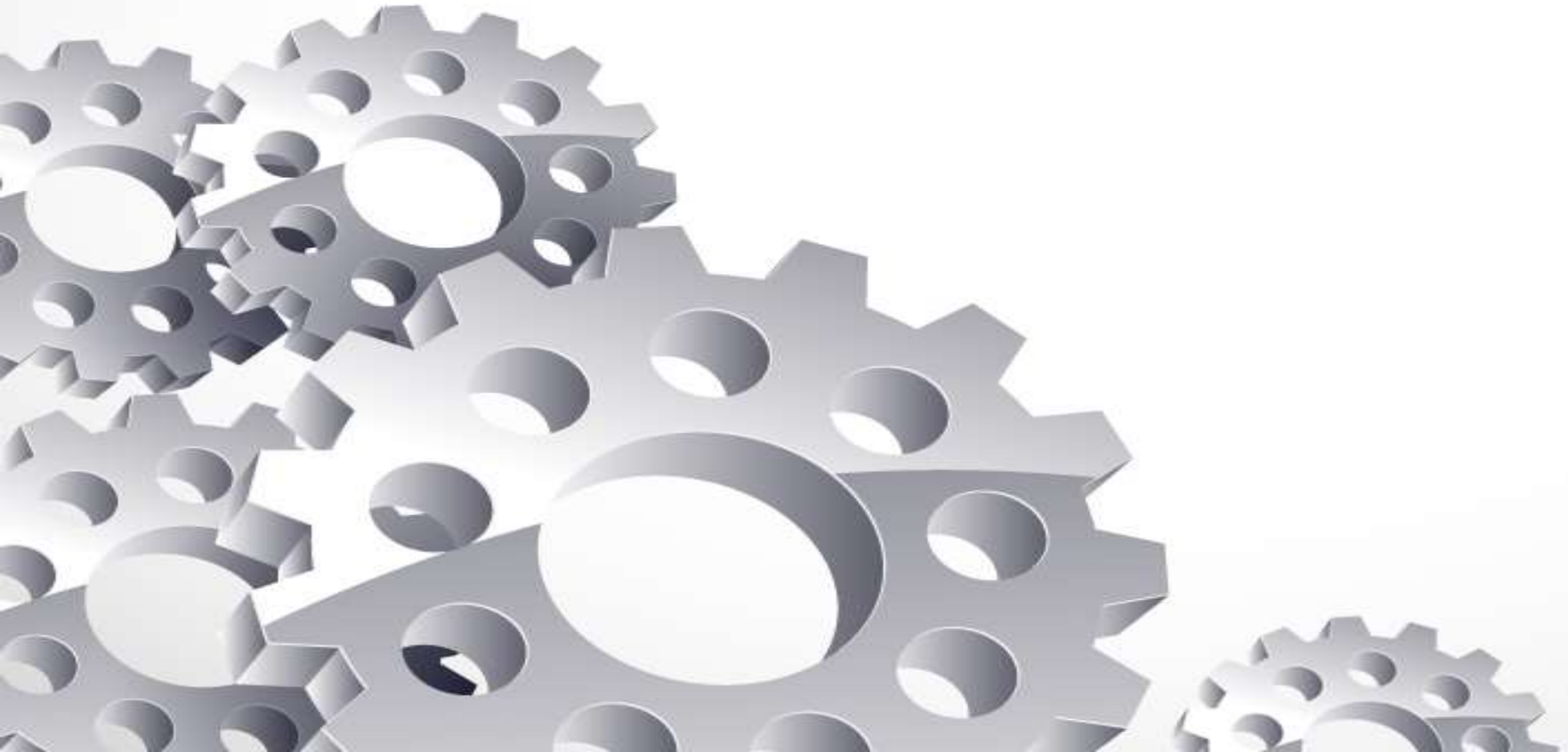


Laboratory Safety Auxiliary verbs
(have/do/can etc.) I think so / I hope so etc.



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 Laboratory Safety Auxiliary verbs (have/do/can etc.) I think so / I hope so etc. 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

References:

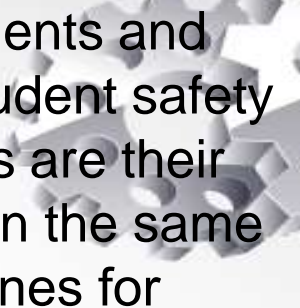


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Хід заняття (Procedure)



- 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.



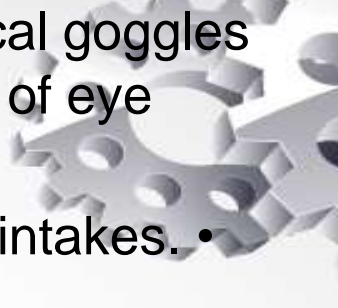
Before beginning any experiment/demonstration, you must discuss safety with students and establish laboratory rules. To perform laboratory procedures without considering student safety can endanger all people in the laboratory. For some students, the MST experiments are their first experience working with testing materials, using laboratory tools, and working in the same space with other students. You must be aware of your state's safety rules or guidelines for laboratory safety.


