

«Using The Laboratory Journal. Conditional
Mood(if I do ... and if I did ...).»



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 The Laboratory Journal. Conditional Mood.» (if I do ... and if I did ...) 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.

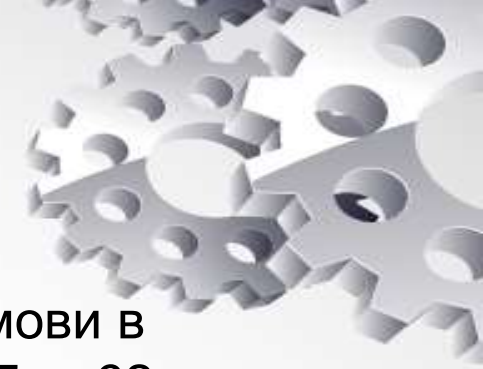
Task 4. Complete the following sentences.

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:

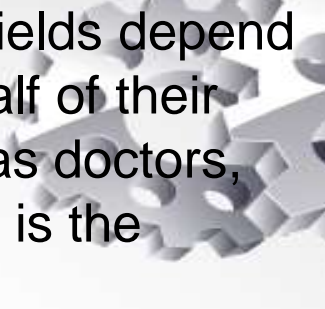


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Хід заняття (Procedure)



- 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.



Writing is important in the world of science and technology. Many jobs in scientific fields depend on clear written communication. Some say that scientists spend as much as one-half of their working hours writing. The major tool scientists, engineers, and many others such as doctors, surveyors, architects, or factory production workers use for written communications is the laboratory notebook or journal.


This book becomes the permanent record of collected data, experimental results, and conclusions. It is also a tool scientists use to help them in the process of “thinking-out” a problem, for asking questions, making speculations on paper, and clarifying hazy issues or concepts.

Students need to write, too, as part of their exploration of science and technology.

They need to practice writing in the journal, not only to record information and observations, but also as an essential means of learning. Learning to write is learning to think. It prepares the mind for discovery.

Students’ use of the laboratory notebook can be a novel experience for them. It can also become a symbol of scientific discovery and learning, a way they can relate to and identify with scientists, by having their own scientific “tool,” just like a real scientist or technologist.


After using the laboratory journal, some students may be motivated to take the scientific concepts they have learned with them and continue the data collection, information gathering, and application process on their own. Rules for writing in a laboratory journal are not important in this course.



The main task is to motivate students to write what they are thinking, observing, or need to remember—information that will be useful for the future. Students can use the journal, as scientists do, to think out a problem, ask questions, or clarify concepts. The important task is to get them to write, draw, think, and collect data in a notebook. Journals used in industry are bound so the numbered pages do not come out. Written items cannot be erased, and generally, any corrections are done with a single line drawn through the deleted word or words. For the practical experience of learning to write, the MST journal may be a loose-leaf three-ring binder. With a binder, students can add extra pages and classroom handouts, or they can take out a specific page and turn it in to the teacher to be read.

Keep in mind that the purpose of the journal is a learning tool. Clear writing promotes clear thinking. The emphasis of writing to learn is on learning content, not on writing skills themselves, although writing skills are likely to improve through practice. In reading student journals, you should not dwell on grammar, spelling, or other technical aspects of language.

The general rule should be: “If it does not interfere with clarity of meaning, ignore it.” As students become more familiar with their ability to use their journal, and as they observe other students organizing, writing, and outlining, they will develop an intrinsic sense for the usefulness of their writing and their ability to clearly present what they have learned.



The journal will then become for them a reference for following a procedure and for showing other students and the teacher what's been taking place in the classroom and laboratory as well as in a specific experiment. Successful student notebooks are an accountable indication of accomplishment when students have finished the course. Some MST teachers have emphasized the importance of the journal by assigning a portion of the student's grade to this activity.

The journal has also been used in open-book quizzes. Students are a little more motivated to use their journals daily when testing and grading are emphasized as part of the process. It is essential that you check student journals a minimum of once every other week. Make sure you provide students with written feedback, comments, or advice on their thinking/learning progress.



5) Complete the sentences. Choose from:

did dropped found happened lost was went

- 1 If you found a wallet in the street, what would you do with it?
- 2 Be careful with that vase. If you _____ it, it would break into small pieces.
- 3 This notebook is very important to me. I'd be very upset if I _____ it.
- 4 I don't expect to lose my job but if that _____, I'd have to find another one.
- 5 We're thinking about our holiday for next year. If we _____ to Italy, would you come with us?
- 6 I don't think he'll fail the exam. I'd be very surprised if he _____.
- 7 If there _____ a fire in the building, would you know how to put the fire out?

6) What do you say in these situations?

1 Of course you don't expect to win the lottery. Which do you say?

a If I win the lottery, I'll buy a big house. ☐

b If I won the lottery, I'd buy a big **house**. (b is correct) ☐

2 You're not going to sell your car because it's old and not worth much. Which do you say?

a If I sell my car, I won't get much money for it. ☐

b If I sold my car, I wouldn't get much money for it. ☐

3 You often see Sarah. A friend of yours wants to contact her. Which do you say?

a If I see Sarah, I'll tell her to call you. ☐

b If I saw Sarah, I'd tell her to call you. ☐

4 You don't expect that there will be a fire in the building. Which do you say?

a What will you do if there is a fire in the building? ☐

b What would you do if there was a fire in the building? ☐

5 You've never lost your passport. You can only imagine it.

a I don't know what I'll do if I lose my passport. ☐

b I don't know what I'd do if I lost my passport. ☐

6 Somebody stops you and asks the way to a bank. Which do you say?

a If you go right at the end of this street, you'll see a bank on your left. ☐

b If you went right at the end of this street, you'd see a bank on your left. ☐

7 You're in a lift. There is an emergency button. Nobody is going to press it. Which do you say?

a What will happen if somebody presses that button? ☐

b What would happen if somebody pressed that button? ☐



7) Complete the sentences.

- 1 I'd be very scared if **somebody pointed** (somebody / point) a gun at me.
2 I can't afford to buy a car. If (I / buy) a car, I'd have to borrow the money.
3 If you had a party, who (you / invite)?
4 Don't lend James your car. If (he / ask) me, I wouldn't lend him mine.
5 I don't think Gary and Emma will get married. (I / be) amazed if they did.
6 If (somebody / give) me \$20,000, (I / have) a long holiday.
7 (you / be) nervous if (you / meet) a famous person?
8 What (you / do) if (you / be) in a lift and (it / stop) between floors?

8) Write sentences beginning *If* ...

- 1 We're not going to take the 10.30 train. (we / arrive too early)
If we took the 10.30 train, we'd arrive too early
2 We're not going to stay at a hotel. (it / cost too much)
If we , it
3 There's no point in telling you what happened. (you / not / believe)
If I
4 Sally has no plans to leave her job. (it / hard to find another one)
If she
5 Kevin is not going to apply for the job. (he / not / get it).
.....

Thanks for attention

