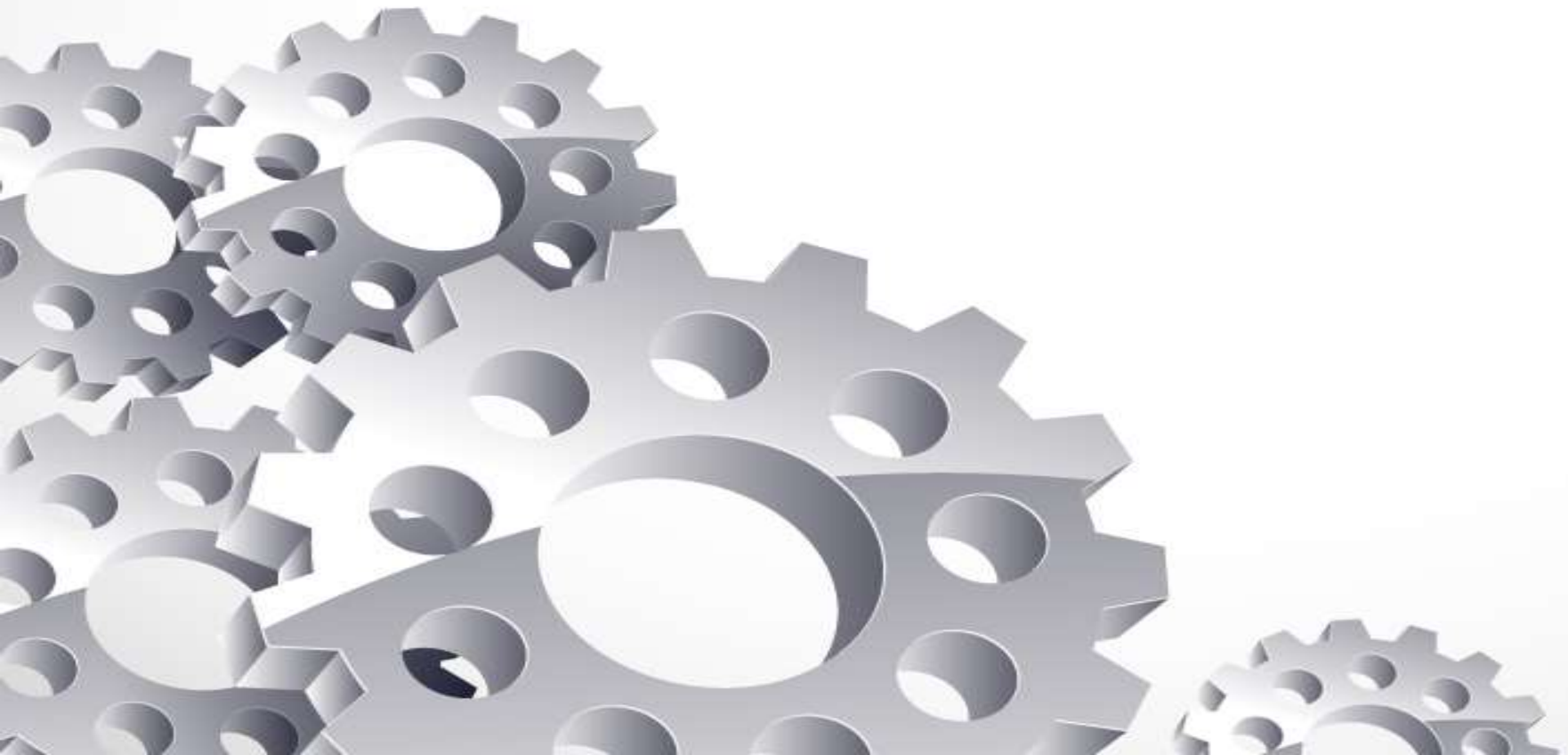


«Setting Up The MST Classroom and Laboratory.» Word order (Questions 2 (do you know where ... ? /he asked me where ...))



