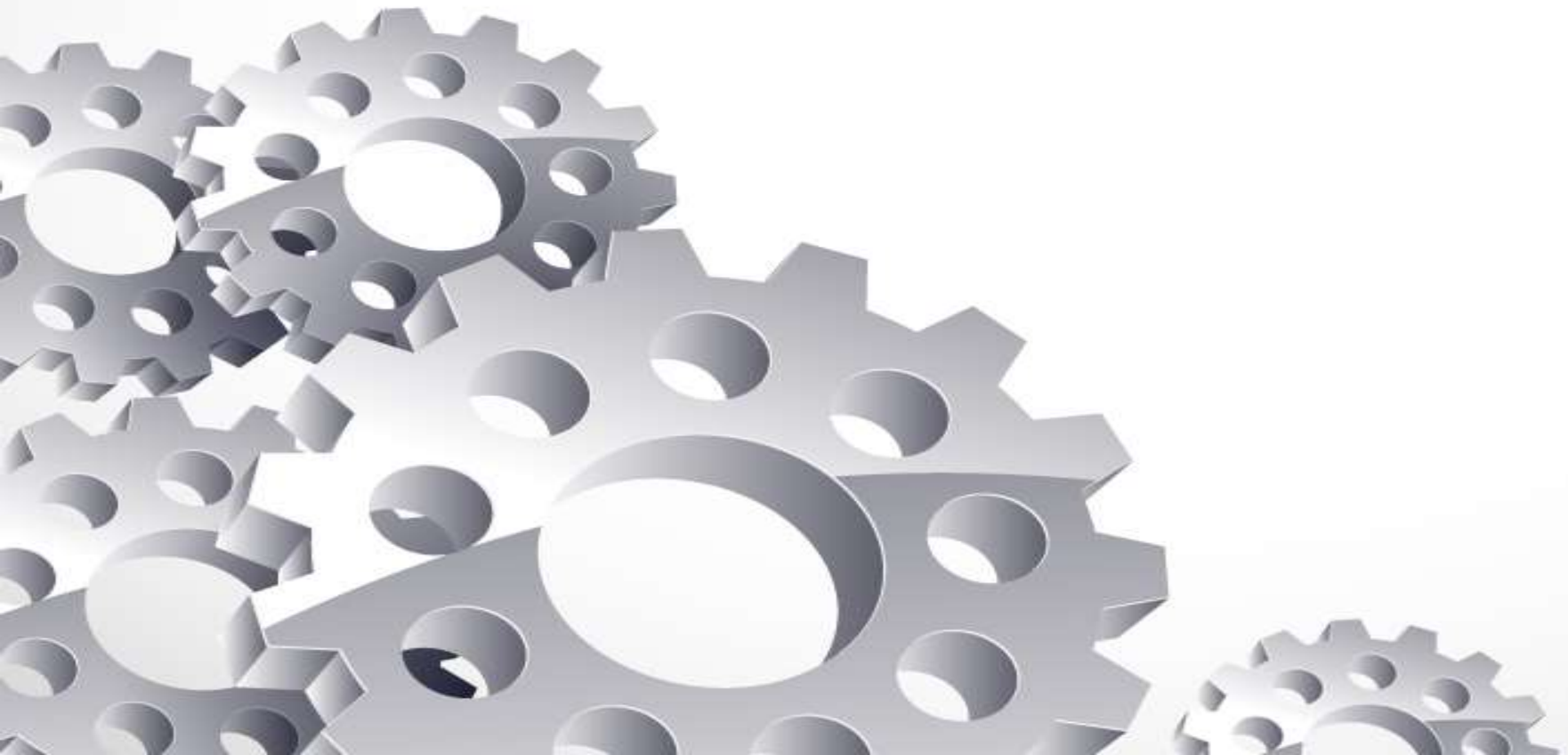


The Challenges of Global Marketing Research. Verb + -ing or to ... 1 (remember, regret etc.)



Objectives:

- to learn new vocabulary;
- to practice grammar structures;
- to enable st's to talk and write on the topic;
- to instil the idea that learning languages is necessary and essential;
- to encourage st's to go on learning English at the next level;
- to lay the foundations for future study in terms to basic structures, lexis, language functions and basic study



Plan:

1. Vocabulary activity.
2. Discussing of the topic The Challenges of Global Marketing Research. Verb + -ing or to ... 1 (remember, regret etc.) Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.

Communicative activities :

Task 1. Give the English equivalents the following words and word combinations.

