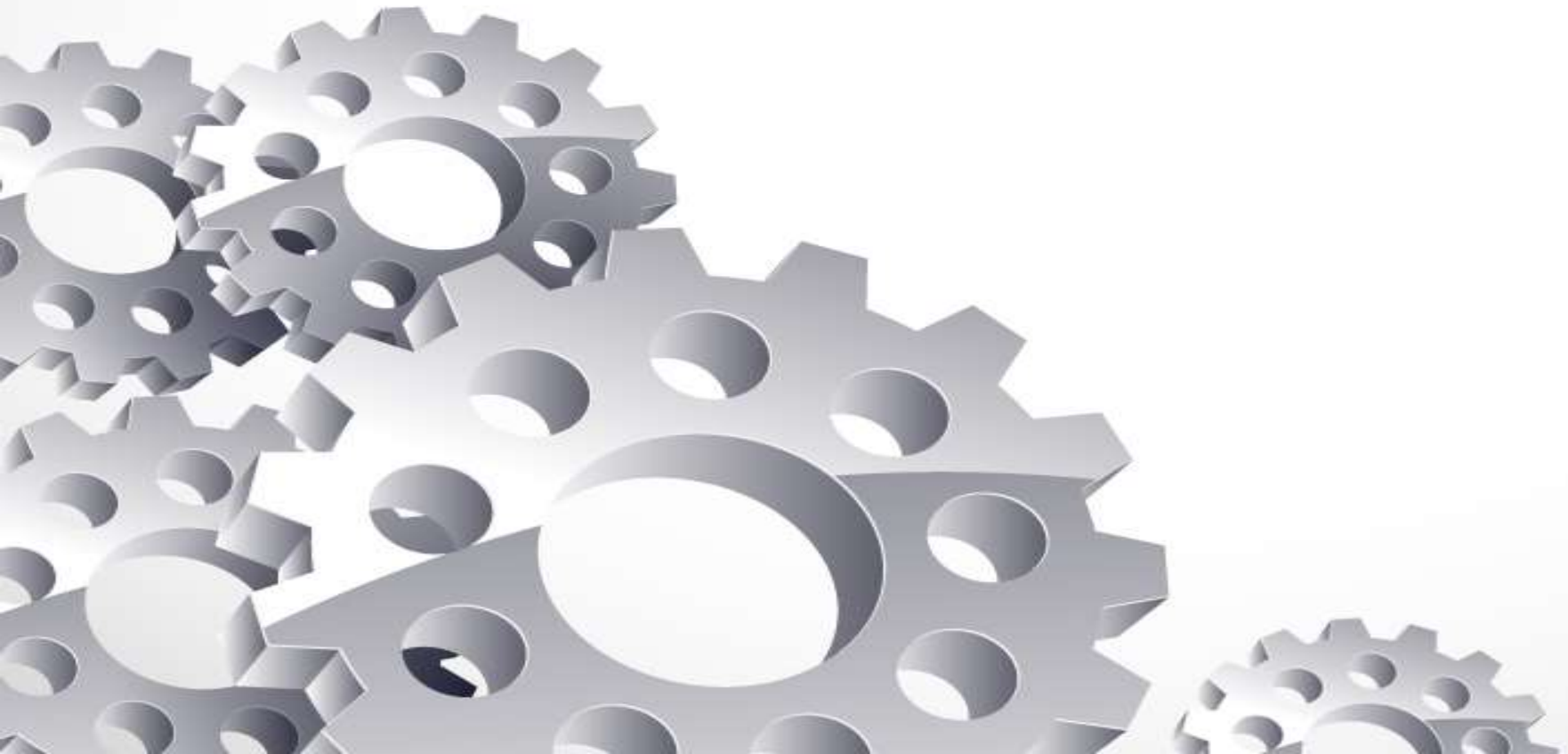


«Using Community Resources. » Word order (Questions 1)



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 «Using Community Resources.» Word order (Questions 1) 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.
- Make summery of the text in English.



Community resources are important to the MST program, helping to bring reality to the classroom. Ways to use community resources can vary from inviting local materials experts to visit the classroom and taking field trips to local cement plants, jewelry workshops, and specialized materials application sites to forming local MST advisory committees and developing mentors and partnerships.

