

# UNIT 3

Unit 3	Working Process / Language Skills								
Design Liaison 设计创意	Scheme Presentation	→	Discussion on Conceptual Design	→	Sketching	→	Sketch Modification & Finalizing		
	↓		↓		↓		↓		
	Reading A	→	Listening & Speaking	→	Reading B	→	Practical Writing	→	Simulated Writing
	Conceptual Design	→	Brainstorming, Discussion	→	Sketching with Illustration	→	Meeting Minutes	→	Design Approval Form

## 单元流程说明:

1. 本单元结合工业设计中的典型工作流程、工作场景，概述设计行业中的第三个工作环节——“设计创意”；
2. **方案展示**：设计小组根据创意简报拟定设计方案，并以概念设计的形式在小组内部进行展示 (Reading A)；
3. **方案讨论**：小组成员集思广益，就造型、材料、结构、设计元素等进行评价，展开讨论，以激发设计灵感 (Listening & Speaking)；
4. **制作设计草图及说明**：设计小组依据讨论结果制作设计草图并附以简要文字说明 (Reading B)；
5. **草图修改及定稿**：设计小组召开会议对草图进行讨论、修改，形成会议纪要 (Practical Writing)，制定草图定案书 (Simulated Writing)。

## Warming-up

### Task 1

#### Key

- |                      |                    |                          |
|----------------------|--------------------|--------------------------|
| 1. product designer  | 2. Sketching       | 3. 3-dimensional drawing |
| 4. conceptual design | 5. design approval | 6. design concepts       |

### Task 2

#### Key

1. B    2. C    3. D    4. A

# Reading A

## Background Information

### 1. Conceptual design

**Conceptual design** is the explicit construction of the ideas or concepts that a user needs to learn about what a product is, what it can do, and how it is intended to be used. It may also address what a product is not, what it can't do, and how it is not intended to be used. Conceptual design is done from the user's point of view.

### 2. Need identification

**Need identification** is one stage in a seven-stage personal selling process, namely, preapproach, approach, need identification, presentation, handling objections, closing the sale, and post-sale follow-up. At this stage, the salesperson will attempt to help the buyer identify and quantify a business need or a "gap" between where the client is today and where they would like to be in the future. Based on that gap, needs can be clarified to determine if the solution will fill all, or part of the overall gap.

### 3. Photorealism

**Photorealism** is the genre of painting based on making a painting of a photograph. The term is primarily applied to paintings from the United States photorealism art movement that began in the late 1960s and early 1970s. It is also sometimes labeled as Super-Realism, New Realism, Sharp Focus Realism, or Hyper-Realism.

### 4. Rapid prototyping

**Rapid prototyping** is the automatic construction of physical objects using solid freeform fabrication. Rapid prototyping takes virtual designs from computer aided design (CAD) or animation modeling software, transforms them into thin, virtual, horizontal cross-sections and then creates each cross-section in physical space, one after the next until the model is finished. It is a WYSIWYG (What you see is what you get) process where the virtual model and the physical model correspond almost identically.

## Task 1

### Objectives:

- ▶ Ss know conceptual design.
- ▶ Ss are able to compare the two methods of conceptual design.

**Time:** 10 minutes

### Steps:

- ▶ Ss do this in small groups to brainstorm the ideas.
- ▶ Circulate to assist if necessary and write useful vocabulary on the board.
- ▶ Get one or two groups to report back to the whole class.
- ▶ The rest of the class should listen and be prepared to discuss whether they agree or disagree with the speakers.

### Notes:

- ▶ Accept any ideas as this is simply a way of getting Ss to think about the topic. When making a comment, encourage rather than dishearten. Emphasize any good point made by Ss. To encourage fluency, don't always try to interrupt.
- ▶ When doing a whole-class feedback session, give each speaker a time limit.

