

English for Marketing and Advertising - Syllabus

18 hours

2 X 1.5 hour classes (2 times/week)

6 weeks

The proposed curriculum will take place over 6 weeks totaling 18 hours of classroom time. The course will consist of English for special purposes (Marketing and Advertising) for students at B1+ (Intermediate) Level. There will be a strong emphasis on speaking and presenting. The main goal of this curriculum will be to improve business English and communication in the context of working in a marketing department.

This is a short course intended for marketing professionals who need to communicate in English. The course is ideal for anyone who works in marketing or advertising. The course covers a range of topics that are relevant to working in marketing. This includes, talking to clients, discussing advertising campaigns, establishing a marketing plan, and writing a press release. The course aims to teach students the relevant vocabulary and speaking skills to perform the essential responsibilities of working in advertising and marketing departments.

Focus 1: Business communication

Focus 2: English for Marketing and Advertising

Lesson	Focus	Aims/ Outcomes	Activities	Assessment/ Feedback
1	Introduction to marketing and advertising: Job Descriptions	<p><u>Students will be Able to:</u></p> <ul style="list-style-type: none"> - Talk about job descriptions 	<ol style="list-style-type: none"> 1. Ss Discuss a list of marketing activities and then answer some discussion questions related to marketing and advertising tasks. 2. Students read extracts from job advertisements and match them to job titles in the marketing dept. 3. Students match words to make collocations for marketing found in the job adverts. 4. Ss match jobs and companies involved in marketing to their descriptions 5. Ss listen to a staff member from a sporting goods company describe the 	<p>Presentation:</p> <p>My company</p>

			<p>structure of the marketing dept and complete an organogram for the company.</p> <ol style="list-style-type: none"> Ss listen again to complete key phrases for talking about their job/ company structure. Ss draw an organogram for their own company and prepare a short presentation about their job and the structure of their department. 	
2	Introduction to marketing and advertising: Brand values	<p><u>Students will be Able to:</u></p> <ul style="list-style-type: none"> Talk about brand values and present their ideas 	<ol style="list-style-type: none"> Ss Listen to reps from 3 companies and make notes about the brand values of each company Ss listen again and complete sentences from the listening activity Ss discuss which companies they associate with different adjectives and then discuss the brand values of those companies. Ss conduct a roleplay activity - first they discuss the role cards they are given to prepare a short presentation on the brand values of the company to the class. 	Presentation: Brand values
3	Finding Customers: Data collection	<p><u>Students will be Able to:</u></p> <ul style="list-style-type: none"> Give and ask for opinions Agree and disagree 	<ol style="list-style-type: none"> Ss discuss their typical customer and the ways they learn more about their customers Ss complete sentences related to finding out about customers with key vocabulary. Ss discuss each of the methods and decide which are best for a new product or an existing service Ss listen to a marketing team discussing a new mobile phone and note down the data collection methods that are mentioned Ss listen again and complete some extracts using key vocabulary. Ss work in groups to decide which data collection method is best for a list of various companies' products. 	Presentation: Data collection Methods
4	Finding Customers:	<p><u>Students will be Able to:</u></p>	<ol style="list-style-type: none"> Ss Listen to a conversation between a member of the marketing team and a 	Presentation: Market

	Market research	<ul style="list-style-type: none"> - Talk about market research using the correct terms - Conduct surveys using appropriate questions 	<p>market research firm to complete notes about the conversation</p> <ol style="list-style-type: none"> 2. Ss use their notes to complete some extracts from the listening activity 3. Students practise asking and answering questions from a market research survey form. 4. Ss discuss how to improve the survey and which questions they would add or remove. 5. Students complete some grammar activities related to market research questions 6. Students conduct a role-play activity to decide on a market research plan for a budget airline. Using the information provided on their role cards to discuss and then present their strategy and survey questions. 	research plan
5	Marketing Strategy: Product, Price, Placement, Promotion	<p><u>Students will be Able to:</u></p> <ul style="list-style-type: none"> - Describe a marketing plan 	<ol style="list-style-type: none"> 1. Ss discuss marketing plans and the factors to consider when first drawing up a plan 2. Ss listen to a marketing manager talking about the plan for a new product and take notes on the 4 P's: Product, price, placement, promotion 3. Ss listen again to complete phrases from the extract 4. Students sort various marketing activities into categories using the 4 P's 5. Ss use the 4 P's to make notes on one of their own company's products and use these notes to give a short presentation to the class 	Presentation: Product, Price, Placement, promotion
6	Marketing Strategy: Pricing models	<p><u>Students will be Able to:</u></p> <ul style="list-style-type: none"> - Describe pricing models - Agree and disagree 	<ol style="list-style-type: none"> 1. Ss complete an email to organise a marketing meeting using key phrases 2. Ss look at 3 replies to the original email and complete the replies with verbs. 3. Ss read an email attachment from the original email to identify key phrases for discussing pricing models 4. Ss match key terms for discussing pricing models with their definitions 	Roleplay: Meeting to discuss pricing

