

# Branding and brand names

## Topic

Advertising

## Aims

- To help students express opinions, likes and dislikes
- To help students develop vocabulary through brainstorming and dictionary work
- To help students develop speaking skills through making a short oral presentation

## Age group

Teens

## Level

B1+

## Time

60 – 90 minutes

## Materials

- Branding and brand names student worksheet

## 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 (5 – 10 mins)

- Write '**Brand Names**' on the board and ask students to give you some examples of brand names.  
  
TIP: Be sure that 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.

	<ul style="list-style-type: none"> <li>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.</li> <li>Ask students if they know what products each brand makes and if they own / would like to own any of their products.</li> </ul>
<b>2. Task 1: Reading and comprehension (15 minutes)</b>	<ul style="list-style-type: none"> <li>Get the students to skim read the short text on brand naming in task 1 on the worksheet and underline any new vocabulary. Students should ask their friends or look up the meaning of any new words in a dictionary.</li> <li>Students then complete the comprehension questions in task 2 as a discussion in pairs. Teachers should check for comprehension.</li> <li>Students then complete the matching exercise in task 3 individually or in pairs.</li> </ul> <p><b>TASK 3 ANSWERS:</b></p> <p>a) <i>From the latin word meaning 'Snow-white'</i> <b>NIVEA</b></p> <p>b) <i>This was the fifth perfume made by the same company.</i> <b>CHANEL No. 5</b></p> <p>c) <i>Named after the Greek goddess of victory.</i> <b>NIKE</b></p> <p>d) <i>Originally a Japanese family name Toyoda. The inventors changed one letter to make it easier to pronounce overseas.</i> <b>TOYOTA</b></p> <p>e) <i>Names after an African gazelle.</i> <b>REEBOK</b></p> <p>f) <i>The family names of two men, one a motor enthusiast and the other an engineering genius. Stuart <b>ROLLS</b> and Henry <b>ROYCE</b></i></p>
<b>3. Task 2: Make a poster (20 minutes)</b>	<ul style="list-style-type: none"> <li>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).</li> <li>Then ask students to work in pairs to write a sentence or two about what they know about each brand.</li> <li>Hand out poster paper and pens and get students to make a poster titled "<b>Our top ten brands</b>" for display on the wall in the classroom. Make it clear that the posters must include the sentences they wrote about each brand.</li> <li>Once students have completed their posters they can circulate and read each other's posters and vote on the best.</li> </ul>
<b>4. Task 3 – prepare a mini presentation (20 – 30 minutes)</b>	<ul style="list-style-type: none"> <li>Put students into new pairs. Ask them to look at task 4 on the worksheet</li> <li>The task sheet has seem 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. 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.</li> </ul>
<b>5. Optional follow up</b>	<ul style="list-style-type: none"> <li>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</li> </ul>

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