### Suggested Answers

	A	B
<b>Methods</b>	freehand sketching	digital sketching
<b>Tools</b>	paper pencil/ marker	digital table digital pen
<b>Strength</b>	Allow designers to try out new ideas on paper quickly and economically at any time and place.	1. Sketch lines directly into a 3D scene. 2. Allow easy modification and repeatability. 3. The output can be used for a formal presentation.
<b>Weakness</b>	Cannot reflect depth or precisely express designers' thoughts graphically.	Not be handier than freehand sketching.

## Translation

### 概念设计

概念设计与需求确认和需求分析一起构成设计过程的初始阶段。作为产品开发的早期阶段，它可以减少后期因设计变更而导致的费用支出，这对于产品能否取得成功有重要作用。概念设计，或称“创意设计”，是对设计产品进行总体的界定描述。在设计项目的这一阶段，设计人员会对多种不同的设计构思进行探讨和评估，然后选定最终的概念设计。设计人员通常使用的概念设计方法有很多种。

传统的做法始于草图绘制，最常见的是在餐巾上绘草图。譬如，你与客户或同事在餐馆里谈论产品的设计需求，这时有人提出了一个有趣的想法，你随手抓起一只笔和一张干净的餐巾，短短几分钟内就形成了一个概念。这种草图虽不完美，却为日后的产品开发播下了种子。回到办公室后，你将餐巾交给某位设计师整理，他会用铅笔绘制成图，进一步明晰设计思路。一旦图案合意，可再做进一步的完善。可能你需要就不同的构思绘制多张草图，每一种构思通向一条新的设计思路。这就是创意设计，即探求设计思路的方式。听上去这似乎有些耗费时间，但通常都是非常值得的。

现代做法与传统的基本相似，只是所用工具不同。你仍然可以在餐巾纸上画出草图，但不用再将其交给某位画家，而只需扫描草图并将其导入设计软件。现在，许多概念设计师除发挥自身的绘画天赋外，还采用3D制图软件以便绘制出极具真实感的效果图。在利用现代的三维计算机模型进行创作时，你可以在同一个初始模型上自由地摸索各种创作思路。这种现代计算机化设计方式的另一个优点是，你可以用三维模型生成快速设计原型。尽管绘制的草图内容一样详实，但手拿实物模型反复思考是任何其他方法都无法比拟的。

#### Task 2

**Objective:** Ss can read a passage for main ideas.

**Time:** 5 minutes

**Steps:**

- ▶ Ss read the text silently.
- ▶ Ss work in pairs.
- ▶ Ss take turns asking each other the questions

about the passage. Ss answering the questions should close their books.

- ▶ Check answers with the whole class.

**Note:**

- ▶ Encourage Ss to answer by forming a complete sentence.

**Suggested Answers**

1. Conceptual design is an early stage of the design process, during which many different ideas are explored and evaluated.
2. Transition.
3. Two. Traditional freehand sketching and computerized sketching.
4. It's handy and fast.
5. It gives you the freedom to explore different directions and helps to generate rapid prototyping models.

#### Task 3

**Objective:** Ss can skim a passage for specific information.

**Time:** 5 minutes

**Steps:**

- ▶ Ss work individually.
- ▶ Check answers with the whole class by getting individual students to correct the false statements.

**Key**

1. True      2. Not mentioned      3. True
4. False      5. False

#### Task 4

**Objective:** Ss get more information on CAD.

**Time:** 10 minutes

**Steps:**

- ▶ Ss work in groups to explore this topic.
- ▶ Circulate while Ss are discussing and write useful vocabulary on the board.
- ▶ Ss write a brief report or make an oral presentation to the class.

**Note:**

- ▶ Encourage Ss to consider both sides of the argument before reaching their own conclusions.

(open)



# Listening

**Task 1**

**Objective:** Ss can accurately match the people with the correct information.

**Time:** 5 minutes

**Script**

(In the office of General Manager)

**Robert:** Hi, Simon, come in, please.

**Simon:** Hi, Robert.

**Robert:** Simon, I want to congratulate you on your NOVA Project! You've done quite a good job! You really deserve the title of "Chief Designer"!