Task 2. Answer the questions to the text.

Task 3. Fill in the blanks with the necessary words from the active vocabulary.

Task 4. Complete the following sentences.

Task 5. Put in the right order. The underlined word is the beginning of the sentence.

Task 6. Translate the following sentences into English.

Home task: Reading an additional text on the topic




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- 4.The Oxford Dictionary of Business World. (2020) //Gen.Editors Dr Alan Isaacs, Ms Elizabeth Martin. Oxford: Oxford University Press
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Хід заняття (Procedure)



- 1) Read the text and translate into Ukrainian in the written form.
- 2) Learn the new words and word combinations.
- 3) Make summery of the text in English.
- 4) Make some questions on the text.



The first debate in managing international research centers around technique. In our experience, telephone surveys have been effective regardless of where they are administered. Many research providers in their bids, suggest in-person interviews for both the South American and Asian markets. Since business contacts in South America are much more social in nature, confidential wisdom says that the research method you use should be too. The in-person interview is viewed as more social than an impersonal telephone call. For the Asian markets, in-person interviews are often suggested because they allow the researcher to show proper respect for respondents.

In designing a questionnaire for a foreign market, the introduction and purpose of the survey should be described more fully than in the United States. Foreign respondents are generally more inquisitive and require a higher degree of formality than do Americans. You will find that a survey that requires 15 minutes here may take up to 40 minutes in Germany because German respondents like to talk more and the language is less concise than English. This longer response time adds to the cost of the research.

The major stumbling block of most international research is translation. Keep in mind that if you are researching five different markets/languages, the questionnaire must state exactly the same question in the same place for each of those five markets. Otherwise, you could tabulate two different sets of responses, offering nothing in the way of useful information.

Can you think of some other problems that might be encountered in international marketing research? Do you think that it is as important to conduct marketing research in other countries as in the United States?

5) Put the verb into the correct form, -ing or to . . .

- 1 They denied stealing the money. (steal)
- 2 I don't enjoy driving very much. (drive)
- 3 I can't afford to go away. I don't have enough money. (go)
- 4 Have you ever considered going to live in another country? (go)
- 5 We were unlucky to lose the game. We played well and deserved to win. (win)
- 6 Why do you keep asking me questions? Leave me alone! (ask)
- 7 Please stop asking me questions! (ask)
- 8 I refuse to answer any more questions. (answer)
- 9 The driver of one of the cars admitted causing the accident. (cause)
- 10 Mark needed our help, and we promised to do what we could. (do)
- 11 I don't mind being alone, but I'd rather be with other people. (be)
- 12 The wall was quite high, but I managed to climb over it. (climb)
- 13 Sarah doesn't know about the meeting. I forgot to tell her. (tell)
- 14 I've enjoyed talking to you. I hope to see you again soon. (talk, see)





6) Tom can remember some things about his childhood, but he can't remember others. Write sentences with *He remembers ...* or *He doesn't remember ...* .

1 He was in hospital when he was a small child. He can still remember this.

..... *He remembers being in hospital* when he was a small child.

2 He cried on his first day at school. He doesn't remember this.

He doesn't on his first day at school.

3 Once he fell into the river. He remembers this.

He

4 He said he wanted to be a doctor. He doesn't remember this.

..... to be a doctor.

5 Once he was bitten by a dog. He doesn't remember this.

..... a dog.

6 His sister was born when he was four. He remembers this.

.....

7) Complete the sentences with a suitable verb in the correct form, -ing or *to*

- 1 a** Please remember to lock the door when you go out.
b He says we've met before, but I don't remember him.
c Someone must have taken my bag. I clearly remember it by the window and now it isn't there.
d When you see Steve, remember hello to him from me.
e A: You lent me some money a few months ago.
b: Did I? Are you sure? I don't remember you any money.
f A: Did you remember your sister?
b: No, I forgot. I'll phone her tomorrow.
- 2 a** The course I did wasn't very good, but I don't regret it.
b I knew they were in trouble, but I regret I did nothing to help them.
c It started to get cold, and he regretted not his coat.
d I now regret my job. It was a big mistake.
- 3 a** Ben joined the company nine years ago. He became assistant manager after two years, and a few years later he went on manager of the company.
b I can't go on here any more. I want a different job.
c When I came into the room, Lisa was reading a book. She looked up and said hello, and then went on her book.
d Food prices have gone up again. How are we going to manage if prices go on ?



Thanks for attention