Training students in how to safely perform laboratory procedures and operate tools and equipment used to conduct experiments and complete their projects is of utmost importance. Please consider the following items when developing laboratory rules.

- Protect your eyes and students' eyes. Whenever the classroom is set up in a working (laboratory) mode, or your facility has a dedicated MST laboratory, the first thing students should do is put on their safety glasses—even before setting up the experiment. Those visiting or walking through the laboratory must also wear safety glasses.

At first, some students may feel awkward about wearing the glasses, but once everyone wears them, they feel more comfortable and learn the importance of protecting their eyes. Getting into the habit of wearing safety glasses also reminds students to be more safety conscious.

- Ensure that other body parts are protected from possible hazards. Wear gloves, aprons, chemical goggles, and masks, when necessary. Use tongs and other protective equipment, when necessary. Wear long pants (i.e., blue jeans) and leather shoes while working with molten material.

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- Students need to know the differences between safety glasses and chemical goggles and use them appropriately. This means they need to have access to both kinds of eye protection.
 - Adequately ventilate the laboratory. Make sure vents are not near building intakes. • Most vaporized metals are health hazards, and exposure should be limited.
 - Ensure correct safety labels are attached and safety signs posted in appropriate places. Explain all signs and emergency equipment; do not assume they are self-explanatory.
 - Be aware and have a working knowledge of materials safety data sheets (MSDS) reports for materials used in the laboratory.
 - Ensure that students working in the laboratory give each other consideration and distance. Make sure students moving from one work area to another are conscious of their surroundings and avoid bumping into other students.
- 71 Creating an MST Environment 2.24
U.S. Department of Energy, Pacific Northwest National Laboratory
- Make sure students clean up after completing each experiment or day's work. • Avoid contaminating chemicals or surfaces.
 - Horseplay must not be allowed in the laboratory at any time. Students need to know the seriousness and consequences of horseplay. Accidents don't happen. They are caused by carelessness.

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- Emphasize wearing “proper” clothing. Shorts and open-toed shoes are not appropriate in a laboratory setting. Panty hose can be readily dissolved by acids and/or solvents, causing chemical burns. Long hair should be tied back. Loose clothing should not be worn. Have alternative activities ready for students not appropriately dressed. A study area where these students can work during laboratory time is useful. Or, keep extra safety apparel on hand that students can borrow for the class period.



**5) Complete each sentence with an auxiliary verb (*do/was/could/might* etc.).
Sometimes the verb must be negative (*don't/wasn't* etc.).**

- 1 I wasn't tired, but my friends were.
- 2 I like hot weather, but Ann
- 3 'Is Andy here?' 'He five minutes ago, but I think he's gone home now.'
- 4 I haven't travelled much, but Gary
- 5 Lisa said she might come and see us tomorrow, but I don't think she
- 6 I don't know whether to apply for the job or not. Do you think I?
- 7 'Please don't tell anybody what happened.' 'Don't worry. I'
- 8 'You never listen to me.' 'Yes, I!'
- 9 I usually work on Saturdays, but last Saturday I
- 10 'Do you think it's going to rain?' 'It Take an umbrella in case.'
- 11 'Are you and Chris going to the party?' 'I, but Chris'
- 12 'Please help me.' 'I'm sorry. I if I, but I'

6) You never agree with Amy. Answer in the way shown.

- 1 I'm hungry.
2 I don't like driving.
3 I like football.
4 *AMY* I didn't enjoy the film.
5 I'm not tired.
6 I thought the exam was easy.

*Are you? I'm not.
Don't you? I do.*

YOU

7) Tina tells you something. If the same is true for you, answer with *So ...* or *Neither ...* (as in the first example). Otherwise, ask Tina questions (as in the second example).

- 1 I'm not tired.
2 I work hard.
3 I watched TV last night.
4 *TINA* I won't be at home tomorrow.
5 I like reading.
6 I'd like to live somewhere else.
7 I can't go out tonight.
8 I'm looking forward to the weekend.

*Neither am I.
Do you? What do you do?*

YOU



8) What do you say to Sam? Use *I think so*, *I hope not* etc.

| | |
|--|--|
| 1 (You don't like rain.) <u>SAM</u> : Is it going to rain? YOU: <i>I hope not.</i>(hope) | 5 (Jane has lived in Italy for many years.) <u>SAM</u> : Does Jane speak Italian? YOU:(suppose) |
| 2 (You need more money.) <u>SAM</u> : Do you think you'll get a pay rise? YOU:(hope) | 6 (You have to leave Sam's party early.) <u>SAM</u> : Do you have to leave already? YOU:(afraid) |
| 3 (You're going to a party. You can't stand John.) <u>SAM</u> : Will John be at the party? YOU:(hope) | 7 (You're not sure what time the film begins, but it's probably 7.30.) <u>SAM</u> : What time is the film? 7.30? YOU:(think) |
| 4 (You're not sure whether Amy is married, but she probably isn't.) <u>SAM</u> : Is Amy married? YOU:(think) | 8 (You are the receptionist at a hotel. The hotel is full.) <u>SAM</u> : Do you have a room for tonight? YOU:(afraid) |

Thanks for attention

