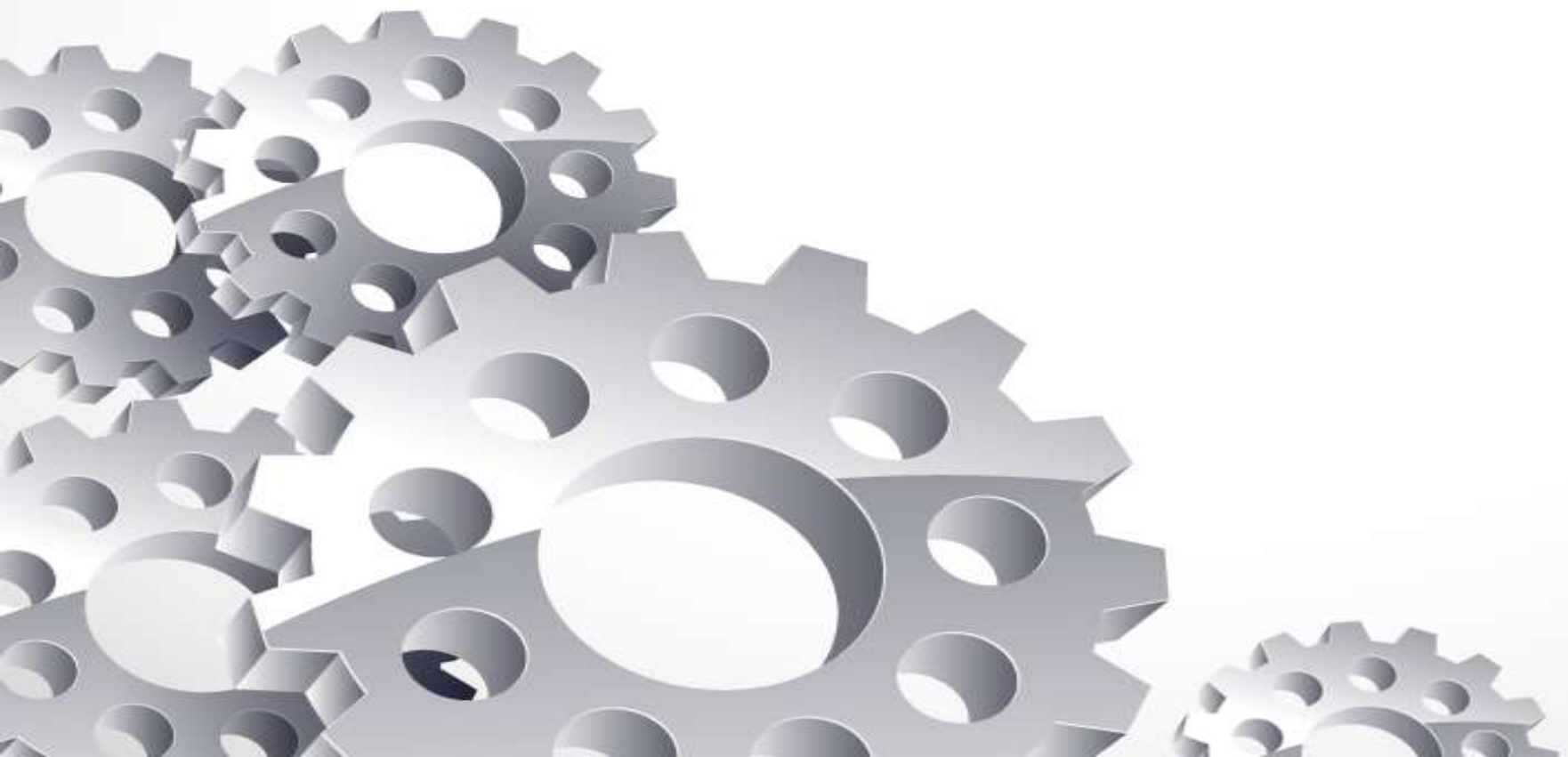


## «Journal Writing Activities. Subjunctive 2.»



# 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 «Journal Writing Activities. Subjunctive 2.» Grammar revision
3. Listening, reading, writing, speaking.
4. Grammar activity.

## 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:

- 1.Кравець Р.А. Лінгвокраїнознавчі аспекти викладання граматики англійської мови в аграрному ВНЗ: методичні рекомендації / Р.А. Кравець. – Вінниця : ВНАУ, 2017. – 62 с.
- 2.Ковальова К. В. Волошина О.В Англійська мова: Методичні вказівки для практичних занять та самостійної роботи студентів денної та заочної форм навчання з іноземної мови спеціальності 075 «Маркетинг», 073 «Менеджмент», галузі знань 07 «Управління та адміністрування» – Вінниця, 2020. – 100 с.
- 3.Modern English-Ukrainian Dictionary: Over 160,000 Words and Expressions / Mykola Ivanovych Balla. – Kyiv: Chumatskiy Shliakh pub., 2007. – 668 p.
- 4.The Oxford Dictionary of Business World. (2020) //Gen.Editors Dr Alan Isaacs, Ms Elizabeth Martin. Oxford: Oxford University Press
- 5.Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник: Мова англ., укр. Київ: ТОВ «ВП Логос-М», 2020.
- 6.Голіцинський Ю. Граматика. Збірник вправ. Київ: Інкос, 2020.
- Murphy R. English Grammar in Use /Murphy R. – Cambridge University Press, 2021.

