**Gegenstand:** Betriebswirtschaft

**Thema:** Marketing

**Farbcode:**

Blau hinterlegt. = Bloom’sche Taxonomie angewandt.

Grün hinterlegt = Scaffolding angewandt

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| **Activity Type/Method** **and****Classroom Format (group work, pair work, …)** | 1. Watching a video, note-taking (= understanding) *individual*
2. Discussing main messages (= analyzing) *pair*
3. Gap-filling, revising new content (= remembering) *pair*
4. Creating a TV commercial (= creating) *pair or group*
5. Jigsaw-reading, collecting information (= understanding) *individual + pair*
6. Debriefing, completing notes (= understanding) *group*
7. Writing a product/service review (= applying) *individual*
8. Role-playing (= applying) *pair*
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| **Time** | 5x 50 min. |
| **Procedure****(step 1, 2, 3, …)** | 1. Students watch a video and take notes
2. Students identify and discuss core messages presented in the video
3. Students complete parts of the video transcript using given words
4. Students write a script for a TV-commercial and produce a video
5. Students read about product reviews
6. Students present, compare and combine their findings
7. Students write a product review of their own
8. Students role-play customer relations situations on the phone
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| **Resources (handout, book, …)** | Video (02:04 min.), transcript: Jack Vanderlee, *The Marketing Minute*<https://www.youtube.com/watch?v=5vDLdZVP4RQ>(30/05/2019, transcript shortened)Four different texts: Oxford Dictionaries, *Writing a product review* [https://en.oxforddictionaries.com/writing-help/writing-a-product-review](https://en.oxforddictionaries.com/writing-help/writing-a-product-review%20) (30/05/2029, shortened and simplified by using Rewordify.com)Product review template: Ezine Articles, *Product Review Article Template*<https://blog.ezinearticles.com/2011/11/product-review-article-template.html> (30/05/2019) |
| **Content-Related** **Learning Outcome** | * Students basically understand the AIDA principle for advertising
* Students know about the influence of product reviews
* Students know how to make/deal with complaints on the phone
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| **Language-Related Learning Outcome** | * Students know basic marketing words and terms
* Students know how to write a product reviewPossible follow-up task:
* Students know how to make/deal with complaints on the phone
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**Lehrplanbezug HAK:** II. Jahrgang, 3. Semester; 3. ENTREPRENEURSHIP –WIRTSCHAFT UND MANAGEMENT; 3.1 Betriebswirtschaft; B e r e i c h M a r k e t i n g - für Produkte ein stimmiges Marketingkonzept erstellen: Methoden der Marktanalyse einsetzen, eine Marketingstrategie entwickeln und Marketingziele operationalisieren, verschiedene Maßnahmen des Produkt-, Kontrahierungs-, Kommunikations- und Distributionsmanagements zielgruppenorientiert darstellen, einen Marketing-Mix aus Sicht der Konsumentin und des Konsumenten kritisch hinterfragen (HAK Lehrplan 2014, S. 46)

**Lehrplanbezug HLW:** II. Jahrgang, 4. Semester; 3.WIRTSCHAFT; 3.2 Betriebswirtschaft und Projektmanagement – Schülerinnen und Schüler können Marketingmaßnahmen von Unternehmen analysieren, kennen die Grundzüge der Marktforschung und Marktforschungsmethoden, können ein Marketingkonzept für eine Geschäftsidee entwickeln, können Marketingmaßnahmen kritisch beurteilen (HLW Lehrplan 2014, S. 46)

**Einsatz im Englischunterricht:**

Das Unterrichtsbeispiel ist auf den Lehrplan im Gegenstand Betriebswirtschaft abgestimmt. Es eignet sich jedoch auch für den Einsatz im Englischunterricht auf dem Niveau B1. Siehe <https://www.cebs.at/service-angebote/ideenfuerdenunterricht/>

**You’ll be lovin’ it!**

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**Task 1:**

**Watch the video** of Jack Vanderlee, the President/CEO of Jaw Drop Marketing, presenting the AIDA format, a proven way to communicate more effectively if you need to write, present, or design with a goal in mind.

Take notes, you might want to use them later.

******If you have any questions, your teacher is ready to help.

Jack Vanderlee, *The Marketing Minute.* <https://www.youtube.com/watch?v=5vDLdZVP4RQ>

**Task 2:**

**Watch the video again** and decide which of the three statements below sums up Mr Vanderlee´s introduction best. **Compare** your results with a **partner**. Give reasons for your decision.

1. Successful marketing means telling people what to buy.
2. Without grabbing people´s attention you won´t sell anything.
3. If people can save time and money, they´ll buy almost everything.

**Task 3:**

Understanding basic principles like the AIDA format is important. So, let´s have a look at it again. **In pairs**, read about the AIDA format and **fill the gaps with words provided** in the word bank. Mind the correct form of the words. There is always one extra word given.

Your teacher will tell you which part you should work on. You may use a dictionary.