**Simon:** Thank you, Robert. I appreciate it. It was a very interesting project. I really enjoyed working on it.

**Robert:** Now, we have a new project, the Time-Carving Project. I want you to take charge of it.

**Simon:** My pleasure. What about asking my assistant, Mary, to be here? So we can discuss it together.

**Robert:** Well, I have a meeting in a few minutes. I think we should meet tomorrow morning. We'd better ask Richard, the Marketing Manager, to attend the meeting too.

**Simon:** We could also invite John Thomson, professor of Visual Arts. He always has great ideas for product design.

**Robert:** Great. I'll ask my secretary, Jane, to arrange it.

**Key**

Simon—Chief Designer

Robert—General Manager

Mary—Assistant Designer

Richard—Marketing Manager

John Thomson—Professor of Visual Arts

Jane—Secretary of General Manager

**Task 2**

**Objective:** Ss can accurately write down the missing words in the opening speech of a meeting.

**Time:** 10 minutes

**Script & Key**

(The opening speech by Robert Miller)

Hello, everyone. Thank you for your coming. Our main aim today is to discuss the new Time-Carving Project. It's a real challenge. If we succeed, we'll not only make huge profits but also improve our popularity in the international market. Now, Jane, would you please distribute the handouts? (*seconds later*) Well, as you all see, this project will take part in the Global 2009 Spark Design Competition. This is a fresh, modern qualification system that recognizes new processes and technologies. It's also a bold new forum that highlights the best ideas and designs of both professional and up-and-coming designers. The sponsors and media partners include Hewlett-Packard, Smart Design, Hong Kong Designers Association, California College of the Arts, UC Berkeley College of Environmental Design, and 360 Magazine of China. So, this year's competition will be a big attraction for designers, design firms, manufacturers, institutions and ad agencies.

**Task 3**

**Objective:** Ss can listen for specific information in a meeting.

**Time:** 15 minutes

**Script**

**Robert:** As we're good at watch design, we'll design some kind of watch to participate in the competition. Now, everyone, what are your suggestions!

**Mary:** I think we could design a gift watch. There are many occasions for gifts: birthdays, Valentine's Day, Christmas, graduation, etc.

**Richard:** A gift watch. Uh... a good idea. But it's too general. And there are already lots of Valentine's watches, birthday watches, and Mother's Day watches on the market. We need something new and specific.

**Simon:** How about designing a gift watch to celebrate the birth of a dog? Lots of families have pet dogs, and the birth of a dog can be a

case for celebration.

**Richard:** That might not be a good idea as far as marketing is concerned.

**Robert:** Professor Thomson, what do you think?

**John Thomson:** Well, I agree with Richard. It would be difficult to market. So, how about a gift watch for people who are visually impaired?

**Richard:** Ah! A gift watch for blind people. It's certainly a new concept and very focused. It has potential.

**Simon:** I agree with Professor Thomson.

**Mary:** I support it too.

#### Key

1. A    2. C    3. A    4. B    5. A

#### Task 4

**Objective:** Ss can record specific information in a meeting.

**Time:** 15 minutes

#### Script

**Robert:** Well, it seems we're all in favor of a gift watch for the blind. Now, let's move to the second topic: how would we design such a watch?

**Mary:** May I have a suggestion? I think we could put a digital device in the watch.

**Simon:** No, no, I disagree. Digital devices use sound to tell the time, so users couldn't check their watches without being noticed.

**John:** Yeah, I have to agree with Mr. Smith. We'd better design something silent.

**Robert:** Well, Professor Thomson, you have quite an interesting idea. Would you please tell us more about it?

**John:** Well, in order to allow the users to check the time unnoticed, we can rely on their sense of touch. We could design the face of the watch with two ring-like circles—one for telling the hour and one for telling the minute. The minute "ring" might be the outermost, while the hour "ring" might be the innermost. Then, users could check the time with a touch of their fingers.

