

# Unit 1

# Journeys of Discovery

## WARM-UP

### Task 1

#### Teaching steps

- Ask students to work in small groups. Give students one minute to think of as many animals as possible.
- Find out which group has the most animals and elicit the animals they have.
- Write *dolphin* and *salmon* onto the board. Ask students what the similarities between these two animals are.
- Do the same for each other pair in the sample and then ask students to look at the answer and reason.
- Set the task. Point out that students need to think of a reason for each exercise.
- Elicit answers from students. If they give an answer that is logical but not listed in the key, then allow the answer.

#### Possible answers

##### Exercise 1

The answer is C because a whale is a subspecies of a mammal.

##### Exercise 2

The answer is B because both animals can fly.

### Task 2

#### Teaching steps

- Tell students about an animal you find interesting and give your reasons.
- Tell students an interesting fact about an animal.
- Ask students to discuss the questions in pairs and then elicit answers.

#### Possible answers

1

I find bats fascinating. They can fly through woodland in pitch black.

2

Reindeer can see UV light.

Dragon flies are master predators. They catch 95% of their prey, lions catch only 40%.

Elephants use infrasonic hearing to communicate when they are very far from one another. They can hear thunderstorms from 500km away. That's like someone in London listening to a storm in Edinburgh.

## READING FOR LEARNING

### More Information

There are many great animal migrations around the world:

Some leatherback sea turtles have been recorded travelling across the Pacific Ocean between Indonesia and the US. The distance is more than 12,000 miles and takes over 600 days. Perhaps even more impressive is that they travel back to the beach where they were born to have their own young.

Dragonflies travel 14,000 to 18,000 kilometres from India to the Maldives (马尔代夫群岛), the Seychelles (塞舌尔群岛), Mozambique (莫桑比克), Uganda (乌干达) and back again.

Perhaps the most famous animal migration is the journey of Africa's wildebeest (牛羚) herds. They travel annually by the millions in search of food. The wildebeest do not travel alone. As many as 200,000 zebra and 500,000 gazelles (瞪羚) also make the journey. The migration is challenging as the herds cross crocodile (鳄鱼)-infested rivers while lions follow in the tall grass nearby.

## Task 1

### Teaching steps

- Ask students what they think the purpose of an introduction is. Then ask students to read the skill box “Using the introduction paragraph”.
- Ask students to read the first paragraph and underline words or phrases that give them the answers.
- Ask students to tick the things they believe the text will cover.
- Ask students to compare their choices with a partner before reading the whole text.
- Ask students to read the text and then check their predictions.

### Answers

1; 2; 3

### Language Bank

#### 1 Nearly all animal migrations happen for one reason only—survival.

几乎所有的动物迁徙都只是出于同一个理由——生存。

1) migration: *n.* 迁徙; 移居; 迁居

*e.g. A migration into European countries continued in full spate.*

移居欧洲国家的热潮一直在持续。

2) migrate: *v.*

① when an animal migrates, it travels to a different place, usually when the season changes (鸟或动物) 迁徙; 移居

*e.g. In winter, these birds migrate south to a warmer climate.*

冬天, 这些鸟会向南迁徙, 到更温暖的地方过冬。

② if people migrate, they travel in large numbers to a new place to live temporarily (人) 大批外出; (暂时) 移居; 迁移

*e.g. He migrated to Australia as a young man.*

他年轻时就移居澳大利亚。

3) survival: *n.*

① the fact or state of continuing to live or exist, especially in difficult conditions 生存; 存活; 幸存

*e.g. The doctors told my wife I had a slim chance of survival.*

医生告诉我妻子, 我生还的概率微乎其微。

- ② something that has continued to exist from a previous time 遗留物；幸存者  
*e.g. The little boy is the only survival from the car accident.*

