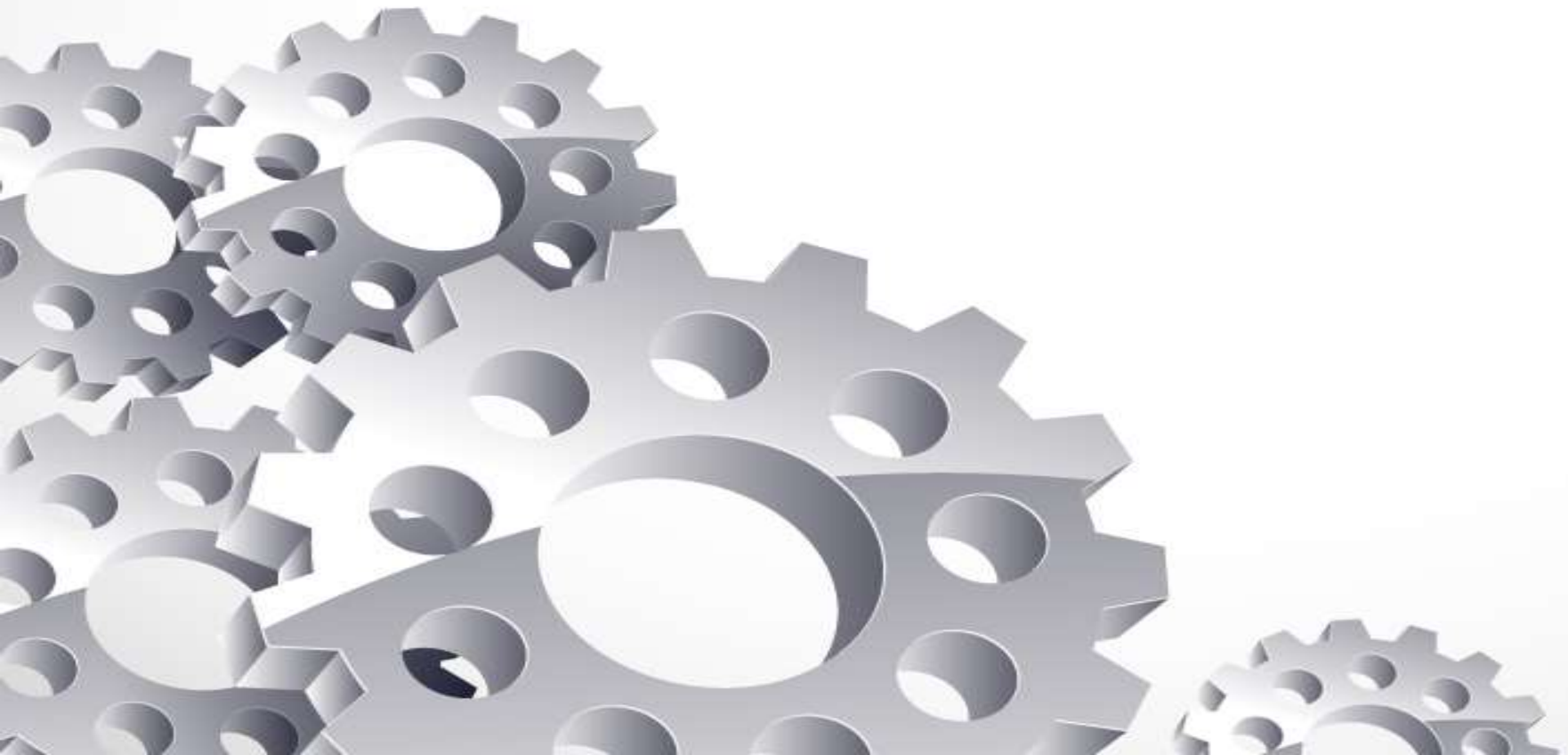


«How is Basic Science Linked to Everyday Materials? Passive 2 (be done / been done / being done)»

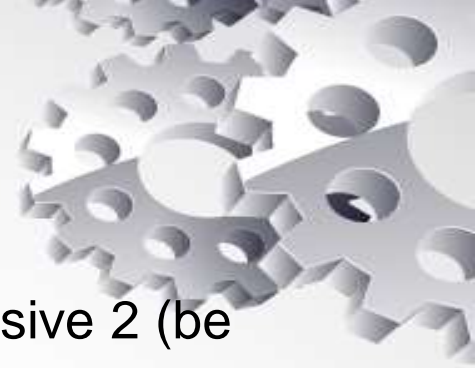


Objectives:

- 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

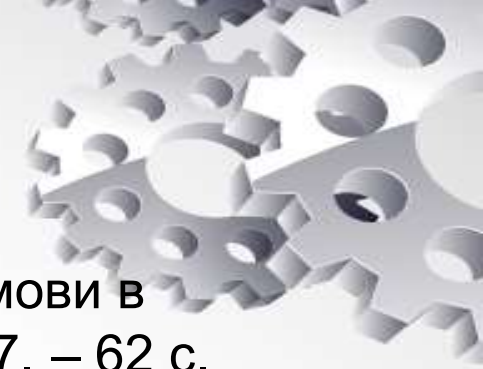


Plan:



1. Vocabulary activity.
 2. Discussing of the topic «How is Basic Science Linked to Everyday Materials? Passive 2 (be done / been done / being done)» 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.
- Read text 1 and fill in the blanks (1-10) with the appropriate words (a-j):

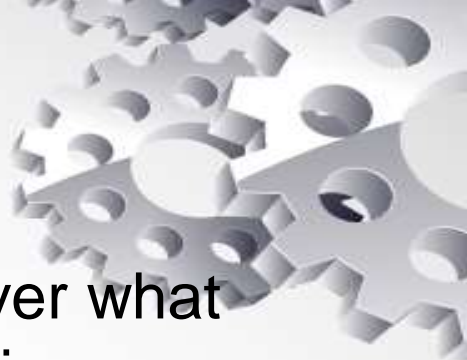
Text 1

- a) stuff
- b) material
- c) profound
- d) science
- e) experiment
- f) events
- g) electrons
- h) localized
- i) classes
- j) products





A primary application of materials (1) is matching the right material or combination of materials to the intended purpose and use of a specific product, such as a car. To do this, materials scientists must consider such things as the weight and strength of a certain (2) as well as its ability to conduct electricity or insulate the product from heat. They must also consider the material's chemical stability, corrosion resistance, and economy. This is the basic science part. Table 1.1 shows some of the properties the major (3) of materials exhibit. We use observable properties of materials to show the consequences of atomic- and molecular-level (4). How atoms in different materials are bonded makes a (5) difference in the properties they exhibit.



As students (6) with the different classes of materials, they will discover what terms like ductility mean and what makes these properties important in designing and producing (7). Take the properties of metal, for example. The shared outer (8) of metal are wholly or partially responsible for high electrical conductivity, high thermal conductivity, and ductility.

Ceramics exhibit the opposite properties as their (9), mostly ionic, bonding produces low electrical and low thermal conductivity and contributes to the extreme brittleness of ceramics. Students will also see as they experiment why one class of material is preferred over another for certain (10) and how they can change or “improve” certain materials.



1) Complete these sentences. Use the following verbs in the passive:

arrest carry cause delay do forget keep knock know make repair send

Sometimes you need have (might have, would have etc.).

- 1 The situation is serious. Something must be done before it's too late.
- 2 I haven't received the letter yet. It might have been sent to the wrong address.
- 3 A decision will not _____ until the next meeting.
- 4 These documents are important. They should always _____ in a safe place.
- 5 This road is in bad condition. It should _____ a long time ago.
- 6 The injured man couldn't walk and had to _____.
- 7 If you hadn't shouted at the policeman, you wouldn't _____.
- 8 I'm not sure what time I'll arrive tomorrow. I may _____.
- 9 It's not certain how the fire started. It might _____ by an electrical fault.
- 10 A new school is being built. The old one is going to _____ down.
- 11 The election is next Sunday. The full results will _____ on Tuesday.
- 12 Last week they weren't speaking to one another. Now they're happy again. The problem seems to _____.



2) Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.

- 1 There's somebody behind us. (We / follow) We're being followed.
- 2 This door is a different colour, isn't it? (you / paint?) Have you painted it?
- 3 My bike has disappeared. (It / steal!) It
- 4 My umbrella has disappeared. (Somebody / take) Somebody
- 5 A neighbour of mine disappeared six months ago.
(He / not / see / since then) He
- 6 I wonder how Jessica is these days.
(I / not / see / for ages) I
- 7 A friend of mine was stung by a bee recently.
(you / ever / sting / bee?) you
- 8 The bridge was damaged recently.
(It / repair / at the moment) It
- 9 Tom's car was stolen recently.
(It / not / find / yet)
- 10 I went into the room and saw that the table and chairs were not in the same place.
(The furniture / move) The



3) Instead of using 'somebody', 'they' etc., write a passive sentence.

1 Somebody has cleaned the room. The room has been cleaned.

2 They are building a new road around the city.

A.....around the city.

3 They have built two new hotels near the airport.

Two.....near the airport.

4 When I last visited, they were building some new houses here.

When I last visited, some.....

5 The meeting is now on 15 April. They have changed the date.

The date of.....

6 I didn't know that somebody was recording our conversation.

I didn't know that our.....

7 Is anyone doing anything about the problem?

.....**anything**the.....problem?

8 The windows were very dirty. Nobody had cleaned them for ages.

The windows were very dirty. They.....

Thanks for attention

