



“十四五”职业教育国家规划教材

捷进英语

DIRECT ENGLISH

总主编 石 坚
主 编 张 靓 王朝晖

第二版

2

综合教程
AN INTEGRATED COURSE
教师用书
TEACHER'S BOOK

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

Approaching Society



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北京 BEIJING

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FLTRP

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 named the most animals and elicit the animals they have.
- Write both *dolphin* and *salmon* onto the board. Ask students whether there are some similarities between these two animals. If so, ask them to list some.
- Do the same for each remaining pair in the sample, then ask students to look at the sample's answer and reason.
- Set the task. Point out that students need to think of a reason for each exercise.
- Elicit some answers from students. If they provide a logical answer not listed in the possible answers, accept it.

Possible answers

Exercise 1

The answer is C because just as the example, in which goldfish is a type of fish, whale is a type of mammal.

Exercise 2

The answer is B because just as the example, in which both butterfly and dragonfly can fly, both eagle and bee can fly.

Task 2

Teaching steps

- Tell students about an animal you find fascinating and give your reasons.
- Have students discuss the questions in pairs, then elicit their answers.

Possible answers

1

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

2

Reindeer can see UV light.

Dragonflies are expert predators. They can catch up to 95% of their prey, while lions catch only 30%.

Elephants use infrasonic hearing to communicate when they are very far from one another.

READING FOR LEARNING

More Information

There are many great animal migrations around the world:

One female leatherback sea turtle has been recorded travelling across the Pacific Ocean between Indonesia and the US. The distance is more than 12,000 miles, and the journey takes over 600 days. Perhaps even more impressive is that she travelled back to the beach where she was born to lay her own eggs.

Dragonflies can travel 14,000 to 18,000 kilometres from India to the Maldives (马尔代夫), the Seychelles (塞舌尔), 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 zebras 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 "Scanning 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.* the movement of people from one place to another to live or work 迁徙；移居

e.g. The migration of workers to the city increased during the summer.

夏天，越来越多的工人移居到了城市。

- 2) migrate: *v.*

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

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。

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

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

他年轻时就移居到澳大利亚了。

- 3) survival: *n.*

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

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

医生告诉我的妻子，我活下去的概率微乎其微。

- ② someone or something that has continued to exist from a previous time 幸存者；遗留物

e.g. The ancient manuscript is a rare survival from the early Middle Ages.

这份古老的手稿是早期中世纪遗留下来的稀有遗物。

2 Animals do not have a calendar on their walls to tell them when to migrate.

动物们并没有一个挂在墙上的日历告诉它们何时迁徙。

calendar: *n.* a tool that shows the days, weeks, and months of a year 日历

e.g. I use a calendar to keep track of important dates.

我用日历来记录重要的日期。

3 Or how do they know which direction to take on a long journey of thousands of miles?

又或者，它们是如何知道在这长达数千英里的漫长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.

人们发现犯罪嫌疑人往迈阿密方向去了。

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

e.g. Make 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。

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

有些靠外界的气温变化判断时间，而另一些则通过它们体内脂肪的水平决定启程的时间。

1) temperature: *n.* the measure of how hot or cold the air or an object is 气温；温度

e.g. The temperature outside is very high today.

今天外面的气温很高。

2) 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。

5 No one fully knows how animals find their way to their destination.

没有人真的了解动物是如何找到迁徙目的地的。

1) destination: *n.* the place to which someone or something is going 目的地；终点

e.g. Paris is our destination for the trip.

巴黎是我们此次旅行的目的地。

2) find one's way (back) to: navigate or return to a particular place 找到（回）去……的路

e.g. After getting lost, we finally found our way back to the hotel.

