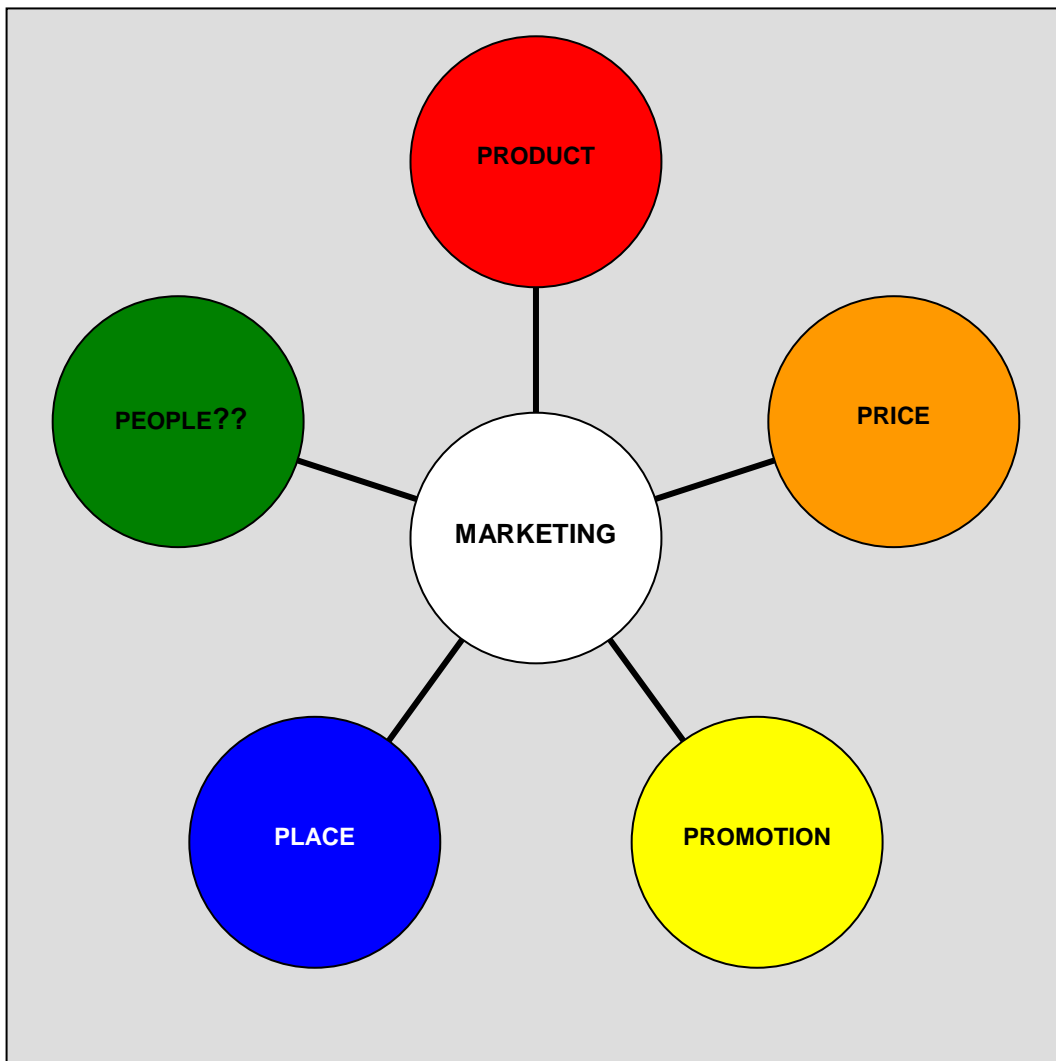


MARKETING

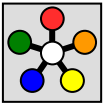
Students' Workbook



Pedro Fernández Sánchez

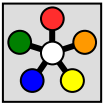
INSTITUT Milà i Fontanals

CLIL Course
Norwich Institute for Language Education
February-April 2011



CONTENTS

UNIT 1: Introduction to Marketing	1
Lesson 1: Getting started!	1
Lesson 2: What's marketing? Why is important?	3
Lesson 3: Concept of Marketing Mix	3
UNIT 2: The Marketing Mix (4Ps)	11
Lesson 1: Product	11
Lesson 2: Price	23
Lesson 3: Promotion	30
Lesson 4: Place.....	37
UNIT 3: Merchandising	44
Lesson 1: Merchandising & its elements	44



TOPIC	Marketing
UNIT 1	Introduction to Marketing

**Lesson 1.
Getting Started!**

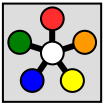
WORKSHEET 1: Activating Prior Knowledge

Name:

Group: **Date:**

ACTIVITY 1: BRAINSTORMING

Think and say all the English words that you know about Marketing.



ACTIVITY 2: MATCHING

In groups of 2 or 3 students, match the 'word' cards with their 'definition' cards. After that, write a correct word for each definition.

Words	Definitions
1.	a. It is the fact or process of losing (money).
2.	b. It is the process of increasing in amount, value, or importance.
3.	c. It is a person or company that makes goods for sale.
4.	d. Obtain (money) in return for labour.
5.	e. It is the money that a business obtains selling products.
6.	f. The mass communication (television, radio and newspapers).
7.	g. Benefit, advantage, a financial gain.
8.	h. A person who buys goods or services from a shop or business.
9.	i. It is the name, symbol or logo of a product.
10.	j. It is the characteristics of a product (e.g. 14 megapixels – digital camera).

ACTIVITY 3: MATCHING

*You need to classify the words from the **Task 2** into two groups: product words, company words.*

Product words	BOTH	Company words
■	■	■
■	■	■
■	■	■
■	■	■
■	■	■



Lesson 2.
What's marketing? Why is important?

WORKSHEET 2: PowerPoint - Ordering

Name:

Group: **Date:**

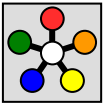
ACTIVITY 1: ORDERING CONCEPTS

Put the following parts of sentences together to build two paragraphs with the right explanation of marketing and importance of marketing.

what customers need and want. – Marketing is important – Companies supply customers – mainly in developed economies. – with goods and services they want – because there is a need for customer satisfaction – Marketing detects – It is a management process. – this is mutually beneficial. – in order to make profit; – and business specialization,

Marketing:

Importance of marketing:



Lesson 3. Marketing mix

C. Marketing mix.

- It is a combination of elements that affects customers' decision to buy.
- The elements are the 4 Ps:
 - _____.
 - _____.
 - _____.
 - _____.

