MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATIONS OF THE REPUBLIC OF UZBEKISTAN

SAMARKAND ISTITUTE OF SERVICE AND ECONOMICS

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ENGLISH

(Text book for students studying in specialty 60412500-department of marketing)

SAMARQAND 2024

UDC: 811.111(075.8)
M 29
BBK: 81.2Angl ya73

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ENGLISH (Text book for students studying in specialty 60412500-department of marketing) [Text]: Samarkand.: SamIES, “STAP-SEL” L.L.C. editorial office, 2024 - 278 p.

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Xorijiy til (ingliz tili) fanidan tayyorlangan mazkur o’quv qo’llanma oliy ta’lim muassasalarining **“60412500- Marketing”** bakaiavriat ta’lim yo’nalishida tahsil olayotgan I bosqich talabalari uchun mo’ljallangan. O’quv qo’llanma xorijiy til (ingliz tili) fanini o'rganishning negizi hisoblanmish - tinglab tushunish, o’qish, yozish va gapirish ko’nikmalarini talabalar tahsil olayotgan ta’lim yo’nalishidagi maxsus fanlar bilan bog’lab o’qitish orqali rivojiantirishga xizmat qiladi. Shuningdek unda fanlarni o’zaro bog’lab o’qitish orqali talabalarning marketing sohasidagi bilimlarini kengaytirish ko’zda tutilgan. Ushbu o’quv qo’llanma marketing sohasida qo’llaniladigan maxsus atamalarni o’zlashtirishda va talabalaming so’z boyligini oshirishda yordam beradi.

ISBN: 978-9910-752-73-5

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INTRODUCTION

This textbook on a foreign language (English) is intended for students studying in specialty “60412500-department of marketing)” bachelor of higher education. The textbook serves for learning a foreign language (English) as a mean of teaching listening, reading, writing and speaking skills in combination with special subjects in the field of student education. The aim of the textbook is to expand students' knowledge in marketing industry through learning based on the relationship of subjects. This textbook contributes to the assimilation of special terms used in the field of marketing and the enrichment of students' vocabulary. Designed for practical use in English, the textbook complies with the program requirements for the course “English in the professional field” for students of higher educational institutions preparing personnel to serve foreign guests in marketing. It also aims to develop students' critical thinking, problem-solving and collaborative skills in serving residents and marketing.

The textbook consists of 60 lessons each of which is enriched with listening comprehension, reading, speaking, writing and grammar reinforcement tasks and is focused on 180 hours of classroom work. New attention is paid to the consolidation of lexical material. Each lesson includes vocabulary according to the topic and exercises for strengthening language learning skills. At the end of each lesson there is a creative writing task which can be performed both in the classroom and independently.

Module 1	**New Uzbekistan** **Grammar:** Articles "a," "an," and "the"

Uzbekistan is a country of Central Asia, located north of Turkmenistan and Afghanistan. With an area of 447,000 square kilometers (approximately the size of Spain or California), Uzbekistan stretches 1,425 km (885 mi) from west to east and 930 km (580 mi) from north to south. It borders Turkmenistan to the southwest, Kazakhstan to the north, and Tajikistan and Kyrgyzstan to the south and east. Uzbekistan is not only one of the larger Central Asian states but also the only Central Asian state to border all of the other four. Uzbekistan also shares a short border with Afghanistan to the south. As the Caspian Sea is an inland sea with no direct link to the oceans, Uzbekistan is one of only two "doubly landlocked" countries completely surrounded by other landlocked countries. The other is Liechtenstein. Uzbekistan's climate is classified as continental, with hot summers and cool winters. Summer temperatures often surpass 40 °C (104 °F); winter temperatures average about −2 °C (28 °F),[citation needed] but may fall as low as −40 °C (−40 °F). Most of the country also is quite arid, with average annual rainfall amounting to between 100 and 200 millimeters (3.9 and 7.9 in) and occurring mostly in winter and spring. Between July and September, little precipitation falls, essentially stopping the growth of vegetation during that period of time.

Despite Uzbekistan's rich and varied natural environment, decades of environmental neglect in the Soviet Union have combined with skewed economic policies in the Soviet south to make Uzbekistan one of the gravest of the CIA's many environmental crises. The heavy use of agrochemical, diversion of huge amounts of irrigation water from the two rivers that feed the region, and the chronic lack of water treatment plants are among the factors that have caused health and environmental problems on an enormous scale.

Environmental devastation in Uzbekistan is best exemplified by the catastrophe of the Aral Sea. Because of diversion of the Amu

Darya and Syr Darya for cotton cultivation and other purposes, what once was the world's fourth largest inland sea has shrunk in the past thirty years to only about one-third of its 1960 volume and less than half its 1960 geographical size. The desiccation and desalinization of the lake have caused extensive storms of salt and dust from the sea's dried bottom, wreaking havoc on the region's agriculture and ecosystems and on the population's health. Desertification has led to the large-scale loss of plant and animal life, loss of arable land, changed climatic conditions, depleted yields on the cultivated land that remains, and destruction of historical and cultural monuments. Every year, many tons of salts reportedly are carried as far as 800 kilometers away. Regional experts assert that salt and dust storms from the Aral Sea have raised the level of particulate matter in the Earth's atmosphere by more than 5%, seriously affecting global climate change.

The Aral Sea disaster is only the most visible indicator of environmental decay, however. The Soviet approach to environmental management brought decades of poor water management and lack of water or sewage treatment facilities; inordinately heavy use of pesticides, herbicides, defoliants, and fertilizers in the fields; and construction of industrial enterprises without regard to human or environmental impact. Those policies present enormous environmental challenges throughout Uzbekistan.

VOCABULARY

English	Russian	Uzbek
Environment	Окружающая среда	Atrof-muhit
Impact	Воздействие	Ta'sir
Fertilizer	Удобрения	O'g'it
Industrial Enterprises	Промышленные предприятия	Sanoat korxonalari
Historical and cultural monuments	Памятники истории и культуры	Tarixiy va madaniy yodgorliklar
Economic policy	Экономическая политика	Iqtisodiy siyosat
Population's health	Здоровье населения	Aholi salomatligi
Rainfall	Осадки	Yomg'ir
Desertification	Опустынивание	Cho'llanish

Questions

1. What do you think about current reforms in our country?
2. Are there typical features in the environment of Uzbekistan?
3. How many citizens are there in Uzbekistan?
4. What do you think about the heavy industry of Uzbekistan?

Task 1. Complete the sentences with the correct information from the text.

1. The area of Uzbekistan is _____ square kilometers.
2. It borders with _____, _____, _____, _____.
3. Uzbekistan's climate is classified as _____.
4. The main rivers of Uzbekistan are _____ and _____.
5. The population is over _____.

Task 2. Find correct answers according to the text. Circle *True/False* or *Not given.*

1. Uzbekistan is not only one of the larger Central Asian states but also the only Central Asian state to border all of the other four. ***True/False/Not given***

2. Uzbekistan's climate is classified as temperate, with warm summers and dry winters. ***True/False/Not given***

3. It borders Turkmenistan to the southwest, Kazakhstan to the north, and Tajikistan and Kyrgyzstan to the south and east. ***True/False/Not given***

4. The first recorded settlers in the land of what is modern Uzbekistan were Eastern Iranian nomads, known as Scythian's. ***True/False/Not given***

5. Environmental devastation in Uzbekistan is best exemplified by the catastrophe of the Black Sea. ***True/False/Not given***

Grammar Time

Articles ("a," "an," and **"the")** are determiners or noun markers that function to specify if the noun is general or specific in its reference. Often the article chosen depends on if the writer and the reader understand the reference of the noun. The articles "a" and "an" are indefinite articles. They are used with a singular countable noun when the noun referred to is nonspecific or generic. The article "the" is a definite article. It is used to show specific reference and can be used with both singular and plural nouns and with both countable and uncountable nouns.

Many languages do not use articles ("a," "an," and "the"), or if they do exist, the way they are used may be different than in English. Multilingual writers often find article usage to be one of the most difficult concepts to learn. Although there are some rules about article usage to help, there are also quite a few exceptions. Therefore, learning to use articles accurately takes a long time. To master article usage, it is necessary to do a great deal of reading, notice how articles

are used in published texts, and take notes that can apply back to your own writing.

- **Countable noun**: The noun has both a singular and plural form. The plural is usually formed by adding an "–s" or an "–es" to the end of it.
  - one horse, two horses
  - one chair, two chairs
  - one match, two matches

Countable nouns may also have irregular plural forms. Many of these forms come from earlier forms of English.

  - one child, two children
  - one mouse, two mice

- **Uncountable noun**: The noun refers to something that cannot be counted. It does not have a plural form.
  - Information
  - Grammar
- **Proper noun**: The name of a person, place, or organization and is spelled with capital letters.
  - Tim Smith
  - McDonalds

When to Use "A" or "An"

"A" and "an" are used with singular countable nouns when the noun is nonspecific or generic.

➢ *I do not own* **a** car.

In this sentence, "car" is a singular countable noun that is not specific. It could be any car.

➢ *She would like to go to* **a** *university that specializes in teaching*.

"University" is a singular countable noun. Although it begins with a vowel, the first sound of the word is /j/ or “y.” Thus, "a" instead of "an" is used. In this sentence, it is also generic (it could be any university with this specialization, not a specific one).

➢ *I would like to eat* ***an*** *apple.*

In this sentence, "apple" is a singular countable noun that is not specific. It could be any apple.

When to Use "The"

"The" is used with both singular and plural nouns and with both countable and uncountable nouns when the noun is specific.

➢ ***The*** book *that I read last night was great.*

In this sentence, "book" is a singular, countable noun. It is also specific because of the phrase “that I read last night.” The writer and reader (or speaker and listener) know which book is being referred to.

➢ ***The*** *books assigned for this class are very useful*.

In this sentence, "books" is a plural, countable noun. It is also specific because of the phrase “for this class.” The writer and reader (or speaker and listener) know which books are being referred to.

➢ ***The*** *advice you gave me was very helpful*.

In this sentence, "advice" is an uncountable noun. However, it is specific because of the phrase “you gave me.” It is clear which piece of advice was helpful.

Exercise 1. Fill in. THE, A, AN or ----- (no article)

1. Kate has been talking to _____ customer who has just come into _____ shop.

2. John uses _____ Internet a lot.

3. She went to _____ zoo, but she didn't see _____ monkeys there. She hates _____ monkeys.

4. You won't like that restaurant. ____ food isn't very good there.

5. People don't write _____ letters nowadays. They write _____ emails. But I haven't written _____ email for ages.

6. In England you must go to _____ school until you're 16.

7. Well Mary, here's _____ first question and it's _____ easy one.

8. Jerry works in _____ office in _____ centre of _____ London

9. He lives in _____ apartment in _____ middle of _____ Bronx.

10. Statistics say that _____ women live longer than _____ men.

TEST

Choose the correct answer

1. Where is located Uzbekistan?

a) In the USA
b) In Alaska
c) In Central Asia
d) In the South Africa

2. How many regions are there in Uzbekistan?
a) 12
b) 10
c) 20
d) 8

Complete the sentences

3. The area of the Republic of Uzbekistan is ….
a) 441,000 square kilometers
b) 457,000 square kilometers
c) 447,000 square kilometers
d) 448,000 square kilometers

4. The main rivers of Uzbekistan are ……
a) Amazonka and Amu Darya
b) Amu Darya and Sir Darya
c) Nile and Sir Darya
d) Sena and Themes

5. Environmental devastation in Uzbekistan is best exemplified by the catastrophe of the _____
a) Aral Sea
b) Caspian Sea
c) Black Sea
d) Pacific Ocean

LISTENING GAP FILL

Nationality _____. I don't think it used to be. Nowadays, with globalization, people want to change their nationality. Many people _____ want to go to rich countries _____. It's strange because I don't understand how your nationality can change. _____ in Peru for 50 years, I'm

still English, even though I might have a Peruvian passport. I think people have _____ when they change nationalities. Their heart is _____ country and not in the country of their new nationality. Nationality _____ how successful you'll be in life. If you're born in a rich country, you'll get a good education. If you're born in a poor country, you might _____ basic human rights.

CORRECT THE SPELLING

Nationality is a tensrag thing. I don't think it used to be. Nowadays, with globalization, people want to achgne their nationality. Many people from poor countries want to go to rich countries and become ezntcsii. It's angrset because I don't understand how your nationality can change. Even if I live in Peru for 50 years, I'm still English, even tuhohg I might have a Peruvian passport. I think people have confused sefengil when they change nationalities. Their rehta is still in their real country and not in the country of their new nationality. Nationality lyaunrif decides how successful you'll be in life. If you're born in a rich country, you'll get a good ducateoni. If you're born in a poor country, you might not even get basic hnuam rights.

UNJUMBLE THE WORDS

is thing a Nationality strange. I don't think it used to be. Nowadays, with globalization, people want to change their nationality. people Many countries poor from want to go to citizens and rich become countries. It's strange because I don't understand how your nationality can change. in for if live Peru Even I 50 years, I'm still English, even though I might have a Peruvian passport. I people feelings have think confused when they change nationalities. in heart their is real still Their country and not in the country of their new nationality. Nationality unfairly you'll successful how decides be in life. If you're born in a rich country, you'll get a good education. If you're born in a poor country, might get not you even basic human rights.

Speaking. Discuss the following questions in the classroom.

- What is economics?
- Are you interested in economics?
- How important is economics?
- Do you think economics is a good subject to study?
- How is the economy in your country?

Writing. Some people today believe that the world`s increase in population is unsustainable and will eventually lead to a global crisis. Other people believe that world population increase is necessary and beneficial as it creates the growth of the world`s economy and society.

Discuss both these views and give your opinion.

Video: https://www.youtube.com/watch?v=Z0D1lv34Nmg

Presentation: https://slideplayer.com/slide/9877338/

Module 2	**My future profession** **Grammar**: Present tenses

My future profession

Plans for future is a problem that worries not only me, but my friends, classmates, parents and teachers. The reason is that at the age of 17 we have to make a very important choice in our life – the choice of a profession. On the one hand, I'm adult enough to have an opinion of my own about what I'm interested in and what I'm good at. On the other hand, at this age we lack life experience and our desires sometimes don't coincide with our possibilities. That's why it's very important to have somebody to give us a piece of advice. Such people are our parents, teachers and friends.

As for me, I want to be an economist. I like to read books of economics, research articles and analyze them. Nowadays this profession has become one of the most useful, modern and interesting. Also, I want to study economics as I'm very interested in current economic processes both in our country and in other countries. It's not a secret that our country (Russia, Ukraine, Belorussia, Kazakhstan) is

now through a difficult periods of times. That's why it's very important for our country to have efficient economists to raise our economy at a high level.

I hope that I'll be a good economist. Like many other people I would like to spend a year abroad working as an economist. It would give me an opportunity to borrow the experience and to see the world. So, I'll do everything to become a good economist and I'm sure I'll never regret my decision to follow this career. There are plenty of different professions. Some of my friends want to be doctors, others want to be lawyers or journalists, some want to become designers, IT workers. But I've always had a particular interest to advertising. So, I've already decided what I want to do, when I grow up. I want to have a job where I can apply my creative skills. I`d like to have a job of a creative director in an advertising agency. If you want to be a good art director, you need to be creative. The way advertisement motivates people to do something what they actually didn't plan to do is fascinating. I also strongly believe that work of creative director can be compared with art. A good advertisement is really an art object.

I strongly believe that if I am persistent and ambitious, everything becomes possible. However, I`m absolutely convinced that without good grades at school the success in one's future career is out of the question. A child usually dreams to be a doctor, a teacher, a firefighter or even an astronaut in the future. These professions are very important, so it is wonderful when child's dream comes true and he or she becomes an expert in the particular field, for example, in medicine. I think that everyone should work. It may be easy or difficult work, well-paid or low-paid. However, what is even more important is that the work must bring the joy. Of course, the salary is important nowadays but if you are not happy with your job, the salary will mean almost nothing. In this case you should find something else, something that will make you smile. This work even may become just a little addition to the main job.

My dream is to become an interpreter in the future. Why have I chosen this particular profession? The answer is quite simple. I like

studying foreign languages and cultures. When I study a new foreign language, a new world seems to be opened to me. I can find something unusual, unique, fascinating or even strange there but it is the wonderful experience.

The profession of an interpreter gives you an opportunity to meet new people from different countries or social groups. It teaches you to make decisions right here and right now. It is the experience that you cannot get even being a translator, for example. This is the main reason why I want to be an interpreter. I will do my best to become an interpreter in the future because this is the work that can make me happy.

VOCABULARY

English	**Russian**	**Uzbek**
Translator	Переводчик	Tarjimon
Firefighter	Пожарный	O't o'chiruvchi
Convince	Убеждать	Ishontirish
Fascinating	Очаровательный	Maftunkor
Journalist	Журналист	Jurnalist
Economist	Экономист	Iqtisodchi
Reason	Причина	Sabab
Interpreter	Устный переводчик	Tarjimon
Social groups	Социальные группы	Ijtimoiy guruhlar

Questions

1. What is your future profession?
2. What do you think about particular superiority of certain professions?
3. What should you do to become a good specialist?
4. Why have you chosen this particular profession?

Task 1. Jobs and Occupations – Match the jobs with their definitions!

a	counselor		person who is trained to give medical care to animals
b	personal assistant		someone who gives people advice on where to spend their holidays
c	sailor		doctor who does operations in a hospital
d	civil servant		female worker whose job it is to clean up rooms in a hotel
e	pharmacist		tries to find out why people behave in a certain way
f	travel agent		someone who works as a secretary for a single person
g	firefighter		someone whose job it is to make clothes that fit perfectly for a customer

Task 2. **Translate the sentences below and find synonyms for the words in bold.**

1. On the other hand, at this age we lack life experience and our ***desires*** sometimes don't ***coincide*** with our possibilities.

2. The profession of an interpreter gives you an ***opportunity*** to meet new people from ***different*** countries or social groups.

3. ***However***, I`m absolutely ***convinced*** that without good grades at school the success in one's future career is out of the question.

4. I want to study economics as I'm very ***interested in*** current economic ***processes*** both in our country and in other countries.

Grammar time

The **present tense** is a grammatical tense used for **verbs** that describe an action happening right now. It is considered easy to use and exists in all languages. The present tense is broken down into four different categories: present simple, present continuous, present continuous and **present perfect continuous**.

Present simple	*I work*
Present continuous	*I am working*
Present perfect	*I have worked*
Present perfect continuous	*I have been working*

The 4 types of present tense. There are four types of present tense: the present simple, present continuous, present perfect and present perfect continuous.

1. Present Simple Tense

Use this form of the tense when describing general, constant and regular everyday events. For example:

- The boy swims
- The monkey sleeps
- The dog barks

Or, you can use it to describe common facts, such as:

- A circle is round in shape
- A triangle has three sides
- The earth rotates on its own axis

The present simple tense is also used when generally repeated actions occur (not at the moment of speaking) and when describing future events that recur consistently. It is also used to describe habits. For example:

- The bus to Midrand leaves every half hour
- Gugu sleeps only six hours every day

2. Present continuous tense

In the present continuous tense, the verb form will end in “ing”. This tense is used to describe an activity that is currently occurring.

For example:

- I am swimming
- I am dreaming
- I am washing
- I am crying

3. Present Perfect tense

In this form of the present tense, the verb form will indicate an activity that has been completed. The present perfect is used to indicate a link between the present and the past.

The time of the action is before now but not specified, and we are often more interested in the result than in the action itself.

- I have slept
- She has lived here all her life
- They have written three letters already
- I have worked here since I graduated from school.

4. Present Perfect Continuous tense

The present perfect continuous tense (also known as the **present perfect progressive** tense) shows that something started in the past and is continuing at the present time. The present perfect continuous is formed using the construction has/have been, and the present participle (root + -ing). In the present perfect continuous tense, the verb will end in "ing" indicating an activity that had been occurring consistently for a significant period of time.

Note that "have been" indicates that the activity is no longer current.

For example:

- I have been swimming
- I have been writing articles on different topics since this morning
- He has been reading the book for two hours

Exercise 1. Complete the sentences using the correct form of the present tense.

1. You can't see Jimmy now. He _____ a bath. (HAVE)
2. He _____ to the theatre. (NEVER GO)
3. Anne _____ all her clothes herself. At the moment she _____ a dress for a fancy dress party (MAKE, MAKE).
4. He usually _____ coffee for breakfast, but today he _____ tea (HAVE, HAVE).
5. I can't go home now because it _____ , and I _____ an umbrella. (RAIN, NOT HAVE).

6. In Britain women normally _____ hats. (NOT WEAR)

Exercise 2. TEST 'Present tenses' I. Choose the right variant only:

1. There … 14 students in this group**.**

a) is **b**) am **c**) are **d**) was

2. They … by bus now.

a) are going **b)** is going **c)** am going **d)** go

3. He … apple juice. Do you?

a) is liking **b)** like **c)** likes **d)** am liking

4. On Sundays I usually …. a lot of housework.

a) do **b)** does **c)** did **d)** is doing

5. Don't disturb him. He …. a shower.

a) take **b)** takes **c)** is taking **d)** are taking

6. Today I … a very interesting invitation.

a) have received **b)** received **c)** receive **d)** has received

7. My best friend … London several times.

a) visited b) have visited **c)** has visited **d)** have been visiting

8. I … English for several years.

a) have been learning **b)** learn **c)** am learning **d)** has been learning

9. Usually she …. Much time watching TV.

a) is spending **b)** has spent **c)** spends **d)** spend

10. It … since early morning today.

a) has been raining **b)** is raining **c)** rains **d)** have been learning

TEST

Choose the correct answer according to the text

1. At the age of 17 we have to make a very important choice in our life – the choice of …….

a) profession

b) Currency

c) Parents

d) Home

2. It’s very important to have somebody to give us a piece of advice in choosing a profession. Such people are ……

a) parents, teachers and friends

b) friends, mentors

c) parents, teachers and friends

d) sisters and brothers

3. For being an economist it’s important to read books of economics , ……

a) research articles and analyze them

b) swimming in the pool

c) sleep along the day

d) translate the words

4. Like many other people I would like to spend a year abroad working as an economist. It would give me an opportunity to borrow …… and to see the world.

a) Advice

b) Help

c) Opportunity

d) Money

5. If you want to be a good art director, you need to be ……

a) Calm

b) Creative

c) Sad

d) Beautiful

LISTENING GAP FILL

Choosing a career _____ biggest decisions we make in life. It used to be that we _____ career. People _____ a job when they were 18, 19 or 20 and _____ same career for life. Their career path _____ straightforward. Nowadays, it is normal for people to change careers, five, six, seven times. New technology and globalization means things change quickly. We need to study and _____ all the changes. I’ve had four different careers now. I like moving from _____

another. It means life _____ boring. It's much better to keep learning different things in different careers. I _____ what career I'll choose next. Perhaps one that doesn't _____ .

CORRECT THE SPELLING

Choosing a career is one of the biggest eiosdsnic we make in life. It used to be that we eshoc only one career. People would start a job when they were 18, 19 or 20 and stay in that same career for life. Their career path was iqteu straightforward. Nowadays, it is raomnl for people to change careers, five, six, seven times. New technology and globalization means gitshn change quickly. We need to study and keep up with all the changes. I've had four iffreentd careers now. I like vniogm from one job to another. It means life never gets ingbro. It's much better to keep lanriegn different things in different careers. I have no idea what career I'll choose next. Perhaps one that doesn't even ixtsse today.

UNJUMBLE THE WORDS

Choosing a career decisions biggest the of one is we make in life. that It we used chose to only be one career. People would start a job when they were 18, 19 or 20 career same that in stay and life for. Their career path was quite straightforward. Nowadays, it is normal for six , five , careers change to people, seven times. New technology and globalization means things change quickly. to need We with up keep and study all the changes. I've had four different careers now. I like moving another to job one from. It means life never gets boring. It's keep to better much different learning things in different careers. I have no idea what career I'll choose next. Perhaps that even today one doesn't exists.

Speaking. Discuss the following questions in the classroom.

- Who are consumers in an economy?
- What are goods?

- What are services?
- What is the difference between needs and wants?
- Why do people work?
- What is the role of money in an economy?
- What is the importance of saving money?

Writing.

Try to give your own opinion on topic “The impact of social media influences on consumer behavior and brand promotion”. Discuss both these views and give your opinion. And you should write at least 200 words.

Video: https://www.youtube.com/watch?v=2eIAKbGw_G0
Presentation: https://ppt-online.org/213037

Module 3	**The role of foreign language in our lives** **Grammar**: Present perfect, past simple.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and efforts. Nowadays it is especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign writers in the original, which makes your outlook wider.

It is not surprising that many intellectuals and well-educated people are polyglots. And I study English. Nowadays English has become the world’s most important language in politics, science, trade and cultural relations. Over 300 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada, the South

Africa Republic. English is one of the official languages of the United Nations Organization and other political organizations. Half of the world's scientific literature is in English. It is the language of computer technology. To know English today is absolutely necessary for every educated person, for every good specialist. The English language is a wonderful language. It is the language of the great literature. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, Charles Dickens. The great German poet Goethe once said, "He, who knows no foreign language, does not know his own one". That is why in order to understand oneself and environment one has to study foreign languages. Language is an essential form of communication. So, the more languages you speak, the more friends you have. My parents have always wanted me to know several languages. I started learning English and French at the age of 6. By that time I already knew Russian and Georgian languages.

When I was a child, I didn't understand how important it is to learn at least one foreign language. Now I know that learning languages helps you in many ways. First of all, I started paying more attention to grammar and overall structure of my native language. Secondly, I'm going to pass an English language exam next year. I'm pretty sure that it will be fine, as I've been a diligent student. Besides, my parents and teachers say I'm capable of learning several languages. I have a good memory and good linguistic ability. Thirdly, I'm sure that the knowledge of foreign languages will be beneficial for my future career. Moreover, it is a good way to find new pen friends from different countries and to keep in touch with them. That's how I learned some peculiarities of English and French culture. On top of that, last year I participated in an international exchange program, which was a good way to practice my speaking skills. We went to London and stayed there for a week with our English friends. Then, we hosted them in our town. After I graduate from school, I want to enter a linguistic university to become an interpreter. But that's not all. After the university, I'd like to continue my studies abroad in the

English or French speaking environment. In my opinion, it is the best way to improve the language skills and to make new friends.

VOCABULARY

English	Uzbek	Russian
Job	ish	работа
Opportunity	imkoniyat	возможность
Improve	yaxshilash	улучшать
Expand	kengaytirish	расширять
Create	yaratmoq	создавать
Career	martaba	карьера
Leading	yetakchi	ведущий
Grade	daraja	оценка
Marketplace	bozor	рынок
Result	natija	результат
Increase	kattalashtirish;	увеличивать

Questions

1. What benefits can learning foreign languages bring to us?
2. When did you start learning foreign languages (at what age)?
3. Why is it important to be bilingual or polyglot?
4. Is it easy to learn foreign languages?

Task 1. **Translate the sentences below and find synonyms for the words in bold from the text.**

1. **Today** English has become the world's most **crucial** language in politics, science, **commerce** and cultural relations.

2. English today is **utterly** necessary for **each** educated person, for every good specialist. The English language is an **amazing** language.

3. After the university, I **want** to **keep on** my studies in **foreign country** in the English or French speaking environment.

4. When I was a child, I didn't **realize** how important it is to learn at least one foreign language. **At the moment** I know that learning languages **assist** you in many ways.

Grammar time

We use the **past simple** to refer to definite time in the past (when we specify the time or how long) and usually with past time expressions such as *yesterday, two weeks ago, last year, in 1995*:

*We **met** in January 1975. We **went** to America together in 1978.*

Not: ~~We have met in January 1975. We have gone to America together in 1978~~.

We use the **present perfect** to talk about time up to now, that is, events that took place in the past but which connect with the present. The present perfect is often used with time expressions which indicate time up to now, for example *today, this year, in the last six months*:

*I **haven't seen** her since January 1995.*

Not: ~~I didn't see her since January 1995~~.

Exercise 1. Choose the correct answer.

1. I'm really hungry. I (haven't eaten / didn't eat) yet.

2. They (arrived / have arrived) a week ago.

3. We (have worked / worked) here for three years.

4. They (didn't recognize / haven't recognized) me at yesterday's meeting.

5. Our neighbour (was / has been) in hospital since Friday.

6. (Have you travelled / Did you travel) abroad many times?

Exercise 2. Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple or the Present Perfect Simple.

1. John ..... (not call) me recently.

2. They ..... (buy) a new car last month.

3. The teacher ..... (not return) the tests yet.

4. How long ..... she ..... (know) about this problem?

5. ..... you ever ..... (hear) such an unbelievable story?

6. When I was a child, I ..... (live) in England for two years.

TEST

Answer the questions

1. What is the role of language testing?

a) it is important to define if the student got the topic or not

b) testing gives the opportunity to gain more information

c) grammar test is better

2. What is the role of foreign language?

a) People will be more educated

b) Knowing language gives many chases

c) It doesn't have much role

3. What is the multicultural communication?

a) learning traditions and culture

b) learning how to communicate with tourists

c) to find people with different culture

4. What is the purpose of foreign language learning?

a) it is important to define if the student got the topic or not

b) testing gives the opportunity to gain more information

c) grammar test is better

Complete the sentence

5. Everyone, who knows foreign languages can ……

a) speak to people from other countries

b) sleep very well

c) eat delicious food

LISTENING GAP FILL

Where _____ without language? We'd all be in our own worlds and we'd never _____. Can you imagine never talking to anyone? Of course if there was no language, we wouldn't _____ body language or sign language. The _____ have languages means we have gone to the moon and built things like the Internet – which also needs a special

computer language _____. I think language is amazing. It means we can tell anyone anything. I often think _____ there are so many languages in the world. If there was only one language, we could all communicate better. _____, we'd all understand one another better. What _____ language be? At the moment, English.

CORRECT THE SPELLING

Where uowld we be without language? We'd all be in our own worlds and we'd never ylelar have a life. Can you eiginam never talking to anyone? Of course if there was no language, we wouldn't be able to use body language or sign language. The fact that we do have languages esmna we have gone to the moon and built things like the Internet – which also needs a alpesic computer language to work properly. I think language is iaazngm. It means we can tell anyone hinagtny. I often think it's a shame there are so many languages in the world. If there was only one language, we could all communicate trbeet. Perhaps that way, we'd all nsdednraut one another better. What would the world language be? At the tmonem, English.

UNJUMBLE THE WORDS

we would Where language without be? We'd all be in our own worlds and we'd never really have a life. Can you imagine never talking to anyone? Of course if there was no language, wouldn't we language body use to able be or sign language. do languages fact we have The that means we have gone to the moon and built things like the Internet – needs also which computer special a language to work properly. I think language is amazing. anyone It we tell anything means can. I often think it's a shame there are so many languages in the world. If there was only one language, better all we communicate could. Perhaps that way, one all another understand we'd better. the would What be language world? At the moment, English.

Speaking. Discuss the following questions in the classroom.

1**.** What are some advantages and disadvantages of multinational companies?

2. Why are brands and image´ important in the marketing strategy of a company? How

do they influence customers?

3. What are the advantages and disadvantages for a company of expanding its market

beyond its own domestic (home) market?

4. What are the advantages and disadvantages of using the internet to market your goods

or services?

Writing.

Using online advertising and electronic word-of-mouth with destination marketing for millennial tourists. How does direct marketing impact consumer behavior?

Write an essay no more than 200 words by giving your opinion.

Video: https://www.youtube.com/watch?v=u946SCQEtrM

Presentation: https://slideplayer.com/slide/4353302/

Module 4	**How to improve competence** **Grammar**: Review of tenses

What are competencies?

A Before we can say anything useful about competence development, it is important to agree on a clear definition of competencies. They are often conflated with skills while the two are clearly distinct concepts. The main difference between a competency and a skill is that competencies make up a much broader category than skills.

Competencies are the sum of:

-The specific knowledge someone has on a certain topic or within a certain field.

One or multiple skills. Skills mainly refer to physical and mental actions and tasks that someone has mastered.

-The attitudes and character traits of an individual. Such as someone's attitude towards colleagues, someone's sense of duty, or their temperament.

What is competence development?

B Today's labor market is a dynamic environment. Digitization continuously demands new competencies and skills while a lot of traditional jobs are disappearing or losing ground. In addition, an increasing proportion of companies and government institutions needs highly qualified employees who are eager to learn and prepared to grow along with the organization. On the flip side, today's professionals are demanding as well. A lot of millennial don't just work to pay the bills but are also looking for a meaningful position that offers growth opportunities and satisfaction. In a recent study, almost two-thirds of participating employees preferred a job with a moderate income and a lot of growth opportunities over something unchallengeable and monotonous yet royally paid. This means that employers and employees both benefit from competence development. But what exactly does the term mean? Competence development is the practice of developing one or several competencies in a specific way and in a particular direction.

'Development' refers to:

Improving existing competencies. Ways of accomplishing this include targeted exercise, gaining additional knowledge and changing your attitude. Adding new competencies to your professional arsenal. This involves continuous learning and openness to new challenges.

C From an organizational perspective, competence development serves two main purposes:

✓To improve the alignment between the competencies of employees and the strategic goals of the organization.

✓To stimulate and develop employee involvement in the organization. Content staff and less attrition.

Good competence development offers many benefits, both for organizations and individual employees. These are the main benefits:

1. Improved competitiveness

Competence development improves the match between the strategic goals of an organization and the competencies of its employees. This strengthens your competitive position and makes the organization more future-proof.

2. Improved decision-making

Competence development facilitates careful mapping of all the strengths and weaknesses of your workforce. This information allows you to increase the efficiency of your business processes and avoid over or under staffing any specialized projects.

3. Recruitment and retention become easier

No organization wants to be a revolving door. In view of business continuity, it is important to attract the right people and commit them to the organization for an extended period of time. Competence development makes this easier. You gain an understanding of what competencies you need, while employees who get to develop themselves at your organization consider you an appealing employer.

4. Improved service

Does your workforce have the right competencies? Delivering top-notch service will be easier. The quality of your services and products gets a boost, which improves results and strengthens the bond with your clients. Very important in an era where professionalization and high service levels act as driving forces behind added value and customer loyalty.

5. Improved safety, fewer risks Once all employees have a clear understanding of competencies and skills, production lines and production processes can be organized safely from start to finish. The benefit: improved safety and fewer occupational accidents.

6. Prepared for the future

Is one of your employees approaching retirement age? Or has someone left your organization unexpectedly? Competence

development allows you to prepare high-potential staff for their future role, ensuring you've got the right successor on board at all times.

7. Employee growth

Competence development is an effective tool for facilitating personal and professional growth. The method offers employees a better understanding of their own potential, allowing them to sharpen existing and develop new competencies in a more targeted way.

VOCABULARY

English	**Russian**	**Uzbek**
Alignment	Выравнивание	tekislash
Staff	Персонал, работник	xodim
Attrition	истощение	eskirish
Content	Содержание	mazmun
Involvement	Участие	ishtirok etish
Competency	Компетентность	malaka
Goal	Цель	maqsad
Stimulate	Стимулировать	rag'batlantirish
Achievement	Достижение	muvaffaqiyat
Reach	Достичь	erishish

Questions

1. What are competencies?
2. What is competence development?
3. Why do people leave their organizations unexpectedly?
4. Do the majority of workforce in your region have the right competencies?

Task 1. Find words in the text which mean the same as the following.

1. ability, confused with (**paragraph a**) _____
2. different notions, ways of fulfilling (**paragraph b**) _____
3. only, organizational aspect (**paragraph c**) _____

4. fortifies the bond, grease the wheels personal and professional growth (**paragraph d**) _____

Task 2. Find correct answers according to the text. Circle *True/False* or *Not given.*

1. Competence development is an effective tool for facilitating personal and professional growth. ***True/False/Not given***

2. Today's labor market is not a dynamic environment.. ***True/False/Not given***

3. Competence development improves the match between the strategic goals of an organization and the competencies of its employees. ***True/False/Not given***

4. From an organizational perspective, competence development serves four main purposes. ***True/False/Not given***

5. Hard competencies are knowledge of the scope necessary for a given position and acquired skills - e.g., knowledge of foreign languages or specialized computer programs. True/False/Not given

Grammar time

Verb tenses show when an action took place, as well as how long it occurred. The main verb tenses are the past, present, and future. The standard tense in English is the present tense, which is usually just the root form of the verb. The past and future tenses often require changes or additions to the root form, such as the **suffix** *–ed* for the past tense and the **modal verb** *will* for the future. However, for each of the past, present, and future tenses, there are four different aspects that add additional details. For example, the continuous tense shows that an action is ongoing. It can be used in the present (*she is sleeping*), past (*she was sleeping*), or future (*she will be sleeping*).

Past, present, and future tenses. The past, present, and future are the central divisions of time in English. The present represents actions happening now, while the past represents actions that happened earlier, and the future describes actions that will happen later.

Simple tense. The simple tense is a grammatical aspect that refers to the normal forms of the past, present, and future tenses—nothing fancy! Unlike the other aspects, it doesn't add any new information. True to its name, simple tenses are the easiest to form and have the fewest rules.

Perfect tense. The definition of the perfect tense is a little more complicated. It's used for actions that relate to other points in time, either completed or ongoing. For example, in the sentence *I have played soccer since I was a child*, the perfect tense indicates that the action occurred continuously in the past and still happens in the present. By contrast, in the sentence *I played soccer when I was a child*, the simple past tense indicates that the action occurred **only** in the past, and has no relation to the present.

Continuous tense. We use the continuous tenses (also known as the progressive tenses) for ongoing actions or actions that happen a while before completion. For example, *They are studying all night* means the studying lasts many hours before it's finished. Please note that **you usually do not use the continuous tense with stative verbs** like *want*, *love*, *have*, and *need*. The continuous tenses use a conjugation of the auxiliary verb *be* along with the main verb's present participle, or *–ing* form.

Perfect continuous tense. When you combine the perfect and continuous tenses, you get the perfect continuous tense. It's typically used just like the perfect tense, except it describes ongoing actions that happen over a period of time. The construction of the perfect continuous tense uses a conjugation of the auxiliary verb *have*, the auxiliary verb *been* (the past participle of *be*), and the present participle of the main verb.

Exercise 1. Complete the sentences with the verbs in the box.

learn • am learning • hadn't learned • send • don't send • weren't doing • didn't do • haven't done

1. We _____anything wrong in the art room, but the teacher told us to leave.

2. _____ him an angry email. You'll only regret it later.

3. I _____ how to drive at the moment.

4. When I was younger, we _____ much sport at my primary school.

5. Generally I _____ best by doing rather than watching.

6. We _____any practice tests yet so I'm not sure what they're like.

7. _____me a text message when you're free.

8. The English exam was difficult because I _____ enough phrasal verbs.

Exercise 2.

1.They _____ her and trusted her for years.*(know)*

2.Mrs. Johnson _____ a deep breath and then opened the door *(take)*

3. The girl _____ her mother to New York the day before yesterday *(drive)*

4. I think my nephew _____ six centimeters since last summer *(grow)*

5. The Titanic _____ in less than six hours *(sink)*

6. Hurry up! The symphony _____ *(already,begin)*

7. George _____ off the ladder yesterday *(fall)*.

8. It was the biggest building they _____ *(ever, build)*

TEST

Choose the correct answer.

