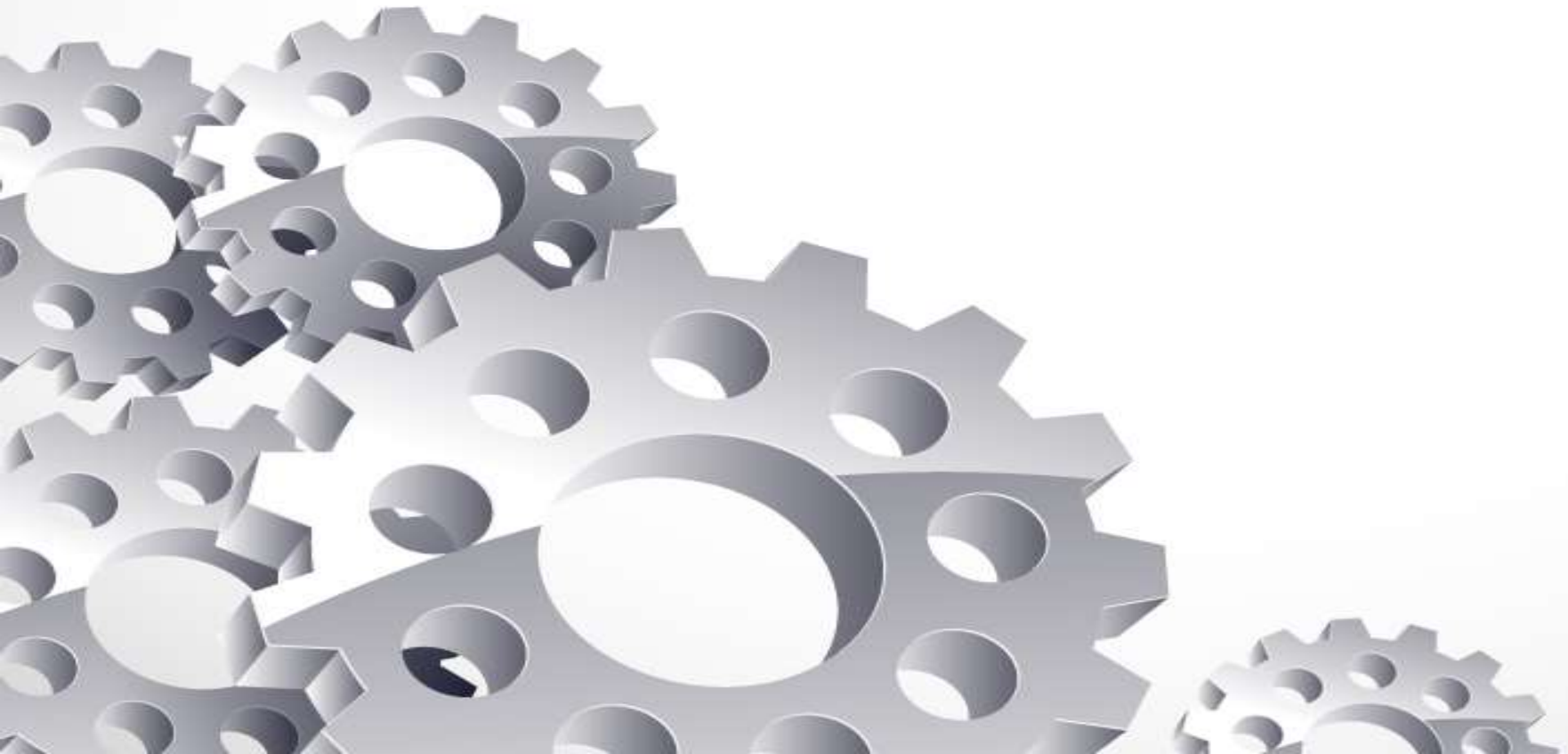


«The Project as a Problem-Solving Tool »  
«prefer and would rather»



# 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 «The Project as a Problem-Solving Tool.» «prefer and would rather»  
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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The Project as a Problem-Solving Tool Many students choose to design and create metal belt buckles as a project. It would be easy for the teacher to give students a recipe for how to make the metal and directions for what kind of buckle to make, but that would defeat the purpose of MST.

Instead, you must guide students in creating a design, selecting the type of alloy they think most appropriate to make their projects, right or wrong, and let them experiment with it. Naturally, in the process of making the buckle, they will encounter problems with the material, such as bubbles forming between the mold and the metal, or the metal deforming too easily because it is too soft or heavy.