5

Pedro Fernández

INSTITUT Milà i Fontanals

Product

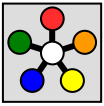
- _____.



6

Pedro Fernández

INSTITUT Milà i Fontanals



Price



Photo: Morguefile.com

7

Pedro Fernández

INSTITUT Milà i Fontanals

Promotion

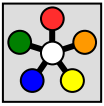


Photo: morguefile.com

8

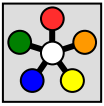
Pedro Fernández

INSTITUT Milà i Fontanals



Place





WORKSHEET 3: Multiple choice - Video	Group:
Name:	Date:

ACTIVITY 1: MULTIPLE CHOICE - MARKETING MIX VIDEO

Before you watch the video read the multiple choice questionnaire individually. If you have any doubts ask the teacher. You should answer the questions while you watch the video.

Question 1:

What is the marketing mix?

- a) It is a product that satisfies the customer's needs.
- b) It is essentially four key things: product, price, promotion and place.
- c) It is a good advertisement to sell your product.

Question 2:

What is important in a product?

- a) There is a gap in the market; there is a need for your product.
- b) To sell the product with a small price.
- c) To advertise your product a lot to sell it.

Question 3:

How do experts define price in the video?

- a) It is about how much you charge for your product.
- b) We took our cost of manufacturing into consideration.
- c) Answers a) and b)

Question 4:

When in the video they talk about place, they ask...

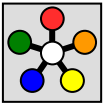
- a) How do you transport your product?
- b) Where are people going to see your product or service? Where are you going to operate?
- c) When do you need to see your product? Who wants to buy your product?

Question 5:

The most important idea about promotion is...

- a) How to attract people to your product.
- b) Explaining why people need to buy your product.
- c) Answers a) and b)

After reading the questions, listen to the Marketing mix video, and answer the questions individually.



When you finish answering the questions, in groups of 2 or 3 students, compare and discuss your answers.

In order to discuss and justify your choices in your group, use the sentences below:

What is the right answer What do you think the correct answer is	to question number...?
---	-------------------------------

The right answer is.... I think the correct answer is....	because	the concept of....is..... the experts say that ... the video (states / says) that....
--	----------------	--

I agree. I think so.	I disagree. I don't think so	I think that...is...
---------------------------------------	---	-----------------------------

Example:

Student 1: **What is the right answer to question number (1)?**

Student 2: **The correct answer is (b) because the concept of (marketing mix) is (say the concept).**

Student 1: **I disagree. I think that (the right answer is a) because the video states / says that (the marketing mix) is (say what the video say).**

Write the correct answers in the text below.

Question 1:

What is the marketing mix?

Question 2:

What is important in a product?

Question 3:

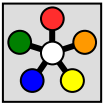
How do experts define price in the video?

Question 4:

When in the video they talk about place, they ask...

Question 5:

The most important idea about promotion is...

**ACTIVITY 2: APPLYING MARKETING MIX**

Think about a product that you like, a new product that you want to buy or an important product from the country you come from and write down a report as follows:

Example:

GOOD: Iphone 4

This is a new product that I want to buy.

Product:

The company Apple sells this good. Its characteristics are:

- It is small.
- It is easy to carry.
- It is a high quality product.
- It is used to: communicate, take pictures, listen to music and to have internet access.

Price:

- The amount of money you need to pay for the Iphone 4 is between €599 and €699.
- It is an expensive product.

Promotion:

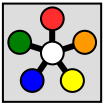
The customers know about this good because:

- It is advertised on TV, Internet, magazines...
- It has got a lot of publicity
- Everybody knows about it.

Place:

The good is distributed in:

- Apple stores and Apple's webpage.
- Also mobile telephone companies.



WORKSHEET 3: ACTIVITY 2: Applying Marketing mix	Course:
Name:	Date:

GOOD: _____

This is a _____

Product:

The company _____ **Its** _____:

- It is _____

- It is _____

- It is _____

- It is used to: _____, _____, _____

Price:

- The amount _____

- It is _____

Promotion:

The customers _____:

- It is _____, _____, _____.

- It has _____.

- _____.

Place:

The good _____ :

- _____.

- _____.



TOPIC	Marketing
UNIT 2	Marketing mix

Lesson 1. Product

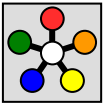
WORKSHEET 1: Concept and Types	
Name:	
Group:	Date:

ACTIVITY 1: DICTATION - CONCEPT

In groups of 3 students, you will get the definitions of the product concept and product differentiation concept. One member of the group needs to search for the definition around the classroom, remember the sentences and dictate them to the second member. The second member needs to write the definition on a piece of paper. The third member needs to check the spelling and memorize the definition.

Product:

Product differentiation:

**ACTIVITY 2: TYPES OF PRODUCTS**

Listen to the explanations about the slides. Fill in the gaps in the slides giving examples.

B. Types of products

a) Consumption goods: they satisfy people's needs directly. There are two types.

- *Non-durable goods*: they disappear when we use them.



Morguefile.com

Examples: _____

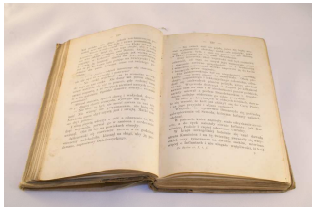
14

Pedro Fernández

INSTITUT Milà i Fontanals

B. Types of products

- *Durable goods*: we can use them many times.



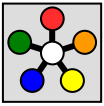
Morguefile.com

For example: _____

15

Pedro Fernández

INSTITUT Milà i Fontanals



B. Types of products

b) Industrial goods: they are used to make other goods. They do not satisfy people's needs directly.



For instance: _____

16

Pedro Fernández

INSTITUT Milà i Fontanals

B. Types of products

c) Services: are non-physical products or economic activities.

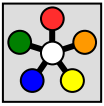


Examples: _____

17

Pedro Fernández

INSTITUT Milà i Fontanals



WORKSHEET 1: Concept and Types









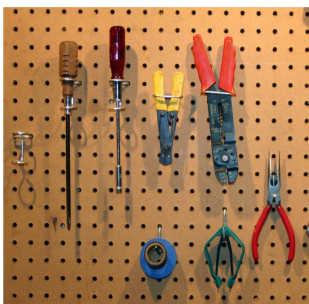

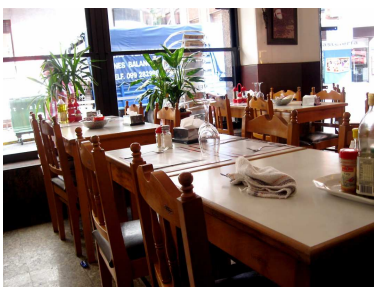
Name:

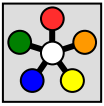
Group:

Date:

ACTIVITY 3: CLASSIFYING PRODUCTS

Look at the pictures and classify the following goods filling the chart of the next page with ticks.