这个小男孩是此次车祸中的唯一幸存者。

**2 Or how do they know which direction to go on a 12,000-mile journey?**

又或者，它们是如何知道在这 12,000 英里的旅途中该向哪个方向前行呢？

direction: *n.*

- 1) the way something or someone moves, faces, or is aimed 方向；方位

*e.g. The suspects were seen heading in the direction of Miami.*

人们发现嫌疑犯往迈阿密方向去了。

- 2) [plural] instructions for doing something or getting to a place 用法说明；指示

*e.g. Be sure you read the directions before using this piece of equipment.*

使用此设备之前务必阅读其说明。

**3 Some judge the time by the temperature outside, whereas others know when to travel by the level of fat in their body.**

有些靠外界的温度变化判断时间，而另一些则通过他们体内脂肪的水平决定启程的时间。

whereas: *conj.* it is used to indicate a contrast between two facts or ideas 然而；但是

*e.g. Some of the studies show positive results, whereas others do not.*

有一些研究结果令人满意，其他的则不然。

*His children are well bred, whereas those of his sister's are naughty.*

他的孩子很有教养，但他姐姐家的孩子却很调皮。

**4 However, if they wait too long, they will not have enough fat to make the journey.**

但是，如果它们等待的时间过长，就会没有足够的脂肪来完成旅行。

- 1) fat: *n.* a soft white substance stored in a layer under your skin 脂肪

*e.g. Reduce the amount of fat in your diet.*

要减少食物中的油脂量。

- 2) make: *v.* succeed in achieving something by reaching the necessary level or standard

达到；实现；完成

*e.g. We've made our target of 10,000 sales this month.*

我们已经完成这个月 10,000 宗销售的目标。

- 5 While humans might remember short journeys such as their way around a city, it is quite another step to travel to somewhere over 10,000 miles away with nothing but yourself!**

虽然人们可能会记住一些较短的路途，例如所在城市周围的路线，但是仅靠自己不借助任何帮助就踏上一个一万多英里的旅途，就是另一回事了。

- 1) while: *conj.* used for saying that although you accept that something is true, there are also doubts or facts that you cannot ignore 尽管；然而；虽然

*e.g. While I agree with you, I do not believe that your way is the best.*

尽管我同意你的看法，但我不认为你的方法是最好的。

- 2) 在本句后半句从句中，it 是形式主语，置于句首，真正的主语是 to travel to somewhere over 10,000 miles away with nothing but yourself.

*e.g. It is very challenging to deal with this problem.*

处理这个问题很有挑战性。

## Translation

### 奇妙的旅途

几乎所有的动物迁徙都只是出于同一个理由——生存。有些动物迁移是为了寻找食物，另一些则是为了远离危险，繁衍后代。动物们没有一个挂在墙上的日历告诉他们何时迁徙，那么它们是如何知道何时该启程了呢？它们又是如何找回多年前的地方呢？又或者，它们是如何知道在这 12,000 英里的旅途中该向哪个方向前行呢？科学家正开始了解更多关于动物迁徙的奥秘。

很多事物可以告诉动物何时迁徙：有些依据白天的长短，有些靠外界的温度变化判断时间，而另一些则通过他们体内脂肪的水平决定启程的时间。动物们知道自己需要多少脂肪。当脂肪水平减少时，很多动物就会出发。但是，如果它们等待的时间过长，就会没有足够的脂肪来完成旅行。

没有人充分了解动物是如何找到迁徙目的地的。但研究正显示，动物的大脑和人的大脑都有类似全球定位系统的东西。动物可以利用地标、星辰、月亮和太阳等任何东西帮它们记住自己现在在哪里，曾经去过哪里，以及将要去哪里。虽然人们可能会记住一些较短的路途，例如所在城市周围的路线，但是仅靠自己不借助任何帮助就踏上一个一万多英里的旅途，就是另一回事了。

一些海龟可以迁徙 12,000 英里，回到它们出生的那片海滩来繁衍后代。

大马哈鱼靠闻海水的气味从大海回到河流。

很多鸟类、蝴蝶和蟹类都把地球当成一个巨型磁铁来寻找方向。

## Reading and Understanding

### Task 2

#### Teaching steps

- This task focuses on how and why animals migrate.
- Ask students to read the items in the task and try to find synonyms of them in the text to help them, e.g. *long*, *landmark*, *temperature*, etc.
- Set the task individually and then check the answers as a class. Be aware that picture descriptions are also a part of the text.