迷路后，我们终于找到了回酒店的路。

- 6 Although humans might remember short journeys such as their way around a city, it is quite another step to travel somewhere thousands of miles away with nothing but themselves!**

虽然人们可能会记住一些较短的路途，例如一座城市周围的路线，但是仅靠自己不借助任何帮助就踏上数千英里的旅途，就是另一回事了。

在本句的后半个从句中，it 作为形式主语，置于句首，真正的主语是后面的 to travel somewhere thousands of miles away with nothing but themselves。

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

处理这个问题很有挑战性。

- 7 Many birds, butterflies, and crabs use the Earth like a giant magnet to find their way.**

许多鸟类、蝴蝶和蟹类都把地球当成一个巨大的磁铁来寻找方向。

giant: *adj.* very large in size 巨大的

e.g. The giant tree in the park is over 100 years old.

公园里的那棵巨树已有一百多年的历史了。

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，然而另一些则是为了远离危险，繁衍后代。动物们并没有一个挂在墙上的日历告诉它们何时迁徙，那么它们是如何知道何时该启程了呢？它们又是如何找到返回多年前出生地的路呢？又或者，它们是如何知道在这长达数千英里的漫长旅途中该向哪个方向前行呢？科学家们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，有些靠外界的气温变化判断时间，而另一些则通过它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，很多动物就会开始迁徙。不然，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。

没有人真的了解动物是如何找到迁徙目的地的。但是，有研究显示，动物的大脑和人的大脑都有类似全球定位系统的东西来帮助他们寻找方向。动物可以利用地标、星辰、月亮或太阳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，例如一座城市周围的路线，但是仅靠自己不借助任何帮助就踏上数千英里的旅途，就是另一回事了。

一些海龟可以迁徙数千英里，回到它们出生的那片海滩来繁衍后代。

鲑鱼靠“闻”海水的气味从大海回到它们出生的那条河流。

很多鸟类、蝴蝶和蟹类都把地球当成一个巨大的磁铁来寻找方向。

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*, *temperature*, *landmark*, 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 c 2 d

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 they find most impressive in the text.

Possible answers

- 1 Survival.
- 2 They will not have enough fat to complete the journey.
- 3 Humans might remember short journeys such as their way around a city; whereas animals can remember journeys of thousands of miles.
- 4 They travel back to the beach where they were born.
- 5 They "smell" the water.
- 6 They use the Earth like a giant magnet.

Extra Activity!

- Play the game of "Animal Mime" in the class. Act out an animal to the class and ask them to guess which animal you are.
- Divide the class into three groups. Each group should take turns miming an animal for the other two groups. Both the group that guesses the animal correctly and the group that does the mime get a point.
- The winner is the group with the most points.

Task 4

Teaching steps

- Ask students to do the task individually and then share their scores with a partner.
- Extend this task by asking students to choose two landmarks in the city and direct their partner from one landmark to the other.

Vocabulary Focus

Task 1

Teaching steps

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

Answers

1 a 2 f 3 e 4 d 5 c 6 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*, *direct*, and *destinations*.
- Set the task and check the answers as a class.

Answers

1 discovery 2 survive 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 student who guesses correctly and the one who draws each get a point for every 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 (5) Scientists

Grammar Focus: Indefinite Pronouns

(不定代词)

Task 1

Teaching steps

- Write the indefinite pronouns from 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; somewhere; nothing

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

Task 2

Teaching steps

- Complete the first sentence together as an example 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 aloud to a partner without saying the pronoun. Their partner should try to guess the pronoun.

Answers

1 B	2 A	3 A	4 A
5 B	6 A	7 B	8 A

Task 3

Teaching steps

- Ask students to complete the three conversations using 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 them to explain what each indefinite pronoun refers to. For example, *somewhere*=a place far away.

Answers

1		
(1) something	(2) somewhere	
2		
(3) something	(4) somewhere	(5) nothing
3		
(6) Everywhere	(7) Somewhere	

Beyond the Text

Task 1

Teaching steps

- Ask students to think of examples of human migrations and their reasons.
- Ask students to work in groups to discuss their ideas.
- Elicit some examples and share additional ones you know.

Possible answers

- Many Italians and Greeks 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 US hundreds of years ago. The reasons were varied, but many were seeking better economic prospects at that time.

Task 2

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 of its rich history and culture.

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 foods.

I would move to Italy because of its renowned art and architecture.

