

普通高中教科书

英语

选择性必修
第三册

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英语

(选择性必修第三册)



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SENIOR ENGLISH FOR SCHOOLS
STUDENT'S BOOK



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主编 杨晓钰



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 制作各类出版物及配套用书，违者必究

To the student

To the student

亲爱的同学，欢迎你随本书一起继续高中阶段的英语学习。我们希望充满求知欲的你，能喜欢书中所提供的学习材料，喜欢各种鼓励探究和发展思维、注重学习能力和学习习惯培养的教学设计。

高中英语学习是初中英语学习的延伸，同时也是新的英语学习生活的开始。在这一阶段，提高基本语言运用能力极其重要，但提高用英语获取信息、处理信息、分析和解决问题的能力，用英语进行思考和表达的能力，以及跨文化交际的意识和基本的跨文化交际能力也必不可少；而掌握有效的英语学习策略，提高自主学习能力，会帮助你更有效地学习，形成具有个性的学习方法和风格，为将来进一步学习英语和终身发展打下良好基础。

关于本教材的使用，我们有以下建议：

1. 请仔细阅读每个主题前的 Guiding Page，它会帮助你熟悉该部分的主要学习内容，激发你思考与之相关的问题，为本主题的学习做好必要的准备。

2. 只有充分了解了学习目标，你才能在学习中处于主动地位，发挥主体作用，才能使自己的“学”与教师的“教”形成协调发展的合力，从而取得最佳的学习效果。因此，各单元的学习从研读 Looking Ahead 开始，并在每个单元学习后根据 Self-assessing 帮助自己反思学习效果，调整自己的学习目标、学习方式和学习进程。

3. Activating and Predicting 旨在最大限度地激活你与所学内容相关的背景知识，激发你学习的兴趣和动机，为进入下一步学习做好准备。在本板块的学习中一定要勤于思考，积极参与，勇于表达。

4. “学而不思则罔，思而不学则殆”，没有思考、缺乏创造性的学习收获甚少。建议你在进行 Reading, Thinking and Analysing 部分课文的学习时，不要忽略了 Margin Notes 和 TIP，一定要边学边思，学思结合，掌握策略，举一反三，这样你才能真正提高阅读能力，逐渐成长为高效的英语阅读者。

5. Exploring and Using 将为你轻松化解阅读课文中的语言知识，引导你通过观察和分析，了解语法形式，理解语法意义，发现语法规则。这将帮助你

在真实语境中运用所学语言知识来理解和表达意义，加强准确、得体地使用语言的意识，深化对语言的理解。

6. 在进行了大量的听说和阅读后，你一定记住了许多优美的词句、漂亮的段落，一定发现了英语文章与汉语文章在风格和组织结构上的异同，也一定跃跃欲试地想用英语表达自己的所感所想。这的确是一件值得高兴的事！那么，请一定经常读一读、听一听、说一说、记一记一些好的句子和美文，并认真完成每课的写作任务，这样，你的英语写作就会不断进步，逐步达到“行文如流水，落笔如有神”的境界。

7. 在必修教材的 Recycling Time 和 Word Builder 板块，你已经学习了归纳所学内容、在语境下猜测词义等策略，在4-7册的选择性必修教材学习阶段，请主动应用和积极调试所学策略，不断提高自主学习能力。Learning Individually 部分鼓励你主动做好阅读课的预习，在 Question Corner 中提出自学中存在的疑惑，在 Learning Cooperatively 部分，与同学和老师一起互动、探究、应用，并且在 Learning Reflectively 板块应用1-3册的多维评价方式，提高反思的意识和能力。

8. 附录中的 Word Learning Booster 会引导你在学习新词汇的同时，注重对已学词汇的定期复习，逐步养成良好的词汇学习习惯，记忆词汇也将不再是一件难事。

“学而时习之，不亦说乎？”古人告诉我们，学习要采取积极的态度，既要时时、处处、事事地“学”，又要时时、处处、事事地“习”；于“学”中积累、丰富、提高，于“习”中求巩固、受启发、得效益；争取日有所新，日有所获。这样你的内心就能充满掌握英语学习真谛的愉悦。

我们衷心希望通过本教材的学习，能进一步激发你学习英语的热情和用英语交流的欲望，最终能用英语了解、学习他国优秀文化，同时向世界介绍祖国灿烂的文化。

作为学习者，获取知识是一种乐趣，不断克服困难、不断创新也是一种乐趣。记住永远对自己说：“I can do it!”。

愿你快乐地度过英语学习的每一阶段，享受克服困难的快乐，享受创新的快乐，享受成功的快乐！

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Theme	Unit/Title	Reading Actively Reading Further	Exploring & Using	Listening, Understanding & Communicating	Reading/Viewing, Speaking & Writing	Learning Strategies
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Theme A

Life and Literature

Literature is a beautiful way of keeping our imagination alive, and it guides us into the world we would never have a chance to visit in our daily lives. Literature is also one of the most significant expressions of humanity, which helps us understand people's true lives, experiences and thoughts. While reading classic poems, stories and dramas, we can imagine and soak ourselves in thought.



In this theme, you will:

- ◇ appreciate a famous poem *The Road Not Taken*;
- ◇ read a draft of a speech on making a choice;
- ◇ talk about your career choices.

Unit 1

- ◇ enjoy an interesting story by O. Henry;
- ◇ realise the values of learning English literature;
- ◇ talk about O. Henry's writing style.

Unit 2

- ◇ learn about the relationship between a daughter and her mother in a drama.

Challenging Yourself A

Does literature relate to our daily lives? What does reading works of literature mean to you?



Unit 1

Choice and Decision

Poems are images in your mind. They let you go beyond the surface and discover your deepest feelings.

—Anonymous

Looking Ahead

By the end of this unit, you will be able to:

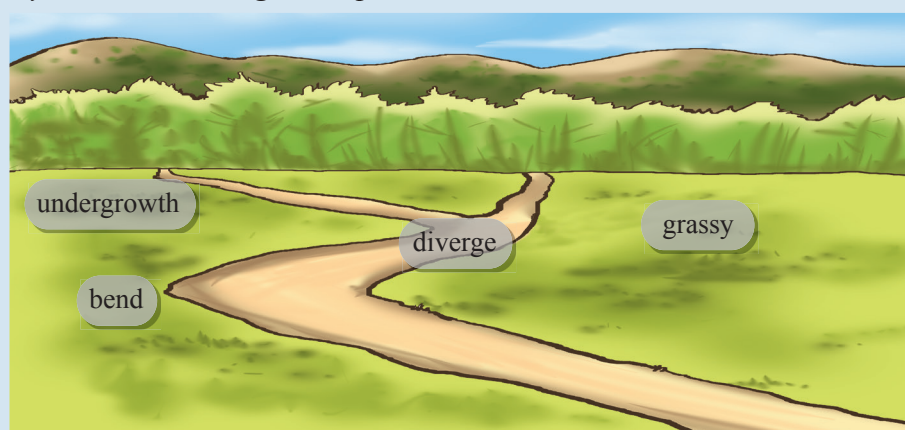
- appreciate a poem and share your understanding;
- identify the rhyme scheme and the rhythm of a poem;
- describe a picture by appropriately using the *-ed* form as the predicative;
- talk about your career choices based on your survey;
- write a poem based on the given proverbs;
- evaluate a speech on “The Road Not Taken in Life”.

Reading Actively



► Activating and Predicting

- 1** Look at the picture and guess the meanings of the given words. If necessary, use a dictionary. Then share your understanding with a partner.



- 2** Based on the picture in Activity 1, work in pairs to discuss which one of the two roads you will take and why. Then read to check.

I would like to take _____ because _____.

► Reading, Thinking and Analysing

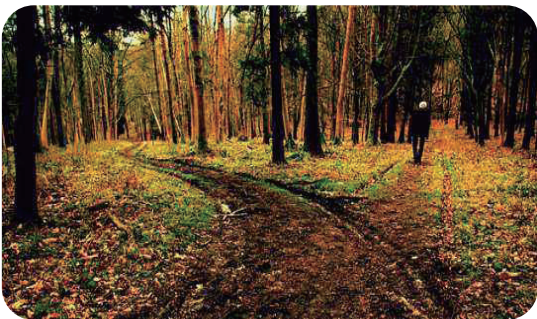
The Road Not Taken

Two roads diverged in a yellow wood, → fall/autumn
 And sorry I could not travel both
 And be one traveler, long I stood → lost in thought
 And looked down one as far as I could
 To where it bent in the undergrowth.

Then took the other, as just as fair, → good
 And having perhaps the better claim, ← uncertainty
 Because it was grassy and wanted wear; → had not been walked on much
 Though as for that the passing there
 Had worn them really about the same.

Why is it repeated? →
 And both that morning equally lay
 In leaves no step had trodden black. → to put one's foot on
 Oh, I kept the first for another day! → Why is "!" used here?
 Yet knowing how way leads on to way,
 I doubted if I should ever come back.

I shall be telling this with a sigh
 Somewhere ages and ages hence:
 → Two roads diverged in a wood, and I — → Why does this line end with a dash?
 I took the one less travelled by,
 And that has made all the difference. → What do you think the difference is?
 ← the choice



The Road Not Taken is a poem by Robert Frost, one of the most famous American poets. He was born in 1874 in San Francisco, but lived much of his life in New England. Many of his poems have New England settings. In 1961, he was invited to read his poem at the **inauguration** ceremony of President John F. Kennedy.

In this poem, the speaker is travelling in a wood when he comes to a fork in the road and, even though he would like to travel both, he has to

inauguration
 [ɪˌnɔːɡjə'reɪʃn]
 (n.) 就职典礼

make a choice in order to continue his journey. Of the two roads, one is well-trodden and safe, while the other is grassy and less travelled by. After much hesitation, he decides to pick the road less trodden.