**Simon:** Great! Since it's a gift watch, we might also print a special message on the back of the case.

**Mary:** I agree with Mr. Smith. And we could design a special strap to make it beautiful.

#### Suggested Answers

**Mary's idea:** We could put a digital device in the watch.

**Simon's comments:** Users can't check their watches without being noticed.

**Professor Thomson's comments:** I have to agree with Mr. Smith.

**Professor Thomson's idea:** We can rely on their sense of touch.

**Simon's advice:** We might also print a special message on the back of the case.

**Mary's advice:** We could design a special strap to make it beautiful.

#### Task 5

**Objective:** Ss can find specific information from listening to answer the given questions.

**Time:** 15 minutes

#### Script

*(The closing speech by Robert)*

All right, I think we've said all that needs to be said about the first stage of the Time-Carving Project. We all agree that we'll design a gift watch for blind people. And we'll rely on the users' sense of touch to read the time instead of a digital device. It's a good idea. I really hope this will help us win the competition. A well-designed gift watch like this could also make great profits for our company. Now, Simon, you take charge of this project. After the meeting, please work out details with Mary and Professor Thomson. We'll have our next meeting this Friday. So, please have sketch ready for the meeting. Richard, you are responsible for promotion of the new watch. Show us your promotion plan at the meeting. OK, this meeting is over. Thank you all again.

#### Suggested Answers

1. A gift watch for blind people.
2. He hopes the design will win the competition and make great profits for the company.
3. He will work out details with Mary and Professor Thomson and have sketch ready for the next meeting.
4. Promotion of the new watch.
5. This Friday.



# Speaking

## Task 1

**Objective:** Ss know how to make the opening speech of a meeting.

**Time:** 15 minutes

**Steps:**

- ▶ Ss read the sample of Speaking Task 1.
- ▶ Ss decide the topic of the meeting.
- ▶ Ss prepare the opening speech of a class meeting.
- ▶ Ss present the opening speech in the class.

## Task 2

**Objective:** Ss know how to ask for and give opinions.

**Time:** 15 minutes

**Steps:**

- ▶ Ss read Speaking Task 2 and the given useful expressions.
- ▶ Ss work in pairs to make up a conversation which involves asking for and giving opinions about something.
- ▶ Ss role-play the conversation in the class.

### Sample

**A:** How do you feel about the conference?

**B:** Well, if you ask me, it's boring. Don't you agree?

**A:** Yes, that's how I feel, too.

**Note:**

- ▶ In some weaker class, read the script of Listening Task 3 for reference.

**Task 3**

**Objective:** Ss know how to approve and disapprove of a proposal.

**Time:** 15 minutes

**Steps:**

- ▶ Ss read Speaking Task 3 and the given useful expressions.
- ▶ Ss work in pairs to make up a conversation which involves discussing a proposal.
- ▶ Ss role-play the conversation in the class.

**Sample**

**A:** I feel that we may print the title in bold type on the cover of the book.

**B:** No, no, I can't agree with you. It's too common. We'd better design something special.

**A:** Then, what about printing the author's photo on the cover of the book?

**B:** That's a good idea.

**Note:**

- ▶ In some weaker class, read the script of Listening Task 4 for reference.

**Task 4**

**Objective:** Ss know how to make the closing speech of a meeting.

**Time:** 15 minutes

**Steps:**

- ▶ Ss read Speaking Task 4 and pay special attention to the given points.
- ▶ Ss prepare the closing speech of a meeting.
- ▶ Ss present the closing speech in the class.

**Sample**

All right, we've finished the agenda. And we've already known what we should do next. So, Alice is responsible for the marketing. Bob is in charge of the technical support. We'll have the next meeting this Friday. OK, now the meeting is over. Thank you all again.

**Notes:**

- ▶ Ss may refer to the topic of the meeting in Speaking Task 1.
- ▶ In some weaker class, read the script of Listening Task 5 for reference.