			
1. Wood	2. Toothpaste	3. Machine	4. Clock
			
5. Water	6. Education	7. Theatre ticket	8. Microwave
			
9. Belt	10. Wash & Laundry	11. Sheets of paper	12. Tools
			
13. Lorry	14. Chalk	15. Meal in a restaurant	16. Calculator

**WORKSHEET 1: Concept and Types**

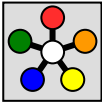
Name:

Group:

Date:

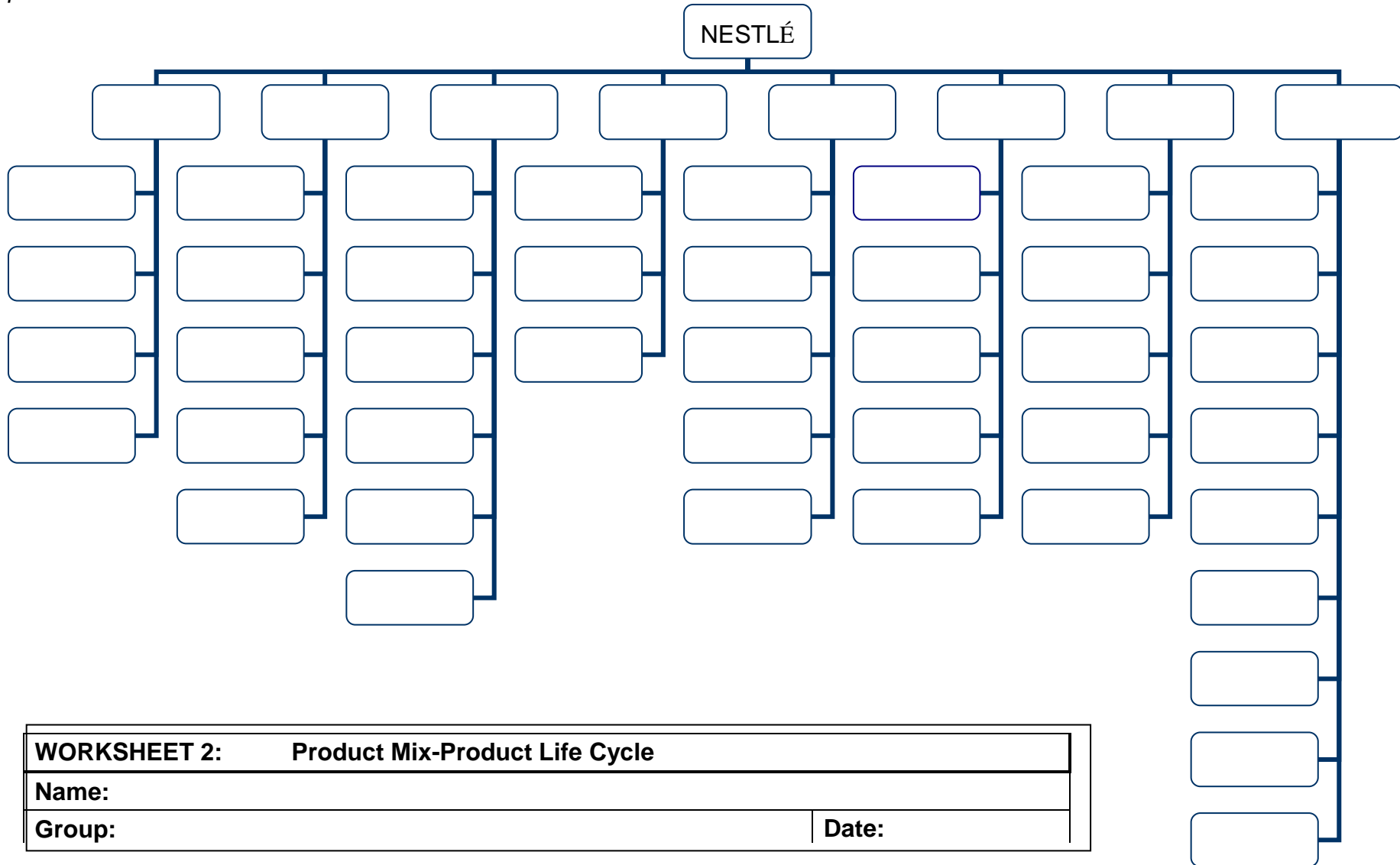
ACTIVITY 3: CLASSIFYING PRODUCTS (GRID)

GOODS	Consumption Goods		Industrial goods	Services
	Non-durable	Durable		
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

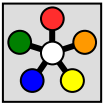


ACTIVITY 1: PRODUCT PORTFOLIO

Think about all the different products the Nestlé Company produces. You need to group them in families. Write the names of the products



WORKSHEET 2: Product Mix-Product Life Cycle	
Name:	
Group:	Date:

**WORKSHEET 2: Product Mix-Product Life Cycle****Name:****Group:****Date:**

You need to think about your own definition for each concept: length and width (of product mix), product line and line depth.

C. Product portfolio

a) Length (of product mix): _____

_____.

b) Width (of product mix): _____

_____.

c) Product line: _____

_____.

d) Line depth: _____.

21

Pedro Fernández

INSTITUT Milà i Fontanals

ACTIVITY 2: FINDING A NEW EXAMPLE OF PRODUCT PORTFOLIO. (HOMEWORK)

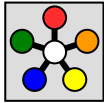
It is your turn to find a new example of product portfolio. Find a company with many product lines and products. You need to design your own chart. Use the internet to find out information.