One of the attractions of the poem is its artistic way of depicting the difficulty in making choices, one that we instantly recognise because each of us encounters it innumerable times, both literally and figuratively. Paths in the woods and forks in the roads are ancient and **deep-seated** metaphors for the lifeline, its crises and decisions. The poem clearly demonstrates Frost's belief that it is the road that one chooses that makes him the man who he is. Man's life is metaphorically related to a journey filled with twists and turns. One has to consider a lot before making a wise choice. Though the diverged roads seem **identical**, they actually lead to different directions, which symbolise different fates. At the same time, the speaker "sighs" with great sorrow, thinking about what he may have missed on the other path and he doesn't have opportunities to experience another kind of life. *The Road Not Taken* is full of philosophical overtones. It has been one of the most analysed, quoted, **anthologised** poems in the English language. The symbolism of the woods, the roads, the speaker and the choice has inspired an extremely large number of interpretations.

Guess the meaning of **deep-seated** from the context.

Identical (adj.) means

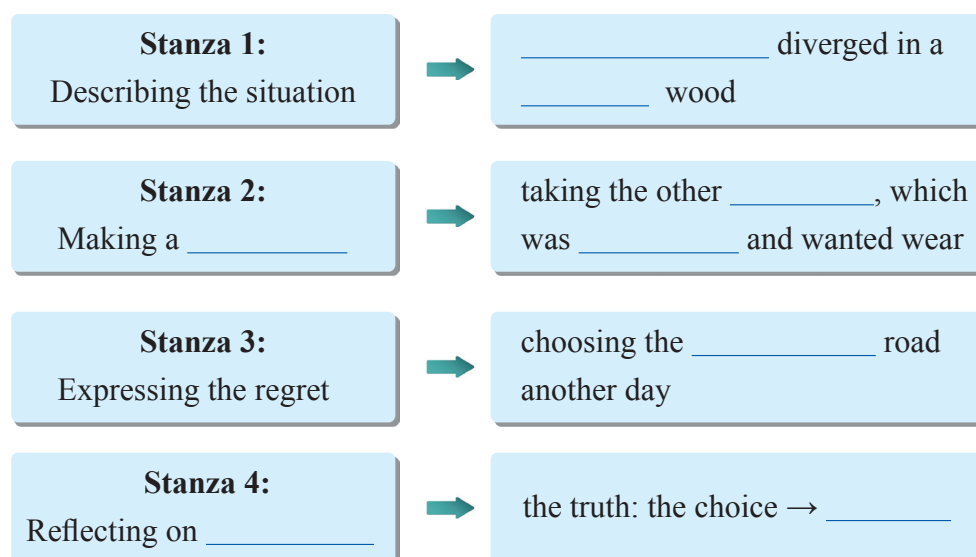
- _____.
A. different
B. same

Anthology refers to a collection of writings of different writers.

Anthologise means _____.

► Comprehending, Integrating and Creating

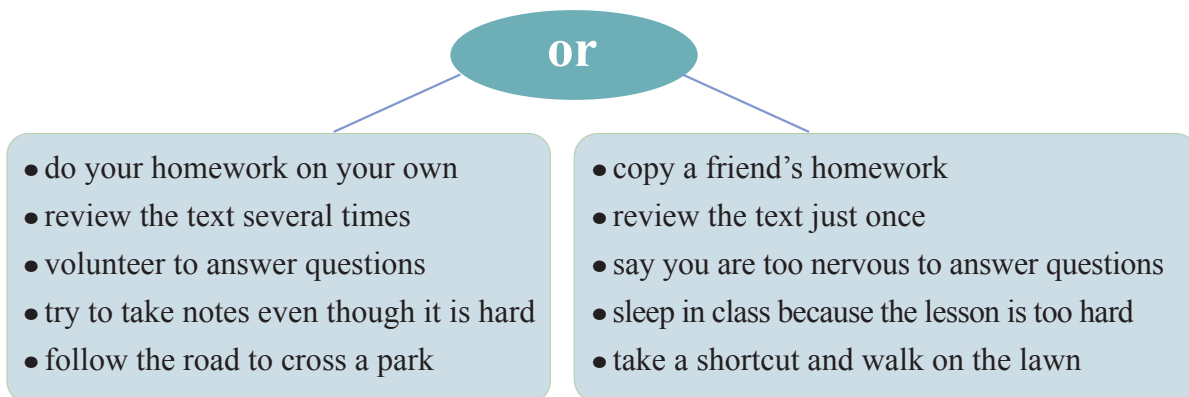
1 Read the poem and complete the following diagram about the structure of the poem.



2 Read the poem closely and work in pairs to discuss the following questions.

- 1) Why would the narrator like to take both roads?
- 2) Why does the narrator admit the two roads are really much the same?

- 3) Does the narrator sigh out of satisfaction or regret? Why?
 - 4) Why does the author repeat “Two roads diverged in a wood” in the poem?
 - 5) Has the choice of the less travelled road been the better or the worse?
- 3 Work in groups to describe the two roads the poet mentions and discuss why the poem is not entitled “The Road Taken”.
 - 4 Look at the choices below and identify “the easy way out”. Then work in groups to share your understanding of “choosing the easy way to do something”.



- 5 Do one of the two activities below in groups.
 - 1) Have you ever encountered a situation in your life where you have to make a choice? Share your experience with your group members.

Two Paths:

Your choice:

The outcomes:

The lessons you have learned:

- 2) Discuss how you understand “Life is a series of choices and we cannot always foresee the consequences”. Then write a journal entry based on your discussion.

Exploring and Using



► Language Feature

- 1 Listen and read the first stanza of the poem, paying special attention to the sound of the last word in every line. Then choose the rhyme scheme.

Two roads diverged in a yellow **wood**,
 And sorry I could not travel **both**
 And be one traveler, long I **stood**
 And looked down one as far as I **could**
 To where it bent in the **undergrowth**.

- The end **rhyme** •
- The rhyme scheme is: _____
- A. ABAAB
 - B. ABABB
 - C. ABBAB

TIP

Rhyme refers to the use of words in a poem or song that have the same sound, especially at the end of lines.

Now find out the rhyme scheme of the other stanzas in the poem.

Stanza 2: _____ Stanza 3: _____ Stanza 4: _____

2

Listen and read the first stanza of the poem again, paying special attention to the pauses and stressed syllables in every line. Mark the sentences by following the example given in the first line.

Two 'roads | di'verged | in a yellow 'wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth.

TIP

In a poem, the rhythm is the flow and beat of the words. It helps to express our mood and feeling while we are reading.

Mark the other three stanzas and then take turns to read in groups of three.

► Grammar Link

The -ed Form as the Predicative

Understanding the meaning

Read the following passage and pay special attention to the coloured parts. Try to find out the functions of the -ed form.

The poem, *The Road Not Taken*, has been one of the most analysed and quoted poems in the English language. In this poem, the speaker is travelling in a wood when he comes to a fork in the road. Lost in front of the diverged roads, he has to make a choice in order to continue his journey. Of the two roads, one is well-trodden and safe, while the other is grassy and less travelled by. After much hesitation, he decides to pick the road less trodden. After reading the poem, we know that the paths in the woods and forks in the roads are actually ancient and deep-seated metaphors. In our lifetime, we may feel puzzled when we come across such diverged roads, which lead to different directions and symbolise different fates. At such moments we have to be self-possessed and make the correct choice.

Discovering the rule

1

Study the following examples to find out how the -ed form is used. Then share your ideas with your partner.

• Example •

adverbial attributive

1) **Lost** in front of the **diverged** roads, he has to make a choice in order to continue his journey.

the predicative the predicative

2) Of the two roads, one **is well-trodden** and safe, while the other **is** grassy and less **travelled by**.

linking verb linking verb

2 Work in groups to complete the table below.

Example sentence	Meaning	Form
1) The sun is set .	a finished action	Linking verb + _____ <i>Linking verbs used in this form:</i> 1) be 2) sound, feel, _____ 3) appear, remain, _____
2) My work is finished .		
1) The glass was broken .	a passive action	
2) The hunter seemed frightened .		
1) This volunteering work appears much appreciated .	a state	
2) The door remained locked .		

Applying the rule

1 Read the passage in *Understanding the meaning* again and analyse the functions of all the coloured parts by following the example.

• Example •

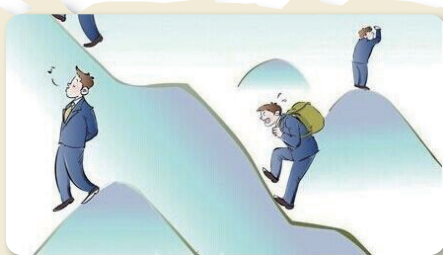
attributive before a noun

The poem, *The Road Not Taken*, has been one of the most **analysed** and **quoted** poems in the English language.

2 Complete the following passage by using the appropriate forms of the given words.

A poem is a form of art or something _____ (create) to be _____ (appreciate) for its beauty and emotional power. A _____ (skill) poet tries to use his technique to have the words arranged in order to achieve a _____ (desire) emotional effect. Words are the medium of poetry. In poetry, the poet makes sure that the words _____ (arrange) in lines and **stanzas** rather than sentences and paragraphs. While _____ (write), a poet often has his own experience _____ (**incorporate**) into the poem. So the readers may feel _____ (inspire) by the poet's experiences while reading. _____ (interest) in the poem, the readers may find a strong emotional response _____ (**provoke**).

- 3 Look at the picture below and describe it, and then express how you understand it. Use the -ed form as the predicative.



As is shown in the picture, _____

From my point of view, _____

//////// Listening, Understanding and Communicating //////////

Talking about Career Choices

- 1 Tick the jobs you're interested in and give your reasons. Then share your choices with a partner and then add more jobs you like.