#### Answers

1 a; b; d    2 a; b; c

### Task 3

#### Teaching steps

- Ask students to underline the key words in each question.
- Set the task and ask students to check their answers with a partner.
- Ask students to briefly discuss what thing they find most impressive in the text.

#### Possible answers

- 1 Survival.
- 2 They might not have enough fat to make the journey and may die.
- 3 Humans only remember short journeys, e.g. their way around a city, whereas animals can remember journeys of thousands of miles.
- 4 They travel back to where they were born.
- 5 They smell the water.
- 6 They use the Earth like a magnet.

#### Extra Activity!

- Play the game of "Animal Mime" in the class. Mime one animal to the class and ask them to guess which animal you are.
- Three groups should work together. Each group should take it in turns to mime an animal to the other two groups. The group that guesses the animal correctly gets a point and the team that does the mime gets a point.
- The winner is the one with the most points.

## Task 4

### Teaching steps

- Ask students to do the task individually and then share their scores with a partner.
- You could extend this task by asking students to choose two landmarks in the city and direct each other between the landmarks.

## Vocabulary Focus

## Task 1

### Teaching steps

- Ask students to cover the words on the left side. Read the explanations on the right side out loud and ask students to write down a word for each one.
- Ask students to compare their words with the ones on the left. For those they could not write a corresponding word for, ask students to match them to words on the left.
- Check the answers as a class.

### Answers

1—c    2—a    3—g    4—f    5—e    6—d    7—b

## Task 2

### Teaching steps

- Write the words in brackets onto the board and ask students to think of different forms of the words, e.g. *discovered*, *surviving*, *migration*, *direction* and *destinations*.
- Set the task and check the answers as a class.

### Answers

1 discovery    2 survival    3 migration    4 direction    5 destinations

### Extra Activity!

- Play the game of "Pictionary" in the class.
- Ask students to choose words from the first two tasks or from the text.
- Students should draw pictures for others to guess the word they are drawing.
- The person who guesses correctly and the one who draws get a point for each correct guess. The winner is the one with the most points.

### Task 3

#### Teaching steps

- Set the task and check the answers as a class.
- If you have time, ask students to read the passage again and answer the following questions:  
*How is sleeping different from hibernation?*  
*How do animals know when to hibernate?*

#### Answers

(1) whereas    (2) judge    (3) temperature    (4) Amazingly

## Grammar Focus: Indefinite Pronouns (不定代词)

### Task 1

#### Teaching steps

- Write the indefinite pronouns in the boxes onto the board. Ask students which one they refer to:
  - a. people
  - b. places
  - c. things
- Set the task and check the answers as a class.
- Ask students to close their books and then write down the rules they know for *some* and *any*.
- Ask students to open their books and then compare their rules with the ones in Chinese in the book.

#### Answers

**Examples of indefinite pronouns in the text:** no one; something; anything; somewhere; nothing

1 nowhere	2 somewhere	3 everyone/everybody
4 no one/nobody	5 someone/somebody	6 everything
7 nothing	8 something	9 everywhere



## Task 2

### Teaching steps

- Look at the first sentence as an example together and then set the task.
- Check the answers as a class.
- Ask students to write three or four sentences using different pronouns.
- Ask students to read their sentences out loud to a partner without saying the pronoun. Their partner should try to guess the pronoun.

### Answers

<b>1</b> B	<b>2</b> A	<b>3</b> A	<b>4</b> A
<b>5</b> B	<b>6</b> A	<b>7</b> B	<b>8</b> A

## Task 3

### Teaching steps

- Ask students to complete the three conversations with the indefinite pronouns from Task 1.
- Check the answers as a class.
- Ask students to look back at the text to find the indefinite pronouns used. Then ask students to tell you what each indefinite pronoun refers to. For example, *anything*=landmarks and geographical features; *somewhere*=a place far away.