**Word bank 1** (00:26-00:51)

communication, delete, initiate, offer, subject

Attention. When we want to send out an important email, use the attention factor in your \_\_\_\_\_\_\_\_ line. When you want to \_\_\_\_\_\_\_\_\_, want to say something, want to \_\_\_\_\_\_\_\_\_ something important in your email without that attention factor, your email will probably be \_\_\_\_\_\_\_\_\_\_\_\_ right there.

**Word bank 2** (00:51-01:04)

benefit, communication, fact, live, provide

Interest. Here's where the problem, the solution, the \_\_\_\_\_\_\_\_\_\_, the details and the pricing \_\_\_\_\_\_\_\_\_. It's the meat of your \_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_ people with the fast track to the information that they want.

**Word bank 3** (01:04-01:16)

benefit, effort, detail, provide, save

Desire. This is about the emotional \_\_\_\_\_\_\_\_\_\_\_. It's not about the pricing, the \_\_\_\_\_\_\_\_\_\_, or the facts. It's about \_\_\_\_\_\_\_\_\_ time, saving money, saving \_\_\_\_\_\_\_\_\_\_\_\_.

**Word bank 4** (01:16-01:48)

actual, apply, effective, offer, provide

And last but not least, action. When you don't tell people what to do, they \_\_\_\_\_\_\_\_\_\_ won't. So don't \_\_\_\_\_\_\_\_\_\_\_ a button saying "Here's more info." \_\_\_\_\_\_\_\_\_\_\_ an action verb like "Get started" "Learn more" "Sign up today." The AIDA format is \_\_\_\_\_\_\_\_\_\_\_\_ for your emails, your web pages, you blog articles, PowerPoint presentations, social media, Direct Mail, radio and television commercials and the video presentations.

**Task 4:**

**A TV commercial**

Here are different types of products:

* apparel and footwear
* baby and child products
* beauty products (e.g. skincare products, sunscreens or anti-aging lotions)
* cars
* apps



Pictures taken from www.pixabay.com

* cleaning products (e.g. toilet cleaners, air-care products or laundry detergents)
* electronics and mobile devices
* convenience foods (e.g. ready meals, frozen foods or snack foods)
* health and food supplements
1. Work in **pairs or small groups** and choose a type of product or service you’re interested in.
2. Make a **30-second-TV commercial** to promote the product or service.

Write a script for the commercial and come up with a story that will communicate your message. You should …

* describe what your product or service does
* state its benefits and how it will improve buyers’ lives
* convince them to buy

Your commercial might have different aims:

 to **inform**

 to **persudade**

 to **manipulate** or

 to **provoke**

In order to fulfil your aim, use “marketing language”.

Use **adjectives** to make your product/service interesting (eg. *breathtaking, mouthwatering, stylish).*

Use **superlatives** to show that it offers something nobody/nothing else does (e.g. *juiciest, latest, fastest, easiest).*

Use **imperatives** (e.g. *Just do it. Don’t wait – act now.*) in order to make people buy your product/service.

Use **rhetorical questions** (e.g. *Would you like to have skin as smooth as silk?).*

Make **promises** (e.g. *You’ll be thrilled with the results*.)

1. **Upload** your commercial to the discussion forum on … (Moodle, MS Teams, etc.) by … (deadline).

**Task 5:**

As people who use a product or service, we often depend on product reviews to provide us with understanding of a product's or service's quality, function, and usefulness.

Such a product review is not simply a sales message to show a product you love; instead, a balanced product review will point out the pros and cons of a given product or service, helping your readers to figure out whether or not it's the right one for them.

**Read** one of the texts on “Writing a product review”. Your teacher will tell you which text you should read. **Skim** through the text in about 1 minute to get the general idea. You **do not need to understand** every single word.

Now **turn your worksheet upside** down so you can’t see the text. Tell **a partner** who has read the same one as you everything you can remember about the text. Together you can reconstruct the main ideas.

Text A:

**Use the product or service**

This may seem like an obvious first step, but readers can usually identify whether or not the reviewer has actually used the product. Once it becomes obvious to the reader that you are depending on educated guess and the reviews of others rather than firsthand experience, your believability is lost.
In your review, if possible, offer something that proves that you have actually used the product, such as photographs or video. The product review process is one built on trust between the reviewer and the reader, and any review you write should be created with this in mind.

**Look for the right place**

Without the proper forum, your review will remain unpublished and unread. Luckily, online writing pages and dedicated review places are just two examples of locations likely to publish your product review. Almost every major store has an online presence that includes a spot for user reviews of particular products sold by the store. These types of reviews are an excellent way for you to establish yourself as a qualified and excellent product reviewer.

Text B:

**Identify the problem and the promise**

In the introduction to your review, you will want to include two key pieces of information:

First, think about your reader and the problem that he or she may be facing. If an individual has taken the time to check out your review, then he or she must be facing a problem with which help is needed.
For example, the reader might be a beginner learning a new hobby:
*For those of us who are new to the world of digital photography, choosing the right camera among a sea of options is not an easy job.*

Second, you need to outline the promise that the product makes to the person (who uses a product or service). If you are looking at a piece of camera equipment, then you need to identify the claim that the manufacturer is making:
*The new ZoomPro 2000 camera lens promises to make shooting daytime and nighttime action simpler and professional-looking, providing the person who takes pictures with new and attracting reasons to sharpen/improve their skills.*

The introduction of your review needs to quickly engage the reader with a description of his or her reason for looking for a product of this type and a statement of the product's promise to the person (who uses a product or service).

