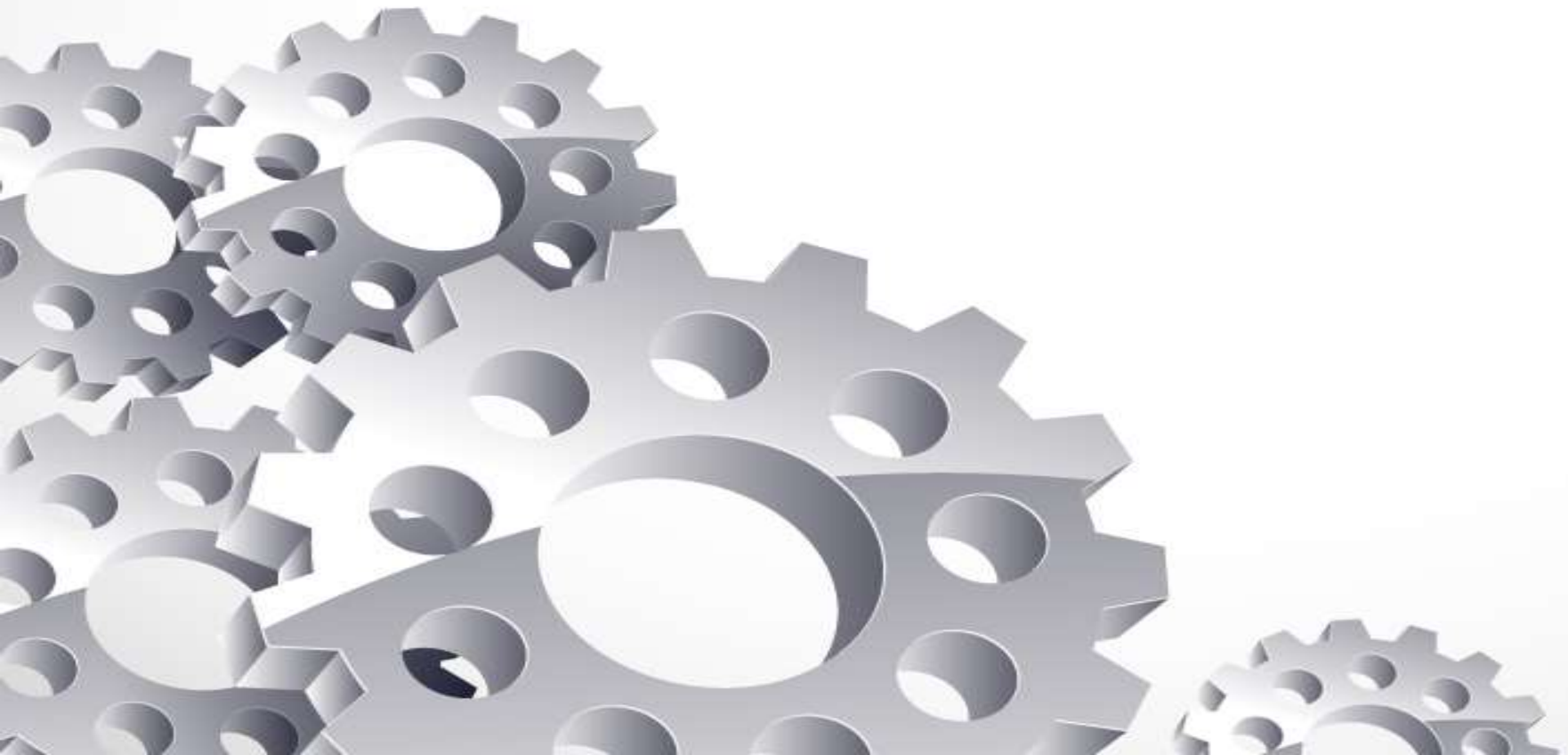


«Fostering Creativity.» Subjunctive1 (I wish)



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

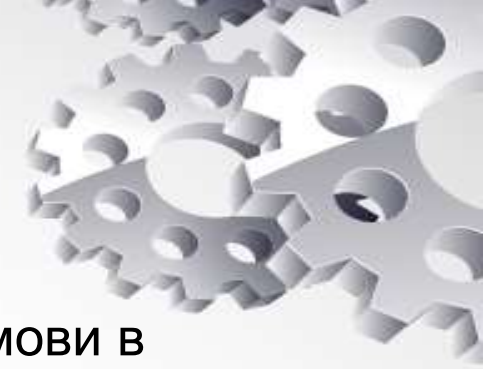


Plan:

1. Vocabulary activity.
 2. Discussing of the topic «Fostering Creativity.» Subjunctive1 (I wish) 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.



Setting up a classroom/laboratory environment where the focus of learning is discovery and exploration provides a unique opportunity for students to develop and enhance their creativity. The MST course's inquiry approach to problem solving, the experimental design model with open-ended experimentation, and projects all help students use their creative skills.

All students are capable of being creative, but their creativity generally has not been tapped and at times has been stifled by our formal educational process. The standard learning approaches—passively reading textbooks, listening to lectures, and doing cookbook-style labs with “set” results that guarantee the right answer—have created “fearful” students, who are not willing to take risks because they might get the wrong results.