I would move to Spain because I love the climate there.

I would move to Spain because I love the music there.

Task 3

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 variety 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 have been newly rebuilt and the transport system is modern and convenient. The high-speed rail is very popular.

Task 4

Teaching steps

- Ask students if they have heard of or watched the movie *The Wandering Earth*. Give students a few minutes to discuss the plot in a group.
- Ask students what they know about China's space programme and any successes the programme has achieved.
- Ask students to read the passage and discuss the underlined questions in groups.
- Elicit some ideas from different groups.

More Information

Many movies have been made about space travel. In particular, many are based on the idea that humans will eventually need to leave the Earth in order to survive. One of the most successful movies in this sci-fi genre is *The Wandering Earth*. The story is set around the idea that the sun is dying and that this will soon destroy the Earth. To save humanity, scientists draw up a plan to escape Earth and save the entire human race from danger. With the help of thousands of fusion-powered engines, the planet Earth will leave the solar system and embark on a 2,500-year journey to the orbit of a star 4.2 light years away.

China is one of the active participants in making space plans worldwide, and has made significant achievements in the space industry. We have successfully launched manned missions, including sending astronauts to our own space station, Tiangong. China has also landed rovers on the Moon and Mars, demonstrating advanced space exploration capabilities.

Possible answers

- Human migration into space is becoming increasingly likely as technology develops. It is something we will probably see in our lifetime.
- I believe this significant step will definitely contribute to people leaving the Earth permanently. While I don't think people could do this in the short term, the possibilities for our future in space are limitless.

READING FOR DOING

More Information

The basic concept behind the air-conditioning systems has been used for centuries. The first modern air-conditioning system was invented in 1902 by the American inventor Willis Carrier. Residential air-conditioning systems allowed people to move into areas previously uncomfortable for living, such as the Sun Belt in the US.

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 credited to the Australian Nobel laureate Howard Walter Florey, the German Nobel laureate Ernst Chain, and the English biochemist Norman Heatley.

The Internet is a global system of interconnected computer networks that uses TCP/IP to link several billion devices worldwide. The Internet carries an extensive range of information resources and services, such as the interlinked 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.
- Ask students to look at the comment section and find examples from the pictures.
- Check the answers as a class.

Answers

air conditioner; refrigerator; penicillin; Internet; jet airplane; robots

Language Bank

- 1 We now have more technological power in our pockets than most companies had in a room 50 years ago.**

可以说，现在我们口袋里的技术力量比 50 年前多数公司的整间办公室里的还要强大。

technological: *adj.* relating to the use or knowledge of technology 技术的；工艺的

e.g. The company is known for its technological innovations.

这家公司以技术创新而闻名。

- 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/against... 投票支持/反对……

e.g. The city 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。

Sixty-eight per cent 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.

我的选票将投给承诺税收改革的候选人。

- 3 Surprisingly, the air conditioner is over 100 years old!**

令人惊讶的是，空调已经有一百多年的历史了！

surprisingly: *adv.* in an unexpected or unusual way 令人惊讶地

e.g. Surprisingly, the small restaurant is very popular.

令人惊讶的是，这家小餐馆非常受欢迎。

- 4 The jet airplane has changed the world dramatically.**

喷气式飞机极大地改变了世界。

- 1) dramatically: *adv.* obviously or suddenly 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.

收入不均的现象也显著加剧。

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

5 In my grandparents' generation, most people didn't leave their city, let alone their country.

在我祖父母那一代，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 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，更别说开汽车了。

He hasn't enough money for food, let alone amusement.

他连吃饭的钱都不够，更不用说娱乐了。

6 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。

7 Operations are now much safer and the robots make doctors more accurate.

现在的手术更加安全，机器人使医生的操作更加精确。

- 1) operation: *n.* a medical procedure performed to treat or diagnose a condition 手术

e.g. The operation was successful, and the patient is recovering well.

手术很成功，患者恢复良好。

- 2) accurate: *adj.* correct and free from errors 精确的；准确的

e.g. The scientist provided accurate data for the experiment.

