**Тема 3. Професійне спілкування в усній формі**

**Практичні заняття 7,8,9**

**Мета:** Надати студентам базову фахову термінологію іноземною мовою та допомогти оволодіти англомовною лексико-граматичною компетентністю в говорінні.

**Практичні завдання**

Завдання 1. Для розвитку навичок говоріння.

Starting and structuring presentation:

1. What factors do you need to consider when preparing a

business presentation?

2. Listen to two different openings of a presentation. What is the

same / different about them? Which do you prefer? Why?

3. Choose one of these presentation situations. Write and practise

the opening of the presentation.

a) Your company is launching a new product. (Audience: a

group of potential customers)

b) You are presenting your place of work or study. ( Audience:

a group of potential customers or students)

c) Your company/organization is introducing a new way of

working. ( Audience: a group of colleagues)

4. Prepare and deliver a three-minutes presentation on your chosen

topic from ex.3

Завдання 2. Для розвитку навичок читання.

Read the article and decide whether these statements are true or

false.

1. Corporate responsibility becomes less important in a bad economy.

2. Mars is worried that demand for chocolate will decrease.

3. Wal-Mart has become more socially responsible mainly because of

protests by consumers.

4. Fiona Dawson says that her company makes a luxury food rather

than an essential one.

5. Consumers are cutting back more on premium foods than on

ethical foods.

Завдання 3. Put the suitable word into the gap.

Why corporate responsibility is a survivor

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| a)biggest retailer | d)ethical produce | g)cocoa supply | j)tocut down | m)to preserve |
| b)green credentials | e)purchasing | h)recession | k)sustainable | n)available |
| c)down turn | f)prediction | i)delivery truck | l)suppliers | o)concentrate |

1. Many people predicted that the 1) \_\_\_\_\_\_\_ would end talk of corporate social responsibility. Faced with the fear, or reality, of losing their jobs or homes, consumers would rush past the Fairtrade shelves and pick up something the family could afford. Companies, meanwhile, would 2)\_\_\_\_\_\_\_\_ on saving themselves rather than the planet.

2. That 3)\_\_\_\_\_\_\_ has turned out to be wrong. Mars, the world’s biggest sweets and chocolate company, has announced that its entire 4)\_\_\_\_\_\_\_\_ will be ‘produced in a sustainable manner’ by 2020. Mars will work largely with the Rainforest Alliance, which encourages farmers 5)\_\_\_\_\_\_\_\_ their environment.

3. Wal-Mart, the world’s 6)\_\_\_\_\_\_, recently told a meeting of 1,000 Chinese 7)\_\_\_\_\_\_ that it would hold them to strict environmental and social standards.

4. Why are these companies acting in a way few expected? First,there are important business reasons. When Mars talks about cocoa supplies being 8)\_\_\_\_\_\_, they mean it. Chocolate manufacturers are worried about how much cocoa will be 9)\_\_\_\_\_\_a decade from now. Worldwide cocoa production fell in 2008 for the fourth successive year.

5. Wal-Mart also has commercial reasons for its position. The company has been encouraging companies 10) \_\_\_\_\_ on packaging. This enables it to fit more goods into each 11)\_\_\_\_\_\_\_, not only reducing its emissions but also cutting the amount it spends on petrol. Cost-cutting is vital to beating the 12)\_\_\_\_\_\_and if companies can boost their 13)\_\_\_\_\_\_ at the same time, why not?

6. But the companies go further. Not only do their announcements make business sense, they say; consumers, even now, insist on them. Fiona Dawson, Mars UK’s managing director, says customers expect the company to ‘do the right thing’, adding that ‘nobody has to buy chocolate’.

7. A recent report by Mintel, the research organisation, says: ‘Although a third of shoppers have cut down on the number of premium foods they buy, only one in 10 has cut back on 14)\_\_\_\_\_\_\_.’ Justin King, chief executive of J Sainsbury, the UK retailer, said in February that its Fairtrade sales were holding up well.

8. About a fifth of consumers are uninterested in such issues and about a third cannot see what difference their 15)\_\_\_\_\_\_makes. But the biggest group, about 40 per cent, are those who are prepared to buy ethical goods if companies make it easy, which generally means not making it expensive .