# 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 «Setting Up The MST Classroom and Laboratory.» Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.
5. 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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## Хід заняття (Procedure)



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



To best facilitate the MST multi-instructional approach, you need two types of facilities: a classroom and a laboratory. A classroom and separate laboratory would be the ideal facility, but, in many places this is impossible. Figure 2.5 shows a design for a typical MST facility.

The classroom provides a formal place for class discussions, instruction, lecture, safety meetings and guest speakers, a traditional school classroom, with desks, chalkboard, bulletin boards, and book shelves. The classroom also should provide a quiet place for students to record journal entries and study complex concepts.

The MST laboratory provides a much different atmosphere. With multiple activities occurring, you hear the chatter of students discussing problems, projects, or the latest news in recent MST periodicals. You hear the buzz of a diamond cut-off saw, the clatter of spatulas, and the growl of the oxyacetylene torch, all common sounds for the MST laboratory setting.

The teacher is the key to helping and training students to work in this open environment, where learning takes place amidst constant busyness. Students learn much through this designed-discovery process. But teachers also need to be sensitive in motivating students who may be frustrated with a problem or insecure in the open-ended MST process. Most importantly, you must maintain accountability in a system that demands students cooperate with each other and at the same time work with safety as a key concern.

In setting up an MST laboratory, don't forget to consider proper storage space.

Chemicals, materials, and equipment used periodically or once a year need to be stored in locked cabinets or a storage room. Also consider storage needs for chemicals that must be separated and stored in specific areas because of their flammability or incompatibility.

The design of the facility must provide a safe learning atmosphere. There has to be sufficient space and openness to allow students to freely move around work areas without

crowding those who are performing laboratory experiments. It is also important for the teacher to be able to scan the laboratory quickly to assess the safety and performance of all students.

Also, ventilation of specific work locations such as an exhaust canopy over the furnaces and the area where students solder are important considerations. Heat and flammable materials must be properly separated to meet building and safety code. Chemical hazards must also be addressed to ensure students are protected from potential injury







**5) Which is right? Tick (✓) the correct alternative.**

- 1** a Do you know what time the film starts? ✓  
b Do you know what time does the film start?  
c Do you know what time starts the film?
- 2** a Why Amy does get up so early every day?  
b Why Amy gets up so early every day?  
c Why does Amy get up so early every day?
- 3** a I want to know what this word means.  
b I want to know what does this word mean.  
c I want to know what means this word.
- 4** a I can't remember where did I park the car.  
b I can't remember where I parked the car.  
c I can't remember where I did park the car.
- 5** a Why you didn't phone me yesterday?  
b Why didn't you phone me yesterday?  
c Why you not phoned me yesterday?
- 6** a Do you know where does Helen work?  
b Do you know where Helen does work?  
c Do you know where Helen works?
- 7** a How much it costs to park here?  
b How much does it cost to park here?  
c How much it does cost to park here?
- 8** a Tell me what you want.  
b Tell me what you do want.  
c Tell me what do you want.





**6) Put the words in the correct order.**

1 (it / you / what time / know / is) Do *you know what time it is* ..... ?

2 (is / to the airport / far / it) How ..... ?

3 (wonder / is / how / old / Tom) I .....

4 (they / married / been / have) How long ..... ?

5 (they / married / how long / been / have / know)

Do you ..... ?

6 (tell / the station / you / me / is / where)

Could ..... ?

7 (in the accident / injured / anyone / don't / whether / know / was)

I .....

8 (what / tomorrow / know / time / will / arrive / you / you)

Do ..... ?

7) You were visiting London. You met a lot of people who asked you a lot of questions:

1  Where are you from?

5  Where are you staying?

2  How long have you been in London?

6  How long are you going to stay?

3  Have you been to London before?

7  Do you think London is expensive?

4  Do you like London?

8  Why did you come to London?

Now you tell a friend what people asked you. Use reported speech.

- 1 He asked me where I was from.....:
- 2 She asked me .....
- 3 They .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....

# Thanks for attention

