

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДЕРЖАВНИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ВІННИЦЬКИЙ ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ ІНСТИТУТ**

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**ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ /
FOREIGN LANGUAGE FOR SPECIFIC PURPOSES**

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ

Ступінь вищої освіти	«бакалавр» /	«bachelor»
Галузь знань	07 «Управління та адміністрування» /	«Management and Administration»
Спеціальність	075 «Маркетинг» /	«Marketing»
Освітня програма	«Маркетинг» /	«Marketing»

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I. ЗАГАЛЬНІ МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО САМОСТІЙНОЇ РОБОТИ

Основна мета вивчення ОК «Іноземна мова за професійним спрямуванням» - сформувані в здобувачів вищої освіти професійні іншомовні компетентності, що сприятимуть їхньому ефективному функціонуванню в полікультурному навчальному та професійному середовищі та стануть запорукою успішної конкурентоспроможності на сучасному ринку праці.

Курс «Іноземна мова за професійним спрямуванням» для здобувачів вищої освіти освітнього ступеня «бакалавр» охоплює етап навчання від рівня B1+ до рівня B2 та забезпечує досягнення випускниками рівня незалежного користувача іноземної мови, що відповідає міжнародній практиці мовної освіти у закладах вищої освіти.

Методичні рекомендації призначено для самостійної роботи здобувачів ОС «бакалавр» I-II курсу спеціальності 075 «Маркетинг». Вони розроблені відповідно до затверджених навчальних планів Вінницького торговельно-економічного інституту ДТЕУ та робочої програми ОК «Іноземна мова за професійним спрямуванням» для здобувачів освітнього ступеня «бакалавр» спеціальності 075 «Маркетинг».

Методична розробка містить 18 додаткових текстів для читання, тематика яких відповідає робочій програмі освітнього компонента і тематичному плану, та індивідуальних завдань для опрацювання і закріплення лексичного матеріалу. Для раціональної організації самостійної роботи здобувач вищої освіти повинен вміло розподілити свій час, передбачений навчальним планом для позааудиторної роботи. У цілому навчальний час включає години, призначені для аудиторної (регламентованої) роботи та позааудиторної роботи (підготовка до практичних занять, екзамену, написання контрольних робіт та виконання індивідуальних завдань, робота з літературою в бібліотеці, пошук інформації в Інтернеті).

Одержані здобувачами вищої освіти знання можуть вибути використані в процесі ефективного спілкування іноземною мовою в професійному середовищі; під час підготовки публічних виступів у розрізі галузевих проблем; для аналізу іншомовних джерел інформації з метою отримання даних, що є необхідними для виконання професійних завдань та прийняття професійних рішень; для перекладу іншомовних професійних текстів на рідну мову.

II. ОБСЯГ ОСВІТНЬОГО КОМПОНЕНТУ В КРЕДИТАХ ТА ЙОГО РОЗПОДІЛ (ТЕМАТИЧНИЙ ПЛАН)

Теми	Кількість годин				Форми контрол ю	Бальна оцінка
	всього	з них				
		лекції	практ.	СРС		
I семестр						
Unit 1. Business and Entrepreneurship. The Noun	30	-	10	20		15
1.1 Key Notions of Business. Formation of nouns. Classification of nouns	6		2	4	В, УД	3
1.2 Productive Resources: natural resources, capital, labour, technology. The Category of Number. Countable and uncountable nouns	6		2	4	РМГ, УО, ТД	3
1.3 Profits and Profitability. Competition. Regular plurals. Compounds. Irregular plurals	6		2	4	УД, Т	3
1.4 Types of Business. Singularia tantum. Pluralia tantum nouns. Invariable nouns	6		2	4	П, УО	3
1.5 Forms of Business. Category of Case. Possessive case, of-phrases	6		2	4	П, Т	
Unit 2. Business Organizations and Human Resources. The Article	30	-	10	20		15
2.1 Types of Companies. Privately-owned and State-owned Companies. The Article. Kinds of Articles	6		2	4	В, УД	3
2.2 Relationships between Companies. Holding Company. Conglomerate. Joint Venture. Consortium. Use of articles with common and abstract nouns. Use of articles with nouns of material	6		2	4	РМГ, ПЗ	3
2.3 Shareholders, the Management. Workforce of a Company. Use of articles with proper nouns	6		2	4	В, УО, ТД	3
2.4 The Management Structure of a Typical Company. Special difficulties in the use of articles (names of month and days, seasons, meals, languages)	6		2	4	П, В	3
2.5 Human Resources (HR). HR Department. Human Resource Management. Use of articles with set expressions	6		2	4	ПР, Т	3
Unit 3. Management and Leadership. The Pronoun	54	-	18	36		27
3.1 Key Notions of Management. Classification of pronouns	6		2	4	В, ПЗ	3
3.2 Basic Management Functions. Personal and possessive pronouns	6		2	4	Д, УО	3
3.3 Planning and Organizing Functions. Reflexive pronouns	6		2	4	К, Т	3
3.4 Directing and Controlling Functions. Reciprocal pronouns	6		2	4	К, УО	3

3.5 Leadership. Leadership styles. Interrogative pronouns	6		2	4	П, В	3
3.6 Autocratic / Authoritarian style of leadership. Demonstrative pronouns	6		2	4	П, УО	3
3.7 Participative or Democratic style. Indefinite and negative pronouns	6		2	4	УД, Т	3
3.8 Laissez-faire (Free Rein Style). Pronouns: <i>some, any, all, most, no, none of</i> . Defining pronouns. <i>Both, either, neither; each, every</i>	6		2	4	УО, ПЗ	3
3.9 Visionary, Coaching, Narcissistic. Toxic and Other Leadership Styles. Quantitative pronouns. <i>Much/ many, a lot of, (a) little / (a) few</i>	6		2	4	П, В	3
Unit 4. Economics. Key Economic Notions. The Adjective. Comparative and Superlative forms of adjectives	54	-	18	36	-	27
4.1 Key Notions of Economics. Adjectives with nouns	6		2	4	ТД, ПЗ	3
4.2 Goods and Services. Adjectives with verbs	6		2	4	УО, КТ, В	3
4.3 Production. Distribution. -ed and -ing forms of the Adjectives	6		2	4	УД, Т	3
4.4 The notion of Scarcity. Order of adjectives; stronger and weaker meanings	6		2	4	Д, УО	3
4.5 Types of Economic Systems. Degrees of comparison of adjectives	6		2	4	П, В	3
4.6 Microeconomics. Comparative and superlative forms of adjectives	6		2	4	Д, ТД	3
4.7 Macroeconomics. Comparative structures: <i>as...as, not so..as, the more...the less, the same as</i> with adjectives	6		2	4	Д, В	3
4.8 Domestic Economy. The structures: <i>the+ comparative, so and such, enough and too</i> with adjectives	6		2	4	П, КТ	3
4.9 Main Functions of Economists. Duties of Managers. Grammar revision	6		2	4	УО, ПЗ	3
Individual Tasks	12			12	ІЗ	16
Разом за І семестр	180/6		56	124		100
Підсумковий контроль – екзамен						
II семестр						
Unit 5. Product, Market and Market Relations. The Adverb	40	-	20	20	-	20
5.1 Customers, Consumers and Clients. Word order	4	-	2	2	В, Т	2
5.2 The Concept of Product. The Adverb. Types of adverb	4	-	2	2	В, РМГ	2
5.3 Tangible Products and Intangible Products. Adverbs of frequency, time	4	-	2	2	ПЗ	2
5.4 Core, Actual and Augmented Products. Adverbs of place and manner	4	-	2	2	ПЗ	2

5.5. The Concept of a Market. Adverbs of probability, degree, and completeness	4		2	2	П	2
5.6 Market Orientation. Grammar Exercises	4		2	2	В, КТ	2
5.7 The Concept of Demand. Connecting adverbs (<i>so, too, either, neither; first, next, then, etc; actually, fortunately, etc; only, even</i>)	4		2	2	Д	2
5.8 The Concept of Supply. Comparison of adverbs. Adverbs of degree: <i>quite – rather</i> .	4		2	2	Д	2
5.9 Types of Markets. Adverbs/ adjectives.	4		2	2	УД	2
5.10 Target Market. Grammar Revision	4		2	2	П	2
Unit 6. Marketing and Advertising. The Preposition. The Numeral	40	-	20	20	-	20
6.1 The Concept of Marketing. The Preposition: general forms and use	4		2	2	П	2
6.2 The Marketing Mix. Prepositions of place	4		2	2	Д	2
6.3 Product and Price as Elements of Marketing Mix. Prepositions of movement	4		2	2	УД	2
6.4 Placement and Promotion as Elements of Marketing Mix. Prepositions of time	4		2	2	ПЗ	2
6.5 Additional Elements of Marketing Mix (8 P's of Marketing Mix). Common prepositional phrases	4		2	2	В, Т	2
6.6 The Common Channel of Distribution. Grammar Revision	4		2	2	УО, Т	2
6.7 Advertising. Product Advertising. The Numeral. Cardinal numerals. Ordinal numerals	4		2	2	ПМГ, В	2
6.8 Service Advertising. Institutional Advertising. Fractions. Expressing quantity, reading figures	4		2	2	К	2
6.9 Social Advertising. Telling the time, dates, telephone numbers, addresses	4		2	2	Д	2
6.10 Advertising Strategies. Grammar Revision	4		2	2	П	2
Unit 7. Trade and Commerce. Word formation. The Sentence. Questions, negatives and answers	40	-	20	20	-	20
7.1 Key Notions of Trade. Word formation. Productive and unproductive affixes.	4		2	2	УО, Т	2
7.2 Producers and Consumers. The Sentence. Simple / compound/ complex, extended/ unextended sentences	4		2	2	Д	2
7.3 Forms and Types of Trade. The Subject. The Predicate. The Object	4		2	2	К	2
7.4 Wholesale Trade. The Attribute.	4		2	2	ПЗ	2
7.5 Retail Trade. The Adverbial Modifier	4		2	2	ПМГ, В	2
7.6 B2B Trade. Word order in statements. Questions, negatives and answers.	4		2	2	Д	2
7.7 E-commerce. Yes/No questions. Wh-questions. Subject/object questions.	4		2	2	П	2
7.8 International Trade. Prepositions in wh-questions. Negative statements.	4		2	2	В, Т	2
7.9 International Trade Organizations. Negative questions. Question tags. Alternative Questions. Disjunctive Questions	4		2	2	ПЗ	2

7.10 The WTO. Grammar Revision	4		2	2	УО, Т	2
Unit 8. Money and Banking. The Verb. Present Tense Forms	48	-	24	24	-	24
8.1 Concept of Money. Types of verbs	4		2	2	П	2
8.2 Functions of Money: medium of exchange. Regular verbs and Irregular verbs	4		2	2	УД	2
8.3 Functions of Money: measure of value. State verbs and event verbs.	4		2	2	К	2
8.4 Functions of Money: store of value. Time, tense and aspect. Be, have and have got.	4		2	2	В, КТ	2
8.5 Types of Money. Present Simple (Indefinite).	4		2	2	П	2
8.6 Hard money, soft money and no-money. Present Continuous (Progressive).	4		2	2	ПЗ	2
8.7 Credit and Debit Cards. Present Simple (Indefinite) vs Present Continuous (Progressive).	4		2	2	К	2
8.8 Banking Sector. Time indicators	4		2	2	УО, РМГ	2
8.9 Types of Banks. State Verbs.	4		2	2	П	2
8.10 National Bank of Ukraine. Present Perfect	4		2	2	Д	2
8.11 Personal Finance. Present Perfect Continuous.	4		2	2	В, Т	2
8.12 Corporate Finance. Present Perfect vs Present Perfect Continuous	4		2	2	УД	2
Individual Tasks	12			12	ІЗ	16
Разом за II семестр	180/6		84	96		100
Підсумковий контроль – екзамен						
III семестр						
Unit 9. Marketers' Key Functions. Past Forms	18	-	6	12	-	9
9.1 The Concept of Market Analysis. Past Simple (Indefinite). Past Continuous (Progressive)	6		2	4	В, ПЗ	3
9.2 Types of Marketing Research. Sales Activity. Past Habitual: <i>used to. Have gone to / have been to / have been in</i>	6		2	4	УД, Т	3
9.3 Economic Management. Past Perfect. Past Perfect Continuous	6		2	4	К, ТД	3
Unit 10. Marketing Environment. Future Forms	18	-	6	12	-	9
10.1 The Concept of Marketing Environment. Future Simple/ Be going to	6		2	4	П, Т	3
10.2 Internal Environment. External Environment. Future Simple/ Present Continuous. Future Continuous	6		2	4	ПЗ, ТД	3
10.3 Marketing Microenvironment and Marketing Macroenvironment. Future Perfect. Future Perfect Continuous	6		2	4	ПР, В	3
Unit 11. Product. Classification of Products. Modals	12		4	8	-	6
11.1 What Is Product? Product Life-Cycle. Consumer and Industrial Products. Ability (<i>can - could - be able to</i>). Obligation/ Duty. Probability	6		2	4	В, П	3

(should/ ought). Necessity (must -have to - should/ ought – need). Absence of necessity (needn't/ don't have to / don't need to – didn't need to – needn't have done)						
11.2 What Is Brand and Trademark? Possibility (can - could/ may - might). Permission (can/ could/ may/ might). Request (can/ could/ will/ would/ may/ might). Offers (I'll/ shall/ can/ could). Suggestions (shall/ can/ could). Prohibition (mustn't – can't). Logical assumption (must – can't/ couldn't). Advice (should/ ought to/ must). Criticism (should/ ought to). Promise (will)	6		2	4	УД, PMГ	3
Unit 12. Price of a Product. The Passive voice	12		4	8	-	6
12.1 What Is Price? Main Aspects of Pricing. Transformation from Active to Passive. Personal/ impersonal constructions	6		2	4	В, Л	3
12.2 Pricing Strategies. Special passive constructions. Have something done. Get something done. To be done/ being done	6		2	4	Д, Т	3
Unit 13. Channels of Distribution and Forms of Trade. Sequence of Tenses	18		6	12	-	9
13.1 Structures and Types of Channels of Distribution. Direct speech and reported speech	6		2	4	В, УД	3
13.2 Direct Marketing. Promotion	6		2	4	П, ТД	3
13.3 Types of Middlemen. Reported speech: the tense change. Reported requests, orders, and advice. Introductory Verbs	6		2	4	ПЗ, Т	3
Unit 14. Target Market and Market Segmentation. Conditionals	18		6	12	-	9
14.1 Mass Market vs. Target Market. Present and future conditionals	6		2	4	УД, КТ	3
14.2 The Concept and Types of Target Marketing. Unlikely/ unreal conditions	6		2	4	Д, В	3
14.3 Main Phases of Market Segmentation. Positioning. Past conditionals. Mixed conditionals. <i>I wish, if only, it's time</i>	6		2	4	PMГ, ПЗ	3
Unit 15. Main Advertising Media: Pro et Contra. Clauses, linking words	18		6	12	-	9
15.1 Main Advertising Media. Comparative Analysis of Advertising Media. Time clauses. Clauses of result. Clauses of reason. Clauses of purpose	6		2	4	В, УД	3
15.2 How to Choose Advertising Channels? Clauses of contrast. Clauses of manner	6		2	4	К, ТД	3
15.3 Best Patterns of World's Advertisements. Relative clauses. Relative adverbs. Identifying/ non-identifying clauses	6		2	4	П, Т	3
Unit 16. Public Relations. Non-finite forms of the Verb	18		6	12	-	9
16.1 The Concept of Public Relations. The Infinitive. Forms of the Infinitive and their meaning	6		2	4	В, ПЗ	3

16.2 Cooperation with Mass Media. The Objective infinitive complex	6		2	4	УД, РМГ	3
16.3 PR Events and Their Organization. The Subjective infinitive complex	6		2	4	Д, Т	3
Unit 17. International Marketing. Participles	18		6	12	-	9
17.1 The Concept and Aims of International Marketing. The Present Participle. The Past Participle. The Perfect Participle	6		2	4	УО, ПЗ	3
17.2 Marketing Research in International Marketing. The Objective Participle complex. The Subjective Participle complex	6		2	4	П, Т	3
17.3 Key Concepts of International Marketing	6		2	4	УД, ТД	3
Unit 18. Marketing Management. The Gerund	18		6	12	-	9
18.1 What Is Marketing Management? The Present Participle. The Past Participle. The Perfect Participle	6		2	4	УО, ПЗ	3
18.2 Goals and Tasks of Marketing Management. Complexes with the Gerund	6		2	4	К, Т	3
18.3 Current Priorities of Marketing Management. Syntactical functions of the Gerund. The Subject. The Predicative. The Object. The Attribute	6		2	4	ПР, ТД	3
	12	-	-	12	ІЗ	16
Разом за III семестр	180/6	-	56	124		100
<i>Підсумковий контроль – екзамен</i>						

Перелік умовних позначень форм контролю та оцінка їх у балах:

В – відповідь на практичних заняттях – 1 бал

УД – участь у дискусії – 2 бали

КТ – комп'ютерне тестування – 1 бал

Т – тестування – 1 бал

К – кейс-стаді – 2 бали

РМГ – робота в малих групах – 1 бал

Д – доповідь – 2 бали

П – презентація – 2 бали

ПР – проєкт – 2 бали

УО – усне опитування – 1 бал

ПЗ – письмові завдання – 2 бали

ТД – термінологічний диктант – 1 бал

ІЗ – індивідуальні завдання – 16 балів як сума балів за виконання таких видів завдань:

- курси на платформі Prometheus або на інших сервісах – 5 балів;
- участь у наукових заходах – 10 балів;
- складання ментальної карти до теми – 5 балів;
- есе – 3 бали;
- складання тематичного словника – 2 бали.

III. МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ДО ВИВЧЕННЯ КОНКРЕТНИХ ТЕМ

UNIT 1. BUSINESS AND ENTREPRENEURSHIP. THE NOUN

Результати навчання: to expand vocabulary related to general business situations and that is used in a business context; to develop English language skills that are useful in an office or other business environments; to learn about business topics and issues; to develop basic skills to deal with people in business situations; to increase students' knowledge of key business concepts worldwide; to develop confidence to deal with people and basic issues in the business world; to use grammatical resources of the language; to practice and memorize grammatical rules.

Питання для самостійного вивчення

1. Key Notions of Business.
2. Productive Resources: natural resources, capital, labour, technology.
3. Profits and Profitability.
4. Competition.
5. Types and Forms of Business.

Рекомендовані джерела:

Основні: 1, 2, 4, 5, 6.

Додаткові: 7, 8, 10, 12, 15, 19, 29.

Internet-ресурси: 31, 32, 33.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

ENTREPRENEURS AND ENTREPRENEURSHIP

Anyone who owns and operates a business is often considered to be an entrepreneur. Entrepreneurs and small business owners are motivated by the possibility of earning profits. They also accept the risk of losing money if their businesses fail.

The word *entrepreneur* originates from the French word, *entreprendre* [Ontrə`prə:nd], which means "to undertake." In a business context, it means to start a business. The behavior of the entrepreneur reflects a kind of person willing to put his or her career and financial security on the line and take risks in the name of an idea, spending much time as well as capital on an uncertain venture. Thus, in the truest sense of the word, entrepreneurs are people who develop ways to make more efficient use of resources in order to meet consumers' needs and wants. An entrepreneur is a person who is willing and able to convert a new idea or invention into a successful innovation. Entrepreneurs enter business knowing that success is not guaranteed, and if plans fail, they could lose money.

Entrepreneurship is an incredible force. It is the engine of growth, jobs and opportunities. Entrepreneurship forces “*creative destruction*” across markets and industries, simultaneously creating new products and business models.