# Reading B

## Background Information

### Sketch and sketching

A **sketch** is a quickly made freehand image that cannot be presented or called as a completed work. **Sketching** is generally used to store or draw ideas quickly for later use. And with the help of these different stored images the artists can make a very good composition. Pencils or pastels are generally used because of time limitations.

### Translation

#### 草图绘制

在设计过程中，草图绘制无论是作为工具还是作为技巧，都是不可或缺的，其作用视最终成品、项目的规模和范围、设计师的个人风格、经验、工作流程以及客户的期望而有所不同。电脑效果图、现代计算机辅助设计和建模软件包均为很好的设计工具，但设计往往开始于借助一支好用的老式铅笔在纸上涂涂画画。产品设计师通常要在制作草图上花费大量时间。下面是一张针对为视障者设计的手表而用铅笔绘制的草图。

本草图中手表采用的还是有些传统的报时面板，理由很简单：3-6-9-12分是（对于视障者来说）惯用的触摸式报时法。因此，表面的大凸点用来给用户定位（3-6-9-12分），大凸点之间的小凸点进一步细分时间。用户可以借助表面上的两个独立圈状旋环来掌握时间——里面的“小时”环，外面的“分钟”环。这些圆环有一个渐进的斜面，形成一个凸起的边缘，凸起的边缘则跟表面上的凸点成一直线，非常像时钟上报时报分的指针。



**Task 1**

**Objective:** Ss can scan a passage for specific information.

**Time:** 20 minutes

**Steps:**

- ▶ Ss read Reading B Task 1.
- ▶ Ss read the passage.
- ▶ Ss discuss in pairs to complete the task.
- ▶ Check the answers and make necessary comments on their work.

**Suggested Answers**

1.

As a tool or skill, sketching has its role in the design process. That role will vary depending on the end product being created, the size and scope of the project, the individual designer's style, experience, workflow, and the client's expectations.

2.

The user will be able to tell the time based on two (separately) rotating ring-like circles on the face of the watch—one for the hour and one for the minute. And these rings have a gradual incline which results in a ledge with a raised line. And the line aligns with the bumps on the face—much like the clock hands to signal the hour and minute.

3.

*(open)*

**Task 2**

**Objective:** Ss know some useful terms needed to understand the passage.

**Time:** 10 minutes

**Steps:**

- ▶ Ss read Reading B Task 2.
- ▶ Ss work individually and then compare answers with their partner.
- ▶ Check answers with the whole class.

**Key**

1. e      2. a      3. g      4. j      5. i  
6. d      7. f      8. c      9. b      10. h

**Task 3**

**Objective:** Ss can correctly understand a passage and translate it into Chinese.

**Time:** 30 minutes

**Steps:**

- ▶ Ss read Reading B Task 3.
- ▶ If necessary, pre-explain the difficult words or phrases in the passage.
- ▶ Allow enough time for Ss to read the passage.
- ▶ Ss work individually or in pairs to complete the translating task.
- ▶ Assist Ss if necessary.
- ▶ Choose two Ss to present their work.
- ▶ Check the answers and make necessary comments on their work.

**Suggested Answers**

将设计草图缩略图或其他草图作品展示给客户，将有可能为您节省大量时间。因为设计项目越错综复杂，越需要客户尽早对其予以批准。如果您打算花费几个小时来构思草图效果图，务必在设计项目继续推进之前与客户在设计选择上达成一致意见。设计缩略图得到客户批准是设计过程中较为常见的一个步骤。



# Writing

## Task 1

**Objective:** Ss can take minutes of a meeting.

**Time:** 20 minutes

**Steps:**

- ▶ Ss read Writing Task 1.
- ▶ Explain the layout of meeting minutes.
- ▶ Ss work on the task individually.
- ▶ Provide help if needed.
- ▶ Comment briefly.