☐ dentist



☐ athlete



☐ actor/actress



☐ teacher



☐ architect



☐ lifeguard



☐ scientist



☐ lawyer

Other jobs I am interested in: _____

My reasons: _____

- 2 Predict whether the following statements are true (T) or false (F). Then listen to a passage and check your prediction.

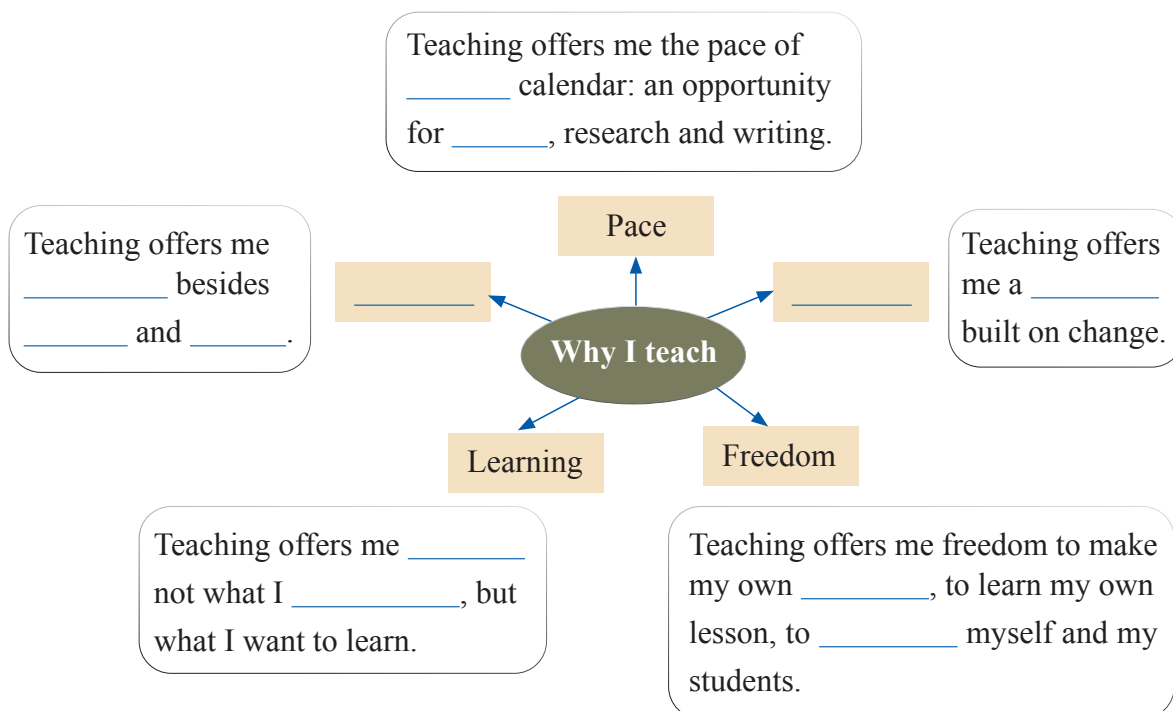
- _____ 1) A career is an **investment**, and should be incorporated into one's **overall** life plan.
- _____ 2) For the **majority**, making a career choice is just about following a dream.
- _____ 3) It has been found that holding a job which fits one's interest and personality contributes to an individual's **well-being**.

- _____ 4) “Choose a job you love and you’ll never have to work a day in your life” is said by the Chinese **philosopher** Lao-Tzu.
- _____ 5) **Professor** Peter G. Beidler chooses teaching partly because he likes the **pace** of the **academic** calendar.
- _____ 6) **Assessing** one’s personal skills is an important step before choosing a job.

3 Listen again and tick the best answer to each of the following questions.

- 1) What is this passage mainly about?
 - A. Having a successful career.
 - B. The reasons for being a teacher.
 - C. Making a career choice.
 - D. Getting to know yourself.
- 2) Which of the following is not the reason for Professor Beidler to be a teacher?
 - A. Having an opportunity for reflection.
 - B. Enjoying a life full of changes and opportunities.
 - C. Having the freedom to learn.
 - D. Enjoying something besides money and power.
- 3) Which factor(s) should be considered when you are making a career choice?
 - A. Reality and careful management.
 - B. Your strengths, values and skills.
 - C. Your interest and personality.
 - D. All of the above.
- 4) Which of the following is false according to the passage?
 - A. Making a career choice needs a lot of research and soul-searching.
 - B. As long as you follow your dream, you can make the right career choice.
 - C. Choosing the right career is one of the most important decisions of a person’s life.
 - D. Career choices must be **realistic** and fully considered.

4 Listen for the third time and fill in the blanks about Professor Beidler’s reasons for teaching.



5 Do the activity by following the steps below.

Step 1 Work in groups to do a survey about the career choices of your classmates by asking the following questions.

1) What job would you like to choose?

doctor	singer	civil servant	architect
scientist	journalist	lawyer	...

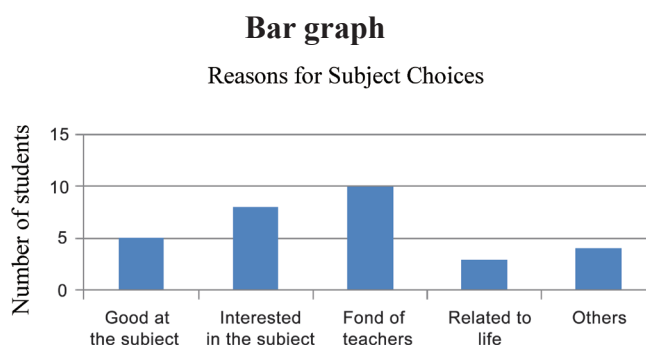
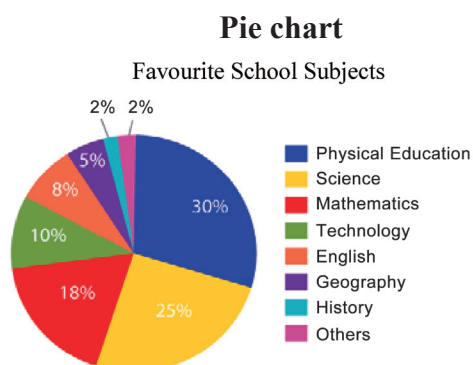
2) What factors do you consider when you choose a job?

strengths	skills	interest
personality	the value of the job	payment
...		

Step 2 Present your results by drawing a pie chart or a bar graph.

• Example •

Subject Choices and Reasons



Step 3 Make a report based on your chart or graph. The following sentence structures can help you.

- As is shown in the pie chart, ... ranks as the most popular career, which accounts for ...%.
- Most students think that ...
- Then, ... is chosen as the second, for the reason that ...
- Besides, ... is as popular as My classmates consider that ...
- The career with the lowest percentage is ..., which takes up only ...%.
- What's more, there are some other careers students hope to take, such as ...
- We can conclude from the chart that ...

Viewing, Speaking and Writing



Writing a Poem

1 Based on the provided picture, choose proper words from the box to complete the following poem.

- | | | | |
|-----------|-------|-------|--------|
| mountains | birds | paths | river |
| snow | boat | man | bamboo |



Cold River-Snow
By Liu Zongyuan

A hundred _____ and no _____,
A thousand _____ without a **footprint**;
A little _____, a _____ cloak,
An old man fishing in the cold _____ -snow.

TIP

You may use the scheme of rhyme to help you.

2 Work in groups to work out the appropriate order of the lines in the following poem. Then read the poem aloud, paying attention to the rhythm.

Gathering Leaves
by Robert Frost

Spades take up leaves
I make a great noise
Running away
No better than spoons
And bags full of leaves
Are light as balloons
Of **rustling** all day
Like rabbit and deer



Spades take up leaves _____

Of rustling all day _____

3 Read the poems "The Road Not Taken", "Cold River-Snow" and "Gathering Leaves" again and decide what makes a good poem. Complete the following statement and then write down your own answer.

A good poem is _____.

- | | | |
|----------------|---------------------|----------------------|
| A. fun to read | B. full of feelings | C. meaningful |
| D. educational | E. short and clear | F. about real things |
| G. simple | H. surprising | |

According to my understanding, a good poem is _____.

- 4** Discuss with your partner the meanings of the following proverbs about “roads” and then write a poem of your own, entitled “Road”.

- 1) No way is impossible to courage.
- 2) **Perseverance** is the only road to success.
- 3) All roads lead to Rome.
- 4) Confidence in yourself is the first step on the road to success.
- 5) To know the road **ahead**, ask those coming back.
- 6) No road is long with good company.

TIP

A piece of good writing usually grows out of a strong desire to say something.

Reading Further



► Getting Ready

- 1** Imagine you are in the following situation and think which “road” you would like to take. Then share your ideas in groups.

• Situation •

When picking their majors in college, some students tend to choose some popular majors, such as English, Accounting, etc., while others would like to choose less popular ones: Spanish, Philosophy, etc.

I'd prefer to _____ rather than _____ because _____.

- 2** Look at the title of the following speech and the given words and expressions to predict the author's choice. Then read to check.

English	the well-trodden path	detour into...
Spanish	the lonely road	a single correct path

► Reading

The Road Not Taken in Life

Hola todos! Ahora vamos a empezar. El camino no seleccionado en la vida.

Ladies and gentlemen,

I am a sophomore majoring in Spanish, but today I'm here standing on the stage of English competition. Should I be here? Is this my stage? Two years ago, when I was offered the privileged chance to pick my major, rather than the well-trodden path of English, I chose the lonely road of Spanish.

It's very common that when students don't know which major to choose in college, they choose English; when they want a better job, they pick up English; and when they want to master a foreign language, more often than not, it is English. There is a view that English is the path to a better life. But the law of supply and demand tells that if everyone supplies the same

service, the value of that service declines. So those who have taken a less travelled road, and have not followed others, may have the last laugh.