			<ol style="list-style-type: none"> 5. Ss read 5 short extracts and decide which key pricing phrases they are discussing 6. Students complete a spider diagram for common terms for talking about pricing and then use this information to complete some sentences about pricing models 	
7	Creating Advertisements: explaining what you want.	<p><u>Students will be Able to:</u></p> <ul style="list-style-type: none"> - Analyse Ads using the AIDA model - Explain what they want in an ad campaign 	<ol style="list-style-type: none"> 1. Ss discuss an advertisement for a learners dictionary and analyse its effectiveness using the AIDA model; Attention, Interest, Desire, Action 2. Ss look at some steps used for improving an ad campaign and put them in the correct chronological order 3. Ss listen to a tourism promotion company and an advertising agency discussing a new campaign and notes down basic information about the product - then complete comprehension questions based on the listening 4. Ss complete extracts from the listening using words provided to create key phrases for discussing a new campaign 5. Ss read some things that people have said when discussing ad campaign and match highlighted phrases from the extracts with appropriate marketing phrases 6. Ss look at some information for a drinks companies new campaign and work in small groups to prepare a short presentation to explain to the marketing company what they want. 	Presentation: Explaining what you want
8	Creating Advertisements: budgeting an ad campaign	<p><u>Students will be Able to:</u></p> <ul style="list-style-type: none"> - Discuss pros and cons of advertising channels 	<ol style="list-style-type: none"> 1. Ss read about perceptions of advertising from different countries and discuss the various approaches to advertising that apply; e.g universal advertising vs culturally specific campaigns 2. Ss listen to colleagues at an advertising company discussing how they should promote tourism in Germany and note down all the methods mentioned 3. Ss match phrases from the listening activity to make collocations for talking about ad campaigns e.g. "eye-catching" 4. Ss use the collocations to complete gaps in sentences talking about ad campaigns 	Roleplay: How to spend the marketing budget

			5. Ss conduct a roleplay to discuss the best way to spend an advertising budget and choose two options for the campaign.	
9	Marketing Tools:	<p><u>Students will be Able to:</u></p> <ul style="list-style-type: none"> - Discuss pros and cons of different distribution channels - Get through to customers on the telephone 	<ol style="list-style-type: none"> 1. Ss Brainstorm distribution channels for promotion and advertising 2. Ss listen to a conversation between a manufacturer and website that sells their goods. The manufacturer is unhappy about low sales. Ss complete true or false questions 3. Ss match different kinds of discount to their definitions 4. Ss read an extract from a web page and match headings to the paragraphs 5. Ss listen to presentation about a telemarketing company and match the sections of the presentation to the information contained on the webpage 6. Student complete a word form table for nouns and verbs contained in the listening 7. Ss read an email inquiring about developing an ad campaign and complete gap using the correct verbs 8. Students conduct a roleplay a telephone conversation between an advertising company and a client. 	Roleplay: Telephone conversation between client and advertiser
10	Presenting your public face:	<p><u>Students will be Able to:</u></p> <ul style="list-style-type: none"> - Describe promotion methods - Discuss and arrange sponsorship 	<ol style="list-style-type: none"> 1. Students read various extracts from promotional material to identify examples of newsletters, press releases, sponsoring deals, etc.. 2. Ss listen to a marketing consultant giving a presentation about using websites as a marketing tool and answer some comprehension questions 3. Ss use the information from the listening activity to create a list of Dos and Don'ts for company websites. 4. Students analyse two designs for a glasses company's website in terms how attractive it is and how easy it is to locate certain information 5. Ss read 3 emails to the vision company from charities asking for sponsorship 	Roleplay: Sponsorship decision

			<p>and analysis which would be best to raise the company profile.</p> <p>6. Ss roleplay the conversation between the vision company and the charity seeking sponsorship.</p>	
11	Presenting your public face:	<p><u>Students will be Able to:</u></p> <ul style="list-style-type: none"> - Analyse an effective press release - Write a holiday promotion letter 	<ol style="list-style-type: none"> 1. Ss read an announcement from a company website about a new promotion campaign and complete the extract by filling in the gaps 2. Ss listen to a telephone conversation regarding a press release for a new product then answer some true or false questions 3. Ss listen to the conversation again and match sentence halves to make key phrases for discussing press releases 4. Ss put extracts from a press release into the correct order. 5. Ss complete the gaps in a holiday letter with the correct phrases 6. Ss write a press release for their own company using the target language from the lesson. 	Writing: Holiday promotion
12		<p><u>Students will be Able to:</u></p> <ul style="list-style-type: none"> - Ask and answer common questions about their company and products - Socialise in a business context 	<ol style="list-style-type: none"> 1. Ss look at some products that are typically used as give-aways by companies at a trade fair and discuss their experiences 2. Ss read an extract from a trade fair brochure and answer comprehension questions 3. Ss match key phrases from the brochure to their definitions 4. Ss listen to a conversation about attending a trade fair and note down answers to comprehension questions 5. Ss match questions from customers with answers given by the company representatives at the trade fair 6. Ss note down the 5 questions people are most likely to ask about their own company's products 7. Ss roleplay a situation at a trade fair in small groups to practice answering 	Roleplay: Networking at a trade fair

			common questions and to socialise and network with other people.	
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