ACTIVITY 3: PRODUCT LIFE CYCLE (PLC) – THE JIGSAW PUZZLE

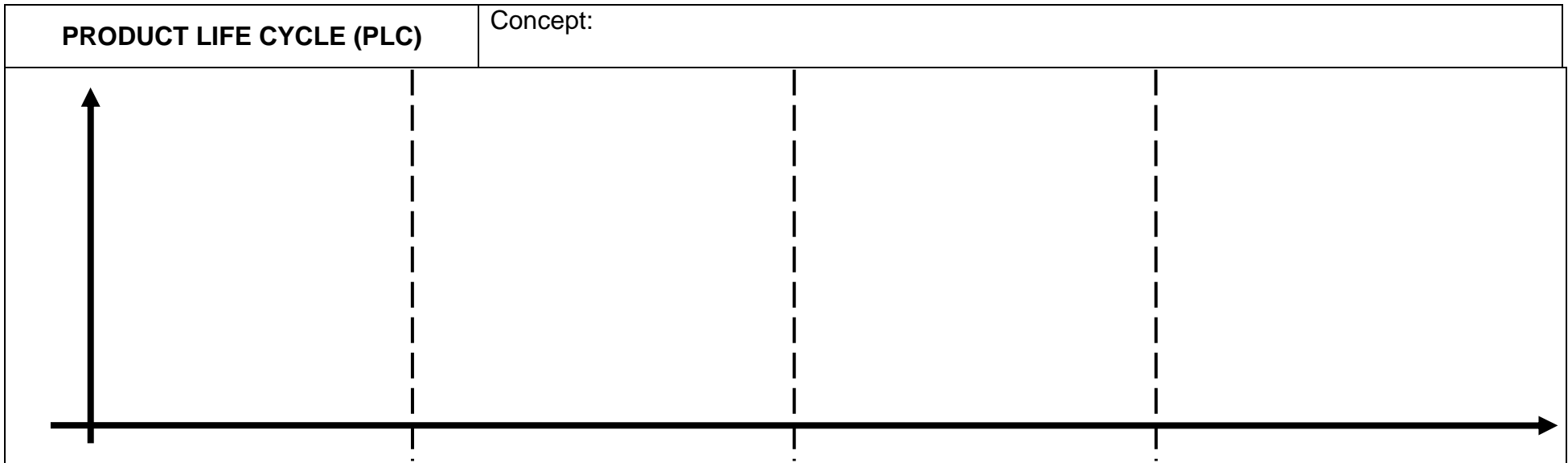
In groups of 3 students you need to join together all the words, concepts, graphs of the PLC jigsaw in order to find out the PLC definition and the four main stages of the PLC with its characteristics.

After that, check your answers with the slide on the blackboard to find any misplaced phrase. If there is any, put the phrase in the correct position.

Then, individually, fill in the Activity 3 Chart



ACTIVITY 3 CHART:



STAGES PLC



WORKSHEET 3: Packaging & Brand

Name:

Group: _____ **Date:** _____

ACTIVITY 1: PACKAGING – DISCUSSION ABOUT CHARACTERISTICS

In groups of 3 students you need to think about which are the important characteristics of product packaging. You need to have a look at the packaging of the four products given to you; they will give you some clues. Examine the four products one by one and pass them on to the next group when you finish.

Here you have some useful sentences to help you in your discussion. REMIND EACH OTHER TO SPEAK IN ENGLISH PLEASE!!!!!!!!!!

• Remember to speak in English	• How do you say that in English?	• We should be speaking in English
--------------------------------	-----------------------------------	------------------------------------

<ul style="list-style-type: none"> • What do you think the..... are? • Which are the important...? • What's your opinion on this matter? • Do you have anything to add? 	- I think they are...	- I (completely) agree with you. - I disagree. - Perhaps, who knows?
	- They are...	- Well, I'm not (so) sure... - Maybe you are right
	- In my opinion...	- That can't be true. What about...? - I know what you're saying but... - On the other hand, you need to consider (that)...
	- Yes, I would like to (add /say) that...	

<ul style="list-style-type: none"> • A package it should have... • A package should be... 	- Size / Shape / colour / weight...	- ...because...	- also
	- Attractive / colourful / resistant / (heavy / light)...	- ...in order to... - ...to allow people to...	- besides - moreover

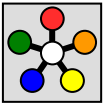
Example:

*Student 1: **Which are the** important characteristics of the packaging in a product?*

*Student 2: **In my opinion, packaging should be resistant because** some products are **heavy**.*

*Student 1: **I agree with you. On the other hand, you also need to consider the size** of the product. **What's your opinion on this matter?***

*Student 3: **Well, I am not sure. I think that its colour is more important. A package should be colourful because...***

**WORKSHEET 3: Packaging & Brand**

Name:

Group:

Date:

ACTIVITY 1: PACKAGING – QUESTIONNAIRE

After your discussion, try to answer the following questions individually. You can use the dictionaries if needed.

PRODUCT PACKAGING QUESTIONNAIRE**1. Why is the packaging of a product important?****2. For what types of product is packaging particularly important? Give two examples.****3. What characteristics should the packaging of a product have to make people buy it?**

a)

b)

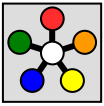
c)

4. What characteristics should the packaging of a product have to be user-friendly after purchase?

a)

b)

c)

**WORKSHEET 3: Packaging & Brand**

Name:

Group:

Date:

ACTIVITY 2: BRAND & BRAND STRATEGIES – FIND SOMEONE WHO KNOWS...

You need to find out what the meanings of the terms/words/concepts highlighted are by asking other students in the class. You have 10 minutes. If you finish before the set time try to search for other concepts on the "definition card".

You will have to write down the definitions in the **DRAFT** provided.

Once you finish, sit down and copy the definitions in the **Fact File** provided and draw a logo, symbol, name and slogan of a brand.

Finally think about possible examples of the concepts you have find out and write them.

In order to ask your colleagues use the following sentences:

• Do you know what " _ _ _ _ " is?	- Yes, I do. It is....
• Do you know what " _ _ _ _ " means?	- Yes, I do. It means...

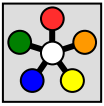
• How do you spell "own-brands"?	- Ou-doble u-En-Hyphen-Bi-Ar-Ei-En-Di-Es.
• Could you repeat that please?	- Yes, of course...

DRAFT: Write here the terms / words / concepts

Concept 1:

Concept 2:

Concept 3:

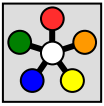


FACT FILE: Brands & Brands Strategies

Brand concept (1):	Draw a logo, symbol, name and slogan of a brand
---------------------------	---

Brand characteristics (2): - - - -	Examples brand characteristics:
---	---------------------------------

Brand strategies	
I. <u>Global brands (3)</u> : when the company...	Examples global brands:
II. <u>Multi-brands (4)</u> : when we use... <ul style="list-style-type: none"> ▪ INDIVIDUAL BRANDS (5): we use a... ▪ PRODUCT LINE BRAND (6): we use the... ▪ SECOND BRAND (7): Companies with... 	Examples: <ul style="list-style-type: none"> ▪ . ▪ . ▪ .
III. <u>Own-brands(8)</u> : when big...	Examples own brands:



TOPIC	Marketing
UNIT 2	Marketing mix

**Lesson 2.
Price**

WORKSHEET 1: Concept, fixing prices and strategies

Name:	
Group:	Date:

ACTIVITY 1: MIND MAPPING

You need to fill in the Mind Map Grid on page 25. Look at the text below, underline the main concepts and use them to help you complete the Price Mind Map Grid provided. You don't need to understand every concept to complete this activity.