### Answers

<b>1</b>		
<b>(1)</b> something	<b>(2)</b> somewhere	
<b>2</b>		
<b>(3)</b> something	<b>(4)</b> somewhere	<b>(5)</b> nothing
<b>3</b>		
<b>(6)</b> Everywhere	<b>(7)</b> Somewhere	<b>(8)</b> No one/Nobody

## Beyond the Text

### More Information

The “Ten Pound Pom” scheme is the colloquial name for an assisted migration scheme that operated in Australia after World War II. In spite of its name, this scheme was not limited to those from the United Kingdom but open to citizens of all Commonwealth countries. (The word “Pom” meant English people, and was sometimes used in a derogatory manner.)

Adult migrants were charged £10 for their fare and children travelled for free. They were drawn by promises of employment and housing, a more relaxed lifestyle and a better climate.

### Task 1

#### Teaching steps

- Ask students to read the passage and answer these questions:  
*When did the British people move to Australia?*  
*How much did the trip normally cost?*  
*How much did it actually cost?*  
*How long did they have to stay for?*  
*Why did many choose to return?*
- Ask students to find out why people chose to move in this case in pairs.
- Elicit some ideas from different pairs.

#### Possible answers

They chose to migrate because they were sold a dream of a new life in Australia.

### Task 2

#### Teaching steps

- Ask students to think of other human migrations and the reasons for them.
- Ask students to work in groups to make a discussion.
- Elicit some examples and tell students of other ones you know about.

### Possible answers

- Many Italians, Greeks and Turks moved to Germany in the 1970s and 1980s because Germany needed workers. So many of these people left their own countries with high unemployment rate.
- Many Europeans moved to the USA hundreds of years ago. The reasons were varied but many were seeking better economic prospects.

## Task 3

### Teaching steps

- Ask students to look at the countries and write down two or three things they know about each country.
- Ask students to share what they know in small groups.
- Set the task and ask students to choose a country and give reasons for that choice.
- Find out the most popular country by asking for a show of hands and then elicit reasons from one or two students.

### Possible answers

- I would move to Brazil because I love football.
- I would move to Brazil because the country is so relaxed.
- I would move to Russia because I don't want to be too far from China.
- I would move to Russia because it has long winters—I just hate heat.
- I would move to Britain because I can speak English and I don't speak any of the other languages.
- I would move to Britain because I like living on an island.
- I would move to Australia because I love the outdoor life.
- I would move to Australia because it has amazing beaches.
- I would move to Italy because there are a lot of delicious food.
- I would move to Italy because the Italians are very happy and enthusiastic.

## Task 4

### Teaching steps

- Draw students' attention to the examples and then ask them to think of more ideas with a partner.
- Ask students to compare their lists with another pair.
- Elicit various reasons from the class and write them onto the board.
- Ask students to choose the top five reasons to emigrate to China.

### Possible answers

- Food:** The country has a really wide choice of food. There is something for everyone.
- History:** China has one of the longest histories in the world. There is always something new to discover.
- Transport:** Many roads are newly rebuilt and the transportation system is modern and convenient. The express train is very popular.

## READING FOR DOING

### More Information

The basic concept behind air-conditioning system has been used for centuries. Modern air-conditioning system originated in 1902 by the American inventor Willis Carrier. Residential air-conditioning system allowed people to move into areas previously uncomfortable for residential living, e.g. the Sun Belt in the United States.

Penicillin antibiotics were among the first drugs to be effective against many previously serious diseases. The discovery of penicillin is attributed to the Scottish scientist and Nobel laureate Alexander Fleming in 1928. The development of penicillin for use as a medicine is attributed to the Australian Nobel laureate Howard Walter Florey, together with the German Nobel laureate Ernst Chain and the English biochemist Norman Heatley.

The Internet is a global system of interconnected computer networks that use the standard Internet protocol suite (TCP/IP) to link several billion devices worldwide. The Internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents and applications of the World Wide Web (WWW) and the infrastructure to support email.

### Task 1

#### Teaching steps

- Ask students to look at the pictures and name the inventions.
- Ask students to look at the comment section and find examples from the pictures.
- Check the answers as a class.

