

Branding and brand names

Topic

Advertising

Learning outcomes

- Express opinions, likes and dislikes
- Develop vocabulary through brainstorming and dictionary work
- Develop speaking skills through making a short oral presentation

Age group

Aged 13-17

Level

B1+

Time

45 – 75 minutes. This can be done over two lessons.

Materials

- student worksheet
- Presentation (this can replace the worksheet for a copy free lesson)

Introduction

During this lesson students will rank their favourite brand names and discuss what they like/dislike about them. They will read and discuss the context of a text about brand naming and complete related vocabulary building exercises. Lastly students will create and brand their own imaginary product which they will present to the rest of the class

Procedure

1. Introduction (10 mins)

- Write '**Brand Names**' on the board and ask students to give you some examples of brand names. You can show **slide 2** if using the presentation.

- **Note:** Make sure students understand that brands are not just expensive names like Gucci or Ray Ban but also include products like Nike, Nescafe, Cadbury's, Coca Cola etc.
- Now give students 3 minutes to work in small groups. Ask them to write down as many brand names as they can. At the end of the 3 minutes, shout out 'Stop!' and see which group has the most names on their list.
- Ask students if they know what products each brand makes and if they own / would like to own any of their products.

**2. Task 1:
Reading and
comprehension
(15 minutes)**

- Get the students to skim read the short text on brand naming in task 1 on the worksheet or on **slide 3** and underline or make a note of any new vocabulary. Students should ask their friends or look up the meaning of any new words in a dictionary.
- Write the comprehension questions on the board or display **slide 4**:
 - Why are brand names important?
 - Name three different sources of brand names.
 - Do you think brands are important? Why?
 - Do you have a favourite brand? What is it and why do you like it?
- Learners discuss the questions in pairs. Check for comprehension.
- Students then complete the matching exercise in task 2 individually or in pairs. This is on worksheet 1 and on **slide 5**.

ANSWERS:

- From the latin word meaning 'Snow-white' **NIVEA**
- This was the fifth perfume made by the same company. **CHANEL No. 5**
- Named after the Greek goddess of victory. **NIKE**
- Originally a Japanese family name Toyoda. The inventors changed one letter to make it easier to pronounce overseas. **TOYOTA**
- Names after an African gazelle. **REEBOK**
- The family names of two men, one a motor enthusiast and the other an engineering genius. Stuart **ROLLS** and Henry **ROYCE**

**3. Task 2: Make
a poster (20
minutes)**

- Ask students to look back at their lists of brands from the introduction exercise. They can add more brands from the other suggestions if necessary. They should have a total of 10 brand names. Ask them now to rank their brands from 1 – 10 (1 should be their favourite brand, and 10 the one they like the least).

	<ul style="list-style-type: none"> • Then ask students to work in pairs to write a sentence or two about what they know about each brand. • Hand out poster paper and pens and get students to make a poster titled “Our top ten brands” for display on the wall in the classroom. Make it clear that the posters must include the sentences they wrote about each brand. • Once students have completed their posters they can circulate and read each other’s posters and vote on the best. <p>This could be the end of lesson 1</p>
4. Task 3 – prepare a mini presentation (30 minutes)	<ul style="list-style-type: none"> • Put students into new pairs. Ask them to look at task 4 on the worksheet or slide 6. • The task sheet has some useful phrases that may help students with their presentations. Teachers should also teach any other phrases / language which they think their students need. The task sheet also has a list of ideas in case students can’t think of their own inventions. These are also on slide 7. Encourage them to be creative! Depending on the student and/ or cultural context, teachers may want to assess the oral presentations to increase student motivation, as teens may make ore effort if they know they are being assessed.
5. Optional follow up	<ul style="list-style-type: none"> • For a homework writing activity: Students choose one of their favourite brands, research its history and then write a short (70-100) word history of the brand

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