1. What are competencies?

a) Competencies are the sum of the specific knowledge someone has on a certain topic or within a certain field.

b) The attitudes and character traits of an individual

c) a and b are

2. What is professional competence development?

a) rising problem-solving skill
b) that is need for study
c) it is important for life
3. What is the professional competence?
a) acquiring and using knowledge to solve real-life problems
b) using biomedical and psycho social data in clinical reasoning
c) communicating effectively with patients and colleagues
4. It was a very _____ journey.
A) interesting B) more interested
C) interested D) interestingly
5. What are the _____ sports in Turkey?
A) interested B) as interesting C) better than D) most popular

LISTENING GAP FILL

We all have opinions on everything. Some of us have _____. Others have not-so-strong opinions. And then there are those who _____ no opinion, which _____ some kind of opinion. It's interesting how our opinions can be so different. Even on the _____. It's also interesting to see how your opinions change _____. My opinions of other people change a lot. You have first impressions of someone – _____ opinion. Then, as you get to know them, your opinions of them can change – _____. Whose opinion is right? I suppose it's the person who is strongest. They try to force their opinions on others. It's important to listen _____ opinions of other people.

CORRECT THE SPELLING

We all have opinions on everything. Some of us have very strong opinions. hsrOet have not-so-strong opinions. And then there are those who say they have no opinion, which I suppose is some kind of opinion. It's interesting how our opinions can be so fdternefi. Even on the tlmeslsa of things. It's also interesting to see how your opinions change as you get redol. My opinions of other people change a lot.

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UNJUMBLE THE WORDS

We everything on opinions have all. Some of us have very strong opinions. have Others opinions not-so-strong. And then there are those who say they have no opinion, which kind suppose of is opinion some I. It's interesting be our so opinions different can how. Even on the smallest of things. It's also interesting to see how your get older opinions change as you. My opinions of other people change a lot. You have first impressions of someone – that's your initial opinion. Then, as you get to know them, of opinions your change can them – for better or worse. Whose opinion is right? I suppose it's the person who is strongest. their opinions They try to force on others. and to listen to important It's consider the opinions of other people.

Speaking. Discuss the following questions in the classroom.

- What images spring to mind when you hear the word 'marketing'?
- Would you like to work in marketing?
- What marketing tactics do you think are very successful?
- What do marketing executives do in their jobs?
- What do marketing executives do in their jobs?

Writing.

Multinational companies are becoming increasingly common in developing countries. What are the advantages and disadvantages of this?

Discuss both these views and give your opinion.

Video: https://www.youtube.com/watch?v=UgMm-gXqYp4

Presentation: https://slideplayer.com/slide/13143908/

Module 5	**Globalization** **Grammar**: Question forms

Globalization is a controversial issue for business and governments throughout the world. We recognize globalization mainly through its effects. It's a bit like electricity — we cannot see it, but we certainly observe what it does. Globalization can be described as a process by which the people of the world are unified into a single society and function together. This process is a combination of economic, technological, sociocultural and political forces. It's a movement of people, goods, capital and ideas due to increased economic integration. Globalization is a controversial issue mainly because different groups interpret it in different ways. For its opponents globalization is a threatening word. It prompts visions of large multinationals dominating the world in pursuit of ever-higher profits. Many pressure groups fear that globalization threatens the environment as well as national cultures — they predict that it will make the rich nations richer and the developing countries even poorer than they are. But its supporters have another point of view. They believe that increasing and freer trade between nations will offer prosperity and economic growth for all countries and businesses.

So globalization is likely to be a hot potato for the twenty-first century. As far as the benefits are concerned there it's possible to name next statements:

- Globalization is a controversial issue for business and governments throughout the world. We recognize globalization mainly through its effects. It's a bit like electricity — we cannot see it, but we certainly observe what it does.
- Globalization can be described as a process by which the people of the world are unified into a single society and function together. This process is a combination of economic, technological, sociocultural and political forces. It's a movement of people, goods, capital and ideas due to increased economic integration.

➢ Globalization is a controversial issue mainly because different groups interpret it in different ways. For its opponents globalization is a threatening word. It prompts visions of large multinationals dominating the world in pursuit of ever-higher profits. Many pressure groups fear that globalization threatens the environment as well as national cultures — they predict that it will make the rich nations richer and the developing countries even poorer than they are. But its supporters have another point of view. They believe that increasing and freer trade between nations will offer prosperity and economic growth for all countries and businesses.

So globalization is likely to be a hot potato for the twenty-first century. As far as the benefits are concerned there it's possible to name next statements:

1. An opportunity to get acquainted with cultures of different nations;

2. A variety of choice for consumers: when they can buy in their local stores and supermarkets not only home-produced goods but also foreign ones;

3. Transnational corporations create additional work places for local people, at the same it is convenient for these large corporations as well: they may locate the labour-intensive part of their production process in countries with a relative abundance of labour in order to minimize their costs;

4. Another point is risk-sharing. It's more reasonable to invest money not in one company but to create an international company with great amount of subsidiaries in various countries, so it won't have so serious consequences if one of them will not stand cut-throat competition;

5. This cut-throat competition in the local markets between domestic and foreign producers leads to production of high-quality goods.

The disadvantages of globalization are:

1. Pollution of the environment (and there one peculiarity should be admitted — developed countries try to locate their harmful for the

environment factories and works not in their own countries but in developing countries);

2. Globalization destroys cultural identity, for example Europeans usually try to impose their customs and traditions on Asian people.

VOCABULARY

English	Russian	Uzbek
Cultural identity	Культурные особенности	madaniy o'zlik
Custom	Обычай	urf-odat
Sociocultural	Социокультурный	ijtimoiy-madaniy
Unified	объединённый	Birlashgan
Transnational	Транснациональный	transnatsional
Reasonable	Разумный	Maqbul
To get acquainted	Познакомиться	Tanishmoq
Abundance	Избыток	mo'llik, serobgarchilik

Task 1. Put the words into the correct space by reading the text.

economic, growth, pollution, globalization, environment political, trade

1. _____ is a controversial issue mainly because different groups interpret it in different ways.

2. This process is a combination of _____, technological, sociocultural and _____forces.

3. They believe that increasing and freer _____ between nations will offer prosperity and economic _____ for all countries and businesses.

4._____ of the environment (and there one peculiarity should be admitted — developed countries try to locate their harmful for the _____ factories.

Task 2. Give supportive evidence (examples and reasons) for the following statements.

1. Local and regional cultural identity has been sacrificed to make way for Western ideals and ideals.

2. Globalization forges deeper connections and understanding between different cultures.

Grammar time

There are four types of questions in English: general or yes/no questions, questions using "wh" words, choice questions, and disjunctive or tag/tail questions.

1. General or Yes/No Questions

Common questions that can be answered with a simple *"yes"* or *"no"* are logically called **yes/no questions**.

For example:

- Do you like this country?
- Does Jane know about your new job?
- Can I call my sister?

To ask such general questions, the appropriate rising intonation should be used at the end of the sentence. The answer can be a brief "yes" or "no." Or, a longer answer can be given: "Yes, I do." "No, I don't like this country." The response to a question depends on the verb used. Try to remember this formula: answer the question the way it was asked.

2. Special or Wh-question. A special question, as you can guess, uses a certain word at the beginning of the sentence to ask a specific question. The questions words **who**, **what**, **where**, **when**, **why**, **how**, **how many**, etc., are used to begin the question:

For example:

1. Do you like this country?
2. Does Jane know about your new job?
3. Can I call my sister?

Note that questions about a subject (who? what?) have their own special structure; they do not require an auxiliary verb, we replace the subject with the question word.

3. Choice Questions. Choice questions are questions that offer a choice of several options as an answer (you might recognize them from your exams as multiple-choice questions). They are made up of two parts, which are connected by the conjunction **or**.

For example:

1. Does she like ice cream or sweets? – She likes ice cream.
2. Where would you go, to the cinema or the theatre? – I would go to the cinema.
3. Is he a teacher or a student? – He is a student.

4. Disjunctive or Tag Questions. This type of question is also made up of two parts, where the first part is a positive statement, and the second part is negative, or vice-versa. The first part of the sentence defines the expected answer. If the statement is positive, a positive answer is expected; if the statement is negative, a negative answer is expected.

For example:

1. She sent him an invitation, **didn't she**? – Yes, she did.
2. You aren't getting married, **are you**? – No, I am not.
3. Jane isn't in France, **is she**? – No, she isn't.

You can't say, "I am a great person, **am I not**?" That would be incorrect. Just remember that when the pronoun "I" is used, the tag is **are/aren't**.

Exercise 1. Complete the dialogue with these words*: are, do, does, did, has, have, is.*

MIKE: (1) _____ you go to the training day they told us about at the last meeting?

SUE: (2) _____ you talking about the computer training?

MIKE: No, not the computer training, I meant the sales training.

SUE: Oh yes, I went to that. It was quite good. (3) _____ you ever been on that course?

MIKE: No, I haven't.

SUE: Well I found it very useful. It helps you to think about the type of questions we ask our clients during a sales conversation.

MIKE: When you go on these courses (4) _____ the company pay or (5) _____ you pay yourself? I know that good training isn't cheap.

SUE: Oh, the company pays – they can afford it. It doesn't cost us anything.

MIKE: And (6) _____ it helped you in your day-to-day work? Be honest now. SUE: Yes, I think it has.

MIKE: OK. I'm interested. (7) _____ the course running again in the near future?

Exercise 2. **Change each affirmative sentence into a question.**

1. Bill thinks it's a good idea.

_____

2. Sonia is arriving on Monday.

_____

3. He made a copy of the Excel file.

_____

4. They've offered her the job.

_____

5. She'll be at the meeting tomorrow.

_____

TEST

Complete the sentences with the correct words

1. The wide-ranging effects of globalization are……

a) complex and politically charged.

b) technological advances

c) colonization and trade activity

2. The globalization trend eventually ……

a) waned and crashed

b) international trade

c) periodic downturns and mounting

3. In a globalized economy, countries specialize in …….

a) the products and services

b) what they do best

c) worldwide, prices should be lower, economic growth widespread

4. Money, products, materials ……..

a) information and people flow more swiftly

b) national boundaries today than ever.

c) Advances in technology

5. Globalization enabled and accelerated

a) flow and the resulting international

b) interactions and dependencies

c) technological advances

LISTENING GAP FILL

What does globalization mean? We _____ word on TV and read about it in newspapers. It means the _____ village – the global village. The world has become smaller. Of course, _____ not shrink and it isn't a village. Because of better transport, the Internet _____ between countries, it _____ business. Japanese car makers have factories in Thailand; American computer companies employ thousands of people in China. That's globalization. And don't forget _____ call centre jobs in India that workers in America and Europe _____. Globalization also means _____ work in another country. Is globalization a good _____? That's a difficult _____.

CORRECT THE SPELLING

What does globalization mean? We always hear this word on TV and read about it in peenspraws. It means the world is now a village – the global village. The world has become rlsalme. Of course, the

world did not hinsrk and it isn't a village. Because of better tptnraors, the Internet and more adtginr between countries, it is easier to do business. Japanese car makers have fcriasoet in Thailand; American computer companies oylpem thousands of people in China. That's globalization. And don't forget the linilsom of call centre jobs in India that workers in America and Europe used to do. Globalization also means it is reesia to work in another country. Is globalization a good or bad thing? That's a difficult etnsiqou to answer.

UNJUMBLE THE WORDS

mean globalization does What? We always hear this word on TV and read about it in newspapers. It means the village world – is the now global a village. The world has become smaller. Of course, world did not shrink and the it isn't a village. Because of better transport, the Internet more and countries between trading, it is easier to do business. Japanese car makers have factories in Thailand; computer companies employ American thousands of people in China. That's globalization. And don't centre forget millions call jobs the of in India that workers in America and Europe used to do. Globalization also means is it country another in work to easier. Is thing bad or good a globalization? That's a difficult question to answer.

Speaking. **Try to discuss the following questions with your partner**.

- What's the difference between marketing and advertising?
- What is marketing?
- What is your opinion of marketing in the era of globalization?
- Do expensive brands use different types of marketing to cheaper products?

Writing.

In many countries, the government prioritizes economic growth above all other concerns. Discuss the advantages and disadvantages of this.

Write a composition no more than 200 words.

Video: https://youtu.be/5SnR-e0S6Ic

Presentation: https://slideplayer.com/slide/9395112/

Module 6	**Education in Uzbekistan** **Grammar:** Tag questions

The Ministry of Higher Education, science and innovation is responsible for the higher education system and its restructuring. During the transition period, higher education was hindered by a shortage of laboratories, libraries, computers, data banks, and publishing facilities to disseminate research findings; however, progress can also be seen. There are 62 higher education institutions, including 2 academies (in Uzbekistan, as it was in the Soviet system, the word academia means the top-level research and educational institutions), 16 universities (universitet), and 44 institutes (institut). In 1999 to 2000 the system provided education to about 200000 students.

In Samarkand, the institute of tourism and economy and now the silk road tourism university are functioning.

Finally, there is the Uzbek State Institute for Physical Training, the Tashkent Institute of Railway Engineers, the Institute for Civil Aviation, and the University of World Economics and Diplomacy. The latter comes under the auspices of the President and prepares students majoring in journalism, world diplomacy, and economics. The Soviet-style higher education system differed greatly from the western model. A five-year education was equal to the Master's degree level in the West, for example. Today this causes confusion in recalculating the degrees. Educational authorities therefore decided to adopt the western system and reduce higher education programs to four years. According to some sources, the transition from five-years of higher education to the international system with Bachelor's (four years) and Master's degrees (two years) has been completed.

However, according to American Council for Collaboration in Education and Language Study (ACCELS) administering the American Educational Advising Center (EAC) in Tashkent, only some of the accredited higher education institutions have changed. One example is the University of World Economics and Diplomacy that offers Bachelor's degrees after four years of study and Master's degrees after two additional years of study. Medical institutes have five to six year programs depending on specialty.

In Uzbekistan, all universities and institutes are public. Private institutions of higher education are not yet available. To be admitted to university-level studies, an individual must complete any form of secondary school and have either a Certificate of Complete Secondary Education or a Diploma equal to this certificate. Because higher education in the Soviet system was free and the government provided assistance in the form of stipends, the demand for the university seats was always very high. Thousands of people competed for the limited slots (sometimes over 10 candidates per slot). This system allowed universities and institutes to select the best individuals by giving entrance exams, but caused millions to be deprived of the opportunity for higher education. Additionally, admission occurred only once a year for the same program. Unfortunately, results of these examinations and selections were too often influenced by high-ranking officials and senior leaders trying to help their youngsters. This was the area where nepotism, clannishness, and even corruption were normal. This caused even the most talented and gifted school graduates to be rejected.

Since 1993, entrance exams have been changed to tests. All entrance tests take place step by step throughout the republic. Admission to higher educational institutions is based primarily on merit. However, in some institutions, authorities require an interview to determine the student's aptitude and motivation in a given field. Universities and institutes also require a basic medical check to ensure that students are free from all types of infections and fit to pursue their studies.

Traditionally, universities and institutes were divided into faculties. Faculties are like schools (of business or of education, for example) in American universities. They are structural units reflecting major fields of specialization. Faculty is further divided into specific chairs (departments) dedicated to narrower specialties. As an example, it may be the German language chair and French language chair within the faculty of Foreign languages. Since 1995, due to the processes of democratization, many institutions introduced admission on a contractual basis with tuition charges paid by the student.

Classes generally last five to six hours a day every day of the week. Students often study on Saturdays and usually have 30 to 36 hours of studying a week. Semester courses have exams twice a year. Semester requirements allow no more than five examinations.

In 1998, almost 300 educational and research institutions employed over 25,000 scientists and researchers. Most talented graduates from the university or institute enter aspirantura (postgraduate training—first level). After three years of study, two to three exams, and the writing and Defending of a dissertation, a Candidate Nauk degree (Candidate of Sciences, which is equivalent to a Ph.D.) is conferred by the Cabinet of Ministers. Candidate Nauk (unlike the Ph.D. in the United States) is not a terminal degree. The highest scientific level is the Doktor Nauk (Doctor of Sciences) degree, which is approximately equal to the postdoctoral level in the United States. Because this degree is highly honored and influential, the government places significant requirements on those pursuing it. To apply for this degree and/or to enter doktorantura, an individual must:

- become a distinguished researcher in their chosen field
- provide a very broad generalization for the field of study,
- patent and implement a very important (revolutionary) invention
- discover or establish a new field of research or new science.

VOCABULARY

English	Russian	Uzbek
Educational institutions	Учебные заведения	Ta’lim muassssalari
Silk road	Шелковый путь	Ipak yo’li
Education system	Система образования	Ta’lim tizimi
Bachelor degree	Степень бакалавра	Bakalavr darajasi
Specialization	Специализация	Mutaxassislik
Research	Исследовательская работа	Tadqiqod
Requirements	Требования	Talablar
Scientific	Научно	Ilmiy
Compulsory	Обязательное	Majburiy

Questions

1. How many institutions are there in Uzbekistan?
2. What do you think about the advantages and disadvantages of the education system in our republic?
3. Can you describe the educational system of Uzbekistan?
4. At what age do Uzbek children start attending to school?

Grammar time

Tag questions (or question tags) turn a statement into a question. They are often used for checking information that we think we know is true. Tag questions are made using an auxiliary verb (for example: **be** or **have**) and a subject pronoun (for example: **I, you, she**). Negative question tags are usually contracted: It's warm today, **isn't** it (not 'is it not')

Usually if the main clause is **positive**, the question tag is **negative**, and if the main clause is **negative**, it's **positive**. For example: It's cold (positive), isn't it (negative)? And: It isn't cold (negative), is it (positive)? If the main clause has an auxiliary verb in it, you use the same verb in the tag question. If there is no auxiliary

verb (in the present simple and past simple) use **do / does / did** (just like when you make a normal question).

TENSES	**Postive sentences, with negative tags**	**Negative sentences, positive tags**
Present simple 'be'	She's Italian, **isn't she**?	We aren't late, **are we**?
Present simple other verbs	They live in London, **don't they**?	She doesn't have any children, **does she**?
Present continuous	We're working tomorrow, **aren't we**?	The bus isn't coming, **is it**?
Past simple 'be'	It was cold yesterday, **wasn't it**?	She wasn't at home yesterday, **was she**?
Past simple other verbs	He went to the party last night, **didn't he**?	They didn't go out last Sunday, **did they**?
Past continuous	We were waiting at the station, **weren't we**?	You weren't sleeping, **were you**?
Present perfect	They've been to Japan, **haven't they**?	She hasn't eaten all the cake, **has she**?
Present perfect continuous	She's been studying a lot recently, **hasn't she**?	He hasn't been running in this weather, **has he**?
Past perfect	He had forgotten his wallet, **hadn't he**?	We hadn't been to London before, **had we**?
Past perfect continuous	We'd been working, **hadn't we**?	You hadn't been sleeping, **had you**?
Future simple	She'll come at six, **won't she**?	They won't be late, **will they**?
Future continuous	They'll be arriving soon, **won't they**?	He won't be studying tonight, **will he**?
Future perfect	They'll have finished before nine, **won't they**?	She won't have left work before six, **will she**?
Future	They'll have finished	He won't have been

perfect continuous	before nine, **won't they**?	travelling all day, **will he**?
Modals	He can help, **can't he**?	She can't speak Arabic, **can she**?
Modals	John must stay, **mustn't he**?	They mustn't come early, **must they**?

Exercise 1. Write a suitable question tag at the end of each sentence.

a) Your uncle lives in France, …?
b) You speak Italian well, …?
c) She doesn‘t like pasta, …?
d) We don‘t need a visa for France, …?
e) He is quite clever, …?
f) You aren‘t hungry, …?
g) I am not late, …?
h) Susan isn‘t a good cook, …?
i) We are here early, …?
j) I am right, …?
k) They explained everything, …,

Exercise 2. TEST. Which sentence is correct?

1) Which sentence is correct?

a) There's a fly in your soup, is there?
b) There's a fly in your soup, isn't it?
c) There's a fly in your soup, isn't there?

2) Which sentence is correct?

a) I think he's from India, doesn't he?
b) I think he's from India, don't I?
c) I think he's from India, isn't he?

3) Which sentence is correct?

a) Don't talk to Peter during the lesson, do you?
b) Don't talk to Peter during the lesson, will you?

c) Don't talk to Peter during the lesson, won't you?

4) Which sentence is correct?

a) Let's go swimming, aren't we?

b) Let's go swimming, isn't it?

c) Let's go swimming, shall we?

5) Which sentence is correct?

a) Pass me the salt, aren't I?

b) Pass me the salt, aren't you?

c) Pass me the salt, won't you?

TEST

Answer the questions according to the text

1. How many higher education institutions are there in Uzbekistan?

a) 62

b) 65

c) 63

d) 70

2. Who is responsible for the higher education system and its restructuring?

a) The Ministry of Higher and Specialized Secondary Education

b) Ministry of Health

c) The Ministry of Higher Education

d) The Ministry of Public Education

3. At what age do Uzbek children start attending to school?

a) 12

b) 7

c) 10

d) 15

4. Where do the children go to study after the kindergarten?

a) Institute

b) Professional college

c) School

d) University

5. Who is the Minister of The Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan?

a) Ibrohim Abdurahmonov
b) Shavkat Mirziyoyev
c) Abdukodir Tashkulov
d) Rasul Kusherbayev

LISTENING GAP FILL

I think home schooling _____. I wish my parents had _____. The idea of never going to school _____ good to be true. I hated school. I wanted to stay at home every day. I really wouldn't _____ staying at home and studying. Of course, you need _____ not to forget studying. One thing about home schooling I like is visiting museums or watching _____ learn more. This is so much better than learning in school. I think my learning at school _____ there were many kids who didn't _____. I could have got _____ if I had stayed at home. Perhaps there'll _____ home schooling in the future because of the Internet.

CORRECT THE SPELLING

I think home schooling is great. I wish my aresntp had done this. The idea of never going to school sounds too good to be true. I htead school. I wanted to stay at home every day. I really wouldn't have dmdnie staying at home and studying. Of course, you need to be cfleuar not to gofret studying. One thing about home schooling I like is visiting emumuss or watching documentaries to leran more. This is so much better than learning in school. I think my learning at school suffered because there were many kids who didn't want to learn. I could have got reetbt krmsa if I had stayed at home. Perhaps there'll be more home schooling in the future because of the Internet.

UNJUMBLE THE WORDS

home think I great is schooling. I wish my parents had done this. idea never to The of going school sounds too good to be true. I hated school. I wanted to stay at home every day. really minded wouldn't I have staying at home and studying. Of course, you need to be careful not to forget studying. schooling about One home thing I like is visiting museums or watching documentaries to learn more. better learning is much than This so in school. I think suffered at my school learning because there were many kids who didn't want to learn. I could have got I if marks better home at stayed had. Perhaps there'll be in schooling home more future the because of the Internet.

Speaking.

- What is the most shocking advertisement you have seen?
- What is the funniest advertisement you have seen? Describe it.
- What makes an ad memorable?
- What are the different types of advertising? (Eg. TV)
- What types of companies choose each type?

Writing.

Most high-level positions in companies are filled by men even though the workforce in many developed countries is more than 50 per cent female. Companies should be required to allocate a certain percentage of these positions to women.

To what extent do you agree?

Video: https://www.youtube.com/watch?v=n9HJiT8_dK8

Presentation: https://slideplayer.com/slide/12358831/

Module 7	**Education in the USA** **Grammar**: Narrative tenses

There are three main levels of higher education: undergraduate studies (bachelor's degree), graduate studies (master's degree) and

postgraduate studies (doctor's degree). The minimum age for enrolment at university is usually 17 or 18, and some 40 percent of college students are 25 or over, many of them completing advanced degrees.

Degree level courses are offered by over 4000 accredited colleges and universities, with a wide variety of admission requirements and programs. Of the total college population of 19 million students (14 million in public colleges and 5 million in private), around 1 million are international students, roughly half of which are working on graduate level degrees. Hundreds of American colleges recruit students from countries such as China, the UK, India and South Korea. Although the terms 'college' and 'university' are often used interchangeably, a college may be independent or part of a university (both colleges and universities are also referred to simply as schools).

An American university typically offers a blend of natural and social sciences, technical, and humanistic studies. IN undergraduate programmes, students are usually 18 to 22 years old and attend college for four years to earn a bachelor's degree in arts or science (BA or BS). On the other hand, a university is usually composed of an undergraduate college of arts and sciences, plus graduate and professional schools and facilities. The four years of undergraduate study for a bachelor's degree are referred to as 'freshman', 'sophomore', 'junior' and 'senior' year (also used in high schools).

One of the most surprising and unique aspects of the US education system is that many of the most prestigious universities are private foundations and receive no federal or state funds (their main source of income, in addition to fees, is endowments). The most famous universities include the Ivy League universities (called as such because they're old enough for ivy to have grown on the walls): Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton and Yale. The Ivy League, together with the 'heavenly seven' or 'seven sisters' (Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar and Wellesley) of once all-female colleges, are some of the most prestigious American universities. The academic

standards of American colleges and universities vary greatly, and some institutions are better known for the quality of their social life or sports teams than for their academic achievements. Establishments range from vast educational 'plants' (with as many as 50,000 students) offering the most advanced training available, to small private academies emphasizing personal instruction and a preference for the humanities or experimentation. Major universities are like small cities with their own shops, banks, police and fire departments, and are usually renowned for the excellence of their teaching, research facilities, libraries and sports facilities.

The main difference between higher education in the US and that in many other countries is that in the US, the system is designed to keep people in education rather than screen them out. Some 70 percent of American high school graduates (57 percent of whom are female) go on to some sort of higher education (a total of over 19 million). Many Americans see a bachelor's or master's degree, rather than high school graduation, as the natural completion of school life. With certain exceptions, American colleges and universities are geared to the average rather than the brighter student.

The academic standards required to earn a bachelor's degree in the US are lower than in many other countries. Some colleges accept almost any high school graduate and are disparagingly referred to as 'diploma mills' (which has diminished the value of degrees). It's at the graduate level (where students study for a master's degree) that American universities are seen at their best and where students receive an education rivaling that of any country.

Questions

1. What age is the minimum age for enrolment at university in USA?
2. Which universities are the most famous in USA?
3. What percentage of graduates are female in USA?
4. What features of American education system are similar with the education in our country?

VOCABULARY

English	Russian	Uzbek
Educational Institutions	Образовательные учреждения	Ta’lim muassalari
Education system	Образовательная система	Ta’lim tizimi
Bachelor degree	Степень бакалавра	Bakalavr darajasi
Research	Исследовать	Tadqiqod
Secondary school	Средняя школа	O’rta maktab
Master degree	Степень магистра	magistr darajasi
Academic achievements	Академические достижения	ilmiy muvaffaqqiyatlar

Task 1. Try to find correct word for each definition.

Words	Definitions
1.	a. is an academic qualification granted at the postgraduate level to individuals
2.	b is an undergraduate degree in which you study a subject of your choice at an academic institution, and is commonly known as a college degree. .
3.	c. is a place where people of different ages gain an education, including preschools, childcare, primary-elementary schools, secondary-high schools, and universities.
4.	d. refers to the structure of all institutions and the opportunities for obtaining education within a country.

5.	e. the process of examining a hypothesis to make discoveries..
6.	f. the act of enrolling at an institution or on a course.

Task 2. Let's compare Answer your teacher's questions and complete the second two columns of the table. Age Education in the UK Age Education in my country

Age	Education in the UK	Age	Education in my country

Grammar time

We use **narrative tenses** to talk about the past. We can use them to tell a story or to describe past events, including personal anecdotes.

- *When I **lived** on the island, I **enjoyed** walking on the beach in the early morning with Bonnie - my best friend and my dog.*

- *Britain **declared** war on Germany on 3 September 1939 after Germany **had attacked** Poland two days earlier. Britain **had been trying** to negotiate a peaceful settlement.*

The four narrative tenses are the past simple, past continuous, past perfect and past perfect continuous and one or more of these can be used in a sentence.

- *We **were walking** as usual one day, when all of a sudden, Bonnie **shot off.** She **started** to bark furiously. I **saw** a man sleeping face down on the sand. **Bonnie continued** to bark, but the man **didn't wake up.** He **wasn't sleeping**; he was dead. It was clear that the storm **had washed up** the body.*

Past simple

We can use the past simple for actions that started and finished in the past, for example a series of events in someone's life.

- *Nelson Mandela* ***was born*** *in 1918. He* ***became*** *the first black President of South Africa. He* ***spent*** *27 years in prison in his battle against the system of apartheid.*

The past simple is often used in stories and dialogue, too.

- *When Bobby* ***went down*** *for breakfast, Matt* ***looked up.***
- *"****Did you hear*** *the storm last night?"*
- *Bobby* ***didn't answer.***
- *"Your brother* ***went out*** *last night. He* ***didn't come back****. Do you know where he* ***went****?"*

Past continuous

We use the past continuous for background information and to describe a scene or situation that continued for some time.

- *At 6 o'clock that evening Dan* ***was*** *still* ***missing****. Bobby* ***was feeling*** *worried.*
- *Bonnie* ***was barking*** *loudly.*

Exercise 1. Write the names of the four Narrative Tenses highlighted in bold next to each sentence.

1. I was hungry, so I **ate** a sandwich. …….....
2. We **were eating** breakfast when you rang. ……
3. Sam felt sick because he **had eaten** too much cake.……..
4. Jim had lost weight as he **hadn**'t **been eating** enough……

Exercise 2. Complete the sentences, writing the initials of one of the Narrative Tenses mentioned above in each.

5. The …… is used to talk about actions in progress before another past action started.
6. The …… is used to talk about completed actions in the past.
7. The …… is used to talk about actions which occurred before another past action.

8. The …… is used to talk about actions in progress at a particular moment in the past.

TEST. Find correct answer the questions according to the text

1. What is the aim of the preschool program?

a) To teach children to read and count

b) To teach children to draw and to write

c) To prepare children for elementary school

2. How do they call students in the twelfth grade

a) Sophomores

b) Juniors

c) Seniors

3. How is the achievement measures?

a) By grades, tests and a final examination

b) By project and tests

c) By paper works and final examinations

4. What is the highest mark?

a) A

b) B

c) C

5. What does GPA stand for?

Grade Party Average

a) Graduate Primary Availability

b) Grade Point Availability

LISTENING GAP FILL

Education _____ most important things in our lives. Don't you agree? _____ the difference between success and failure. An education can bring us knowledge and _____. In rich countries, people _____ have good schools. Children start learning from a very young age. They _____ their education and go to higher education or university. In Japan,

_____ private schools for babies to learn English. It's a shame that in many rich countries, many children don't _____. Perhaps schools need to find better ways to teach so children want to learn. It's _____ many parts _____, children want to learn but can't. Make sure you never stop learning. Education _____ to a better future.

CORRECT THE SPELLING

Education is one of the most miapttron things in our lives. Don't you aegre? It can make the difference between success and lerfiau. An education can bring us knowledge and make us rich. In rich countries, people are ulykc to have good schools. Children start learning from a very young age. They can terrhuf their education and go to hgrehi education or university. In Japan, there are even tvpeira schools for babies to learn English. It's a shame that in many rich countries, many children don't want to learn. hPpeasr schools need to find better ways to teach so children want to learn. It's sad that in many parts of the world, children want to learn but can't. Make sure you never stop irlegnna. Education is the key to a better fuuret.

UNJUMBLE THE WORDS

Education is things important most the of one in our lives. Don't you agree? It can make the difference between success and failure. us can An bring education knowledge and make us rich. In rich countries, people have to lucky are schools good. Children start learning from a very young age. can education further They their and go to higher education or university. In Japan, there are even schools babies learn private for to English. It's a shame that in many rich countries, many children don't want to learn. better Perhaps need find ways schools to to teach so children want to learn. It's sad that in many parts of the world, learn to want children can't but. Make sure you never stop learning. the is Education a to key better future.

Speaking.

- Who are consumers in an economy?
- What are goods?
- What are services?
- What is the difference between needs and wants?
- Why do people work?
- What is the role of money in an economy?

Writing. Some people think that the government is wasting money on the arts and this money could be better spent elsewhere.

To what extent do you agree or disagree?

Write an essay no more than 250 words.

Video: https://youtu.be/pF4TocN1cQw

Presentation: https://slideplayer.com/slide/6231220/

Module 8	**The environment** **Grammar**: Time linker

Our planet Earth is only a tiny part of the universe, but nowadays it's the only place where we can live. People have lived on our planet for many years. They lived and live on different continents, in different countries. People depend on their planet, the sun, animals and plants around them. Environment is everything in the world around us that surround and affects all life on earth, including the air, food, water, plants, animals and other.

Environment is the place where we live. Since ancient time nature has served man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But man's interference in nature began to increase with the development of civilization. Our ecology becomes worse and worse with every new day. Many species of animals and birds are disappearing nowadays. People destruct

wildlife, cut down trees to make furniture. They forget that people can't live without trees and plants, because they fill air with oxygen.

There are a lot of ecological problems. The most serious ecological problems are: noise from cars and buses; destruction of wildlife and countryside beauty; shortage of natural resources; the growth of population; pollution in its many forms. Water is everywhere, but there is no ocean or sea which is not used as a dump. Many rivers and lakes are poisoned too. Fish and reptiles can't live in them. People can't drink this water. So we have to clean the water environment. Another problem is air pollution. Air pollution influences the health of people. For example: ultraviolet radiation from the sun can cause skin cancer. Normally the ozone layer in the atmosphere protects us from such radiation, but if there are holes in the ozone layer ultraviolet radiation can get to the earth. Many scientists think that these holes are the result of air pollution. Also we have problem with nuclear pollution. Nuclear pollution cannot be seen but its effect can be terrible. To make air clear clean again we need good filters at nuclear power stations, at factories, in cars and buses.

Another problem is growth of population. They don't have enough places to live. They need more water, more food. So it is the reason of the shortage of the natural resources. It is very difficult to solve this problem. Also one of the most serious problems is greenhouse effect. It works like this: sunlight gives us heat. Some of the heat warms the atmosphere and some of the heat goes back into space. Nowadays the heat can't go into space. That's why winter and summer temperatures in many places have become higher. If the temperature continues growing up the snow on the mountains and ice will melt, so the most of the earth will be under water. So every person has to understand how important it is to solve these problems, which endanger people's life.

Today, our planet carries over seven billion people. Yet its capacity to provide for each one of these individuals is threatened by population growth, climate change, deforestation, collapse of fisheries, desertification, air pollution and scarcity of fresh water. The

full extent of our shared global environmental problems goes far beyond the well-publicized challenge of global climate change (or global warming). In fact, one of the elements often forgotten is the complicated relationship between human beings and their environment. In the early years of the conversation around environmental protection, some argued that the planet's resources were there for our collective consumption. However, there are limits to growth and this raises a range of important issues for international relations. Our population quadrupled between 1900 and 2000. This growth, coupled with abrupt climate change events and further compounded by rapid industrialisation and fast urban expansion, have combined into a perfect storm of negative environmental processes that put pressure on the capacity of Planet Earth to sustain life. As students of IR, we ought to recognize that the environment is one of the areas where much work remains to be done, particularly because cooperative approaches to environmental protection have had a very mixed record despite the grave implications of failure.

It is often hard to assess whether international cooperation efforts have had any real effect on society's well-being, the quality of our environment, or even the construction of long-term relationships between states. One form of evaluation takes place through the study of environmentally focused 'teleconference. These large-scale events bring together representatives of national governments, intergovernmental secretariats, non-governmental organization, academics and industry actors to engage in conversations about the state of the environment. They usually focus on a particular issue at hand. What makes these mega conferences interesting is that their goal is to engage in productive collaborative efforts to reach agreement and consensus on specific strategies to protect the environment and solve global challenges.

Historically, the two environmental issues that have gained the most attention have been climate change and biodiversity. Both of these issues came up at the Earth Summit in Rio de Janeiro in 1992 – formally called the United Nations Conference on Environment and

Development. Nevertheless, most scholars will recall the 1972 United Nations Stockholm Conference on the Human Environment as the first large-scale environmentally focused mega conference. The Stockholm Conference was also the starting point for the first global coordination mechanism for environmental protection, the United Nations Environment Programme (UNEP). This conference was also the first one where participants explicitly linked human health with environmental and ecosystem health in their discourses.

Questions

1. What is a greenhouse effect?
2. When was United Nations Stockholm Conference taken place?
3. Are there any ecological problems in our planet?
4. How can air pollution effect to the human health?

VOCABULARY

English	Russian	Uzbek
Participant	Участник	ishtirokchi
Ecosystem	Экосистема	iqtisodiy tizim
Deforestation	Вырубка леса	o'rmonlarning kesilishi
Atmosphere	Атмосфера	atmosfera
Ecological problems	Экологические проблемы	ekologik muammolar
Consumption	Потребление	iste'mol qilish
Wildlife	Дикая природа	yovvoyi tabiat
Representatives	Представители	vakillar
Nuclear power stations	Атомные электростанции	atom elektr stansiyasi

Task 1. Translate the sentences below and find synonyms for the words in bold from the text.

1. Exhaust fumes cause a lot of _____, especially in big cities.

a) recycling

- b) pollution

2. Everyone should learn to _____ (= save) energy. Using lights/lamps only when needed is a good way to do this.

- a) conserve
- b) converse

3. Nancy is _____ about pollution. This is why she walks to work instead of driving.

- a) cornered
- b) concerned

4. _____ is much healthier than driving, and it doesn't pollute the air.

- a) Baking
- b) Biking

5. Many unethical companies _____ their waste into rivers.

- a) dump
- b) give

6. _____, which is partly caused by exhaust fumes from cars, is a very big problem in many big cities across the world.

- a) Smog
- b) Smoke

7. _____ rain occurs when pollution in the air is absorbed by water droplets in clouds.

- a) Dirty
- b) Acid

8. Exhaust fumes cause a lot of _____, especially in big cities.

- a) recycling
- b) pollution

Task 2. Complete the sentences with the verbs in the box.

AIR POLLUTION • AVERAGE TEMPERATURE • BECOME EXTINCT • CARBON FOOTPRINT • ENVIRONMENT • FOSSIL FUEL • FOSSIL FUEL • OXYGEN • RENEWABLE • SEA LEVEL• SOLAR • THREATEN • WASTE

1. Carbon dioxide is one of the _____ that leads to global warming.
2. _____, like coal and oil, must be reduced if we want to save our _____.
3. When polar ice caps melt _____ will rise and many areas will be flooded.
4. The existence of the rainforest is _____ by companies that cut down trees.
5. Examples of _____ energy are wind and solar power.
6. Many animals will _____ if we don't save them.
7. We should try to recycle our _____ and try not to use too much packaging.
8. _____ will go up by up to 4° by the end of the century.
9. The _____ tells you how much carbon dioxide you produce with your activities.
10. The population in big cities suffer from _____, caused by factories and cars.
11. Trees in the tropical rainforest produce much _____ that we need to breathe.
12. More and more people are putting _____ panels on their roofs.