Remember, anyone who makes “stuff” is a potential resource. The local telephone directory is an excellent tool for locating resources. Community volunteers can be wonderful mentors if they are properly instructed to help students, guiding them toward the solution to a problem.

Mentors should be motivators, answering students’ questions, perhaps with another question, or giving students clues as to where to direct themselves to solve a problem, or showing students a process they know will help them better conduct an experiment or project. Richland High School MST teacher Steve Piippo, who first developed the MST approach with scientists at Pacific Northwest National Laboratory, describes below how he developed an important relationship with local goldsmith/artisan Paul Howard in the box below

5) Read text 1 and fill in the blanks (1-10) with the appropriate words (a-j):

a) bound	f) liquid
b) hydrogen	g) plastic
c) rubber	h) <u>manmade</u>
d) polymers	i) made up
e) synthetic	j) tiny molecules

With names such as polytetrafluoroethylene and polyethyleneterephthalate, it's not surprising that (1) are usually called by their more common name, (2). But what, exactly, is a plastic or a polymer? Polymers are compounds (3) of several elements that are chemically (4).

Most compounds consist of large numbers of (5), which each contain just a few atoms. For example, a water molecule- H_2O - contains two (6) atoms and one oxygen atom. But the molecules of polymers contain huge numbers of atoms, joined together in long chains. (7), thanks to its many uses from rubber bands to car tyres, is one of the best-known

A polymer chain polymers. It comes from latex, a natural (8) which comes from rubber trees. Rubber is therefore a natural polymer. However, most of the polymers used in industry are not natural, but (9). The term 'plastic' is generally used to refer to synthetic polymers- in other words, those that are (10).

Rubber can be natural (natural rubber) or synthetic (synthetic rubber).





6) Match the words in italics (1-5) with their definitions (a-e).

- | | | | |
|---|---------------------------------|----|-----------------------------|
| 1 | <i>arbitrary</i> considerations | a) | unsuccessful |
| 2 | <i>credibility</i> of witnesses | b) | state something is true |
| 3 | <i>predicated</i> on a dispute | c) | not based on reason, random |
| 4 | defendant <i>asserts</i> | d) | can be believed |
| 5 | attempt is <i>unavailing</i> | e) | based on |

7) Ask Joe questions.



JOE

- 1 (where / live) Where do you live?
- 2 (born there?)
- 3 (married?)
- 4 (how long?)
- 5 (what / do?)
- 6 (what wife / do?)
- 7 (children?)
- 8 (how old?)

In Manchester.
No, I was born in London.
Yes.
17 years.
I'm a journalist.
She's a doctor.
Yes, two boys.
12 and 15.

8) Make questions with *who* or *what*.

- 1 Somebody hit me.
- 2 I hit somebody.
- 3 **Somebody paid the bill.**
- 4 I'm worried about something.
- 5 Something happened.
- 6 Diane said something.
- 7 This book belongs to somebody.
- 8 Somebody lives in that house.
- 9 I fell over something.
- 10 Something fell off the shelf.
- 11 This word means something.
- 12 Sarah was with somebody.
- 13 I'm looking for something.
- 14 Emma reminds me of somebody.

Who hit you?

Who did you hit?

Who

What



9) Put the words in brackets in the correct order.

- 1 (when / was / built / this house?) *When was this house built?*
- 2 (how / cheese / is / made?)
- 3 (why / Sue / working / isn't / today?)
- 4 (what time / arriving / your friends / are?)
- 5 (why / was / cancelled / the meeting?)
- 6 (when / invented / paper / was?)
- 7 (where / your parents / were / born?)
- 8 (why / you / to the party / didn't / come?)
- 9 (how / the accident / did / happen?)
- 10 (why / happy / you / aren't?)
- 11 (how many / speak / can / languages / you?)

10) Write negative questions from the words in brackets. In each situation you are surprised.

- 1 A: We won't see Lisa this evening.
b: Why not? (she / not / come / out with us?) *Isn't she coming out with us?*
- 2 A: I hope we don't meet Luke tonight.
b: Why? (you / not / like / him?)
- 3 A: Don't go and see that film.
b: Why not? (it / not / good?)
- 4 A: I'll have to borrow some money.
b: Why? (you / not / have / any?)

Thanks for attention