We've seen this before. Think of all those students who decided to pursue law at the urgings of their parents, uncles or teachers. Where are they now? Promised a world of opportunity upon completing their education, instead they are now struggling to find a position in their overcrowded field. Some have ended up turning to new paths as translators, or even butchers.

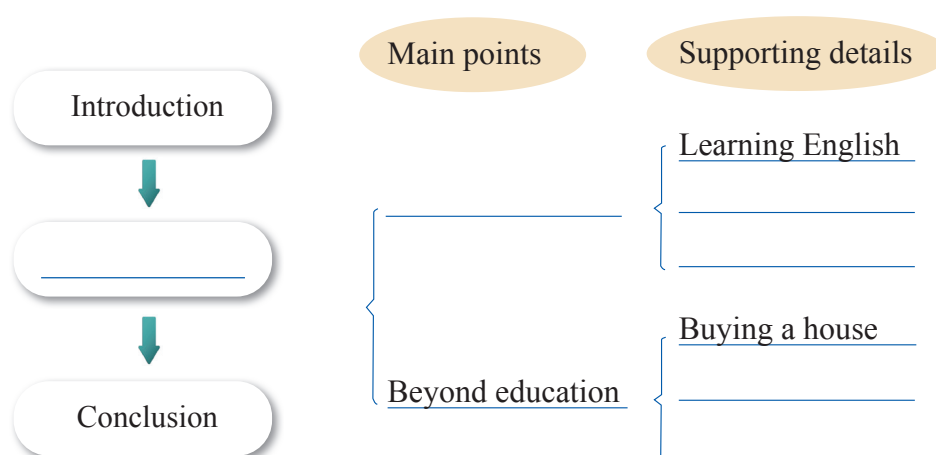
How about beyond education? What are the paths that everyone takes? Everyone rushes to buy a house and we are left with rising prices of houses and apartments that may be highly inflated. Everyone needs to buy a car and we are left with traffic jams that last over a week! Everyone flocks to Xiangshan in the spring to look at the blooming flowers only to see the backs of other people's heads. Too often people are sheep refusing to separate from the flock. They become nervous and uneasy when they step out of line. However, isn't this sometimes unnecessary? Why do we not buy a cheaper home in a smaller town? Why do we not use public transportation instead of worrying about a car? Why do we not go to see Sakura blossoms in Wuhan instead of Xiangshan? The pressure to travel with others is strong, for it is always easier to go with the flow.

We must learn to love the lonely path, not fear it. The popular path is not always a safe one. There are always options. The road less travelled can be fun. Now I encourage people around me to take risks, like entering an English-speaking competition as a Spanish major. Even though I have chosen the less travelled road to learn Spanish, I am not restricted from detouring into English. I don't dream about the road I didn't take as so many of my friends did. We are lucky to have so many paths in front of us, but there is no single correct path for all of us. We must find our own way.

Hasta la vista.

► Comprehending

 Read the speech again and complete the chart.



TIP

Among the three essential parts, the body part plays an important role, where key points and supporting information should be presented.

- 2** Discuss in groups what rhetorical devices are used to make the speech more convincing. Identify more examples in the text and complete the table by following the example.

Rhetorical device	Example in the speech	Function
Parallelism	1) (Paragraph 2, Lines 1-4) ... when students... it is English. 2) ...	1) to increase the rhythm of this speech. 2) ...

TIP

The author can use rhetorical devices to make the speech vivid, and improve the power of language. Commonly used devices include similes, metaphors, parallelism, repetition, antithesis, and rhetorical questions.

- 3** Complete the following summary of the speech. Then give your comments on it.

In the speech, the author talks about the road not taken in life. Rather than the _____ path of English, she chose the _____ road of Spanish as her major in college. In comparison, those who pursue their majors at the _____ of other people are now struggling to find a position in their overcrowded field. Beyond education, people still refuse to _____ from the flock. They tend to go with the _____. They _____ to buy a car, a house and flock to famous scenic spots. They don't realise the truth that the road less travelled can also be fun and we should dare to take _____ and find our own way.

TIP

You can make comments on a speech based on its structure, expressions, rhetorical devices, etc.

Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations
2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
• I can appreciate a poem and share my understanding with classmates.		
• I can identify the rhyme scheme and the rhythm of a poem.		
• I can describe a picture by using the <i>-ed</i> form as the predicative.		
• I can make a survey to talk about my career choices.		
• I can write a poem based on the given proverbs.		
• I can evaluate a speech on "The Road Not Taken in Life".		

Unit 2

Dilemma and Solution

Every story has an end, but every end is just a new beginning.

—Anonymous

Looking Ahead

By the end of this unit, you will be able to:

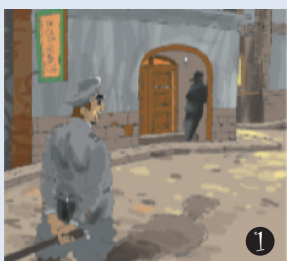
- appreciate a short story from different angles;
- use adverbs in depicting a character vividly;
- write a story based on a stamp by using the *-ing* form as the predicative;
- talk about the writing styles of some famous writers;
- write a short story based on a given theme;
- illustrate why we should learn English literature.

Reading Actively

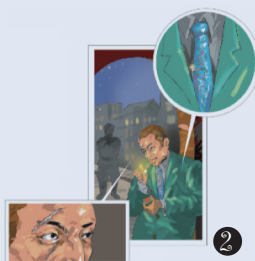


▶ Activating and Predicting

- 1** Study the following pictures and guess the meanings of the given words and expressions. If necessary, refer to a dictionary. Then share your understanding with a partner.



a policeman, in the doorway of a restaurant, wait for



scar, a diamond pin, light a cigar



the same place, date and time, make a fortune



a tall man, go directly to



arm in arm, glare, change



a plainclothes man, arrest, note

2 Look at the title of the following text and work in pairs to predict what it is about by answering the following questions. Then read the text to check your prediction.

- 1) When and where did it happen?
- 2) What is it mainly about?
- 3) What is the most probable relationship between the characters?

► Reading, Thinking and Analysing

After Twenty Years

The policeman moved up the street with an air of importance as usual. The time was hardly 10 o'clock at night, but the cold wind had almost made the street empty. With a club in his hand, the officer tried doors as he walked, turning now and then to look at the quiet street. Walking towards the middle of the street, the policeman suddenly slowed his walk. In the doorway of a store stood a man with an **unlighted cigar** in his mouth. As the policeman walked up to him, the man spoke up **quickly**.

*Unlighted cigar
and quickly indicate
that the man felt*

"It's all right, officer," he said, "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight." He then struck a match and lit his cigar. The light showed a pale, square face with **keen** eyes, and a little white scar near his right eyebrow. He wore an expensive silk tie with a diamond pin.

Keen here means

"Twenty years ago tonight," said the man, "I was here with Jimmy, my best friend and the finest person in the world. We were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have made Jimmy leave New York; he thought it was the only place on earth. Well, we agreed that night we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We thought that in twenty years each of us ought to have our fate worked out and our fortunes made, whatever they were going to be."

*A. intense
B. sharp*

"It sounds pretty interesting," said the policeman.

"Well, yes," said the other. "I know Jimmy will meet me here if he's alive, for he always was the truest old friend in the world. He'll never forget. I came a thousand miles to stand in this door tonight, and it's worth it, if he turns up."

The waiting man pulled out a handsome watch, the lids of it set with

small diamonds.

“Three minutes to ten,” he said. “It was exactly ten o’clock when we parted here at the restaurant door.”

“Did pretty well out West, didn’t you?” asked the policeman.

“Sure. I hope Jimmy has done half as well.”

The policeman twirled his club and took a step or two.

“I’ll be on my way. Hope your friend comes around all right. Going to stop waiting at 10 **sharp**?”

“No,” said the other. “I will give him half an hour at least. If Jimmy is alive on earth, he’ll be here by that time. So long, officer.”

“Good night, sir,” said the policeman, passing on along, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind was blowing harder. And in the door of that store, the man smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with the collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

“Is that you, Bob?” he asked.

“Is that you Jimmy?” cried the man in the door.

“Bless my heart!” **exclaimed** the new arrival, holding both of the other’s hands. “It’s Bob, sure as fate. I was certain I’d find you here if you were still in existence. Well—twenty years is a long time. How has the West treated you, old man?”

“Fine; it has given me everything I asked it for. You’ve changed lot, Jimmy. I never thought you were so tall by two or three inches.”

“Oh, I grew a bit after I was twenty.”

“Doing well in New York, Jimmy?”

“Moderately. I have a position in one of the city departments. Come on, Bob, we’ll go around to a place I know of, and have a good long talk about old times.”

The two men started up the street, arm in arm. The man from the West, proud of his success, was beginning to talk about the history of his career. The other listened with interest.

At the corner stood a drug store, bright with electric lights. When they came into this **glare**, each of them turned at the same time to look at the other’s face.

The man from the West stopped suddenly and released his arm.



Guess the meaning of **sharp** from the context.

Exclaim means *utter aloud, often with surprise, horror or joy.*

Glare here means _____.

"You are not Jimmy," he said angrily. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, Bob. Chicago thought you might have dropped over our way and wired us. Going quietly, are you? That's sensible. Now, before we go to the station, here's a note I was asked to hand you. You may read it here at the window. It's from Officer Jimmy Wells."

The man from the West unfolded the little piece of paper. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short:

Why did the man's hand tremble when he read the note?