Grammar time

When, after, before, until, since, while, once, as and ***as soon as*** are subordinating conjunctions which can be used to connect an action or an event to a point in time.

action/event	conjunction	Time
She was in a bad car accident	***when***	*she was young.*
We can't play loud music	***after***	*everyone has gone to bed.*
Brush your teeth	***before***	*you go to bed!*
I'll wait with you	***until***	*the bus comes.*
I've been very busy	***since***	*I started my new job.*
No one left the cinema	***while***	*the movie was on.*
I'll call you	***once***	*I arrive.*
We always have an ice cream	***as soon as***	*we get to the beach.*
I bumped into her	***as***	*I came out of the bank.*

When, once, as soon as

We can use *when, once, as* and *as soon as* to talk about a specific point in time when something happened or will happen:

When *we were in Greece, we went to as many islands as possible.*

They always close their curtains ***once*** *they get home in the evening.*

As soon as *we hear any news, we'll call you.*

Before, after **and** ***until***

We use *before* and *after* to talk about the order of events in the past or future. With *before* and *after*, either the main clause or the subordinate clause can come first:

[event 1]*She'll pick you up* ***before*** [event 2]*she comes here.*

After [event 1]*she comes here,* [event 2]*she'll pick you up.*

Until as a time conjunction means up to a time in the past or future. In the case of *until*, the main clause usually comes first:

I'm going to wait ***until*** *the January sales start to buy a new jacket.*

Until *he mentioned his name was Doug, I thought he was called Damien!* (less common order)

We spell *until* with one *l*. (Not: ~~untill~~)

While

We use *while* to show that actions or events happen at the same time in the past, present or future:

*Can you wait in the car **while** I run into the shop?*

*They were talking **while** the teacher was explaining the activity.*

Exercise 1. Complete the sentences below. Use the linking words in the box. There may be more than one possible answer for some sentences.

1. I watched TV _____ I went to bed last night.
2. I caught the ball _____ he threw it.
3. He saw the fire. _____, he cried for help.
4. I got washed and dressed _____ I went to work.
5. The phone rang. _____, I answered it.
6. _____, she got on the plane and then she found her seat.
7. Mr. Davies lived to be 104 years old. He _____ died in 1908.
8. They said, “Good-bye” _____ they left.
9. I was late but after two hours I _____ arrived at college.
10. We bought the movie tickets. _____, we saw the movie.

Exercise 2. Circle correct answer.

1) ..... I didn't really enjoy the course, but after a while I really started to enjoy it.

A) In the beginning

B) At the beginning

2) ..... of the film the main character arrives in town looking for somewhere to stay.

A) In the beginning

B) At the beginning

3) We waited ages for a bus. ..... we decided to walk home.

A) Eventually

B) At last

4) The audience waited patiently for the delayed performance to start. ..... the curtain rose.

A) Lastly

B) At last

5) I waited for you ..... 10.00. I finally decided you weren't coming.

A) before

B) Until

6) I managed to get the house tidy ..... my parents got home.

A) before

B) Until

7) ..... had I gone to bed than I heard the phone ring.

A) Hardly

B) As soon as

TEST

Answer the questions according to the text

1. What is environment?

a) Environment is everything in the world around us that surround and affects all life on earth

b) Environment is everything in the world around us that surround and affects all life on earth, including the air, food, water, plants, animals and other

c) Environment is everything in the world including the air, food, water, plants, animals and other

d) All answers are correct

2. Our population quadrupled between?

a) 1900 and 2000

b) 1800 and 3000

c) 3000 and 4000

d) 5000 and 7000

Complete the sentences with the suitable words from the text

3. Our ecology becomes …… and …… with every new day

a) better

b) funny

c) worse

d) no correct answer

4. The most serious ecological problems are:

a) noise from cars and buses; destruction of wildlife

b) countryside beauty; shortage of natural resources

c) the growth of population; pollution in its many forms

d) all answers are correct

5. …..is one of the global environmental problems

a) Air pollution

b) Lack of knowledge

c) Money

d) No correct answer

LISTENING GAP FILL

I hate pollution. It _____ angry. I think pollution is greed. People _____ the environment so they _____ to make lots of money. Big companies are the worst. They _____ polluting. They have the money to say they are "green". Pollution affects us all. We are all less healthy because of companies _____ or our rivers. Everybody needs to think about how we can _____ of pollution we create. Not using the _____ walk is one way. Turning off lights we don't need is another. Barack Obama says he's going _____ help the Earth. I really hope he does because if pollution gets any worse, we'll be in seriously big trouble.

CORRECT THE SPELLING

I hate pollution. It makes me really agrny. I think pollution is greed. People don't care about the environment so they lpeotul the air

just to make lots of money. Big companies are the worst. They rdneept they're not polluting. They have the money to say they are "green". Pollution casffet us all. We are all less healthy because of companies that pollute the air or our revris. Everybody needs to think about how we can reduce the amount of pollution we reaect. Not using the car when we can walk is one way. Turning off tihgsl we don't need is hnertao. Barack Obama says he's going to do his best to help the Earth. I really hope he does because if pollution gets any worse, we'll be in lyeiruoss big luetbro.

UNJUMBLE THE WORDS

I hate pollution. makes It angry really me. I think pollution is greed. People don't care about the environment they the just so pollute air to make lots of money. Big companies are the worst. They pretend they're not polluting. to they have money say They the are "green". Pollution affects us all. We are all less companies pollute healthy of that the because air or our rivers. Everybody needs to think about how we can create reduce the amount of pollution we. Not using the we when car way one is walk can. Turning off lights we don't need is another. Barack Obama says he's going to help his the best Earth to do. I really hope he does pollution if because worse any gets, we'll be in seriously big trouble.

Speaking. Discuss the following questions in the classroom.

- What is the meaning of supply?
- What is the meaning of demand?
- What happens when supply is greater than demand?
- What happens when demand is greater than supply?
- What are some examples of natural resources?
- How are prices determined in a market?

Writing.

Nowadays the way many people interact with each other has changed because of technology. In what ways has technology affected

the types of relationships people make? Has this become a positive or negative development?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Video: https://www.youtube.com/watch?v=Oa7ntoCf8yU

Presentation: https://slideplayer.com/slide/17008578/

Module 9	**World market** **Grammar**: Prepositions

A market is a composition of systems, institutions, procedures, social relations or infrastructures whereby parties engage in exchange. While parties may exchange goods and services by barter, most markets rely on sellers offering their goods or services (including labour power) to buyers in exchange for money. It can be said that a market is the process by which the prices of goods and services are established. Markets facilitate trade and enable the distribution and resource allocation in a society. Markets allow any trade-able item to be evaluated and priced. A market emerges more or less spontaneously or may be constructed deliberately by human interaction in order to enable the exchange of rights (cf. ownership) of services and goods. Markets generally supplant gift economies and are often held in place through rules and customs, such as a booth fee, competitive pricing, and source of goods for sale (local produce or stock registration).

Markets can differ by products (goods, services) or factors (labour and capital) sold, product differentiation, place in which exchanges are carried, buyers targeted, duration, selling process, government regulation, taxes, subsidies, minimum wages, price ceilings, legality of exchange, liquidity, intensity of speculation, size, concentration, exchange asymmetry, relative prices, volatility and geographic extension. The geographic boundaries of a market may

vary considerably, for example the food market in a single building, the real estate market in a local city, the consumer market in an entire country, or the economy of an international trade bloc where the same rules apply throughout. Markets can also be worldwide, see for example the global diamond trade. National economies can also be classified as developed markets or developing markets.

World Markets started as broker for precious metals, but now its main feature is an investment program with managed accounts. Artificial intelligence is managing trading accounts and its performance in the past years has allegedly been the following: 481% returns in 2017, 647% in 2018 and 718% in 2019.

World market can refer to any of the following:

- Market (economics)

-World economy

Cost Plus World Market, an American chain of specialty/import retail stores

The world economy or the global economy is the economy of all humans of the world, referring to the global economic system which includes all economic activities which are conducted both within and between nations, including production, consumption, economic management, work in general, exchange of financial values and trade of goods and services. In some contexts, the two terms are distinct "international" or "global economy" being measured separately and distinguished from national economies while the "world economy" is simply an aggregate of the separate countries' measurements. Beyond the minimum standard concerning value in production, use and exchange, the definitions, representations, models and valuations of the world economy vary widely. It is inseparable from the geography and ecology of planet Earth.

Questions

1. What is a world market?
2. What kind of precious metals do you know?
3. What are the differences between world and local markets?

4. Write the peculiarities of world economy?

VOCABULARY

English	Russian	Uzbek
marketing	маркетинг	marketing
commerce	коммерция	tijorat
competition	конкуренция	raqobat
promotion	повышение	rag'batlantirish
visibility	видимость	ko'rinish
feature	особенность	xususiyat
booming	бурно развивающийся	gullab-yashnayotgan
free trade	Свободная торговля	erkin savdo

Grammar time

A **preposition** is a connecting word that establishes a relationship between the parts of a sentence. It acts as a glue that holds different components of a sentence together, helping to create context and meaning. There are different types of prepositions, and they can be used to indicate time, place, direction, and manner.

Without proper prepositions, sentences can become confusing and difficult to understand. Therefore, it is essential to have a solid understanding of the different types of prepositions and how they are used.

Types of prepositions

Within the English language, you will find endless types of preposition examples. It can feel overwhelming and challenging to remember their use and function. To simplify these confusions, experts have proposed different types of prepositions in English. Broadly, you can find eight of the following categories within prepositions –

Preposition of time . They indicate the time of an event when it happened, is happening, or might happen. It can be any date, day, time, month, year, or even a brief moment.

Examples: *on, at, during*, etc.

Preposition of movement. It may be tricky to understand and apply, but these prepositions tell about the direction in which the event occurs.

Examples: *toward, to, by, etc*.

*Preposition of manne*r. These prepositions depict how things happen and how something is done.

Examples: *with, by, like, etc*.

Preposition of place. These imply where an event occurred. It makes it easier to keep track of where things happen.

Examples: *at, by, in, on, etc.*

Preposition of source. They indicate the origin or birth point of an event or occurrence.

Examples: *by, from*, etc.

You may find some types of prepositions repeatedly occurring across examples. It is something that may seem confusing. However, this is nothing to worry about. You will learn more about the varying use of different types of prepositions through application-based examples.

Exercise 1. Fill in the blanks with the appropriate preposition in the following paragraphs.

1. Would you please tell me how to get_____the baseball park? Certainly. You go down Arch Street two blocks and turn left_____King Street. Stay_____King Street_____about two miles. You will go_____a bridge and_____a tunnel. You will come to Ocean Avenue about four blocks after you leave the tunnel. Turn right_____Ocean Avenue, and_____the middle of the block you will see the main entrance_____the ball park. I would suggest that you drive your car_____the block and park_____the parking lot behind the field.

2. _____June 13 the Circle Players will open_____Star Theater ____a revival___George Bernard Shaw's play, Major Barbara. When the play opened_____Philadelphia a week ago, the critics gave the

Circle Players enthusiastic reviews. Good reviews are not unusual for the Circle Players, who have thrilled audiences_____ their performances_____the past decade. In fact, they were so loudly acclaimed_____London for their performance of Major Barbara that the play ran_____three years. Tickets are now on sale _____ the box office _____ the Star Theatre _____ the three week engagement. There will be a performance every night, except Sunday,_____8:30p.m., and a matinee_____Wednesday and Saturday_____2:30 p.m. Reservations may be made_____mail or telephone.

Exercise 2. Draw a circle around the correct preposition in parentheses in the exercises below: (A) Place or Position or Direction

1. Do you live (at, on) Bay Street (in, on) Newport?
2. I hung the picture (above, on) the fireplace.
3. She walked (in, into) the kitchen and put her packages (on, over) the table.
4. Is Jane (at, in) home? No, she is (on, at) the library.
5. Mary is sitting (in, on) the sofa (at, in) the living room

TEST

Answer the questions according to the text

1. What is global marketing?

a) Adjusting a company's marketing strategies to adapt to conditions in other countries.

b) Adjusting the product and message to better fit the target customer.

c) Defining subsets of consumers using various characteristics, and then targeting marketing efforts to those subsets.

d) Defining your vision and mission and then ensuring that your product is valuable in every aspect of your business.

2. Which of the following is an example of domestic marketing?

a) when a company located in New York markets products in Austin, Texas

b) when a company located in New York markets products in Canberra, Australia

c) when a company located in New York markets products in Ontario, Canada

d) when a company located in New York markets products to 18 countries around the globe

3. Which of the following is an example of global marketing?

a) when a company located in Boston markets products in Washington, D.C. and Austin, Texas

b) when a company located in Boston markets products only in Massachusetts

c) when a company located in Boston markets products only in the U.S. and Canada

d) when a company located in Boston markets products worldwide by using a global plan

4. Why are companies positioning themselves towards international growth and global marketing?

a) Because global marketing of products also improves the quality of life of international countries

b) Because of lower growth in domestic markets

c) Because technology allows companies to become competitive quickly

d) All of the answers are correct.

5. What is market segmentation?

A) Adjusting a company's marketing strategies to adapt to conditions in other countries.

B) Adjusting the product and message to better fit the target customer.

C) Defining subsets of consumers using various characteristics, and then targeting marketing efforts to those subsets.

D) Modifying pricing in different countries based on what target customers would be willing or able to spend on it.

LISTENING GAP FILL

How important _____? What is success? I suppose it's different things to different people. For me, _____ good friends, a loving family and _____. For other people, success only means being the best in the world. If a sports star comes _____ championship, they feel they _____. I have successes every day, especially at work or in my hobbies. If I learn _____ software, that's a success and I'm happy. Recently I have had many successes in the kitchen. I love cooking, so every time someone likes my food, _____. I really wish my football team would be more successful. They're always _____ success, but then fail.

CORRECT THE SPELLING

How atmrontip is success to you? What is success? I suppose it's different things to different people. For me, success is gvnhia good friends, a loving family and doing well in my job. For other people, success only masne being the best in the world. If a rsstpo star comes second in the world championship, they feel they are not a success. I have successes every day, esyplcalie at work or in my eibbhos. If I learn a new piece of aftoswer, that's a success and I'm happy. Recently I have had many successes in the ihcnket. I love cooking, so every time someone likes my food, I feel it's a success. I really wish my football team would be more successful. They're always on the nkirb of success, but then fail.

UNJUMBLE THE WORDS

How you to success is important? What is success? I suppose different it's people different to things. For me, success is having good friends, a loving family and doing well in my job. For other people, success only means being the best in the world. comes star sports a If second in the world championship, they feel they are not a success. especially successes at every work day I , have or in my hobbies. of piece new a learn I If software, that's happy I'm and success a. Recently I have had many successes in the kitchen. I love

cooking, so every time someone likes my food, I feel it's a success. I really would team football my wish successful more be. They're always on the brink of success, but then fail.

Speaking. Discuss the following questions in the classroom.

1. Do you think income inequality is a problem in society? Why or why not?
2. How does government spending affect the economy?
3. What is the relationship between education and economic development?
4. Can you discuss the concept of market equilibrium?
5. What are the main factors that determine a country's exchange rate?
6. How does entrepreneurship contribute to economic growth?

Writing

Advertising and marketing serve as a bridge between a business and its target audience. Marketing and promotion is the key to a successful business. To what extent do you agree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

Video: https://www.youtube.com/watch?v=aFZCMOoJmK4

Presentation: https://slideplayer.com/slide/8694307/

Module 10	**Mass media** **Grammar**: Parts of speech

Mass media refers to a diverse array of media technologies that reach a large audience via mass communication. The technologies through which this communication takes place include a variety of outlets. Broadcast media transmit information electronically via media

such as films, radio, recorded music, or television. Digital media comprises both Internet and mobile mass communication.

Internet media comprise such services as email, social media sites, websites, and Internet-based radio and television

Mass Media simply means technology that is intended to reach out to the target audience, It refers to means of communication to reach the target audience. There is an evolution of the way mass media has been used from Pictorial representation at an early age, Newspaper, and Magazines to videos, and high tech media which involves the Internet and Computers. It is a source of information, entertainment, advertisement, and marketing to everyone across the world.

Mass Media is a medium to communicate the large masses whether oral, written, or broadcast to a larger audience. There was a time when people use to switch on the radio for listening bulletin information or pick up the newspaper for reading daily headlines and information to know what is going on in the world all-around with a cup of tea in their hands.

But with time, technology has changed and there are other media introduced to convey information to the masses such as:

-Books and Magazines

-Televisions

-Internet videos

-Films and

-Documentaries

There are various types of mass media we people, even the children who are at home watching cartoons and geography channels is also a kind of mass media.

There are 6 types of Mass Media:

Traditional Media

Print Media

Electronic Broadcasting Media

Outdoor Media

Transit Media

Digital Media or New Media

There are various types of mass media that provide us with various types of Political, Religious, Economics and Social related news and information to the masses or larger audience through print media or digital media.

Each media has its significance in some or the other way. For example newspapers, a print provides news headlines and information in rural areas and urban areas as well as a TV which also provides information, news and entertainment shows through a digital medium.

Traditional Media

Traditional Media is considered as the oldest form of mass media, which transfers culture and tradition from generation to generation. People over some time developed different ways of communicating through local languages and written mediums. Communication tools have been developed over some time from customs, rituals, beliefs, and practices of society.

There are various forms of Traditional media:

- Folk Songs and Music
- Theaters and Drama
- Fairs and Festivals
- Print Media

Print Media is defined as a Print form of information that is provided to the larger audience and is a part of mass media. During Ancient times or Early Age, information is conveyed to the masses through manuscripts.

Before the invention of the Printing press, the articles and printed matters are to be handwritten that was made available to a larger audience.

Transmitting information and news when the public is outside their homes are also known as Outdoor Media or Out of Home Media. The importance of outside media is that it provides information related to new products, social information or advertisement purposes to the masses. Transit media revolve around the concept of advertising when

customers are out of home and are going through any transport or on the go to public places.

Advertisements are displayed on the public transport and vehicles on which brand promotion of a product and services takes place.

VOCABULARY

English	**Russian**	**Uzbek**
Advertisements	реклама	reklamalar
Medium	средство	vosita
Promotion	продвижение	targ'ibot, tashviqot
Audience	ауденция	tomoshabin
Concept	концепт	konseptsiya, tamoyil
Pictorial representation	цифровая картина	raqamli tasvir

Questions

1. What is the mass media?
2. How many types are there in mass media?
3. Is the place of advertisements important for mass media
4. What is the difference between traditional media and print media?

Grammar time

There are eight **parts of speech** in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. An individual word can function as more than one part of speech when used in different circumstances. Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary.

NOUN **A noun is the name of a person, place, thing, or idea.** A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (the, a, an), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. *The young **girl** brough t me a very long **letter** from the **teacher**, and then she quickly disappeared. Oh my!*	PRONOUN **A pronoun is a word used in place of a noun.** A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun she is the girl. *The young girl brought **me** a very long letter from the teacher, and then **she** quickly disappeared. Oh my!*	VERB **A verb expresses action or being.** The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. ("She can sing." Sing is the main verb; can is the helping verb.) A verb must agree with its subject in number (both are singular or both are plural). *The young girl **brought** me a very long letter from the teacher, and then she quickly **disappear ed**. Oh my!*
ADJECTIVE **An adjective modifies or describes a noun or pronoun.** An	**ADVERB** **An adverb modifies or describes a verb, an adjective, or another adverb.** verb, an adjective, or another	**PREPOSITION** **A preposition is a word placed before a noun or pronoun to form**

adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.) *The **young** girl brought me a very **long** letter from the teacher, and then she quickly disappeared. Oh my!*	adverb, but never a noun. It usually answers the questions of when, where, how, why, under what condition, or to what degree. Adverbs often end in -ly. *The young girl brought me a **very** long letter from the teacher,* *and **then** she **quickly** disappea red. Oh my!*	**a phrase modifying another word in the sentence.** A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefor e a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. *The young girl brought me a very long letter **from the teacher**, and then she quickly disappeared. Oh my!*
CONJUNCTION **A conjunction joins words, phrases, or**	**INTERJECTION** **An interjection is a word used to express emotion.** An interjection is a word used to	

clauses. A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. *The young girl brought me a very long letter from the teacher, **and** then she quickly disappeared. Oh my!*	express emotion. It is often followed by an exclamation point. *The young girl brought me a very long letter from the teacher, and then she quickly disappeared. **Oh my**!*	

Exercises 1. Identify the underlined part of speech as a noun, pronoun, verb, adjective, article, adverb, conjunction, preposition, or interjection.

1. English is my second language.
2. My father lives in Scarborough, Ontario.
3. After I got home yesterday, I took my dog for a walk.
4. The other day I saw a bear.
5. Although I am quite brave, that movie scared me.
6. I like hockey, but my brother likes basketball.

Exercise 2. Identify the Adverb

Go through the given sentences and identify the adverb.

1. We have seen this before.
2. The postman comes to her daily.
3. The man repeated the same thing thrice.
4. Your friend called again.
5. Please walk forward.
6. The horse ran away.
7. My brother writes clearly.
8. The army fought bravely.

TEST

Answer the questions according to the text

1. Which of the following media technologies was the quickest to reach 100 million users after its launch?

A) Whatsapp

B) Facebook

C) World Wide Web

D) Telephone (landline)

2. Which of the following is a correct list of the 'five filters' of mass media according to Chomsky and Herman's "Manufacturing Consent: The Political Economy of the Mass Media"? (Select one.)

A) Media ownership, advertising money, media elite, flak, the common enemy

B) Censorship, state ownership, the military, security services, government

C) Education, democracy, equality, freedom, accessibility

D) Transparency, accountability, responsibility, honesty, respect

3. Which two of the following are citizen journalism sites? (Tick two.)

A) Wiki news

B) Global Voices

C) Twitter

D) Wired

4. Which of the following are recommended methods to help a reader determine whether an item of news on the internet is fake or not? (Tick all that apply – there are 3 correct answers.)

A) Check whether the 'about' page of the source website looks credible

B) Check the details of the story across several different reputable news sources

C) Run a google search to see how many times the same story is appearing across the internet

D) Check whether the URL for the website is genuine

5. Fill the gaps.

_____ is considered as the oldest form of mass media, which transfers culture and tradition from generation to generation.

A) Outdoor Media

B) Traditional Media

C) Print Media

LISTENING GAP FILL

Where _____ without the media? How would we get information about the world? _____ interested in the news. We all _____ what's happening around the world. We switch the TV on just to watch the news. It _____ every train passenger has a newspaper. The journalists who bring us the news do a very important job. Many _____ bring us the news from the world's danger zones. Unfortunately, many reporters are killed while they are _____. The media make us feel we are part of the world. We _____ other countries and on the big news stories. The media also bring us many unforgettable images, such as a man walking on the moon. Really, the media show us history _____.

CORRECT THE SPELLING

Where would we be without the media? How would we get nfnaoitormi about the world? All of us are interested in the news.

We all want to know what's nhppengai around the world. We tischw the TV on just to watch the news. It seems as htohgu every train passenger has a newspaper. The journalists who bring us the news do a very important job. Many risk their evsil to bring us the news from the world's danger esonz. Unfortunately, many reporters are killed while they are orvcgnie a war. The media make us feel we are part of the world. We become tresxep on other countries and on the big news eisosrt. The media also bring us many unforgettable megasi, such as a man walking on the moon. Really, the media show us history as it happens.

UNJUMBLE THE WORDS

Where would we be without the media? How would we get the information world about? All of us are interested in the news. what's We want know happening all to around the world. We switch the TV on just to watch the news. train It as every passenger seems though has a newspaper. The us bring who journalists news the do a very important job. Many risk their lives to bring us the from the world's danger zones news. Unfortunately, many reporters are killed they covering war while are a. The media make us feel we are part of the world. We other countries and become experts on on the big news stories. The media also bring us many unforgettable images, on walking man a as such moon the. Really, the media show us history as it happens.

Speaking. Discuss the following questions in the classroom.

1. What is the impact of technology on the economy?
2. Can you discuss the concept of opportunity cost?
3. What factors contribute to economic growth?
4. What are the main causes of unemployment in an economy?
5. Explain the role of interest rates in the economy.
6. What is the difference between a recession and a depression

Writing.

Write about the following topic:

Today, the high sales of popular consumer goods reflect the power of advertising and not the real needs of the society in which they are sold.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Video: https://www.youtube.com/watch?v=7fp45l7Wdcw

Presentation:
https://www.youtube.com/watch?v=l4wOBCVcnhw

Module 11	**What Is Marketing?** **Grammar**: Interrogative adjective

Officially, marketing is all the activities that are involved in moving goods from the producer to the consumer, including market research, product development, pricing, sales, packaging, shipping, advertising, public relations, and more.

Marketing determines who wants or needs your product and under what conditions they will buy it, use it, and buy it again (and again) (and again).

Bottom line, the purpose of marketing is to create satisfied customers.

How Sales & Marketing Differ

Marketing deals with the overall product: Development, pricing, and positioning. It creates interest in your product and an environment where sales can occur.

Sales takes the product and customer information provided by marketing and convinces a customer to buy. Smart marketers

complete the loop by soliciting feedback from their customers and salespeople. Why a Marketing Plan? Why a compass in the wild? Why a rudder on a ship? Marketing is a process, constantly changing to adapt to the rough terrain of the marketplace. A comprehensive, well-thought-out marketing plan allows you—among other good things—to track your efforts and, if necessary, change course quickly. It is one of the most important documents you create.

Neither sales or marketing can stand on its own. The goal of a company is to make money. Since selling brings in revenue, everything ultimately revolves around sales. Yet, sales rely on marketing to be effective.

In order to engage in successful marketing, you absolutely must start out with a marketing plan. Rest assured, the difference between many a success and failure is the market planning and nothing else.

~ Jay Conrad Levinson, Guerrilla Marketing

You are busy. Competition is keen. Markets change quickly. The reasons often given for not planning are the very reasons why planning is essential.

As you spell out how you are going to market your product, your plan:

- solidifies a programmatic, coordinated approach
- estimates market size
- predicts market trends
- establishes production capacity
- creates methods to promote awareness
- supports the sale of your products
- forecasts sales and revenue
- manages your products' appeal to customers
- encourages the participation of your employees
- serves as a benchmark for your objectives
- projects how marketing will enhance profitability

The combination of marketing initiatives that make up your program is called the marketing mix. Some of the variables are

traditionally summed up in the Four Ps: Product, Place, Promotion, and Price.

PRODUCT

- Name
- Packaging
- Sizes
- Features

PLACE

- Inventory
- Channels
- Locations
- Transport

PROMOTION

- Advertising
- Publicity
- Sales Promotion: trade and consumer
- Personal Selling

PRICE

- Discounts
- Credit terms
- Warranties
- Returns

After a national survey of managers and executives in the early '90s, Dick Berry, a University of Wisconsin-Madison professor, added three new elements to the marketing mix:

CUSTOMER SENSITIVITY

- Employee attitude
- Customer treatment
- Response to customers

CUSTOMER CONVENIENCE

- Availability
- Convenience
- Selling

SERVICE

- Pre-sale service
- Post-sale Service

VOCABULARY

English	Russian	Uzbek
Emphasis	увеличивать	Urg`u bermoq
Enterprise	предприятие	korxona
Individualism	индивидуализм	indivuduallashuv
Define	объяснять	Aniqlamoq, tushuntirmoq
employment	занятие; работа	bandlik
utilisation	утилизация	foydalanish
Effort	Усилие	Kuch, o`zgarish
Knowledge	знание	bilim
human resources	человеческие ресурсы	Inson resurslari
strategy	стратегия	strategiya

Questions

1. Give the definition of Marketing?
2. Who are the personnel managers?
3. How to create a positive employment?
4. What is marketing strategy concept?

Task 1. 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.

Task 2. **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:

_____

_____

_____

_____

Grammar time

An **interrogative adjective** is a word like 'whose', 'what' and 'which' that is employed in order to modify the *noun* or the *pronoun* by asking a question.

Definition of an Interrogative Adjective

An interrogative adjective, also known as interrogative determiner, is an *adjective* that modifies a noun by asking a question. The interrogative adjectives in English are **'what'**, '**which'**, and '**whose'**.

There are only three interrogative adjectives in English. Let us look at some examples of how each of them can be used in sentences to modify the noun.

Example 1: *Whose bag is this?*

Did you find out whose keys those were?

Example 2: *What kind of books would you suggest for students of grade 8?*

Do you know what sort of desserts Mani likes?

Example 3: *Do you have any idea which teacher would be accompanying us for the trip?*

Around 5 movies were released in the theaters last Friday. Which movie would you like to watch?

Difference between Interrogative Adjectives and Interrogative Pronouns

Interrogative Adjectives	Interrogative Pronouns
Interrogative adjectives are those words which are used to modify a noun by asking a question.	Interrogative pronouns, on the other hand, are used to substitute or replace a noun in a question.
An interrogative adjective is usually followed by a noun.	Unlike interrogative adjectives, an interrogative pronoun is followed by a

	verb.
Examples of interrogative adjectives include what, whose and which.	Examples of interrogative pronouns include who, whom, whose, what and which.
Which movie did you watch recently? Do you know whose bags these are?	Which of these is your favorite dish? Whose is this?

Exercise 1. Identify if the underlined words in the following sentences are interrogative adjectives or interrogative pronouns.

1. Who was in that room?
2. Can you tell me whom I should contact?
3. Do you know whose vehicle is parked in B2?
4. Which of these did you find in the lost and found box?
5. What would you like to have for dinner tomorrow?

Exercise 2. Choose the correct interrogative adjective.

1. _____ book are you reading?

a) What
b) Whose
c) Which

2. _____ time does the movie start?

a) Whom
b) What
c) Which

3. _____ bag is this?

a) Whose
b) What
c) Which

4. _____ kind of music do you like?

a) Whose
b) Which
c) What

5. _____ color do you want to paint the walls?
a) Whose
b) Which
c) What

LISTENING GAP FILL

Marketing _____. Sometimes I like it, other times I hate it. There is _____ to marketing. Some of the advertising campaigns you see are the work _____. Someone has thought _____, slogan and advertising campaign to sell us or tell us something. I like it when I can see the creativity. There are other kinds of marketing that _____. Ads and campaigns that are directed at children make _____ – especially the McDonalds ads that do not mention food, but show lots of free, cheap toys. I _____ marketing – that's when you receive spam mail trying to sell you something. I also get annoyed with marketing campaigns that have slogans that _____, like smoking is cool.

CORRECT THE SPELLING

Marketing is a nynuf thing. Sometimes I like it, other times I hate it. There is nidfleteiy an art to marketing. Some of the advertising campaigns you see are the work of a enugis. Someone has thought of a great idea, slogan and advertising campaign to sell us or tell us something. I like it when I can see the cyvtiietar. There are other kinds of marketing that make me aygnr. Ads and campaigns that are directed at children make my doblo boil – especially the McDonalds ads that do not itnoenm food, but show lots of free, cheap toys. I also hate avrli marketing – that's when you receive spam mail trying to sell

you something. I also get oneadny with marketing campaigns that have slogans that are just eturun, like smoking is cool.

UNJUMBLE THE WORDS

Marketing is a funny thing. Sometimes I like it, other times I hate it. art definitely There an is to marketing. Some of the advertising campaigns you see are the work of a genius. thought a idea has of great Someone, slogan and advertising campaign to sell us or tell us something. like creativity see I it I the can when. There are other kinds of marketing that make me angry. Ads and campaigns that are directed at children make my blood boil – especially ads do mention McDonalds that not the food, but show lots of free, cheap toys. I also hate viral marketing – receive spam mail that's when you trying to sell you something. get also I marketing with annoyed are just untrue campaigns that have slogans that, like smoking is cool.

Speaking. **Discuss following questions in the classroom**.

1. What is marketing?
2. What are the advantages of marketing?
3. What are the disadvantages of marketing?
4. What types of marketing are there?
5. When should you use test marketing?
6. What are the best tools to conduct test marketing?

Writing.

Some believe that people will purchase a product based on their needs and advertising is not needed.

To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

Presentation: Marketing Strategy - презентация онлайн (ppt-online.org)

Video: https://yandex.ru/video/preview/8213385593816862590

Module 12	Marketing Strategy **Grammar**: Intensifiers

A marketing strategy is a long-term plan for achieving a company's goals by understanding the needs of customers and creating a distinct and sustainable competitive advantage. It encompasses everything from determining who your customers are to deciding what channels you use to reach those customers.

With a marketing strategy, you can define how your company positions itself in the marketplace, the types of products you produce, the strategic partners you make, and the type of advertising and promotion you undertake.

Having a marketing plan is essential to the success of any business. Read on to learn how to create a successful marketing strategy for your company.

Key takeaways

Marketing is more than just advertising and promotion – it's all about connecting with the customer.

A marketing strategy sets the direction for all your product and marketing-related activities.

Having a marketing strategy helps keep all your activities on track.

Developing a marketing strategy involves setting goals, researching the market, developing product plans, defining your marketing initiatives, and following the "7 P's."

Understanding marketing

Before we dive into the ins and outs of marketing strategy, you need to have a firm grasp of what exactly marketing is – and what it isn't.

What is marketing?

Marketing is about connecting your company with potential customers and connecting those customers with your products. It involves understanding customer needs, translating those needs into

products and services, packing and pricing those products and services, and then convincing customers that they need to buy those products and services.

To put it simply, marketing is the entire cycle from identifying potential customers to satisfying those customers' needs with the products you produce.

Marketing isn't just advertising, public relations or putting together a website or email campaign. It's also about everything leading up to those activities to support both your customers and your sales team. It, ideally, drives your entire business and determines what products you produce and how you distribute them.

What is included in a marketing strategy?

In essence, a marketing strategy determines the general direction – but not the specific details – for a variety of marketing-related activities. Ideally, your marketing strategy should help you define the following for your company:

- Target audience
- Value proposition
- Product mix
- Brand messaging
- Promotional initiatives
- Content marketing

Critical evaluation of the concept of strategy

The development of corporate strategy is often assumed to be a logical, step-by-step affair, the outcome of which is a formal written statement that provides a definitive guide to the organization's intentions. Many people still believe and act as if this were the case, but it is a misrepresentation of reality. In practice, the formulation of strategy may not be as rational and linear a process as some writers describe it or as some managers attempt to make it. There are limitations to the totally logical model of management that underpins the concept of strategic human resource management. In the words of Mabel 'The reality is... that strategies may not always be easy to

discern, that the processes of decision-making may be implicit, incremental, negotiated and compromised.' Sparrow asserted succinctly that 'Strategy is not rational and never has been.' Strategy formulation can best be described as 'problem solving in unstructured situations' and strategies will always be formed under conditions of partial ignorance. Quinn stated that a strategy may simply be 'a widely held understanding resulting from a stream of decisions'. He believed that strategy formulation takes place by means of 'logical incrementalism', evolves in several steps rather than being conceived as a whole. Pettifogger and Whip observed that: 'strategy does not move forward in a direct linear way, nor through easily discernible sequential phases. Quite the reverse; the pattern is much more appropriately seen as continuous, iterative and uncertain.'Another difficulty is that strategies are often based on the questionable assumption that the future will resemble the past. Some years ago, Heller had a go at the cult of long-range planning: 'What goes wrong' he wrote, 'is that sensible anticipation gets converted into foolish numbers: and their validity always hinges on large loose assumptions.' Faulkner and Johnson said of long-term planning that it: was inclined to take a definitive view of the future, and to extrapolate trend lines for the key business variables in order to arrive at this view. Economic turbulence was insufficiently considered, and the reality that much strategy is formulated and implemented in the act of managing the enterprise was ignored. Precise forecasts ending with derived financial were constructed, the only weakness of which was that the future almost invariably turned out differently.

VOCABULARY		
English	**Russian**	**Uzbek**
long-term	долгосрочный	Uzoq muddatli
the strategic plan	стратегический план	Strategik reja
incrementalism'	увлечение	yaxshilanish
Evolve	включать в себя	O`z ichiga olmoq

sequential phases	последовательные фазы	Ketma ket bosqich
anticipation	ожидание	kutish
Assumptions	принятие на себе	faraz
Insufficient	недостаточный	samarasizlik
invariably	неизменно,постоянный	doimiy

Questions

1. What is the strategy?
2. What is the product mix?
3. What should not we use for measuring revenue?
4. What is the total amount of income generated by the sale of goods or services?

Task 1. 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…

_____
_____

Grammar time

Intensifiers are adverbs or adverbial phrases that strengthen the meaning of adjectives or whole expressions and show emphasis. Some

of the most commonly used intensifiers in English language include words like absolutely, completely, extremely, highly, rather, really, so, too, totally, utterly, very and at all.

Example: *She doesn't like ice cream **at all**.*

At all is an intensifier used to strengthen the meaning of a negative expression.

Rule 1: We can use common intensifiers like very, really and extremely to make adjectives stronger. An intensifier is placed before an adjective it strengthens.

Example*: They are **extremely** engaged in the discussion.*

Extremely is the intensifier used to make the adjective engaged stronger.

Rule 2: We do not use very with strong adjectives, such as huge (i.e., already very big) or brilliant (i.e., already very smart). With strong adjectives we can use intensifiers like absolutely, completely, totally, quite, utterly, etc.

Example*: This soup smells absolutely **disgusting***.

Disgusting (i.e., already very bad) is a strong adjective, so we cannot use very to modify it.

Rule 3: We use some intensifiers with particular adjectives, depending on their meaning. Generally, you need to use dictionary to find which nouns these intensifiers go with, but here are a few examples:

Intensifier	**Adjectives It Goes With**
dangerously	ill, hot
seriously	hurt, damaged
highly	successful, intelligent, likely / unlikely
bitterly	disappointed, unhappy, cold

Rule 4: We use intensifiers much and far with comparative adjectives in front of a noun.

Example: *My sister is much **older** than me*.

Older is a comparative adjective.

Exercise 1. Pick the best option with regard to the intensity of the sentence.

Example: The exam was quite/pretty hard, but he passed it.

1. I'm absolutely/rather knackered; I've been up all night.
2. It's rather/extremely dangerous to play with guns.
3. She's quite/terribly pretty, but she didn't win the beauty pageant.
4. The politician made it absolutely/very clear that there would not be a tax cut.
5. The woman was extremely/really distressed by the death of her dog.

Exercise 2. Finish the sentences using one of the modifiers used above:

Example: Come round for dinner, my wife is _____

Come round for dinner, my wife is an extremely good cook.

1. Hurry up! We are_____
2. We have completely redecorated the house, before it was _____
3. Learning English is _____
4. Every year she sunbathes without protection. She is _____
5. They have five children under ten. They are _____

TESTS. Multiple choice

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

LISTENING GAP FILL

How important _____? What is success? I suppose it's different things to different people. For me, _____ good friends, a loving family and _____. For other people, success only means being the best in the world. If a sports star comes _____ championship, they feel they _____. I have successes every day, especially at work or in my hobbies. If I learn _____ software, that's a success and I'm happy. Recently I have had many successes in the kitchen. I love cooking, so every time someone likes my food, _____. I really wish my football team would be more successful. They're always _____ success, but then fail.

CORRECT THE SPELLING

How atmrontip is success to you? What is success? I suppose it's different things to different people. For me, success is gvnhia good

friends, a loving family and doing well in my job. For other people, success only masne being the best in the world. If a rsstpo star comes second in the world championship, they feel they are not a success. I have successes every day, esyplcalie at work or in my eibbhos. If I learn a new piece of aftoswer, that's a success and I'm happy. Recently I have had many successes in the ihcnket. I love cooking, so every time someone likes my food, I feel it's a success. I really wish my football team would be more successful. They're always on the nkirb of success, but then fail.