But these problems are the tools that give students opportunities to develop critical thinking skills, handiness, creativity, and problem-solving techniques. In using the hands-on problem-solving approach with the metal belt buckle project, for example, students become familiar with the individual elements in the alloy.

As students experiment with it, changing proportions of the elements to obtain a metal that is either softer and easier to work, or tougher and more resistant to deformation, they experience alloying first-hand, but they also learn an invaluable lesson about problem solving, how to change materials to meet desired requirements, and they get the personal satisfaction of having worked through a problem.

**5) Read text 1 and fill in the blanks (1-10) with the appropriate words (a-j):**

a) design	f) processing
b) re-programmed	g) assembly
c) machines	h) automation
d) quantities	i) transfer
e) product	j) equipment



Manufacturing is one of the most important application fields for (1) technology.

There are several types of automation in manufacturing. The examples of automated systems based in manufacturing are described below.

Fixed automation, sometimes called «hard automation» refers to automated (2) in which the (3) configuration allows fixed sequence of (4) operations. These machines are programmed by their (5) to make only certain processing operations. They are not easily changed over from one (6) to another. This form of automation needs high initial investments and high production rates. That is why it is suitable for products that are made in large volumes. Examples of fixed automation are machining (7) lines found in the automobile industry, automatic (8) machines and certain chemical processes.

Programmable automation is a form of automation for producing products in large (9), ranging from several dozen to several thousand units at a time. For each new product the production equipment must be (10) and changed over. This reprogramming and changeover take a period of non-productive time.





6) Complete the sentences. Sometimes you need one word, sometimes more.

A

B

- 1 Shall we walk home?
- 2 Do you want to eat now?
- 3 Would you like to watch TV?
- 4 Do you want to go to a restaurant?
- 5 Let's go now.
- 6 What about a game of tennis?
- 7 I think we should decide now.
- 8 Would you like to sit down?
- 9 Do you want me to come with you?

- I'd rather* get a taxi.
- I'd prefer *to wait* till later.
- I'd ..... to listen to some music.
- I'd rather ..... at home.
- ..... wait a few minutes.
- I'd prefer ..... for a swim.
- I'd ..... think about it for a while.
- ..... to stand.
- I'd rather ..... alone.

7) Now use the same ideas to complete these sentences using *than* and *rather than*.

- 10 (1) I'd rather *get* a taxi *than wait for a bus*.
- 11 (3) I'd rather ..... some music .....
- 12 (4) I'd prefer ..... at home .....
- 13 (6) I'd rather ..... for a swim .....
- 14 (7) I'd prefer ..... about it for a while .....





**8) Complete the sentences using *would you rather I ...* .**

- 1 Are you going to make dinner or *would you rather I made it* ?
- 2 Are you going to pay the bill or would you rather ?
- 3 Are you going to do the shopping or ?
- 4 Are you going to phone Tina or ?

**9) Use your own ideas (one or two words) to complete these sentences.**

- 1 'Shall I tell Anna what happened?' 'No, I'd rather she *didn't* know.'
- 2 You can stay here if you want to, but I'd rather you \_\_\_\_\_ with us.
- 3 I don't like this programme. I'd rather not \_\_\_\_\_ it.
- 4 I'd rather work outdoors \_\_\_\_\_ work in an office.
- 5 This is a private matter. I'd rather you \_\_\_\_\_ tell anybody else.
- 6 The weather here isn't bad, but I'd rather it \_\_\_\_\_ a little warmer.
- 7 I don't want to go to the match. I'd prefer \_\_\_\_\_ it on TV.
- 8 'Do you mind if I open the window?' 'I'd rather you. \_\_\_\_\_ I'm feeling cold.'
- 9 I hate doing the shopping. I'd rather somebody else \_\_\_\_\_ it.
- 10 I'd prefer to go to the beach \_\_\_\_\_ go shopping.



10) Which do you prefer? Write sentences using '*I prefer (something) to (something else)*'.

1 (driving / travelling by train)

*I prefer driving to travelling by train.*

2 (basketball / football)

I prefer .....

3 (going to the cinema / watching movies at home)

I ..... to .....

4 (being very busy / having nothing to do)

I .....

Now rewrite sentences 3 and 4 using *rather than*:

5 (1) *I prefer to drive rather than travel by train.*

or *I prefer driving rather than travelling by train.*

6 (3) I prefer .....

7 (4) .....

# Thanks for attention

