 3)
- A marketing failure (Slide 4)
- Model answer to exercise 7 from page 61 of the Student's Book (Slide 5)
- Generation Y consumers (Slide 6)
- Answers for exercise 8 from page 63 of the Student's Book (Slide 7)
- Copy for exercise 6 from page 67 of the Student's Book (Slides 8 and 9)
- The characteristics of taxi users (Slide 10)
- Suggested answers for exercise 6 from page 69 of the Student's Book (Slides 11 – 14)

Slide 1: Creating a strong brand

This slide is designed to offer a way into the unit and to provide the structure for a discussion on the importance of branding. Ask your students to identify a company or companies about which they can answer the four questions on the slide. It could be the company they work for or one they have previously worked for. This task can be done in pairs, small groups or as a whole class activity.

What is the 'big idea' at the centre of the company?

If you take BlackBerry mobile phones as an example, the 'big idea' is that you have one piece of technology that integrates spoken and written communication in a new way.

What are the company's values?

According to research, most companies share the same values, for example, quality, openness, innovation, fairness to the individual, empowerment and teamwork. Google's famous 'Don't be evil' is an interesting example of an articulation of corporate values.

Where is the company being taken in the future?

The *vision* of a company is often expressed in their mission statements and such like.

How is the company perceived?

This relates to the *personality* of the company. An advertising campaign might, for example, present a company as very serious or in a light-hearted way. Apple is perceived as 'cool'.

If you have Internet access in the classroom, the Design Council provides interesting examples to illustrate the four questions:

<http://www.designcouncil.org.uk/en/About-Design/Business-Essentials/The-power-of-branding-a-practical-guide/The-key-ingredients/>

[10 minutes]

Slide 2: Customer profile for different brands

The photos on this slide of different people go with exercise 1 on page 58 of the Student's Book and are designed to help your students outline a customer profile for each brand. Ask your students to match the people with the brands, Apple, Disney, Ikea, Louis Vuitton and Nike and to give reasons for their choices.

Commentary

There are no right or wrong answers here, but it is unlikely that the teenagers or the father with the young family would be interested in Louis Vuitton luggage. The teenagers are probably a bit too old for Disney but they are likely to provide the right customer profile for both some Apple and Nike products. The couple and the two women in the café are likely to provide the right sort of customer profile for both Apple and Ikea.

[5 minutes]

Slide 3: How susceptible are you to brands when you buy things?

This slide is designed to be used at any point with the content on pages 58 and 59 of the Student's Book. Ask your students to answer this question about themselves in relation to the products shown on the slide: coffee, packaged food, car, mobile phone, sneakers, and luggage. This task could be done in pairs or small groups

You can add products and services for them to consider.

As a follow-up and as an alternative to the Internet research topic on page 59 of the Student's Book of identifying the top ten brands, you could ask your students to research the Japanese company, Muji. It has an unusual and interesting take on branding.

[5 minutes]

Slide 4: A marketing failure

This slide provides an introduction or alternative to the Internet research topic *marketing failures* on page 60 of the Student's Book. It provides a scenario where a product failed initially but was saved by a new marketing campaign.

Ask your students to imagine they are the senior marketing managers whose jobs are on the line because of this product failure. Get them to brainstorm ideas to rescue the situation.

When they have presented and discussed their ideas, tell them what actually happened: the company successfully relaunched the product to a new market segment, parents concerned that their children have something warm inside of them before going to school on cold winter mornings.

[10 minutes]

Slide 5: Model answer to exercise 7 from page 61 of the Student's Book

This is provided so that you can provide quick feedback to your students on this writing task.

[5 minutes]

Slide 6: Generation Y consumers

The photo in this slide can be used either to introduce the concept of Generation Y-ers before doing exercise 3 on page 62 of the Student's Book or it can be used to introduce the Internet research topic *Converse, Ben and Jerry's and Jet Blue* on page 63 of the Student's Book.

Show your students the slide them and ask what brands they would associate with these young people. You can also ask which brands in their country are specifically targeted at young people.

[5 minutes]

Slide 7: Answers for exercise 8 from page 63 of the Student's Book

These are provided so that you can provide quick feedback to your students on this listening task.

[5 minutes]

Slide 8: Copy for exercise 6 from page 67 of the Student's Book

This is provided so that you can run through the writing task with your students before they rewrite it. It is also provided here as a Word document so you can copy and paste it and send it to your students electronically, as suggested on page 72 of the Teacher's Book.

Advertisement for a satellite navigator

WayBeYond 250 has a sleek design and a lot of great maps.

The original fold-out satellite antenna has been replaced with a built-in receiver. The device is now thinner and weighs less. European maps are now included on the WB 250,

which performs superbly. The navigation software used is of high quality, enabling the customer to move with ease through screens. Inputting destinations is not difficult. The customer is offered a choice of postcode and address searches, with predictive text for typing.

The new 'Where is it?' function provides a range of service points, including directions to nearby hospitals and petrol stations. The WB 250 also includes a camera locator, for indicating speed traps. Further features are an MP3 player and Bluetooth hands-free, with rechargeable battery power.

[5 minutes]

Slide 9 Suggested answer for exercise 6 from page 67 of the Student's Book

This is provided so that you can provide quick feedback to your students on this writing task.

[10 minutes]

Slide 10: The characteristics of taxi users

This slide contains the text from page 72 of the Teacher's Book. It is provided to help with the discussion in exercise 1 from page 68 of the Student's Book.

Before showing it to your students, ask them how they would normally segment customers for goods or services. They should be able to answer: by age, income level, occupation, sex, location, nationality, ethnicity.

[5 minutes]

Slides 11 –14: Suggested answers for exercise 6 from page 69 of the Student's Book

These suggested answers from page 73 of the Teacher's Book are provided so you can give quick feedback to your students on this discussion task.

[5 minutes]

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