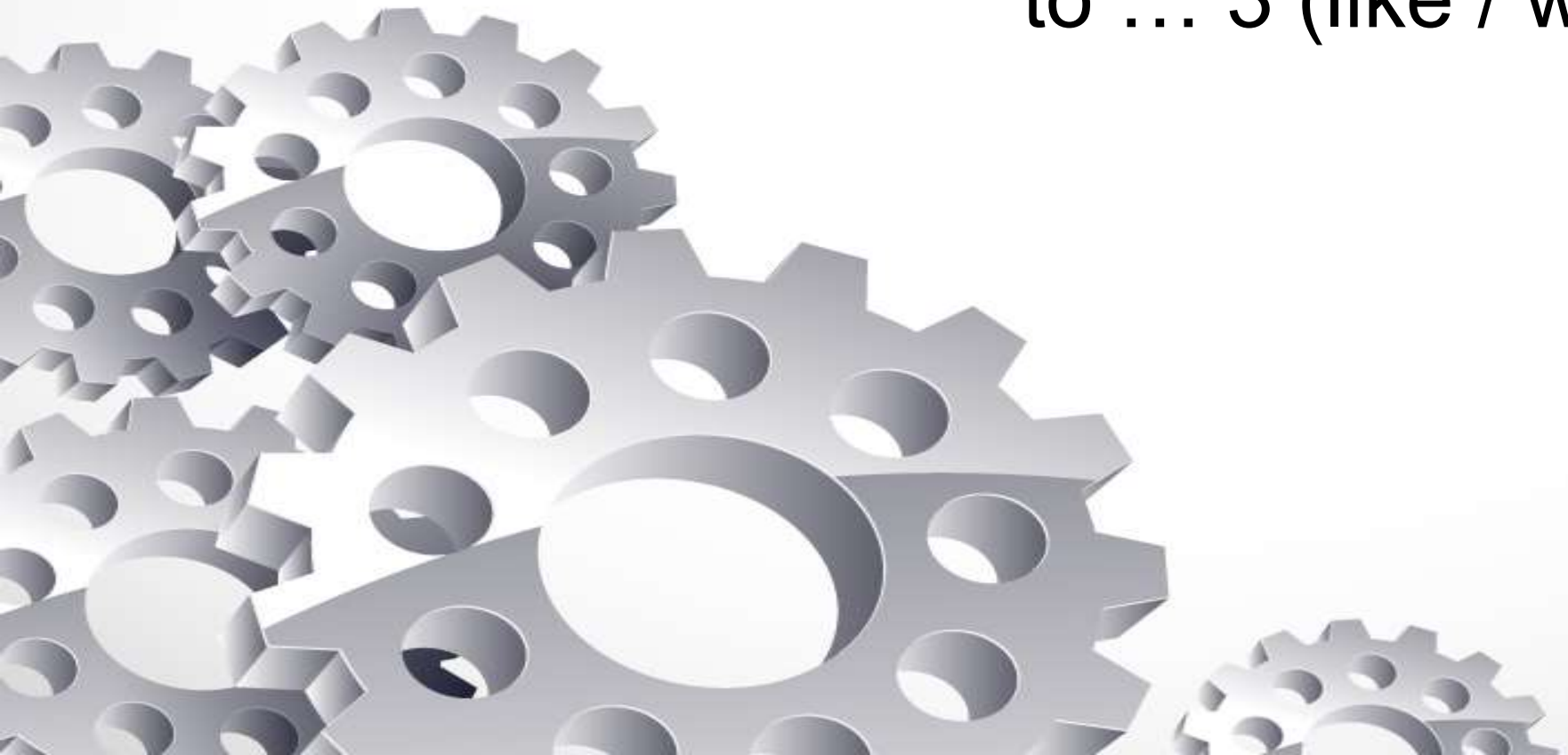


School to Work Opportunities Act Verb + -
ing (enjoy doing / stop doing etc.) + -ing or
to ... 3 (like / would like etc.)