The essence of entrepreneurship is taking risk. Nevertheless, the concept of entrepreneurship has a wide range of meanings. On the one extreme an entrepreneur is a person of very high aptitude who pioneers change, possessing characteristics found in only a very small fraction of the population. On the other extreme of definitions, anyone who wants to work for himself or herself is considered to be an entrepreneur.

Indeed, entrepreneurial activities are substantially different depending on the type of organization that is being started. Entrepreneurship ranges in scale from solo projects to major undertakings creating many job opportunities. Many real-life entrepreneurs operate in teams rather than as single individuals.

Entrepreneurs have many of the same character traits as leaders. They need inspiration, motivation and sensibility. An entrepreneur is usually:

- a positive thinker and a decision maker;
- has an enthusiastic vision, the driving force of an enterprise;
- exhibits extreme optimism in the decision-making processes;
- is prone to overconfidence and overgeneralizations.

Entrepreneurship is often a difficult undertaking, as a vast majority of new businesses fail. Nevertheless, the list of successful entrepreneurs goes on and on. Though different, their stories are always interesting and instructive.

Many people regard entrepreneurs as lucky businessmen with “birth ideas.” While they certainly have good ideas, their success is seldom based on luck. Entrepreneurs are often successful because they see opportunities where others don’t – in changing markets, in the need for product or process improvements, in the usefulness of substitute products, and in changes in the age or location of the population.

Successful entrepreneurs often follow one or more of the following paths:

- unexpected opportunities;
- changing market conditions;
- improving a product or process;
- providing an alternative product or service;
- identifying population trends.

Naturally, traveling these pathways calls for lots of energy and creativity.

There are four types of entrepreneurs: 1) the innovator; 2) the calculating inventor; 3) the over-optimistic promoter, and 4) the organization builder. These types are not related to the personality but to the type of opportunity the entrepreneur faces.

Entrepreneurs come in all ages, shapes, sizes, and personalities. A (stereo)typical entrepreneur is:

- primarily motivated by an overwhelming need for achievement and strong urge to build;
- seldom willing to submit to authority;
- a tough, pragmatic person driven by needs of independence and achievement;
- mercurial, that is, prone to insights, brainstorming, deceptions, ingeniousness and resourcefulness;
- cunning, opportunistic, creative, and unsentimental.

The entrepreneur's vision is usually supported by an interlocked collection of specific ideas not available to the marketplace.

Every successful entrepreneur brings about benefits not only for himself / herself but for the municipality, region or country as a whole. Entrepreneurship has a potential to support economic growth and social cohesion. That is why the policy goal of many governments is to develop a culture of entrepreneurial thinking.

Task 2. Agree or disagree with the following statements. Correct false statements.

1. In many cultures the word "business" does not need translation.
2. Etymology of the word "business" relates to the state of being rich.
3. Business people are involved in commercially viable and profitable work.
4. The term "business" has several usages, depending on the country.
5. The importance of business is gradually decreasing in the world.
6. Business is like life itself.
7. The entrepreneur's vision is usually supported by an interlocked collection of specific ideas unavailable to the marketplace.
8. Successful entrepreneurs often take unexpected opportunities in unchanging market conditions.
9. The list of successful entrepreneurs goes on and on that's why their stories are uninteresting.
10. Entrepreneurs are often seen as cunning, opportunistic, creative, and sentimental.

Task 3. Match items in column A with their antonyms in column B.

<u>A</u>	<u>B</u>
1. to go into business	a) to sustain losses;
2. profitable	b) fruitless, defective;
3. to drop off	c) crude, naïve;
4. employment	d) risk-free;
5. increasing	e) earnings, gains;
6. expenses	f) to underestimate;
7. viable	g) to be brisk;
8. to get a profit	h) to go out of business;
9. venturesome	i) to lose;
10. sophisticated	j) unemployment;
11. to overestimate	k) loss-making;
12. to acquire	l) decreasing;

Task 4. Match the terms in column A with their definitions in column B:

<u>A</u>	<u>B</u>
1. enterprise	a) the business or industry of producing goods in large quantities in factories, using parts or raw materials;
2. competition	b) a company or business; a business project, especially one that is difficult or involves taking risks; the activity of starting and developing businesses;
3. employment	c) the usual pattern of a country's economy over a period of time, with periods of success (growth) and periods of difficulty (recession) happening regularly one after another;
4. business cycle	d) a private investor or a financial business that invests money in new companies, which may involve a lot of risk and bring good profits;
5. manufacturing	e) a situation in which people or organizations compete with each other for something that not everyone can have;
6. venture capitalist	f) work, especially when it is done to earn money; the state of being employed; the situation in which people have work; the act of employing somebody;

Task 5. Grammar revision.

a) Choose the correct word:

1. Her clothes **was/were** very smart.
2. The stairs **is/are** very slippery.
3. His advice **was/were** that I take it to a garage.
4. I enjoyed my holiday. The weather **was/were** wonderful.
5. These trousers **is/are** very old.

a) Rewrite the following using the possessive case:

1. My mother – father is my grandfather.
2. Last summer I visited my sister-in-law-family.
3. John-brother is an accountant.
4. Usually I take Jackie-camera.
5. I like to look after Bob-dog.

Перелік питань для самоконтролю

1. Who is considered to be an entrepreneur?
2. What are entrepreneurs motivated by?
3. What is the origin of the word “entrepreneur”?
4. What does the behaviour of the entrepreneur reflect?
5. Can any business owner be called an entrepreneur? Why?
6. How does entrepreneurship affect markets and industries?
7. What is the essence of entrepreneurship?
8. Does the concept of entrepreneurship have a range of meanings?
9. How do entrepreneurial activities range in scale?
10. What leadership qualities do entrepreneurs generally display?

UNIT 2. BUSINESS ORGANIZATIONS AND HUMAN RESOURCES. THE ARTICLE

Результати навчання: to expand vocabulary related to different types of business organizations and that is used in a business context; to develop English language skills that are useful in an office or other business environments; to learn about relationships between companies, organizational structure, human resources and workforce of a company; to increase students’ knowledge of types of companies, management structure; to develop grammar competence.

Питання для самостійного вивчення

1. Types of Companies.
2. Relationships between Companies.
3. Shareholders, the Management and the Workforce of a Company.
4. The Management Structure of a Typical Company.
5. Human Resources (HR). Human Resources Department.

Рекомендовані джерела:

Основні: 1, 2, 4, 5, 6.

Додаткові: 7, 8, 12, 13, 14, 15, 20, 21, 29, 30.

Internet-ресурси: 31, 32, 33.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

ORGANIZATIONAL STRUCTURE

In an organization of any size or complexity, employees' responsibilities typically are defined by what they do, and who they report to. Over time these definitions are assigned to positions in the organization rather than to specific individuals.

In business organization structure (OS) means the relationship between positions and people who hold the positions. Organization structure is very important because it provides an efficient work system as well as a system of communication.

An effective organizational structure shall facilitate working relationships between various entities in the organization and may improve the working efficiency within the organizational units.

There are multiple structural variations that organizations can take on, but there are a few basic principles that apply and a small number of common patterns.

The best organizational structure for any organization depends on many factors including the work it does; its size in terms of employees, revenue, and the geographic dispersion of its facilities; and the range of its businesses (the degree to which it is diversified across markets).

In a typical case, a company is run by the Board of Directors; each Director is in charge of a department. However, the Chairman of the Board is in overall control and may not be the head of any one department. The Board is responsible for policy decisions and strategy. The Managing Director (sometimes called the Chief Executive, or President in the USA) is the head of the company, who has real responsibility for the running of the business.

Most companies have Finance, Sales, Marketing, Production, Research and Development (R&D), and Personnel Departments. These are the most common departments, but some companies have others as well.

Most departments have a manager, who is in charge of its day-to-day running, and who reports to the Director; the Director is responsible for strategic planning and for making decisions. Various personnel in each department report to the manager.

People at the head of an organization are often called senior executives or senior managers, top executives or top managers.

Organizational structures developed from the ancient times of hunters and collectors in tribal organizations through highly royal and clerical power structures to industrial structures and today's post-industrial structures.

In general, over the last decade, it has become increasingly clear that through the forces of globalization, competition and more demanding customers, the structure of many companies has become flatter, less hierarchical, more fluid and even virtual.

One of the newest organizational structures developed in the 20th century is team. In small businesses, the team structure can define the entire organization. Teams can be both horizontal and vertical.

Another modern structure is network. In essence, managers in network structures spend most of their time coordinating and controlling external relations, usually by electronic means.

A special form of boundaryless organization is *virtual*. It works in a network of external alliances, using the Internet. This means while the core of the organization can be small but still the company can operate globally and be a market leader in its niche.

Task 2. Correct the following false statements.

1. In an organization employees' responsibilities typically are defined by what they want to do.
2. In business OS means overall strategy.
3. There is a limited number of structural variations that organizations can take on.
4. Organization structure is very important because it places restrictions on the activities of the organizational units.
5. The best organizational structure for any company does not depend on its core activity.
6. In a typical case, the Chairman of the Board is also the head of the personnel department.
7. The managing director of a company is not in charge of its day-to-day running and performs solely representative functions.

8. Over the last decade, the structure of many companies has become more hierarchical.
9. Network is one of the most ancient organizational structures.
10. Managers in network structures spend most of their time monitoring internal relations through direct supervision.

Task 3. Match the terms in column A with their definitions in column B.

<u>A</u>	<u>B</u>
1. team	a) the company selling the largest quantity of a particular type of product; a product that outsells its competitors;
2. network	b) a body of elected or appointed members who jointly oversee the activities of a company or organization;
3. position	c) a description of the types of coordination used to organize the actions of individuals and departments in a company that contribute to achieving a common aim;
4. facilities	d) a group of people linked in a common purpose e.g. to conduct tasks that are high in complexity and have many interdependent subtasks;
5. market leader	e) an installation, contrivance, or other thing which facilitates something; a place for doing something e.g. a commercial or institutional building;
6. the Board of Directors	f) a job in a company or organization; a person's place or level of importance in relation to others; high rank or social standing;
7. organization structure (OS)	g) an arrangement (horizontal and vertical) of interconnected positions within an organization;

Task 4. Match the terms in column A with their Ukrainian equivalents in column B.

<u>A</u>	<u>B</u>
1. to report to	a) підпорядкування;
2. subordination	субординація

- | | |
|--------------------------------------|---|
| 3. accountable to | b) стосунки між керівниками та підлеглими |
| 4. superior officer | c) відповідальний; підзвітний |
| 5. immediate supervisor | d) безпосередній керівник |
| 6. manager-subordinate relationships | e) бути у підпорядкуванні |
| | f) вища посадова особа |

Task 5. Grammar revision. Fill in the gaps with a, an or some (for plural and uncountable nouns):

1. My friend bought _____ great jeans yesterday, but he couldn't find _____ matching shirt.
2. Can I have _____ orange and _____ water, please?
3. What _____ nice weather! Let's go for _____ walk.
4. This is _____ building of our college. There are _____ well-equipped laboratories there.
5. This is _____ elephant. This is _____ baby-elephant.
6. _____ tall woman entered the room.
7. Nick has got _____ present from his groupmates.
8. I need _____ flour to bake _____ cake.
9. Would you like _____ coffee?
10. I have bought _____ nice watch yesterday.

Перелік питань для самоконтролю

- 1) What do you know about different relationships that companies can have with one another?
- 2) What is conglomerate?
- 3) Why do companies unite into a consortium?
- 4) What is the Board of Directors responsible for?
- 5) What departments do most companies have?
- 6) What three groups of people are most companies made up of?
- 7) What do we call people who work in business?
- 8) What is job rotation?
- 9) What is the objective of human resources?
- 10) What is the first step in the job seeking process?

UNIT 3. MANAGEMENT AND LEADERSHIP. THE PRONOUN

Результати навчання: to study key notions of management and leadership; to use lexical and grammatical resources of the language; to know the topical vocabulary; to develop active listening skills, providing feedback and asking clarifying questions; to engage in practical, work-related conversations; to use grammatical resources of the language; to practice and memorize grammatical rules.

Питання для самостійного вивчення

1. Key Notions of Management.
2. Basic Management Functions.
3. Planning. Organizing. Directing. Controlling.
4. Leadership.
5. Leadership styles.

Рекомендовані джерела:

Основні: 1, 2, 4, 5, 6.

Додаткові: 7, 8, 11, 12, 13, 14, 15, 19, 20, 21, 27, 29, 30.

Internet-ресурси: 31, 32, 33, 35, 41.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

MANAGEMENT AND MANAGERS

Persons acting in managerial capacities are easily found as far back as we have historical records. But the term “manager” itself is of rather recent origin. It gained acceptance in the United States in the middle 1800s. In prior centuries historical, political, and religious writings made frequent references to “leaders”, such as kings, generals, shoguns, holy men, and explorers. These writings often highlighted the leadership qualities and actions of important historical figures.

Though management has been present for millennia, its definition is not as easy as one might think. The phrase “*management is what managers do*” widely occurs, suggesting the difficulty of defining management.

In simple terms management is the act of getting people together to accomplish desired goals. English speakers may also use the term “management” or “the management” as a collective word describing the managers of an organization, for example of a corporation.

An individual manager is a person who directly supervises people in a business; he is responsible for making and carrying out decisions within the system.

Management is a necessary component of such activities as constructing a high-rise building, operating a supermarket, running a parking garage, or, as far as that goes, holding church services or offering health care through a community clinic. Every organization must manage its work, people, processes, technology, etc. in order to maximize its effectiveness.

Management does not occur only as a purely business phenomenon. We can think of examples of people that we have met who fill the management niche in non-business organizations.

Management operates through various functions, often classified as planning, organizing, leading / motivating, and controlling. Any managerial system, at all managerial levels, is characterized in terms of these general functions.

- **Planning:** deciding what needs to happen in the future (today, next week, next month, next year, over the next 5 years, etc.) and generating plans for action.
- **Organizing / Implementation:** making optimum use of the resources required to enable the successful carrying out of plans.
- **Staffing:** job analyzing, recruitment, and hiring individuals for appropriate jobs.
- **Leading / Motivating:** exhibiting leadership and motivational skills in order to encourage others to play an effective part in achieving plans and ensure willing participation in the organization on the parts of workers.
- **Controlling: monitoring,** checking progress against plans, which may need modification based on feedback.

Task 2. Complete the sentences with the most appropriate items.

1. Persons acting in managerial capacities has been present ...
 - A. throughout the history;
 - B. since the middle of the 19th century;
 - C. since the beginning of the millennium;
2. The term “manager” gained acceptance in ... in the 19th century.
 - A. the European Union;
 - B. the United Kingdom;
 - C. the the United States;
3. In prior centuries historical, political, and religious writings made frequent references to ... highlighting their leadership qualities and actions.
 - A. nobility;
 - B. monarchs;
 - C. all the above;
4. The definition of management is a(n) ... task.
 - A. unachievable;
 - B. challenging;
 - C. easy;

5. The widespread phrase “*management is what managers do*” suggests the ... of defining management.
 - A. nonsense;
 - B. hopelessness;
 - C. difficulty;
6. English speakers use the term ... as a collective word describing the managers of an organization.
 - A. “management”;
 - B. “leadership”;
 - C. “chiefs”;
7. An individual manager is a person who is responsible for ... decisions within the system.
 - A. making;
 - B. carrying out;
 - C. all the above;
8. Management is a necessary component of ...
 - A. profit-seeking activities;
 - B. a variety of activities;
 - C. non-profit activities;
9. Every organization must manage its work, people, processes, technology, etc. in order to ... its effectiveness.
 - A. stabilize;
 - B. minimize;
 - C. maximize;
10. Management operates through various functions, often classified as ...
 - A. product, price, placement, and promotion;
 - B. planning, organizing, leading, and controlling;
 - C. assets, liabilities, owner’s equity, revenues, and expenditures;

Task 3. Match the terms in column A with their definitions in column B:

<u>A</u>	<u>B</u>
1. boss	a) a person who is in charge of running a business, store or similar organization; a person who is in charge of a particular activity or department in a company;
2. director	
3. foreman	
4. manager	b) (<i>BrE</i>) a person in the company who is one rank above you and has direct responsibility for managing your work;
5. governor	
6. employer	c) one of a group of senior managers who run a
7. supervisor	
8. line manager	

9. superintendent

- company; a person who is in charge of a particular activity or department in a company, a college, etc.;
- d)** a person or company that pays people to work for them;
 - e)** (*rather informal, especially spoken or journalism*) a person who is in charge of other people at work and tells them what to do; often used by employees in a fairly informal way to talk about the person who is in charge of them at work; can also be used in a humorous way to talk about a person who is, or seems to be, in control in a particular situation or relationship;
 - f)** a person who is in charge of somebody / something and makes sure that everything is done correctly and safely;
 - g)** (*especially BrE*) a member of a group of people who are responsible for controlling an institution such as a school, college or hospital;
 - h)** a person who has a lot of authority and manages and controls an activity, a place or a group of workers; is often used to refer to people in charge of hospitals, railways and schools;
 - i)** a worker who is in charge of a group of other factory or building workers; can be either a man or a woman.

Task 4. Match the terms in column A with their synonyms in column B.

A

1. to vary
2. to retain
3. essential
4. continual
5. recruiting
6. voluntary
7. constraint
8. preference
9. supervisor
10. counterpart
11. uncertainty
12. "big picture"
13. to implement

B

- a)** inherent, basic, indispensable, necessary;
- b)** to complete; to carry out, to accomplish;
- c)** controller; manager; superintendant;
- d)** to maintain; to keep; to preserve;
- e)** constant; persistent; continuous;
- f)** the situation as a whole;
- g)** enlistment, enrolment;
- h)** restriction; limitation;
- i)** to differ; to modify;
- j)** opposite number;
- k)** priority; liking;
- l)** ambiguity;
- m)** freewill;

Task 5. Grammar revision. Fill in the gaps with some, any, no or one of their compounds.

1. A: Is ...*anything*... the matter with Dawn? She looks upset.
B: She had an argument with her friend today.
2. A: I think.....is trying to break into that house.
B: You're right. We should call the police.
3. A: We've got.....time to make a cake before the party!
B: I'll go out and buy one then.
4. A: I'm thinking of moving to London.
B: Really? My boss has a house near London.
5. A: It was very busy in town today.
B: I know. There was hardly.....to park.
6. A: I suppose I should make for dinner.
B: I'll help you if you like.
7. A: What's on TV tonight?
B: I looked in the TV guide. There's hardly good on tonight.
8. A: Do you like living in Brighton?
B: Yes, but will ever mean as much to me as my home town.
9. A: Did you have a good holiday in England?
B: Yes. There was hardly.....rain all week.
10. A: Did you call Sarah this evening?
B: Yes, but.....was at home, so I left a message on the answering machine.
11. A: Did you enjoy Tom's party?
B: No, it was boring. There was hardly there.
12. A: There were.....very frightening rides at the fairground.
B: Really? I wish I had come with you.

Перелік питань для самоконтролю

1. Which words are frequently used for “manager” these days?
2. What is the difference between “manager” and “director”?
3. Which word is used collectively for managers of an organization?
4. What are the tasks of an individual manager?
5. Why is management a necessary component of many activities?
6. Through what functions does management operate?
7. What does planning involve?
8. What term is used to denote making optimum use of the resources required to enable the successful carrying out of plans?
9. What is staffing?
10. Why is controlling important in management?

UNIT 4. ECONOMICS. KEY ECONOMIC NOTIONS. THE ADJECTIVE

Результати навчання: to learn unique concepts of economic theory; to know economic terms; to form and develop of economic thinking; to form a solid foundation of economic knowledge; to develop students' conversational language; to use lexical and grammatical resources of the language.