UNJUMBLE THE WORDS

How you to success is important? What is success? I suppose different it's people different to things. For me, success is having good friends, a loving family and doing well in my job. For other people, success only means being the best in the world. comes star sports a If second in the world championship, they feel they are not a success. especially successes at every work day I , have or in my hobbies. of piece new a learn I If software, that's happy I'm and success a. Recently I have had many successes in the kitchen. I love cooking, so every time someone likes my food, I feel it's a success. I really would team football my wish successful more be. They're always on the brink of success, but then fail.

Speaking

1. How does the stock market influence the economy?
2. Explain the concept of economic indicators and their importance.
3. What are the main tools used by the government to regulate the economy?
4. Discuss the impact of technological advancements on the economy.
5. Explain the concept of economic sustainability and its significance

Writing

Some people say that advertising encourages us to buy things we don't really need. Others say that advertisement tells us about new products that may improve our lives. Which viewpoint do you agree with?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Presentation: Strategic types of marketing ppt download (slideplayer.com)

Video: https://yandex.ru/video/preview/17625025247745105771

Module 13	**Ethical Behavior in Marketing** **Grammar**: Adverbs

Marketing Ethics Definition

Marketing ethics is about being honest, fair and respectful when selling products or services. It means not lying or tricking people into buying things and treating them with respect and dignity. Unethical marketing not only harms customers and society in the long run but also ruins the company's reputation and puts its existence under threat.

Marketing ethics refers to the principles and values that guide the behavior of marketers, emphasizing honesty, responsibility, fairness, and respect for consumers and society.

What is Ethical Marketing?

While marketing ethics refers to the principles and values that guide the behavior of marketers, ethical marketing specifically relates to promotional ethical marketing practices. An example of **ethical marketing** is fair pricing and advertisements that do not exaggerate the benefits of the promoted product. **Unethical marketing practices** may include sharing customer information without consent,

making untrue claims about the product, or targeting emotionally vulnerable customers.

A company that produces organic, environmentally-friendly cleaning products claims on its website that all its ingredients are natural and non-toxic and that the packaging is biodegradable. This is an example of ethical marketing because the company provides consumers with truthful information.

It's important to note that the line between ethical and unethical marketing is not always evident. Some marketing messages may seem highly relevant to a target group but offend others. Also, not all corrupt marketing practices are considered illegal. Maintaining ethics depends more on the company's social conscience than state rules and regulations.

A company's ethical marketing principles are also known as a **Code of Ethics**. Codes of Ethics vary among companies and industries. For example, Apple's ethical principles include honesty, respect, confidentiality, and compliance, while BMW values responsibility, mutual respect, and trust.

Create Ethics in Marketing notes faster than ever before

Ethical Marketing Principles

Ethical marketing follows five main principles:

- **Transparency** - An ethical marketing campaign will reveal all truths about the products to the customer, including ingredients, components, and production processes.
- **Customer data protection** - Ethical marketers don't disclose customer information without consent. The information collected is only used to benefit the customers, e.g. recommending products that match their previous purchases.
- **Human rights compliance** - Marketing campaigns should not offend certain population groups by criticizing their mistakes or flaws.
- **Sustainability** - With environmentalism on the rise, companies should show how their products are sustainable and ethically produced in marketing campaigns.

• **Customer value** - Ethical marketing should aim to bring as much value to the customer as possible while limiting societal risks.

VOCABULARY

Demand	спрос	talab
Supply	предложение	taklif
Inverse	противоположный	teskari, qarama qarshi
Commodity	товар	Tovar, mol, iste'mol buyumi
Consumer	пользователь	iste'molchi
Purchase	покупка	xarid
Producer	производитель	ishlab chiqaruvchi
Assets	активы	Mol mulk, asosiy vosita
Labor	труд	Mehnat
Agreement	договор	kelishuv, bitim

Questions

1. Are the price of the commodity often held constant or fluctuated?

2. What is considered as an agreement between producers and consumers of the good?

3. What is the main model of price determination used in marketing theory?

4. What is the most important concepts in marketing ethics?

Task 1. Complete the sentences with the correct information from the text.

1. An example of _____ is fair pricing and advertisements that do not exaggerate the benefits of the promoted product.

2. _____ Ethical marketing should aim to bring as much value to the customer as possible while limiting societal risks _____.

3. A company's ethical marketing principles are also known as a _____.

4. While marketing ethics refers to the principles and values that guide the _____ of marketers, ethical marketing specifically relates to _____ ethical marketing practices.

5. _____ an ethical marketing campaign will reveal all truths about the products to the customer, including ingredients, components, and production processes.

Task 2. Find correct answers according to the text. Circle *True/False* or *Not given.*

1. **Marketing ethics** refers to the principles and values that guide the behavior of marketers, emphasizing honesty, responsibility, fairness, and respect for consumers and society. ***True/False/Not given***

2. Ethical marketing should not aim to bring as much value to the customer as possible while limiting societal risks. ***True/False/Not given***

3. Maintaining ethics depends more on the company's social conscience than state rules and regulations. ***True/False/Not given***

4. A company's ethical marketing principles are also known as a **Code of Behavior**. ***True/False/Not given***

5.A company that discloses that their product will not affect their lifestyle when it might. ***True/False/Not given***

Grammar time

An **adverb** is a word that can modify or describe a verb, adjective, another adverb, or entire sentence. Adverbs can be used to show manner (how something happens), degree (to what extent), place (where), and time (when).

Adverbs are usually formed by adding **-ly** to the end of an adjective (e.g., “quick” becomes “quickly”), although there are also other adverbs that don’t have this ending. There are also adverbial phrases, series of words that play the grammatical role of adverbs.

Examples:

- *Ali walked **quickly**.*
- *Charlie **never** answers her phone.*
- *It is an **incredibly** exciting film.*

How are adverbs used in sentences?

Adverbs provide context in a sentence by describing **how**, **when**, **where**, and **to what extent** something occurs. Adverbs can be used to modify verbs, adjectives, and even other adverbs.

Examples: Adverbs modifying verbs, adjectives, and adverbs

- *Tamara danced **slowly**.*
- *Jeff is **extremely** talented.*

Adverbs can also be used to modify entire sentences by expressing a viewpoint or making an evaluation. These adverbs (called **sentence adverbs**) are typically set off with commas.

Examples: Sentence adverbs

- *Luckily, the fire department responded immediately.*
- *Monica can't attend the party, unfortunately.*

Here are the main categories of adverbs:

Adverb Category	Example Words	Example Sentences
Time	yesterday, today, tonight, tomorrow, now, nowadays, presently, then, suddenly	She will come tomorrow. Suddenly, I heard a noise.
Frequency	never, ever, occasionally, sometimes, often, usually, generally, always…	I often think about you. She is always late.
Manner	slowly, quickly, kindly, nicely, sadly, happily, quietly…	He sleeps quietly. I asked nicely.
Quantity / Degree	very, enough, so, too,	We were very

	extremely, completely…	satisfied. It is extremely interesting.
Connection	however, therefore, consequently, anyway, nevertheless, accordingly…	However, the second one was not as popular. Anyway, let's do it!
Probability / Opinion	maybe, perhaps, possibly, surely, certainly, honestly, personally…	This could possibly happen. Personally, I would not buy this product

Marketing Ethics Activity

Your group of 3 – 5 students will pick one of the four ethical issues for discussion

● Materialistic Behavior: Is it okay to encourage members of society to purchase,

consume or hoard more and more stuff?

● Addictive and Compulsive Behavior: Is it okay to maximize marketing efforts of

addictive drugs?

● Consumer Theft: How should a company handle the costs incurred when consumers

don't pay for their product or service?

● Targeting vulnerable Segments: Is it okay to target market segments that are vulnerable

due to age, socio-economic status, or power relationships?

1. As a group, take about 15 minutes to decide a) what you believe and b) WHY you believe that.

● If your group agrees, go to the board and write a single sentence:

We believe …… because ……..

● If you find a disagreement within the group, write a single sentence that describes the

disagreement:

We disagree, with some basing their conclusion on …… and others basing theirs on ……..

We believe that it is not ethical to maximize marketing efforts of addictive drugs because it is damaging for a person's physical and mental health as well as for the people around them.

Note: Marketing professionals (along with all other business professionals) are expected to state a position clearly (called “state a thesis” or “make a claim” in that long-ago English course). The position or c Marketing Ethics Activity.

Your group of 3 – 5 students will pick one of the four ethical issues for discussion

● Materialistic Behavior: Is it okay to encourage members of society to purchase, consume or hoard more and more stuff?

● Addictive and Compulsive Behavior: Is it okay to maximize marketing efforts of addictive drugs?

● Consumer Theft: How should a company handle the costs incurred when consumers don’t pay for their product or service?

● Targeting vulnerable Segments: Is it okay to target market segments that are vulnerable due to age, socio-economic status, or power relationships?

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● Targeting vulnerable Segments: Is it okay to target market segments that are vulnerable due to age, socio-economic status, or power relationships.

Exercise 1. Identify Adverbs. Read the following sentences carefully. Underline each adverb and draw an arrow to the word it modifies.

Example: Mary *often* arrives *quite* *early* for school.

1. Mark Twain's books are still widely read.
2. By six o'clock the ground was completely covered with snow.
3. Always work extremely hard.
4. Mr. Jones left his laundry outside in the rain.
5. Susan arrived too late for the party.
6. Sarah has worked hard for her promotion.
7. The little boy fell down on the gravel.
8. Tearfully, the old man put away his treasures.
9. He stepped inside cautiously.
10. Timidly, the child raised her hand in class.

Exercise 2. Match the adverb on the left to its category on the right.

1. otherwise 2. now 3. currently 4. likely 5. nowhere 6. frankly 7. fast 8. totally	a. time and then b. opinion c. connection d. manner e. probability f. place g. frequency h. quantity

TEST

Answer the following questions.

1. What does it mean to consider consumer security when incorporating ethics into a marketing strategy?

a. The company buys consumer email lists from other companies.

b. The company sends marketing material without consent from consumers.

c. The company does not send marketing material without consent from consumers.

d. The company sells consumer information to other companies.

2. Which would be considered unethical marketing regarding honesty?

a. A company markets their food as completely organic when it does not have all organic food.

b. A company markets their food as completely organic when it does have all organic food.

c. A company lets consumers know that their diet pills are only for people wanting to lose a moderate amount of weight.

d. A company markets a product as chemical free when it is chemical free.

3. Which best describes ethics as it pertains to marketing?

a. A set of immoral principles guiding a company to make the most money.

b. A set of guidelines for selling products.

c. A set of moral principles guiding a company to do the right thing for the good of consumers.

d. A set of guidelines for marketing.

4. Which is a way to incorporate ethics in marketing strategy?

a. Using honesty in marketing.

b. Considering the consumer's safety in marketing.

c. Considering the consumer's security in marketing.

d. All answers are correct.

5. What is an example of marketing with consumer safety in mind?

a. A company that discloses that their product will not affect their lifestyle when it might.

b. A company that does not disclose that a product could be unsafe if used incorrectly.

c. A company disclosing cautions about product side effects.

d. A company that discloses that their product has no side effects.

LISTENING GAP FILL

Research _____ thing. Without research, we'd have no new products. Our _____ dangerous to eat. And we'd never go to the moon. I'd like to see my government _____ money on research. Especially on research into diseases. Scientists _____ into AIDS and cancer for years and _____ cures. Research into technology is also important. There _____ research into information and computer technology. It's _____ technology is changing. We really need to spend more to research how global warming is affecting our planet. This _____ important research scientists ever do. Research to save the planet.

CORRECT THE SPELLING

Research is a very important thing. huWttoi research, we'd have no new orutpdsc. Our food would be more eruonasgd to eat. And we'd never go to the moon. I'd like to see my government pdesn a lot more money on research. Especially on research into isdessea. Scientists have been researching into AIDS and cnrace for years and still have not found cures. Research into technology is also important. There seems to be aolsd of research into information and computer technology. It's mnaaigz how quickly technology is changing. We really need to spend more to research how gaobll warming is affecting our planet

UNJUMBLE THE WORDS

a very important thing Research is. Without research, we'd have no new products. Our food would be more dangerous to eat. never to moon we'd go the And. I'd like to spend see a my lot government more money on research. Especially on research into diseases. Scientists have researching been cancer and AIDS into for years and still have not found cures. Research into technology is also important. loads research seems be of There to into information and computer technology. It's amazing how changing is technology

quickly. We really need to spend how research to more warming global is affecting our planet. important This be most research could the scientists ever do. Research to save the planet.

Speaking. **Discuss following questions in the classroom**.

- What was the last advert that you remember seeing?
- Can you remember the last time you bought something after seeing an advert for it?
- Do you remember any TV ads from when you were a child?
- What do you think makes a good advert?
- Can you think of a shocking advert that grabbed your attention?

Writing

Some people believe that our happiness depends on how much money we have. Others say that `money cannot buy happiness`. Do you think that having money is the key to happiness, or are there more important factors?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

Presentation:

https://yandex.ru/video/preview/18340256524120952235

Video: PPT – Ethical market -Based View of the Firm PowerPoint Presentation - ID:1584768 (slideserve.com)

Module 14	Competitive Analysis in Marketing **Grammar:** Some, any, much, many, few, little– quantifiers

A competitive analysis is a strategy that involves researching major competitors to gain insight into their products, sales, and marketing tactics. Implementing stronger business strategies, warding off competitors, and capturing market share are just a few benefits of conducting a competitive market analysis.

A competitive analysis can help you learn the ins and outs of how your competition works, and identify potential opportunities where you can out-perform them.

It also enables you to stay atop of industry trends and ensure your product is consistently meeting — and exceeding — industry standards.

Let's dive into a few more benefits of conducting competitive analyses:

- Helps you identify your product's unique **value proposition** and what makes your product different from the competitors', which can inform future marketing efforts.
- Enables you to identify what your competitor is doing right. This information is critical for staying relevant and ensuring both your product and your marketing campaigns are outperforming industry standards.
- Tells you where your competitors are falling short — which helps you identify areas of opportunities in the marketplace, and test out new, unique marketing strategies they haven't taken advantage of.
- Learn through customer reviews what's missing in a competitor's product, and consider how you might add features to your own product to meet those needs.
- Provides you with a benchmark against which you can measure your growth.

What is competitive market research?

Competitive market research focuses on finding and comparing key market metrics that help identify differences between your products and services and those of your competitors.

Comprehensive market research helps establish the foundation for an effective sales and marketing strategy that helps your company stand out from the crowd.

Next, let's dive into how you can conduct a competitive analysis for your own company.

Competitive Analysis in Marketing

Every brand can benefit from regular competitor analysis. By performing a competitor analysis, you'll be able to:

- Identify gaps in the market
- Develop new products and services
- Uncover market trends
- Market and sell more effectively

As you can see, learning any of these four components will lead your brand down the path of achievement.

Next, let's dive into some steps you can take to conduct a comprehensive competitive analysis.

How to do a Competitive Analysis

Determine who your competitors are.

Determine what products your competitors offer.

Research your competitors' sales tactics and results.

Take a look at your competitors' pricing, as well as any perks they offer.

Ensure you're meeting competitive shipping costs.

Analyze how your competitors market their products.

Take note of your competition's content strategy.

Learn what technology stack your competitors' use.

Analyze the level of engagement on your competitors' content.

Observe how they promote marketing content.

Look at their social media presence, strategies, and go-to platforms.

Perform a SWOT Analysis to learn their strengths, weaknesses, opportunities, and threats.

To run a complete and effective competitive analysis, use these ten templates, which range in purpose from sales, to marketing, to product strategy.

VOCABULARY

English	Russian	Uzbek
scale production	Малое производство	kichik hajmli ishlab chiqarish
Competitors	конкуренты	raqobatchilar, bellashuvchilar
Market condition	Состояние биржы	bozor sharoiti
Grid	электросеть	elektr tarmog'i
Redundant	ненужный	keraksiz, ishsiz
Commodity	товар	Tovar, mol, iste'mol buyumi
Purchase	покупка	Xarid
Assets	активы	Mol mulk, asosiy vosita
Capital	капитал	mablag'

Questions

1. What is a Competitive Analysis in Marketing?
2. Which is more efficient small-scale production or a single large producer?
3. In what ways natural monopolies occur?
4. Under what conditions natural monopolies are allowed?

Grammar time

Some, any, much, many, few and **little** are all words that come before nouns to help explain them. **Some** and **any** are both "determiners" – they tell us whether the noun phrase is general or

specific. **Some** and **any** are both "general determiners", which means they refer to an indefinite or unknown quantity of something.

Much, many, few and **little** are all "quantifiers". Quantifiers are used to give information about quantity (the number of something). Both **much** and **many** suggest a large quantity of something, whilst **little** and **few** mean: not as much, or not as many. However, if you use **a little** or **a few** this means: a small amount!

Some vs. any

The words **some** and **any** are used when the exact number or amount of something is not known, or when it's not important. **Some** and **any** are both used to refer to an indefinite quantity or number.

For example: *There are **some** birds in our garden.*
(We don't know exactly how many birds are in the garden or it doesn't matter how many birds there are exactly)

As opposed to: *There are **three** birds in our garden.*
(The number of birds is important and exact)Much vs. many

Much and **many** are known as "quantifiers". They are used to talk about quantities, amounts or degrees (along with 'a lot of' and 'lots of') and suggest a large quantity of something.

When do I use *much* and when do I use *many*?

Many is used with plural, countable nouns (e.g. dogs, dollars, tables, children). **Much** is used with singular, uncountable nouns (e.g. happiness, music, water, time):

*There aren't **many** doctors in the hospital today.* (doctors are countable)

***Many** Brits choose to retire in Spain.* (Brits/British people are countable)

*There isn't **much** light in this room so let's open the curtains.* (light is uncountable)

Exercise 1.

1. There aren't _____car parks in the center of Oxford.

a) much

b) many

c)some

d) few

2. Eating out is expensive here. There aren't _____cheap restaurants.

a)some

b)any

c)a little

d)much

3. Liverpool has_____of great nightclubs.

a)much

b)a lot of

c)a little

d)any

4. Hurry up! We only have _____time before the coach leaves.

a) a few

b) little

c) many

d) any

5. We saw _____beautiful scenery when we went to Austria.

a) a little of

b)some

c) much

d)any

Exercise 2. Complete these sentence. Choose the words from the box below.

some - any - few - a little - much - many - a lot

1. We need some apples. Do we have_____?
2. Yes, we have _____ of apples.
3. How _____ do we have to use?
4. Now, is there _____ flour?
5. How _____ do we have?

6. We'll have to buy _____ flour. We don't have ____.

LISTENING GAP FILL

I'm totally _____ money. I've never really understood things like investments. I _____ interested in investments because I know I'll get more money. I find everything _____. I never know what _____. Some of my friends invest in stocks and shares. I never did this. I'm happy because I didn't _____ the financial crash. I think it would be interesting to invest in things like wine. I saw a TV programme once. Wine _____ up and up in price. You really can _____ of money. I think investing in property nowadays _____. I also know a lot of people who now ____ money on the house they bought because the prices crashed. Perhaps it's better to keep my money _____.

CORRECT THE SPELLING

I'm totally ophesles with money. I've never really understood things like investments. I should be more terndtisee in investments because I know I'll get more money. I find everything very ncnfisugo. I never know what to invest in. Some of my friends invest in tkoscs and shares. I never did this. I'm happy because I didn't lose money in the inalcifna crash. I think it would be interesting to invest in things like wine. I saw a TV programme once. Wine goes up and up and up in cepir. You really can make a lot of money. I think investing in orytrppe nowadays is sikyr. I also know a lot of people who now owe lots of money on the house they tboguh because the prices aerscdh. Perhaps it's better to keep my money under the bed.

UNJUMBLE THE WORDS

money hopeless I'm with totally. I've never really understood things like investments. I should be more interested in investments because I know I'll get more money. confusing everything I very find. I never know what to invest in. invest stocks of friends in Some

my and shares. I never did this. I'm happy because I didn't crash lose money in the financial. I think it would be interesting to invest in things like wine. I saw a TV programme once. goes up up in and price up Wine and. money of lot a make can really You. I think investing in property nowadays is risky. I also know a lot of people of lots owe now who money on the house they bought because the prices crashed. better Perhaps to it's keep my money under the bed.

Speaking. Discuss the following questions in the classroom.

1. How do you define "Marketing"?
2. What marketing techniques do you think are very effective?
3. Why has Marketing become more important in the last 50 years?
4. What are the duties of Marketing executives?
5. How can you describe the difference between marketing before and after the internet?

Writing.

Some people consider price as most important thing to think about when buying product (such as cell phone) or service (e.g. medical treatment).

Do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Presentation: Competitive Analysis in Marketing

PowerPoint Presentation, free download - ID:5445206 (slideserve.com)

Video: https://yandex.ru/video/preview/8213385593816862590

Module 15	Market Research and Types **Grammar**: The types of sentences

The term market research refers to the process of evaluating the viability of a new service or product through research conducted directly with potential customers. It allows a company to define its target market and get opinions and other feedback from consumers about their interest in a product or service. Research may be conducted in-house or by a third party that specializes in market research. It can be done through surveys and focus groups, among other ways. Test subjects are usually compensated with product samples or a small stipend for their time.

KEY TAKEAWAYS

- Companies conduct market research before introducing new products to determine their appeal to potential customers.
- Tools include focus groups, telephone interviews, and questionnaires.
- The results of market research inform the final design of the product and determine how it will be positioned in the marketplace.
- Market research usually combines primary information, gathered directly from consumers, and secondary information, which is data available from external sources.

Market Research

How Market Research Works

Market research is used to determine the viability of a new product or service. The results may be used to revise the product design and fine-tune the strategy for introducing it to the public. This can include information gathered for the purpose of determining market segmentation. It also informs product differentiation, which is used to tailor advertising.

A business engages in various tasks to complete the market research process. It gathers information based on the market sector being targeted by the product. This information is then

analyzed and relevant data points are interpreted to draw conclusions about how the product may be optimally designed and marketed to the market segment for which it is intended. It is a critical component in the research and development (R&D) phase of a new product or service introduction. Market research can be conducted in a number of different ways, including surveys, product testing, interviews, and focus groups. Market research is a critical tool that companies use to understand what consumers want, develop products that those consumers will use, and maintain a competitive advantage over other companies in their industry.

Primary Market Research vs. Secondary Market Research

Market research usually consists of a combination of:

- Primary research, gathered by the company or by an outside company that it hires
- Secondary research, which draws on external sources of data

Primary Market Research

Primary research generally falls into two categories: exploratory and specific research.

- Exploratory research is less structured and functions via open-ended questions. The questions may be posed in a focus group setting, telephone interviews, or questionnaires. It results in questions or issues that the company needs to address about a product that it has under development.
- Specific research delves more deeply into the problems or issues identified in exploratory research.

Secondary Market Research

All market research is informed by the findings of other researchers about the needs and wants of consumers. Today, much of this research can be found online.

Secondary research can include population information from government census data, trade association research reports, polling results, and research from other businesses operating in the same market sector.

VOCABULARY

English	Russian	Uzbek
Disconnect	разъединять	aloqani uzmoq
Valuations	ценности	qiymatlar
Exchange	обмен	almashtirmoq
National economy	Национальная экономика	milliy iqtisodiyotlar
Adventure	путешествия	sarguzasht
Competitors	конкуренты	raqobatchilar
Commodity	товар	Tovar, mol

Questions

1. Give some examples of Primary and secondary market
2. How Market Research Works?
3. What is the name of the famous bay with a lot of limestone pillars?

Grammar time

4 types of sentences

The types of sentences you can use in your writing include:

1. Declarative

A declarative sentence makes a declaration or a statement. It can also express an opinion. This sentence ends in a period. Here's a list of examples:

For example:

- The article contains at least 1,000 words.

- Vanilla is the best ice cream flavor.

- My smartphone allows me to take pictures and record audio messages.

2. Interrogative

An interrogative sentence asks a question. This sentence might begin with words, such as who, what, where, when or why. It ends with a question mark.

For example:

- What website do you use to edit your photographs?

- When are you going to apply for the job?

- *Why do you like pineapples on your pizza?*

3. Imperative

An imperative sentence issues a command or a request to the reader directly. This sentence can end in a period or an exclamation point. Here's a list of examples:

- *Lock the door when you leave the house.*
- *Schedule an appointment with the dentist this week.*
- *Don't walk around with scissors in your hand!*

4. Exclamatory

An exclamatory sentence illustrates great emotion, such as surprise, excitement and anger. It ends with an exclamation point.

For example:

- *I received a job offer that doubles my salary!*
- *My strawberry lemonade spilled on my beige carpet!*
- *We didn't know you were planning this party for us!*

Exercise 1. Identify each sentence below as declarative, interrogative, imperative, or exclamatory.

Example: Add the milk to the dry ingredients slowly. *imperative*

1. Who was the first female astronaut? _____
2. Buckle your seat belt even for short trips. _____
3. Please put the stamped envelopes in this box. _____
4. You must be joking! _____
5. What a thrill that ride was! _____
6. In 1776, there were fifty-three newspapers in London. ____
7. Who were the first people to use paper money? ____
8. Insert the diskette in this slot. _____
9. Insects outnumber people by millions to one. _____
10. What an amazing story that is! _____

Exercise 2. **Choosing the Correct End Mark for the Sentence. On the line provided, supply an appropriate end mark for each sentence below.**

Example: English has many interesting names of groups of animals ___.___1. Give us some examples _____

2. Well, a group of lions is a pride_____

3. What is a group of leopards called_____

4. Have you ever heard of a leap of leopards_____

5. What a great name that is for those cats_____

6. A gam is a group of whales_____

7. Then, what is a pod_____

8. Look up both words in a dictionary, please_____

TEST

Try to find correct answers of the following tests

1. What is the market research?

a) draws on external sources of data

b) the process of evaluating the viability of a new service or product through research conducted directly with potential customers.

c) include population information from government census data

2. How Market Research Works?

a) Market research is used to determine the viability of a new product or service.

b) Market research is less structured and functions via open-ended questions.

c) Secondary research, which draws on external sources of data

3. **Complete the sentence.**

Market research usually consists of a combination of:

a) Primary

b) Secondary/Tertiary

c) Primary/Secondary

4.What is the Exploratory research?

a) gathered by the company or by an outside company that it hires

b) less structured and functions via open-ended questions.

c) draws on external sources of data

5. Lisa _____ me a lift because I _____ the bus.

a) gave / missed

b) have given / have missed

c) gave / had missed

d) had gave / missed

6. I _____ her for everything she _____.

a) thanking / did

b) thanked / had done

c) have thanked / has done

d) had thanked / had done

7. When I got to the office, I _____ that I _____ to lock the front door.

a) had realized / forget

b) realized / had forgotten

c) realized / forget

d) had realized / had forgotten

8. After they _____ their work, they ___ home.

a) had finished / went

b) finished / went

c) had finished / had gone

d) finished / had gone

LISTENING GAP FILL

I think the Internet is the greatest _____. Think how it has changed the world. So much information is out there. _____ changed my life. I can chat with friends, download music, buy books and _____ I need for my homework. It took days or _____ any of these things before the Internet. I spend hours every day online. I think I _____ too long. I'm sure _____ computer screen all day isn't good for my eyes. I think it's also _____. I need to exercise a little more. The only thing I don't like about the Internet

_____ be dangerous. I don't really _____ personal information online, especially on _____ sites like Facebook.

CORRECT THE SPELLING

I think the Internet is the greatest ninvneoit ever. Think how it has nhgecda the world. So much information is out there. It has totally changed my life. I can chat with friends, dodlnowa music, buy books and get all the info I need for my hmewkoor. It took days or weeks to do any of these things before the Internet. I sednp hours every day online. I think I spend a little too long. I'm sure staring at a computer nrsece all day isn't good for my eyes. I think it's also making me fat. I need to reeicsxe a little more. The only thing I don't like about the Internet is that it can be soganrdue. I don't really like ptnitug my personal information onenil, especially on social networking sites like Facebook.

UNJUMBLE THE WORDS

I think the Internet the ever greatest is invention. Think how it has changed the world. So much information is out there. life my changed totally has It. I can chat with friends, download music, buy books and get all the info I need for my homework. took It any do to weeks or days of these things before the Internet. I spend hours every day online. I long too little a spend I think. I'm sure a screen day at computer all staring isn't good for my eyes. I think it's also making me fat. I need to exercise a little more. The only thing don't I Internet the about like is that it can be dangerous. I my putting like really don't personal information online, especially on
like networking Facebook sites social.

Speaking. Discuss the following questions in the classroom.

- Differentiate between direct marketing and branding
- What is your upsell strategy
- Describe the lifestyle your customer leads
- What is social media marketing?

- Who is my ideal customer?
- Is YouTube important for marketing?

Writing

Some people think that cultural traditions may be destroyed when they are used as money-making attractions. Others believe it is the only way to save these traditions.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Presentation: Marketing research Function PowerPoint Presentation, free download - ID:5843355 (slideserve.com)

Video: https://yandex.ru/video/preview/10816567133631466477

Module 16	**Information Resources in marketing system** **Grammar:** Prepositions of Time — in, at, on

Clearly, *information systems* that claim to support managers cannot be built unless one understands what managers do and how they do it. The classical model of what managers do, espoused by writers in the 1920's, such as Henry Fayol, whilst intuitively attractive in itself, is of limited value as an aid to information system design. The classical model identifies the following 5 functions as the parameters of what managers do:

1 Planning
2 Organising
3 Coordinating
4 Deciding
5 Controlling

Such a model emphasizes what managers do, but not how they do it, or why. More recently, the stress has been placed upon the behavioral aspects of management decision making. Behavioral

models are based on empirical evidence showing that managers are less systematic, less reflective, more reactive and less well organised than the classical model projects managers to be. For instance, behavioral models describe 6 managerial characteristics:

- High volume, high speed work
- Variety, fragmentation, brevity
- Issue preference current, *ad hoc*, specific
- Complex web of interactions, contacts
- Strong preference for verbal media.

Managerial Roles

Mintzberg suggests that managerial activities fall into 3 categories: interpersonal, information processing and decision making. An important interpersonal role is that of figurehead for the organisation. Second, a manager acts as a leader, attempting to motivate subordinates. Lastly, managers act as a liaison between various levels of the organisation and, within each level, among levels of the management team.

A second set of managerial roles, termed as informational roles, can be identified. Managers act as the nerve center for the organisation, receiving the latest, most concrete, most up-to-date information and redistributing it to those who need to know.

A more familiar set of managerial roles is that of decisional roles. Managers act as entrepreneurs by initiating new kinds of activities; they handle disturbances arising in the organisation; they allocate resources where they are needed in the organisation; and they mediate between groups in conflict within the organisation.

In the area of interpersonal roles, information systems are extremely limited and make only indirect contributions, acting largely as a communications aid in some of the newer office automation and communication-oriented applications. These systems make a much larger contribution in the field of informational roles; large-scale MIS systems, office systems, and professional work stations that can enhance a manager's presentation of information are significant. In the

area of decision making, only recently have decision support systems and microcomputer-based systems begun to make important contributions.

Decision Making

Decision-making is often seen as the centre of what managers do, something that engages most of a managers time. It is one of the areas that information systems have sought most of all to affect (with mixed success). Decision making can be divided into 3 types: strategic, management control and operations control.

Strategic decision making: This level of decision making is concerned with deciding on the objectives, resources and policies of the organisation. A major problem at this level of decision making is predicting the future of the organisation and its environment, and matching the characteristics of the organisation to the environment. This process generally involves a small group of high-level managers who deal with very complex, non-routine problems.

For example, some years ago, a medium-sized food manufacturer in an East African country faced strategic decisions concerning its range of pasta products. These products constituted a sizeable proportion of the company's sales turnover. However, the company was suffering recurrent problems with the poor quality of durum wheat it was able to obtain resulting in a finished product that was too brittle. Moreover, unit costs were shooting up due to increasingly frequent breakdowns in the ageing equipment used in pasta production.

Management control decisions: Such decisions are concerned with how efficiently and effectively resources are utilized and how well operational units are performing. Management control involves close interaction with those who are carrying out the tasks of the organisation; it takes place within the context of broad policies and objectives set out by strategic planners.

An example might be where a transporter of agricultural products observes that his/her profits are declining due to a decline in the capacity utilization1ë of his/her two trucks. The manager (in this case

the owner) has to decide between several alternative courses of action, including: selling of trucks, increasing promotional activity in an attempt to sell the spare carrying capacity, increasing unit carrying charges to cover the deficit, or seeking to switch to carrying products or produce with a higher unit value where the returns to transport costs may be correspondingly higher. Management control decisions are more tactical than strategic.

Intelligence involves identifying the problems in the organisation: why and where they occur with what effects. This broad set of information gathering activities is required to inform managers how well the organisation is performing and where problems exist. Management information systems that deliver a wide variety of detailed information can be useful, especially if they are designed to report exceptions. For instance, consider a commercial organisation marketing a large number of different products and product variations. Management will want to know, at frequent intervals, whether sales targets are being achieved. Ideally, the information system will report only those products/product variations which are performing substantially above or below target.

Table 9.1 Stages in the decision making process

Stage of Decision Making	Information Requirement
Intelligence	Exception reporting
Design	Simulation prototype
Choice	"What-if simulation
Implementation	Graphics, charts

In practice, the stages of decision making do not necessarily follow a linear path from intelligence to design, choice and implementation. Consider again the problem of balancing the costs and benefits of establishing local buying points for the National Milling Corporation

VOCABULARY

Efficiency	эффективность	samaradorlik
Coordinating	Координация	muvofiqlashtirish
proportion	пропорция	nisbat
Utility	Использование	foydalanish
Assumption	предположение	faraz, taxmin
contribution	вклад	hissa
Implementation	выполнить	Amalga oshirish
inform	Поставить в известность	xabar bermoq
exception	исключение	istisno
interaction	взаимодействие	o'zaro ta'sir

Questions

1. What is Information requirement?
2. What is Strategic decision making?
3. On what behavioural models on?
4. On what *Implementing* focuses on?
5. Who was the earliest recorded economic thinkers?
6. Which type of economy tries to explain how and why different goods are valued differently?

Task 1. Complete the sentences with the correct information from the text.

1. Mintzberg suggests that managerial activities fall into 3 categories: _____, _____, _____.
2. _____ _____ are based on empirical evidence showing that managers are less systematic, less reflective, more reactive and less well organised than the classical model projects managers to be.
3. Decision-making can be divided into 3 types: _____ _____ and _____.
4. Management _____ involves close interaction with those who are carrying out the tasks of the _____.

5. _____ _____ _____ that deliver a wide variety of detailed information can be useful, especially if they are designed to report exceptions.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1.The classical model of what managers do, espoused by writers in the 1922's, such as Henry Games, whilst intuitively attractive in itself, is of limited value as an aid to information system design. **True/False or Not given.**

2. Mintzberg proposes that managerial activities fall into 3 classifications: interpersonal, information processing and decision making. **True/False or Not given.**

3. Management is often seen as the centre of what managers do, something that engages most of a managers time. **True/False or Not given.**

4. Decision making can be divided into 2 types: strategic and management control. **True/False or Not given.**

5. Management control decisions are more diplomatic than strategic. **True/False or Not given**.

Grammar time

Prepositions of Time — in, at, on

Introduction

There are three prepositions in English that are used with time in, at, on. Generally, in shows the “largest” time or place, on shows dates and time, and at usually shows the “smallest” time or place.

Let's look at the usage for in, at, on

Preposition of Time Example:At Use at with times: at12:00

Brad usually eats lunch at 12:00.

Other common expressions with at: at night They often go out at night.

at Christmas (during a period of time around Christmas, for example,

December 23rd-28th). We visit our family and friends at Christmas.

at the age of... I moved to California at the age of two.

On Use on with dates and days on January 18th--- Pedro's birthday is on January 18th.

on Saturday evenings We usually stay go out on Saturday evenings.

on Christmas day (on December 25th) We have a special meal on Christmas day.

In Use in + a period of time= a time in the future in a few minutes The bus will be leaving in a few minutes.

in five weeks also: in five weeks' time I learned to ride a bicycle in five weeks. We will start summer vacation in five weeks' time.

Use in for longer periods of time in the 1960s The astronauts explored the moon in the 1960s.

in the 20th century Automobiles and airplanes became very popular in the 20th century.

in December In December, you will study less.

in 2010 The Winter Olympics were held in Vancouver in 2010.

Note: Do not use in/at/on before “next” or “last”

We will get married next year. Their baby was born last March.

Exercises for grammar

Exercise 1. Choose the correct preposition in the following sentences.

1. I will complete all my chores _____ Saturday.
2. We went on vacation _____ two weeks.
3. You must complete the in-class essay _____ one hour.
4. I normally go to bed _____ 10 p.m. sharp.
5. Helen has been a vegetarian _____ 2006.
6. Paul could not stay _____ the presentation.
7. The keynote speaker arrives _____ noon.
8. Tim and Alice got married _____ 1997.

9. The play runs _____ January _____ July.

10. My dog likes to go for a walk _____ the afternoon.

Exercise 2.Complete the sentences with prepositions of time.

1) We have class _____ eleven o'clock. 2) We have class _____ nine _____ eleven. 3) Tom has class _____ the morning, and he works _____ the afternoon. 4) I study _____ the evening. 5) I sleep _____ night. 6) Mary was born _____ October. 7) Mary was born _____ 1967. 8) Mary was born _____ October 28. 9) Mary was born _____ October 28, 1967. 10) The bank isn't open _____ Sundays.

TEST

Choose the correct answer according to the text.

1. How many functions in the classical model are identified as the parameters of what managers do' How many issues are there that affect the determination of a link between HRM and firm performance.

A) 2 B) 3 C) 4 D) 5

2. Who suggests that managerial activities fall into 3 categories: interpersonal, information processing and decision making.

A. Mintzberg B) Guest

C) Bowen and Ostroff D) Bowen and Guest

3. What can be divided into 3 types: strategic, management control and operations control?

A) managing B) control

C) decision making D) suggestion

4. Who acts as entrepreneurs by initiating new kinds of activities?

A) Teachers B)Managers C) Builders D) Seller

4. My father goes to work … weekdays.

A) at

B) in

C) on

D) last

5. My first class at college begin … September.

A) at
B) in
C) on
D)last

6. I like to watch TV… the evening.
A) at
B) in
C) on
D)last

7. I go to bed … night.
A) at
B) in
C) on
D)last

8. My birthday is next week. I was born … October 15th.
A) at
B) in
C) on
D)last

9. My summer holiday starts … June.
A) at
B) in
C) on
D)last

10. I am going to meet my friends … Friday evening.
A) at
B) in
C) on
D)last

LISTENING GAP FILL

Marketing _____. Sometimes I like it, other times I hate it. There is _____ to marketing. Some of the advertising campaigns you see are the work _____. Someone has thought

_____, slogan and advertising campaign to sell us or tell us something. I like it when I can see the creativity. There are other kinds of marketing that _____. Ads and campaigns that are directed at children make _____ – especially the McDonalds ads that do not mention food, but show lots of free, cheap toys. I _____ marketing – that's when you receive spam mail trying to sell you something. I also get annoyed with marketing campaigns that have slogans that _____, like smoking is cool.