Once you have finish, you need to compare your results with (an)other student(s).

2. PRICE.

2.1 Concept

Price tells us the money that a company can earn selling its product (revenue).

2.2 Fixing prices

MARKET BASED PRICING

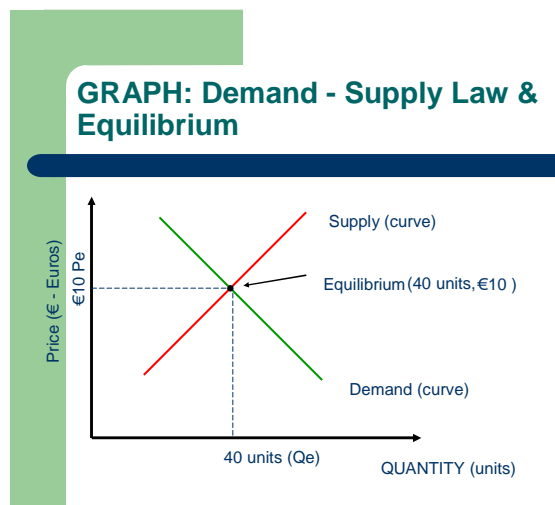
It uses market demand to calculate price. Demand is the quantity of goods a consumer wants to buy. Supply is the quantity of goods that a company wants to produce and sell.

The basic law of demand and supply says:

If price goes up, then demand decreases and supply increases.

If price decreases, then demand goes up and supply falls.

At the equilibrium, demand equals supply and we have a market price.



**COST BASED PRICING**

It uses production costs to work out price. It takes fixed cost and variable cost, and adds a fixed percentage of the cost of making the product, called mark-up.

$$\text{Selling price} = \text{Unitary production cost (fix cost + variable cost)} + \text{Mark-up}$$

$$\text{Selling Price} = C_u (C_{Fu} + C_{Vu}) + \text{mark-up}$$

Practical Example 1

A manufacturer business has a production unitary cost of €20/unit. Find the selling price if the company wants to get a 15% mark-up.

$$\text{Selling price} = €20 + 0,15 * €20 = €20 + €3 = €23$$

COMPETITION BASED PRICING

Sets price based on competitors' prices. There are three possibilities:

- Similar price (for similar products' characteristics)
- Lower price (we earn more money selling big quantities)
- Higher price (we have a famous product or a better quality)

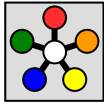
If the market has a leader (e.g. Telefónica), then other businesses can:

- Follow the leader (similar prices).
- Independent price (it can provoke a price war)

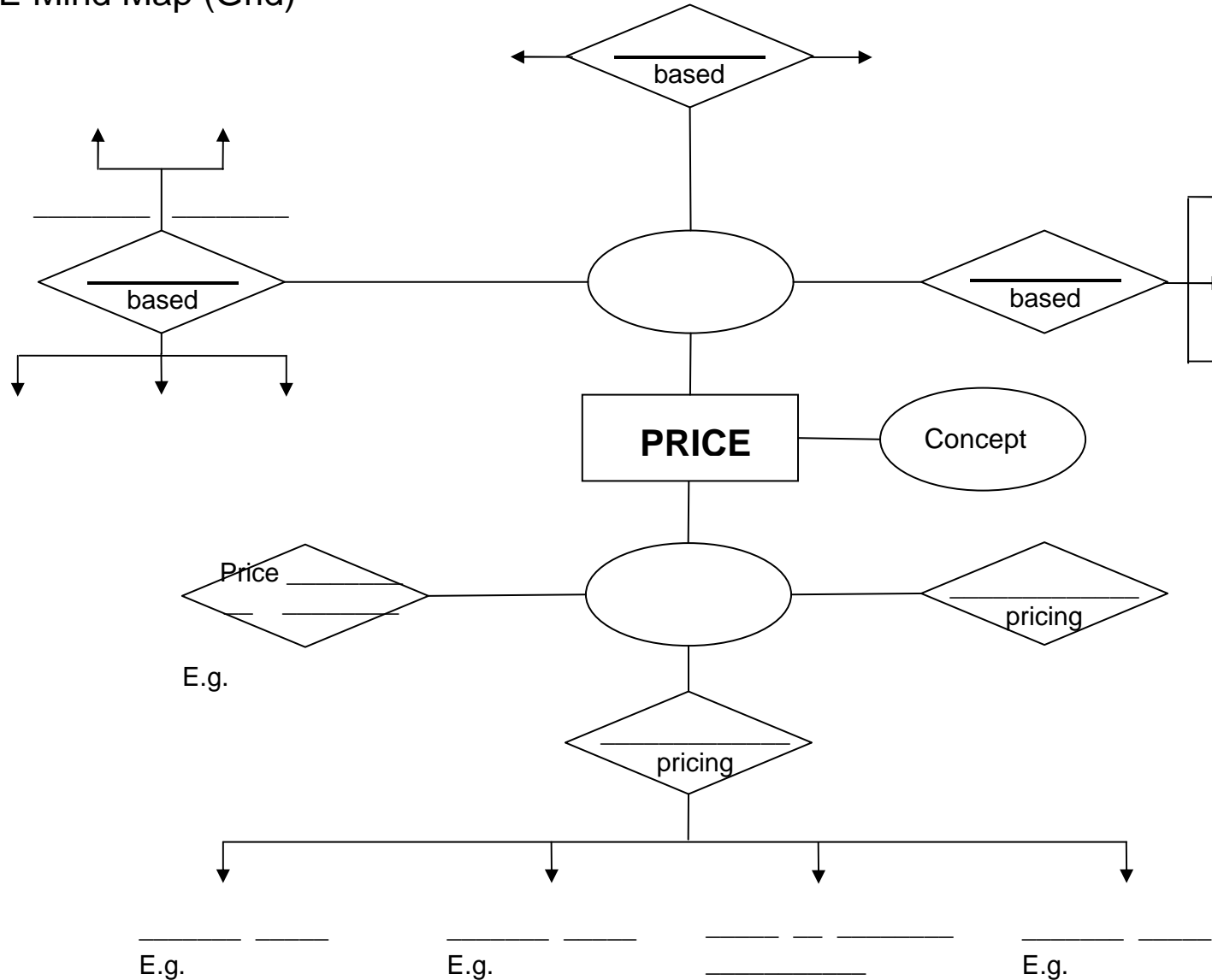
2.3 Price strategies

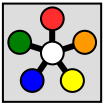
There are three types:

- a) **Price skimming or creaming.** Company starts with a high price (market segment) and reduces it later (to increase the market). It is used for products with no competitors, new, fashion or technological. E.g. Iphone 4.
- b) **Penetration pricing.** When a product has a low initial price to enter the market. When sales go up, the price is increased. E.g. New Airline Company.
- c) **Psychological pricing.** It is based on how customers associate a price with a feature of a product.
 - Regular price (daily used product such as milk, tea, sugar...)
 - Premium pricing or prestige pricing (for luxury products)
 - Price on customers' expectation (depending on customers' satisfaction).
 - Critical price point (e.g. 99'99 € or 4'95 €)



PRICE Mind Map (Grid)





WORKSHEET 1: Concept, fixing prices and strategies

Name:

Group:

Date:

ACTIVITY 2: PRICE QUESTIONNAIRE

Using the text above, work in pairs to answer the questions. In order to help you answering some questions here you have some useful sentences:

Question 4

<ul style="list-style-type: none"> • In your opinion, what is the error that candidates made? • How could you help candidates to solve the problem? 	<ul style="list-style-type: none"> – In our opinion, the.....made is... because... – We would help them... in order to solve the problem of...
---	--

Question 6

<ul style="list-style-type: none"> • What price would you set? • What price would you set if your company is the market leader? Why? 	<ul style="list-style-type: none"> – We would... because... – If our company... we would... because...
--	--

Question 8

<ul style="list-style-type: none"> • What price strategy would you use? Explain the strategy. • Why would you choose it? Give reasons. 	<ul style="list-style-type: none"> – We would... .This strategy states that:... – We would... because of the following reasons:
--	---

1. What do you understand by price of a product?

2. Could you explain what the Demand & Supply Law is?



3. **A small firm has an unitary: fixed cost of €10/unit and a variable cost of €5/ unit. Find the selling price if the company wants to get a 30% mark-up.**

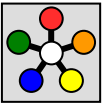
4. **Go to www.bbc.co.uk/learningzone/clips/the-importance-of-price/11136.html , listen to the video and answer these three questions:**

a) Say what product the candidates are trying to sell.

b) What is the problem with the price of the product the candidates set?

c) In your opinion, what is the error that the candidates made? How would you help the candidates to solve the problem? Justify your answer.

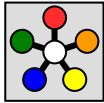
5. **What possibilities a company has to set a price based on competitors? In what circumstances you would use each one? And if there is a market leader... what are the possibilities?**



6. You are the director of a famous car company with high quality products. You want to launch a new car in a competitive market. Based on your competitors, what price would you set? And if your company is the market leader? Explain why and give reasons.

7. How many price strategies are there? Name them. When would you use each strategy? Give examples.

8. You are the marketing director of Lady Gaga's new album. You want to introduce the album and you need to decide what price strategy you would use. Explain the strategy and give reasons why you have chosen.

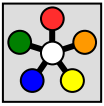


Once you have finished answering your questions compare and discuss your answer with another pair.

Here you have some useful sentences to help you in your discussion. REMIND EACH OTHER TO SPEAK IN ENGLISH PLEASE!!!!!!!!!!

• Remember to speak in English	• How do you say that in English?	• We should be speaking in English
--------------------------------	-----------------------------------	------------------------------------

<ul style="list-style-type: none"> • What do you think the..... are? • Which are the important...? • What's your opinion on this matter? • Do you have anything to add? 	<ul style="list-style-type: none"> - I think they are... - They are... - In my opinion,... - Yes, I would like to (add /say) that... 	<ul style="list-style-type: none"> - I (completely) agree with you. - I disagree. - Perhaps, who knows?
		<ul style="list-style-type: none"> - Well, I'm not (so) sure... - Maybe you are right
		<ul style="list-style-type: none"> - That can't be true. What about...? - I know what you're saying but... - On the other hand, you need to consider (that)...



TOPIC	Marketing
-------	-----------

UNIT 2	Marketing mix
--------	---------------

Lesson 3. Promotion (or Promotion mix)

WORKSHEET 1: Advertising, Sales Promotion, Personal Selling and Public Relations

Name:	Group:	Date:
-------	--------	-------

ACTIVITY 1: "ABCDE" OF ADVERTISING – THE 3/15 GAME

In groups of 3 students, you will need to do three tasks to get to know what advertising is. This is a team game and it is important to be well organised. You need to be quick to solve the short tasks because there is a time limit. Your first task is to think of a name for your TEAM. If you cannot solve the tasks, the teacher will give you the answer so you can carry on with the exercise.

One student will need to do task 1, another one task 2 and the last one task 3. You need to read all tasks and decide who is going to do what.

After finishing your task you can help the other members of the group.

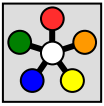
*You have a **TIME LIMIT: 15 minutes** to do your task.*

*After finishing your task, you will then need to explain the solution to your partners so they can write the answer in their worksheet. **TIME LIMIT: 15 minutes***

*Finally, you need to study your task. In order to remember the concepts, you should highlight the key words. Or you can do a mind map. **TIME LIMIT: 15 minutes***

The teacher will ask one of you to explain your task with the help of the key words and/or mind map.

You will get points for each task completed correctly and points for being able to explain your task.



TASK 1 – CONCEPT – OBJECTIVES – PRINCIPLES (ADVERTISING)

a) The sentences of the **Advertising concepts** are not in the correct order; to be able to read the concept, you need to place them in the correct order. Pay attention to the punctuation marks!!

a) Advertising Concept:

- or media so you need to pay (cost).
- to buy a product.
- (firms) sent to inform customers
- and/or to persuade them
- It uses a channel of communication
- It is a message that companies

b) The next table shows you the **basic objectives (AIDA model)** of Advertising. You need to match them with an arrow. And copy then on to the chart below after they have been corrected.