**Notes:**

- ▶ Divide the class into groups of 4-5 Ss.
- ▶ Help the group decide who will do what (who is the chairperson, who is the minute-taker, etc.).
- ▶ Guide Ss to discuss the watch design in the following aspects:
  1. the external appearance of the design
  2. the structure of the design
  3. the function of the design
- ▶ Ask Ss to take notes during the discussion.
- ▶ Ask Ss to fill in the Minutes based on the discussion notes.

**Task 2****Objective:** Ss know the layout of a design approval form.**Time:** 10 minutes**Steps:**

- ▶ Ss read Writing Task 2.
- ▶ Ss study the sample form.
- ▶ Ss do the task on their own.
- ▶ Provide help if needed.
- ▶ Present the answers and explain.

**Suggested Answers**



## Design Approval Form

**Contact Information:**

Name	Li Ming
Title	Manager of Research and Development Department
Organization	Shenzhen Branch, Nokia (China) Investment Co., Ltd.
Street Address	Rm 2406, Suite A, Electronic Technology Building, 2070 Shennan Zhong Rd.
City	Shenzhen
State/Province	Guangdong
Zip/Postal Code	518031
Country	P. R. China
Phone	+86-755-83669022
FAX	+86-755-83669033
Email	liming@rdd.nokia.com.cn

**Choose one of the following options:**

Approve Design
  Do Not Approve Design

**Comments:**

(Omitted)



# Project

This project requires Ss to define their design. In other words, they should know how to present their design scheme and how to improve it by group discussion. A brainstorming discussion will be encouraged as Ss are asked to contribute at least one concept to the product they choose to design. Ss will explain it orally to the class. Furthermore, they should introduce a complete sketch of the concept after a careful revision. Ss' team spirit and competence in illustration will be improved from this practice. In order to do it well, Ss should use what they've learned from previous activities.

**Time:** 30 minutes

**Steps:**

- ▶ Grouping. Divide the class into groups. There are several ways: Ss pick up their own partners; Teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- ▶ Defining project. Go through the project with the class and clarify requirements. You are advised to do it after studying Reading A.
- ▶ Timing & cooperation. Give Ss the deadline for completion and guidelines on working together. Remind them that different Ss have different work but everybody contributes to the project. They discuss first and then decide who will do what.
- ▶ Presentation. Ss present their evidence for completion. In this project, they should make their design concept fully understood and incorporate their fellow classmates' ideas into a complete sketch.



# Self-evaluation

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**Objective:** Ss can evaluate their language skills in accordance with the *Unit Objectives*.

**Time:** 5 minutes

**Steps:**

- ▶ Go through the evaluation list with Ss.
- ▶ Ss tick off the list alone.
- ▶ Ss compare their work with others.
- ▶ Ask several Ss to report their self-evaluation results.
- ▶ Comment briefly.

# New Words and Expressions

## Reading A

### Language Points

#### Paragraph 1

1. **explore:** *v. to discuss or think about sth. carefully*  
e.g. Can you explore the market possibility for us?
2. **evaluate:** *v. to find out or form an idea of the amount or value of*  
e.g. You cannot evaluate his ability just based on others' comments.

#### Paragraph 2

3. **approach:** *n. a manner or method of doing sth.*  
e.g. a new approach to teaching English
4. **come up with:** *to find or produce (an answer, a solution, etc.)*  
e.g. I couldn't come up with the answer in such a short time.
5. **clean up:** *to remove (dirt, rubbish, etc.) from a place to clean it; make (a place) clean by removing dirt, etc.*  
e.g. Please get the desk cleaned up before leaving the classroom.
6. **clarify:** *v. to (cause to) become clearer and more easily understood*  
e.g. I think maybe an example will help to clarify what I mean.
7. **depict:** *v. to show or describe sth. by a picture*  
e.g. These words exactly depict their present anxiety.
8. **refine:** *v. to improve sth. by removing faults and attending to detail*  
e.g. You must refine your manners before communicating with foreigners.
9. **multiple:** *a. including many different parts, types, etc.*  
e.g. She is a person of multiple interests.