CORRECT THE SPELLING

Marketing is a nynuf thing. Sometimes I like it, other times I hate it. There is nidfleteiy an art to marketing. Some of the advertising campaigns you see are the work of a enugis. Someone has thought of a great idea, slogan and advertising campaign to sell us or tell us something. I like it when I can see the cyvtiietar. There are other kinds of marketing that make me aygnr. Ads and campaigns that are directed at children make my doblo boil – especially the McDonalds ads that do not itnoenm food, but show lots of free, cheap toys. I also hate avrli marketing – that's when you receive spam mail trying to sell you something. I also get oneadny with marketing campaigns that have slogans that are just eturun, like smoking is cool.

UNJUMBLE THE WORDS

Marketing is a funny thing. Sometimes I like it, other times I hate it. art definitely There an is to marketing. Some of the advertising campaigns you see are the work of a genius. thought a idea has of great Someone, slogan and advertising campaign to sell us or tell us something. like creativity see I it I the can when. There are other kinds of marketing that make me angry. Ads and campaigns that are directed at children make my blood boil – especially ads do mention McDonalds that not the food, but show lots of free, cheap toys. I also hate viral marketing – receive spam mail that's when you trying to sell you something. get also I marketing with annoyed are just untrue campaigns that have slogans that, like smoking is cool.

Speaking. Describe someone you know who has started business.

You should say:

- Who this person is
- What work this person does
- Why this person decided to start a business

And explain whether you would like to do the same kind of work as this person.

Writing. Some people feel that manufactures and supermarkets have the responsibility to reduce the amount of packaging of goods. Others argue that customers should avoid buying goods with a lot of packaging. Discuss both view and give your opinion.

Write 250 words in the essay!

Video: https://yandex.ru/video/preview/13101627474326424364

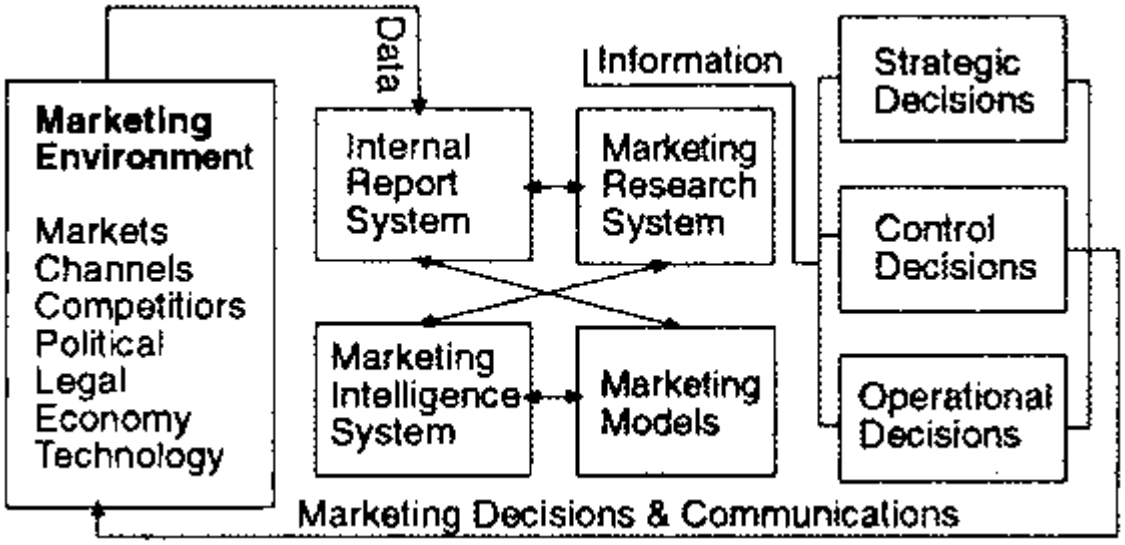
Presentation: Marketing decisions and Performance MGTO ppt download (slideplayer.com)

Module 17	**Components of a marketing information system** **Grammar:** Prepositions of place

A marketing information system (MIS) is intended to bring together disparate items of data into a coherent body of information. An MIS is, as will shortly be seen, more than raw data or information suitable for the purposes of decision making. An MIS also provides methods for interpreting the information the MIS provides. Moreover, as Kotler's[1] definition says, an MIS is more than a system of data collection or a set of information technologies:

"A marketing information system is a continuing and interacting structure of people, equipment and procedures to gather, sort, analyse, evaluate, and distribute pertinent, timely and accurate information for use by marketing decision makers to improve their marketing planning, implementation, and control".

Figure illustrates the major components of an MIS, the environmental factors monitored by the system and the types of marketing decision which the MIS seeks to underpin.



The explanation of this model of an MIS begins with a description of each of its four main constituent parts: the internal reporting systems, marketing research system, marketing intelligence system and marketing models. It is suggested that whilst the MIS varies in its degree of sophistication - with many in the industrialised countries being computerised and few in the developing countries being so - a fully fledged MIS should have these components, the methods (and technologies) of collection, storing, retrieving and processing data notwithstanding.

Internal reporting systems: All enterprises which have been in operation for any period of time nave a wealth of information. However, this information often remains under-utilised because it is compartmentalised, either in the form of an individual entrepreneur or in the functional departments of larger businesses. That is, information is usually categorised according to its nature so that there are, for example, financial, production, manpower, marketing, stockholding and logistical data. These are but a few of the internal records that can be used by marketing managers, but even this small set of records is capable of generating a great deal of information. Below, is a list of some of the information that can be derived from sales invoices.

- Product type, size and pack type by territory

- Product type, size and pack type by type of account
- Product type, size and pack type by industry
- Product type, size and pack type by customer
- Average value and/or volume of sale by territory

Marketing research systems: The general topic of marketing research has been the prime ' subject of the textbook and only a little more needs to be added here. Marketing research is a proactive search for information. That is, the enterprise which commissions these studies does so to solve a perceived marketing problem. In many cases, data is collected in a purposeful way to address a well-defined problem (or a problem which can be defined and solved within the course of the study). Whilst the *ad hoc* study and continuous marketing research differs in the orientation, yet they are both proactive.

Marketing intelligence systems: Whereas marketing research is focused, market intelligence is not. A marketing intelligence system is a set of procedures and data sources used by marketing managers to sift information from the environment that they can use in their decision making. This scanning of the economic and business environment can be undertaken in a variety of ways, including

Unfocused scanning	The manager, by virtue of what he/she reads, hears and watches exposes him/herself to information that may prove useful. Whilst the behaviour is unfocused and the manager has no specific purpose in mind, it is not unintentional
Semi-focused scanning	Again, the manager is not in search of particular pieces of information that he/she is actively searching but does narrow the range of media that is scanned. For instance, the manager may focus more on economic and business publications, broadcasts etc. and pay less attention to political, scientific or technological media.

Informal search — This describes the situation where a fairly limited and unstructured attempt is made to obtain information for a specific purpose. For example, the marketing manager of a firm considering entering the business of importing frozen fish from a neighbouring country may make informal inquiries as to prices and demand levels of frozen and fresh fish. There would be little structure to this search with the manager making inquiries with traders he/she happens to encounter as well as with other *ad hoc* contacts in ministries, international aid agencies, with trade associations, importers/exporters etc.

Marketing intelligence is the province of entrepreneurs and senior managers within an agribusiness. It involves them in scanning newspaper trade magazines, business journals and reports, economic forecasts and other media.

VOCABULARY

English	Russian	Uzbek
market-based economy	Экономика основанная на рыночные отношения	bozor munosabatlariga asoslangan iqtisod
entrepreneur	предприниматель	Tadbirkor
customer	клиент	mijoz
Convertibility	обратимость	o’zgaruvchanlik
Shareholder	акционер	hissador
encounter	сталкиваться	uchrashish
Efficiency	эффективность	samaradorlik
enterprise	предприятие	korxona
Import restrictions	Ограничения для импорта	import ta’qiqlari

Question

1. How many main constituent parts are there in marketing information system?

2. What is a proactive search for information. ?

3.What is marketing information system ?

Task 1. Complete the sentences with the correct information from the text.

1._____ is intended to bring together disparate items of data into a coherent body of information.

2. _____ is a proactive search for information.

3. A marketing intelligence system is a set of procedures and data sources used by _____ to sift information from the environment that they can use in their decision making.

4. _____ is the province of entrepreneurs and senior managers within an agribusiness.

5._____describes the situation where a fairly limited and unstructured attempt is made to obtain information for a specific purpose.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1.All enterprises which have been in operation for any period of time nave a poor of information. **True/False or Not given**

2. There are are four basic sections in marketing information system? **True/False or Not given**

3. A marketing intelligence system is a main part of marketing managers to sift information from the environment that they can use in their decision making. **True/False or Not given**

4. Marketing intelligence is the province of businessmen and superior managers within an agribusiness. **True/False or Not given**

5. These are but a lot of the internal records that can be used by marketing employee, but even this small set of records is capable of generating a great deal of information. **True/False or Not given**

Grammar time

A preposition is a word that shows the relationship between two things. In the example above,

the prepositions show the relationships between a plane and a cloud.

Place

In – describes the point itself.

There is a wasp in the room.

Inside – expresses something contained.

Put the present inside the box.

On – talks about the surface.

I left your keys on the table.

At – talks about a general vicinity.

She was waiting at the corner.

Over, above – when the object is higher than a point.

He threw the ball over the roof.

Hang that picture above the couch.

Near, by, next to, between, among, opposite – when the object is close to a point.

She lives near the school.

There is an ice cream shop by the store.

An oak tree grows next to my house

The house is between Elm Street and Maple Street.

I found my pen lying among the books.

The bathroom is opposite the kitchen.

Exercises for grammar

Exercise 1. Choose the answer!

Read the sentence. Circle the correct preposition of place.

a. My dad is _____in_____ the kitchen. on / in / behind

b. Our cat likes sleeping with me _____ the bed. between / on / in front of

c. I'm waiting for my friend _____ her house. in front of / under / on

d. We’re playing a game – I’m hiding _____ the door! on / under / behind

e. I like sitting _____ my mum and my dad on the sofa. under / in / between

f. Can you swim _____ water? in front of / under / next to

g. My teddy is _____ my doll. next to / between / in

Exercise 2. Put in, on or at in the gaps.

 Peter lives in Turkey.

1 There were some beautiful pictures _____the walls of their sitting room.

2 The children are playing _____the grass_____ the park.

3 Does this bus stop_____ the railway station?

4 I live in a flat ___the fifth floor.

5 Ecuador is _____South America; it lies _____ the equator.

6 There is a queue of people ____the bus stop

TEST

Choose the correct answer according to the text.

1.What is a marketing information system (MIS)?

A)It is intended to bring together disparate items of data into a coherent body of information.

B) a set of procedures and data sources used by marketing managers to sift information from the environment that they can use in their decision making.

C) is a proactive search for information

D) marketing intelligence system and marketing models.

2.What is a proactive search for information?

A) marketing models

B) decision making

C) marketing research

D) marketing intelligence

3.What is a set of procedures and data sources used by marketing managers to sift information from the environment that they can use in their decision making.

A) marketing research

B) marketing intelligence system

C) marketing models

D) decision making

4. How many main constituent parts are there in marketing information system?

A)2

B)3

C)4

D)5

5.Which answer are described main constituent parts in marketing information system?

A) the internal reporting systems, marketing research system, marketing intelligence system and marketing models

B) marketing research and marketing intelligence system

C) marketing models and decision making

D) marketing intelligence system, intelligence system and marketing models

5.Come and sit _____ me so that I can hear you better.

a) beside b) under c) on

6.From the plane we could see people in the fields _____ us.

a) beside b) below c) above

7. You'll have to turn round to see it. It's _____ you.

a) behind b) in front of c) over

8.The dead man was lying _____ the ground.

a) behind b) in front of c) on

9. Careful you don't scratch the table! Better put a cloth _____ it.

a) above b) beside c) over

10. It's dark where the road goes _____ a railway bridge.

a) on b) behind c) under

LISTENING GAP FILL

What is advertising? Is it _____ truth or is it making things look better than they really are? _____ lying? Companies pay a lot of money for adverts. Some of the ads you see _____ magazines look like art. The commercials on TV look like mini movies. Do they really change our _____ ? Do adverts make you buy things? I think some advertising is a form of lying. Is BMW really "The _____ driving _____ " like they say in their ads? British Airways used to say they were "The world's _____ airline," but had to stop saying it because it wasn't true. Personally, I get _____ watching ads on television. They always _____ a good programme. I like ads in magazines. They're usually _____ interesting.

CORRECT THE SPELLING

What is advertising? Is it glenlti the truth or is it making things look better than they really are? Or is it gnlyi? Companies pay a lot of money for adverts. Some of the ads you see in ylossg magazines look like art. The commercials on TV look like mini movies. Do they really change our bhueoariv? Do adverts make you buy things? I think some advertising is a rmfo of lying. Is BMW really "The ultimate grniivd machine" like they say in their ads? British Airways used to say they were "The world's favourite aeiilrn," but had to stop saying it because it wasn't true. ollPaenyrs, I get tired of watching ads on television. They always nprriutet a good programme. I like ads in magazines. They're slualyu quite interesting.

UNJUMBLE THE WORDS

What is advertising? Is truth is it the or it telling making things look better than they really are? Or is it lying? Companies pay lot money adverts a of for. Some of the ads you see in glossy magazines look like art. The commercials movies mini like look TV on. Do they

really change our behaviour? Do adverts make you buy things? I think advertising a of some is form lying. Is BMW really "The ultimate driving machine" their in say they like ads? British Airways used to say they were "The world's favourite airline," stop to had but it saying because it wasn't true. Personally, get of ads I tired watching on television. They always interrupt a good programme. I like ads in magazines. usually They're interesting quite.

Speaking. Describe a small business that you would like to own/open

You should say

what this business would be

how you would start/open this business

how you would run this business and explain why you would like to run this kind of business.

Writing. Nowadays online shopping becomes more popular than in-store shopping. Is it a positive or a negative development?

You shoud write advantages and disadvantages of online shopping.

You should write at least 250 words . This essay should be consisted of introduction, main body 1. main body 11, conclusion .

Video: https://video-preview.s3.yandex.net/evuViwAAAAA.mp4

Presentetion:https://www.slideshare.net/vikashkumarbibhakar/marketing-information-system.

Module 18	**Ways to Use Customer Feedback in Marketing** **Grammar:** Future time markers

Using customer feedback in marketing can give you a huge edge on competitors. And if you're like most businesses, you probably already get a ton of customer feedback. Support tickets. Reviews. Feature requests. Social media mentions. Customer feedback can come at you a hundred different ways. But if you're not putting that customer feedback to work in your marketing, you're missing out on a

huge opportunity. Don't make the mistake of simply patting yourself on the back when you get good feedback from customers. Incorporating customer feedback into your marketing strategy can level up your marketing efforts and help you drive even more growth for your business. **Customer feedback is what your customers are telling you about your product. That seems obvious, but it's easy to fall into the trap of thinking customer feedback is just a measurable score.**

Your customers aren't numbers or data, they're people. Paying attention to customer feedback is how you hear the voice of your customers. It's how you listen in to hear what they're thinking. So how can you hear the voice of your customer clearly and harness it in your marketing efforts? I'm glad you asked!

Proven Methods for using Customer Feedback in Marketing

1. Create content addressing customer questions. Reviewing your customer feedback will help you understand the kinds of questions your customers are asking. Your marketing team can then create content to help answer these questions at scale. Imagine if a customer submitted a question about your product got a personalized response saying *"Hey, we received your question and thought it was really insightful, so we answered it on our blog!"* .

Creating content to address customer questions is also a great way to close the customer feedback loop, which results in customers feeling appreciated. And an appreciated customer is a customer much more likely to stay with your brand.

2. Share positive reviews on your website and social

Similar to the above point, sharing positive reviews on your website and social media is a great way to amplify your customers' voices and make them feel appreciated.

Survey results have shown that consumers read an average of 10 reviews before deciding they can trust a business. If this is something consumers are going to seek out on their own, why not take the initiative to get those reviews in front of them?

3. Better understand your customers and prospects

As you analyze customer feedback, you'll start to notice trends and patterns. These patterns can help you understand your target audience's preferences. Ask questions like:

- What channels do they use for reviews and research?
- On which media do they consume content?
- What are their greatest concerns and desires?
- What unique jargon do they use?

It's easy to make assumptions about your customers. Using customer feedback to answer these questions prevents you from assuming the wrong things and missing the mark with your marketing.

4. Optimize how you communicate with different customers

The more you understand your customers, the better you'll be able to personalize your approach to marketing. You'll learn how to speak their language and where you need to tailor your communication to connect with them better.

For instance, your customer feedback might show you that different customer segments use your product in different ways. These insights can be invaluable, as they enable you to build out more targeted ads and landing pages. If your most successful customers are using your product to accomplish one thing, the last thing you want to be doing is to try to sell something completely different.

Different customers need different messages

Understanding your customers also makes it easier for you to adjust your branding and messaging. You'll be able to better tailor your brand so that prospects quickly connect with your message, making them far more likely to engage with your product.

VOCABULARY

English	Russian	Uzbek
customer	клиент	mijoz
obvious	очевидный	aniq
feedback	обратная связь	fikr-mulohaza
accomplish	выполнить	bajarmoq
capital	капитал	mablag’
target	цель	maqsad
segment	сегмент	segment
consume	потреблять	iste'mol

Questions

1. What do customers tell you about your product?
2. What will help you understand the kinds of questions your customers are asking?
3. What kind of feedback can level up your marketing efforts and help you drive even more growth for your business?
4. Can you describe methods for using Customer Feedback in Marketing?

Task 1. Complete the sentences with the correct information from the text.

1. _____ can give you a huge edge on competitors.
2. That seems obvious, but it’s easy to fall into the trap of thinking _____ is just a measurable score.
3. _____ customer feedback into your marketing strategy can level up your _____ and help you drive even more growth for your business.
4. _____ will help you understand the kinds of questions your customers are asking.
5. _____ have shown that consumers read an average of 10 reviews before deciding they can trust a business.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1. Customer feedback can come at you a hundred similar ways. **True/False or Not given.**

2. Paying attention to customer feedback is how you think of your products. **True/False or Not given.**

3. Utilizing customer feedback to rely these questions prevents you from assuming the wrong things and missing the mark with your marketing. **True/False or Not given.**

4. Study comes about have appeared that sellers perused an normal of 100 audits some time recently choosing they can believe a trade. **True/False or Not given.**

5. Comparable to the over point, sharing positive audits on your site and social media may be a incredible way to intensify your customers' voices and make them feel acknowledged. **True/False or Not given.**

Grammar time

Will

We use will to make:

- predictions about the future
- for promises, quick decisions and offers

We can use will with words and phrases that refer to the future like next (week / month ' year), later, tonight, this (afternoon I evening / year / Summer / Winter), in 10 years' time.

We can use will with still and as ever to emphasize that we do not expect any changes or that the changes will not have any effect.

Will or shall?

We use shall:

- to show that we are determined to do something

The economic conditions of the next two years will be very bad, but I know that we shall come through the hard times.

- to make (formal) suggestions

I’d like to see that film too. Shall we go together? We only use shall with I or we.

Exercise 1. Complete the replies using the correct form of the verbs in brackets.

1 Oh no, we’ve run out of milk again.

Don’t worry, (go) to the shop.

2 Did Sally bring her holiday photos to show us?

No, she’s forgotten - (bring) them next week.

3 And what can I get you for your main course today?

(have) pizza, please.

4 Ali, you’re late again. Why can’t you be on time for once?

I’m sorry, (happen) again.

5 I can’t put this bag onto the luggage rack; it’s much too heavy.

Let me take it (lift) it up for you.

TEST

Choose the correct answer according to the text.

What a good idea! It’s so hot today!”

A) Are you going to go B) Did you like going

C) Do you like going D) Would you like to go

6. “My bag is so heavy.”

“Give it to me. _____ it for you.”

A) I’m going to carry B) I carry

C) I’ll carry D) I carried

7. I bought some warm boots today because _____ skiing.

A) I went B) I’m going C) I’ll go D) I go

8. “Tony’s back from holiday.”

“_____ him a ring.”

A) I’ll give B) I gave

C) I’m going give D) I give

9. “What are you doing tonight?”

“We _____ a play at the theatre.”

A) saw B) will see

C) are going to see D) seeing

10. You can tell me your secret. I _____ anyone.

A) am not going tell B) won't tell

C) don't tell D) didn't tell

LISTENING GAP FILL

Business isn't so good _____ . In fact, it's the worst time for businesses for decades. Many businesses _____ because of the global financial crisis. Even sound businesses _____ industry and electronics are going through _____ time. Many small businesses have gone out of business. It's _____ because so many lives are being ruined. With a lot of businesses it's _____ for survival. I really respect people for trying to _____ their business. I don't have much business sense. I wouldn't know where _____ opening my own business. I _____ best thing would be to look at business startups on the Internet. An online business might be good. There _____ less risk.

CORRECT THE SPELLING

Business isn't so good at the meotnm. In fact, it's the worst time for businesses for caeedds. Many businesses are going bust because of the llboag financial crisis. Even sound businesses like the car industry and electronics are going through a llraye bad time. Many small businesses have gone out of business. It's a real maesh because so many lives are being eurind. With a lot of businesses it's a real fight for survival. I really pectsre people for trying to make a go of their business. I don't have much business seens. I wouldn't know where to start in opening my own business. I upossep the best thing would be to look at business tasrustp on the Internet. An online business might be good. There seems to be less risk.

UNJUMBLE THE WORDS

Business so isn't moment the at good. In fact, it's the worst time for businesses for decades. Many businesses because the are bust of global going financial crisis. Even sound businesses like the car

industry and electronics are time bad really a through going. Many small businesses have gone out of business. It's so because shame real a many lives are being ruined. With a lot of businesses it's fight a for real survival. I really respect people for trying to business their of go a make. I don't have much business sense. to where know wouldn't I start in opening my own business. I suppose the best thing would be to look business on Internet at startups the. An online business might be good. There seems to be less risk.

Speaking

Describe a successful small business that you know.

You should say:

what the business is

where it is

who runs the business / how you know about this business

and explain why you think it is successful.

Writing

Nowadays both men and women spend a lot of money on beauty care. This was not so in the past.

What may be the root cause of this behaviour?

Discuss the reasons and possible results.

You should write at least 250 words.

Introduction

Paragraph 1 -Marketing.

Beauty market for women is worth millions, consumer goods companies see similar potential for the male market.

Therefore main reason is the potential opportunity.

Paragraph 2 -Results?

-Difficult to say the results because it is still early, however general trend is in this direction

-Market will probably grow and it will be completely normal in the future.

CONCLUSION.

Video: https://www.linkedin.com/advice/3/whats-your-process-customer-feedback-campaign

Presentation:https://www.slideshare.net/marketpedia_k/marketing-strategies-11790367

Module 19	**International Marketing** Grammar: Determiners and pronouns I. Somebody, anybody, nobody, everybody

International marketing is about getting to know a potential international audience that your brand is interested in reaching, understanding the value of international marketing, and investing consistently in global marketing and advertising. With a bit of marketing management and attention to your distinct audience, international marketing won't feel too different from the work your business does domestically. International marketing can help bring your business to the global stage, revealing opportunities to reach customers that your brand has not engaged yet. In this overview, you'll find the tools and tips for beginners, including information on international marketing research and product marketing, international marketplace segmentation, and why international marketing is more important than ever in today's business world.

What is international marketing?

International marketing is the marketing of products or services outside of your brand's domestic audience. Think of it as a type of international trade. By expanding into foreign territories, brands are able to increase their brand awareness, develop a global audience, and of course, grow their business. The complexity of international marketing comes in the details. While domestic marketing takes place in the same country, international marketing is anything that happens outside that nation's boundaries, with a focus on the nuance of speaking to that international audience and trying to understand the culture, language (where applicable), and customs that may not be familiar to your brand.

When expanding to international markets, brands must understand the right ways to reach audiences in those regions with their messaging. That may come in the form of a language barrier, or even something as nuanced as a cultural norm that may not be applicable to your domestic audience. The important part of international marketing is intention and research. Doing international marketing research up front and developing international marketing strategies specific to the new audiences your brand is engaging with will make all the difference when it comes to whether your foray into international marketing is successful. An important part of that process involves international marketplace segmentation—or the identifying of aspects that will help inform your marketing campaign. The geographic, economic, and cultural factors of any given audience will help to guide your brand positioning, as well as your marketing management and communication strategies. When developing a strategy, an important question to ask is where your product or service fits within that given audience's needs.

Why is international marketing important?

International marketing is important because it opens your business to larger, international audiences.

On a brand level, international marketing is an opportunity for wider exposure, product awareness, and increased sales. Opportunities abroad are countless and tap into a wider audience than a business has access to if it conducted business domestically and nowhere else. But a larger aspect of international marketing is the implications it has for globalization and free trade.

What are the benefits of international marketing?

The benefits of international marketing are two-pronged. Not only does international marketing support the economic diversification of your business, but it helps your business reach a global audience, extending the audience reach to areas previously untapped.

1. Globalization and audience reach

If there are customers across the globe that could benefit from access to your product or service, why limit that to one place? International marketing and reaching international audiences are ways of reaching your intended audience that may not be on your domestic radar.

2. Economic diversification

While the best performing global economies may seem obvious, they're anything but. Even if your home country is having an economic boom, there are customers across the globe that are excited to engage with brands not currently available to them. Prioritizing international marketing is a way to constantly monitor the markets, from South America to the Middle East that may be most advantageous for you as you become an international brand.

VOCABULARY

English	**Russian**	**Uzbek**
international market	международный рынок	xalqaro bozor
intention	намерение	niyat
process	процесс	jarayon
implication	импликация	imo-ishora
diversification	диверсификация	diversifikatsiya
campaign	кампания	kampaniya
research	исследовать	tadqiqot
to engage	заниматься	shug'ullanmoq

Questions

1. What does international marketing?
2. What are the benefits of international marketing?
3. What is global marketing and advertising?
4. What is used to calculate the present value of future cash flows?

Task 1. Complete the sentences with the correct information from the text.

1. _____ is about getting to know a potential international audience that your brand is interested in reaching, understanding the value of _____, and investing consistently in global marketing and advertising.

2. An important part of that _____ involves international _____ segmentation—or the identifying of aspects that will help inform your marketing _____.

3. The benefits of international marketing are _____.

4. _____ are countless and tap into a wider audience than a business has access to if it conducted business domestically and nowhere else.

5._____ is a way to constantly monitor the markets.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1. The promotion of goods or services to consumers outside of your brand's native market is known as international marketing. **True/False or Not given**.

2.International marketing is essential because it opens your business to larger, international audiences. **True/False or Not given.**

3. Domestic marketing occurs within a single nation, whereas international marketing occurs abroad. **True/False or Not given**.

4. Opportunities abroad are countness and tap into a smaller audience than a business has access to if it conducted business domestically and nowhere else. **True/False or Not given**.

5. International marketing offers two distinct advantages. **True/False or Not given**.

Grammar time

We use indefinite pronouns to refer to people or things without saying exactly who or what they are. We use pronouns ending in -body or -one for people, and pronouns ending in -thing for things:

We use a singular verb after an indefinite pronoun:

Everybody loves Sally. Everything was ready for the party.

When we refer back to an indefinite pronoun, we normally use a plural pronoun:

Everybody enjoyed the concert. They stood up and clapped.

I will tell somebody that dinner is ready. They have been waiting a long time.

Exercise 1. Complete the sentences using the words from the box.

ANYONE - ANYTHING – ANYWHERE – EVERYBODY – EVERTHING - EVERYWHERE -NOBODY - NOTHING - SOMEONE – SOMETHING - SOMEWHERE

1. Do you have _____ in your coat pocket? – Let's see.
2. Jonathon is speaking to _____ on the phone.
3. Aimee didn't tell her secret to _____.
4. The headmaster is very popular at school. _____ likes him.
5. My boyfriend likes to be at home. He doesn't want to go _____ after dark.
6. The room was empty. There was _____ to talk to.
7. There was _____ the doctor could do for him.
8. Judy was hungry. She wanted to go _____ to have a burger.
9. There is _____ at the door. Could you go and check?
10. Dad gave me _____ for my graduation.
11. We stayed in London for a whole week and visited _____ in this marvellous

city.

12. There is a bomb threat. _____ must leave the building at once**.**

TEST

Choose the correct answer according to the text.

1. What is about getting to know a potential international audience that your brand is interested in reaching, understanding the value of international marketing, and investing consistently in global marketing and advertising?

A) Marketing

B) International marketing

C) Shopping

D) Advertising

2. What are the benefits of international marketing ?

A) high quality

B) advertising

C) two-pronged

D) discount

3. What are ways of reaching your intended audience that may not be on your domestic radar?

A) International marketing and reaching international audiences

B) Reaching international audiences

C) International marketing

D) Advertising

4.You are ___ now, and don't let ___ forget it.

A) anybody/anyoneB) somebody/anybody

C) something/anything D) something/something

E) anything/anyone

5.John left the house without saying ___ to ___ .

A) nothing / somebody B) nothing / nobody

C) anything / anybody D) anything / nobody

E) something / nobody

6.As ___ is clear to ___, I'm not going to say ___ else.

A) everything/somebody/anything

B) everybody/somebody/anybody

C) everything/everybody/anything

D) somebody/nobody/something

E) nothing/nobody/anything

7.It's very quiet in the office today. There's ___ here. ___ is on holiday.

A) anybody / everybody B) anything / nothing

C) nobody / all of them D) somebody / nothing

E) nobody / everybody

LISTENING GAP FILL

Immigration _____ a problem a long time ago. Many countries welcomed immigrants because they _____. The USA, Australia and Canada encouraged millions of people to _____ in their countries. Today, however, immigration is becoming a problem. Many countries _____ control immigration. At election time, it is _____. Immigration today is big business. More and more people from poor countries want _____ rich countries. It is _____ nowadays because of cheap transport and more _____ . People risk their lives to get the chance of starting _____ in a rich country. This can cause anger in the countries immigrants go to. It is an issue that _____ forever, I think.

CORRECT THE SPELLING

Immigration wasn't really a lboerpm a long time ago. Many countries welcomed immigrants because they needed swroker. The USA, Australia and Canada gdcnaeoreu millions of people to come and live in their countries. Today, however, immigration is becoming a problem. Many countries are nrigty to control immigration. At tlieceon time, it is a major eissu. Immigration today is big business. More and more people from poor countries want to live in rich countries. It is aereis to travel nowadays because of cheap transport and more open rsrbdeo. People risk their lives to get the chance of narsgtit a new life in a rich country. This can cause anger in the

countries immigrants go to. It is an issue that will be with us reofvre, I think.

UNJUMBLE THE WORDS

Immigration long a problem a really wasn't ago time. Many countries because immigrants welcomed they needed workers. The USA, Australia and Canada millions people come encouraged of to and live in their countries. Today, however, immigration is becoming a problem. control to trying are countries Many immigration. At election time, it is a major issue. is Immigration big today business. More and more people from poor countries live to want countries rich in. It is easier to travel nowadays because of cheap transport and more open borders. their to the risk lives get People chance of starting a new life in a rich country. This can cause anger in the countries immigrants go to. It is an will with forever that be us issue, I think.

Speaking

Describe a time when you had a problem shopping online

You should say:

when it happened

what online service you were using

what the problem was

and say if you solved the problem or not

Writing.

International marketing is sometimes seen as invasive and an intrusion into the country in question. Others argue that it is a necessary and economical form of education in addition to spreading ideas, language and culture.

Which point of view do you agree with?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

Video: https://youtu.be/M_5NcLazCwQ

Presentation: International marketing PowerPoint Presentation, free download - ID:6672334 (slideserve.com)

Module 20	**Knowledge management** **Grammar:** Determiners and pronouns III. Reflexive pronouns

Knowledge management is concerned with storing and sharing the wisdom, understanding and expertise accumulated in an enterprise about its processes, techniques and operations. It treats knowledge as a key resource. It was defined by Tan as: 'The process of systematically and actively managing and leveraging the stores of knowledge in an organization.' As Ulrich remarked: 'Knowledge has become a direct competitive advantage for companies selling ideas and relationships.' There is nothing new about knowledge management. Hansen observed that: 'For hundreds of years, owners of family businesses have passed on their commercial wisdom to children, master craftsmen have painstakingly taught their trades to apprentices, and workers have exchanged ideas and know-how on the job.' But they also commented that: 'As the foundation of industrialized economies has shifted from natural resources to intellectual assets, executives have been compelled to examine the knowledge underlying their business and how that knowledge is used'. Knowledge management is more concerned with people and how they acquire, exchange and spread knowledge than it is about information technology. That is why it has become an important area for HR practitioners, who are in a strong position to exert influence in this aspect of people management. It is associated with intellectual capital theory, in that it refers to the notions of human, social and organizational or structural capital. It is also linked to organizational learning. Knowledge management should be based on an understanding of the concept of knowledge; this is therefore dealt with in the first section of this chapter. In subsequent sections knowledge management is described in more detail, strategies for developing its practice are described and consideration is given to

the role of HR. The concept of knowledge is defined as what people understand about things, concepts, ideas, theories, procedures and practices. It can be described as know-how or, when it is specific, expertise. A distinction was made by Ryle between 'knowing how' and 'knowing that'. 'Knowing how' is the ability of a person to perform tasks, and 'knowing that' is holding pieces of knowledge in one's mind. According to Blackler 'Rather than regarding knowledge as something that people have, it is suggested that knowing is better regarded as something that they do.' He also noted that: 'Knowledge is multifaceted and complex, being both situated and abstract, implicit and explicit, distributed and individual, physical and mental, developing and static, verbal and encoded'. Nonaka suggested that knowledge is held either by individuals or collectively. In Blackler's terms, embodied or embraced knowledge is individual and embedded, and cultural knowledge is collective. It can be argued that knowledge emerges from the collective experience of work and is shared between members of a particular group or community. Explicit and tacit knowledge Nonaka and Nonaka and Takeuchi stated that knowledge is either explicit or tacit. Explicit knowledge can be codified – it is recorded and available and is held in databases, in corporate intranets and intellectual property portfolios. Tacit knowledge exists in people's minds. It is difficult to articulate in writing and is acquired through personal experience. As suggested by Hansen , it includes scientific or technological expertise, operational know-how, insights about an industry and business judgement. The main challenge in knowledge management is how to turn tacit knowledge into explicit knowledge. Data, information and knowledge A distinction can be made between data, information and knowledge:

- Data consists of the basic facts – the building blocks – for information and knowledge.
- Information is data that have been processed in a way that is meaningful to individuals; it is available to anyone entitled to gain access to it. As Drucker put it, 'information is data endowed with meaning and purpose'

● Knowledge is information used productively; it is personal and often intangible and it can be elusive – the task of tying it down, encoding it and distributing it is tricky

VOCABULARY

English	**Russian**	**Uzbek**
practice	практика	amaliyot
Multifaceted	многогранный	Ko`p qirrali
developing	развивающийся	rivojlanayotgan
Static	атмосферные помехи	statik
Embedded	включённый	O`rnatilgan, o`z ichiga olgan
Explicit	ясный,точный	Bevosita aniq
technological	технологический	texnologik
Purpose	цель	maqsad
Knowledge	знания	bilim
intangible	нематериальный	nomoddiy

Questions

1. How can resources be classified upon their availability?
2. What do input and output mean?
3. Give the definition of technology
4. What term can be used as part of an action?

Task 1. Complete the sentences with the correct information from the text.

1._____ is concerned with storing and sharing the wisdom, understanding and expertise accumulated in an enterprise about its processes, techniques and operations.

2._____ remarked: ‘Knowledge has become a direct competitive advantage for companies selling ideas and _____.’

3._____ is defined as what people understand about things, concepts, ideas, theories, procedures and practices.

4. Knowledge management is more concerned with people and how they _____ and spread knowledge than it is about _____.

5. _____is data that have been processed in a way that is meaningful to individuals; it is available to anyone entitled to gain access to it.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1. Information administration is concerned with putting away and sharing the intelligence, understanding and skill collected in an venture almost its forms, procedures and operations. **True/False or Not given**

2. Tan defined that knowledge had become a direct competitive advantage for companies selling ideas and relationship. **True/False or Not given**

3. It is simple to articulate in writing and is acquired through personal skill. **True/False or Not given**

4. Data is information that have been prepared in a way that's significant to people; it is accessible to anybody entitled to pick up get to to it. **True/False or Not given**

5. Knowledge consists of the basic facts – the building blocks – for information and knowledge. **True/False or Not given**

Grammar time

Reflexive pronouns end in -self or -selves. We use them when the subject and object of a verb are the same. There are nine reflexive pronouns in the English language: myself, yourself, himself, herself, itself, oneself, ourselves, yourselves, themselves.

Exercise 1. Fill in the blanks with " myself , himself , herself , itself , yourself, ourselves ,yourselves , themselves " to complete the sentences below.

1. Charlotte looked at _____ in the golden mirror and said "I am still pretty."

2. Why don't you make _____ a big hamburger and a glass of lemonade?

3. Harrison found _____ a nice black suit to wear at the wedding on next Tuesday.

4. The children will have to look after _____ because their parents won't be at home this evening.

5. We only blame _____ for the big fire in the forest. We forgot to extinguish the camp fire before we leave.

6. My cat hurt _____ when it suddenly jumped out of the kitchen window.

7. I think I will buy _____ a nice expensive smartphone.

8. Ladies and gentlemen! This is open buffet so you can help _____ .

TEST

Choose the correct answer according to the text.

1. Who defined “The process of systematically and actively managing and leveraging the stores of knowledge in an organization?

A) Hensen

B) Tan

C) Ulrich

D) Games

2. What did Ulrich remark that it had become a direct competitive advantage for companies selling ideas and relationships?

A) Information

B) Advertising

C) Knowledge

D) Data

3. Who noted that knowledge was multifaceted and complex, being both situated and abstract, implicit and explicit, distributed and individual, physical and mental, developing and static, verbal and encoded.

A) Blackler

B) Hensen

C) Ulrich

D) Tan

4. Good-bye, Eduardo and Maria. Please take good care of …. break to rest.

a) yourself

b) themselves

c) yourselves

d)itself

5. (A) Are you okay? Did you hurt …?

(B) No, I didn't.

a) myself

b) himself

c) yourself

d)itself

6. My sister looked at … in the mirror and then combed her hair.

a) herself

b) itself

c) yourself

d) myself

7. When I have no one to talk to, I talk to …. cooking.

a) itself

b) myself

c) himself

d)herself

8. Sarah and John bought some ice-cream for ….

a) themselves

b) ourselves

c) himself

d)itself

9. Have you ever asked … this question: 'Why is the sky blue?

a) ourselves

b) themselves

c) yourself

d)itself

10. The cat cleaned … and then it cleaned the kittens.

a) itself

b) themselves

c) yourself

d) myself

Speaking

Describe an experience of online shopping

You should say:

when it happened

what you bought

what problems you had while shopping online

and explain how you felt about it.