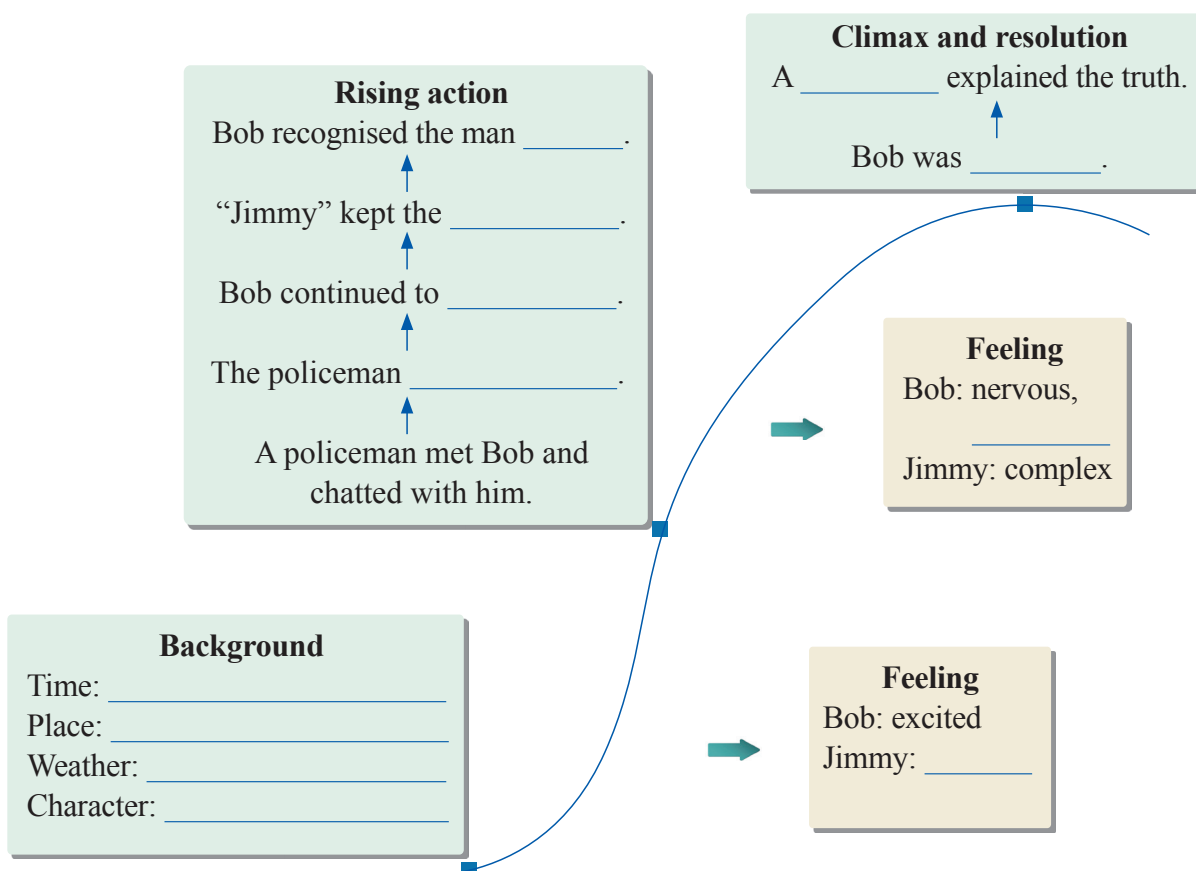
"Bob:

I was at the appointed place on time. When you struck the match to light your cigar, I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job.

Jimmy"

► Comprehending, Integrating and Creating

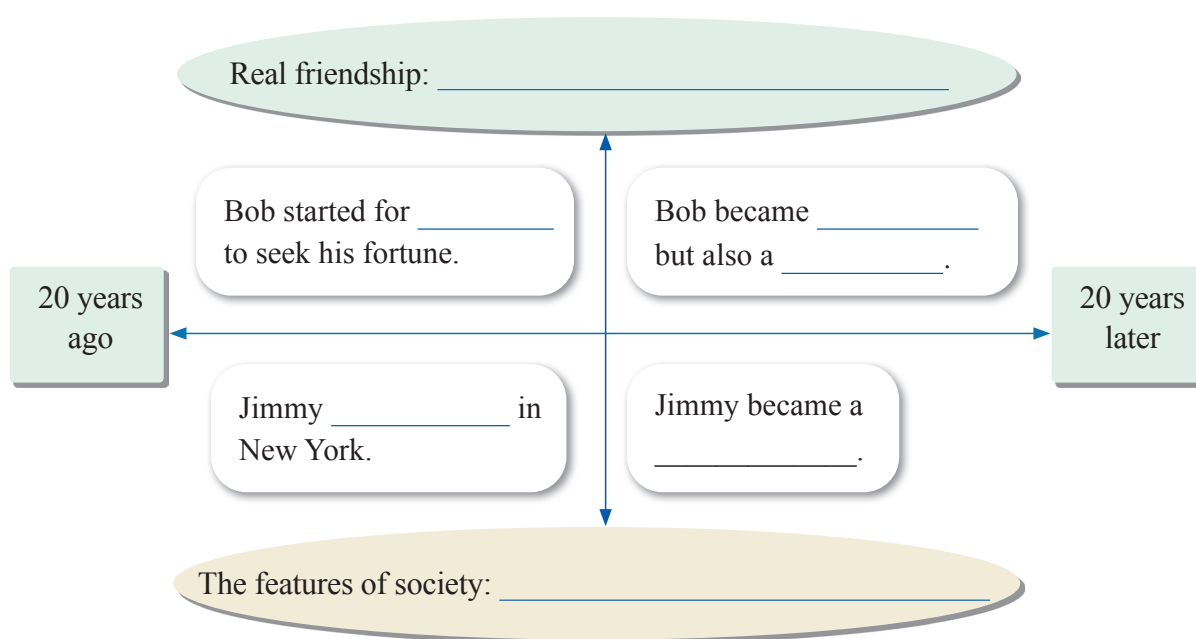
1 Read the story again and complete the following storyline.



2 Work in groups to discuss the following questions and share your ideas with other groups.

- 1) What is the theme of the story?
- 2) What is O. Henry—the author’s way of ending the story? How does it impress you?
- 3) Do you think Jimmy is loyal to the friendship between Bob and him? Why or why not?
- 4) If you were in Jimmy’s shoes, what would you do?
- 5) What are the respective personalities of Bob and Jimmy? What do you think of them?

3 Work in pairs to complete the following diagram. Then write down your ideas about “friendship” and “society” which can be inferred from the story.



4 Based on the storyline in Activity 1 and your discussion, work in groups of four to retell the story from different points of view.

Student A: From O. Henry’s point of view

Student B: In Bob’s view

Student C: In Jimmy’s view

Student D: From the viewpoint of the plainclothes policeman

5 Do one of the following activities in groups.

Activity 1 Search for information on the Internet about the writing background and writing style of the writer and share it with your group members.

Activity 2 Imagine what Jimmy and Bob do and say when they meet at the police station the following day. Act it out.

Activity 3 Imagine what you will be like in 20 years, and share your imagination with your group members.

Exploring and Using



► Language Feature

- 1** Study the following affixes and complete the table below. Discuss how they help you memorise words and enlarge your vocabulary.

Prefix	The word	Suffix	The new word	More examples
		-ly	directly	
un-	fold			
un-			unlighted	
	arrive	-al		
	sense		sensible	
		-ence	existence	insistence; independence

- 2** Study the following example and then analyse the functions of adverbs in the following sentences from the text in the same way.

• Example •

As the policeman walked up to him, the man **spoke up quickly**.

to show Bob's fear of being arrested or his loyalty to friendship

- 1) Walking towards the middle of the street, the policeman suddenly slowed his walk.
- 2) I know Jimmy will meet me here if he's alive, for he was always the truest old friend in the world. He'll never forget.
- 3) He went directly to the waiting man.
- 4) The man from the West stopped suddenly and released his arm.
- 5) "You are not Jimmy," he said angrily.

TIP

We use adverbs together with verbs or verb phrases in order to 1) make the actions more vivid and impressive; 2) show the feeling, attitude and personality of the character(s).

► Grammar Link

The *-ing* Form as the Predicative

Understanding the meaning

Read the following passage and pay special attention to the coloured parts. Try to find out the functions of the *-ing* form.

Two friends, Jimmy and Bob, made an appointment to meet again twenty years later. When the day arrived, Jimmy, now a policeman, walked to the restaurant door where a **waiting** man was in the doorway. **Walking** towards the man, Jimmy found the man immediately began to explain that he was waiting for a friend. Jimmy saw the man **striking** a match and **lighting** a cigar and he recognised that it was the face of a man wanted by the police. It was so **surprising** for Jimmy to find out that his friend, Bob, was a wanted criminal. Jimmy knew that his job was **arresting criminals**. However, he found he couldn't do it himself. So he went around and got a plain-clothes policeman to put Bob under arrest.

Discovering the rule

1 Study the following examples to find out how the *-ing* form is used. Then share your ideas with a partner.

• Example •

1) When the day arrived, Jimmy walked to the restaurant door where a **waiting** man was in the doorway.

attributive
↑
↘

linking verb the predicative
↑ ↑
2) It **was** so **surprising** for Jimmy to find out that his friend, Bob, was a wanted criminal.

2 Work in groups to complete the table below.

Example sentence	Meaning	Form	Function
1) One of the best exercises is jogging .	explaining what the subject is	_____ + v-ing	as a noun
2) Her hobby is painting .			
1) Your words are so encouraging .	describing the subject which will arouse a certain feeling or response	linking verb + _____	as an _____
2) His life story sounds interesting .			



Applying the rule

- 1 Reread the passage in *Understanding the meaning* and use the rules to analyse the coloured parts.
- 2 Complete the following story by using the -ing form of the given words. Then find out the -ing form as the predicative.