- | | |
|------------------|---|
| 1) A – Attention | a) (convince customers that our product will satisfy their needs) |
| 2) I – Interest | b) (convince customers to buy, most important and difficult) |
| 3) D – Desire | c) (attract customers' attention) |
| 4) A – Action | d) (raise customers' interest demonstrating advantages) |

b) Basic objectives (AIDA model):

A – _____

I – _____

D – _____

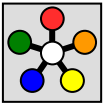
A – _____

c) Finally, to complete task 1 you need to fill in the gaps of the **Principles** of Advertising, with the words below.

c) Principles:

- Be _____ (don't make them think too much)
- Be _____ (your product will be different from others)
- Be _____ (to remember the message: slogans, songs...)
- Be _____ (you cannot cheat a customer twice)

WORDS: REPETITIVE, SIMPLE, HONEST and CREATIVE.

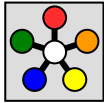
**TASK 2 – ADVERTISING MEDIA**

Changing roles, think how to place the labels in order to read the **Pros & Cons of Advertising Media**. Try to find the correct order and complete the chart below.

Before you write down the answers you need to ask the teacher for the solution.

d) Advertising media (Pros & Cons):

	PROS	CONS
TV		
Radio		
The Press		
Poster & Billboards		
Internet		



TOPIC	Marketing	WORKSHEET 1	Advertising, Sales Promotion, Personal Selling and Public Relations
UNIT 2	Marketing mix	Date:	Name

Lesson 3. Promotion (or Promotion-mix)

ACTIVITY 2: GETTING TO KNOW THE OTHER ELEMENTS OF PROMOTION MIX – INFORMATION GAP

You will receive “text A” or “text B”, which talks about the same topic, promotion mix. There are some gaps where information is missing. Your partner has the missing information.

Prepare questions to ask your partner aiming to find out the missing information. Take your time, just think and write all the questions that you need. Use the question form below.

Here you have some useful questions which you can use as models.

Question Word Questions:

Question word	Auxiliary verb	Subject	Main verb	Complements	Answer (Information)
What	does	this book	explain?		(It / This book) explains...
What	is	Venus?			Venus is...
What	are	books	used	for?	Books are used to read, study,... Books are used for reading, studying,...
Which	are	the main languages	spoken	in Catalunya?	The main languages spoken in Catalunya are...
Which	are	the two main components		of water?	The two main components of water are...
When	are	calculators	used?		Calculators are use when...

Exception!! Verb be “simple present” and “simple past”			
Question word	Main verb	Subject	Answer (Information)
Where	is	Bombay?	In India.
How	was	she?	Very well.



QUESTION FORM

PROMOTION MIX: Sales Promotion, Personal Selling & Public Relations

Question (I)

_____?

_____.

Question (II)

_____?

_____.

Question (III)

_____?

_____.

Question (IV)

_____?

_____.

Question (V)

_____?

_____.

Question (VI)

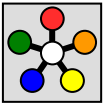
_____?

_____.

Now ask your partner the questions and fill in your text.

After you have completed the gaps with the relevant information, individually summarise the most important information from the text.

Follow the **SUMMARY Form** to guide you to fill in the relevant information.



SUMMARY FORM

3. Promotion (or Promotion mix).

Concept: _____

Elements: _____

3.2 Sales promotions

a) Concept: _____

b) Reasons:

- _____
- _____
- _____
- _____

c) Examples:

- _____
- _____
- _____
- _____
- _____

3.3 Personal selling

a) Concept: _____

b) Characteristics:

- _____
- _____
- _____
- _____

3.4 Public relations

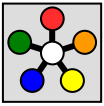
a) Purpose: _____

b) How?

- _____

c) When?

- _____
- _____
- _____
- _____



TOPIC	Marketing
UNIT 2	Marketing mix

**Lesson 4.
Place**

WORKSHEET 1: Concept - Place Functions - Intermediaries

Name:

Group:

Date:

ACTIVITY 1: PLACE CONCEPT, FUNCTIONS OF PLACE & INTERMEDIARIES – SUBSTITUTION TABLE

*Individually read the text and try to choose the correct word from the two words in brackets.
After finishing, compare your answer with your partner.
Finally make sure you have chosen the correct words while the teacher gives the answers.*

TEXT

PLACE: CONCEPT, FUNCTIONS AND INTERMEDIARIES

The product needs to be at the right time, in the right amount and in the right (shop / market). This is the **Place (or distribution)** concept.

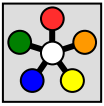
The place of a product usually **passes through** intermediaries before arriving at the (customer / company) (e.g. **wholesalers, retailers...**).

There are three place functions: a) *Transport*: companies need to decide lot size and (frequency / time) to choose one. It depends on type and (price / promotion) of the product. E.g. FMCG (Food Mass Consumer Good / Fast Moving Consumer Good); b) *Store*: intermediaries buy goods in large quantities (**bulk**), and then divide them into (bigger / smaller) quantities → breaking bulk process; c) *Customers' information and advice*: important to introduce a product into a (new / existing) market.

There are two types of intermediaries: a) *Wholesalers*: buy goods from (manufacturers / service companies) and sell to other wholesalers or retailers. There are (specific / specialised) wholesalers (e.g. PLATAFORMA) and general wholesalers (e.g. MAKRO); b) *Retailers*: they only sell to (final customers / small business).

The functions of intermediaries justify their (size / added value). There are two functions: a) *Physical distribution*: it cuts down the number of (transactions / contacts) between manufacturers and retailers. It makes distribution (simpler / more complex); b) *Financing*: wholesalers pay the total amount for the products to the manufacturer. This way the manufacturer does not have to wait to (pay / charge).

ACTIVITY 3: PLACE CHANNELS – POWERPOINT / BRAINSTORMING / GAPS FILLING



D. Place Channels

a) Concept: It is the route a product takes from the _____ to the _____ .

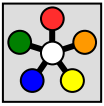
b) Types:

- **Channel 1.** _____ → _____
(e.g. _____,
(_____))

D. Place Channels

b) Types:

- **Channel 2.** _____ → _____ → _____
(e.g. _____)
- **Channel 3.** _____ → _____ → _____
_____ → _____ (e.g. _____)



D. Place Channels

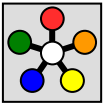
c) Alternative channels:

- . It is becoming a more and more important way to _____ your _____.
- . It is when a ____ (franchisee) uses the _____ of another company (franchisor). The franchisee has to _____ the franchisor (e.g. _____.)

D. Place Channels

c) Alternative channels:

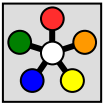
- . Goods are bought on the _____ with _____.
- . E.g. _____, _____, _____, _____...

**ACTIVITY 4: PLACE STRATEGIES – POWERPOINT / GAPS FILLING**

E. Place Strategies

- a) Intensive distribution.
- b) Exclusive distribution.
- c) Selective distribution.