Граматичні вправи

Вправа 1. Практична мета– ознайомити студентів із формальними ознаками видо-часових форм дієслова.

Fill in the correct form of the verb in the brackets.

1. The computer industry …. (expand) greatly over the last decade.

2. Price …. (produce) revenues and the other elements of marketing mix (product, place, promotion) represent costs.

3. Alcohol …. (contribute) to many deaths in Ukraine.

4. We have … (achieve) excellent sales last year.

5. Rising economic environment ….(tend) to increase companies’ earnings.

Вправа 2. Практична мета– розвивати вміння утворювати пасивний стан дієслова, використовуючи зразок.

Інструкція: Transform the following sentence in the Past Simple Passive.

Example: Government burdened economy with excessive regulation Economy was burdened by excessive regulation.

1. Neoliberalism describes a market-driven approach to economic policy.
2. Accountants provide systematic and up-to-date records of accounts.
3. Consumers seek low prices and maximum utility.
4. That company charges for delivery.

Вправа 3. Практична мета – розвивати навички вживання економічних термінів в діалогічних єдностях.

Інструкція: Ask your partners what industries make a country get ahead and complete the mini-dialogue, using the words. Follow the model below/

Student A: What industries, inyour opinion, make a country get ahead?

Student B: I think heavy-industry makes a country get ahead.

Student A: What should be done?

Student B: Then our government should build more plants.

High-tech, industry, tourism, agricuiture, mining, transportation, destination, techno, parks, crop, highways, coal

Вправа 4. Практична мета – розвивати навички відтворення речення з економічними термінами в монологічних єдностях.

Інструкція: Give a few short talks about competition, economic growth, consumer behaviour. Use the following sentence in each talk.

The demand and (efficiency factors) reminds us that …

Вправа 5. Практична мета – розвивати навички коректного вживання герундія в діалогічному мовленні.

Інструкція: Work in the small group.Ask your partners what the job of a (manager, accountant, financier) involves doing and complete the mini-dialogue. Follow the model below.

Student A: What does the job of a manager involve?

Student B: The job of a manager involves hiring employees.

Student A: You are right.The job of a manager involves hiring employees. / You are wrong.The job of a manager doesn’t involve hiring employees.

Вправа 6. Практична мета – розвивати лексичні навички вживання економічних термінів в ділових діалогах-інтерв’ю. Засоби навчання – онлайн-відеочат.

 Інструкція: Interview your partner about the job and its details. Talk about working in team, travelling, and personal growth. Use the phrases...

What do you prefer ……? Do you like …..?

Would you like ……? Do you fancy ….?

Вправа 7. Практична мета – розвивати лексичні навички вживання економічних термінів у професійно орієнтованому монолозі- розповіді. Засоби навчання – онлайн-відеочат.

Інструкція: Tell you partners about efficiency&effectiveness (their concepts, values, difference, expressions). Use the following words…

to use effort ratio amount of expense output input to achieve objectives percentage

Вправа 8. Практична мета – розвивати гнучкість граматичних навичок вживання Conditionals. Засоби навчання – онлайн-відеочат.

Інструкція: Ask your partners what he would do if he had sufficient capital.

Talk about profitable ways of investing money.

Вправа 9. Практична мета – розвивати граматичні навички вживання Passive в професійно-орієнтованому монолозі. Засоби навчання – онлайн-відеочат.

Інструкція: Give a talk about Government Finance, using all the verbs in Passive.

Вправи на аудіювання

Listen to Claudia, Max and Paul talking about training. Complete the information. You will hear the conversation twice.

Training budget: ………. (1)

First type of training suggested: ……… (2)

Second type of training suggested: ……… (3)

First possible schedule mentioned: ……… (4) intensive course.

Second possible scheduled mentioned: ……… (5) per week, over

several weeks.

Listen to the conversation again. Decide if the sentences are true or false. You will hear the dialogue twice.

6. Max argues in favor of management training.

7. Paul complains that the training budget is too small.

8. There isn’t enough money for both types of training this year.

9. They decide that they will offer one type of training this year.

10. No one likes the idea of the Mondays – only schedule.