Питання для самостійного вивчення

1. Key Notions of Economics.
2. Goods and Services.
3. Types of Economic Systems.
4. Microeconomics. Macroeconomics.
5. Key Functions of Economists.

Рекомендовані джерела:

Основні: 1, 2, 4, 5, 6.

Додаткові: 7, 8, 12, 13, 14, 15, 19, 20, 21, 27, 29, 30.

Internet-ресурси: 31, 32, 33, 34, 35, 38.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

ECONOMY

It is generally accepted that people worry about love, the weather, and the economy. Actually, not necessarily in that order.

In the 21st century the economy is the foremost concern for most of us. Government deficits, taxes, unemployment, and rising prices are consistently at the top of our collective list of worries.

Interest in the workings of the economy intensifies when we have some immediate stake in its performance. The loss of a job, for example, can rivet one's attention on the causes of unemployment. A tuition increase may start you thinking about the nature and causes of inflation. And high rents can start you thinking about the demand for housing in relation to its supply.

For many people, of course, concern for the economy goes no further than the price of tuition or the fear of losing a job. Many others, however, are becoming increasingly aware that their job prospects and the prices they pay are somehow related to national trends in prices, unemployment, and economic growth.

Despite the widespread concern for the economy, few people really understand how it works.

In seeking to figure out how the economy works, it is useful to start with a simple truth – namely, that the economy is us. “The economy” is simply an abstraction that refers to the sum of all our individual production and consumption activities. What we collectively produce is what the economy produces; what we collectively consume is what the economy consumes. In this sense, the concept of “the economy” is no more difficult than the concept of “the family.”

Thus, the economy is very much a part of our everyday lives. Hence, to understand it is to understand our own economic behaviour, both individually and collectively.

We spend much of our lives working to produce the goods and services that flow from our factories and offices. We spend a good part of the remaining time consuming those same goods and services. And during much of the time left over, we worry about what to produce or consume next. Even such simple things as reading books, going to school, and lying on the beach can be described as economic activities.

Economy is often defined as the relationship between production, trade and the supply of money in a particular country or region.

In more basic terms, an economy is a mechanism that allocates scarce resources among competing users.

This mechanism achieves three things:

- *What* (What goods and services will be produced and in what quantities?)
- *How* (How will the various goods and services be produced?)
- *For whom* (For whom will the various goods and services be produced?)

The way a society answers these basic questions is known as its economic system. Economic systems may be classified as traditional, command, or market systems. As the names suggest, resources are allocated (distributed) in a traditional economy according to tradition and in a command economy by government planners. Resources in a market economy are allocated according to the laws of supply and demand.

In many modern economies the *what*, *how*, and *for whom* choices are made by households, firms, and government, and they are coordinated through markets. Governments influence these choices by taxing, subsidizing, regulating, and lawmaking. In recognition of the role played both by command and market coordination mechanisms, these economies are referred as mixed economies.

Thus, a mixed economy is one that uses both market and command mechanisms to coordinate economic activity.

Economic systems can also be classified as closed and open.

A closed economy is one that has no links with any other economy. The only truly closed economy is that of the entire world.

An open economy is one that has economic links with other economies. Firms in an open economy export some of their production to other countries, rather than selling only to households within their own country.

Task 2. Agree or disagree with the following statements. Correct false statements.

1. Our interest in the workings of the economy intensifies when we have some immediate stake in its performance.
2. For most people concern for the economy goes further than the price of tuition or the fear of losing a job.
3. Our job prospects and the prices we pay are related to national trends in prices, unemployment, and economic growth.
4. Most citizens are quite aware of how economy works.
5. The concepts of “the economy” and “the family” have much in common.
6. The economy is just an abstraction that has no impact on our everyday lives.
7. There are three types of economic systems: traditional, command, and market systems.
8. Resources in a command economy are allocated according to the laws of supply and demand.
9. There are several closed economies in the world.
10. Firms in an open economy export some of their production to other countries.

Task 3. Match the terms in column A with their definitions in column B:

<u>A</u>	<u>B</u>
1. scarcity	a) the study of large economic systems, such as those of whole countries or areas of the world; the features or state of such a system
2. economist	b) a situation in which the supply of something is not enough for the people who want or need it
3. economizing	c) the branch of economics that studies individual markets or the decisions and choices made by individual businesses, families, etc. about spending or earning money, for example the choice to charge a particular price for goods
4. microeconomics	d) using something such as money or other resources carefully, so that you waste as little as possible
5. macroeconomics	e) a person who studies or writes about economics; a person whose job involves studying particular economies and predicting their future progress

Task 4. Fill in the blanks with the most appropriate terms from the box.

scarcity	capital	satisfy	limited	face
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There will always be a difference between what people want and the resources available to (1)_____ those wants. Human wants are unlimited, but the resources (land, labour, (2)_____, and time) required to satisfy them are limited. Once that limit is reached, nothing else can be produced. Thus, if human wants are unlimited, but resources to satisfy those wants are (3)_____, then people in every society (4)_____ the same problem: the problem of (5)_____.

Task 5. Grammar revision. Read the commentaries about the hotels ads. Complete them according to the example (0).

0. A. The hotel list is huge! I just can't choose.
B. *The longer* the list, *the more difficult* the choice.
1. A. The hotel services are getting (good) _____ and _____ (good).
B. And (good) _____ the services, (expensive) _____ the hotels.
2. A. The range of the hotel services is getting (wide) _____ and _____ (wide).
B. And (wide) _____ the services, (cheap) _____ they are.
3. A. The transport connections are getting (much) _____ and _____ (much) developed.
B. And (much) _____ developed the connections, (fast) _____ people move around.
4. A. The Greengate Hotel is (old) _____ than the Lake View Hotel.
B. And (old) _____ the hotel, (respectable) _____ visitors.
5. A. The Greengate Hotel administration is rather (conservative).
B. And (conservative) _____ the administration, (courtly) _____ the staff.
6. A. The Lake View Hotel is (far) _____ off the city centre than the Greengate Hotel.
B. And (far) _____ the hotel off the city centre, (comfortable) _____ you feel here.
7. A. The Greengate Hotel is (near) _____ to the centre than the Lake View Hotel.
B. And (near) _____ the hotel to the centre, (convenient) _____ people get anywhere.
8. A. The Lake View Hotel is (modern) _____ than the Greengate Hotel.
B. And (modern) _____ the hotel, (convenient) _____ facilities.
9. A. The Lake View Hotel is getting (much) _____ and _____ (much) popular.
B. And (popular) _____ the hotel, (difficult) _____ to reserve a room.
10. A. The Lake View Hotel has (few) _____ stars than the Greengate Hotel.
B. And (few) _____ stars the hotel has, (little) _____ popularity it enjoys among VIPs.

Перелік питань для самоконтролю

- 1) What does scarcity mean?
- 2) What is optimizing?
- 3) What does economizing mean?
- 4) What is economics?
- 5) How does economics relate to other natural and social sciences?
- 6) How does economics affect our life?
- 7) What is the main task of economists?
- 8) Into what areas of study can economics be divided?
- 9) What is microeconomics concerned with?
- 10) What does macroeconomics study?

UNIT 5. PRODUCT, MARKET AND MARKET RELATIONS. THE ADVERB

Результати навчання: to demonstrate knowledge and understanding of the theoretical foundations and principles of market and market relations; to understand the basics of product; to study key notions of market and market relations; to use lexical and grammatical resources of the language; to know the topical vocabulary; to use grammatical resources of the language; to practice and memorize grammatical rules.

Питання для самостійного вивчення

1. Customers, consumers and clients.
2. The concept of product.
3. Tangible and Intangible Products.
4. The Concept of a Market.
5. Types of Markets.

Рекомендовані джерела:

Основні: 1, 2, 4, 5, 6.

Додаткові: 7, 8, 12, 13, 14, 15, 17, 19, 23, 26.

Internet-ресурси: 31, 32, 33, 36, 39, 40, 42, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

MARKET AND MARKET RELATIONS

The word *market* today is used in a number of ways. There is a stock market and an automobile market, a retail market for furniture and a wholesale market for furniture. There can be black markets, where a good is exchanged illegally and virtual markets, such as eBay, in which buyers and sellers do not physically interact during negotiation. There can also be markets for goods under a command economy despite pressure to repress them. One person may be going to the market; another may plan to market a product.

A market may be defined as a place where buyers and sellers meet, goods or services are offered for sale, and transfers of ownership occur. A market may also be defined as the demand made by a certain group of potential buyers for a good or service. The terms “market” and “demand” are often used interchangeably; they may also be used jointly as *market demand*.

A market emerges more or less spontaneously or is constructed deliberately by human interaction in order to enable the exchange of rights (e.g. ownership) of services and goods.

The historical origin of markets is the physical marketplace which would often develop into small communities, towns and cities. In this sense, a market is a physical location where buyers and sellers converge. Usually this is done in town squares, sidewalks or designated streets and may involve the construction of temporary structures (market stalls).

Individual consumers, business firms, and government agencies participate in the market in order to achieve certain goals. Market participation is motivated by the desire to maximize personal utility (consumers), profits (business firms), or the general welfare (governments).

There are two distinct markets: product markets and factor markets.

Factor market is any place where factors of production (e.g., land, labour, capital) are bought and sold.

Product market is any place where finished goods and services (products) are bought and sold.

Neither a factor market nor a product market is a single, identifiable structure. The term “market” simply refers to any place where an economic exchange occurs – where a buyer and seller interact. The exchange may take place on the street, in a taxicab, over the phone, by mail, or through the classified ads of the newspaper.

In some cases, the market used may in fact be quite distinguishable, as in the case of a retail store. But whatever it looks like, *a market exists wherever and whenever an exchange takes place.*

The market, therefore, is simply a place of medium where buyer and seller get together; which market they are in depends on what they are buying or selling.

As an example of a market, consider that in which oil is bought and sold – the world oil market. The world oil market is not a place. It is all the many different institutions, buyers, sellers, brokers and so on who buy and sell oil. The market is a coordination mechanism because it pools together the separate plans of all the individual decision makers who try to buy and sell any particular good. Decision makers do not have to meet in a physical sense. In the modern world, telecommunications have replaced direct contact as the main link between buyers and sellers.

The market facilitates trade and enables the distribution and allocation of resources in a society. Markets allow any tradable item to be evaluated and priced. They reallocate commodities from suppliers to demanders.

The two sides of each market transaction are called supply and demand. Supply is the quantity of goods or services sellers will offer for sale at different prices at a particular time and place. Demand is the total amount of a type of goods or services that people or companies buy at a particular time and place.

Supply and demand are the twin factors which determine the price in any market. The market mechanism moves price toward the equilibrium price level:

1. If the market price is above the equilibrium price, surpluses appear. To get rid of the surplus, sellers lower prices and production rates. Buyers purchase more at lower prices.
2. If the market price is below equilibrium price, shortages occur. Buyers bid up the price of the commodity and sellers raise production rates in response to the increased price.

In both cases price and production rates change until the market reaches the equilibrium price and equilibrium production rate. This is the price and production rate that clears the market efficiently.

The market mechanism may fail if there are externalities, and it may not allocate income in a desirable way, but it does tell us what to produce, how to produce, and for whom to produce.

Task 2. Agree or disagree with the following statements.

1. eBay is a retail market for furniture.
2. In a black market buyers and sellers do not physically interact during negotiation.
3. The historical origin of markets is the physical marketplaces.
4. Market participation is motivated by the desire to maximize personal utility, profits, or the general welfare.
5. In the modern world, telecommunications have changed the way buyers and sellers interact.

6. Markets reallocate commodities from demanders to suppliers.
7. Demand is the quantity of goods or services sellers will offer for sale at different prices at a particular time and place.
8. If the market price is above the equilibrium price, shortages appear.
9. To get rid of the surplus, sellers raise prices and production rates.
10. Price and production rates change until the market reaches the equilibrium price and equilibrium production rate.

Task 3. Complete the sentences with the most appropriate items.

1. In eBay ...
 - A. buyers and sellers do not physically interact
 - B. goods are exchanged illegally
 - C. buyers and sellers converge
2. There ... also be markets for goods under a command economy.
 - A. can
 - B. can't
 - C. mustn't
3. The terms market and demand may be used ...
 - A. interchangeably
 - B. jointly
 - C. all the above
4. Market participation is motivated by the desire to maximize ...
 - A. personal utility and profits
 - B. general welfare
 - C. all the above
5. Product market is any place where ... are bought and sold.
 - A. finished goods and services (products)
 - B. factors of production
 - C. all the above
6. In the modern world, telecommunications have ... direct contact as the main link between buyers and sellers.
 - A. been
 - B. replaced
 - C. facilitated
7. The two sides of each market transaction are called ...
 - A. supply and demand
 - B. distribution and allocation
 - C. equilibrium price and production rate
8. Supply and demand are the twin factors which ... the price in any market.
 - A. depend on
 - B. determine
 - C. raise

9. The market mechanism moves price toward the ... price level.
 - A. minimum
 - B. maximum
 - C. equilibrium
10. If the market price is above the equilibrium price, ... appear.
 - A. externalities
 - B. shortages
 - C. surpluses

Task 4. Match the terms in column A with their definitions in column B:

<u>A</u>	<u>B</u>
1. (the) marketplace	a) an economic system in which prices, salaries, and the supply of goods are controlled by what and how much people buy, not by the government;
2. market economy	b) a company that sells more of its products than any other company of its type; a product that is bought by more people than any other of its type;
3. market analyst	c) the percentage of the total amount of sales of a particular product that a company has;
4. market basket	d) a place where people sell goods outside in a town or village market; the activity of buying and selling;
5. market leader	e) a collection of different products that consumers buy regularly; the price paid for them. It is used to measure the cost of living;
6. market share	f) a person who collects and analyses information about a market, especially a stock market;

Task 5. Grammar revision. Choose the best answer to complete each sentence.

1. 'How was the movie?' '_____ good. Not the best one I have seen this year.'
 - a) fairly
 - b) quite
 - c) rather
 - d) pretty
2. We are having _____ a bit of trouble with the kids just now.
 - a) rather
 - b) quite
 - c) pretty
 - d) fairly

3. You need to put more effort into your work; _____, you won't get a passing grade.
a) moreover
b) otherwise
c) unless
d) instead
4. We wanted to spend the day at the beach; _____, it rained so we stayed home.
a) moreover
b) unless
c) however
d) additionally
5. She is a very smart girl; _____, it's not at all surprising that she gets such good grades.
a) again
b) besides
c) contrarily
d) therefore
6. You are _____ the most interesting woman I have ever known.
a) rather
b) quite
c) pretty
d) fairly
7. She didn't run fast enough for a record.
a) pretty
b) rather
c) quite
d) fairly
8. Jared is a millionaire; _____, his brother Jeremy is always flat broke.
a) in contrast
b) accordingly
c) again
d) likewise
9. He felt he couldn't tell the truth about what happened; _____, he lied.
a) in contrast
b) likewise
c) undoubtedly
d) instead
10. We were _____ hoping you could stay to supper.
a) rather
b) pretty
c) quite
d) fairly

Перелік питань для самоконтролю

1. How are markets in which goods are exchanged illegally called?
2. What kind of market does eBay represent?
3. Can there be markets under a command economy?
4. How can a market be defined?
5. Can the terms “market” and “demand” be used interchangeably? Can they also be used jointly?
6. What is the historical origin of markets?
7. What is the historical origin of markets?
8. Who participates in the market in order to achieve certain goals?
9. What is a factor market?
10. What is known as a product market?

UNIT 6. MARKETING AND ADVERTISING. THE PREPOSITION. THE NUMERAL

Результати навчання: to study topical vocabulary; to develop speaking skills that are necessary to work efficiently; to improve students’ performance; to learn unique concepts of marketing and advertising; to know marketing terms; to develop students’ conversational language; to use lexical and grammatical resources of the language.

Питання для самостійного вивчення

1. The concept of Marketing.
2. The Marketing Mix: Product, Price, Placement, and Promotion.
3. The Common Channel of Distribution.
4. Advertising.
5. Advertising Strategies.

Рекомендовані джерела:

Основні: 1, 2, 3, 4, 5, 6.

Додаткові: 7, 8, 10, 12, 15, 17, 18, 19, 23, 24, 26.

Internet-ресурси: 31, 32, 33, 36, 37, 39, 40, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

ADVERTISING

There is no doubt that we live in an overcommunicated society. Advertising as a communication function was born thousands of years ago. These days it is increasingly invading public spaces. According to most experts the average citizen of an urban centre today is exposed to over 500 commercial messages a day. Some give even higher figures.

Advertising is defined as a paid, non-personal sales communication, directed at a large number of potential buyers. Throughout history, the purpose of advertising – to inform and persuade – has not changed.

The two basic types of advertising are: product and institutional. Product advertising involves selling a good or service. Institutional advertising involves promoting a concept, idea, or philosophy, or the goodwill of an industry, company, organization, or government entity.

With so many products from which we can choose (over 10,000 in the average supermarket), companies must often shout to be heard, and advertising is their megaphone.

The fact is, to do its job, advertising must speak to people. It must be understandable and readable. Advertising research shows that people respond better to a down-to-earth, conversational tone than to a more dignified, formal one. Therefore, good copywriters develop a style that is descriptive, colorful, and even picturesque as well as warm, human, and personal. Because of the need for brevity, they try to use words that are simple, lively, and full of personality and to use punctuation to build a conversational tone rather than to construct purely grammatical sentences.

Advertisers like language that suggests:

- their product is of especially high quality;
- value for money;
- luxury and comfort;
- scientific backing for their product;
- their products make us more attractive.

The economic effect of advertising can be likened to the opening “break” shot in pool or billiards. The moment a company begins to advertise, a chain reaction of economic events takes place. Usually the extent of this chain reaction is very difficult to measure: but as in billiards, its scope is certainly related to the force of the shot.

Task 2. Agree or disagree with the following statements.

1. Advertising as a communication function was born in the 20th century.
2. Advertising is defined as a non-paid, personal sales communication, directed at a large number of potential buyers.
3. Since ancient times the purpose of advertising has remained the same.
4. The two basic types of advertising are: distributional and institutional.
5. Institutional advertising involves selling a good or service.
6. To do its job advertising must shout at people.
7. Because of most customers' illiteracy copywriters try to use words that are simple, lively, and full of personality.
8. Purely grammatical sentences are preferable in advertising messages.
9. Advertisers like language that suggests exclusiveness of their product.
10. The economic effect of advertising is related to its initial impact.

Task 3. Match items in column A with their synonyms in column B.

<u>A</u>	<u>B</u>
1. crucial	a) ultimate buyer
2. numerous	b) verbatim; word for word
3. to charge	c) distribution
4. to outnumber	d) to develop, to create
5. varied	e) plural
6. to craft	f) to exceed
7. literally	g) to set, to establish
8. producer	h) vital
9. to insure	i) to guarantee
10. placement	j) manufacturer
11. end user	k) advertising
12. publicity	l) diverse

Task 4. Translate the following sayings. Choose one to comment on.