A Clever Rabbit

The greatest joy of the wolf and the fox is _____ (catch) the rabbit and then _____ (eat) him. However, it wasn't easy to catch him.

One day, the fox said to the wolf, "Go home and lie in bed. I'll tell the rabbit that you are dead. When he comes to look at you, you can jump up and catch him."

"That's an _____ (excite) idea," said the wolf.

_____ (knock) at the door of the rabbit's house, the fox shouted, "Dear rabbit, I have _____ (surprise) news for you. The wolf is dead."

The rabbit thought the news sounded _____ (thrill) but so _____ (astonish), so he decided to go to the wolf's house to have a look. He looked in through the window and saw the wolf _____ (lie) in bed with his eyes closed. He thought, "Is the wolf really dead or is he pretending to be dead?" So the rabbit said, "The fox says that the wolf is dead. But he doesn't look like a dead wolf. The mouth of a dead wolf is always open." When _____ (hear) this, the wolf thought, "I'll show the rabbit that I'm dead." So he opened his mouth.

_____ (see) this, the rabbit knew that the wolf was _____ (pretend) to be dead in order to catch him. So he immediately escaped as quickly as he could.

- 3 Look at the stamp below and write a story based on it. Use as many -ing forms as possible, including the -ing form as the predicative.



Listening, Understanding and Communicating

Talking about O. Henry's Writing Style

- 1 Match the writing styles with the corresponding authors. Then share your ideas with a partner.



Jane Austen

local life,
simple diction,
use of dialect,
true realistic
style, elements
of humour



O. Henry

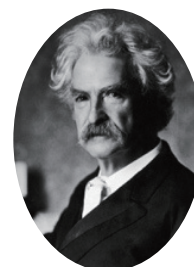
war and death,
simple words
and short
sentences,
telegraph style

ordinary people,
vivid description,
use of humour and
irony, surprising
ending



Ernest Hemingway

the dependence
of women on
marriage,
romantic but
realistic



Mark Twain

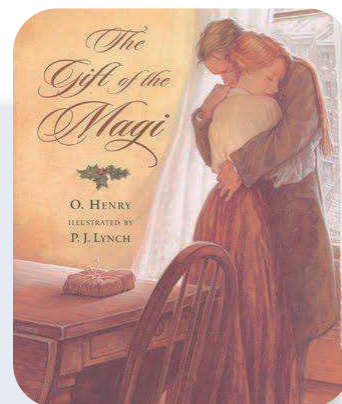
TIP

An author's writing style is the way he or she writes. It is the technique that an individual author uses in his or her writing.

- 2 Look at the picture and work in pairs to fill in the blanks. Then listen to check and choose the best answers.

The author of the short story *The Gift of the Magi* is _____, whose other works include _____.

His writing style is _____. I like his style because _____.



- What is the passage mainly about?
 - The life story of O. Henry.
 - O. Henry's writing style.
 - The Gift of the Magi*.
 - How O. Henry became a great writer.
- Why are O. Henry's stories so popular? Because _____.
 - the language he uses in his stories is simple to understand
 - his stories are about people's daily life
 - the endings of his stories always surprise the reader
 - most of his stories happened in the early 20th century

- 3 Listen again and fill in the blanks.

Name: O. Henry

Job: a great American _____

Number of his short stories: _____ to _____

Themes: _____, _____, etc.

Writing style: People always use the term “_____” to describe his writing.

These stories usually end in a _____ but also _____ way.

Example: “_____”

Influence: He has been a favourite in American literature for his _____
perspective of the characters living in society.



- 4 Choose another author in Activity 1 and talk about his/her writing style in pairs. The following expressions may help you.

Lexical chunks to describe an author's writing style

with a/an... change at the end

to end in a... but also... way

the greatest suspense

one's peculiar writing style of... ending

use the term... to describe sb.'s writing style

to unfold the plot to make readers...

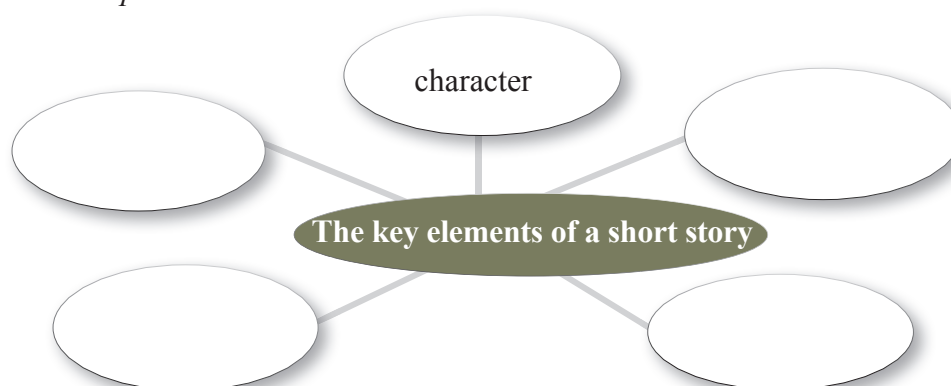
a/an... perspective of...

Viewing, Speaking and Writing



Writing a Short Story

- 1 Look at the mind map and write down the key elements of a short story. Then share your ideas with a partner.



- 2 If you are going to write a short story, which theme will you choose? You can refer to the themes below or create your own.

Theme: _____

life and learning;
behaviour and quality;
social service and interpersonal
communication;
history and culture;
science and technology;
environmental protection;
space exploration;

Life is the source of all creation. Pay attention to the things happening around you and you can draw inspiration from these things.

3 Think about how you are going to develop the story based on the theme you have chosen. Then note down the basic information in the table below.

Theme 	Character 	Plot Beginning: Development: Ending:
Setting Time: _____ Place: _____	Point of view <input type="checkbox"/> First person <input type="checkbox"/> Third person	

4 Write the draft and reread to polish it. Then share your story with group members.


When you revise your short story, you need to:

- notice if your story follows your information table;
- **delete unnecessary** descriptions, scenes and characters;
- make sure the story is **emotionally** moving and attractive.

////// **Reading Further** //////////////////////////////////



► Getting Ready

 Read the following statements and decide whether you agree (A) or disagree (D) with them. Then check your ideas with a partner.

- _____ 1) There is little significance in learning English literature.
- _____ 2) Students can learn about not only the English language but also English culture by studying English literature.
- _____ 3) Studying English literature enables students to learn the traditions of England only.
- _____ 4) An enjoyment and appreciation of literature develop students' interest in books and reading.
- _____ 5) When studying literature, students can learn the language aspects that can be used for aesthetic purposes.

2 *Work in pairs to discuss the following questions and then read to check.*

- 1) What is the school subject which the statements in Activity 1 are closely related to?
- 2) Is it necessary for us to study it?
- 3) Why do you think so?

► Reading

Why Do We Learn English Literature?

In this day and age, there seems to be a move towards secondary school subjects which have a strong link to a tertiary course of study. For that reason, some parents and some students feel that the compulsory study of English literature is misguided and disadvantageous to students, particularly if they are second language learners of English. However, there are still good reasons for the study of English literature.

Students of the English language sometimes fail to see the point of studying English literature, especially if they have no plans to study English or translation at university. But English literature can introduce students to a range of aspects, not only of the English language but also the culture of English-speaking countries.

There are aspects of English culture that are summarised by English literature. Of course, this is quite obvious when studying the works of Shakespeare or writers, poets and playwrights of the eighteenth and nineteenth centuries. It is, however, also true when studying other works of English literature. Students can learn about allusions and references to different aspects of English culture. They can also learn the context and meanings of famous quotes and phrases.

Studying literature does not confine the students to the traditions of England but includes the possibility of introducing them to traditions that inform English literature, such as the study of Ancient Greek drama, and to literature in other contexts, such as American literature. It also provides the students with an alternative to the pervasiveness of “television culture” with its immediacy and often its shallowness.

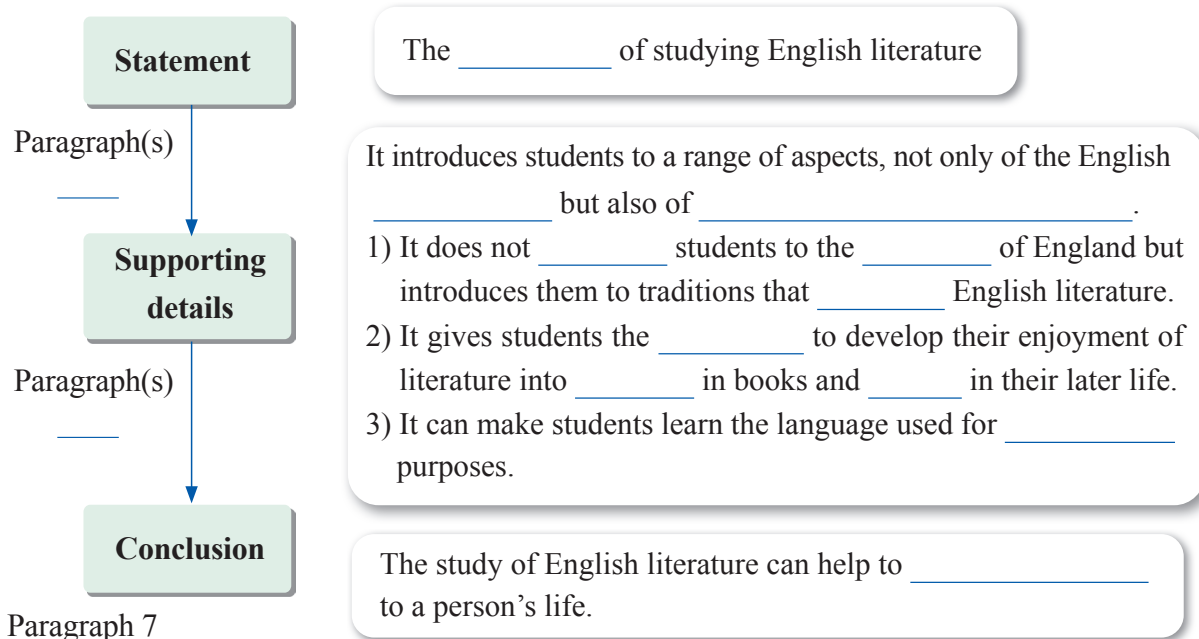
An enjoyment and appreciation of literature will give students the ability to develop this into an interest in books and reading as they move away from their studies and into their adult lives. They will have the confidence to approach and cope with new forms of books and writing, since they were exposed to a range of literature during their school days.