**Answers**

air conditioner; jet airplane; refrigerator; penicillin; Internet; mapping of human DNA

**Language Bank**

**1 Although we might find it hard to live without our smart phones, are they truly the most important invention so far?**

虽然我们可能会觉得没有智能手机很难活下去，但智能手机真的是迄今为止最重要的发明吗？

**... because it made it much easier to live and work in very hot parts of the world.**

……因为它使人们可以在世界上非常炎热的地方更轻松地生活和工作。

以上两个句子都包含“主语 + 谓语 + 形式宾语 it + 补语 + 宾语（不定式）”的结构。

*e.g. I feel it an honor to be invited to make a speech here.*

能应邀在此讲座，我感到无比荣幸。

*I don't think it possible to master a language without any efforts.*

我认为不付出任何努力就掌握一门语言是不可能的。

**2 Vote for the most important inventions in history and post comments to support your vote.**

来为历史上最重要的发明投票，并发表评论来支持你的投票吧。

vote:

1) *v.* formally express an opinion by choosing between two or more issues, people, etc.

投票

常见搭配有 vote on... 对……投票；vote for (in favor of)/against... 投票支持/反对……

*e.g. The Council will vote on the proposal next Friday.*

市议会下周五将对这一提议进行投票表决。

*I'm going to vote for Jackson.*

我打算投票支持杰克逊。

*68 percent of the union voted against striking.*

工会中 68% 的人投票反对罢工。

2) *n.* the formal expression of a choice between two or more issues, people, etc. 投票；

选票

*e.g. My vote will go to the candidate who promises tax reform.*

我的票将投给承诺税改的候选人。

**3 The jet airplane changed the world dramatically.**

喷气飞机极大地改变了世界。

1) dramatically: *adv.* suddenly or obviously 引人注目地，大幅度地

*e.g. Mary's life changed dramatically after she transferred to our company.*

自从调到我们公司以后，玛丽的生活发生了巨大的变化。

*Income inequality also rose dramatically.*

收入不均也急剧上升。

2) dramatic: *adj.*

① great and sudden 巨大而突然的；急剧的

*e.g. a dramatic increase in sales* 销售额暴涨

*The change in him was dramatic.*

他的变化很大。

② exciting or impressive 激动人心的；给人深刻印象的

*e.g. a dramatic game* 一场激动人心的比赛

③ intended to be impressive so that people notice (行为) 夸张的；引人注目的

*e.g. Don't be so dramatic!*

别这样夸张了！

*She put a hand to her head with a dramatic gesture.*

她动作夸张地把一只手放在头上。

3) drama: *n.* something unusual or exciting that happens 戏剧性；戏剧性事件

*e.g. a game full of drama* 富有戏剧性的比赛

**4 In my parents' generation, most people didn't leave their city, let alone their country.**

在我父母那一代，大多数人没有离开过自己居住的城市，更不用说出国了。

1) generation: *n.* all the people of about the same age within a society or within a particular family 代；一代

*e.g. The younger generation smoke less than their parents did.*

年青的一代比他们父母那一代人吸烟要少。

*The story has been handed down from generation to generation.*

这个故事代代相传。

2) let alone: used for saying how unlikely a situation is when compared with another unlikely thing 更不用提

*e.g. I can't ride a bicycle, let alone drive a car.*

我连自行车都不会骑，更别说开小汽车了。

*Some people never even read a newspaper, let alone a book.*

有些人连报纸都不读，更不用说读书了。

**5 Now people travel all over the world experiencing different cultures and countries.**

而如今，人们周游世界，体验各国风土人情。

句中 *experiencing different cultures and countries* 是分词短语作状语，表伴随。

*e.g. He sat on the sofa, reading a book about Chinese culture.*

他坐在沙发上，读一本有关中国文化的书。

*Don't stand there doing nothing.*

不要站在那里袖手旁观。

*Mr Smith entered the hall, followed by a group of students.*

史密斯先生走进了大厅，一群学生紧随其后。

## Translation

## 最伟大的发明

如果你随便问一个人，他离开了什么便无法生活，很多人可能会回答说“我的手机”。现代移动电话包括了上世纪很多重要的发明。可以说，现在我们口袋里的技术力量甚至超越了 50 年前多数公司的整间办公室。虽然我们可能会觉得没有智能手机很难活下去，但智能手机真的是迄今为止最重要的发明吗？你是怎么认为的？来为历史上最重要的发明投票，并发表评论来支持你的投票吧。