1. "Advertising is the greatest art form of the 20th century." (Marshall McLuhan)
2. "Advertising is the art of convincing people to spend money they don't have for something they don't need." (Will Rogers)
3. "Advertising is "a ten-billion-dollar a year misunderstanding with the public." (Chester L. Posey)
4. "Advertisements contain the only truths to be relied on in a newspaper." (Marl Twain)
5. "Advertising is the art of making whole lies out of half truths" (Edgar A. Shoaff)

6. “If advertisers spent the same amount of money on improving their products as they do on advertising then they wouldn’t have to advertise them.” (*Will Rogers*)
7. “The man who stops advertising to save money is like the man who stops the clock to save time.”
8. “You can fool all the people all the time if the advertising is right and the budget is big enough.” (*Joseph E. Levine*)
9. “Never write an advertisement which you wouldn’t want your family to read. You wouldn’t tell lies to your own wife. Don’t tell them to mine.” (*David Ogilvy*)
10. “Good advertising does not just circulate information. It penetrates the public mind with desires and belief.” (*Leo Burnett*)

Task 5. Grammar revision. Choose the correct preposition.

1. (As / So) well as the standard four Ps, services marketing calls (upon / in) an extra three.
2. Any person coming (at / into) contact with customers can have an impact (for / on) overall satisfaction.
3. As part (of / to) a supporting service (with / to) a product, people are particularly important because, (on / in) the customer’s eyes, they are generally inseparable (out of / from) the total service.
4. This is the process involved (at / in) providing a service and the behaviour of people, which can be crucial (to / by) customer satisfaction.
5. Marketing tends to be seen (for / as) a creative industry.
6. The work of the marketing department is increasingly constrained (to / by) legal restrictions.
7. Marketing demands a fair degree (for / of) scientific thinking.
8. It is a complex profession, requiring a broad understanding (by / of) technology, an awareness of how to use data, plus a good grounding (from / in) a variety (of / at) other scientific and mathematical principles.
9. Marketing is also influenced (with / by) many (of / from) the social sciences, particularly psychology, sociology, and economics.
10. Successful marketing requires both a deep knowledge (for / of) customers, competitors, and collaborators and great skill (in / on) deploying an organization’s capabilities so as to serve customers profitably.

Перелік питань для самоконтролю

1. Why is it important to distinguish marketing from advertising?
2. Is advertising the only component of the marketing process? How can we interpret the word “single” in a respective sentence of the above text?

3. What does advertising involve?
4. What major differences between *selling*, *marketing* and *advertising* can you see?
5. What kinds of advertising are most common in contemporary life?
6. What is considered to be the most effective mass-market advertising format?
7. Does commercial airtime cost much these days? Why?
8. What do the majority of television commercials feature?
9. Did the Internet bring about new advertising opportunities?
10. How does a system of self-regulation affect the advertising industry?

UNIT 7. TRADE AND COMMERCE. WORD FORMATION. THE SENTENCE. QUESTIONS, NEGATIVES AND ANSWERS

Результати навчання: to expand vocabulary related to trade and commerce; to develop English language skills that are useful in an office or other business environments; to increase students' knowledge of key trade and commercial concepts worldwide; to use grammatical resources of the language; to practice and memorize grammatical rules.

Питання для самостійного вивчення

1. Key Notions of Trade.
2. Producers and Consumers.
3. Forms and Types of Trade.
4. International Trade.
5. International Trade Organizations.

Рекомендовані джерела:

Основні: 1, 2, 4, 5, 6.

Додаткові: 7, 8, 10, 12, 14, 17, 18, 19, 22, 23, 25, 26.

Internet-ресурси: 31, 32, 33, 36, 37, 39, 40, 41, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

MODERN PATTERNS OF INTERNATIONAL TRADE

1. When developing countries turn to economists for advice on trade, they are usually pointed towards David Ricardo. According to his law of comparative advantage, formulated some 195 years ago, countries should specialise in whatever they are best at producing, leaving their trading partners to provide everything else.

2. In Ricardo's illustrative model, the answers were clear: Portugal, blessed with a fine climate, should cultivate wine; England, blessed with capitalists, should manufacture cloth. The Portuguese gained from importing English cloth

(even if they could make it more efficiently) because it freed them to concentrate on wine. As for the English, even the most ardent mercantilist would agree that viniculture should be left to others.

3. But if a country's God-given advantages were clear to Ricardo, they are less so in modern practice. Capital is mobile across borders, and the gifts of nature count for little now because manufacturing eclipses agriculture in world trade. A country's place in the global economy seems neither predestined nor predictable. As some modern economists put it, economic development is a haphazard process of "self-discovery." Comparative advantage is almost impossible to spot in advance.

4. Bangladesh, for example, is good at exporting hats, having sold \$175m-worth to America in 2000. At one level this is not surprising. Bangladesh is overcrowded and underserved by capital; much of its arable land is periodically under water. As any economist could tell you, it therefore has a comparative advantage in labour-intensive manufactures. But why does Bangladesh specialise in hats rather than, say, bed-sheets? And why did Pakistan, a country with a similar mix of land, labour and capital, export \$130m-worth of bed-sheets to America in 2000 but a mere \$700,000-worth of hats?

5. Many examples of countries that have happened upon a lucrative export niche include: cut flowers from Colombia, software from India, footballs from Pakistan. Nothing written by Ricardo, or by anybody theorising since, could have told a budding Bangladeshi entrepreneur to make hats rather than bed-sheets.

6. Sometimes governments try to force the issue. In 1896 Japan's rulers deemed that their country should have a steel industry to match the best in Europe. Imperial say-so substituted for economic know-how, but met with little success. The government went to great lengths to replicate European technology, importing German engineers, machines and designs. Only after a steel mill had been built did it become apparent that German mills could not run on Japanese coke.

Task 2. Agree or disagree with the following statements.

1. The law of comparative advantage was formulated some 195 years ago.
2. In Ricardo's illustrative model, the answers were not clear: a country's place in the global economy seemed neither predestined nor predictable.
3. Most ardent English mercantilists would claim that England should concentrate on viniculture.
4. A country's God-given advantages count for little in the global economy of the 21st century.
5. A country's place in the global economy is predestined and predictable.
6. Comparative advantage is almost impossible to spot in advance.

7. Overcrowded and underserved by capital nations with unfavourable agricultural conditions have a comparative advantage in labour-intensive manufactures.
8. A country's economic development these days can be compared to a haphazard process of "self-discovery."
9. Many countries that have happened upon a lucrative export niche.
10. Imperial say-so can never substitute for economic know-how.

Task 3. Tick the correct sentence.

1. Trade between two traders is called bilateral trade. _____
Trade between two traders is called multilateral trade. _____
2. Foreign trade is the exchange, or buying and selling, of goods within a country. _____
Domestic trade is the exchange, or buying and selling, of goods within a country. _____
3. Retailing consists of the sale of goods or merchandise in small or individual lots for direct consumption by the purchaser. _____
Wholesaling consists of the sale of goods or merchandise in small or individual lots for direct consumption by the purchaser. _____
4. Wholesale establishments are often called shops or stores. _____
Retail establishments are often called shops or stores. _____
5. Online retailing, also referred to as B2C type of e-commerce, and mail order are forms of non-shop retailing. _____
Online wholesaling, also referred to as B2C type of e-commerce, and mail order are forms of non-shop retailing _____
6. "Wholesale" is often defined as the resale (sale without transformation) of new and used goods. _____
"Retail" is often defined as the resale (sale without transformation) of new and used goods. _____

Task 4. Match the terms in column A with their definitions in column B:

<u>A</u>	<u>B</u>
1. say-so	a) manufacture, which requires substantial amount of human labour to produce the industrial products. This means, the proportion in which labour is used for production is much higher than
2. mercantilist	
3. developing country	

4. **labour-intensive
manufacture**

5. **law of
comparative
advantage**

the proportion of capital;

b) (*in economics*) the idea that a nation is better off when it produces goods and services for which it has a comparative advantage;

c) a person supporting the economic theory which holds that the prosperity of a nation is dependent upon its supply of capital, and that the global volume of international trade is “unchangeable”;

d) power or act of deciding or allowing something; a person’s arbitrary or unauthorized assertion or instruction;

e) a poor agricultural country that is seeking to become more advanced economically and socially;

Task 5. Grammar revision. Complete each question with an item from the box. Look at the reply for a clue.

How much	When	Why	Who
How often	Where	Whose	What

- A: _____ did you meet during your trip?
B: I met all our colleagues from the Paris office.
- A: _____ do you travel abroad on business?
B: Oh, three or four times a year I suppose.
- A: _____ are you going to do about it?
B: I'm going to call them in the morning.
- A: _____ did they cancel their order?
B: Because we didn't have the items in stock.
- A: _____ does your flight leave?
B: Nine o'clock tomorrow morning.
- A: _____ did you pay for those shoes?
B: About 150 euros. But I really like them.
- A: _____ exactly is the meeting?
B: In the conference room on the second floor.
- A: _____ newspaper is this?
B: It's mine, but you can read it if you want.

Перелік питань для самоконтролю

1. What countries are usually called developed / least developed / developing / transition ? Which of the terms is the more appropriate to characterize Ukraine these days? Why?
2. When did Robert Torrens first describe comparative advantage?
3. Why is David Ricardo credited with the formulation of the law of comparative advantage?
4. What does the law of comparative advantage suggest?
5. What must Portugal / England produce according to Ricardo's illustrative model?
6. How would Ukraine fit into the above model? What God-given advantages does Ukraine have?
7. Why do gifts of nature count for little now?
8. Does agriculture eclipse manufacturing in world trade these days?
9. Is it possible to spot comparative advantage in advance? Why?
10. What are some examples of countries that have happened upon a lucrative export niche? Does Ukraine belong to such countries?

UNIT 8. MONEY AND BANKING. THE VERB. PRESENT TENSE FORMS

Результати навчання: to introduce and develop banking and financial terminology; to study banking procedures and roles; to compare today's banking institutions; to discuss changes in the financial service industry; to debate banking trends in developing and developed countries; to use lexical and grammatical resources of the language.

Питання для самостійного вивчення

1. The Concept of Money.
2. Functions of Money: medium of exchange, measure of value; store of value.
3. Types of Money: hard money, soft money and no-money.
4. Banking Sector. Types of Banks.
5. Personal and Corporate Finance.

Рекомендовані джерела:

Основні: 2, 4, 5, 6.

Додаткові: 7, 8, 9, 12, 13, 15, 16, 19, 28, 29, 30.

Internet-ресурси: 31, 32, 38, 41.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

MONEY vs. CURRENCY

People are taught to believe there is money, but the value only exists in human minds. We go through life believing we are working for money, when in reality we are not.

Since money is unreal, it would be convenient to have something real to represent it. We need something we can get our hands on to use in our daily lives. So, human mind invented currency to represent money.

Most people confuse money and currency as the same thing. Although the two terms are often used interchangeably, there is a difference between them.

Money is often viewed as a tool of economic calculation that enables the communication of value, whereas currency is the medium that facilitates an exchange between participants in a market.

Put another way, money is conceptual, whereas currency is physical – money allows the mental calculation of relative value, whereas currency is the thing that actually changes hands.

Some analogies from our everyday life will help to explain the concepts of “money” and “currency”. Let’s compare art with photographs. A picture painted by an artist is that artist’s unreal conception. It may be of a real subject, but it is nonetheless the artist’s conception, or unreal idea, of what it looks like. Most photographs, on the other hand, are a true representation of the subject. A straight photo tends to be real. So, understanding the idea that money as an imaginary concept should not be too difficult.

Thus, the two concepts can be understood in the following way:

1. Money is unreal, meaning imaginary, intangible. You can not hold money in your hand, not you, not any one else.
2. Currency is NOT money, but merely represents money. Currency is physical. We can not hold unreal money in our hands, but we can grasp and trade real currency that represents our unreal money.

Money exists as an unreal concept to enable us to run our economy easier. Money must only represent the value of human labour (including services) and the natural resources labour touches.

Nonetheless, the importance of money cannot be overestimated. Without money, we would be forced to trade eggs for shoes in the terribly awkward and slow process of barter. Our economy would come to a screeching halt. The imaginary concept of money is very useful in representing values (which are also unreal).

In a modern economy most of the money is made up of deposits at banks and other financial institutions. These institutions can actually create money – by making loans.

Thus, money is created, not printed. It is created by the activities of commercial banks and other financial institutions – by all those institutions whose deposits circulate as a medium of exchange.

Of course, it is much too easy to start calling currency money. People get to thinking that printing currency is printing money, but that is far from the truth. Printing currency is just printing ink on paper. Currency is printed on paper or minted from cheap metal.

Basically, currency is the units in which prices are quoted. Examples of such units of currency are U.S. dollars or Ukrainian hryvnia.

Currency is money in any form used as a medium of exchange. The real paper bills and metal coins that we hold in our hands is currency. Checks, money orders, credit cards, and cigarettes if you are in prison, are all accepted mediums of exchange, but they aren't money either.

Currency was introduced as a standardised money to facilitate a wider exchange of goods and services. It speeds up the process, making it faster and easier. The amount of currency we have depends on the amount of money in the economy. If we are short on money, we run short on currency.

Three criteria must be met in order for something to be money. It must be an accepted medium of exchange, it must be a store of value, and it must be the unit of account. If there were any real money it would meet all three of these criteria.

At the same time, only one criterion need be met for something to be currency. It only needs to be accepted as a medium of exchange. In most cases it is also a temporary store of value, but not a permanent store of value.

Task 2. Agree or disagree with the following statements.

1. The US dollar is a constant store of value.
2. Instruments of credit are accepted because they can be converted easily into substitute money.
3. The purchasing power of money depends upon supply and demand.
4. The demand for money is related to the rapidity with which business is done.
5. You can earn interest on a current account.
6. Banks lend money to depositors who need capital.
7. The main profits of a bank come from lending money at a fixed rate of interest.
8. Money is described as “liquid” because it is compared to flowing water.
9. Legal tender must change hands when we do business and we must see it change hands.
10. Currency was introduced as a standardised money to facilitate a wider exchange of goods and services.

Task 3. Complete the following sentences.

- | | |
|--|---------------------------|
| 1. National currencies are considered to be as strong as _____, which support them. | a) 'legal tender' |
| 2. Almost all businesses keep the money they need for paying bills in a bank _____. | b) a credit card |
| 3. Cheques and money orders perform the function of _____ and are known as "instruments of credit". | c) supply and demand |
| 4. _____ gives you the possibilities to purchase goods and services immediately without using cash or a cheque. | d) the national economies |
| 5. The value of money is depend on _____. | e) traveller's cheques |
| 6. Coins and notes in circulation have the status of _____, that is to say they must be taken in different payments. | f) inflation |
| 7. _____ can be cashed at any bank abroad and be accepted by any shop, restaurant, hotel. | g) current account |
| 8. The condition known as _____ exists if too much money is valuable and its value decreases. | h) a cheque |
| 9. _____ is a piece of paper that orders a bank to give the payee a specified amount of money. | i) the store of gold |
| 10. National currency is backed by _____ which the government maintains. | j) substitute money |

Task 4. Match the terms in column A with their definitions in column B:

- | <u>A</u> | <u>B</u> |
|-------------------------------|--|
| 1. allowance | a) a hidden design on a piece of paper that you can only see when you hold the paper up near a light |
| 2. watermark | b) the real value that a company, an asset, etc. has, rather than the current value as shown, for example, by share prices or its market value |
| 3. noble metals | c) mental abilities that a person has had since birth |
| 4. intrinsic value | d) valuable metals such as gold, silver, or platinum |
| 5. native intelligence | e) an amount of money that is paid to someone regularly or on particular occasions by their employer or by the state, to help them pay for travel, food, somewhere to live or other expenses |

Task 5. Grammar revision. Put the verb into the correct form (use Present Indefinite or Present Continuous).

1. Hurry up! The bus ____ (to come). I ____ (not/want) to miss it.
2. On his way he usually ____ (to meet) a lot of teenagers who ____ (to go) to school.
3. - How is John? - He ____ (to grow) peaches somewhere in California.
4. If Tom ____ (to phone) tonight, I'll get his message.
5. You can borrow my pen. I ____ (not/need) it at the moment.
6. When ____ (the movie/ to start)?
7. What ____ (your uncle do)? He is a journalist, but he ____ (not/work) at the moment.
8. My niece usually ____ (to enjoy) parties but evidently she ____ (not/enjoy) this one.
9. ____ (you/ believe) in God?
10. If you need money, why ____ (you/not/get) a job?

Перелік питань для самоконтролю

1. Why did human mind invent currency? What does currency represent?
2. Why do most people confuse money and currency as the same thing?
3. What analogies from our everyday life can help to explain the concepts of "money" and "currency"?
4. Why can't the importance of money be overestimated?
5. What is most of the money in a modern economy made up of?
6. How is money created?
7. What is printed on paper or minted from cheap metal?
8. What is currency?
9. How does the amount of currency depend on the amount of money in the economy?
10. What criteria must be met in order for something to be money? What about currency?

UNIT 9. MARKETERS' KEY FUNCTIONS. PAST FORMS

Результати навчання: to identify the main point or important information; guess the meaning of unknown words from context; to understand and use the vocabulary of marketing sphere; to use grammatical resources of the language; to practice and memorize grammatical rules.

Питання для самостійного вивчення

1. Marketers' Functions.
2. Market Analysis.
3. Types of Marketing Research.
4. Sales Activity.
5. Economic Management.

Рекомендовані джерела:

Основні: 2, 3, 4, 5, 6.

Додаткові: 7, 8, 9, 10, 14, 17, 18, 23, 24, 26.

Internet-ресурси: 31, 32, 36, 37, 39, 40, 42, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

CAREERS IN MARKETING

Sooner or later, you will graduate from the university. Then you'll need a job that not only pays well but also matches your interests and talents. In addition, your first postgraduation job should serve as a springboard to a successful career. To find a suitable postgraduation job, you should launch your search at least one term, and preferably 9 months, prior to graduation. One of the most significant decisions you will ever make is choosing a career. This career decision will influence your future happiness, self-fulfillment, and well-being. Yet, unfortunately, career decisions often seem to be based on insufficient information, analysis, and evaluation of alternatives.

One key to a wise career decision is to get as much information about as wide a variety of career alternatives as is reasonably possible. By broadening your search you may discover some interesting fields about which you knew nothing or had gross misconceptions.

A key point to assess is whether you are more interested in people or in things. In the field of marketing, for example, a people-oriented person might be attracted to a career in personal selling. A things-oriented person might prefer a job in advertising, marketing research, or physical distribution.

Career Factors to Consider. You should consider several major factors when evaluating a job or career in any given field:

- Will you be happy in your work? Normally, half or more of your waking hours will be spent at work, commuting to and from work, or doing job-related work at home. So you should look for the job and career that you will enjoy during that big chunk of your waking time. Also keep in mind that many people in society do not seem to be happy with their jobs. We speak of "Blue Monday" (the wonderful weekend is finished and I have to go back to work). The saying "TGIF" (Thank God it's Friday) did not enter our vocabulary because people love their work.

- Does the career fit your self-image? Are the job and career in line with your goals, dreams, and aspirations? Will they satisfy you? Will you be proud to tell people about your job? Will your spouse (and someday your teenage children) be proud of you in that career?
- What demands or pressures are associated with the career? Some people thrive on pressure. They constantly seek new challenges in their work. Other people look for a more tranquil work experience. They do not want a job with constant demands, deadlines to meet, and heavy pressures.
- Do the financial factors meet your needs? How does the starting salary compare with those of other jobs? Consider what the job is likely to pay after you have been there 3 to 5 years. Some engineering jobs, for example, have high starting salaries, but soon hit a salary ceiling. In contrast, some marketing jobs have lower starting salaries but no upper limits.
- Are there opportunities for promotion? You should evaluate the promotion patterns in a job or in a firm. Try to find out how long it normally takes to reach a given executive level. Study the backgrounds of presidents in a number of large companies. Did they come up through engineering, the legal department, sales or marketing, accounting, or some other area?
- Are the travel considerations suitable? Some jobs involve a considerable amount of travel whether you are an entry-level worker or an executive. Other jobs are strictly in-house, with no travel at all. You need to assess which situation would meet your needs.
- Is there job or career “transportability”? Are there similar jobs in many other geographic areas? If you and your spouse both are career-oriented, what will happen to you if your spouse is transferred to another city? One nice thing about such careers as teaching, retailing, nursing, and personal selling is that generally these jobs exist in considerable numbers in many different locations.
- What qualifications are needed? Determine what qualifications are needed to enter (and later to prosper in) a given field. Then review your own background to see whether there is a close fit between the job requirements and your qualifications.
- What is the supply and demand situation in this field? Determine generally how many job openings currently exist in a given field, as compared with the supply of qualified applicants. At the same time, study the future prospects regarding this supply and demand condition. Determine whether a present shortage or overcrowding of workers in a field is a temporary situation or is likely to exist for several years.