Writing

In many countries, small shops and town centers are going out of business because people tend to drive to the large out-of-town stores. This results in an increase in car use, and it also means that people without cars have limited access to out-of-town stores.

Do you think the advantages of such development outweigh its disadvantages?

You should write at least 250 words.

Ideas for body paragraph 1

The advantages of out-of-town shopping centres are very limited…

– Slightly cheaper prices – but huge new developments contribute to the urban sprawl of cities… This reduces investment in city centres … which are much more than just places for shopping EG Vienna regularly has art exhibitions in the city centre.

Video:https://youtu.be/3_eI5r55XhU

Presentation:https://youtu.be/fSRPDMlFSzg

Module 21	Competency-based HRM **Grammar:** Modal verbs: Can, could, be able to – ability and possibility

The term ‘competency’ refers to an underlying characteristic of a person that results in effective or superior performance. The leading figure in defining and popularizing the concept of competency was Boyatzis . He conducted research that established that there was no single factor but a range of factors that differentiated successful from less successful performance. These factors included personal qualities, motives, experience and behavioural characteristics. Since his contribution, three types of competencies have been identified: behavioural competencies, technical competencies and NVQs/SNVQs. Behavioural competencies define behavioural expectations, the type of behaviour required to deliver results under such headings as teamworking, communication, leadership and decision-making and are sometimes known as ‘soft skills’. Criterionreferencing, ie comparing one measure or situation with a criterion in the form of another measure or outcome, may be used to determine the relationship between them. They can be set out in a ‘competency framework’, which contains definitions of the behavioural competencies used for all employees in an organization or for particular occupations such as managers.

Technical competencies define what people have to know and be able to do (knowledge and skills) in order to carry out and meet performance expectations and are sometimes known as ‘hard skills’. They are related to either generic roles (groups of similar roles), or to individual roles (‘role-specific competencies’). They are not usually part of a behavioural-based competency framework, although the two are linked when considering and assessing role demands and requirements. The terms ‘technical competencies’ and ‘competences’ are closely related, although the latter has a particular and more limited meaning when applied to NVQs/SNVQs, as discussed below. NVQ/SNVQ competences The concept of competence was conceived

in the UK as a fundamental part of the process of developing standards for NVQs/SNVQs. These specify minimum standards for the achievement of set tasks and activities expressed in ways that can be observed and assessed with a view to certification. An element of competence in NVQ language is a description of something that people in a work area should be able to do. They are assessed on being competent or not yet competent. No attempt is made to assess the level of competence. Competency headings The most common competencies included in competency in frameworks are people skills, although outcome-based skills, such as focusing on results and solving problems, are also popular. The first seven of these were used in over 50 per cent of the respondent organizations. The 49 frameworks included 553 competency headings. No doubt, many of these overlapped. The typical number of competencies was seven, rising to eight where the frameworks applied solely to managers Competency frameworks Competency frameworks provide the basis for the use of competencies in areas such as recruitment and selection, learning and development, and performance management. Some frameworks illustrate these definitions with descriptions of acceptable or unacceptable behaviour . Using competencies A number of approaches to using competencies are adopted, as described below. The 'menu' approach A 'menu' approach selects competencies that are relevant to generic or individual roles. Some organizations provide guidelines on the number of competencies to be selected and others combine their core framework with a menu so that users are required to select the organization-wide core competencies but can add a number of optional ones.

A further, although less common, application of competencies is in graded career or job family structures (career or job families consist of jobs in a function or occupation such as marketing, operations, finance, IT, HR, administration or support services that are related through the activities carried out and the basic knowledge and skills required, but in which the levels of responsibility, knowledge, skill or competence needed differ). In such families, the successive levels in

each family are defined in terms of competencies as well as the key activities carried out.

VOCABULARY

English	**Russian**	**Uzbek**
Behavioural	поведенческий	xulq-atvor
Teamworking	Командная работа	jamoada ishlash
Respondent	ответственный	javob beruvchi
Competency	способность	malaka
Negative indicators	Отрицательные показатели	salbiy ko'rsatkichlar
Described	описанный	tasvirlangan
Occupation	Занятие	kasb

Questions

1. What is the term competency?
2. Who did the research?
3. What are "hard skills"?
4. What is the number of competencies?

Task 1. Complete the sentences with the correct information from the text.

1._____refers to an underlying characteristic of a person that results in effective or superior performance.

2._____conducted research that established that there was no single factor but a range of factors that differentiated successful from less _____ performance.

3. Since his contribution _____ types of competencies have been identified: _____, _____ and_____.

4._____ define behavioural expectations, the type of behaviour required to deliver results under such headings as teamworking, communication, leadership and decision-making and are sometimes known as 'soft skills'

5._____ included in competency in frameworks are people skills, although outcome-based skills, such as focusing on results and solving problems, are also popular.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1. The term ‘competency’ alludes to an fundamental characteristic of a individual that comes about in successful or predominant execution. **True/False or Not given**.

2. Since his contribution, two types of competencies have been identified: behavioural competencies and technical competencies. **True/False or Not given**.

3. Technical competencies define behavioural expectations, the type of behaviour required to deliver results under such headings as teamworking, communication, leadership and decision-making and are sometimes known as ‘soft skills’. **True/False or Not given**.

4. Competency systems give the premise for the utilize of competencies in zones such as enrollment and determination, learning and improvement, and execution administration. **True/False or Not given**.

5.Behavioural competencies define what people have to know and be able to do (knowledge and skills) in order to carry out and meet performance expectations and are sometimes known as ‘hard skills’ **True/False or Not given**.

Grammar time

Can, could

Ability

We use can/could to describe ability, and we use can’t/couldn’t to describe absence of ability.

She could play the piano very well.

Children can’t concentrate for long periods of time.

I can speak Chinese.

Possibility

We also use can to talk about possibility.

Anyone can win this competition. All the participants are very good.

I can't come to the party next week.

Permission

We use can/could to talk about something that is or was allowed and we use can't/couldn't to talk about something that is not allowed.

Requests

We us can/could in requests, i.e. when we ask somebody to do something.

Can you help me?

Could you speak more slowly, please?

See, smell, hear, feel, taste

Verbs of perception (see, smell, hear, etc.) are stative verbs and cannot be used in a continuous form. Instead, we use can.

Be able to

Be able to is often similar to can and we may use it instead of can to talk about ability. But be able to is more formal and is not as common.

They are able to do the job faster than anyone else.

But can only has present and past forms: can–could. For all other verb forms (infinitive, gerund, present perfect, etc.) we should use be able to.

I haven't been able to study for the exam. (present perfect)

I'd like to be able to talk to her more often. (to-infinitive; NOT to can)

I don't like loud music in pubs. I like being able to talk with my friends. (-ing form)

Will we be able to talk to the singer after the concert? (infinitive)

Can/could vs be able to

We can use can and be able to to talk about general ability in the present.

She can speak five languages.

She’s able to speak five languages.

We can use could and be able to to talk about general ability in the past.

My son could walk when he was 11 months old.

My son was able to walk when he was 11 months old.

But if we want to say that someone did something in a specific situation, we must use was/were able to, or managed to + infinitive.

There was a fire in the office but all the workers were able to/managed to escape. (NOT could escape)

He lost his maps but after driving around for a long time, he was able to/managed to find the place. (NOT could find)

In negative sentences, both could and be able to can be used to say that we were not capable of doing something on a specific occasion.

Exercise 1

Choose the correct form of can, could, be able to (affirmative or negative). Use a form of be able to only if a form of can or could is not possible.

1Can you read this for me? I _____ see without my glasses.

2.After 2 years in China, I _____ speak quite fluently now.

3.When he was 40, he _____ speak six languages.

4.After 6 hours climbing, we _____ reach the top of the mountain.

5.Yesterday I lost my keys and I looked for them everywhere, but I _____ find them.

6.Sally wasn't at home, but I _____ contact her at her office.

Exercise 2

Fill in the gaps with the correct form of can, could, be able to (affirmative or negative). Use a form of can or could if possible.

1. _____you help me with the bags, please?

2. I'm free tonight, so I'll _____come and help you.

3. I used to _____ touch my toes when I was younger.

4. I remember my brother _____draw much better than me.

5. We _____ get a picture of the painting because cameras were not allowed.

6. She says that she _____ speak five languages fluently.

7. We tried, but we _____stop the fire.

8. He didn't want to come, but finally we _____ persuade him

TEST

Choose the correct answer according to the text.

1.Which term refers to an underlying characteristic of a person that results in effective or superior performance.

A) The term ‘knowledge’

B) The term ‘competency’

C) The term ‘ skill’

D) The term ‘practice ’

2. What defines that people have to know and be able to do (knowledge and skills) in order to carry out and meet performance expectations and are sometimes known as ‘hard skills’

A) Technical competencies

B) Competencies

C) Performance

D) Behavioural competencies

3. What defines behavioural expectations, the type of behaviour required to deliver results under such headings as teamworking, communication, leadership and decision-making and are sometimes known as ‘soft skills’

A) Technical competencies

B) Competencies

C) Performance

D) Behavioural competencies

4. _____ he understand what you were talking about?

A) Could

B) Cans
C)Coulded
D) Sould
5. My sister _____ play tennis now.
A) can to
B)can
C)will can
D)shall
6. I _____ walk when I was less than a year old.
A) can
B) could
C) have can
D) shall
7. (Polite) _____ you tell me what time it is, please?
A) Could
B) Can
C) Will
D) Shall
8. My grandfather _____ walk without any help last night.
A) can
B) could
C) was able to
D) shall
9. I would like to _____ play the piano.
A) can
B) could
C) be able to
D) shall
10. How long have you _____ drive?
A) can
B) coulded
C) been able to
D) shall

LISTENING GAP FILL

I think human rights only became _____ World War II. That's when the United Nations _____ Universal Declaration on human rights. This is kind of the rulebook, the _____ of human rights. When I look at the world today, it seems not many people have read this. I doubt if most people _____. I think government leaders _____ about this. A lot of them _____ about human rights. I can't believe it's the twenty-first century and human rights _____ issue in pretty much all of the world's countries. The most powerful countries even attack _____ for abusing human rights. I hope _____ all human rights are respected. That will _____.

CORRECT THE SPELLING

I think human rights only became an sesiu after World War II. That's when the United Nations issued their Universal Declaration on human rights. This is kind of the obelkruo, the do's and don'ts of human rights. When I look at the world today, it essem not many people have read this. I tobud if most people know it stixse. I think government aslrdee should know about this. A lot of them don't care much about human rights. I can't believe it's the twenty-first yetnruc and human rights is still an issue in tryetp much all of the world's countries. The most powerful countries even ktcaat each other for abusing human rights. I hope one day that all human rights are respected. That will be seapardi.

UNJUMBLE THE WORDS

I think an became only rights human issue after World War II. That's issued Nations United the when their Universal Declaration on human rights. This is kind of the rulebook, rights do's don'ts human the and of. When I look at the world today, it seems not many people have read this. know people most if doubt I exists it. I think government leaders should know about this. A lot of them care don't rights human about much. I can't believe it's the twenty-first century and human rights is still an all much pretty in issue world's the

of countries. The most powerful other attack countries each even for abusing human rights. all I one that human hope day rights are respected. That will be paradise.

Speaking.

Describe a time when you received money on your birthday/as a gift.

You should say:

when it happened

who gave you money

why he/she gave you money

and explain how you felt about it.

Writing.

Marketing and promotion is the key to a successful business. To what extent do you agree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

Video**:** https://m.youtube.com/watch?v=9Rn_JJ8ORtU

Presentation: https://www.slideshare.net/nusantara99/competency-based-hr-management-50378908

Module 22	**Marketing Communication** **Grammar:** Modal verbs: must, have to, should (obligation)

Marketing communication (MarCom) is a fundamental and complex part of a company's marketing efforts. Loosely defined, MarCom can be described as all the messages and media you deploy to communicate with the market.

Marketing communication includes advertising, direct marketing, branding, packaging, your online presence, printed materials, PR activities, sales presentations, sponsorships, trade show appearances and more. The complexity of the MarCom topic makes it too broad to cover in one article. This article is one in a series of six that covers the field of marketing communication. The full list of the titles in this series includes:

- **What is marketing communication (MarCom)?**—outlines the basic marketing communication concepts and provides the foundation for rest of the series
- **Positioning**—discusses the ins and outs and importance of claiming the most attractive position in your customer's mind
- **Your marketing message**—provides the framework for planning your marketing message throughout the technology adoption lifecycle (TALC)
- **Marketing communication for tech startups**—describes the process and methods to develop word-of-mouth marketing in the marketplace
- **Marketing communications: Reaching early adopters of technology products**—focuses on how (and why) you should tailor your message for technology enthusiasts and visionaries
- **Successful market communication across the Chasm and in the Bowling Alley**—explains the tactics that will help you cross the Chasm

Marketing communication objectives

Marketing communication has two objectives. One is to create and sustain demand and preference for the product. The other is to shorten the sales cycle.

Creating preference

Creating preference is often a longer-term effort that aims at using communication tools to help position your product or company in the minds of the target customer.

Positioning and building a brand takes time and requires a certain consistency (not just in the communication efforts themselves, but

also in regards to the core elements of product, pricing, and distribution) and therefore represents a significant commitment for the company.

Remember, establishing preference by building a brand will impact market share, profitability and even your access to talent—and thus provides long-term value for the company.

Shortening the sales cycle

Shortening the sales cycle means assisting your sales and channel partners in their efforts to identify, engage and deliver a customer. Understanding the customer's buying process brings critical insight into how one can shorten the sales cycle.

The figure below illustrates the process the buyer goes through when buying a product. Through market research and conversations with salespersons, MarCom staff must identify how they can help speed up the process. In the case of high-tech products, the sales cycle involves considerable amounts of customer education in the early stages of the process. MarCom must focus on creating, packaging and delivering relevant information to the buyer throughout the buying process in order to meet this education need.



In general, the communication techniques employed to shorten the sales cycle are by nature more tactical than those used in building a brand. Nevertheless, your strategy to achieve the two MarCom objectives must be balanced, or the legitimacy of your plan will be questioned if one objective takes priority over the other. You must have close collaboration with sales and customer-facing channel partners in order to get this balance right.

VOCABULARY

English	Russian	Uzbek
Application	приложение	ilova
Recruitment	наём	ishga qabul qilish
Inevitably	обязательный	muqarrar
Influence	влияние	ta’sir qilish
Jargon-free	Без жаргона	jargonsiz
Necessary	необходимый	zarur
Unambiguous	Недвумысленный	aniq

Questions

1.What outlines the basic marketing communication concepts and provides the foundation for rest of the series.

2. What is positioning?

3. What provides the framework for planning your marketing message throughout the technology adoption lifecycle ?

4.What makes the skill level difficult?

5. What is included in the basic design?

Task 1. Complete the sentences with the correct information from the text.

1._____ is a fundamental and complex part of a company’s marketing efforts.

2. Marketing communication has _____.

3. _____is often a longer-term effort that aims at using communication tools to help position your product or company in the minds of the target customer.

4._____—discusses the ins and outs and importance of claiming the most attractive position in your customer’s mind.

5. _____ is one in a series of _____ that covers _____ of marketing communication.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1. Promoting communication (MarCom) may be a essential and complex portion of a company's showcasing endeavors. **True/False or Not given**.

2. Your marketing message discusses the ins and outs and importance of claiming the most attractive position in your customer's mind. **True/False or Not given**.

3. Positioning provides the framework for planning your marketing message throughout the technology adoption lifecycle . **True/False or Not given**.

4. Shortening the deals cycle implies helping your deals and channel accomplices in their endeavors to recognize, lock in and convey a client. **True/False or Not given**.

5. Marketing communication has three objectives. **True/False or Not given**.

Grammar time

Modal verbs in English grammar express the ability, permission, obligation, possibility, etc. Modal verbs only have one form, meaning that they are used in simple present and don't have past simple and past participle forms.

Obligation

We can use must to express that something is necessary and give advice or an order in a strong way. Usually, such an obligation is imposed by the speaker. Her father says, "You must be in bed by 10pm."

We can use have to to express a general obligation (such as rules or laws) or an obligation in the past or future.

We use "should" to give, or ask for, advice or an opinion in the present:

"I have a terrible stomachache." "You should go to the doctor's."

"I haven't heard from my father." "You should call him."

"She's not happy with the salary offered." "She shouldn't accept the job."

Exercise 1. Correct the mistakes and write these sentences on the line below.

1. You must to see the Chrysler Building when you're in New York.

……
……..

2. Do I should call him?

……
……..

3. You haven't to wear uniform in the sixth form.

……
…….

4. We don't must make any noise; my grandfather's sleeping.

……
……..

5. You really should to go and see a doctor about that.

……
……..

6. He doesn't should talk to people like that.

……
……..

7. Why we always have to come to the same café?

……
……..

8. Must you to make that terrible noise all the time?.....

Exercise 2. Write the words in the correct order to make sentences.

1. You anyone tell mustn’t !

……
……..

2. have We early be there to

……
……..

3. call remember I Dad to must

……
……..

4. don’t to pay have You

……
……..

5. fruit ! salad should try this You

……
……..

6. class You late mustn’t for be

……
……..

7. trainers get new should some You

……
……

TEST

Choose the correct answer according to the text.

1. What is marketing communication?

a) outlines the basic marketing communication concepts and provides the foundation for rest of the series

b)discusses the ins and outs and importance of claiming the most attractive position in your customer’s mind

c)provides the framework for planning your marketing message throughout the technology adoption lifecycle

2. How many objectives have marketing communication?

a) 4 b) 3 c) 2

3. What describes the process and methods to develop word-of-mouth marketing in the marketplace

a) Marketing communication

b) Marketing communication for tech startups

c) Promoting communication

4. Everyone ..... the law.

A. must obeys B. must to obey C. must obey D. must obeying

5. The film is excellent. You ..... see it.

A. must to B. must C. will must D. must have to

6. You must ..... over 18 to drive a car.

A. to be B. be C. will be D. are

7. You ..... in this room.

A. mustn't to smoke B. must no smoking C. mustn't smoke D. must to smoke

8. This is a library. We ..... quiet.

A. must be B. must to be C. mustn't be D. must being

9. Tomorrow, I ..... finish the work.

A. will must B. must will C. will have D. must

10. She is very ill. She ..... in bed.

A. must stays B. must to stay C. must staying D. has to stay

LISTENING GAP FILL

Shopping _____ world's most popular hobbies. I hate it. There's nothing more boring _____ shopping malls. What a waste of time. I know a lot of people who like window shopping – just _____ without wanting to buy anything. Crazy! My plan for shopping is 'quickly in, quickly out'. _____ shopping, I go in the morning on a weekday. This is when the stores are _____ get what you want quickly, without thousands of other shoppers _____. The worst time to go shopping is on a Saturday afternoon during sale season. _____ all of the world's bargain hunters are in the same store as you. I was _____ shopping came along. This is very relaxing.

CORRECT THE SPELLING

Shopping must be one of the world's most puarlpo hobbies. I hate it. There's nothing more nbgroi than wandering around shopping malls. What a waste of time. I know a lot of people who like iwdnwo shopping – just walking around shops without ntgwina to

buy anything. Crazy! My plan for shopping is ‘quickly in, quickly out’. If I have to go shopping, I go in the morning on a awdekye. This is when the stores are empty and you can get what you want quickly, without dastnoush of other hprosesp getting in your way. The worst time to go shopping is on a Saturday afternoon rndgui sale season. It seems as though all of the world’s arinabg hunters are in the same store as you. I was happy when ilnneo shopping came along. This is very relaxing.

UNJUMBLE THE WORDS

Shopping most be of world’s must one the popular hobbies. I hate it. nothing There’s than boring more wandering around shopping malls. What a waste of time. of I people know who a like lot window shopping – just walking around shops without wanting to buy anything. Crazy! My for ‘ , plan is in out’ shopping quickly quickly. If I have to go shopping, I go in the morning on a weekday. This is stores empty you the are and when can get what you want quickly, without thousands of other shoppers getting in your way. is shopping go to time worst The on a Saturday afternoon during sale season. It seems as though of world’s hunters all the bargain are in the same store as you. shopping I happy online came was when along. This is very relaxing.

Speaking

Why do people like shopping more now than in the past?

What is the relationship between shopping and the economy of your country?

Do you think shopping is good for a country's economy?

Is consumption important to a country?

What are the things young people like to buy?

Will online shopping grow in the future?

Writing

Do you think businesses should hire employees who will spend their entire lives working for the company?

Explain why you agree or disagree.

Use specific reasons and details to support your answer.

You should write at least 250 words.

Video:https://www.slideshare.net/parveenkumarchadha2/marketing-communications-38441112

Presentation:https://www.slideshare.net/sk_prince/marketing-communication

Module 23	**Advertising** Grammar: Phrasal verbs

Advertising is Most advertising is directed toward groups rather than individuals, and advertising is usually delivered through media such as television, radio, newspapers and, increasingly, the Internet. Ads are often measured in *impressions* (the number of times a consumer is exposed to an advertisement).

Advertising is a very old form of promotion with roots that go back even to ancient times. In recent decades, the practices of advertising have changed enormously as new technology and media have allowed consumers to bypass traditional advertising venues. From the invention of the remote control, which allows people to ignore advertising on TV without leaving the couch, to recording devices that let people watch TV programs but skip the ads, conventional advertising is on the wane. Across the board, television viewership has fragmented, and ratings have fallen.

Print media are also in decline, with fewer people subscribing to newspapers and other print media and more people favoring digital sources for news and entertainment. Newspaper advertising revenue has declined steadily since 2000. Advertising revenue in television is also soft, and it is split across a growing number of broadcast and cable networks. Clearly companies need to move beyond traditional advertising channels to reach consumers. Digital media outlets have happily stepped in to fill this gap. Despite this changing landscape, for

many companies advertising remains at the forefront of how they deliver the proper message to customers and prospective customers.

The Purpose of Advertising

Advertising has three primary objectives: to inform, to persuade, and to remind.

- **Informative Advertising** creates awareness of brands, products, services, and ideas. It announces new products and programs and can educate people about the attributes and benefits of new or established products.
- **Persuasive Advertising** tries to convince customers that a company's services or products are the best, and it works to alter perceptions and enhance the image of a company or product. Its goal is to influence consumers to take action and switch brands, try a new product, or remain loyal to a current brand.

Reminder Advertising reminds people about the need for a product or service, or the features and benefits it will provide when they purchase promptly. When people think of advertising, often **product-focused advertisements** are top of mind—i.e., ads that promote an organization's goods or services. **Institutional advertising** goes beyond products to promote organizations, issues, places, events, and political figures. **Public service announcements (PSAs)** are a category of institutional advertising focused on social-welfare issues such as drunk driving, drug use, and practicing a healthy lifestyle. Usually PSAs are sponsored by nonprofit organizations and government agencies with a vested interest in the causes they promote.

Advantages and Disadvantages of Advertising

As a method of marketing communication, advertising has both advantages and disadvantages. In terms of advantages, advertising creates a sense of credibility or legitimacy when an organization invests in presenting itself and its products in a public forum. Ads can convey a sense of quality and permanence, the idea that a company isn't some fly-by-night venture. Advertising allows marketers to

repeat a message at intervals selected strategically. Repetition makes it more likely that the target audience will see and recall a message, which improves awareness-building results. Advertising can generate drama and human interest by featuring people and situations that are exciting or engaging. It can introduce emotions, images, and symbols that stimulate desire, and it can show how a product or brand compares favorably to competitors. Finally, advertising is an excellent vehicle for brand building, as it can create rational and emotional connections with a company or offering that translate into goodwill. As advertising becomes more sophisticated with digital media, it is a powerful tool for tracking consumer behaviors, interests, and preferences, allowing advertisers to better tailor content and offers to individual consumers. Through the power of digital media, memorable or entertaining advertising can be shared between friends and go viral—and viewer impressions skyrocket.

The primary disadvantage of advertising is cost. Marketers question whether this communication method is really cost-effective at reaching large groups. Of course, costs vary depending on the medium, with television ads being very expensive to produce and place. In contrast, print and digital ads tend to be much less expensive. Along with cost is the question of how many people an advertisement actually reaches. Ads are easily tuned out in today's crowded media marketplace. Even ads that initially grab attention can grow stale over time. While digital ads are clickable and interactive, traditional advertising media are not. In the bricks-and-mortar world, it is difficult for marketers to measure the success of advertising and link it directly to changes in consumer perceptions or behavior. Because advertising is a one-way medium, there is usually little direct opportunity for consumer feedback and interaction, particularly from consumers who often feel overwhelmed by competing market messages.

Developing Effective Ads: The Creative Strategy

Effective advertising starts with the same foundational components as any other IMC campaign: identifying the target

audience and the objectives for the campaign. When advertising is part of a broader IMC effort, it is important to consider the strategic role advertising will play relative to other marketing communication tools. With clarity around the target audience, campaign strategy, and budget, the next step is to develop the **creative strategy** for developing compelling advertising. The creative strategy has two primary components: the *message* and the *appeal*.

The **message** comes from the messaging framework discussed earlier in this module: what message elements should the advertising convey to consumers? What should the key message be? What is the call to action? How should the brand promise be manifested in the ad? How will it position and differentiate the offering?

VOCABULARY

English	Russian	Uzbek
Distinction	различие	farqlash
Judgement	осуждение	hukm
Endowment	Назначение вклада	vaqf
Employees	рабочие	xodimlar
Safeguarding	охранять	himoya qilish
Freedom	свобода	erkinlik
Dimension	Размер	o’lcham

Questions

1. What is advertising?
2. Describe Public service announcements?
3. What is ethics?
4. What are the Advantages and Disadvantages of Advertising?

Task 1. Complete the sentences with the correct information from the text.

1. Advertising is any paid form of _____ from an identified _____ or source that draws attention to ideas, goods, _____ or the sponsor itself.
2. Advertising has three primary objectives: _____, _____, and _____.
3. ____ creates awareness of brands, products, services, and ideas.
4. _____ tries to convince customers that a company's services or products are the best, and it works to alter perceptions and enhance the image of a company or product.
5. Effective advertising starts with the same _____ as any other IMC campaign: identifying the target audience and the objectives for _____.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1. Publicizing is any paid frame of communication from an distinguished support or source that draws consideration to thoughts, merchandise, administrations or the support itself. **True/False or Not given.**
2. Advertising doesn't allow marketers to reply a message at intervals selected strategically. **True/False or Not given.**
3. Public service announcements go beyond products to promote organizations, issues, places, events, and political figures. **True/False or Not given.**
4. Institutional advertising is a category of institutional advertising focused on social-welfare issues such as drunk driving, drug use, and practicing a healthy lifestyle**. True/False or Not given.**
5. Advertising has three essential destinations: to illuminate, to influence, and to remind. **True/False or Not given.**

Grammar time

A phrasal verb is a combination of words (a verb + a preposition or verb +adverb) that when used together, usually take on a different meaning to that of the original verb.

Exercise 1.Choose the correct phrasal verb from the parenthesis at the end of the sentence.

Example:Someone broke into my car last night and stole the stereo. (broke down/broke into)

Will you be able to get by this month with the little you have?(get off / get by)

1.His father always taught him not to _____ those people with less. (look up to / look down on)

2.Stop complaining and _____ your work! (get on with / get over)

3.The boss wants you to _____ your figures for this month to him. (hand out / hand in)

4.We're going to have to _____ our trip to Spain until September. (put up/ put off)

5.I _____ Amir today at the supermarket. It was great to see him. (ran out of / ran into)

6.I'm so tired of Sophie _____ her engagement ring all the time. (showing off, showing up)

7.The police would not _____ to the kidnapper's demands. (give up/ give in)

8.I thought I would _____ for a cup of coffee. Is that okay? (drop off/ drop in)

9.Have you ever _____ such an unusual piece of art? (come forward/come across)

10.It’s important to _____ on time. (show up / show off)

Exercise 2 – Fill in the blanks

Fill in the blanks with the appropriate phrasal verb.

(Give up, call off, get away with, work up, show up, make up, come up, put up, clean up, hang up)

1.Timothy finally ____ at the wedding.

2.Never ____ on your dreams.

3.____ the room before you leave to play.

4.The convict is trying to _____ a story.

5.Mark Antony's speech ____ the Roman people.

6.The convention was ____ due to the pandemic.

7.You can't _____ such a horrible thing.

8.The parents couldn't ____ with the naughty kid.

9.The speaker _____ on me.

10.Can you ____ with a new topic?

TEST

Choose the correct answer according to the text.

1.How many primary objectives have Advertising?

a) two

b) three

c) four

2. What is any paid form of communication from an identified sponsor or source that draws attention to ideas, goods, services or the sponsor itself?

a) Advertising

b) Mass media

c)Newspaper

3. What creates awareness of brands, products, services, and ideas. It announces new products and programs and can educate people about the attributes and benefits of new or established products?

a) Reminder Advertising

b) Persuasive Advertising

c) Informative Advertising

4. I was hoping to _____ with you to the mall because I need to do some shopping but you didn't invite me.

a) go through

b) come along

c) come up

5. My mother wasn't prepared when her friends_____. She didn't even have a chance to straighten up the house.

a) come down with

b) go down

c) come by

6. During the recession of 2008, many people _____ the difficult experience of not having a job.

a) go through

b) come along

c) come into

7. If I hadn't _____ this illness, I would have been able to go with you to the party.

a) come through

b) go off

c) come down with

8. They know that they are going to _____ a lot of money when their father dies.

a) come up

b) come into

c) go through

9. You shouldn't have _____ with his ideas if you didn't agree with him.

a) come down with

b) come along

c) go along with

10. I wouldn't have been late this morning if my alarm had_____.

a) come by

b) come up

c) go off

LISTENING GAP FILL

I don't know what _____ without my friends' advice. They've _____ so much good advice over the years. It's

sometimes very difficult to make _____ your own. Listening to advice can be great for helping you _____ right decision. The greatest piece of advice I've received was from my father. He told _____ do anything in life if I try hard. He was right. I am now _____ his advice to my own children. Right now I need some advice on money. My financial _____ telling me to be very careful. That's very _____ . I would advise anyone to do the same. Someone asked me _____ day about the worst piece of advice I've ever had. I couldn't answer. I don't think I've had _____ bad advice.

CORRECT THE SPELLING

I don't know what I would do ittuohw my friends' advice. They've all given me so much good advice over the years. It's sometimes very filcudift to make scisndoie on your own. Listening to advice can be great for helping you make the hirtg decision. The gttaeser piece of advice I've received was from my father. He told me I can do nhnyatgi in life if I try hard. He was right. I am now gsnisap on his advice to my own children. Right now I need some advice on money. My ilanancfi advisors are telling me to be very careful. That's very sound advice. I would advise anyone to do the same. Someone asked me the other day about the tsrwo piece of advice I've ever had. I couldn't naerws. I don't think I've had any really bad advice.

UNJUMBLE THE WORDS

I don't know what I would do without my friends' advice. They've all much so me given advice good over the years. It's sometimes very difficult to make decisions on your own. Listening advice to for great be can helping you make the right decision. received greatest of I've The piece advice was from my father. He told me I can do if try anything life I hard in. He was right. I am now passing on his advice to my own children. Right now I some money advice need on. My financial advisors are telling me to be very

careful. That's advice sound very. I would advise anyone to do the same. Someone asked me other the day the worst about piece of advice I've ever had. I couldn't answer. I don't had really advice I've any bad think.

Speaking.

Describe an advertisement you don't like.

You should say:

where and when you first saw it

what type of advertisement it is

what product or service it advertises

and explain why you don't like it.

What are the most advertised products in your country?

Which one is more effective: newspaper advertising or online advertising?

What role do social media play in advertising?

Writing.

Some believe that people will purchase a product based on their needs and advertising is not needed.

To what extent do you agree or disagree?

You should write at least 250 words .

Video:https://www.thehumancapitalhub.com/articles/Ethics-And-Marketing

Presentation:https://www.slideshare.net/GauravBansal147/ppt-on-advertisement

Module 24	**Customer Service** **Grammar**: Gerund and infinitive

Customer service is the direct one-on-one interaction between a consumer and a company representative. The interaction is commonly done when a consumer is buying a product or service from the company. Most retailers see this direct interaction as a critical factor

in ensuring buyer satisfaction and encouraging repeat business. The option to speak to a live customer service agent is considered necessary for most businesses even though the bulk of customer care is automated. Customer service is also considered a key aspect of servant-leadership.

KEY TAKEAWAYS

- Customer service is the interaction between the buyer of a product and the company that sells it.
- Good customer service is critical to business success, ensuring brand loyalty one customer at a time.
- Recent innovations have focused on automating customer service systems but the human element is, in some cases, indispensable.

How Customer Service Works

Behind the scenes at most companies are people who never meet or greet the people who buy their products. The customer service representatives are the ones who have direct contact with the buyers. The buyers' perceptions of the company and the product are shaped in part by their experience in dealing with that person. This is why many companies work hard to increase their customer satisfaction levels.

Successful small business owners understand the need for good customer service instinctively. Larger businesses study the subject in-depth, and they have some basic conclusions about the key components:

- Timely attention to issues raised by customers is critical. Requiring a customer to wait in line or sit on hold sours an interaction before it begins.
- Customer service should be a single-step process for the consumer. If a customer calls a helpline, the representative should whenever possible follow the problem through to its resolution.
- If a customer must be transferred to another department, the original representative should follow up with the customer to ensure that the problem was solved.

Customer service should be a one-stop process for the consumer whenever possible.

Benefits of Customer Service

There are many reasons why businesses should invest in (good) customer service. The following are just some of the main benefits of implementing a customer service program within a company:

- **Customer Retention:** The first and most obvious advantage of having a customer service plan in place is to keep customers happy. It means listening to concerns, being empathetic, and easing issues related to product availability, payment, returns, and technical support. Showing that a company cares keeps customers loyal.
- **Employee Retention:** Customer service isn't just for customers. It also helps keep employees with the company. When customers are happy, employees are, too. Individuals tend to want to work in an environment that cares about their customers.
- **Troubleshooting and Problem-Solving:** Businesses have to take care of their customers' problems. But companies that take a proactive approach tend to do better. This means that it's important to reach out to customers before any issues arise. This shows that the company cares and is doing all that it can to ensure a smooth customer experience.
- **Increases Customer Lifetime Value:** This refers to the relationship customer service helps establish and solidify with a single customer. When a company provides a single customer with good service, that person is more likely to add to the company's revenue by remaining loyal and making more purchases.
- **Corporate Culture:** Customer service allows businesses to streamline their workflow and promote cooperation among different teams. This includes communication between agents and managers, technical engineers, and production teams. All of this is to help corporations achieve their goals of customer attraction and retention, and increasing sales revenue.
- **Competitive Advantage:** Having a good customer service base sets a company apart from its competition. It boosts the business's

reputation and also increases its brand value by showing consumers and competitors that the business values the relationships it has with new and existing customers.

VOCABULARY

English	Russian	Uzbek
employees	рабочие	xodimlar
streamline	оптимизировать	tartibga solish raqobatchi
troubleshooting	Поиск неисправностей	muammolarni bartaraf qilish
consumable	потребляемость	iste'mol qilsa bo'ladigan
revenue	доход	daromad
supplier	потребитель	ta'minotchi
competitor	конкурент	daromad

Questions

1. What are the components of industry?
2. What are the benefits of Customer Service?
3. What are the five forces that determine industry structure?

Task 1. Complete the sentences with the correct information from the text.

1._____is the direct one-on-one interaction between a consumer and a company representative.

2.Customer service is also considered a key aspect of _____.

3. _____means listening to concerns, being empathetic, and easing issues related to product availability, payment, returns, and technical support.

4. When a company provides a single customer with _____, that person is more likely to add to the company's _____ by remaining loyal and making _____.

5. Having a good _____ service base sets a company apart from its _____.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1. Client benefit is the coordinate one-on-one interaction between a buyer and a company agent. **True/False or Not given.**
2. There are few reasons why businesses should invest in (good) customer service. **True/False or Not given.**
3. On the off chance that a client must be exchanged to another division, the initial agent ought to take after up with the client to guarantee that the issue was unraveled. **True/False or Not given.**
4. The end and unclear advantage of having a customer service goals in place is to keep clients happy In Customer Retention . **True/False or Not given.**
5. Customer service allows businesses to streamline their workflow and promote cooperation among similar teams. **True/False or Not given.**

Grammar time

When do we use gerund or infinitive?

When we have to use a verb after another verb, or a certain kind of word, we sometimes use an infinitive or a gerund. It often depends on the word that comes before. Here you have a list of the main situations in which we use infinitives or gerunds.

Verbs that take gerund or infinitive with a change of meaning

Forget

Forget to do something: Used to talk about things that we need to do, and we forget to do them.

I think we forgot to lock the door when we left.

Don’t forget to call me when you finish.

Forget doing something: It’s normally used in negative sentences. Used to talk about memories; normally about things that we did in the past and that we will not forget.

I'll never forget walking on that amazing beach for the first time.

Remember

Remember to do something: Used to talk about things we need to do.

He didn't remember to turn off the heating after class.

Please, will you remember to close the windows if you leave?

Remember doing something: Used to talk about memories. We remember things from the past.

I remember eating on this same chair the day I graduated.

I remember mentioning the issue to Elisabeth last week.

Try

Try to do something: When we try to do something, we make an effort to achieve something that we maybe will or will not accomplish.

Could you please try to be a bit less rude?

I'll try to convince him, but I'm not sure that's going to change anything.

Try doing something: Used when we have an objective and we try something as an experiment to see if it helps us achieve that objective. We try something in order to achieve an objective.

A: "I need to sleep but I can't." B: "Why don't you try drinking a glass of hot milk?"

I can't contact Jane. I've tried calling her home number and also on her mobile, but nothing.

Stop

Stop to do something: Used when we stop doing an activity so as to start doing a different one.

We had been driving for hours, so we had to stop to eat something and go to the toilet. (=We stopped driving in order to eat.)

Stop doing something: It means to finish doing something that we are doing.

Exercise 1

Choose the correct gerund or infinitive form to complete the sentences below. Gerund or infinitive – do, to do, doing

1.Sometimes _____nothing is more productive than doing something.

2.He's the best at _____ puzzles.

3.He is too upset _____ right now.

4.We used _____by the fire on cold winter nights.

5.We are looking forward to _____you soon.

6.They decided _____ to Los Angeles.

7.He refused _____the fine.

8.We were very happy _____ her there.

Exercise 2.

Fill in the gaps with the verbs in brackets in the correct gerund or infinitive form.

1She's going to be upset. I forgot _____ (call) her.

2.I'll never forget _____(kiss) my wife for the first time.

3.I'd love _____ (have) a chat with you.

4.I recommend _____(read) carefully the instructions before _____ (do) anything.

5.I think she is avoiding _____ (talk) to me.

6.Do you feel like _____(go) to the theater?

7.When I finish _____(prepare) the food, I'll set the table.

8.We can't afford _____(go) on holiday this year.

TEST

Choose the correct answer according to the text.

1. What is also considered a key aspect of servant-leadership?

A. Shopping

B.Customer service

C.Service

D.Discount

2. What is Corporate Culture?

A. Customer service allows businesses to streamline their workflow and promote cooperation among different teams. This includes communication between agents and managers, technical engineers, and production teams.