## 评论

卢布娜

令人惊讶的是，空调已经有一百多年的历史了！对我而言，空调是最重要的发明之一，因为它使人们可以在世界上非常炎热的地方更轻松地生活和工作。没有它，在我的国家居住的人口会少得多。

埃米

冰箱极大地改变了人们的生活。食物的保鲜期延长了，疾病的发生也减少了。

尼基

青霉素当仁不让，肯定是最重要的发明之一。它拯救了世界上成千上万人的生命。

索莫

最重要的发明非因特网莫属。世界万物因其而紧密相连。它让生活的方方面面都更加便利——我无法想象没有它的生活。一些大公司都完全在网上运行——商业街已今非昔比。

### 雷吉

喷气飞机极大地改变了世界。在我父母那一代,大多数人没有离开过自己居住的城市,更不用说出国了。而如今,人们周游世界,体验各国风土人情。

### 阿布杜尔

人类 DNA 的发现和绘制无疑是最重要的。几乎所有的重大疾病,如癌症等,都将可能因为我们对人类 DNA 的了解而被治愈。

## Task 2

### Teaching steps

- Ask students to think of people's need for each invention from the text and elicit some reasons.
- Ask students to compare their ideas with the ones in this task and complete this task.
- Elicit answers from the class.

### Answers

- 1 refrigerator    2 jet airplane    3 air conditioner    4 the Internet  
5 penicillin    6 mapping of human DNA

## Task 3

### Teaching steps

- Take the gapped sentence in the book as an example and set the task with the class using one of the inventions mentioned in the text.
- Ask students to write their own sentences.
- Elicit examples of three or four inventions.

### Possible answers

To me, the most important invention in history is the telephone because it led to the invention of so many other things.

To me, the most important invention in history is the wheel because we couldn't travel far without it.

To me, the most important invention in history is the X-ray machine because it helped improve many operations.

## Task 4 and Task 5

### Teaching steps

- Ask students to read the poem. Help them with the understanding if they find it difficult.
- Ask students which invention it refers to and why the author wishes that it did not exist.



- Ask students to think of more inventions without which the world would be a better place.
- Elicit some examples and reasons from the class.

### More Information

Susanne Donoghue probably wrote this poem to show that an invention that seemed great at first might not actually be great. She has written it in the style of a letter from an imaginary two times great-nephew Milton Wright. It is written in this style to imagine being able to stop something you think is bad.

The first two lines are a request to stop making the plane. Lines three and four are connected to the idea of a plane being used as a weapon and not for transportation of people or goods. “Kindly reflect on the legacy you wish to bequeath” means that the writer wants them to “think about what you are giving the world”. The last line means “Your invention will kill lots of people. Is flying really so important?”

#### Possible answers

##### Task 4

- 1 The airplane.
- 2 Because the author thinks airplanes help deliver weapons, which kill millions of lives in the war.

##### Task 5

I think the world would be better without gunpowder. It has killed too many people.

Without lots of plastics, gases and chemicals, the world would be better because they have polluted the environment.

#### 教学 小贴士

此题目设置的目的在于让学生了解有些发明创造是把双刃剑，既可以给人们的生活带来方便与舒适，也可以造成毁灭性的伤害，比如军事武器等。教师可进一步引导学生对社会热点问题思考，如转基因技术的发明，克隆技术等。教师可组织对这些兼具科学技术进步与社会伦理性的话题开展班级小组辩论赛，培养学生独立思考与表达的能力。

# GUIDED WRITING

## A Notice of an Event ( 活动通知 )

### Task 1

#### Teaching steps

- Ask students about notices they have seen around campus. What type of information was on those notices and where were they placed?
- Ask students to read the situations provided and choose the ones that would require a notice.
- Elicit answers and then ask students to discuss what information they would expect to see on each notice.