Part of fostering the creative process is letting students make mistakes. Because the MST program emphasizes the learning process over right answers, it takes the pressure off students of always having to be right. The learning environment provides them instead a freedom to experiment with their own hypotheses, make some mistakes, and learn from their failures. Making mistakes means acknowledging unexpected results or unpredicted scientific outcomes. It doesn't mean sloppy experimentation or poor safety practices, ignoring materials or processes that would lead to an injury, fire, or explosion. Learning from mistakes is key to the scientific process. Battelle's Gene Eschbach is first to admit and reinforce this concept. In an article Gene wrote about his early work experience at RCA Laboratories, he describes his experience related to making mistakes (see box, next page).

5) Read text 2 and fill in the blanks (11-20) with the appropriate words (A-B):

Arthur was a chess champion who was so far undefeated in any tournament he'd entered. He was also someone his entire country could take great (11)..... in, as the press as a chess (12)..... His next tournament was unlike any other he had faced. With much reservation, he had finally decided to (13)..... a match where his opponent was a computer. (14)..... Arthur had a reputation for beating his opponents quickly, he knew this time would be different. Arthur wouldn't be the first chess player to do battle with a computer. There was Garry Kasparov, who competed (15)..... the computer Deep Blue in 1996. He ultimately won that tournament, but lost a year later. Arthur had not lost a single tournament yet, so to choose to battle a computer could be a big mistake. But, considering he had (16)..... off so many human competitors, Arthur imagined it was about (17)..... he turned up the pressure. The day of the tournament came, and Arthur suffered huge disappointment. He lost both matches that day, which upset him greatly, and he almost felt like throwing in the (18)..... and not finishing the rest of the tournament. Rather than be a (19) loser, however, Arthur got back out there the next day. He (20)..... three matches, but won the very last one. Although this victory was bittersweet, Arthur was happy that he'd won at least one match.

| | A | B | C | D |
|----|----------|----------|----------|----------|
| 11 | hope | strength | faith | pride |
| 12 | genius | tycoon | token | mentor |
| 13 | agree | accept | admit | approach |
| 14 | as | because | despite | although |
| 15 | against | over | around | aside |
| 16 | seen | taken | won | made |
| 17 | time | hour | moment | point |
| 18 | rag | cloth | towel | shirt |
| 19 | saggy | bad | exciting | ill |
| 20 | defeated | lost | beat | failed |



6) Put in *wish(ed)* or *hope(d)*.

- 1 I...wish you a pleasant stay at this hotel.
- 2 Enjoy your holiday. I..... you have a great time.
- 3 Goodbye. I..... you all the best for the future.
- 4 We said goodbye to each other and..... each other luck.
- 5 We're going to have a picnic tomorrow, so I..... the weather is nice.
- 6 Congratulations on your new job. I..... you every success.
- 7 Good luck in your new job. I..... it works out well for you.

7) Complete the sentences.

- 1 Jack is going on a trip to Mexico soon. I wish I...was going too.
- 2 I'm very tired and I have so much to do. I wish I..... so tired.
- 3 You didn't tell me you were ill. Why not? I wish you..... **me.**
- 4 I don't have enough free time. I wish I..... more free time.
- 5 I can't make up my mind what to do. I wish I..... **decide.**
- 6 I bought these shoes, but now I don't like them. I wish I..... **them.**
- 7 We have to go out now and I don't want to go. I wish we..... to go out now.
- 8 Unfortunately I couldn't go to the wedding last month. I wish I could.....



8) What do you say in these situations? Write sentences with *I wish ... would ...* .

1 It's raining. You want to go out, but not in the rain.

You say: *I wish it would stop raining*

2 You're waiting for Jane. She's late and you're getting impatient.

You say to yourself: I wish she

3 You're looking for a job – so far without success. Nobody will give you a job.

You say: I wish somebody

4 You can hear a dog barking. It's been barking a long time and you're trying to study.

You say:

For the following situations, write sentences with *I wish ... wouldn't ...* .

5 Your friend is driving very fast. She always drives fast and you don't like this.

You say to her: I wish you

6 Joe leaves the door open all the time. This annoys you.

You say to Joe:

7 A lot of people drop litter in the street. You don't like this.

You say: I wish people



9) Put the verb into the correct form.

- 1 It was a stupid thing to say. I wish I hadn't said it. (I / not / say)
- 2 I'm fed up with this rain. I wish it would stop. (it / stop)
- 3 It's a difficult question. I wish _____ the answer. (I / know)
- 4 I really didn't enjoy the party. I wish _____. (we / not / go)
- 5 I wish _____. We've been waiting for 20 minutes. (the bus / come)
- 6 You're lucky to be going away. I wish _____ with you. (I / can / come)
- 7 Our flat is rather small. I wish _____ a bit bigger. (it / be)
- 8 I should have listened to you. I wish _____ your advice. (I / take)
- 9 You keep interrupting me! I wish _____. (you / listen)
- 10 You're always complaining. I wish _____ all the time. **(you / not / complain)**
- 11 It's freezing today. I wish _____ so cold. I hate cold weather. (it / not / be)
- 12 I wish _____. It's horrible! (the weather / change)
- 13 I wish _____ a piano. I'd love to have one. (I / have)
- 14 When we were in London last year, we didn't have time to see all the things we wanted to see.
I wish _____ there longer. (we / can / stay)

Thanks for attention