As we know about one-quarter to one-third of all civilian jobs are in the field of marketing. These jobs cover a wide range of activities. Furthermore, this variety of jobs also covers a great range of qualifications and aptitudes. For

instance, jobs in personal selling call for a set of qualifications that are different from those in marketing research. A person likely to be successful in advertising may not be a good prospect in physical distribution. Consequently, the personal qualifications and aptitudes of different individuals make them candidates for different types of marketing jobs.

Task 2. To answer the broad questions “What do you want out of life?” or “What is important to you in life?”, you first must answer several more specific ones, such as the following:

- Are you looking for a career with high financial rewards?
- How important is the social prestige of the career?
- Do you want your career to be the main thing in your life? Or do you see a career only as the means of financing leisure-time activities?
- How important are the climate and other aspects of the physical environment in which you live?
- Would you take less money and a less prestigious job in order to live in a “pleasant environment”?
- Would you prefer to work for a large company or a small organization?
- Would you prefer living and working in a small town or in a major urban center?

Task 3. Make a proper selection, matching the words in column Job title with their descriptions in column Comments:

Eight entry-level marketing jobs for graduates

Job title	Comments
Sales representative	Responsible for selling the organization’s goods or services to customers. Customers may be ultimate consumers, middlemen, or other organizations.
Sales (or marketing) support person	Assists sales manager and staff in implementing programs, such as trade shows and dealer or sales force incentive programs. Position may be broader and report to a marketing executive.
Customer service representative	Assists customers after the sale, often by handling complaints and requests for information and/or service. Particularly common in the business-goods sector.

Retail management executive trainee	Position is common in department-store chains. After training, usually moves through rotating assignment in buying and management of selling department. Ultimately, person focuses on either buying or store management.
Assistant store manager	Position is common in chains that have small specialty stores in shopping centers. Assists in overseeing day-to-day activities of the store, especially staffing and display. In effect, is a trainee position.
Assistant media buyer	Common starting position in advertising agency. Assists buyer in purchasing advertising space and time for business firms that are the agency's clients. Another entry-level position, working for either an agency or an advertiser, is junior copywriter.
Research trainee	Found in various large organizations and in marketing research firms. After or during training, assists with one or more phases of the research process such as data collection, data analysis, or report preparation.
Assistant (or assistant to) product manager	Assists in planning and, especially, implementing marketing program for a specific brand or product line. Most commonly found in large companies that sell consumer goods or services.

Task 4. Fill in the gaps with the appropriate words:

1. Whenever you try ____ somebody to do something, you are performing a marketing activity.
2. If you want to participate in the ____, you must offer something of value to another person.
3. One condition of an exchange is the ability for the parties ____ .
4. The category of ____ includes both types of organizations – business and nonprofit organizations.
5. The ____ of marketing is a transaction – an exchange.
6. Marketing consists of all activities designed ____ human needs or wants.
7. We consider ____ as anything that can be marketed.
8. Each party taking part in the exchange must believe it will ____ from the transaction.
9. Such organizations as hospitals, universities, churches, museums are called ____ .

10. A firm's ____ may include government regulatory agencies, environmentalists, and local tax assessors.

KEY WORDS: to communicate; heart; product; nonprofit organizations; markets; to persuade; exchange; benefit; marketers; to satisfy.

Task 5. Grammar revision. Choose the correct variant:

1. He *became/was becoming* a very rich man when he was just 25.
2. The weather was terrible, it *rained/was raining* the whole day.
3. While Maria was writing the report, Henry *looked/was looking* for more information.
4. At 7 o'clock this morning she *studied/was studying*.
5. The student was reading a magazine while the professor *spoke/was speaking*.
6. Henry *ate/was eating* a snack at midnight last night.
7. It *snowed/was snowing* heavily when he *was waking up/woke up*.
8. He often *borrowed/was borrowing* from me when we were students.
9. When he was young he *was going/went* swimming every Sunday.
10. Last year they *were dividing/divided* their business into two.

Перелік питань для самоконтролю

1. How do you understand the expression “a springboard to a successful career”?
2. What spheres of your future life will your career decision influence?
3. Why is it important to understand what kind of person you are?
4. Which significant career factors must be considered?
5. Explain the role of personal qualifications and aptitudes of different individuals for different types of marketing jobs.
6. How do marketers create, stage and market experience?
7. What is celebrity marketing?
8. What do place marketers include?
9. Explain the difference between marketers and prospects.
10. Explain the concept of Needs. How do marketers create needs?

UNIT 10. MARKETING ENVIRONMENT. FUTURE FORMS

Результати навчання: to expand vocabulary related to marketing activity and that is used in a specific marketing context; to develop English language skills that are useful in an office or other business environments; to learn about marketing topics and issues; to develop basic skills to deal with people in different situations; to increase students' knowledge of key marketing concepts worldwide; to develop confidence to deal with people and basic issues in the business world; to use grammatical resources of the language; to practice and memorize grammatical rules.

Питання для самостійного вивчення

1. The Concept of Marketing Environment.
2. Internal (Endogenous) Environment.
3. External (Exogenous) Environment.
4. What Is Marketing Microenvironment?
5. What Is Marketing Macroenvironment?

Рекомендовані джерела:

Основні: 2, 3, 4, 5, 6.

Додаткові: 7, 8, 9, 10, 14, 17, 18, 23, 24, 26.

Internet-ресурси: 31, 32, 36, 37, 39, 40, 42, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

IMPORTANCE OF MARKETING ENVIRONMENT

The marketing environment is changing at an accelerating rate. Given the following changes, the need for real-time market information is greater than at any time in the past:

From local to national to global marketing: As companies expand their geographical market coverage, their managers need more information more quickly.

From buyer needs to buyer wants: As incomes improve, buyers become more selective in their choice of goods. To predict buyers' responses to different features, styles, and other attributes, sellers must turn to marketing research.

From price to nonprice competition: As sellers increase their use of branding, product differentiation, advertising, and sales promotion, they require information on these marketing tools' effectiveness.

Some firms have developed marketing information systems that provide company management with rapid and incredible detail about buyer wants,

preferences, and behavior. For example, the Coca-Cola Company knows that we put 3.2 ice cubes in a glass, see 69 of its commercials every year, and prefer cans to pop out of vending machines at a temperature of 35 degrees. Kimberly-Clark, which makes Kleenex, has calculated that the average person blows his or her nose 256 times a year. Marketers also have extensive information about consumption patterns in other countries. On a per capita basis within Western Europe, for example, the Swiss consume the most chocolate, the Greeks eat the most cheese, the Irish drink the most tea, and the Austrians smoke the most cigarettes.

Nevertheless, many business firms lack information sophistication. Many lack a marketing research department. Others have departments that limit work to routine forecasting, sales analysis, and occasional surveys. In addition, many managers complain about not knowing where critical information is located in the company; getting too much information that they can't use and too little that they really need; getting important information too late; and doubting the information's accuracy. In today's information-based society, companies with superior information enjoy a competitive advantage. The company can choose its markets better, develop better offerings, and execute better marketing planning.

Every business, no matter how big or small, operates within the marketing environment. Its present and future existence, profits, image, and positioning depend on its internal and external environment. The business environment is one of the most dynamic aspects of the business. In order to operate and stay in the market for long, one has to understand and analyze the marketing environment and its components properly.

An understanding of the external and internal environment is essential for planning for the future. A marketer needs to be fully aware of the current scenario, dynamism, and future predictions of the marketing environment if he wants his plans to succeed.

A thorough knowledge of the marketing environment helps marketers acknowledge and predict what the customer actually wants. In-depth analysis of the marketing environment reduces (and even removes) the noise between the marketer and customers and helps the marketer to understand the consumer behavior better.

Breaking into new markets and capitalizing on new trends requires a lot of insight about the marketing environment. The marketer needs to research about every aspect of the environment to create a foolproof plan.

A sound knowledge of the market environment often gives a first mover advantage to the marketer as he makes sure that his business is safe from the future threats and taps the future opportunities.

Every niche has different players fighting for the same spot. A better understanding of the marketing environment allows the marketer to understand more about the competitions and about what advantages do the competitors have over his business and vice versa.

Task 2. Make a proper selection: match the headings with their descriptions:

Business Environment

External Environment

Internal Environment

- is a component of the business environment, which is composed of various elements present inside the organization, that can effect or can be effected with, the choices, activities and decisions of the organization.

- is composed of all the outside factors or influences that impact the operation of business. The business must act or react to keep up its flow of operations. It can be broken down into two types: the microenvironment and the macroenvironment.

- a collection of all individuals, entities and other factors which may or may not be under the control of the organization, but can affect its performance, profitability, growth and even survival. Such an environment influences business and also gets affected by its activities.

Task 3. Study the steps involved in Environmental Analysis. Make a proper selection: match the headings with their descriptions.

1. Identifying	a) In this step, a careful analysis of all the environmental factors is made to determine their effect on different business levels and on the business as a whole. Different tools available for the analysis include benchmarking, Delphi technique and scenario building.
2. Scanning	b) After identification, examination and analysis, lastly the impact of the variables is to be forecasted.

3. Analyzing	c) First of all, the factors which influence the business entity are to be identified, to improve its position in the market. The identification is performed at various levels, i.e. company level, market level, national level and global level.
4. Forecasting	d) Scanning implies the process of critically examining the factors that highly influence the business, as all the factors identified in the previous step effects the entity with the same intensity. Once the important factors are identified, strategies can be made for its improvement.

Task 4. Study a number of acronyms which are popular for evaluating factors influencing marketing operations. Decode them:

- PEST
- PESTEL
- PESTEEL
- SLEPT
- STEP
- SPECTACLES

Task 5. Grammar revision. Put the verbs in brackets into the correct future tense.

- 1 A: Are you looking forward to your holiday?
B: Oh, yes! This time next week I will be lying (lie) on the beach.
- 2 A: We're having a party on Sunday.
B: Oh, good. I _____ (make) a cake to bring along.
- 3 A: Have you finished that report yet?
B: Yes. I _____ (give) it to you in a minute.
- 4 A: Why are you buying all those vegetables?
B: Because I _____ (make) vegetable soup.
- 5 A: This writing is too small for me to read.
B: Give it to me and I _____ (read) it to you.
- 6 A: I _____ (stay) at Claire's house tonight.
B: Alright. I won't expect you home, then.
- 7 A: Would you like to join me for lunch today?
B: Yes, please. I _____ (meet) you at half past one.
- 8 A: _____ (you/help) me with the shopping tomorrow?
B: of course.
- 9 A: Are you excited about your trip?
B: Yes. This time tomorrow I _____ (sit) on the plane.
- 10 A: I can't hear the television very well.
B: I _____ (turn up) the volume.

Перелік питань для самоконтролю

1. Why is marketing environment changing at an accelerating rate?
2. What changes have caused the greater need for real-time market information?
3. Which details do marketing information systems provide company management with?
4. How do marketers get extensive information about consumption patterns in other countries?
5. Why do many firms lack information sophistication?
6. Why do managers complain about the marketing information?
7. What advantage do companies with superior information enjoy?
8. What is business environment?
9. How does a thorough knowledge of the marketing environment help marketers?
10. Which marketing activities require a lot of insight about the marketing environment?

UNIT 11. PRODUCT. CLASSIFICATION OF PRODUCTS. MODALS

Результати навчання: to demonstrate knowledge and understanding of the theoretical foundations and principles of product life-cycle; to understand the basics of products' classification; to study key notions of branding; to use lexical and grammatical resources of the language; to know the topical vocabulary; to use grammatical resources of the language; to practice and memorize grammatical rules.

Питання для самостійного вивчення

1. What Is Product?
2. Product Life - Cycle.
3. Consumer Products.
4. Industrial Products.
5. What Is Brand and Trademark?

Рекомендовані джерела:

Основні: 2, 3, 4, 5, 6.

Додаткові: 7, 8, 9, 10, 12, 14, 17, 18, 23, 24, 26.

Internet-ресурси: 31, 32, 36, 37, 39, 40, 42, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

BRANDS

The word “brand” is a comprehensive term that encompasses other, narrower terms. A *brand* is a name, term, symbol, and/or special design that is intended to identify the goods or services of one seller or group of sellers. A brand differentiates one seller’s products from those of competitors. A brand name consists of words, letters, and/or numbers that can be vocalized. A *brand mark* is the part of the brand that appears in the form of a symbol, design, or distinctive coloring or lettering. It is recognized by sight but may not be expressed when a person pronounces the brand name. Crest, Coors, and Gillette are brand names. Brand marks are the alligator on Izod clothing products and the distinctively lined globe of AT&T. Green Giant (canned and frozen vegetable products) is both a brand name and a brand mark.

A *trademark* is a brand that is given legal protection because, under the law, it has been appropriated by one seller. Thus trademark is essentially a legal term. All trademarks are brands and thus include the words, letters, or numbers that can be pronounced. They may also include a pictorial design (brand mark). Some people erroneously believe that the trademark is only the pictorial part of the brand.

The terms “national” and “private” have been used to describe producer and middleman brand ownership, respectively. However, marketing people prefer the producer-middleman terminology. *National brand names* are the brand names of national manufacturers. They include well-known names such as Xerox, Polaroid, Sony, and Chevrolet. *Private brands* are names given to products by distributors or retailers. Well-known names include Kenmore and Ditchard (Sears). These brands are also known as “house” or “distributor” brands.

History tells us that once a brand establishes a position of market leadership in a product category, this position often is maintained over a long period of time. Many brands never die – they just stay at the top. Some brands remain as market leaders over many years. Consequently, enormous amounts of money are sometimes spent to acquire companies that have dominant brands.

Brands make it easy for consumers to identify goods or services.

Brands also help assure purchasers that they are getting comparable quality when they reorder. For sellers, brands can be advertised and recognized when displayed on shelves in a store. Branding also helps sellers control their market because buyers will not confuse one branded product with another. Branding reduces price comparisons because it is hard to compare prices on two items with different brands. Finally, for sellers branding can add a measure of prestige to otherwise ordinary commodities.

The two major responsibilities inherent in brand ownership are (1) to promote the brand and (2) to maintain a consistent quality of output. Many firms do not brand their products because they are unable or unwilling to assume those responsibilities.

Some items are not branded because they can't be differentiated from products of another firm. Clothespins, nails, and raw materials (coal, cotton, wheat) are examples of goods for which product differentiation (including branding) is generally unknown. The physical nature of certain items, such as fresh fruits and vegetables, may discourage branding. However, now that these products are often packaged in typically purchased quantities, brands are being applied to the packages.

Over a period of years, some brands become so well accepted that the brand name is substituted for the generic name of the particular product. Examples of brand names that legally have become generic are escalator, linoleum, aspirin, yo-yo, cellophane, kerosene, shredded wheat, and nylon. Originally these were trademarks limited to use by the owner. A brand name can become generic in several ways:

- 1) The patent expires.
- 2) There is no simple generic name available, so the public continues to use the brand name as a generic name. This was the case with shredded wheat, nylon, and cellophane.
- 3) Sometimes a firm does too good an advertising and selling job with an outstanding brand name. While not yet legally generic, names such as Xerox, Levi's, and Kleenex are on the borderline. They are remarkable brand names for the original products that have been promoted so successfully that many people use them generically.

Numerous strategies can be adopted to prevent the generic use of a brand name:

- Use two names – the brand name in conjunction with the company name (Eastman Kodak) or the brand name together with the generic name (Dacron polyester).
- Change the company name to coincide with that of the brand. The drastic strategy was adopted by the Sony company.
- Give notice to the public that the brand has been copyrighted.

In the late 1970s, several supermarket chains introduced products sold under their generic names. The products were simply labeled as pork and beans, peanut butter, cottage cheese, paper towels, and so on. These unbranded products generally sell for 30 to 40 percent less than manufacturers' brands and 20 percent less than retailers' brands. Although they are the nutritional equivalent of branded products, the generics (graded "standard" in industry terms) may not have the color, size, and appearance of the branded items (graded "fancy"). Most chains sell these products completely unbranded—referring to them as "generic

products” in the store’s advertising. In effect, “generic” becomes an unofficial brand name in that it is the identifying name used by stores and consumers. Generic products now account for a large enough share of total sales in their respective product lines to be a major factor in the battle of the brands.

Task 2. Make a proper selection: match the words with their definitions:

1. Brand	a) the name of a product category.
2. Brand name	b) the name given products by distributors or retailers (also known as “house” or “distributor” brands.
3. Brand mark	c) a name, term, symbol, and/or special design that is intended to identify the goods or services of one seller or group of sellers and differentiates one seller’s products from those of competitors.
4. Trademark	d) the name which consists of words, letters, and/or numbers that can be vocalized.
5. National brand	e) is the part of the brand that appears in the form of a symbol, design, or distinctive coloring or lettering.
6. Private brand	f) a brand that is given legal protection because, under the law, it has been appropriated by one seller.
7. Generic name	g) the brand name of a national manufacturer.

Task 3. Say what is true and what is false. Correct the false sentences.

1. A brand differentiates one seller’s products from those of competitors.
2. Branding increases price comparisons because it is easy to compare prices on two items with different brands.
3. National brand names are also known as “house” or “distributor” brands.
4. Trademark is not only the pictorial part of the brand.
5. Some items are not branded because they can’t be differentiated from products of another firm.
6. A brand name can become generic if a firm does a bad advertising and selling job with an outstanding brand name.
7. The firm can use two names – the brand name in conjunction with the company name – to prevent the generic use of a brand name.

8. Many brands never die, they remain as market leaders over many years.
9. Brands can't add a measure of prestige to otherwise ordinary commodities.
10. Over a period of years, some brands become so well accepted that the brand name is substituted for the generic name of the particular product.

Task 4. Match each statement to a word pair from the list, write the letter of your chosen answer next to the statement. There is one word pair that you don't have to use.

A product catalogue **D** product placement **F** brand recognition
B consumer durables **E** brand image **G** product lifecycle
C generic products

1. If you want a big Hollywood star to wear a shirt with your company's logo on in a film, it will cost you over one million dollars.	
2. The latest edition contains pictures, descriptions and prices of everything that we sell.	
3. In a survey, 72 % of shoppers identified our product before those of our competitors.	
4. The dishwashers, washing machines and dryers we produce have three-year guarantees.	
5. We aim to sell 500,000 units in the first year. Then sales will drop quickly to about 15,000 a year. We'll have to launch a new model in four years' time.	
6. Customers buy supermarket own-label versions rather than branded products because they offer better value for money.	

Task 5. Grammar revision. Rewrite the sentences using the words in bold.