#### Answers

4; 5; 6

### Task 2

#### Teaching steps

- Ask students to select what type of notice this is from the situations in Task 1.
- Ask students to discuss any conference notices they have seen around campus.
- Finally, ask students to underline information that they think must be included in this kind of notice.

#### Answers

4

### Task 3

#### Teaching steps

- Ask students what type of reading skill they think is needed to answer this question (Answer: skimming).
- Set a short time limit for students to quickly find the information and then check the answers as a class.

### Answers

- 1 Date of the conference
- 2 Cost of the conference (in pound)
- 3 The number of times the conference has occurred
- 4 Deadline for proposals
- 5 Date of the conference programme to be announced
- 6 Date from when delegates can register for the conference

### Task 4

#### Teaching steps

- Ask students to underline synonyms in similar phrases in the writing profile, e.g. *topic/focus* from “What it is about”.
- Ask students to complete the writing profile with words or phrases in Task 2.

### Answers

- 1 delighted    2 theme    3 deadline    4 announced    5 Delegates

### Task 5

#### Teaching steps

- In this task, students need to combine the information in the table with phrases or expressions from the writing profile in Task 4.
- Ask students to select the appropriate phrases or expressions from the writing profile to plan their notice.
- Give students a few minutes to write their notices individually.
- Ask students to exchange their notices with a partner and check whether all the relevant information has been included.

### Model answers

#### Online Shopping Conference

**Where:** Central campus

**When:** 18–19 July

**Cost:** £240

We are delighted to announce the annual Online Shopping Conference.

We welcome proposals on:

- Major companies
- Start-up companies
- International trade
- Secure payments

The deadline for speaker proposals is 29 April. The conference programme will be available on 21 May. Delegates can register for the conference from 29 May.

Email any enquiries to [onlineshoppingconference@hotmail.com](mailto:onlineshoppingconference@hotmail.com)

## AUDIO/VIDEO LAB

### Task 1

#### Teaching steps

- Ask students to match each of the inventions to a picture.
- Ask students to discuss what they know about the origins of any of the inventions. Elicit some responses. Students may not know much at this stage.

#### Answers

1—C    2—A    3—D    4—B

### Task 2

#### Teaching steps

- Check that students understand the meanings of “influenced by nature” and “discovered by accident”.
- Play the video through without a pause.
- Check the answer as a class.

#### Answers

C

### Task 3

#### Teaching steps

- Ask students to read the sentences and write down anything they remember about the things mentioned in the video.

- Play the video and ask students to fill in the gaps.
- Ask students to compare their answers with a partner and elicit their responses.

**Answers**

- 1 chocolate cookies; chocolate-chip cookies
- 2 fried potatoes; crisps
- 3 a cure for malaria; the colour purple

**Task 4**

**Teaching steps**

- Before you play the video, ask students to predict the answers by matching the products to the plants or animals.
- Play the video and ask students to check their predictions.
- Check the answers as a class.

**Answers**

- 1—D    2—A    3—B    4—C

**Task 5**

**Teaching steps**

- Ask students to read the opinions and try to match them to the people.
- Give students a few minutes to try to recall any of the words in the gaps.
- Play the video and check the answers as a class.

**Answers**

- 1—C    2—B    3—A    4—C

- (1) planned    (2) by accident    (3) inventors    (4) cookie    (5) purple  
 (6) cure    (7) swimming suits    (8) plant    (9) climb    (10) nature

**Task 6**

**Teaching steps**

- Ask students to read the statements. In pairs, they should discuss whether they think each one is true or false based on what they remember.
- Play the video and ask students to compare their answers with a partner.
- Check the answers as a class.