#### Paragraph 3

10. **generate:** *v. to cause to exist or occur; produce*  
e.g. The program would generate a lot of new jobs.
11. **compare to:** *to show the likeness between sb. or sth. and sb. or sth. else*  
e.g. I don't feel it proper to compare China to a developed country.
12. **turn over:** *to shift the position of, as by rolling from one side to the other; think about carefully*  
e.g. He turned that matter over in his mind before making a final decision.

## Reading B

每单元中的两篇阅读文章功能不同；Reading A 的定位为精读，目的是培养和提高学生的语言应用能力，文章与词汇需精讲多练；Reading B 的定位为泛读，目的是拓展学生的知识面，同时培养和提高学生的自主学习能力，文章及词汇应由学生通过自学掌握（老师可以提供必要的指导）。



# Vocabulary and Structure

**Task 1**

**Objective:** Ss know the spelling and meaning of the vocabulary for the unit.

**Time:** 5 minutes

**Steps:**

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words or phrases.
- ▶ Ss switch roles.
- ▶ Check the answers.

**Key**

- |            |             |             |               |                  |
|------------|-------------|-------------|---------------|------------------|
| 1. clarify | 2. generate | 3. multiple | 4. evaluate   | 5. consume       |
| 6. explore | 7. refine   | 8. clean up | 9. compare to | 10. come up with |

**Task 2**

**Objective:** Ss grasp the vocabulary from Reading A by changing parts of speech.

**Time:** 10 minutes

**Steps:**

- ▶ Ss read Vocabulary and Structure Task 2.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the brackets.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

**Key**

- |               |                |                 |                |              |
|---------------|----------------|-----------------|----------------|--------------|
| 1. conceptual | 2. computerize | 3. consumes     | 4. informative | 5. vary      |
| 6. generating | 7. clarify     | 8. significance | 9. freedom     | 10. powerful |



### Task 3

**Objective:** Ss can use the vocabulary from Reading A in other contexts.

**Time:** 10 minutes

**Steps:**

- ▶ Ss read Vocabulary and Structure Task 3.
- ▶ Ss give the correct answers based on their understanding of each sentence and the words given in the table.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

**Key**

- |                |                 |             |             |             |
|----------------|-----------------|-------------|-------------|-------------|
| 1. compared to | 2. clarified    | 3. clean up | 4. consume  | 5. generate |
| 6. refine      | 7. come up with | 8. multiple | 9. approach | 10. explore |

### Task 4

**Objective:** Ss can express ideas in writing using the two models outlined for Task 4.

**Time:** 10 minutes

**Steps:**

- ▶ Read the models to Ss with an explanation if needed.
- ▶ Ss work in pairs.
- ▶ Check the answers.

**Suggested Answers**

1.
  - 1) Dr. Richard, *along with his wife and three children, is* to arrive in Beijing this afternoon.
  - 2) The manager, *rather than his advisers, has* agreed to attend the world fair.
  - 3) My headache, *along with the high fever, makes* me unable to concentrate on the lecture.

- 4) The professor, *rather than his assistants*, *performs* the experiment in the lab forty hours a week.
- 5) I think I'll have a cold drink *rather than coffee*.
- 2.
- 1) I knocked several times *before an old lady answered the door*.
- 2) Marcus made the school boxing team *after he practiced three years*.
- 3) The work was done *before we decided to sit down to sum up experience*.
- 4) He got permission to set up an experimental workshop *after he sent in five applications*.
- 5) We waited five hours *before the runway was cleared of heavy snow and was made ready for takeoff*.

### Task 5

**Objective:** Ss can use the vocabulary in Reading A for translation.

**Time:** 15 minutes

**Steps:**

- ▶ Tell Ss that English and Chinese sentence structures are different.
- ▶ If necessary, rebuild the first Chinese sentence in accordance with the English sentence structure as an example.
- ▶ Ss work individually or in pairs and translate sentences 2-5 with the words or phrases given in the brackets.
- ▶ Check the answers and give necessary comments.