1. Do you mind if I leave the door open for a while?
can ...*Can I leave the door open for a while?*
2. You're obliged to take notes during the lecture.
have

3. I'm sorry, but you aren't allowed to enter this room.
must
4. Jack managed to unlock the door.
able
5. It wasn't necessary for Ann to cook dinner, but she did.
need
6. Let's play a game of chess.
could
7. I'm certain Sarah is bored with her work.
must
8. I strongly advise you to take up sport.
must
9. I'm certain Liz isn't interested in your ideas.
can
10. You may take the car tonight if you want.
can

Перелік питань для самоконтролю

1. Why is it important to classify products?
2. How may marketers categorize products?
3. What are unsought products?
4. Which categories are business products classified into?
5. What is product life cycle?
6. What is the general purpose of branding?
7. What major responsibilities do brand owners assume?
8. Why do not firms brand their products?
9. How can a brand name become generic?
10. How do you understand the phrase "the battle of the brands"?

UNIT 12. PRICE OF A PRODUCT. THE PASSIVE VOICE

Результати навчання: to introduce and develop terminology of pricing; to study main aspects of pricing; to compare different pricing strategies; to discuss changes in the pricing policy; to use lexical and grammatical resources of the language.

Питання для самостійного вивчення

1. What Is Price?
2. Main Aspects of Pricing.
3. Cost-based Pricing.
4. Demand-based pricing.
5. Pricing Strategies.

Рекомендовані джерела:

Основні: 2, 3, 4, 5, 6.

Додаткові: 7, 8, 9, 10, 12, 14, 17, 18, 23, 24, 26.

Internet-ресурси: 31, 32, 36, 37, 39, 40, 42, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

DIFFERENT PRICING STRATEGIES:

WHICH IS RIGHT FOR YOUR BUSINESS?

It's no secret that small businesses play a vital role in the US economy. However, most non-employer small businesses average just \$44,000 a year in annual revenue, with many of these companies earning \$25,000 or less. While various factors can affect a business' revenue potential, one of the most important is the pricing strategy utilized by its owners. Good pricing strategy helps you determine the price point at which you can maximize profits on sales of your products or services. When setting prices, a business owner needs to consider a wide range of factors including production and distribution costs, competitor offerings, positioning strategies and the business' target customer base.

While customers won't purchase goods that are priced too high, your company won't succeed if it prices goods too low to cover all of the business' costs. Along with product, place and promotion, price can have a profound effect on the success of your small business. Here are some of the various strategies that businesses implement when setting prices on their products and services.

1. Pricing at a Premium

With premium pricing, businesses set costs higher than their competitors did. Premium pricing is often most effective in the early days of a product's life cycle, and ideal for small businesses that sell unique goods. Because customers need to perceive products as being worth the higher price tag, a business must work hard to create a value perception. Along with creating a high-quality product, owners should ensure their marketing efforts, the product's packaging and the store's décor all combine to support the premium price.

2. Pricing for Market Penetration

Penetration strategies aim to attract buyers by offering lower prices on goods and services. While many new companies use this technique to draw attention away from their competition, penetration pricing does tend to result in an initial loss of income for the business. Over time, however, the increase in awareness can drive profits and help small businesses to stand out from the crowd. In the long run, after sufficiently penetrating a market, companies often wind up raising their prices to better reflect the state of their position within the market.

3. Economy Pricing

Used by a wide range of businesses including generic food suppliers and discount retailers, economy pricing aims to attract the most price-conscious of consumers. With this strategy, businesses minimize the costs associated with marketing and production in order to keep product prices down. As a result, customers can purchase the products they need without frills. While economy pricing is incredibly effective for large companies like Wal-Mart and Target, the technique can be dangerous for small businesses. Because small businesses lack the sales volume of larger companies, they may struggle to generate a sufficient profit when prices are too low. Still, selectively tailoring discounts to your most loyal customers can be a great way to guarantee their patronage for years to come.

4. Price Skimming

Designed to help businesses maximize sales on new products and services, price skimming involves setting rates high during the introductory phase. The company then lowers prices gradually as competitor goods appear on the market. One of the benefits of price skimming is that it allows businesses to maximize profits on early adopters before dropping prices to attract more price-sensitive consumers. Not only does price skimming help a small business recoup its development costs, but it also creates an illusion of quality and exclusivity when your item is first introduced to the marketplace.

5. Psychology Pricing

With the economy still limping back to full health, price remains a major concern for American consumers. Psychology pricing refers to techniques that marketers use to encourage customers to respond on emotional levels rather than logical ones. For example, setting the price of a watch at \$199 is proven to attract more consumers than setting it at \$200, even though the true difference here is quite small. One explanation for this trend is that consumers tend to put more attention on the first number on a price tag than the last. The goal of psychology pricing is to increase demand by creating an illusion of enhanced value for the consumer.

6. Bundle Pricing

With bundle pricing, small businesses sell multiple products for a lower rate than consumers would face if they purchased each item individually. Not only is

bundling goods an effective way of moving unsold items that are taking up space in your facility, but it can also increase the value perception in the eyes of your customers, since you're essentially giving them something for free. Bundle pricing is more effective for companies that sell complimentary products. For example, a restaurant can take advantage of bundle pricing by including dessert with every entrée sold on a particular day of the week. Small businesses should keep in mind that the profits they earn on the higher-value items must make up for the losses they take on the lower-value product.

Task 2. Match the terms with their definitions:

Price	a) is the method of determining the value a producer will get in the exchange of goods and services.
Pricing	b) is the tactic that company use to increase sales and maximize profits by selling their goods and services for appropriate prices.
Pricing strategy	c) are the goals that guide your business in setting the cost of a product or service to your existing or potential consumers.
Mark up	d) is a critical element of the marketing mix; is the amount of money charged for a product or a service.
Pricing model	e) someone who is price-conscious knows how much things cost and avoids buying things that are considered too expensive.
Price-conscious customer	f) is the difference between the selling price of a good or service and cost. It is often expressed as a percentage over the cost.
Price-sensitivity	g) is the current price at which an asset or service can be bought or sold; it converges at a point where the forces of supply and demand meet.
Price elasticity	h) is a structure and method for determining prices.

Market price

j) is a measure of how consumers react to the prices of products and services.

Pricing objectives

k) the consciousness of the customers to cost windows or range within which they make dealings.

Task 3. Draw a line from each phrase on the left to its meaning on the right. Make sentences of your own with 5 of them:

1. *That's a bit steep / pricey.*

a) It means you are *paying too much for something, and it's painful*

2. *It cost a fortune / an arm and a leg.*

b) You think it's *a fair price* for what you will receive

3. *I'm paying through the nose.*

c) Common phrases used to describe a special offer when you buy one product at normal price, and *get another one of the same product for free*

4. *That's a little outside my budget / I can't afford it.*

d) Use these phrases to say that something is *a little bit expensive*

5. *That's quite reasonable.*

e) Use this phrase to say that something is *extremely inexpensive*

6. *It's 20% off.*

f) Use this phrase to describe something that was *a very good price for the value*

7. *I got two for the price of one / It was buy one, get one free.*

g) Use this phrase when you bought something for *a very low price*

8. *It was a real bargain.*

h) Use these phrases to say that something was *very expensive*

9. *I got it for a song.*

j) It means *a discount*

10. *It's dirt cheap.*

k) You *don't have enough money* to buy something

Task 4. Choose the best word to fill each gap from the alternatives given below:

One of the secrets to business success is (1) ____ your products properly. (2) ____ your products correctly and that can enhance how much you sell, creating the foundation for a business that will prosper. Get your pricing (3) ____ wrong and you may create problems that your business may never be able to overcome.

"It's probably the (4) ____ thing there is to do," says Charles Toftoy, associate professor of management science at George Washington University. "It's part art and part science."

There is a (5) ____ of different types of pricing strategies in business. However, there's no one surefire, formula-based approach that (6) ____ all types of products, businesses, or markets. Pricing your product usually (7) ____ considering certain key factors, including pinpointing your target customer, tracking how much competitors are charging, and understanding the relationship between quality and price. The good news is you have a great deal of (8) ____ flexibility in how you set your prices. That's also the bad news. The biggest mistake many businesses make is to believe that price alone (9) ____ sales. Your ability to sell is what drives sales and that means (10) ____ the right sales people and adopting the right sales strategy.

- | | | |
|-----------------|---------------|----------------|
| 1. a) pricing | b) value | c) cost |
| 2. a) produce | b) price | c) trade |
| 3. a) policy | b) strategy | c) behavior |
| 4. a) toughest | b) easiest | c) least |
| 5. a) variety | b) monotony | c) alternative |
| 6. a) spoils | b) suits | c) resists |
| 7. a) involves | b) excludes | c) denies |
| 8. a) stability | b) immobility | c) flexibility |
| 9. a) drives | b) slows down | c) stops |
| 10. a) hiring | b) retiring | c) firing |

Task 5. Grammar revision. Choose the correct verb form:

1. The totality of all budgets ... the master budget of Ukraine.

- are called
- were being called
- is called

2. Usually products ... into two general categories: consumer and industrial.

- group
- are being grouped
- are grouped

3. This house ... next month.
- will have been built
 - will have built
 - will be built
4. New underground railway lines ... in Kiev now.
- are being built
 - are built
 - are building
5. The telegrams ... by 3 o'clock.
- has typed
 - will have been typed
 - have been typed
6. The telegrams ... yet.
- were not sent
 - were not being sent
 - have not been sent
7. Our university ... 30 years ago.
- is established
 - was established
 - had been established
8. Don't make a noise. The students ... now.
- are examined
 - are being examined
 - have been examined
9. The students of our institute ... twice a year.
- are examined
 - were examined
 - have been examined
10. The order ... tomorrow.
- will be sent
 - will send
 - will have been sent

Перелік питань для самоконтролю

1. What does price element of marketing mix affect?
2. What does the concept of pricing mean?
3. What are the commonest pricing approaches?
4. What is the essence of cost-based pricing?

5. Why are pricing decisions the most difficult to make?
6. How can pricing strategy affect a business' revenue potential?
7. Which factors should be considered when setting a price?
8. What is the essence of premium pricing?
9. What is the aim of economy pricing?
10. What are the benefits of price skimming?

UNIT 13. CHANNELS OF DISTRIBUTION AND FORMS OF TRADE. SEQUENCE OF TENSES

Результати навчання: to expand vocabulary related to trade, forms of trade and channels of distribution; to increase students' knowledge of key trade and commercial concepts worldwide; to use grammatical resources of the language; to practice and memorize grammatical rules.

Питання для самостійного вивчення

1. Structures and Types of Channels of Distribution.
2. Direct Marketing.
3. Promotion.
4. Types of Middlemen.
5. Wholesalers. Retailers.

Рекомендовані джерела:

Основні: 2, 3, 4, 5, 6.

Додаткові: 7, 8, 9, 10, 12, 14, 17, 18, 23, 24, 26.

Internet-ресурси: 31, 32, 336, 37, 39, 40, 42, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

WHAT IS A DISTRIBUTION CHANNEL?

The distribution function of marketing is comparable to the place component of the marketing mix in that both center on getting the goods from the producer to the consumer. A distribution channel in marketing refers to the path or route through which goods and services travel to get from the place of production or manufacture to the final users. It has at its center transportation and logistical considerations.

Business-to-business (B2B) distribution occurs between a producer and industrial users of raw materials needed for the manufacture of finished products. For example, a logging company needs a distribution system to connect it with the lumber manufacturer who makes wood for buildings and furniture.

Business-to-customer (B2C) distribution occurs between the producer and the final user. For instance, the lumber manufacturer sells lumber to the furniture maker, who then makes the furniture and sells it to retail stores, who then sell it to the final customer.

In marketing, goods can be distributed using two main types of channels: direct distribution channels and indirect distribution channels. The two primary channels are direct and indirect, but there are different subchannels within those categories.

With **the direct channel**, the vendor of a product or service sells directly to the customer. The vendor may maintain its own sales force to close deals with clients or sell its products or services through an e-commerce website. The direct channel approach requires vendors to take on the expense of hiring and training a sales team or building and hosting an e-commerce operation.

The indirect channel, in contrast, offloads sales activities to individuals and organizations known as intermediaries. Examples of intermediaries include value-added resellers (VARs), consultants, systems integrators (SIs), managed service providers (MSPs), original equipment manufacturers (OEMs), independent software vendors (ISVs), wholesalers and distributors.

Each type of intermediary represents a channel, with its own distinct characteristics. Consultants may not resell solutions at all but rather influence sales through product recommendations to customers. A vendor develops a channel strategy, also known as a distribution channel strategy, to determine what types of intermediaries to target and how to optimize partner relationships to increase sales and improve distribution.

The various channels of distribution play a critical role in a vendor's go-to-market strategy. If successfully executed, any distribution channel model -- whether focused entirely on one mode, such as direct sales, or embracing multiple outlets, such as multichannel distribution -- can open or expand markets, generate sales and grow a vendor's top line.

Small business also should take into account how their buyers want to receive their products. Do they want to buy online, talk to direct sales reps or browse in a store? Once that's determined, the company should figure out whether to sell directly or through a marketing intermediary such as retailers or wholesalers by estimating which one would bring in the most profit. They can do so by using market data that shows the number of potential sales, plus the price per product minus the cost of distribution.

Task 2. Decide whether each statement is about B2B, B2C or B2G. Tick (✓) the right box:

	B2B	B2C	B2G
1. Members of the public can buy train tickets online.			
2. Last year we paid our business tax directly over the Internet.			
3. We order all our office stationery from our supplier on the web.			
4. All our workshops use e-procurement for the spare parts they need.			
5. We applied for the contract after seeing the details on the Ministry's website.			
6. I order my contact lenses over the Internet and pay with my credit card.			
7. Private individuals can rent a car without going through a call center.			
8. The city is looking for construction companies to build a new airport. There are hundreds of pages of specifications you can obtain from the city authorities.			
9. Car companies are getting together to buy components from suppliers in greater quantities, reducing prices.			
10. It can seem very convenient, but if you're out when the goods you ordered arrive at your house, you're in trouble!			

Task 3. Match the sentence beginnings (1-5) with the correct endings (a- e). Translate them into Ukrainian:

1. To create a good distribution program,	a) you can create an e-commerce website and fulfillment system and sell direct.
2. If users need personalized service,	b) when you're going after a new customer segment, releasing a new product, or looking for ways to aggressively grow your business.

3. If your users prefer to buy online,	c) they're natural partners.
4. It's especially important to think about distribution	d) focus on the needs of your end-users.
5. If you want to grow beyond the direct model,	e) you can utilize a local dealer network or reseller program to provide that service.
6. If consultants, wholesalers or retailers already reach your customer base,	f) look for companies that have relationships with your end-users.

Task 4. a) Read the text, translate it into Ukrainian:

A shop (BrE) or store (AmE) is where people buy things. Companies may call it a retail outlet or sales outlet. Here are some types of shop:

- *chain store*: part of a group of shops, all with the same name
- *convenience store*: small shop in a residential area and open long hours
- *deep discounter*: a supermarket with very low prices
- *department store*: very large shop with a wide variety of goods, usually in a town center
- *drugstore*: shop in a town center in the US which sells medicines; you can also have coffee and meals there
- *hypermarket*: very large shop with a wide variety of goods, usually outside a town
- *supermarket*: very large shop, selling mainly food.

In Britain, a shopping center or shopping precinct is a purpose-built area or building in a town center with a number of shops. Outside towns, there are shopping malls, where it is easy to park. Franchises are owned by the people that run them, but they only sell the goods of one company.

b) Find the word from the list below that best fits each statements. There is one extra word that you don't have to use:

A. telemarketing	D. mall	G. wholesaler
B. hypermarket	E. discounter	H. retailer
C. drugstore	F. mailshot	I. franchise

1. We buy large quantities of wine directly from the producers and sell to shops and restaurants.

2. We have a small shop selling newspapers, magazines, sweets and cigarettes.
3. We opened in Chicago in 1952. We sell coffee, sodas and pastries. And, of course, medicines!
4. I own the Pizza Express restaurant in our town. I get a lot of help from the parent company.
5. It is a huge shop and it sells everything – food, clothes, furniture, plants, everything.
6. We sent out 200,000 letters to car owners last week promoting our new insurance service.
7. We phone people between 6 and 8 in the evening trying to sell them home security products.
8. Most big towns in England have a shopping center but the idea came from the USA.

Task 5. Grammar revision. Choose the correct variant:

1. I knew that Mercury ... the closest planet to the sun, but I didn't feel like answering the question.
 - a) was
 - b) is
 - c) has been
2. We were told that Ann ... to enter this college.
 - a) was going
 - b) went
 - c) wants
3. My parents decided, that we ... my birthday on Saturday.
 - a) would celebrate
 - b) celebrate
 - c) celebrated
4. He answered that one of his articles ... before.
 - a) had been published
 - b) have been published
 - c) was published
5. He said the newspaper ... away.
 - a) has been thrown
 - b) had been thrown
 - c) is thrown
6. I told him that I ... his brother for a long time.
 - a) didn't see
 - b) don't see
 - c) hadn't seen

7. He said that he ... to come to the party.
 - a) cannot promise
 - b) couldn't promise
 - c) can promise
8. He said that the advertising campaign ... to increase sales.
 - a) will fail
 - b) fail
 - c) had failed
9. Ann hasn't been informed that the lecture ... on Friday.
 - a) wouldn't take place
 - b) won't take place
 - c) won't have taken place
10. The director answered that the office ... by the end of June.
 - a) will have been built
 - b) would have been built
 - c) was built

Перелік питань для самоконтролю

1. What component from marketing mix are distribution channels comparable to?
2. How does business-to-customer distribution work?
3. Which are primary channels of distribution in marketing?
4. What does direct channel approach require?
5. What does indirect channel approach mean?
6. What does getting a product to the market require?
7. What does a supply chain typically feature?
8. What areas does a distribution business operate in?
9. What functions does a distribution business carry out?
10. What are the main differences among wholesalers, distributors and retailers?

UNIT 14. TARGET MARKET AND MARKET SEGMENTATION. CONDITIONALS

Результати навчання: to enhance students' ability to discuss main phases of market segmentation, organize their ideas effectively; correct use of topical vocabulary; practicing and memorizing grammatical rules; ability to use grammatical resources of the language; understanding and interpreting different aspects of culture and language behaviour in the world of work.

Питання для самостійного вивчення

1. Mass Market vs. Target Market.
2. The Concept of Target Marketing.
3. Types of Target Marketing.
4. Main Phases of Market Segmentation.
5. Positioning.

Рекомендовані джерела:

Основні: 2, 3, 4, 5, 6.

Додаткові: 7, 8, 9, 10, 14, 17, 18, 23, 24, 26.

Internet-ресурси: 31, 32, 36, 37, 39, 40, 42, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

MARKET SEGMENTATION, TARGETING AND POSITIONING

A market refers to a set up where two or more parties are involved in transaction of goods and services in exchange of money. The two parties here are known as sellers and buyers.

It is the responsibility of the marketers to create awareness of their products amongst the consumers. It is essential for the individuals to be aware of the brand's existence. The unique selling propositions of the brands must be communicated well to the end-users. An organization can't afford to have similar strategies for product promotion amongst all individuals. Not every individual has the same requirement and demand.

The marketers thus came with the concept of STP. STP stands for:

S - Segmentation

T - Targeting

P - Positioning

The first step in the process of product promotion is **Segmentation**. The division of a broad market into small segments comprising of individuals who think on the same lines and show inclination towards similar products and brands is called Market Segmentation. Market Segmentation refers to the process of creation of small groups (segments) within a large market to bring together consumers who have similar requirements, needs and interests. The individuals in a particular segment respond to similar market fluctuations and require identical products. In simpler words market segmentation can also be called as

Grouping.

Kids form one segment; males can be part of a similar segment while females form another segment. Students belong to a particular segment whereas professionals and office goers can be kept in one segment.