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 School to Work Opportunities Act Verb + -ing (enjoy doing / stop doing etc.) + -ing or to ... 3 (like / would like 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


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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.




MST provides an environment where all students can develop knowledge and skills useful in a science and technology workplace. Not only does the course reach those 75% of the student population who do not pursue baccalaureate degrees, it also appeals to students in the so-called academic track.

The course integrates academic and vocational learning to the extent that it simulates the environment in which scientists and technologists uncover knowledge and solve problems, the kind of school-based learning that assists students in their transition from school to work. In combination with structured work-based learning and attention to connecting activities, MST fulfills purposes of the new federal legislation President Clinton signed into law in May 1994.

The School to Work Opportunities Act is a national effort to develop a school-to-work system to assist students in making the transition from school to the adult workforce. The goal of the Act is to create well-marked paths students can follow to move from school to good first jobs or from school to continued education and training.

The Act focuses on broadening educational and career opportunities for all students by encouraging state and local partnerships between businesses and education institutions. The partnerships will help students make the connection between what they learn in the classroom and what they will be required to do in the workplace.



Although administered and funded by the U.S. Departments of Education and Labor, the initiative puts the onus on state and local partners (students, teachers, parents, business, labor representatives, community-based organizations) to build school-to-work systems to benefit their communities. Four major types of grants are available to help states and localities build their own customized systems.

However, every school-to-work system must include three core elements: schoolbased learning, work-based learning, and connecting activities to help bridge the gap between school and work—the kinds of activities that are a part of MST. The School to Work Opportunities Act was introduced as a result of increasing national concern about students who pursue little or no formal education beyond high school.

Currently, 75% of students in the nation attempt to enter the workforce directly from high school or following only 1 or 2 years of college. Many are not successful in moving from school to work, particularly in areas requiring knowledge and skill in science, mathematics, and technology. They lack basic academic and entry-level occupational skills necessary to succeed.

Although originally designed to deal with students not earning a college degree, the final version of the School to Work Opportunities Act stressed that a school-to-work transition system serve all students, even those bound for college. MST is an example of a curriculum that serves this purpose.



5) Complete the sentences. Choose from these verbs (in the correct form):

~~answer~~ apply forget interrupt listen live

- 1 He tried to avoid answering my question.
- 2 I'm trying to concentrate. Please stop _____ so much noise!
- 3 I enjoy _____ to music.
- 4 I considered _____ for the job, but in the end I decided against it.
- 5 Have you finished _____ the newspaper yet?
- 6 We need to change our routine. We can't go on _____ like this.
- 7 It's better to avoid _____ during the rush hour.
- 8 My memory is getting worse. I keep _____ things.
- 9 I've put off _____ this bill so many times. I really must do it today.
- 10 I've given up _____ to learn Japanese. I was making no progress.
- 11 If you gamble, you risk _____ your money.
- 12 Would you mind not _____ me all the time? Let me speak!



6) Put the words in the right order.

1 Did she really say that? I (that / remember / her / saying / don't).

I don't remember her saying that

2 It's OK if you want to drive my car. I (driving / don't / it / you / mind).

I _____

3 What a stupid thing to do! Can (imagine / so stupid / being / you / anybody)?

Can _____

4 We can't control the weather. We (raining / stop / it / can't).

We _____

5 I'll be as quick as I can. I (waiting / want / keep / you / don't / to).

I _____

7) Use your own ideas to complete these sentences. Use -ing.

1 She's a very interesting person. I always enjoy talking to her

2 I'm not feeling very well. I don't fancy _____

3 I'm afraid there aren't any chairs. I hope you don't mind _____

4 It was a beautiful day, so I suggested _____

5 The movie was very funny. I couldn't stop _____

6 My car is unreliable. It keeps _____

8) Write sentences about yourself. Do you like these activities? Choose from these verbs: like / don't like love hate enjoy don't mind

- 1 (flying) *I don't like flying.* or *I don't like to fly*.....
2 (playing cards)
3 (being alone)
4 (going to museums)
5 (cooking).....
6 (getting up early).....



Thanks for attention