	A. Intensive distribution	B. Exclusive distribution	C. Selective distribution
Concept			
Channel			
Product			
Examples			



E. Place Strategies

a) Intensive distribution.

c) Selective distribution.

Strategies a) and c) require selecting an intermediary which has _____, _____, and is known by the target _____.

ACTIVITY 5 DESIGNING THE FOURTH P “PLACE” – INTERNET SEARCH & QUESTIONNAIRE

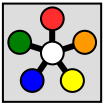
Watch the following video talking about the Place of a product. Take notes and try to understand what happens in the video.

After that, in pairs, think about these products and choose one out of the following list:

1. Orange juice
2. Hi-tech mobile
3. Expensive fashion clothes
4. Expensive car
5. Tooth paste
6. Packet of chips
7. Fast food
8. Expensive perfume
9. Expensive suit or dress
10. English course of language
11. Medium quality fashion clothes
12. A product well known in your country
13. A product you like or you are interested
14. Your own product

Try not to choose the same product that another pair has already chosen.

Search on the internet for information in English related to the product you have chosen and the way it is placed on the market. Then answer the following questionnaire:



PLACE QUESTIONNAIRE

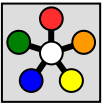
1. What type of transport would you use?

2. How would you store your product (if needed)?

3. Do you need to give customers information and advice? If the answer is yes, explain why.

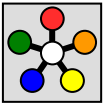
4. What channel would you use? Give at least one reason why you would use it.

5. Could you use an alternative channel? If the answer is yes, which one would you use? Why?



6. What strategy would you choose to distribute your product? Give two reasons.

7. Does your strategy require selecting an intermediary? If the answer is yes, say what requirements the intermediary needs to have.



TOPIC	Marketing
UNIT 3	Merchandising

Lesson 1.
Elements of merchandising

WORKSHEET 1: Concept / Point-Of-Sale (POS) – PowerPoint & Visuals

Name:	Group:	Date:
--------------	---------------	--------------

ACTIVITY 1: MERCHANDISING CONCEPT / POINT-OF-SALE (POS) – FILL THE GAPS & VISUALS

1. Elements of merchandising.

A. CONCEPT

It is a way of attracting _____ to a product and persuading them to _____.

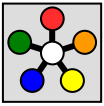
B. POINT-OF-SALE (POS) material

It is the most _____ form of _____.

*Individually watch the PowerPoint **Merchandising Loop** and match the elements of **Point-Of-Sale (POS)** with the images. After finishing, check your answers with another student.*

Point-Of-Sale examples - Visuals

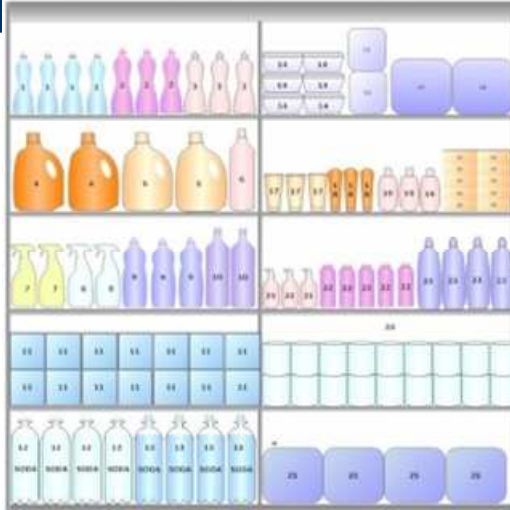
<input type="checkbox"/> Display stand	<input type="checkbox"/> Wire racks
<input type="checkbox"/> Display case	<input type="checkbox"/> Show-cards
<input type="checkbox"/> Moving in store display	<input type="checkbox"/> Poster
<input type="checkbox"/> Illuminated in-store display	<input type="checkbox"/> High quantity of products
<input type="checkbox"/> Pavement model	<input type="checkbox"/> Pile presentation



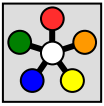
Then, have a look to the **Examples of Supermarket displays (POS)** slide and answer the teacher's questions. Take notes about the comments in the space below.

POS Hypermarket displays (examples)

Height levels 3-2-1



COMMENTS:



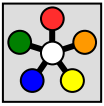
ACTIVITY 2: POINT-OF-SALE (POS) – FILL IN THE GAPS

Examples of POS

- Display _____ and _____
- _____ or _____ in-store displays
- _____ models, such as palm tree in summer
- _____, like those that store packets of crisps
- Show _____, _____...

Examples of POS

- High quantity of products (_____)
- Pile presentation (_____)
- Hypermarket displays (height levels 1-2-3, _____, _____, _____, _____)

**ACTIVITY 3: HANDS ON IN MERCHANDISING – MARKET RESEARCH REPORT**

In groups of three students, visit a local Hypermarket (as Carrefour, Alcampo...). Do not make a mistake and visit a supermarket (e.g. Dia, Lidl or Mercadona). The difference between a Hypermarket and a local supermarket is the first is bigger and sells more things.

*You should answer all the questions of the **Merchandising Market Research Report**. You need to send electronically a Word document copy and hand in a print out of it.*

MERCHANDISING MARKET RESEARCH REPORT

1. Draw a sketch of the distribution of the Hypermarket. If it has more than one floor, just draw the ground floor. The sketch must show the following elements:
 - a) Entrance / Exit.
 - b) Tills or counters
 - c) Gondolas
 - d) Point-Of-Sales elements
 - e) Shopping trolley area
 - f) Dairy counters
 - g) Any other important elements
2. Enumerate all the different POS elements that the Hypermarket has with a brief description.
3. What sort of products, in general, can you see on level 3 of the gondolas? On level 2? And on level 1?
4. Where are products like sugar, coffee, milk, cereals, rice, beans, frozen food, yoghurts, pasta, tomato sauce, tuna, olives, bread, toasts... placed? Draw their position in your sketch of the Hypermarket.
5. Have a look at the distribution of the products question 4. What can you notice? Is it easy to buy them quickly? Why do you think they are distributed that way?
6. Where are products like packets of crisps, sweets, chewing-gums, batteries, cans or small bottles of soft-drinks (e.g. Coca-Cola), razors (e.g. Gillette)... placed? What sort of products are they? Why do you think they are distributed that way?
7. In the Hypermarket, what sort of music do they play? What is the room temperature? And the lighting?
8. Do you think factors from question 7 can affect us when we buy? Give reasons.
9. Could you think of any other factor that could result in us buying more products when we visit a Hypermarket?