Targeting. Once the marketer creates different segments within the market, then they devise various marketing strategies and promotional schemes according to the tastes of the individuals of particular segment. This process is called targeting. Once market segments are created, organization then targets them.

Targeting is the second stage and is done once the markets have been segmented. Organizations with the help of various marketing plans and schemes target their products amongst the various segments.

Nokia offers handsets for almost all the segments. They understand their target audience well and each of their handsets fulfils the needs and expectations of the target market. Tata Motors launched Tata Nano especially for the lower income group.

Positioning is the last stage in the Segmentation – Targeting - Positioning Cycle. Once the organization decides on its target market, it strives hard to create an image of its product in the minds of the consumers. The marketers create a first impression of the product in the minds of consumers through positioning. Positioning helps organizations to create a perception of the products in the minds of target audience.

Ray Ban and Police Sunglasses cater to the premium segment while Vintage or Fastrack sunglasses target the middle income group. Ray Ban sunglasses have no takers amongst the lower income group.

Garnier offers wide range of merchandise for both men and women. Each of their brands has been targeted well amongst the specific market segments. (Men, women, teenagers as well as older generation). A female would never purchase a sunscreen lotion meant for men and vice a versa. That's brand positioning.

Task 2. Study the following definitions. Make sure you understand them and can reproduce them from memory.

Market Segmentation	- the division of a broad market into small segments comprising of individuals who think on the same lines and show inclination towards similar products and brands
Market segment	- an identifiable group of individuals, families, businesses, or organizations, sharing one or more characteristics or needs in an otherwise homogeneous market.

Target Marketing	- involves breaking a market into segments and then concentrating your marketing efforts on one or a few key segments consisting of the customers whose needs and desires most closely match your product or service offerings
Target market	- is a group of customers within the serviceable available market that a business has decided to aim its marketing efforts towards.
The targeting strategy	- involves segmenting the market, choosing which segments of the market are appropriate, and determining the products that will be offered in each segment.
USP (unique selling proposition)	- the factor or consideration presented by a seller as the reason that one product or service is different from and better than that of the competition.
Positioning	- a marketing strategy that aims to make a brand occupy a distinct position, relative to competing brands, in the mind of the customer.

Task 3. Say what is true and what is false. Correct the false sentences:

1. There are many ways in which a market can be segmented.
2. A marketer won't need to decide which strategy is best for a given product or service.
3. Sometimes the best option arises from using different strategies in conjunction.
4. Understanding cultural differences between countries could not be pivotal for business success, consequently marketers will need to tailor their strategies according to where consumers are.
5. Geographic segmentation is the division of the market according to different geographical units like continents, countries, regions, counties or neighbourhoods.
6. Geographic segmentation strategy takes into consideration other important variables such as personality, age and consumer lifestyles.
7. Understanding who consumers are requires companies to divide consumers into groups based on variables such as gender, age, income, social class, religion, race or family lifecycle.
8. Unlike demographic segmentation strategies that describe who is purchasing a product or service, psycho-demographic segmentation attempts to answer the 'why's' regarding consumer's purchasing behaviour.

Task 4. Complete each set of sentences with the same word:

1. a) Our company is trying to break into the Chinese market.
b) We plan to put our new model on the market next winter.
c) They fear that Central Asian countries will flood the market with cheap goods.
2. a) They have _____ us a very good price for the consignment.
b) The hotel _____ us a special rate because our staff used it on a regular basis.
c) A number of football clubs are now _____ on the Stock Exchange.
3. a) It is essential that you comply with government _____.
b) Our company is going to introduce tighter health and safety _____.
c) Our government has once again breached the _____ governing the sale of weapons.
4. a) Our usual supplier was unable to _____ the delivery date.
b) We are sorry to inform you that the programme you propose does not _____ our requirements.
c) Two of our colleagues have failed to _____ their performance target.
5. a) We are glad to inform you that your _____ is being processed.
b) Considering that delivery is already two weeks overdue, I'm afraid we have to cancel our _____.
c) This is the first time we have placed an _____ with Benson & Kay.

Task 5. Grammar revision. Match the item in column A with those in column B in order to make correct Type 0 conditional sentences, as in the example.

If you add sugar to a cup of coffee, the coffee tastes sweeter.

A	B
1. Add sugar to a cup of coffee	a. the apple floats
2. Throw salt onto snow	b. your skin turns red
3. Put an apple in a bowl of water	c. the coffee tastes sweeter
4. Wash woolen clothes in hot water	d. they shrink
5. Water plants regularly	e. you feel healthy
6. Put food in the fridge	f. it gets rusty
7. Leave metal out in the rain	g. it stays fresh for longer
8. Lie in the sun too long	h. the plants grow
9. Throw a pebble into the sea	i. the snow melts
10. Take regular exercises	j. it sinks

Перелік питань для самоконтролю

1. What is the responsibility of the marketers?
2. How must the unique selling propositions of the brands be communicated to the end-users?
3. What does the concept of STP stand for?
4. What is Market Segmentation?
5. Why is Segmentation listed as the first step in the process of product promotion?
6. Explain the peculiarities of Targeting.
7. What do marketers do after creating different segments within the market?
8. How do marketers create a first impression of the product in the minds of consumers?
9. What is Positioning?
10. How does Positioning help organizations to create a perception of the products in the minds of target audience?

UNIT 15. MAIN ADVERTISING MEDIA: PRO ET CONTRA. CLAUSES, LINKING WORDS

Результати навчання: to study topical vocabulary; to develop speaking skills that are necessary to work efficiently; to improve students' performance; to learn peculiarities of modern advertising media; to know marketing advertising terms; to develop students' conversational language; to use lexical and grammatical resources of the language.

Питання для самостійного вивчення

1. Main Advertising Media.
2. How to Choose Advertising Channels?
3. Comparative Analysis of Advertising Media.
4. Digital Advertising.
5. Best Patterns of World's Advertisements.

Рекомендовані джерела:

Основні: 2, 3, 4, 5, 6.

Додаткові: 7, 8, 9, 10, 14, 17, 18, 23, 24, 26.

Internet-ресурси: 31, 32, 36, 37, 39, 40, 42, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

EVOLUTION OF MODERN ADVERTISING

As the world's industrial output has grown, so has the use of advertising. In the United States, it is now a significant industry in relation to the total U.S. economy. The media that received the most advertising expenditures (from high to low) were: newspapers, television, direct mail, radio, magazines, and outdoor. How did this industry grow to be so large?

Throughout history, the purpose of advertising - to inform and persuade - has not changed. While advertising as we know it is a modern, evolutionary process, it actually dates back many centuries. We have already seen how advertising as a communication function was born thousands of years ago. At that time, ancient civilizations had only hand tools to produce goods. Therefore, since goods weren't produced in great quantity, the use of advertising to stimulate mass purchases of merchandise was not necessary. Also, no mass media were available for advertisers to promote their wares.

Impact of Printing and Photography. Perhaps the most important event that ushered in the era of modern advertising was the invention of movable type by Johann Gutenberg in 1440. His invention made possible new advertising media and the first forms of mass advertising, including printed posters, handbills, and newspaper advertisements. In London, in about 1472, the first printed advertisement in English, tacked on church doors, announced a prayer book for sale. The first newspaper advertisement, which appeared on the back of a London newspaper in 1650, offered a reward for the return of 12 stolen horses. Later, ads appeared for coffee, chocolate, tea, real estate, and medicines as well as "personal ads." The advertising was directed to a limited number of people who were customers of coffeehouses where the newspapers were read.

Another major technological breakthrough was the invention of photography in the early 1800s. Before this time, products in printed advertisements could be illustrated only by drawings. Photography added credibility and a whole new world of creativity to advertising because it allowed products, people, and places to be shown as they are, rather than as visualized by an artist.

Early U.S. Advertising. The first newspaper advertisements in the American colonies appeared in the *Boston Newsletter* in 1704. Later, Benjamin Franklin made advertisements more readable by using large headlines and by surrounding the advertisements with considerable white space. He is credited with being the first American to use illustrations in advertisements.

The Industrial Revolution in the United States started in the early 1800s. For the first time, manufacturers were able to mass-produce goods with uniform quality. In order to mass-produce, however, they needed mass consumption,

which required vast numbers of people to purchase their products. They could no longer be content to sell only in their local area. Manufacturers soon realized the tremendous value of advertising as an aid in selling to the exciting frontier markets in the West as well as the growing industrial markets in the East.

In July 1844, the first magazine advertising appeared in the *Southern Messenger*, a publication edited for a short time by Edgar Allan Poe. Magazines were the first medium used by manufacturers to reach the mass market and to stimulate mass consumption. Magazines made national advertising possible and thereby the sale of products nationwide.

The First Advertising Agencies. Historians consider Volney B. Palmer, who started business in Philadelphia in 1841, to be the earliest advertising agent in the United States. He contracted with newspapers for large volumes of advertising space at discount rates and then resold this space to advertisers at a higher rate. The advertisers usually prepared the advertisements themselves. In 1890, N.W.Aver & Son, another Philadelphia advertising organization, offered its services to advertisers. This company was the first advertising agency to operate as agencies do today - planning, creating, and executing complete advertising campaigns for clients in return for a commission paid by the media or for fees received from advertisers.

Other developments during the 19th century directly affected the growth of advertising. The population was growing rapidly, thus providing an increasingly large market for manufacturers. At the same time, the number of people who could read increased substantially. The literacy rate was up to 90 percent by the late 1800s. This large reading public provided an audience that could understand advertising messages.

The development of a nationwide railroad transportation system quickly moved the United States into a period of spectacular growth. In 1896, the federal government inaugurated rural free delivery (RFD). Direct-mail advertising and mail-order selling flourished with mass production. Manufacturers had an ever-increasing variety of products for their catalogs. And they had a means of delivering their advertising (via newspapers and magazines) and their goods to the public.

The invention of important communications devices, including the telegraph, telephone, and typewriter as well as the phonograph and motion pictures, further enabled people to communicate as never before. In short, the country was growing, and with that growth, the national marketing system evolved, enhanced and propelled by advertising.

Task 2. Study the following definitions. Make sure you understand them and can reproduce them from memory.

Advertising	- is a paid, nonpersonal sales communication usually directed at a large number of potential buyers.
Advertisement	- a notice or message in a newspaper, or on a poster in a public place offering or asking for a product or service, or a person to do a certain job.
Retail advertising	- advertising to consumers by various retail stores such as supermarkets and shoe stores.
Trade advertising	- advertising to wholesalers and retailers by manufacturers to encourage them to carry their products.
Industrial advertising	- advertising from manufacturers to other manufacturers.
Institutional advertising	- designed to create an attractive image for an organization.

Task 3. Choose the correct variant:

1. The most important event that ushered in the era of modern advertising was ____ .
 - a) the invention of a wheel
 - b) the invention of a bicycle
 - c) the invention of movable type
2. The first printed advertisement in English announced ____ .
 - a) a prayer book for sale
 - b) a house for rent
 - c) a horse for sale
3. The first newspaper advertisement appeared in ____ .
 - a) 1530
 - b) 1650
 - c) 1701

4. The first newspaper advertisement offered ____ .
 - a) a reward for the return of 12 stolen horses
 - b) a car for sale
 - c) a job
5. Another major technological breakthrough was the invention of ____ in the early 1800s.
 - a) photography
 - b) motion-picture camera
 - c) computer
6. The first newspaper advertisement in the American colonies appeared in the ____ .
 - a) Boston Newsletter
 - b) Time
 - c) Observer
7. Benjamin Franklin is credited with being the first ____ to use illustrations in advertisements.
 - a) Englishman
 - b) Frenchman
 - c) American
8. The first magazine advertising appeared in the ____ .
 - a) Cosmopolitan
 - b) Southern Messenger
 - c) National Geographic
9. The First Advertising Agency appeared in ____ in 1841.
 - a) Philadelphia
 - b) Virginia
 - c) Texas
10. The federal government inaugurated rural free delivery in ____ .
 - a) 1890
 - b) 1896
 - c) 1900

Task 4. Match the words in column one with their synonyms in column two:

- | | |
|-----------------|--------------------------|
| 1. merchandise | a) to prosper, to thrive |
| 2. announcement | b) remarkable |
| 3. to offer | c) rebate |
| 4. to flourish | d) goods |
| 5. modern | e) individual |
| 6. significant | f) advertisement |
| 7. personal | g) to propose |
| 8. discount | h) up-to-date |

Task 5. Grammar revision. Complete each sentence with two to five words, including the word in bold.

1. Tim turned on the lights because it was dark.
since ... Tim turned on the lights since it was dark.
2. He didn't have any qualifications. As a result, he didn't get the job.
because
3. The fact that the job was poorly paid was the reason why she turned it down.
for
4. They didn't go because it was foggy.
of
5. She didn't have enough cash with her, so she paid by credit card.
as
6. She didn't hear her alarm clock. As a result, she was late for work.
due
7. The reason why she wanted to be alone was the fact that she was upset.
for
8. They didn't know the area well, so they asked for directions.
as
9. David put more wood on the fire because it was cold.
since
10. Some trees fell down last night because it was windy.
of

Перелік питань для самоконтролю

1. Why was the first advertising directed to a limited number of people?
2. What was the first medium used by manufactures to reach the mass market?
3. What agency the first advertising agency to operate as agencies do today?
4. How did the company create and execute complete advertising campaigns for clients?
5. Which inventions enabled people to communicate as never before?
6. What does the term "advertising media" refer to?
7. What is the main function of advertising media?
8. What factors influence the company's decision what advertising channel to choose?
9. List the most important advertising media.
10. Suggest a new type of advertising media.

UNIT 16. PUBLIC RELATIONS. NON-FINITE FORMS OF THE VERB

Результати навчання: to involve students in the active use of communication tools to organize professional interaction; to use innovative tools and striving for dynamic self-development, to know new models and types of social communication; understanding and interpreting different aspects of culture and language behaviour in the world of work; ability to use grammatical resources of the language.

Питання для самостійного вивчення

1. The Concept of Public Relations.
2. What is Publicity?
3. Cooperation with mass Media.
4. PR Events and Their Organization.
5. Reputation Management.

Рекомендовані джерела:

Основні: 2, 3, 4, 5, 6.

Додаткові: 8, 9, 14, 17, 18, 23, 24.

Internet-ресурси: 31, 32, 36, 37, 39, 40, 42, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

PUBLIC RELATIONS

Public relations is a term that is widely misunderstood and misused to describe anything from sales to hostessing, when in fact it is a very specific communication process. Every company, organization, association, and government body has groups of people who are affected by what that organization does or says. These groups might be employees, customers, stockholders, competitors, or just the general population of consumers. Each of these groups may be referred to as one of the organization's publics. To manage the organization's relationship with these publics, the process called public relations (PR) is used.

In short, *public relations* is a broad, overall communications effort to influence various groups' attitudes toward the organization. Public relations activities typically are designed to build or maintain a favorable image for an organization and a favorable relationship with its various publics – customers, prospects, stockholders, employees, labor unions, the local community, and the government.

Companies and organizations have learned that they must consider the public impact of their actions and decisions because of the powerful effect of public opinion. This is especially true in times of crisis, emergency, or disaster. But it is just as true for major policy decisions concerning changes in business management, pricing policies, labor negotiations, introduction of new products, or changes in distribution different ways. Conversely, effective administrators can use the power of these groups' opinion to effect positive changes.

Fortunately, most public relations professionals are not occupied in handling crisis communications. Rather, they are employed to generate news from basically low-news-demand organizations, and the activities they are concerned with reflect that fact. These activities range from publicity and press agency to special events management and speech writing.

One of the most important functions of a practitioner is to plan and execute the overall public relations program. To do so, the practitioner has to analyze that relationships between the organization and its publics; evaluate public attitudes and opinions toward the organization; assess the organization's policies and actions as they relate to the organization's publics; and finally, plan and execute the various PR activities.

The tools of communication at the PR person's disposal are many and varied – from news releases and photographs to audiovisual materials and even advertising.

A *news release* is one or more typewritten sheets of information (usually 8 by 11 inches) issued to generate publicity or shed light on a subject of interest. Subjects may include the announcement of an executive, an unusual contest, landing of a major contract, or establishment of a scholarship fund, to name a few.

A *media kit* is used to gain publicity at staged events such as press conferences or open houses. Such a kit includes a basic fact sheet detailing the event, a program for the event or a schedule of the activities, and a list of the participants including biographical data.

Photographs of events, products in use, new equipment, or newly promoted executives can lend credence or interest to an otherwise dull news story. The photos must, however, be of good quality and are most effective if they need a minimum of explanation.

Many publications, particularly trade publications, will run *feature articles* about companies, products, or services. Possible formats for features include case histories, illustrated how-to's (such as how to use the company's product), problem-solving scenarios (how the company's product was used by a customer to increase production, for example), and state-of-the-art updates.

Printed materials are used extensively in public relations. They may take the form of brochures or pamphlets about the company, letters to customers, inserts or enclosures that accompany bills, the annual report to stockholders, other types of reports, or house organs.

A *house organ* (or house publication) is a company publication. Internal house publications are for employees only. External house publications may go to company-connected persons (customers, stockholders, and dealers) or to the public. Their purpose is to promote goodwill, increase sales, or mold public opinion.

Posters can be used internally to stress safety, security, reduction of waste, and courtesy. Externally, they can be used to impart product information or other news of interest to the consumer.

Exhibits can give a history of the organization, present new products, show how products are made, or tell about future plans of the organization. Exhibits are often prepared for local fairs, colleges and universities, and trade shows.

Bulletin boards can announce new equipment, meetings, promotions, new products, construction plans, and recreation news.

Audiovisual materials can take many forms, including slides, films, filmstrips, and videocassettes used for training, sales, or public relations. Considered a form of corporate advertising, “nontheatrical” or “sponsored” films (developed for public relations reasons) are furnished without charge to movie theaters, organizations, and special groups, particularly schools and colleges.

Good public relations can be achieved by supporting charitable projects (by supplying volunteer labor or other resources), participating in community service events, sponsoring athletic teams, funding the arts, producing an employee or customer newsletter, and disseminating information through exhibits, displays, and tours. Major firms sponsor shows on public television as part of their public relations effort.

Task 2. Study the following definitions. Make sure you understand them and can reproduce them from memory.

Public relations	- a management function that evaluates public attitudes, identifies the policies and procedures of an individual or an organization with a public interest, and executes a program of action to earn public understanding and acceptance.
Publicity	- is any information about an individual, a product, or an organization that is distributed to the public through the media, and that is not paid for, or controlled by, the sponsor.
Press agency	- refers to the planning of activities and staging of events to attract attention and generate publicity that will be interest to the media.

Publications	- materials for which public relations persons are responsible and which usually include news releases and media kits, booklets, leaflets, brochures, manuals, and books.
Research	- measuring and analyzing changes in public attitude and sentiment.
Community involvement	- is to have the company officers, management, and employees contribute to the community's social and economic development.

Task 3. Fill in the gaps with the appropriate words:

1. The process of public relations is used ____ the organization's relationship with publics.
2. Public relations activities are designed to build and maintain a favorable ____ for an organization.
3. Effective ____ know how to use the power effect of public opinion to effect positive changes.
4. Frequently, companies and organizations need to deal with public officials, regulatory and legislative bodies, and various ____ .
5. For profit-making organizations, promotion means using advertising and ____ techniques as a means of selling a product or service as well as enhancing the reputation of the organization.
6. ____ of charity events is another tried-and-true public relations activity.
7. One of the roles of the company relations department is to set up programs and ____ their existence to the community.
8. A public relations person may ____ for soliciting money for the organization.
9. Because public relation practitioners frequently have to present their employers at special events, it's essential that they be able ____ well.
10. One common form of public relations ____ is opinion sampling.