B. Having a good customer service base sets a company apart from its competition.

C. This means that it's important to reach out to customers before any issues arise.

D. It boosts the business's reputation and also increases its brand value by showing consumers and competitors that the business values the relationships it has with new and existing customers.

3. Why should Customer service be a single-step process?

A.for shopping

B.for advertising

C.for the consumer

D.for selling

4.My son's teacher promised ..... him in her free time.

A)helping

B)to help

C)helped

D)helps

5. My mother's ..... is excellent.

A)cook

B)have cooked

C)cooking

D)to cook

6. My teenage son is learning how to drive. His ..... scares me a lot.

A)to drive

B)drive

C)drove

D)driving

7.They promised ..... the yard work for me.

A)doing

B)do

C)to do

D)did

8……... is a great form of exercise.

A)Walks

B)Walking

C)To walking

D)Walk

9. I watched my daughter ..... across the street on her own. She's growing up too fast.

A)to walk

B)walk

C)walked

D)to be walking

10.I want him ..... me a straight answer.

A)to give

B)give

C)gives

D)giving

LISTENING GAP FILL

Food safety seems _____ issue nowadays. I can't remember it _____ big problem years ago. With today's technology, it _____ problem. But it is. In fact, there are many problems. In my country, GM food is a big issue. People do _____ eat food that is genetically modified. They say it is unsafe. I know in America GM food is everywhere. Another _____ safety _____ . A lot of imported food has made people ill. Our government _____ of food from certain countries. This is a good idea. A concern in my country _____ and cows. We have _____ mad cow disease. It _____ to be vegetarian.

CORRECT THE SPELLING

Food safety seems to be a big useis nowadays. I can't remember it being such a big rebmlpo years ago. With today's lgyncoeoth, it shouldn't be a problem. But it is. In fact, there are many problems. In my country, GM food is a big issue. People do not want to eat food that is genetically dmiedifo. They say it is fseuan. I know in America GM food is everywhere. Another issue with food yesatf is food ioptsmr. A lot of imported food has made people ill. Our government bans a lot of food from ranietc countries. This is a good idea. A erncnco in my country is with chickens and cows. We have bird flu and mad cow disease. It might be better to be irtgvanaee.

UNJUMBLE THE WORDS

Food safety seems be big nowadays to a issue. I can't remember it being years problem big a such ago. With today's technology, it shouldn't be a problem. But it is. In fact, there are many problems. In my country, GM food is a big issue. not to food do want eat People that is genetically modified. They say it is unsafe. I know in is GM everywhere food America. Another issue with food safety is food imports. made lot imported has A of food people ill. food government a of Our bans lot from certain countries. This is a good idea. A concern in my country is with chickens and cows. bird and cow have flu mad We disease. be It be to vegetarian might better.

Speaking.

What products or services do people in your country like to complain about?

Would you buy things in the shops where you have complained before?

Is it necessary for companies to set up customer service?

Will customers' complaints improve products or services?

Are there any disadvantages to setting up customer service?

Writing.

Today, the high sales of popular consumer goods reflect the power of advertising and not the real needs of the society in which they are sold. To what extent do you agree or disagree?

You should write 250 words in the essay.

To what extent do you agree or disagree?

Video:https://www.investopedia.com/terms/c/corp-social-responsibility.asp

https://www.slideshare.net/RobbySahoo/corporate-social-responsibility-13975540

Presentation:https://www.slideshare.net/MIWorksMO/customer-service-43155209

Module 25	**Marketing and promotion** **Grammar:** Collocation

What is Marketing Promotion?

Marketing promotion is a group of outbound communication activities which are used to inform customers about the product and service features and offers in order to create awareness, increase demand and drive sales. Based on the activity, marketing promotion can be driven by personal selling, advertising, sales promotion, direct marketing & PR. It is a critical business activity as it promotes the product benefits, attracts customers & increases business revenue.

Importance of Marketing Promotion. The marketing promotion plays a very important role in business. Without effective promotion, the product awareness may remain low in the market and lead to lower than expected revenue. But on the other hand, marketing promotion also would require dedicated budget but it helps in creating the awareness in the market enabling the organization to drive additional revenue.

The main aim of marketing promotion is:

1. To introduce a new product
2. To educate customers about the product usage
3. To increase awareness of the product
4. To differentiate from competitors
5. To achieve increase in product recall
6. To build brand value and image
7. To encourage people to buy in bulk especially in off season to level the demand

Marketing Promotion Example

Let us take a scenario of launching a new car in the market. The car may be very good in terms of features, mileage, style and affordability. However without marketing promotion, the potential customers in the target group might not be able to know about the same. Hence the automobile companies use marketing promotions like campaigns, commercials, test drives at exhibitions and trade events, social media engagement etc. Marketing promotion helps customers take better decisions about the car once they know about the product offering and features.

Vocabulary

English	**Russian**	**Uzbek**
marketing promotion	маркетинговое продвижение	marketingni rag'batlantirish
communication	коммуникация	aloqa
lead	вести	boshqarmoq
awareness	осведомленность	xabardorlik
encourage	поощрять	rag'batlantirish
features	функции	Xususiyatlari
target	цель	maqsad

Questions

1.What is marketing promotion?
2.Can you tell main aim of marketing promotion?
3. What does Marketing promotion help?

Task 1. Complete the sentences with the correct information from the text.

1. _____is a group of outbound communication activities which are used to inform customers about the product and service features and offers in order to create awareness, increase demand and drive sales.

2. Based on the activity, marketing promotion can be driven by _____, _____, _____, direct marketing & PR.

3. It is a _____ as it promotes the product benefits, attracts customers & increases business revenue.

4. Without _____, the product awareness may remain low in the market and lead to lower than expected revenue.

5. The marketing promotion plays a very important role _____.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1. Showcasing advancement could be a gather of outbound communication exercises which are utilized to illuminate clients around the item and service highlights and offers in arrange to make mindfulness, increment request and drive deals. **True/False or Not given.**

2. Service plays a very important role in business. **True/False or Not given.**

3. Without viable advancement, the item mindfulness may stay moo within the showcase and lead to lower than anticipated income. **True/False or Not given.**

4. Marketing promotion nas not aims. **True/False or Not given.**

5. Showcasing advancement makes a difference clients take superior choices almost the car once they know around the item advertising and highlights. **True/False or Not given.**

Grammar time

There are many different types of collocation. Here are some examples.

A. Adjectives and nouns

Notice adjectives that are typically used with particular nouns.

Emma always wears red or yellow or some other bright colour.

We had a brief chat about the exams but didn't have time to discuss them properly.

Unemployment is a major problem for the government at the moment.

Improving the health service is another key issue for government.

B. Nouns and verbs

Notice how nouns and verbs often go together. The examples below are all to do with economics and business.

The economy boomed in the 1990s. [the economy was very strong]

The company has grown and now employs 50 more people than last year.

The company has expanded and now has branches in most major cities.

The two companies merged in 2013 and now form one very large corporation.

The company launched the product in 2012. [introduced the product]

The price increase poses a problem for us. [is a problem]

The internet has created opportunities for our business. [brought new opportunities]

C. Noun + noun

There are a lot of collocations with the pattern a … of … .

As Max read the lies about him, he felt a surge of anger. [literary: a sudden angry feeling]

Some verbs collocate with particular prepositional expressions.

As Jack went on stage to receive his gold medal for the judo competition you could see his parents swelling with pride. [looking extremely proud]

When she spilt juice on her new skirt the little girl burst into tears. [suddenly started crying]

D. Verbs and adverbs

Some verbs have particular adverbs which regularly collocate with them.

She pulled steadily on the rope and helped him to safety. [pulled firmly and evenly]

He placed the beautiful vase gently on the window ledge.

E. Adverbs and adjectives

Adjectives often have particular adverbs which regularly collocate with them.

They are happily married.

I am fully aware that there are serious problems. [I know well

Exercise 1. Complete each sentence with a collocation from A**.**

1 Come to my office ten minutes before the meeting so we can have …

2 With her lovely dark hair Ella looks best when she wears …

3 In your essay on the influence of TV, don't forget to discuss these …

4 There is some crime in our town but it isn't …

Exercise 2. Replace the underlined words with a collocating verb from B.

1 We are going to introduce an exciting new product in June.

2 The economy was extremely high 30 years ago.

3 The new university they are planning will provide a lot of job opportunities.

4 There are always some problems when two companies join together but I think it will be worth it in the long run.

TEST

Choose the correct answer according to the text.

1. Is there a public call box near here? I have to _____ a phone call.

A) do B) make C) get D) hear

2. First she said “Yes”, then she said “No”, but in the end she _____ up her mind to marry him.

A) did B) made C) got D) said

3. When you’re not sure what to do, the best thing is to _____ nothing,

A) do B) make C) get D) hear

4. Ssh! You mustn’t _____ a noise. The baby’s asleep.

A) do B) make C) get D) hear

5. My teacher says I must work harder, but I can’t work any harder. I’m _____ my best.

A) doing B) trying C) making D) showing

6. We asked to see the manager and we _____ a complaint about the terrible service in the restaurant.

A) did B) made C) had D) heard

7. At first I found learning English very easy, but now I don’t think I’m _____ any progress at all.

A) doing B) making C) showing D) getting

8. Could you _____ me a favor please? Could you give me a lift to the airport?

A) make B) do C) give D) want

9. My uncle died without _____ a will, and it was very difficult for our family to sort out his money and possessions.

A) doing B) make C) get D) making

10. We have some lovely new neighbors; we’ve already _____ friends with them.

A) did B) made C) done D) make

LISTENING GAP FILL

Property _____ investments you can make. Of course it depends on which country you live in. Buying _____ guarantees your investment will rise in value. If you have a _____, you can play the world property market. Places like Dubai and other areas of the Gulf are _____ at the moment. I know lots of people _____ lot of money from property. They have several houses and rent them out. The rent _____ and after twenty years the house is theirs. I've never had any property. I'm _____ the deposit to buy a house. I find the property market to be very confusing. I don't _____ costs involved in buying a property.

CORRECT THE SPELLING

Property is one of the best investments you can make. Of course it penedsd on which country you live in. Buying property yaluslu guarantees your investment will rise in value. If you have a lot of extra cash, you can play the world property ekamtr. Places like Dubai and other areas of the Gulf are good places to buy at the enotmm. I know lots of people who have made a lot of money from property. They have aersvle houses and rent them out. The rent pays the tgargome and after twenty years the house is theirs. I've never had any property. I'm still vsgani up for the opdtsie to buy a house. I find the property market to be very cuniosngf. I don't like all the dhdnei costs involved in buying a property.

UNJUMBLE THE WORDS

Property best you one the can investments is of make. Of course in live you country which on depends it. Buying property usually guarantees your investment will rise in value. can If you have a lot of extra cash , you play the world property market. Places like Dubai and other areas places at the good buy of are to the Gulf moment. I know lots of money of lot a made have who people from property. houses several have They out them rent and. The rent pays the mortgage and after twenty years the house is theirs.

I've never had any property. I'm still saving to up buy for a the house deposit. I find the property market to be very confusing. I don't like all the involved buying property costs in a hidden.

Speaking

Describe a successful small business that you know.
You should say:
what the business is
where it is
who runs the business / how you know about this business
and explain why you think it is successful.

Writing

Marketing and promotion is the key to a successful business.
To what extent do you agree?
Introduction
Body I
Body II
Conclusion
You should write at least 250 words.
Video: https://www.wyzowl.com/video-marketing-promotion/
Presentation:https://www.slideshare.net/tutor2u/aqa-bus2marketingpromotion-12923250

Module 26	**The Market System as an Efficient Mechanism for Information** **Grammar:** Passive voice

Prices exist in markets for goods and services, for labor, and for financial capital. In all of these markets, prices serve as a remarkable social mechanism for collecting, combining, and transmitting information that is relevant to the market—namely, the relationship between demand and supply—and then serving as messengers to

convey that information to buyers and sellers. In a market-oriented economy, no government agency or guiding intelligence oversees the set of responses and interconnections that result from a change in price. Instead, each consumer reacts according to that person's preferences and budget set, and each profit-seeking producer reacts to the impact on its expected profits. The following Clear It Up feature examines the **demand and supply models**.

An increase in the price of some product signals consumers that there is a shortage; therefore, they may want to economize on buying this product. For example, if you are thinking about taking a plane trip to Hawaii, but the ticket turns out to be expensive during the week you intend to go, you might consider other weeks when the ticket might be cheaper. The price could be high because you were planning to travel during a holiday when demand for traveling is high. Maybe the cost of an input like jet fuel increased or the airline has raised the price temporarily to see how many people are willing to pay it. Perhaps all of these factors are present at the same time. You do not need to analyze the market and break down the price change into its underlying factors. You just have to look at the ticket price and decide whether and when to fly. In the same way, price changes provide useful information to producers. Imagine the situation of a farmer who grows oats and learns that the price of oats has risen. The higher price could be due to an increase in demand caused by a new scientific study proclaiming that eating oats is especially healthful. Perhaps the price of a substitute grain, like corn, has risen, and people have responded by buying more oats. The oat farmer does not need to know the details. The farmer only needs to know that the price of oats has risen and that it will be profitable to expand production as a result.

The actions of individual consumers and producers as they react to prices overlap and interlock in markets for goods, labor, and financial capital. A change in any single market is transmitted through these multiple interconnections to other markets. The vision of the role of flexible prices helping markets to reach equilibrium and linking different markets together helps to explain why price

controls can be so counterproductive. Price controls are government laws that serve to regulate prices rather than allow the various markets to determine prices. There is an old proverb: “Don’t kill the messenger.” In ancient times, messengers carried information between distant cities and kingdoms. When they brought bad news, there was an emotional impulse to kill the messenger. However, killing the messenger did not kill the bad news. Moreover, killing the messenger had an undesirable side effect: Other messengers would refuse to bring news to that city or kingdom, depriving its citizens of vital information.

Those who seek price controls are trying to kill the messenger—or at least to stifle an unwelcome message that prices are bringing about the equilibrium level of price and quantity. However, price controls do nothing to affect the underlying forces of demand and supply, and this can have serious repercussions. During China’s “Great Leap Forward” in the late 1950s, the government kept food prices artificially low, with the result that 30 to 40 million people died of starvation because the low prices depressed farm production. This was communist party leader Mao Zedong’s social and economic campaign to rapidly transform the country from an agrarian economy to a socialist society through rapid industrialization and collectivization. Changes in demand and supply will continue to reveal themselves through consumers’ and producers’ behavior. Immobilizing the price messenger through price controls will deprive everyone in the economy of critical information. Without this information, it becomes difficult for everyone—buyers and sellers alike—to react in a flexible and appropriate manner as changes occur throughout the economy.

VOCABULARY

English	*Russian*	*Uzbek*
Transaction	Сделка	kelishuv, bitim
Loan	Заем	qarz
Borrower	Заемщик	qarz oluvchi
Lender	Кредитор	qarz beruvchi
Capital	Капитал	mablag’
Mortgage	Ипотека	ipoteka, uy uchun olingan qarz
pre-determined date	заранее определенная дата	oldindan belgilangan sana
periodic installment	периодический	Davriy to’lovlar

Questions

1. What is the interest rate?
2. What are the differences between borrowers and lenders?
3. Should borrowed money be repaidin a lump sum by a pre-determined date or in periodic installments?
4. What is the principal?
5. Do most mortgages use simple interest or compound interest?

Task 1. Complete the sentences with the correct information from the text.

1. _____ exist in markets for goods and services, for labor, and for financial capital.
2. In all of these markets, prices serve as a remarkable _____ for collecting, combining, and transmitting information that is relevant to the market—namely, the relationship between _____ and _____—and then serving as messengers to convey that information to buyers and sellers.
3. In _____, no government agency or guiding _____ oversees the set of responses and interconnections that result from a change in price.

4. The actions of _____ and _____as they react to prices overlap and interlock in markets for goods, labor, and financial capital.

5. A change in any _____ is transmitted through these multiple interconnections to other markets.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1.Costs exist in markets for products and administrations, for labor, and for budgetary capital. **True/False or Not given.**

2. In the different way, price changes provide useful information to producers. **True/False or Not given.**

3. The activities of person customers and makers as they respond to costs cover and interlock in markets for products, labor, and money related capital. **True/False or Not given.**

4. Price controls are government laws that serve to regulate prices rather than allow the similar markets to determine costs. **True/False or Not given.**

5. The vision of the part of adaptable costs making a difference markets to reach balance and connecting diverse markets together makes a difference to clarify why cost controls can be so counterproductive. **True/False or Not given.**

Grammar time

Passive voice in the different verb tenses

To make a passive verb form, we have to use be in a particular verb tense and add the past participle of the main verb after it. You can see how to use the passive voice with different tenses below.

Active and passive

In a passive sentence, the object of an active sentence becomes the subject. In a passive voice sentence, the subject is the receiver of the action, not the doer of the action.

They take the photos in Africa. (active)

The photos are taken in Africa. (passive)

Exercise 1.

Turn the following active sentences into passive sentences. Keep the same verb tense.

1. They forbid smoking here. ⇒ Smoking _____ here.

2. They accept credit cards. ⇒ Credit cards _____.

3. They are building a new cinema in the city. ⇒ A new cinema _____ in the city.

4. Someone is accusing him of stealing money. ⇒ He _____-- of stealing money.

5. They built the house in 1950. ⇒ The house _____ in 1950.

6.The Romans named Neptune after the Roman god of the sea. ⇒ Neptune _____ after the Roman god of the sea.

7. Someone was blackmailing him. ⇒ He _____.

8. When I passed by, someone was painting the walls. ⇒ When I passed by, the walls _____**.**

Exercise 2

Turn the following active sentences into passive sentences. Keep the same verb tense.

1Then I noticed that someone had stolen my wallet. ⇒ Then I noticed that my wallet_____.

2He said that the police had arrested him 13 times. ⇒ He said that he _____13 times.

3They will not make a decision until next week. ⇒ A decision _____until next week.

4They are going to clean the room today. ⇒ The room _____ today.

5Someone should open the window. ⇒ The window _____.

TEST

1. The Remembrance Day and the Veteran's Day ___ on the 11th of November every year.

A) celebrated B) are celebrated

C) will be celebrated D) was celebrated

E) is celebrated

2. I hope that the truth ___ very soon.

A) will find out B) will be finding out

C) is found out D) will be found out

E) shall find out

3. Everything ___ before you came.

A) is done B) was done

C) has done D) had been done

E) has been done

4. -Did the company test the equipment yesterday?

-Yes it _____.

A) has tested B) had been tested

C) had tested D) was tested

E) tested.

5. People go to the tomb of the Unknown Soldier to stand in silence for a minute to honor the memory of those who ___ in wars.

A) is killed B) will be killed

C) was killed D) are killed

E) were killed

6. The sports competitions which ___ on Sunday ___ by a lot of people.

A) are held / will be visited

B) was held / will visit

C) will held / will visit

D) have been held / have visited

E) will be held / will be visited

7. The inspector is not in the town. He ___ to another place some days ago.

A) was sent B) sent

C) will be sent D) will send

E) sends

8. This story ___ to everybody as the name of the first space pioneer ___ in the heart of people all over the world.

A) knows / lives B) knew / lived
C) is known / is lived D) is known / lives
E) knows / is lived
9. The business letter ___ just ___ .
A) is / written B) has / been written
C) was / written D) were / written
E) is / going to write
10. Business letters ___ usually on special forms.
A) will be written B) are written
C) are being written D) is written
E) write

LISTENING GAP FILL

Leadership is a word _____ nowadays. Every time _____ news we hear about how important leadership is. Especially strong leadership. American presidents _____ the importance of leadership. I suppose they're right. It's important that someone takes responsibility and shows leadership. With the right leaders, we can _____. But not every leader shows leadership. In many countries around the world, there are _____. They do not have good leadership skills, they simply control people by fear. Good leadership is _____ by everyone and getting the job done. It's important to have good leadership in companies too, _____ the banks' leaders have not _____ leadership.

CORRECT THE SPELLING

Leadership is a word we hear a lot wsadyoan. Every time we turn on the news we hear about how important leadership is. Especially tnrgso leadership. American presidents often talk about the macirtneop of leadership. I suppose they're right. It's important that someone takes responsibility and swhos leadership. With the right leaders, we can achieve cucsess. But not every leader shows leadership. In many countries duonra the world, there are corrupt eseladr. They do not have good leadership skills, they

simply looctrn people by fear. Good leadership is being respected by everyone and netggit the job done. It's important to have good leadership in companies too, cexpet many of the banks' leaders have not shown such good leadership.

UNJUMBLE THE WORDS

Leadership is a nowadays word hear lot a we. Every time we turn on the news we hear about how important leadership is. Especially strong leadership. American the about talk often presidents importance of leadership. I suppose they're right. It's important that someone takes and responsibility leadership shows. With the right leaders, we can achieve success. But not every leader shows leadership. many In world the around countries, there are corrupt leaders. They do not have good leadership skills, control simply they fear by people. Good everyone by respected being is leadership and getting the job done. good have to important It's leadership in companies too, except many of the banks' leaders have not good shown leadership such.

Speaking

Describe your favourite shop. You should say:

- where it is
- what things it sells
- what sort of people are its customers and explain why you like the shop so much.

Writing

Do you think businesses should hire employees who will spend their entire lives working for the company?

Explain why you agree or disagree.

Use specific reasons and details to support your answer.

You should write at least 250 words.

Video: https://medium.com/@geeksagar/marketing-information-system-mkis-definition-components-and-applications-f4d9eafef956

Presentation:https://pressbooks.oer.hawaii.edu/principlesofmicroeconomics/chapter/4-3-the-market-system-as-an-efficient-mechanism-for-information/

Module 27	**Trading in the foreign exchange Market** **Grammar**: Indirect speech or reported speech.

Trading in foreign exchange (forex) Key messages Do your homework: check if the firm is authorised. Don't use money you can't afford to lose; you could lose more than your initial investment. Be aware that some product or service offerings could be misleading. Know the risks involved. Why is ESMA issuing this warning? We have noticed an increase, in some European Union countries, in unauthorised firms offering transactions, or platforms to trade, in currency derivatives in the forex market (such as 'contracts for difference' [FX forwards', and 'rolling spot contracts'). So, we are warning investors against dealing with unauthorised firms offering foreign exchange investment. We are also alerting retail investors to the main risks involved in forex trading. What is foreign exchange (forex) investment, or forex trading? The foreign exchange market (also called the 'forex market', 'FX market' or 'currency market') is a global financial market that trades in all the world's currencies. It is an international network with no fixed, physical location (i.e. it is 'decentralised'). It is an over-the-counter (OTC) market where brokers and dealers ('intermediaries') negotiate directly with one another.

Forex market participants (for example, banks, investment firms, hedge funds, retail forex brokers and you – the retail investor) buy, sell, and trade in currencies. With just a small amount of money, and access to a computer and the internet, you can easily enter the market using the various electronic online trading platforms made available by forex brokers. As for any investment in complex or volatile products, investing in the foreign exchange market is not for the unwary or risk-averse investor. If you are a retail investor considering

participating in this market, you should fully understand the market, and be aware of the main risks associated with foreign exchange trading, so you can make an informed decision before investing.

VOCABULARY

English	Russian	Uzbek
foreign exchange	иностранная валюта	xorijiy valyuta
Currency	Валюта	valyuta
Agricultural	Сельскохозяйственное	yerga oid
Convertibility	Конвертируемость	o'zgaruvchanlik
Shareholder	Акционер	hissador
Transparency	Прозрачность	oshkoralik, shaffoflik
Efficiency	Эффективность	samaradorlik
Monetary policy	Денежно-кредитная политика	valyuta siyosati
complex	сложный	murakkab

Task 1. Complete the sentences with the correct information from the text.

1._____ is a global financial market that trades in all the world's currencies.

2. It is _____network with no fixed, physical location.

3. It is an _____market where brokers and dealers negotiate directly with one another.

4. With just a small _____, and access to a computer and the internet, you can easily enter the _____the various electronic online trading _____made available by forex brokers.

5. As for any _____ in complex or volatile products, investing in the _____is not for the unwary or risk-averse investor.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1.The foreign exchange market is a common financial market that trades in all the world's currencies. **True/False or Not given.**

2. As for any seller in complex or volatile goods, selling in the foreign exchange market is not for the unwary or risk-averse investor. **True/False or Not given.**

3. With fair a little sum of cash, and get to to a computer and the web, you'll effortlessly enter the advertise utilizing the different electronic online exchanging stages made accessible by forex brokers. **True/False or Not given.**

4. If you are a retail investor considering participating in this market, you should fairly understand the market, and be aware of the main risks associated with foreign exchange trading, so you can make an informed decision before shopping. **True/False or Not given.**

5. Forex showcase members (for illustration, banks, venture firms, support reserves, retail forex brokers and you – the retail financial specialist) purchase, offer, and exchange in monetary forms. **True/False or Not given.**

Grammar time

What is indirect speech or reported speech?

When we tell people what another person said or thought, we often use reported speech or indirect speech. To do that, we need to change verb tenses (present, past, etc.) and pronouns (I, you, my, your, etc.) if the time and speaker are different. For example, present tenses become past, I becomes he or she, and my becomes his or her, etc.

Sally: 'I don't have time.' ⇒ Sally said that she didn't have time.

Peter: 'I am tired .' ⇒ He said that he was tired.

Say or tell?

The most common verbs we use in reported speech are say and tell. We must pay attention here. We say tell somebody something, and say something (to somebody).

They told me (that) they would help me. (NOT They said me they would help me.)

He said (that) he didn’t have a car. (NOT He told that he didn’t have a car.)

Exercise 1

Choose the correct form to complete the sentences below.

1. 'I work in a bank.' ⇒ He said that he _____in a bank.

2. 'I am working today.' ⇒ She told us she _____ that day.

3. 'I've been ill for a couple of weeks.' ⇒ He told me he _____ for a couple of weeks.

4. 'I was at the doctor all morning.' ⇒ She told me that she _____ at the doctor all morning.

5. 'I'll lend you the money .' ⇒ He told me he _____ me the money.

6. 'I can't do it without your help.' ⇒ She said she _____ it without my help.

7. 'The meeting may start early.' ⇒ He told us that the meeting _____ early.

Exercise 2

Turn these sentences into indirect speech.

1.'Where is the post office?' ⇒ He asked me _____

2.'Are you going to the beach today?' ⇒ She asked me _____

3.'Let me go! ⇒ He told them

4.'Where were you last night?' ⇒ He asked me _____ night.

5.'I may not be ready next week.' ⇒ Tomas said that he _____week.

TEST

1. The teacher promised ___.

A) that we can learn three English songs.

B) if we learn three English songs.

C) we would learn three English songs.

D) whether we would learn three English songs.

E) who will learn three English songs.
2. Bill: “Have you seen any interesting comedy lately, Nancy?”
Bill asked Nancy ___ .
A) if he will see an interesting film
B) if he saw an interesting comedy lately
C) what comedy Nancy saw lately
D) if she had seen any interesting comedy lately
E) if she would see an interesting comedy
3. Nick: “Did you see a bird in the tree?”
Nick wonders ___ in the tree.
A) if I saw a bird.
B) that I saw a bird.
C) if I had seen a bird.
D) whether I see a bird.
E) if I have seen a bird.
4. Dick to Lucy: Have you received my telegram?
Dick asked if ___ .
A) Lucy had received his telegram.
B) Lucy has received his telegram
C) Lucy would receive his telegram
D) Lucy will receive his telegram
E) Lucy received his telegram
5. Ann: Write down my address.
Ann asked me ___ .
A) he wrote down my address
B) to write down her address
C) he had written her address
D) she writes down her address
E) she wrote down his address
6. He said, “I’m very busy today.”
He said ___ .
A) he had been very busy that day
B) he is very busy today
C) he was very busy that day

D) I’m very busy today
E) I had been very busy that day
7. Lena said, “Where have you been yesterday?”
Lena asked ___ .
A) where she had been the day before.
B) where she had been yesterday.
C) where she was the day before.
D) where she could be the day before.
E) where she hasn’t been before.
8. He thought: “What am I going to do?”
He thought ___ .
A) what was he going to do
B) what he was going to do
C) what he is going to do
D) it he was going to do
E) what is he going to do
9. Mother asked me ___ .
A) why I have spent all the money
B) that I had spent all the money
C) if I had spent all the money
D) when I spend all the money
E) if I will spend all the money

LISTENING GAP FILL

The stock market is _____ days. Since the credit crisis began in September 2009, people have been watching stock _____. A lot of people _____ money because share values have fallen. The stock market is a strange thing. People _____ for years for their pensions. To me, _____. It’s fine if companies keep doing well, but that’s not what happens. The recent _____ shows this. People lost half the value of their _____ overnight. Billions of dollars gone. Whose fault is it? I wonder if people will trust the stock markets again. I guess the big markets _____ and trading will continue as normal, until the next stock market crash.

CORRECT THE SPELLING

The stock market is a hot otpic these days. Since the credit irssci began in September 2009, people have been watching stock prices very carefully. A lot of people have lost a lot of money because share aluesv have fallen. The stock market is a strange thing. People evistn money in it for years for their pensions. To me, that seems yisrk. It's fine if companies keep doing well, but that's not what aesppnh. The recent global financial crisis shows this. People lost half the value of their ftleieim savings hirtonveg. Billions of dollars gone. Whose fault is it? I wonder if people will trust the stock markets again. I guess the big markets will cbuone back and trading will continue as normal, until the next stock market sarch.

UNJUMBLE THE WORDS

The these topic hot a is market stock days. Since the credit crisis began in September 2009, people have been watching stock prices very carefully. A lot of people have values of have money lost because a share lot fallen. The stock market is a strange thing. People invest money in it years pensions for for their. To me, that seems risky. It's fine if companies keep doing well, but that's not what happens. The this shows crisis financial global recent. People their lost the of lifetime half value savings overnight. Billions of dollars gone. Whose fault is it? I wonder markets people trust stock if will the again. I guess the markets bounce and big will back trading will continue as normal, next the until crash market stock.

Speaking

Describe online shopping in your country.

Why is online shopping so popular these days?

What's the difference between shopping online and in a store?

What kinds of problems can customers have when they shop online?

What should customers do if there are problems with products they bought online?

What kind of service should customers expect from a company?

What is good service?

What is bad service?

Is it important for a company to provide after sales service?

How can companies make sure they their staff are giving good service?

Writing

Large businesses have big budgets for marketing and promotion. As a result, people gravitate towards buying their products.

What problems does this cause?

What could be done to encourage people to buy local products?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

Video: https://www.investopedia.com/terms/forex/f/foreign-exchange-markets.asp

Presentation:https://www.slideshare.net/neelakshi81/foreign-exchange-market-forex-market

Module 28	**Demand and Supply in Financial Markets** **Grammar:** Past perfect and past simple.

Demand and Supply in Financial Markets

United States' households, institutions, and domestic businesses saved almost $1.9 trillion in 2013. Where did that savings go and what was it used for? Some of the savings ended up in banks, which in turn loaned the money to individuals or businesses that wanted to borrow money. Some was invested in private companies or loaned to government agencies that wanted to borrow money to raise funds for purposes like building roads or mass transit. Some firms reinvested their savings in their own businesses.

In this section, we will determine how the demand and supply model links those who wish to supply **financial capital** (i.e., savings)

with those who demand financial capital (i.e., borrowing). Those who save money (or make financial investments, which is the same thing), whether individuals or businesses, are on the supply side of the financial market. Those who borrow money are on the demand side of the financial market. For a more detailed treatment of the different kinds of financial investments like bank accounts, stocks and bonds, see the Financial Markets chapter.

Who Demands and Who Supplies in Financial Markets?

In any market, the price is what suppliers receive and what demanders pay. In financial markets, those who supply financial capital through saving expect to receive a rate of return, while those who demand financial capital by receiving funds expect to pay a rate of return. This rate of return can come in a variety of forms, depending on the type of investment.

The simplest example of a rate of return is the **interest rate**. For example, when you supply money into a savings account at a bank, you receive interest on your deposit. The interest paid to you as a percent of your deposits is the interest rate. Similarly, if you demand a loan to buy a car or a computer, you will need to pay interest on the money you borrow.

Let's consider the market for borrowing money with credit cards. In 2014, almost 200 million Americans were cardholders. Credit cards allow you to borrow money from the card's issuer, and pay back the borrowed amount plus interest, though most allow you a period of time in which you can repay the loan without paying interest. A typical credit card interest rate ranges from 12% to 18% per year. In 2014, Americans had about $793 billion outstanding in credit card debts. About half of U.S. families with credit cards report that they almost always pay the full balance on time, but one-quarter of U.S. families with credit cards say that they "hardly ever" pay off the card in full. In fact, in 2014, 56% of consumers carried an unpaid balance in the last 12 months. Let's say that, on average, the annual interest rate for credit card borrowing is 15% per year. So, Americans pay tens

of billions of dollars every year in interest on their credit cards—plus basic fees for the credit card or fees for late payments.

VOCABULARY

English	Russian	Uzbek
Demand	Спрос	talab
Disconnect	Отключить	aloqani uzmoq
Interest rate	Процентная ставка	qiymatlar
Exchange	Обмен	almashtirmoq, ayirboshlash
National economy	Национальная экономика	milliy iqtisodiyotlar
financial	финансовый	moliyaviy
Competitors	Конкуренты	raqobatchilar, bellashuvchilar
Commodity	Товар	Tovar, mol, iste'mol buyumi

Questions

What is demand and supply in financial markets?

How does supply and demand affect financial markets?

Who demands and supply in financial markets?

What kinds of factors will shift demand and supply of financial capital?

Task 1. Complete the sentences with the correct information from the text.

1. In this section, we will determine how _____ model links those who wish to supply financial capital with those who demand financial capital.

2. Those who _____, whether individuals or businesses, are on the supply side of the _____.

3. For a more detailed treatment of the _____-like bank accounts, stocks and bonds.

4. _____ allow you to borrow money from the card's issuer, and pay back the borrowed amount plus interest, though most allow you a period of time in which you can repay _____without paying interest.

5. In _____, Americans had about_____ billion outstanding in _____debts.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1.In this segment, we'll decide how the request and supply show joins those who wish to supply money related capital with those who request monetary capital . **True/False or Not given.**

2. Credit cardsdon don't allow you to borrow money from the card's issuer, and pay back the borrowed amount plus interest, though most allow you a period of time in which you can repay the loan without paying interest. **True/False or Not given.**

3. In any market, the cost is what suppliers go out and what demanders borrow**.True/False or Not given.**

4. The intrigued paid to you as a percent of your stores is the intrigued rate. **True/False or Not given.**

5. In 2012, Americans had about $793 billion outstanding in credit card debts. **True/False or Not given.**

Grammar time

We use the past simple verb tense to talk about events that happened at a specific time in the past. Usually, in these sentences, there is a word like 'yesterday' or 'last year' which shows the action happened at a time in the past that is finished.

I washed my clothes yesterday.

I met her in 2008.

This actions happened in the past, they are finished.

To use the past perfect, we need to have two actions in the past. But, when we talk about the actions, we do not speak chronologically.

Instead, we speak about a recent action, and then what happened earlier.

Subject + [Auxiliary verb 'had'] + [Verb in Past Participle]

Past Perfect Keywords: by, by the time, until, before

When we arrived at the theatre, the movie had already started.

By the time I moved into my own apartment , I had finished high school.

Exercise 1.

Fill in past simple or past perfect simple.

1. After they ____ (see) the Tower, they _____ (go) to Westminster Abbey.

2. He _____(ask) me which animals I _____ (see) in Africa.

3. After Columbus ____ (discover) America, he ____ (return) to Spain.

4. Before they _____ (move) to Liverpool, they _____(sell) everything.

5. After he _____ (work) very hard, he _____(fall) ill.

6. She _____(open) the box after she _____ (find) the key.

7. They _____ (go) to a restaurant after they_____ (sail).

8. Before they _____ (start) the party, they ____ (invite) some friends.

TEST

Choose the correct answer according to the text.

1.Lisa _____ me a lift because I _____ the bus.

A) gave / missed B) have given / have missed

C) gave / had missed D) had gave / missed

2. I _____ her for everything she _____.

A) thanking / did B) thanked / had done

C) have thanked / has done D) had thanked / had done

3. When I got to the office, I _____ that I _____ to lock the front door.

A) had realized / forget B) realized / had forgotten

C) realized / forget D) had realized / had forgotten

4.After they _____ their work, they ___ home.

A) had finished / went B) finished / went

C) had finished / had gone D) finished / had gone

5. I took my family to Paris last year. I _____ there as a student, so I _____ my way around.

A) was / know B) were / knew

C) had been / have known D) had been / knew

6. After I _____ to the news, I _____ to bed.

A) listened / went B) had listened / went

C) have listened / had gone D) listen / go

7. I had read the book _____ I saw the film.

A) when B) before C) until D) after

8. I ____ to sleep until I _____ my homework.

A) don't go / did B) had not gone / had done

C) didn't go / did D) didn't go / had done

9. I _____ the book back to the library after I _____ reading it.

A) take / finished B) have taken / have finished

C) took / had finished D) had taken / finished

10. I didn't recognize him because he _____ a haircut.

A) had had B) has C) had D) have had

LISTENING GAP FILL

I have a strange hobby. It's visiting factories. I'm really interested _____ things work and how they are made. I've learnt _____ on my factory visits. Factories are amazing. They are like mini cities. The thing that surprises _____ how everything works together. Everyone knows exactly what _____ to do it. Even the robots. Car factories are cool, but very noisy. A car assembly _____ a giant ballet dance with everything moving perfectly together. It's _____ visit factories. All you have _____ to their home page and see if they have visiting times, or write to them. The best factories

_____ ones that produce food and drinks. You always _____. Unfortunately you don't _____ at car factories.

CORRECT THE SPELLING

I have a strange hobby. It's tnivgiis factories. I'm really interested to see how things work and how they are made. I've naetlr so many things on my factory visits. Factories are igznaam. They are like mini cities. The thing that srepussri me most is how everything works together. Everyone knows yxleact what to do and when to do it. Even the robots. Car factories are cool, but very noisy. A car assembly line is like a giant btleal dance with everything moving pyetecrlf together. It's quite easy to visit factories. All you have to do is go to their home page and see if they have gitiisvn times, or write to them. The best factories to visit are ones that ocperud food and drinks. You always get free tfsfu. Unfortunately you don't get a free car at car factories.

UNJUMBLE THE WORDS

I have a strange hobby. It's visiting factories. I'm really things how see to interested work and how they are made. I've learnt things my visits many on factory so. Factories are amazing. They are like mini cities. The thing that surprises me most works how together everything is. to what exactly knows Everyone do and when to do it. Even the robots. Car factories are cool, but very noisy. A car assembly line is dance ballet giant a like with everything moving perfectly together. It's quite easy to visit factories. go to their home page All you have to do is and see if they have visiting times, or write to them. The best factories to visit produce ones food that are and drinks. You always get free stuff. Unfortunately you don't at a car free factories car get.

Speaking

Describe the local market in your region.

Explain products in your local market

Price in local market and its advantages

Do you prefer local market or supermarket?

Writing

Many large supermarkets are being built today while the number of small shops is decreasing.