When studying literature, students can learn not only language aspects such as vocabulary items but also the language aspects which can be used for specific and aesthetic purposes. Familiarity with the concepts of beat, metre and rhythm can improve their own writing as students are able to appreciate and apply these ideas. Finally, the study of literature can provide students with a fresh and creative angle from which to approach their studies in particular and their lives in general.

So next time you are reading a newspaper article complaining of the lack of creativity and initiative in the local workforce, remember that in a small way the study of English literature can help to add a refreshing and further dimension to a person’s life.

► Comprehending

1 Read the passage again and complete the following diagram.



2 Work in groups to discuss the following questions.

- 1) Why is “television culture” in quotation marks? What do you think people mean when they talk about the “immediacy” and “shallowness” of “television culture”?
- 2) What's your understanding of the aesthetic purposes of reading literature? Give examples to illustrate your ideas.
- 3) What other materials can you make use of to learn the English language besides literature works?

3 If there is an English Literature course in high school, discuss in groups whether it should be a compulsory or elective course and give your reasons.

English Literature should be a(n) _____ course.

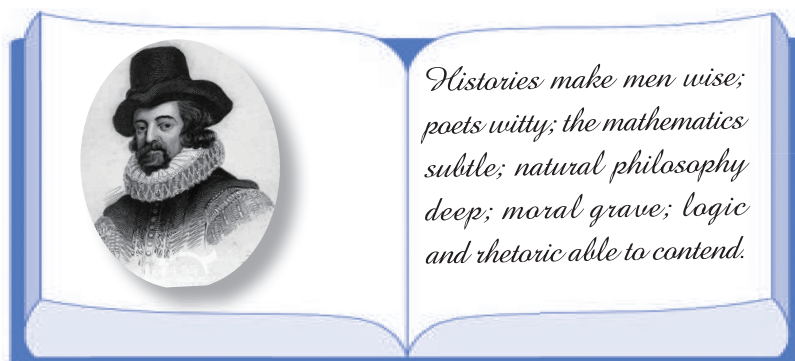
Reason 1 _____

Reason 2 _____

Reason 3 _____

4

Read the following excerpts from the essay *Of Studies* written by Francis Bacon. Then think and answer the questions below.



- 1) What role can studying English literature play?
- 2) Besides the aspects mentioned by the author in the passage, what other skills can be developed with the help of literature?

Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations
2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
• I can appreciate a short story from different angles.		
• I can depict a character vividly by using adverbs.		
• I can write a story based on a stamp by using the <i>-ing</i> form as the predicative.		
• I can talk about the writing styles of some famous writers.		
• I can write a short story based on a given theme.		
• I can list the reasons why we should learn English literature.		

Challenging Yourself A

Eternal Love

*All the world is a stage, and all men and women
are merely players.*

—William Shakespeare

Looking Ahead

After completing this project, you will be able to:

- appreciate an act of a play to know its stylistic features;
- analyse the personality of the characters by focusing on their dialogues;
- infer the characters' change of attitude by locating the keywords;
- develop appropriateness of expression by using proper tones, pitches, stress, etc. in a role-play;
- reflect on the learning of the whole theme from the aspect of analysing different types of literary works.

Learning Individually



- 1** Tick the cause(s) which you think may result in conflicts between parents and children. Then add more.

☐ choice of schools/universities

☐ preferences of food

☐ taste in music/sports/films

☐ choice of friends

More causes: _____

- 2** Read the following sentences from a dialogue between a mother and her daughter and predict what may have happened between them. Then read to check.

Mother	Daughter
<ul style="list-style-type: none"> • So you've decided to leave next Saturday? • Are you so unhappy at home? • Do you really hate me so much? • I do want you to stay, more than anything in the world. • I want you to stay. 	<ul style="list-style-type: none"> • Would you find that so bad? • You're going to make me stay? • No! It's completely impossible! • No. I don't feel anything towards you at all. • All right, now you know what I really feel about you. Do you still want me to stay?

► Reading and Thinking

A Roomful of Roses

Bridget: I don't know why everybody gets so excited, just because it turns out I won't be here for an **old** dance.

Nancy: So you've decided to leave next Saturday?

Bridget: Why not? My three weeks are **up**.

Nancy: Are they? I hadn't realised.

Bridget: Well, they're not actually up till Monday. But I hope you're not going to hold me over.

Nancy: Would you find that so bad?

Bridget: Are you joking?

Nancy: No, I'm not.

Bridget: You're going to try to make me stay?

Nancy: Darling, don't misunderstand—I'm not going to try to make you do anything. I thought you would know that by now.

Bridget: That's good. Of course, you haven't any rights at all, as far as I am concerned.

Nancy: I don't know that my "rights"—or lack of them—have anything to do with it. Bridie—

Bridget: Please.

Nancy: I'm sorry, Bridget. (*Reaching toward her in an impulsive gesture of affection.*) Darling, I do want you to stay. More than anything in the world, I want you to stay. We all want you—won't you think about **it**? Just during the next few days, think about **it**. **Hard**.

Bridget: No! It's completely impossible!

Nancy: Are you so unhappy at home?

Bridget: Why do you ask me that?

Nancy: I want you to be happy somewhere. If not with me, then somewhere else.

Bridget: You don't have to worry about that. I *am* happy. Terribly.

Nancy: And you like your school?

Bridget: I love it. The only thing I don't like—I don't like this conversation. And if it's all right with you, I'll dress for dinner now.

Nancy: Oh, baby, you don't have to be so lonely.

Bridget: Listen! Don't say a thing like that to me. Don't you dare be sorry for me!

Does *old* here have anything to do with age?

Guess the meaning of *up* according to the context.



In a play, some words in brackets are used to describe an action or a situation. They are called stage directions.

Hard is an adverb here. Can you guess what *it* means?

Why is *am* italicised?



Nancy: Bridget!

Bridget: Don't you dare! You have no right! (*She starts up the stairs.*)

Nancy: **Bridie!** You come back here. Don't ever speak to me in that tone again. I don't care what you think I have done to you. You are never to speak to me in that way again. Do you understand?

In which tone does
Nancy say *Bridie*?

Bridget: Yes.

Nancy: All right. Now come over here and sit down.

Bridget: I have nothing to say.

Nancy: But I have something to say. I've been waiting a long time to say it, so I hope... I want you to understand, that no matter how you feel toward me, you are a deep and important part of my life. I love you very much.

Bridget: Is that all?

Nancy: No. No, it isn't. There is something else. I knew—you would feel hateful and hurt... But I didn't dream it would be like this. I've tried in every way I know to reach you. I've stayed awake at night trying to think of a way—some way—of reaching you.

...

Bridget: Of breaking me down, you mean.

Nancy: Yes, if you want to put it that way. Bridie, you're a little girl still. In many ways a very little girl. But soon—you will be a young woman. (*Bridget starts to rise.*) Now wait! It's for your own sake I'm saying this. It's for **you**. Bridie, don't let the fact that there was something very bad in your life once be the most important thing to you. Don't blame everyone you meet for something that happened a long time ago.

Bridget: May I go to my room now?

Nancy: Do you really hate me so much?

Bridget: No, I don't hate you. I don't feel anything towards you at all. Just blankness. And I want to keep it that way.

Nancy: Bridie, it wasn't all **my** fault—what happened wasn't all **my** fault! I've never told you things before, but your father was—Oh, God.

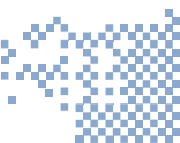
Bridget: I don't care **whose** fault it was! **You** were the one who ran away!

My, you, me, etc.
should be stressed.

Nancy: Not from **you**! I wanted you with **me**. I tried—you know I tried—I didn't run away from you.

Bridget: You ran away from Dad and **me**. Why? Because you liked Jay better?

Nancy: No, things aren't that simple. ...



Bridget: Then **why**?

Nancy: Bridie, listen—there are things you won't understand until you are older, but try—try to understand this—the love I have for Jay is the love your father did not want from me. And it has nothing whatever to do with the love I feel for you.

Bridget: You're too late, Mother. I don't care any more. That's funny. I call you Mother. But it's only because I don't know what else to call you. To me you aren't my mother. As far as I'm concerned, my mother is dead. And I used to wish you **had** died. Oh, how I wished... I'd lie awake in bed at night and pretend that you had died. Sometimes it seemed so real—and I'd cry... All right, now you know what I really feel about you. Do you still want me to stay?