**Suggested Answers**

1. My mother asked us to clean up the rooms after the party.
2. It is very interesting that one British poet compared his lover to a red rose.
3. During the period they studied in Australia, sometimes they came up with some ideas to make money.
4. At the meeting, designers from their company clarified multiple approaches to evaluating renderings.
5. After the energy crisis, they made up their minds to explore an oilfield that could generate enough oil for people in their own country to consume in the near seabed.

# Grammar

## Tenses

### Task 1

#### Key

- |                        |                  |                  |
|------------------------|------------------|------------------|
| 1. read                | 2. is preferring | 3. have you done |
| 4. Do you ever visit   | 5. rained        | 6. arrived       |
| 7. will rain           | 8. will arrive   | 9. have painted  |
| 10. will have finished |                  |                  |

### Task 2

#### Key

- |                   |                    |                  |
|-------------------|--------------------|------------------|
| 1. is raining     | 2. plants          | 3. knows         |
| 4. is coming      | 5. are looking for | 6. need          |
| 7. is selling     | 8. is buying       | 9. is asking for |
| 10. are going out |                    |                  |

**Task 3**

**Key**

- |                   |                        |                  |
|-------------------|------------------------|------------------|
| 1. have just come | 2. did you do          | 3. Did you see   |
| 4. watched        | 5. Have you ever spent | 6. have traveled |
| 7. did you go     | 8. went                | 9. Did you enjoy |
| 10. loved         |                        |                  |

**Task 4**

**Key**

- |                         |                     |                     |
|-------------------------|---------------------|---------------------|
| 1. have been waiting    | 2. has taken        | 3. has walked       |
| 4. have already ordered | 5. have only been   | 6. have not ordered |
| 7. have been sitting    | 8. has even noticed | 9. has been running |
| 10. has not looked      |                     |                     |

## 时态

### 编写思路

总的原则：通过对容易混淆的时态进行对比与练习，复习巩固谓语动词的各种时态。

- 重点训练：
1. 一般现在时与现在进行时的区别与运用；
  2. 一般过去时与现在完成时的区别与运用；
  3. 现在完成时与现在完成进行时的区别与运用；
  4. will 与 be going to 的区别与运用。

## Comprehensive Exercises

### Task 1

#### Key

- |                   |                    |                |           |
|-------------------|--------------------|----------------|-----------|
| 1. were you doing | 2. was sitting     | 3. was driving | 4. tried  |
| 5. did not reach  | 6. didn't you ring | 7. wanted      | 8. dialed |
| 9. was not doing  | 10. liked          |                |           |

### Task 2

#### Key

1. Will you fix it for me?
2. I am going to fly to London.
3. She won't go with us for the concert.
4. He promised me that he will give me \$2,500 if we increase sales by 10%.
5. You spilled the milk. I'll clean it up.
6. I am going to write a letter to my friends back home in Texas.
7. I will get you a cup of coffee. That will wake you up.
8. I will turn it up so you can hear it.
9. We are going to visit Paris, Nice and Grenoble.
10. That man at the service counter will help you.

### Task 3

#### Suggested Answers

- |                       |                     |                     |                 |
|-----------------------|---------------------|---------------------|-----------------|
| 1. had been trying    | 2. had had          | 3. had been waiting | 4. had arranged |
| 5. had already picked | 6. had been waiting | 7. had almost given | 8. gone         |
| 9. had been           | 10. had missed      |                     |                 |

**Task 4**

**Key**

- |                                 |             |                                |
|---------------------------------|-------------|--------------------------------|
| 1. have seen/saw                | 2. moved    | 3. have lived/have been living |
| 4. left college eight years ago | 5. have had | 6. have been working           |
| 7. has said                     | 8. speak    | 9. have been learning          |
| 10. left                        |             |                                |