Do the advantages of this outweigh the disadvantages?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

Video:https://www.google.com/search?q=Demand+and+Supply+in+Financial+Markets+ppt&sca_esv=595236064&ei=K7-UZYyQLsbOwPAP9

Presentation: https://www.slideshare.net/lntrullin/supply-and-demand-1184484

Module 29	**Consumer Choices** **Grammar:** First conditional, future time clauses

The theory of consumer choice is the branch of microeconomics that relates preferences to consumption expenditures and to consumer demand curves. It analyzes how consumers maximize the desirability of their consumption as measured by their preferences subject to limitations on their expenditures, by maximizing utility subject to a consumer budget constraint.

Consumption is separated from production logically because two different economic agents are involved. In the first case consumption is by the primary individual, individual tastes or preferences determine the amount of pleasure people derive from the goods and services they consume.; in the second case, a producer might make something that he would not consume himself. Therefore, different motivations and abilities are involved. The models that make up consumer theory are used to represent prospectively observable

demand patterns for an individual buyer on the hypothesis of constrained optimization. Prominent variables used to explain the rate at which the good is purchased (demanded) are the price per unit of that good, prices of related goods, and wealth of the consumer.

The law of demand states that the rate of consumption falls as the price of the good rises, even when the consumer is monetarily compensated for the effect of the higher price; this is called the substitution effect. As the price of a good rises, consumers will substitute away from that good, choosing more of other alternatives. If no compensation for the price rise occurs, as is usual, then the decline in overall purchasing power due to the price rise leads, for most goods, to a further decline in the quantity demanded; this is called the income effect. As the wealth of the individual rises, demand for most products increases, shifting the demand curve higher at all possible prices.

In addition, people's judgments and decisions are often influenced by systemic biases or heuristics and are strongly dependent on the context in which the decisions are made, small or even unexpected changes in the decision-making environment can greatly affect their decisions.

The theory of consumer choice assumes consumers wish to maximise their utility through the optimal combination of goods – given their limited budget.

To illustrate how consumers choose between different combinations of goods we can use equi-marginal principle and indifference curves and budget lines.

VOCABULARY

English	Russian	Uzbek
Consumption	Потребление	iste'mol
Expenditure	Расход	sarf xarajat
Consumer	Потребитель	iste'molchi
Equil-marginal principle	Равнопредельный принцип	teng chegaraviy tamoyil
Microeconomics	Микроэкономика	mikroiqtisodiyot
Alternatives	Альтернативы	alternativlar, maqbul turlari
Budget line	Бюджетная линия	byudjet chizig'i
income	доход	foyda

Questions

1.Why is consumption separated from production logically?

2.What is the consumer choice?

3. By what people's judgments and decisions are often influenced?

4. What is called the income effect?

Task 1. Complete the sentences with the correct information from the text.

1._____ is the branch of microeconomics that relates preferences to consumption expenditures and to consumer demand curves.

2. It analyzes how consumers _____the desirability of their _____ as measured by their preferences subject to limitations on their expenditures, by maximizing utility subject to a consumer _____.

3._____ is separated from _____ logically because two different economic agents are involved.

4. In the first case consumption is by the primary individual, individual tastes or _____ the amount of pleasure people derive from the goods and services they consume.; in the second case,

a producer might make something that he would not _____.

5. _____ used to explain the rate at which the good is purchased are the price per unit of that good, prices of related goods, and wealth of the consumer.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1. To illustrate how consumers choose between similar combinations of products we can use equil-marginal principle and similar curves and budget. **True/False or Not given.**

2. The theory of consumer choice is the part of microeconomics that relates preferences to consumption expenditures and to consumer demand curves. **True/False or Not given.**

3. Same motivations and abilities are involved. **True/False or Not given**.

4. Prominent variables used to explain the rate at which the product is purchased the cost per unit of that good, prices of related products, and wealth of the consumer. **True/False or Not given.**

5. Consumption is separated from production logically because three different economic agents are involved. **True/False or Not given.**

If clause and main clause

All conditional sentences have two parts: the if clause and the main clause. It doesn't matter which clause comes first, but when the if clause comes first, we should put a comma after it.

If it rains, we'll stay home

We'll stay home if it rains.

If + present, future

In the first conditional, the verb in the if clause is present and the verb in the main clause is future (will).

If you don't go to sleep, you'll be very tired tomorrow.

The if clause may have a present or a future meaning, but the verb is always in present (NOT future)

If you are a good boy tomorrow, mummy will buy you a present. (NOT If you will be a good boy)

Main clause: will, modal verb, imperative

In the main clause, we can use may, might, can, must, should instead of will.

If he doesn't train harder, he may/might lose the championship.

If your room is tidy, you can leave.

If you want to lose weight, you must/should eat less sugary things.

Or we can also use an imperative instead of will.

If you arrive after midnight, ring me on my mobile.

Unless = if (not)

We can also use unless in conditional sentences to mean if … (not)

I won't go on holiday unless I save some money.

= I won't go on holiday if I don't save some money.

Exercise 1

Fill in the gaps with the verbs in brackets in the correct tense.

Hi brother,

We're at the station, but our train isn't here yet. We're worried because if the train 1 (not arrive) on time, we 2 _____(miss) our flight, and we 3 _____ (have to) spend the night here. When we 4 _____ (get) to the airport, I 5 _____(text) you. We are very excited about the holiday. Sandy is looking forward to taking surfing lessons. She says as soon as we 6 _____ (check in) at the hotel, she 7 _____ (look for) a surf instructor. However, she says she won't take any lessons if I 8 _____(not surf) with her. We expect the weather will be fine. If it 9 _____ (not be), we 10 _____ (be) very upset. We are also planning to try the local food. If the hotel restaurant 11 _____(be) nice, we 12 _____ (have) a meal there as soon as we 13 _____ (check in). One more thing, 14 _____ (you/

water) the plants if I 15 _____ (promise) to take you out for dinner when we come back?

Take care,

Andy.

TEST

Choose the correct answer according to the text.

1.What is the branch of microeconomics that relates preferences to consumption expenditures and to consumer demand curves?

A)Shopping

B)Service

C)The theory of consumer

D)Demand and supply

2. How many different economic agents are involved in consumption?

A) two B) three C) four D)five

3. What used to explain the rate at which the good is purchased the price per unit of that good, prices of related goods, and wealth of the consumer?

A)Prominent variables

B) The theory of consumer

C) Demand and supply

D) Shopping

4. What states that the rate of consumption falls as the price of the good rises, even when the consumer is monetarily compensated for the effect of the higher price; this is called the substitution effect?

A) Prominent variables

B)The law of demand

C) The theory of consumer

D) Demand and supply

5.Who chooses between different combinations of goods we can use equi-marginal principle and indifference curves and budget lines?

A)Seller

B) Businessman

C) Service
D)Concumer
6. If you … some eggs, I … some coffee.
A) will cook / make
B) cook / will make
C)cooked
D)will make
7. My brother … his car this afternoon if
he … enough time.
A) will wash / has
B) wash / will have
C)cooked
D)will make
8. James … some books if he … to the library. …
A) will borrow / goes
B) borrows / will go
C)cooked
D)will make
9. If I … more money, I … a bank machine.
A) need / will find
B) will need / find
C)cooked
D)will make
10. Sarah … a doctor if she still …sick tomorrow.
A) sees / will feel
B) will see / feels
C)cooked
D)will make

LISTENING GAP FILL

I think supermarkets are interesting places. They are _____ different kinds of goods and products. There is _____ making sure the shelves are stocked and everything looks nice. And _____ cheap. The only thing I don't like about supermarkets is _____. I

hate waiting in line at the check-outs. Another thing I hate is when I get a trolly _____. I really like going to supermarkets in different countries. Each country has _____. In England, you'll see a huge cheese section; in Japan, you'll _____ selling seaweed; in the Middle East, you'll _____ of dates and olives; and my favourite is India and the hundreds of colourful spices.

CORRECT THE SPELLING

I think supermarkets are interesting lcpsea. They are packed with thousands of different diksn of goods and products. There is an army of workers nkaimg sure the shelves are stocked and everything looks nice. And the prices are usually haecp. The only thing I don't like about supermarkets is when I have to pay. I hate wtanigi in line at the check-outs. Another thing I hate is when I get a trolly with a obbywl wheel. I really like going to supermarkets in different countries. Each country has very different things. In England, you'll see a huge cheese oescnti; in Japan, you'll see a whole siael selling seaweed; in the Middle East, you'll see vlseehs and shelves of dates and olives; and my favourite is India and the hundreds of colourful piscse.

UNJUMBLE THE WORDS

places interesting are supermarkets think I. They are packed of thousands with and goods of kinds different products. sure workers army is the making of an There shelves are stocked and everything looks nice. And the prices are usually cheap. The only thing I don't like about is I to supermarkets when have pay. I hate waiting in line at the check-outs. I get hate a is Another when thing I trolly with a wobbly wheel. I really like going to supermarkets in different countries. Each country has very different things. In , see huge England you'll a cheese section; in Japan, selling aisle whole a see you'll seaweed; in the Middle East, you'll see shelves and shelves of dates and olives; my and and India is favourite the hundreds of colourful spices.

Speaking

Describe a complaint that you made and were satisfied with the result.

You should say:

when it happened

who you complained to

what you complained about

and why you were satisfied with the result.

What products or services do people in your country like to complain about?

Would you buy things in the shops where you have complained before?

Is it necessary for companies to set up customer service?

Will customers' complaints improve products or services?

Are there any disadvantages to setting up customer service?

Writing

Nowadays consumer goods have become the most important part of people's lives. Do the advantages of this outweigh the disadvantages?

Ideas for body paragraph 1

– Advantage: Understandable – a car – can be the most important if you need it for work, family, etc Advantages are mobility, freedom, independence…

Ideas for body paragraph 2

– Disadvantage: When you fawn over a new product, it has been said the product owns you rather than you owning the product.

For example: with an expensive phone, you are constantly worried about the screen smashing, or leaving it on a table, or in a taxi — the worry associated can be stressful.

Conclusion

– Although it is understandable they are vital components of modern life, it must not be forgotten, that our lives are so much more than consumer durables.

You should write at least 250 words.

Video:https://www.google.com/search?q=consumer+choice+videos&sca_esv=595236064&ei=WMuUZcL2BuXwPAPyta_sAg&udm=&oq=consumer+choice+video&gs

Presentation:https://www.slideshare.net/bgsuswim79/the-theory-of-consumer-choice-50816715

Module 30	**Production and Costs.** **Grammar:** The second conditional

What Are Production Costs?

Production costs refer to all of the direct and indirect costs businesses face from manufacturing a product or providing a service. Production costs can include a variety of expenses, such as labor, raw materials, consumable manufacturing supplies, and general overhead.

Production costs refer to the costs a company incurs from manufacturing a product or providing a service that generates revenue for the company.

Total product costs can be determined by adding together the total direct materials and labor costs as well as the total manufacturing overhead costs.

Understanding Production Costs

Production costs, which are also known as product costs, are incurred by a business when it manufactures a product or provides a service. These costs include a variety of expenses. For example, manufacturers have production costs related to the raw materials and labor needed to create the product. Service industries incur production costs related to the labor required to implement the service and any costs of materials involved in delivering the service.

Taxes levied by the government or royalties owed by natural resource-extraction companies are also treated as production costs.1 Once a product is finished, the company records the product's value as an asset in its financial statements until the product is sold. Recording a finished product as an asset serves to fulfill the company's reporting requirements and inform shareholders.

Total product costs can be determined by adding together the total direct materials and labor costs as well as the total manufacturing overhead costs.1 Data like the cost of production per unit can help a business set an appropriate sales price for the finished item.

To arrive at the cost of production per unit, production costs are divided by the number of units manufactured in the period covered by those costs. To break even, the sales price must cover the cost per unit. Prices that are greater than the cost per unit result in profits, whereas prices that are less than the cost per unit result in losses.1

Types of Production Costs

Production incurs both **fixed costs** and **variable costs**. For example, fixed costs for manufacturing an automobile would include equipment as well as workers' salaries. As the rate of production increases, fixed costs remain steady.

Variable costs increase or decrease as production volume changes. Utility expenses are a prime example of a variable cost, as more energy is generally needed as production scales up.

There may be options available to producers if the cost of production exceeds a product's sale price. The first thing they may consider doing is lowering their production costs. If this isn't feasible, they may need to reconsider their pricing structure and marketing strategy to determine if they can justify a price increase or if they can market the product to a new demographic. If neither of these options works, producers may have to suspend their operations or shut down permanently.

How are production costs defined?

For an expense to qualify as a production cost it must be directly connected to generating revenue for the company. Manufacturers

carry production costs related to the raw materials and labor needed to create their products. Service industries carry production costs related to the labor required to implement and deliver their service. Royalties owed by natural resource-extraction companies also are treated as production costs, as are taxes levied by the government.

How are production costs calculated?

VOCABULARY

English	**Russian**	**Uzbek**
Raw materials	Сырье	xom ashyo
Total product costs	Общие затраты на	mahsulotning umumiy qiymati
Consumable	Расходный материал	iste'molga yaroqli, iste'mol qilsa bo'ladigan
Service industry	Сфера услуг	xizmat ko'rsatish sanoati
Expenditure	Расход	sarf xarajat
Tax	Налог	soliq, to'lov
Manufacture	Производство	ishlab chiqarish

Question

1. What Are Production Costs?
2. How are production costs defined?
3. How are production costs calculated?
4. What Types of Production Costs are there?

Task 1. Complete the sentences with the correct information from the text.

1._____incurs both direct costs and indirect costs.

2. Direct costs for _____ an automobile, for example, would be materials like plastic and metal, as well as workers' _____.

3. _____ would include overhead such as rent and utility expenses.

4. _____ can be determined by adding together the total direct materials and labor costs as well as the total manufacturing overhead costs.

5.Production costs refer to all of the direct and indirect costs businesses face from _____ or _____.

Task 2. Find correct answers according to the text. Circle True/False or Not given.

1. Generation costs allude to all of the coordinate and roundabout costs businesses confront from fabricating a item or giving a benefit. **True/False or Not given.**

2. Production costs can include a similar of expenses, such as labor, raw materials, consumable manufacturing demand , and general overhead. **True/False or Not given.**

3.There are three types of costs. **True/False or Not given.**

4. Variable costs for manufacturing an automobile would include equipment as well as workers' salaries. **True/False or Not given.**

5. Fixed costs increase or decrease as production volume changes. **True/False or Not given.**

Grammar time

We use the second conditional to talk about hypothetical or imaginary future situations.

If I didn't have a meeting tomorrow morning, I'd have lunch with you. (It's hypothetical. I have a meeting tomorrow, so I won't be able to have lunch with you.)

If clause and main clause

We use if + past to talk about an imaginary present or future situation (although the verb is in past, the meaning is present or future). And we use would + infinitive to talk about the result or consequence of that imaginary situation.

If we had a mansion in the country, we'd go there every weekend.

Would you travel around the world if you won the lottery?

Comma

When the if clause comes first, we normally put a comma after it. We don’t use a comma when the main clause comes first and the if clause comes second.

If I won the lottery, I’d buy a mansion.

I’d buy a mansion if I won the lottery.

Would

Would/wouldn’t is the same for all persons.

I/you/he/she/it/we/they would/wouldn’t do that if it was possible.

Contracted forms are wouldn’t= would not and ‘d= would

I‘d never tell anyone if you told me your secret.

I wouldn’t tell anyone if you told me your secret.

Could

We can often use could + infinitive instead of would + infinitive in the main clause.

If you spoke English, you could get a better job.

Was or were?

In the second conditional we can use if I/he/she/it were (more formal) instead of if I/he/she/it was (spoken English).

If I were/was fit, I would run a marathon.

We wouldn’t have any problems if he were/was more reasonable.

But we use were (NOT was) when we give advice with the expression if I were you.

If I were you, I would stay home and rest.

I wouldn’t pay any attention to what he says if I were you.

Exercise 1. Complete the following second conditional setences with the verbs in brackets in the correct form. Use would/’d or would not/wouldn’t/’d not + verb in the main clauses.

1.If John was here, he _____ (know) what to do.

2.I wouldn't work here if I _____(not enjoy) my job.

3.It's too bad that you don't speak French. If you _____(speak) French, you _____ (get) the job at the hotel.

4.If he _____ (know) the truth, he _____ (kill) you.

5.Where would you travel if you _____ (be) rich?

6.I'm sorry, I can't go out. I'd go out if I _____ (not have) this terrible headache.

7. I _____(not have) a cat if I _____ (not like) animals.

8.If I _____ (learn) Japanese, I _____ (try) to find a job in Japan.

9.If he _____(be) a nice person, he _____ (not treat) people so badly.

10.I _____ (not go) to that hotel if I _____- (be) you.

TEST

1. What refers to all of the direct and indirect costs businesses face from manufacturing a product or providing a service.

A) Production costs

B) Demand and Supply

C) Income

D) Tax

2.How many types of Production Costs are there?

A)4 B) 3 C) 2 D) 5

3.What kind of costs increase or decrease as production volume changes?

A) Fixed costs

B) Variable costs

C) Production costs

D) Costs

4. What is the meaning of the sentence: "If I had a lot of free time, I would travel around the world"?

A) The speaker is planning to travel around the world

B) The speaker has already traveled around the world

C) The speaker wishes they had more time to travel around the world

D) The speaker is currently traveling around the world

5. Which of the following uses the second conditional?

A) If I knew, I would go.

B) If I know, I will go.

C) If I had gone, I would know.

D) If I go, I will know.

6. What is the meaning of the sentence: "If I won the competition, I would buy a yacht"?

A) The speaker is planning to buy a yacht

B) The speaker has already bought a yacht

C) The speaker wishes they had won the competition to buy a yacht

D)The speaker is currently buying a yacht

7. Complete the sentence: If I ____ a lot of money, I would buy a car.

A) Had

B) Have

C) Have had

D) Would have

8. What is the meaning of the sentence: "If I had more friends there, I would learn Spanish"?

A) The speaker is planning to learn Spanish

B) The speaker has already learned Spanish

C) The speaker wishes they had more Spanish friends to learn Spanish

D) The speaker is currently learning Spanish

9. In the Second Conditional, what is used in the main clause?

A) Will + base form of the verb

B) Would have + past participle

C) Would + base form of the verb

D) Is + base form of the verb

10. Which of the following is a common mistake when using the Second Conditional?

A) Using "will" instead of "would" in the main clause

B) Using the present simple in the if-clause

C) Using "were" with "I" and "he/she/it"

D) Using "would have" in the main clause

LISTENING GAP FILL

How important _____? It's very important to me. Unfortunately, _____ it's also very expensive. But not all of the time. It _____ buy. I can buy very good quality clothes very cheaply. They are often _____ brand names. It's also easy to buy good quality food. I go to vegetable and fish markets _____ and cheap food. It's much better than the stuff in supermarkets. It can also be cheaper. I'd love a good quality car, but this is _____ runs out. It's still possible to buy a top-of-the-range Japanese car which is the same quality _____ expensive German one. I do spend a _____ a top quality computer – an Apple.

CORRECT THE SPELLING

How iraotntmp is quality to you? It's very important to me. Unfortunately, a lot of the time it's also very eneipevsx. But not all of the time. It pedneds on what you buy. I can buy very good quality clothes very hcalype. They are often the same quality as arndb names. It's also easy to buy good quality food. I go to vegetable and fish markets to get good quality and cheap food. It's much better than the stffu in supermarkets. It can also be aecpher. I'd love a good quality car, but this is where my dtbueg runs out. It's still osplisbe to buy a top-of-the-range Japanese car which is the same quality as a much more expensive German one. I do spend a little extra to buy a top quality ermutopc – an Apple.

UNJUMBLE THE WORDS

important How you to quality is? It's very important to me. Unfortunately, time the of lot a very also it's expensive. But not all of the time. It depends on what you buy. can quality buy clothes very I good very cheaply. They are often the same quality as brand names. easy buy quality also to good It's food. I go to vegetable and get to markets fish cheap and quality good food. It's much better than the stuff in supermarkets. It can also be cheaper. car quality good

a love I'd, but this is where my budget runs out. It's still possible to buy a top-of-the-range Japanese quality same the is which car as a much more expensive German one. I do spend a computer quality top a buy to extra little – an Apple.

Speaking

Describe an open-air or street market which you enjoyed visiting. You should say:

- where the market is
- what the market sells
- how big the market is
- and explain why you enjoyed visiting it.

Writing

Supermarkets should only sell food produced from within their own country rather than imports from overseas.

What are your opinions on this?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Video:https://yandex.ru/video/preview/15557619481295124296?from=tabbar&text=production+costs

Presentation: https://www.slideshare.net/SandreaButcher/costs-of-production-73039716

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GLOSSARY OF MARKETING TERMS

Aided recall. Respondents are asked if they remember a commercial for the brand being tested.

Alternative hypothesis. A competing hypothesis to the null.

Attitude. A learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object.

Audit. A formal examination and verification of either how much of a product has sold at the store level (retail audit) or how much of a product has been withdrawn from warehouses and delivered to retailers (warehouse withdrawal audits).

Balanced scale. Scale using an equal number of favourable and unfavourable categories.

Banner. The variables that span the columns of the cross-tab; generally represents the subgroups being used in the analysis.

Before-after design. Experiment where a measurement is taken from respondents before they receive the experimental treatment condition; the experimental treatment is then introduced, and the post-treatment measurement is taken.

Before-after with control design. Experiment that adds a control group to the basic before-after design; the control group is never exposed to the experimental treatment.

Between-group variations. Between-group differences in scores for groups that were exposed to different treatments - represents "explained" variation.

Blind testing. Tests where the brand name of the product is not disclosed during test.

Cartoon completion test. Projective technique that presents respondents with a cartoon of a particular situation and asks them to suggest the dialogue that one cartoon character might make in response to the comment(s) of another cartoon character.

Causality. Relationship where a change in one variable produces a change in another variable. One variable affects, influences, or determines some other variable.

Chi-square test statistic. Measure of the goodness of fit between the numbers observed in the sample and the numbers we should have seen in the sample, given the null hypothesis is true.

Cognition. A person's knowledge, opinions, beliefs and thoughts about the object.

Comparative scaling, (non-metric scaling) Scaling process in which the subject is asked to compare a set of stimulus objects directly with one another.

Comparison product test. Designs where a consumer rates products by directly comparing two or more products.

Concept board. Illustration and copy describing how the product works and its end-benefits.

Concept evaluation tests. Concept tests designed to gauge consumer interest and determine strengths and weaknesses of the concept.

Concept screening test. Concept tests for screening new product ideas or alternative end-benefits for a single product idea.

Concept test. Collection of information on purchase intentions, likes/dislikes and attribute rating in order to measure the relative appeal of ideas or alternative positioning and to provide direction for the development of the product and the product advertising.

Concept. An idea aimed at satisfying consumer wants and needs.

Concept/construct. Names given to characteristics that we wish to measure.

Confidence interval. Range into which the true population value of the characteristic being measured will fall, assuming a given level of certainty.

Confounds or confounding variables. Extraneous causal factors (variables) that can possibly affect the dependent variable and, therefore, must be controlled.

Connotative meaning. The associations that the name implies, beyond its literal, explicit meaning; the imagery associated with a brand name.

Constant sum scale. Procedure whereby respondents are instructed to allocate a number of points or chips among alternatives according to some criterion - for example, preference, importance, and so on.

Constitutive definition. Specifications for the domain of the constructs of interest so as to distinguish it from other similar but different constructs.

Continuous rating scale. (graphic rating scale) Procedure that instruct the respondent to assign a rating by placing a marker at the appropriate position on a line that best describes the object under study.

Control test market. Method in which the entire test market project is handled by an outside research company.

Copy recall. Percentage of respondents in the programme audience that correctly recalled copy elements in the test commercial.

Cross-price elasticity of demand. The percentage of change in demand for one product divided by the percentage change in price of the second product, assuming that all other factors affecting demand are constant.

Diary panels. Samples of households that have agreed to provide specific information regularly over an extended period of time. Respondents in a diary panel are asked to record specific behaviours as they occur, as opposed to merely responding to a series of questions.

Delphi method. A method of forecasting based on asking a group of experts for their best estimate of a future event, then processing and feeding back some of the information obtained, and then repeating the process; on the last set of responses, the median is usually chosen as the best estimate for the group.

Dependent variable. A variable whose value is thought to be affected by one or more independent variables. For instance, sales (dependent variable) are likely to be a function of advertising, availability, price, degree of competitive advantage, customer tastes, etc.

Depth interview ("one-on-one"). Sessions in which free association and hidden sources of feelings are discussed, generally through a very loose, unstructured question guide, administered by a highly skilled interviewer. It attempts to uncover underlying motivations, prejudice, attitudes toward sensitive issues, etc.

Dollar metric scale. (graded paired comparison) Scale that extends the paired comparison method by asking respondents to indicate which brand is preferred and how much they are willing to pay to acquire their preferred brand.

Double-barrelled questions. Questions in which two opinions are joined together.

Dummy magazine test. A realistic-looking test format using a dummy magazine that systematically varies the advertisements in such a way that some families receive magazine containing the test ad and other (matched) families receive a dummy magazine containing no ads at all.

Duo-trio designs. Test where a respondent is given a standard product and asked to determine which of two other products is more similar.

Electronic process. Review of the questionnaires for maximum accuracy and precision.

Ethnography. The systematic recording of human cultures.

Experimental design. A contrived situation designed so as to permit the researcher to manipulate one or more independent variables whilst controlling all extraneous variables and measuring the resultant effects on a dependent variable.

Filter question. A question that is asked to determine which branching question, if any, will be asked.

Focus group interview. Interview in which the interviewer listens to a group of individuals, who belong to the appropriate target market, talk about an important marketing issue.

Forced itemised test. Procedure in which a respondent indicates a response on a scale, even though he or she may have "no opinion" or "no knowledge" about the question.

Frequency distribution. The number of respondents who choose each alternative answer as well as the percentage and cumulative percentage of respondents who answer.

Funnel sequence. The procedure of asking the most general (or unrestricted) question about the topic under study first, followed by successively more restricted questions.

Gross incidence. Product/category use incidence for the entire population.

Hypothesis. An assumption or guess the researcher or manager has about some characteristic of the population being sampled.

Independent variable. A variable over which the researcher is able to exert some control with a view to studying its effect upon a dependent variable. For instance, an experiment may be conducted where the price (independent variable) of a dozen boxed carnations is varied and the sales (dependent variable) is observed at each price set.

Internal secondary data. Data available within the organisation - for example, accounting records, management decision support systems, and sales records.

Interval data. Measurements that allow us to tell how far apart two or more objects are with respect to attributes and consequently to compare the difference between the numbers assigned. Because the interval data lack a natural or absolute origin, the absolute magnitude of the numbers cannot be compared.

Itemised (closed-ended) questions. Format in which the respondent is provided with numbers and/or predetermined descriptions and is asked to select the one that best describes his or her feelings.

Itemised rating scaling. The respondent is provided with a scale having numbers and/or brief descriptions associated with each category and asked to select one of the limited number of categories, ordered in terms of scale position, that best describes the object under study.

Judgemental sampling. Studies in which respondents are selected because it is expected that they are representative of the

population of interest and/or meet the specific needs of the research study.

Judgemental data. Information generally based on perceptions or preference may give better indications of future patterns of consumption.

Jury of expert opinion. A method of forecasting based on combining the views of key executives.

Laboratory experimental environment. Research environment constructed solely for the experiment. The experiment has direct control over most, if not all, of the crucial factors that might possibly affect the experimental outcome.

Likert scale. Scaling technique where a large number of items that are statements of belief or intention are generated. Each item is judged according to whether it reflects a favourable or unfavourable attitude toward the object in question. Respondents are then asked to rate the attitude towards the object on each scale item in terms of a five-point category labelled scale.

Line marking. Similarity judgements recorded by making a mark on a 5-inch line anchored by the phrases "exactly the same" and "completely different".

Line marking/continuous rating non-comparative scale. Procedure that instructs the respondent to assign a rating by placing a marker at the appropriate position on a line that best describes the object under study. There is no explicit standard for comparison.

Loaded questions. Questions that suggest what the answer should be or indicate the researcher's position on the issue under study.

Loadings. Weightings that give the correlation of the attribute with respect to the dimension.

Magnitude estimation. Scale in which respondents assign numbers to objects, brands, attitude statements, and the like so that ratios between the assigned numbers reflect ratios among the objects on the criterion being scaled.

Mail diary services. General term for services involving a sample of respondents who have agreed to provide information such as media exposure and purchase behaviour on a regular basis over an extended period of time.

Mail surveys. Data-collection method that involves sending out a fairly structured questionnaire to a sample of respondents.

Mall-intercept personal survey. Survey method using a central-location test facility at a shopping mall; respondents are intercepted while they are shopping.

Market segment. Subgroups of consumers who respond to a given marketing-mix strategy in a similar manner.

Maturation. Threat to internal validity; refers to changes in biology or psychology of the respondent that occur over time and can affect the dependent variable irrespective of the treatment conditions.

Measurement. Process of assigning numbers to objects to represent quantities of attributes.

Monadic products test. Designs where a consumer evaluates only one product, having no other product for comparison.

Mortality. Threat to internal validity; refers to the differential loss (refusal to continue in the experiment) of respondents from the treatment condition groups.

Nominal data. Measurement in which the numbers assigned allow us to place an object in one and only one of a set of mutually exclusive and collectively exhaustive classes with no implied ordering.

Non-comparative scaling (monadic scaling). Scaling method whereby the respondent is asked to evaluate each object on a scale independently of the other objects being investigated.

Non-probability samples. Form of sampling where there is no way of determining exactly what the chance is of selecting any particular element or sampling unit into the sample.

Non-response error. Error that occurs because not all of the respondents included in the sample respond; in other words with non-response, the mean true value (on the variable of interest) of the

sample respondents who do respond may be different from the entire sample's true mean value (on the variable of interest).

Non-sampling error. Degree to which the mean observed value (on the variable of interest) for the respondent of a particular sample agrees with the mean true value of the particular sample of respondents (on the variable of interest).

Observational methods. Observation of behaviour, directly or indirectly, by human or mechanical methods.

Optical scanning. Direct machine reading of numerical values or alphanumeric codes and transcription onto cards, magnetic tape, or disk.

Order bias. Condition whereby brands receive different ratings depending on whether they were shown first, second, third, etc.

Ordinal data. Measurement in which the response alternatives define an ordered sequence so that the choice listed first is less (greater) that the second, the second less (greater) than the third, and so forth. The numbers assigned do not reflect the magnitude of an attribute possessed by an object.

Over-registration. Condition that occurs when a sampling frame consists of sampling units in the target population plus additional units as well.

Paired comparison designs. Tests where a consumer directly compares two products.

Paired comparison scale. Scale that presents the respondent with two objects at a time and asks the respondent to select one of the two according to some criterion.

Primary data. Data collected for a specific research need; they are customised and require specialised collection procedures.

Print ad tests. Attempts to assess the power of an ad placed in a magazine or newspaper to be remembered, to communicate, to affect attitudes, and ultimately, to produce sales.

Probability sampling designs. Samples drawn in such a way that each member of the population has a known, non-zero chance of being selected.

Project proposal. A written description of the key research design that defines the proposed study.

Projective techniques. A class of techniques which presume that respondents cannot or will not communicate their feelings and beliefs directly; provides a structured question format in which respondents can respond indirectly by projecting their own feelings and beliefs into the situation while they interpret the behaviour of others.

Proportional allocation. Sampling design guaranteeing that stratified random sampling will be at least as efficient as SRS. The number of elements selected from a stratum is directly proportional to the size of the stratum.

Purchase intent scale. Procedure attempting to measure a respondent's interest in a brand or product.

Q-sort scale. Rank order procedure in which objects are sorted into piles based on similarity with respect to some criterion.

Qualitative research methods. Techniques involving relatively large numbers of respondents, which are designed to generate information that can be projected to the whole population.

Quota sampling. Design that involves selecting specific numbers of respondents who possess certain characteristics known, or presumed, to affect the subject of the research study.

Random sampling error. Error caused when the selected sample is an imperfect representation of the overall population; therefore, the true mean value for the particular sample of respondents (on the variable of interest) differs from the true mean value for the overall population (on the variable of interest).

Random sources of error. Denoted by X, component made up of transient personal factors that affect the observed scale score in different ways each time the test is administered.

Range. Differences between largest and smallest values of distribution.

Rank-order scale. Scale in which respondents are presented with several objects simultaneously and requested to "order" or "rank" them.

Ratio data. Measurements that have the same properties as interval scales, but which also have a natural or absolute origin.

Recall. Measures of how many people remember having seen the test ad both on an unaided and aided basis.

Related samples. The measurement of the variables of interest in one sample can affect the measurement of the variable in some other sample.

Residual. An error term representing the difference between the actual and predicted values of the dependent variable.

Response error. Error that occurs because respondents (who do respond) may give inaccurate answers, or a respondent's answers may be misrecorded.

Response rates. The total number of respondents sent questionnaires who complete and return them, expressed as a percentage.

Sample two-stage cluster sampling. Design in which the clusters at the first stage are selected by SRS; at the second stage the sampling units are selected probabilistically by SRS from each sample cluster so that with clusters of equal size the same fraction of sampling units is drawn from each sample cluster.

Sample. A subset of the target population from which information is gathered to estimate something about the population.

Sampling frame. An explicit list of individuals or households that are eligible for inclusion in the sample.

Sampling interval. Computed by taking n/N together with r, the first chosen element to be included in the sample, determines which elements will be included in the sample.

Sampling units. The elements that make up the population.

Sampling variable. Variable that represents the characteristic of the population that we wish to estimate.

Sampling. Identification of a group of individuals or households (or institutions or objects) that can be reached by mail, telephone, or in person, and that possess the information relevant to solving the marketing problem at hand.

Scale transformation. Procedures for transforming data by one of a number of simple arithmetic operations to make comparisons across respondents and/or scale items.

Secondary data. Data that have been collected for another project and have already been published. Sources can be in-house or external.

Selection bias. Threat to internal validity; refers to the improper assignment of respondents to treatment conditions.

Semantic differential scale. Semantic scale utilising bi-polar adjectives as end points.

Sentence completion. Projective technique whereby respondents are asked to complete a number of incomplete sentences with the first word or phrase that comes to mind.

Simple one-stage cluster sampling. One-step design in which the first stage clusters all sampling units are selected by SRS, and within each selected cluster all sampling units are chosen.

Simple random sampling. Design guaranteeing that every sample of a given size as well as every individual in the target population has an equal chance of being selected.

Simple weighting. Procedure that attempts to remove non-response bias by assigning weights to the data that in some sense account for non-response.

Simulated test market. Method whereby various groups of pre-selected respondents are interviewed, monitored and sampled about the new product; in addition, respondents may be exposed to various media messages in a controlled environment.

Single-stage cluster sample. One step design where, once the sample of clusters is selected, every sampling unit within each of the selected clusters is included in the sample.

Snowball design. Sample formed by having each respondent, after being interviewed, identify others who belong to the target population of interest.

Split-halves. Scale items split in terms of odd-and even-numbered Hems or randomly. **Standard deviation.** Index of variability in the same measurement units used to calculate the mean.

Standard error (s). Indication of the reliability of an estimate of a population parameter; it is computed by dividing the standard deviation of the sample estimate by the square root of the sample size.

Stapel scale. Procedure using a single criterion or key word and instructing the respondent to rate the object on a scale.

Store audits. Studies that monitor performance in the marketplace among dollar and unit sales/share, distribution/out of stock, inventory, price, promotional

Stratified sampling. Design that involves partitioning the entire population of elements into sub-population, called strata, and then selecting elements separately from each sub-population.

Survey. A method of gathering information from a number of individuals (the respondents, who collectively form a sample) in order to learn something about a larger target population from which the sample was drawn.

Syndicated research services. Market research suppliers who collect data on a regular basis with standardised procedures. The data are sold to different clients.

Systematic sampling. Design whereby the target sample is generated by picking an arbitrary starting point (in a list) and then picking every nth element in succession from a list.

Systematic sources of error. Denoted by X, component made up of stable characteristics that affect the observed scale score in the same way each time the test is administered.

Target population. Set of people, products, firms, markets, etc., that contain the information that is of interest to the researcher.

Telephone surveys. Survey that involves phoning a sample of respondents drawn from an eligible population and asking them a series of questions.

Telescoping. Condition that occurs when a respondent either compresses time or remembers an event as occurring more recently than it actually occurred.

Test markets. A system that allows the marketing manager to evaluate the proposed national marketing program in a smaller, less expensive situation with a view to determining whether the potential profit opportunity from rolling out the new product or line extension outweighs the potential risks.

Thematic apperception test (TAT). Projective technique presenting respondents with a series of pictures or cartoons in which consumers and products are the primary topic of attention.

Third person/role playing. Projective technique that represent respondents with a verbal or visual situation and asks them to relate the feelings and beliefs of a third person to the situation, rather than to directly express their own feelings and beliefs about the situation.

Top-down approach. Process of breaking down clusters: or, at the beginning, all respondents belong to one segment, and then respondents are partitioned into two segments, then three segments, and so on until each respondent occupies his or her own segment.

Tracking. System for measuring the key sales components of customer awareness and trail and repeat purchases.

Trade-off procedure. Technique where the respondent is asked to consider two attributes at a time - to rank the various combinations of each pair of attribute descriptions from a most preferred to least preferred.

Treatment. A reference to an independent variable that has been manipulated by the researcher. For example, a researcher may be investigating the customer benefits of three prototype packaging designs in order to determine which design to use. The independent variable which is manipulated is product packaging.

Treatment. Term for that independent variable that has been manipulated.

Triangle designs. Tests where a respondent is given two samples of one product and one sample of another and asked to identify the one that differs.

Two-tail hypothesis test. Test used when the alternative hypothesis is non-directional - the region of rejection is in both tails of the distribution.

Type I error. Situation occurring when the null hypothesis is in fact true, but is nevertheless rejected on the basis of the sample data.

Type II or beta error. Situation occurring when we fail to reject the null hypothesis (HO), when in fact the alternative (HA) is true.

Unaided questions. Questions that do not provide any clues to the answer.

Unaided recall. Respondents are asked if they remember seeing a commercial for a product in the product category of interest.

Unbalanced scale. Scale using an unequal number of favourable and unfavourable scale categories.

Unfinished scenario story completion. Projective technique whereby respondents complete the end of a story or supply the motive for why one or more actors in a story behaved as they did.

Unstructured interview. Method of interviewing where questions are not completely predetermined and the interviewer is free to probe for all details and underlying feelings.

Utility scale values. Ratings that indicate how influential each attribute level is in the consumer's overall evaluations.

Validation. Procedure where between 10 and 20 percent of all respondents "reportedly" interviewed are recontacted by telephone and asked a few questions to verify that the interview did in fact take place.

Validity. Refers to the best approximation to truth or falsity of a proposition, including propositions concerning cause-and-effect relationships.

Word association. Projective technique whereby respondents are presented with a list of words, one at a time, and asked to indicate what word comes immediately to mind.

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ENGLISH (Text book for students studying in specialty 60412500-department of marketing)

TEXTBOOK

Editor: Bobodustov Z.N.
Edited by: Hamrayev D.

The study guide was discussed at the 3rd meeting of the SamISI Council on November 10. 2023 recommended to be printed and used in the educational process.

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Samarkand Institute of Economics and Service
was published in the printing department.
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