科学家为实验提供了准确的数据。

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比 50 年前多数公司的整间办公室里的还要强大。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？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

100+ 回答

排序：按赞数由多至少

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。它拯救了世界上成千上万人的生命。

索莫

最重要的发明非互联网莫属。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。一些大公司都仅在网上运行。我无法想象没有互联网的生活——商业街现在将会变得完全不同。

雷吉

喷气式飞机极大地改变了世界。在我祖父母那一代，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。

阿布杜勒

机器人也是最伟大的发明之一。医疗机器人，如达·芬奇手术机器人，已经拯救了成千上万人的生命。现在的手术更加安全，机器人使医生的操作更加精确。一些机器人还可以代替人类执行高风险活动，以保护人类工人。

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 functions of the inventions 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 robot | 6 penicillin |

Task 3

Teaching steps

- Take the gapped sentence in the Student's 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 other inventions from students.

Possible answers

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

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

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

Tasks 4 and 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 great-great-nephew. 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 relate to the idea of a plane being used as a weapons-delivery system and not for transport of people or goods. “Kindly reflect on the legacy you wish to bequeath” means that the author wants them to “think about what you are giving the world”. The last line means “Your invention kills 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 wars.

Task 5

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

Without lots of plastics 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、克隆技术、大语言模型等。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，以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 one(s) 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 notice they have seen around campus.
- Finally, ask students to underline the information that they think must be included in this kind of notice.

Answer

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 been held
- 4 Date of the 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 read the writing profile and complete it with the sentences from Task 2.
- Check if the students have found the correct sentences. Then ask students to work in pairs to add more examples.
- Elicit some examples students have created and add them to the board for others to copy down.

Answers

- (1) We are delighted to announce that the 12th Annual Technology Conference will take place at Loughton University on 20 June.
- (2) The theme of this year's conference is "Educational technology: improving learning through technology".
- (3) The deadline for proposals is 15 April. The conference programme will be announced on 18 May. Delegates can register for the conference from 21 May.

Task 5

Teaching steps

- In this task, students need to combine the information in the table with sentences from the writing profile in Task 4.
- Ask students to select the appropriate sentences 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 answer

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

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

- Make sure that students understand the meanings of “influenced by nature” and “discovered by accident”.
- Encourage students to discuss the similarity between these inventions. You can also play the video through without a pause to help students find the answer.
- Check the answer as a class.

Answer

C

Task 3

Teaching steps

- Ask students to read the sentences before playing 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; the colour purple

Task 4

Teaching steps

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

Answers

- 1-B 2-C 3-A

Task 5

Teaching steps

- Ask students to read the opinions and try to match them to the corresponding 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) planned (2) by accident (3) inventors (4) By chance (5) fashionable
(6) popular (7) swimming suits (8) climb (9) in nature

- Ali-3 Mia-2 David-1; 4

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

Tasks 7 and 8

Teaching steps

- Ask students to reflect on the inventions mentioned in the video.
- Ask students to choose the invention they find most interesting and prepare to share their reasons.
- Have students pair up and share their chosen invention and reasons with their partner.
- Introduce the concept of accidental inventions and provide a few examples from the video.
- Have students discuss in pairs and research other accidental inventions.
- Allow groups to present their findings to the class, highlighting interesting discoveries.

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. At that time, the British military was trying to find a better metal for guns. The problem was that gun barrels were distorted after repeated firing due to the friction and heat of bullets. Brearley, a metallurgist at a Sheffield firm, was asked to find harder alloys. He experimented with adding chromium to steel, and legend has it that he discarded some of the results of his experiments as failures. These discarded samples ended up in the scrap heap—but Brearley later noticed that they had not rusted. Therefore, he made some research into them and discovered the secret of stainless steel.

教学 小贴士

在完成以上任务之后，可进一步提出以下问题：

1. 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？
2. 请列举中国的发明创造，并思考“中国制造”与“中国智造”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—360 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 giant | 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
- Exact proposal deadline
- Programme announcement date
- Registration date
- Email address