## 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.

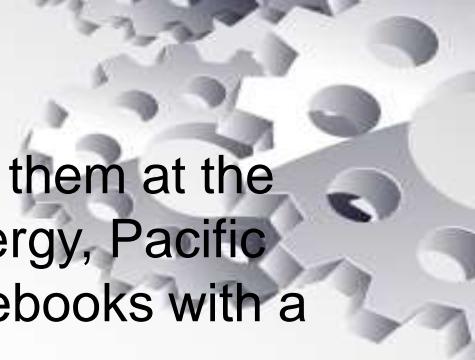


You will need to promote using the laboratory journal because many students have learned to think of writing as a difficult task. Daily writing is essential in the MST class for students. A number of activities follow that can be used to stimulate student writing. Journal Write. The purpose of this exercise is to get as much information and as many questions onto paper as quickly as possible.

Some information may be facts students want to remember, or questions students would like to have answered because an article they read had insufficient information, or the student didn't have sufficient background to understand it. • Distribute a short article (1-2 pages) from a current materials periodical to each student (a list of periodicals is provided in the Appendix). Give students a specified period of time (i.e., 5 minutes) to read the article.

At the end of the time period, tell students to stop reading, even if they all haven't finished the article, and have them begin to write, again, for a specific time period. To help students start writing, give them some writing prompts (see sidebar).

You can use an overhead projector, the chalkboard, or hand out the prompts on paper.



When time is up, have students count the number of words they wrote, and record them at the bottom of the page.<sup>58</sup> Creating an MST Environment 2.12 U.S. Department of Energy, Pacific Northwest National Laboratory • After a journal write, have students exchange notebooks with a partner.

Partners read each other's journals and make comments on the page about the writing (i.e., "Looks good!" or "I wish I could organize my thoughts as well as you did," or "I found the answer to your question a little later in the article"). • Have partners discuss the article or their writing for a short time. These partner activities allow students to learn from other students' strengths and insights as to how they accomplished the task. • Have the whole class discuss the article and writing experience.

Students could be inspired by the article, and learning about a scientific concept or technological process would be a group motivator. • Use questions evolving from the journal write for student research. Have students find a resource in the community to answer a particular question, or invite a local "expert" to come to class and talk about the question. • To vary the journal write activity, have students jot down what they already think they know about a topic or article they will read. They can also write questions they hope the article will answer or predict the author's major points. After reading the article, students can then respond to what they wrote. Make summary of the text in English.





#### 4) Put the verb into the correct form.

- 1 If I knew (I / know) his number, I would phone him.
- 2 I wouldn't buy (I / not / buy) that coat if I were you.
- 3 ..... (I / help) you if I could, but I'm afraid I can't.
- 4 This soup isn't very nice. .... (it / taste) better if it wasn't so salty.
- 5 We live in a city and don't need a car, but we would need one if .....  
(we / live) in the country.
- 6 If we had the choice, ..... (we / live) in the country.
- 7 I'd make a lot of changes if ..... (I / be) the manager of the company.
- 8 I wouldn't call someone in the middle of the night if ..... (it / not / be) important.
- 9 If I were you, ..... (I / not / wait). ..... (I / go) now.
- 10 You're always tired because you go to bed so late. If ..... (you / not / go)  
to bed so late every night, ..... (you / not / be) tired all the time.
- 11 I think there are too many cars. If ..... (there / not / be) so many cars,  
..... (there / not / be) so much pollution.
- 12 We all need jobs and money, but what ..... (you / do) if





..... (you / not / have) to work?

**5) Write a sentence with *if* ... for each situation.**

1 We don't see you very often because you live so far away.

*If you didn't live so far away, we'd see you more often.*

2 I like these shoes but they're too expensive, so I'm not going to buy them.

I ..... them if ..... so .....

3 We'd like to go on holiday, but we can't afford it.

We ..... if .....

4 It would be nice to have lunch outside but it's raining, so we can't.

We .....

5 I don't want his advice, and that's why I'm not going to ask for it.

If .....



## 6) Write sentences beginning *I wish* ... .

- 1 I don't know many people (and I'm lonely). *I wish I knew more people* .....
- 2 I don't have much free time (and I need more). I wish .....
- 3 Helen isn't here (and I need to see her) .....
- 4 It's cold (and I hate cold weather) .....
- 5 I live in a big city (and I don't like it) .....
- 6 I can't find my phone (which is a problem) .....
- 7 I'm not feeling well (which isn't good) .....
- 8 I have to get up early tomorrow (but I'd prefer to sleep late) .....
- 9 I don't know much about science (and I should know more) .....

## 7) Write your own sentences beginning *I wish* ... .

- 1 (somewhere you'd like to be now – on the beach, in New York, in bed etc.)  
I wish I .....
- 2 (something you'd like to have – a motorbike, more friends, lots of money etc.)  
.....
- 3 (something you'd like to be able to do – sing, travel more, cook etc.)  
.....
- 4 (something you'd like to be – famous, more intelligent, good at sport etc.)  
.....

# Thanks for attention