### Answers

1 T    2 F    3 T    4 F    5 T

## Task 7 and Task 8

### Teaching steps

- Depending on the your students' general knowledge and the subject areas they are studying in, they may or may not have ideas for these tasks. You can find two short articles on two accidental inventions. Cut the articles into pieces and ask students to put the texts back together. The following example could be used:

*In the late 1800s, the world scientists discovered radiation, radio waves, and other forces of nature. For a while there, many serious researchers joined séances (降神会) and believed in ghosts. German physicist Wilhelm Röntgen (伦琴) discovered one of these invisible powers by accident. When Röntgen ran electricity through gas in a tube, the tube would glow. Something strange happened after he put black cardboard around the tube. When he turned on the machine, a chemical a few feet away started to glow. Invisible rays passed right through paper, wood, and even skin. He called these X-rays. The X stood for "unknown".*

### Possible answers

#### Task 7

The invention of the car using bees as a model is the most interesting. I will be amazed to see if it works..

#### Task 8

Stainless steel was invented by accident by Harry Brearley in World War I. At that time, the British military was trying to find a better metal for guns. The problem was that barrels of guns were distorted over repeated firing by the friction and heat of bullets. Brearley, a metallurgist at a Sheffield firm, was asked to find harder alloys. He examined the addition of chromium to steel, and legend has it that he threw away some of the results of his experiments as failures. They went literally on to the scrap heap—but Brearley noticed later that these discarded samples in the yard had not rusted. Therefore, he made some research into them and discovered the secret of stainless steel.

### 教学小贴士

在以上任务完成之后，可进一步提出以下问题：

- 你认为这些发明创造纯属偶然还是经过长时间的准备才得到了机会的眷顾？
- 请列举中国的发明创造，并思考“中国制造”与“中国创造”的意义。

**Script**

**Katie:** So everyone, what have you found out about the topic?

**David:** I searched on the Internet, and found it was true that not all inventions were planned. Even the invention that many people think is the greatest of all time—penicillin—was discovered by accident by Alexander Fleming.

**Mia:** Yes, some great inventors spend their life trying to create useful products, while some products were actually invented by accident. I looked into the inventions of some foods.

**Katie:** Food? That must be interesting.

**Mia:** You know the chocolate-chip cookie, the most famous type of biscuit? One day, Ruth Wakefield, the owner of the Toll House Inn, was trying to make some chocolate cookies. She found she had no cooking chocolate left, so she decided to use normal chocolate. The chocolate stayed as whole pieces, thus the chocolate-chip cookie was invented.

**Ali:** Really? It's hard to believe.

**Mia:** And similarly, the crisp. George Crum, a cook at the Cary Moon Lake House in America, was trying to make fried potatoes. One customer kept sending his plate of potatoes back and asked for them to be fried more and cut thinner. Crum became angry. He cut the potatoes very thin and fried them until they were very hard. Surprisingly, the customer loved them and asked for more.

**Katie:** We should thank the customer for that! What about other things other than food?

**Ali:** I read about the invention of the colour purple this morning. It's said that William Perkin, a scientist, was trying to discover a cure for malaria. By chance he created something that changed the colour of clothes to purple, and the colour became very fashionable and popular.

**David:** I don't have any long stories about inventions but I found out that modern swimming suits are based on sharkskin; Velcro is based on a plant and robots are being built to climb like geckos! Many companies base inventions on things they find and see in nature: Nissan are building cars that can see like a bee—300 degree vision! This will help to reduce accidents.

**Katie:** Good. All these strongly support our main topic. It seems that inspiration for inventions can come from anywhere. Perhaps one of the great inventors of the future is sitting in this very room.

# WRAP-UP

## Task 1

### Answers

- |             |            |           |              |
|-------------|------------|-----------|--------------|
| 1 nowhere   | 2 everyone | 3 someone | 4 everywhere |
| 5 something | 6 no one   | 7 nothing | 8 everything |

## Task 2

### Answers

- |             |               |            |           |
|-------------|---------------|------------|-----------|
| 1 discovery | 2 survival    | 3 calendar | 4 migrate |
| 5 direction | 6 destination | 7 landmark | 8 animals |

## Task 3

### Answers

- 1 We are pleased to announce...
- 2 The topic of this year's conference is...
- 3 The conference programme will be available...
- 4 Delegates can register from...

## Task 4

### Possible answers

- Exact date and place
- Specific topics
- Registration date
- Exact proposal date
- Programme announcement date
- Email address