Text C:

**Describe the product**

In the body of your review, you need to cover more than two, but not a lot of basic but important pieces of information:

Describe what your selected product or service does. Remember to be specific.
Include practical details like the price, the size, the shelf life, etc.
Be sure to also identify the target and the benefits to that of this item.
For example:
*Though almost the same as a traditional laptop in appearance and size, the KidKomputer V16 is designed to provide the pre-teen crowd with their calculating experience.*

The body of your review can also include other choices to your selected product. This shows your reader that you have done your homework on the product you're reviewing.

Text D:

**State your opinion**

In the end, you need to offer your final opinion on the product or service you're looking at:
Point out to your reader whether or not, in your guess, the product delivers on its promise.
Be balanced in your evaluation of the product's pros and cons, your likes and dislikes, but remember that your reader is relying, at least in part, on the honesty of your recommendation.
Finally, offer a summative and evaluative statement that shows whether or not you believe the product offers a good value.
For example:
*Overall, the Regalier Hotel does not deliver on its promise of peacefulness and world-class hospitality. While the staff was friendly and the view of the mountains stunning, the noise from rooms combined with the hotel's inability to provide us with a quieter room to live and sleep left us wishing we had chosen differently when reserving a suite for our honeymoon.*

A good product review can offer valuable user-tested information that provides the person who uses a product or service with guidance. Remember to be honest, thoughtful, and specific in your review, and you will likely find yourself the receiver of high ratings for your hard work.

**Task 6:**

**Read your text again.**

In **new groups** **of four**, i.e. three people with other texts and you, tell them about your text and the part of a product review it refers to.

Listen to their summaries, too; the **product review template below might help you** to remember/understand.

**My notes:**

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**Task 7**

**Work on your own**. View the commercials that have been posted to the forum.

1. **Choose three** that attract your attention. Imagine you have bought and tried the products and/or services. Are you happy or dissatisfied with them?
2. Leave a product or service **review**. Your review should
* present the product
* describe your experience with it
* state your opinion on the product

If you need some help on how to write a good product or service review, go to an online retailer you know well (make sure you are on the ENGLISH site). Choose a product you know well and scroll down to the product reviews. Have a look at how they are written.

**Possible Follow up**

**Task 8:**

**Role-playing**

Get in **pairs** again.

Think of a product you have recently bought (or choose one of the products/services you’ve just written a review for) and are **not fully happy** with. The reason could be that it doesn´t offer what has been promised or that it doesn´t work properly at all.

One of you (student A) **calls the shop´s customer service** to complain about the product.

The other one (student B) works for the customer service team, **answers the phone** and deals with A´s complaint.

Sit back to back to make your phone call simulation more realistic or use your real phones if you want to.

**Be polite and friendly and try to come to a solution that is OK for both of you.**

Find yourself another partner, change your roles (A to B, B to A) and role-play the situation once again.

|  |  |  |  |
| --- | --- | --- | --- |
| *Nach dieser Lerneinheit kann ich …* |  |  |  |
| … das AIDA-Prinzip erklären  |  |  |  |
| … einen kurzen Werbespot produzieren und dabei das AIDA-Prinzip anwenden |  |  |  |
| … erklären, welche Kriterien eine Produkt-/Servicerezension erfüllen soll |  |  |  |
| … eine Produkt-/Servicerezension schreiben |  |  |  |
| … mich beim Kundenservice einer Firma über ein fehlerhaftes Produkt/eine nicht zufriedenstellende Dienstleistung telefonisch beschweren |  |  |  |
| … als Kundenservice-Mitarbeiter/in einer Firma am Telefon Beschwerden von Kunden/Kundinnen entgegennehmen und angemessen darauf reagieren |  |  |  |

**SOLUTIONS TASK 3:**

**Word bank 1** (00:26-00:51)

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Attention. When we want to send out an important email, use the attention factor in your subject line. When you want to initiate, want to say something, want to offer something important in your email without that attention factor, your email will probably be deleted right there.

**Word bank 2** (00:51-01:04)

benefit, communication, fact, live, provide

Interest. Here's where the problem, the solution, the facts, the details and the pricing lives. It's the meat of your communication.

Provide people with the fast track to the information that they want.

**Word bank 3** (01:04-01:16)

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Desire. This is about the emotional benefits. It's not about the pricing, the details, or the facts. It's about saving time, saving money, saving effort.

**Word bank 4** (01:16-01:48)

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And last but not least, action. When you don't tell people what to do, they actually won't. So don't provide a button saying "Here's more info." Apply an action verb like "Get started" "Learn more" "Sign up today." The AIDA format is effective for your emails, your web pages, you blog articles, PowerPoint presentations, social media, Direct Mail, radio and television commercials and the video presentations.