KEY WORDS: to publicize; administrators; public relations; image; research; to speak; be responsible; to manage; sponsorship; community groups.

Task 4. Match the words in column one with their synonyms in column two:

- | | |
|---------------|-------------------------|
| 1. to mold | a) candidate |
| 2. influence | b) set of equipment |
| 3. to support | c) to evaluate |
| 4. to manage | d) to make, to shape |
| 5. attitude | e) philanthropy |
| 6. kit | f) disposition, feeling |
| 7. charity | g) to direct, to run |
| 8. prospect | h) to back |
| 9. to assess | i) impact, effect |

Task 5. Grammar revision. Complete the sentences using the most suitable non-finite form of the verbs provided in brackets.

1. I enjoy _____ (read) mystery novels.
2. _____ (finish) her chores, she sat down to relax.
3. He is afraid of _____ (fly).
4. _____ (study) hard, she managed to score well in her exams.
5. The children were excited _____ (go) to the amusement park.
6. She is known for _____ (sing) beautifully.
7. The dog started _____ (bark) at the stranger.
8. He stopped _____ (play) video games and started _____ (study).
9. I am planning _____ (visit) my grandparents next week.
10. _____ (be) a sunny day, we decided to go for a picnic.

Перелік питань для самоконтролю

1. What is the basic definition of public relations?
2. What is a public?
3. What is the chief duty of the public relations professional?
4. What do public relations professional do?
5. What is free publicity?
6. What is the main purpose of public relations?
7. What tools of PR communication do you know?
8. What groups may be referred as the organization's publics?
9. What activities are performed by a PR person?
10. Can good public relations be achieved by supporting charitable projects?
Give your examples.

UNIT 17. INTERNATIONAL MARKETING. PARTICIPLES

Результати навчання: knowledge of basic terminology; practicing and memorizing grammatical rules; ability to use grammatical resources of the language; understanding and interpreting different aspects of culture and language behaviour in the world of work.

Питання для самостійного вивчення

1. The Concept and Aims of International Marketing.
2. Enterprise Activity Globalization.
3. Marketing Research in International Marketing.
4. Key Concepts of International Marketing.
5. Global Marketing.

Рекомендовані джерела:

Основні: 2, 3, 4, 5, 6.

Додаткові: 8, 9, 14, 17, 18, 23, 24.

Internet-ресурси: 31, 32, 36, 37, 39, 40, 42, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

GLOBAL MARKETING

Only a few generations ago, it took months to ship products to a market in another country, and doing so was such a difficult undertaking that only huge trading companies were able to take the risk. Then, developments in transportation technology made it possible for people and products to move much more quickly, and the first push towards globalization began.

More recently, information technology—and particularly the Internet—has shrunk the world even further. A business might have partners and employees half a world away, and consumers can get products from those locations in a matter of days. Global marketing is more than simply selling a product internationally. Rather, it includes the whole process of planning, producing, placing, and promoting a company's products in a worldwide market. Large businesses often have offices in the foreign countries they market to; but with the expansion of the Internet, even small companies can reach customers throughout the world.

Even if a company chooses not to expand globally, it may well face domestic competition from foreign companies that are. This competition has made it nearly a necessity for most businesses to establish an international presence.

Since global marketing involves a variety of different products and opportunities, it's impossible to identify a single customer profile. A global company must be prepared to develop multiple profiles for each of the different regions it trades in. The United States' biggest trading partners are Canada, Mexico, China, and the European Union; but international trade by no means ends there.

Depending on the product, customers can be reached nearly anywhere in the world. In order to do so, global companies may rely on local distribution networks; but as they grow in particular markets, they may establish their own networks. Companies attempting to enter new markets tend to start with heavily populated urban centers, before moving out to surrounding regions.

Particular attention needs to be paid to the growing international online market, which vastly increases businesses' access to customers worldwide — *if* they can speak the language. J.P. Morgan, in a report for the Department of Commerce, estimated that only 27 percent of online shoppers speak English. Nonetheless, in Korea, 99 percent of those with Internet access shop online; in Germany and Japan, 97 percent. Thus, companies who wish to break into those markets need to not only create a good product and do what works stateside; they also need to immerse themselves in the language and culture of the international market they wish to break into.

When marketing products globally, companies must recognize that a marketing mix that works in the domestic market may not have the same success in another market. Differences in local competition may require a different pricing strategy. Local infrastructure may affect how products are produced and/or shipped. In some cases, it may be more profitable to produce things locally; in others, it may be cheaper to ship them in from across the globe.

Partnerships with local businesses may be an important step in expanding into one market; while in another market, such partnerships might dilute the brand. The savvy global marketer must consider all these aspects of marketing in addition to the task of communicating cross-culturally.

When promoting a product or brand globally, a company must make decisions regarding trade-offs between standard and local messages. A single message is cheaper to produce and maintains the consistency of the brand; but it may not perform well in some regions due to differences in cultural values or expectations.

A global company must carefully research the various markets, and prepare to make adjustments to its product and messaging wherever required. Sometimes this requires changing a name (for example, the Chevy Nova didn't sell well in Spain, as "no va" in Spanish means "no go"). Sometimes it even involves changing the packaging (in America, Gerber baby food has a cute baby on the label to represent the brand, but in some countries shoppers expect the picture to represent the contents of the jar, and were appalled by the image).

Task 2. Match the words with their definitions.

1. Community marketing	a) specifically targets the community around a physical store or restaurant. Promotional messages are directed to the local population, rather than the mass market.
2. Local marketing	b) is more than simply selling a product internationally. Rather, it includes the whole process of planning, producing, placing, and promoting a company's products in a worldwide market.
3. International marketing	c) is a strategy that involves forming an engaging brand presence in order to interact with a community of existing customers. This type of marketing occurs in places like enthusiast groups, Facebook groups, online message boards and Twitter accounts..
4. Global marketing	d) is the application of marketing principles in more than one country, by companies overseas or across national borders; it is based on an extension of a company's local marketing strategy, with special attention paid to marketing identification, targeting, and decisions internationally.

Task 3. Comment on some individual examples of global marketing. Give your own examples.

- **Coca-Cola** started selling internationally back in 1919, and is now present in more than 200 countries. In order to keep a consistent brand, Coke tastes the same in every region (although outside of the United States, the recipe uses sugar instead of high-fructose corn syrup), but the size, shape, and labeling of the bottle are changed to match the norms in each country. While the company formerly used a standardized advertising approach, it has changed to adapt advertising messages to local culture. Additionally, it adjusts its product line-up to fit local tastes; including a number of additional beverage brands.

- **McDonald's** makes certain that a Big Mac tastes the same in every country; but it also varies items on its menu according to local tastes. Customers in Mexico can order a green chili cheeseburger, customers in Korea get to eat bulgogi burgers; and customers in many Arab countries can enjoy the McArabia, a grilled kofta sandwich on pita bread.
- **Starbucks** also adjusts their menu to fit local tastes. In Hong Kong, for example, they sell Dragon Dumplings. And as a global buyer of coffee, the company has long had a reputation for engaging local cultures according to their needs.
- In Japan, **Kentucky Fried Chicken** has managed to associate their product with Christmas, and every year Japanese line up around the block to get their KFC chicken on that day.

Task 4. Choose the best word to fill each gap.

1. We are well known in America, but now we want to ____ the European market.
a) compete b) entrance c) penetrate
2. The world's soft drinks market is ____ by Pepsi and Coca-Cola.
a) dominated b) segmented c) shared
3. We were ____ out of business by the large supermarket chains.
a) left b) driven c) abandoned
4. We bought out our only competitor so we could ____ the market in coffee.
a) corner b) front c) edge
5. Our most important market ____ is men aged from 18 to 30.
a) place b) share c) segment
6. Competition is ____ in the fast food business.
a) efficient b) intense c) successful

Task 5. Grammar revision. Rewrite the sentences using participles.

1. He was lying on the bed and he was reading a book.
... *He was lying on the bed reading a book.*
2. Lisa took a deep breath and dived into the water.
3. Jack burnt his finger while he was lighting a fire.
4. After Ann had ironed the clothes, she put them away.
5. Because he was cold, James turned on the heater.
6. The photographs, which were taken at the reception, were blurred.
7. Alison washed the paintbrushes before she painted the living room.
8. She was sitting on the sofa and she was knitting a jumper.
9. The girl who is sitting next to Alison is Vicky.
10. Because he had forgotten to do the shopping, he ate out that night.

Перелік питань для самоконтролю

1. What principles is international marketing based on?
2. What factors facilitate international economic relations?
3. What types of companies often perform well internationally?
4. What is the most important facet of building a successful international marketing campaign?
5. Why is it important to review an international marketing strategy on a quarterly basis?
6. Which companies could use community marketing?
7. Which organizations use primarily local marketing?
8. What do rapid technological advances mean for smaller businesses without a physical presence in other countries?
9. Whom is an international marketing career especially suited to?
10. What should individual marketers working with global campaigns do?

UNIT 18. MARKETING MANAGEMENT. THE GERUND

Результати навчання: to know key vocabulary for marketing management; to extract specific information from short authentic texts; to use grammatical resources of the language; understanding different aspects of language behavior.

Питання для самостійного вивчення

1. What Is Marketing Management?
2. Goals and Tasks of Marketing Management.
3. Principles of Marketing Management.
4. Current Priorities of Marketing Management.
5. Marketing in a New Millennium.

Рекомендовані джерела:

Основні: 2, 3, 4, 5, 6.

Додаткові: 8, 9, 14, 17, 18, 23, 24.

Internet-ресурси: 31, 32, 36, 37, 39, 40, 42, 45.

Перелік індивідуальних завдань

Task 1. Read and translate the text.

PRINCIPLES OF MARKETING MANAGEMENT

The American Marketing Association defines marketing as "the activity, set of institutions and processes for creating, communicating, delivering and exchanging offerings that have value for customers, clients, partners and society at large." Marketing management is the function within an organization dedicated to this process. A marketing executive tasked with this function must adhere to the key principles of marketing management to improve the chances of success for an organization in its chosen marketplace.

Developing an understanding of your proposed market and customers is the foundation on which all marketing management is based. You must profile the different market segments in terms of different geographic, demographic, psychographic or behavioral factors; analyze each segment for revenue, market share and profit potential; and develop suitable strategies for targeting different segments.

Understanding the external factors in the marketplace is an essential task in the marketing management process as it helps to quantify estimates of market size and pressures. These factors can have a positive or negative impact on a company's sales efforts and must be understood for the company to plan effectively. A useful management tool to inform this exercise is the PESTLE analysis; this is an analysis of the political, economic, socio-economic, technological, legal and environmental factors facing an organization in its chosen markets.

The SWOT analysis, an exploration of your company's or product's strengths, weaknesses, opportunities and threats, is the next stage in the marketing management cycle. The opportunities and threats should be evident from your analysis of the external environment, while your strengths and weaknesses will arise from assessment of internal capacities and capabilities in relation to the anticipated size and potential of your chosen markets.

With a strong understanding of the market as a foundation, construction of the marketing plan is the next step to take. Making use of all the data you have gathered you can identify key target markets, define customer demographics and set SMART (specific, measurable, achievable, realistic, time-bound) marketing objectives. Make use of the "seven P's" to set out your marketing plan: product, place, price, packaging, promotion, people and positioning. An effective marketing plan will have considered all these aspects to present a balanced business proposition with a clearly expressed timetable of deliverables.

The stage of the process that begins to execute the recommendations in the marketing plan is called the implementation phase. This may involve a number

of different team members in a larger organization, or may rest with one marketing executive, or business owner, in small organizations. The process of monitoring progress against objectives, and of gathering feedback from customers, provides a means to control and continually evaluate the success both of the marketing activities and the product or service being delivered.

Task 2. Fill in the gaps with the appropriate words:

Marketing plays _____ in almost every industry sector. In its simplest form, it is about ensuring that _____ are met whilst maximizing the profits of a company. A marketing manager's _____ can vary enormously, but will always have this as a central objective. Daily tasks and duties will _____ the company size, structure and industry sector but may include:

- _____ and analyzing market trends
- studying _____ and services
- exploring ways of improving existing products and services, and increasing _____
- identifying _____ and developing strategies to communicate with them.

Most _____ work 37 hours a week, between the hours of 9am and 6pm. As with many jobs with tight deadlines, they may be expected to work _____ at certain times to ensure that targets are met. Some positions may require a lot of travel, particularly when working for an international company.

Key words: responsibilities, target markets, depend on, competitors' products, monitoring, an important role, customers' needs, profitability, marketing managers, additional hours.

TASK 3. Say what is true and what is false. Correct the false sentences:

1. Marketing management is the organizational discipline which focuses on the practical application of marketing orientation, techniques and methods inside enterprises and organizations and on the management of a firm's marketing resources and activities.
2. Marketing management seldom conduct market research and marketing research to perform marketing analysis.
3. A brand audit is a thorough examination of a brand's future position in an industry compared to its competitors and the examination of its effectiveness.
4. Localization has led some firms to market beyond the borders of their home countries, making international marketing a part of those firms' marketing strategy.

5. To create an effective, cost-efficient marketing management strategy, firms must possess a detailed, objective understanding of their own business and the market in which they operate.

Task 4. Choose the best word to fill each gap.

1. This company was set up as a small family ____ in 1977.
a) empire b) corporation c) business
2. Sally Green is on the board of ____ .
a) directors b) founders c) managers
3. The corporate ____ we try to present is of a business that truly values its customers.
a) image b) logo c) ladder
4. Each year we ____ two or three graduates as trainee managers.
a) recruit b) qualify c) situate
5. Next month we are going to ____ two new products.
a) forecast b) innovate c) launch
6. We have carried out a lot of market ____ over the past year.
a) focus b) research c) development

Task 5. Grammar revision. Put the verb into the gerund or the infinitive with 'to'.

1. We intend _____ (go) to the countryside this weekend.
2. I pretended _____ (be) sick so I didn't have to go to work.
3. Can you imagine _____ (live) without TV?
4. They tolerate _____ (smoke) but they prefer people not to.
5. A wedding involves _____ (negotiate) with everyone in the family.
6. He claims _____ (be) a millionaire but I don't believe him.
7. Julia reported _____ (see) the boys to the police.
8. Do you recall _____ (meet) her at the party last week?
9. She mentioned _____ (go) to the cinema, but I don't know what she decided to do in the end.
10. The teenager refused _____ (go) on holiday with his parents.

Перелік питань для самоконтролю

1. What is marketing management concerned with?
2. Why is marketing management today the most important function in a commercial and business enterprise?
3. Which factors does marketing management focus on?
4. What are marketing managers responsible for?
5. What are main functions of marketing management?
6. How does the American Marketing Association define marketing?
7. What is the foundation on which all marketing management is based?
8. How do external factors influence a company's sales efforts?
9. Why is the SWOT analysis so important?
10. Categorize the "seven P's" of marketing mix.

IV. ПЕРЕЛІК ФОРМ КОНТРОЛЮ ТА ОЦІНКА ЇХ У БАЛАХ (КРИТЕРІЇ ОЦІНЮВАННЯ САМОСТІЙНОЇ РОБОТИ)

Порядок оцінювання знань здобувачів вищої освіти ОС «бакалавр» з курсу «Іноземна мова за професійним спрямуванням» ґрунтується на основних принципах і засадах системи контролю якості знань здобувачів вищої освіти та узгодження її із загальноєвропейськими вимогами, визначеними Європейською системою залікових кредитів. Ця система передбачає проведення поточного і підсумкового контролю знань здобувачів вищої освіти, а також методику переведення показників академічної успішності в шкалу ECTS.

Оцінювання знань здобувачів вищої освіти з ОК «Іноземна мова за професійним спрямуванням» здійснюється на основі результатів поточного та підсумкового контролю знань. Об'єктом оцінювання знань здобувачів освіти є програмний матеріал освітнього компоненту різного характеру та рівня складності.

Поточне оцінювання результатів навчальної діяльності здобувачів освіти враховує підготовку їх до занять та активність під час їх проведення. Крім того, бали нараховуються за виконання здобувачами вищої освіти самостійної роботи, індивідуальних завдань.

Загальна максимальна кількість балів, яку здобувач може набрати впродовж семестру (100 балів), розподіляється таким чином:

I семестр:

За кожне практичне заняття – 3 бали.

28 занять * 3 бали = 84 бали.

Індивідуальні завдання – 16 балів.

II семестр:

За кожне практичне заняття – 2 бали.

42 заняття * 2 бали = 84 бали.

Індивідуальні завдання – 16 балів.

III семестр:

За кожне практичне заняття – 3 бали.

28 занять * 3 бали = 84 бали.

Індивідуальні завдання – 16 балів.

На практичному занятті оцінюються:

- рівень розвитку у здобувачів мовленнєвих навичок (усне діалогічне й монологічне мовлення; читання; письмо); мовленнєва поведінка під час роботи над темами;
- володіння структурою мови (граматична компетенція в межах окреслених тем з граматики);

- рівень засвоєння й використання активного вокабуляру; орфографічна та орфоепічна компетенція в межах тематичних вокабулярів.
- навички функціонального читання, розуміння автентичних професійно-спрямованих текстів з підручників, газет, журналів та Інтернет-джерел;
- реферативні навички, здатність розуміти ідею, сутність, деталі відповідних фахових текстів та розпізнавати інформацію в ході обговорень, дебатів, бесід із загальних питань професійного напрямку; рівень володіння відповідним фактичним матеріалом;
- виступи з підготовленими індивідуальними презентаціями щодо широкого кола професійних тем.

Оцінювання індивідуальних завдань включає:

- участь у творчих, наукових конкурсах, олімпіадах;
- підготовка презентації-повідомлення на одну з тем професійного спрямування;
- робота в системі дистанційної освіти MOODLE;
- опрацювання оригінального англомовного джерела для підготовки домашнього читання з обов'язковим веденням тематичного словника економіки й бізнесу.

Перелік умовних позначень форм контролю та оцінка їх у балах:

В – відповідь на практичних заняттях – 1 бал

УД – участь у дискусії – 2 бали

КТ – комп'ютерне тестування – 1 бал

Т – тестування – 1 бал

К – кейс-стаді – 2 бали

РМГ – робота в малих групах – 1 бал

Д – доповідь – 2 бали

П – презентація – 2 бали

ПР – проєкт – 2 бали

УО – усне опитування – 1 бал

ПЗ – письмові завдання – 2 бали

ТД – термінологічний диктант – 1 бал

ІЗ – індивідуальні завдання – 16 балів як сума балів за виконання таких видів завдань (за вибором здобувача):

- курси на платформі Prometheus або на інших сервісах – 5 балів;
- участь у наукових заходах – 10 балів;
- складання ментальної карти до теми – 5 балів;
- есе – 3 бали;
- складання тематичного словника – 2 бали.

Загальна сума за поточну навчальну роботу (аудиторну та самостійну) за семестр – 100 балів.

До екзамену допускаються всі здобувачі, які набрали за результатами поточної роботи протягом семестру 60 балів.

Результат підсумкового контролю (екзамен) з освітнього компоненту для здобувачів очної форми навчання визначається як середньоарифметична сума балів поточної роботи та екзамену.

Кращим здобувачам, які повністю виконали програму з освітнього компоненту, виявили активність в науково-дослідній роботі за відповідною тематикою, стали призерами студентських олімпіад, виступали на конференціях та за результатами поточної роботи набрали 90 і більше балів, науково-педагогічний працівник має право виставити результат екзамену без опитування (при усному екзамені) чи виконання екзаменаційного завдання (при письмовому екзамені).

V. РЕКОМЕНДОВАНІ ДЖЕРЕЛА

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