3. If you look at the next slide …

- для завершення презентації:

1. So, in conclusion…

2. Are there any questions?

3. Thank you for listening.

Студентам пропонували два види ділових презентацій: презентації-інформування та презентації-переконання. Теми презентації-інформування: презентація фірми, корпорації, нового продукту, послуги, проекту або програми, результатів роботи наприкінці року, бізнес-класу.

Теми презентації-переконання: переконання потенційних інвесторів вкласти гроші в певний проект, презентація товару для продажу [1].

Для перевірки ефективності запропонованих методичних рекомендацій було проведено поділ групи студентів на дві підгрупи:

- перша підгрупа використовувала вказані вище рекомендації;

- друга підгрупа не використовувала цих рекомендацій.

Порівняльний аналіз результатів показав, що студенти першої підгрупи значно краще справились із завданням: їхні презентації були чітко спланованими, змістовними, цікавими та ефективно проведеними.

1.Авсюкевич Ю.С. Методика навчання презентації англійською мовою студентів економічних спеціальностей: автореф. дис. на здобуття наук. ступеня канд. пед. наук /Ю.С. Авсюкевич – К., 2009.- 24 с. 2.Wood Neil. Business and Commerce, Oxford University Press – 2003. - 40 p.

HOW TO HELP AN INDIVIDUAL LEARNER TO IMPROVE HIS/HER LANGUAGE KNOWLEDGE

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Teaching in a group has its advantages and disadvantages. As it is still the most popular way of teaching languages it can be useful for teachers to find individuals needs their students in order to make teaching more effective and to help learners to improve themselves.

This research was done on basic analysis of one student from my teaching experience.

The research consists of :

- Learner profile

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- Learner needs
- Suggested activities

Learner Profile

Pioter is about 18-21, he is a Polish students at Pre-Intermediate level. He is studying at technical school in Poland. His hobby is cars that is the reason why he decided to get technical education.

He has been studying English since primary school. He says he learnt very little at school mainly because the lessons were not interesting and did not have any strong motivation. Now he needs to know English as he is planning to become an international truck driver, so his motivation is strong enough now.

In class he is an active participant, enjoys speaking activities, games. Pair work is his favorite activity. He filled in a learning styles questionnaire and this confirmed that he seems to be predominately and audio/visual learner.

Learner Needs
Skill (Listening)

The most difficult task for Pioter is intensive listening. While listening he concentrated mainly on words or structure that he does not understand, as a result he does not understand a text in general, just few key words which were presented by a teacher before. This, however, does not cause any problems in face to face interaction.

Grammar

Pioter tries to develop fluency in his speech, sometimes he even corrects himself. He has difficulties with using prepositions of place.

Pronunciation

Pioter's pronunciation is quite good for the beginner level, although he has difficulties with sentence stress (162). The mistakes that he makes are very common for Polish people. They often cannot recognize weak forms and attempt to pronounce all the words with nearly equal prominence, which effects their rhythm and speed (163). Piotrek pronounces full vowels in place of /ə/ in the following cases:

This is very common error for Polish speakers. In Polish language there are no weak vowels: schwa and /i/ are regularly replaced by full vowels (164).

Suggested Activities
Skill (Listening)

Since Piotrek is very interested in mechanics and cars, I would recommend him to listen to some programs about cars like 'Top Gear' in his free time building up a correspondence between written and spoken form of the English language and he would likely find it engaging. Another type of activity would be the Listening task on page 27 of the students' book of 'New English File Pre-Intermediate', they deal with understanding information correctly and provide some multiple choice task. And one more exercise on

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understanding recorded information and learners have to decide whether the sentences re true or false [1].

Grammar

For Piotrek to practice usage of prepositions in English I would give him one task of putting the cards with the words in the column with the proper preposition (Appendix 2). This task will make Piotrek think and remember in what cases which preposition should be used. Second task is filling the gaps with correct preposition. This task will provide useful restricted practice. And the third task is to make a story about Anna and her family using visuals and prepositions of place (Appendix 3).This is a group activity, where one student picks 1 picture and make a sentence or two about Anna and her family using preposition of place. The next student takes another card with a picture and makes his/her sentence they have to finish up with a story.

Rationale

This activity is both kinesthetic and visual that should help Piotrek to remember the proper usage of prepositions. He will also have a chance to use the target language in his unprepared speech, also it lets him listen to other students and remember the correct usage or hear some mistakes, and this might be useful for Piotrek as he is an audial type of student as well [2].

Pronunciation

I would recommend Pioter to watch the Youtube video by BBC Learning English at home (https://www.youtube.com/watch?v=wg0P0oYkniE&index =26&list=PLD6B222E02447DC07), he will find it useful. At the lesson at first I would say the two options (correct and incorrect) of pronunciation of the word 'difficult'. When he feels the difference I would drill him. Then I would let him listen to the words with the sound /ə/ and underline the stressed syllable (Appendix 4), then listen again and practice making the sound /ə/. Next we would listen to the dialogue where you can hear the needed sound much. Pioter will have to listen and repeat and copy the rhythm. After that I would let Pioter find the schwa sound on his own by providing him a list of words (Appendix 4) where he has to underline the schwa sound. [3].

Rationale

Those activities will help Pioter to feel the difference between /ə/ and full sounds and he will also have a chance to practice saying it. We are not working on sound /ə/ in separate words but in the whole sentences too, this will improve Pioter's pronunciation of the needed sound more. And as we are working sentences Pioter will practice his intonation as well. The third exercise will make Pioter practice the problematic sound for him and remember some letter combinations where is schwa sound.

1.   Learner English, ed. Swan and Smith, CUP 2001 2.New English File pre-intermediate Students' Book, Clive Oxenden, Christina Latham-Koenig,

Paul Selingson, Oxford 2005 2.Esential Grammar in Use, Reymond Murphy, Cambridge University Press, 2007 3.Grammar Games and Activities, Peter Watcyn-Jones, Penguin 1999

SPECIFIC FEATURES OF ECOLOGICAL TERMS

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Ecology as a scientific field of knowledge formed at the crossroads of such disciplines as geography, biology, chemistry, hydrology, hydrography, physics, medicine, meteorology, geology etc., which is evidence of the interdisciplinary character of ecological science as a scientific discipline [1, p. 99].

Ecology emerged as a separate science in the middle of XIX century. The term of "ecology" was suggested and introduced in scientific literature in 1866 by the German natural scientist E. Heckel. The word "ecology" is derived from the Greek *oicos* meaning "home" and *logos* meaning "science" [2, p. 163].

Ecological terminology is a list of special words necessary for the description of notions of the scientific branch which is developing extremely intensively these days – that of ecology.

The word-building of ecological terminological units takes place depending on the practical needs of lexis usage, which is manifested by different productivity and regularity of using certain word-building models, specialization of word-building means for the nomination of separate ecological notions etc.

Ecological terms are a great extent international. Those of them which have been coined recently in one language become codified and are given direct equivalents in other languages very soon. Ecological terms-concepts are a separate group of ecological lexis and are regarded by us as three-component formations which contain a factual, a value and a figurative element [2, p. 164]. The value component of ecological terms-concepts may be positive (environmental safety, resource preservation, rehabilitation) and negative (depletion, pollution), which defines their place within the scale of ecological values/ecological dangers.

Semantic analysis allows dividing ecological lexis into three thematic zones [2, p. 163]: nature-oriented (biosphere, biodiversity); technology-

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