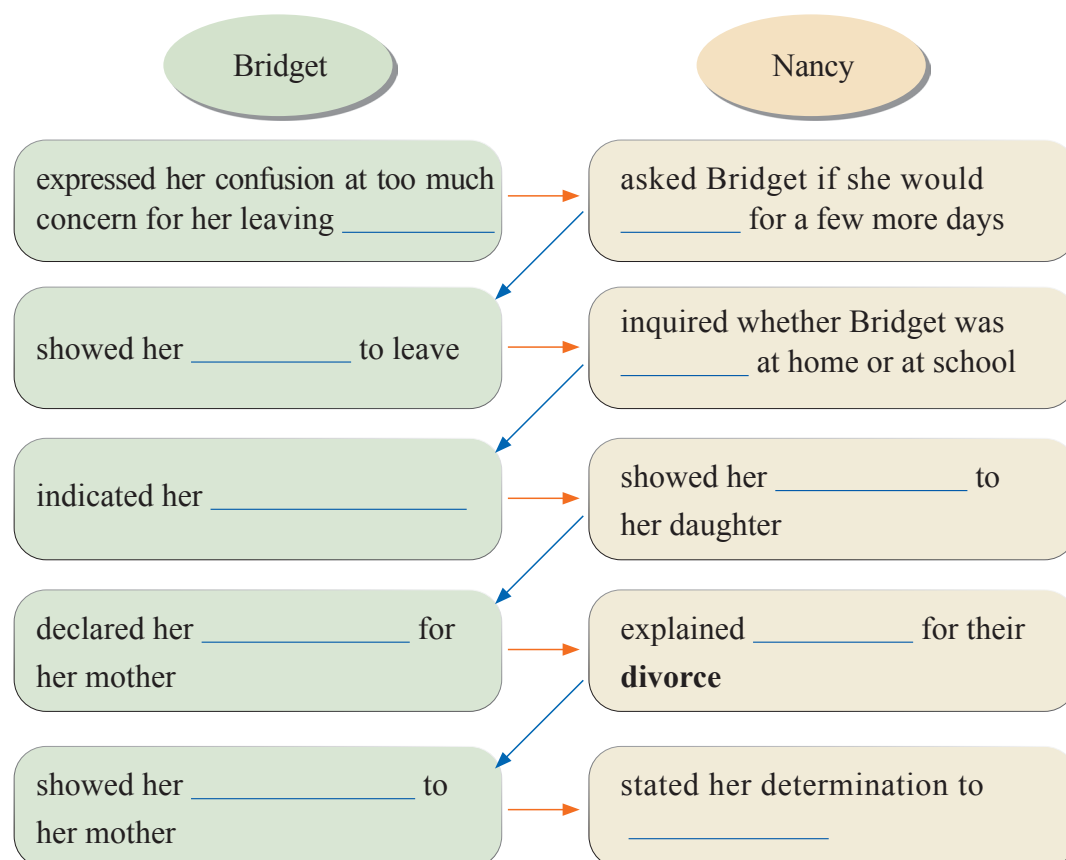
Nancy: More than ever.

Bridget: You're crazy! ... (*She turns and runs up the stairs.*)

...

► Analysing and Questioning

1 Read the play and complete the following chart.



2

-

3

- 2) Is

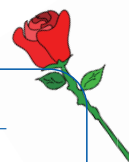
4

• Question Corner •

1) _____

2) _____

...



Learning Cooperatively



Phase 1 Sharing the individual work

- 2) Co

Phase 2 Exploring further

- Qu

2) Listen to your teacher for his/her comments and suggestions.

Phase 3 Utilising resources

- 1) Watch one or two episodes of *Growing Pains* in [Video Bank](#) on our website and make a comparison of the theme, characters, plots, etc. with the play you've just read.
- 2) Read the other parts of the play *A Roomful of Roses* in [Reading Box](#) on our website to get a better understanding of the characters.

Learning Creatively



Read this sonnet after the recording, and finish the analysis of its rhyme scheme. Then complete the short passage about "sonnets" on the next page.

Shall I Compare Thee to a Summer's Day

by William Shakespeare

Rhyming

Shall I compare thee to a summer's day?

a

Thou art more lovely and more temperate:

b

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date.

Sometime too hot the eye of heaven shines,

c

And often is his gold complexion dimm'd;

d

And every fair from fair sometime declines,

By chance, or nature's changing course untrimm'd;

But thy eternal summer shall not fade

e

Nor lose possession of that fair thou ow'st;

f

Nor shall death brag thou wander'st in his shade,

When in eternal lines to time thou grow'st;

So long as men can breathe or eyes can see,

So long lives this, and this gives life to thee.

heroic
quatrains

heroic couplet

A sonnet is a poem that has _____ lines. Each line has 10 syllables, and the poem has a fixed pattern of rhymes. Before William Shakespeare's day, the word "sonnet" meant simply "little song", from the Italian "sonnetto". In Renaissance Italy and then in Elizabethan England, the sonnet became a fixed poetic form. Perhaps the most well-known and important sonnets in the English language were written by Shakespeare. The English or Shakespearean sonnet is made of three quatrains, rhyming _____ and a closing rhymed heroic couplet. The sonnets cover such themes as the passage of time, love, eternity, jealousy, beauty and mortality.



Shakespeare's Sonnet 18, *Shall I Compare Thee to a Summer's Day*, is perhaps one of the best-known sonnets according to English literary principles. It is a conventional Shakespearean sonnet that explores conventional themes in an original way. With characteristic skills, the poet attempts to justify the speaker's beloved by comparing her to a summer's day, and then comes to the conclusion that his beloved will be eternal.

In the first quatrain, William Shakespeare opens the poem with a question addressing his friend: "Shall I compare thee to a summer's day?" In the next line, he emphasizes that his dear friend is more lovely and temperate than summer. Then, the speaker further explains why she is "more lovely and more temperate". As the "rough winds" will destroy the "buds of May", he argues that summer is too short. The off rhyme of "temperate" in line 2 and "date" in line 4 draws attention to the notion that summer is finite, which contrasts with the eternal nature of poetry, and highlights the poem's theme that love/friendship is eternal.

In the second quatrain, the speaker personifies the sky, or "heaven", by using the metaphor of an "eye" for the sun so that he can make the comparison between a person and a season. The speaker asserts that summer is "Sometime too hot" and causes a decline in appearance, something that does not suit the object of the poet's admiration. The poet explains to us such a philosophy: all the beautiful things in the world will follow the laws of nature, and disappear with the passing of time. The poet is praising the beauty of his beloved friend indirectly by showing us the shortcomings of the otherwise—beautiful summer season.

The third quatrain no longer focuses on summer, but speaks of the nearly eternal nature of the memory of the beloved. As the speaker assures his beloved that her "eternal summer shall

not fade”, he is using summer as a metaphor for her beauty and youth. Line 12 concludes that a poem makes for a better comparison because “in eternal lines to time thou grow’st”.

The couplet concludes the sonnet by tying together the themes of love and poetry. The last comparison here provides a sharp contrast between eternity and “a summer’s day”.

Do the following activities.

- 1) Discuss in groups whether you like this sonnet or not and give your reasons.
- 2) Tell your group members whether you agree with the above analysis of this sonnet. If yes, make further clarification; if not, state your opinions and illustrate them.

////// **Learning Reflectively** //////////////////////////////////



Reflect on what you have learned from Theme A by referring back to Guiding Page and Looking Ahead. Write down your discoveries.

- 1) Have I learned about any stylistic features of different literary works?
- 2) Have I learned any lessons from reading these literary works?

Stylistic features:

The lessons I have learned:

Theme B

Man and Civilisation

All that is great in man comes through work, and civilisation is its product. To some extent, civilisation is reflected in the concept of the degree of development of human society. And we should acknowledge that civilisation never recedes; the law of necessity forces it ever onwards.



In this theme, you will:

- ◇ read an anecdote about Archimedes;
- ◇ read about Yuan Longping's search for his dream;
- ◇ express admiration appropriately.

Unit 3

- ◇ learn about the invention of paper;
- ◇ learn about the development of civilisation;
- ◇ express excitement and pride properly.

Unit 4

- ◇ enjoy the beauty of the Banaue Rice Terraces of the Philippines.

Challenging Yourself B

How is civilisation developed? What contributions can we make to society?



Unit 3

Discovery and Innovation

No great discovery was ever made without a bold guess.

—Isaac Newton

Looking Ahead

By the end of this unit, you will be able to:

- introduce the discovery of Archimedes' principle;
- convey different meanings by using exclamation marks;
- write a passage about "china" by properly using the *-ing* form as the object;
- express admiration for Florence Nightingale;
- write an interesting anecdote of a person, a place or an incident;
- conduct an interview with Professor Yuan Longping.

Reading Actively

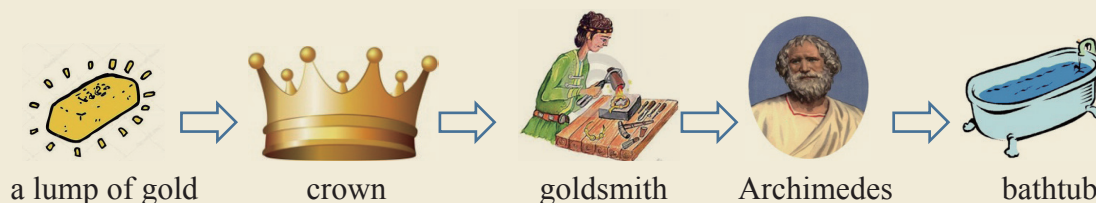


▶ Activating and Predicting

- 1** Work in pairs to understand the following laws or theories in physics. And match them with the corresponding scientists.

Law or theory	Scientist
___ 1) Third law of motion: For every action there is an equal and opposite reaction.	A. Archimedes
___ 2) Law of buoyancy: A body that is submerged in a fluid is buoyed up by a force that is equal to the weight of the displaced fluid.	B. Einstein
___ 3) Theory of relativity: Put your hand on a hot stove for a minute, and it seems like an hour. Sit with a pretty girl for an hour, and it seems like a minute.	C. Newton

- 2** Study the following pictures and guess the meanings of the given words and expressions. Predict how a story is developed based on the pictures. Then read to check.



► Reading, Thinking and Analysing

Eureka

There was once a king of Syracuse whose name was Hiero. The country over which he ruled was quite small, but for that very reason he wanted to wear the biggest crown in the world. So he called in a famous goldsmith, who was skillful in all kinds of fine work, and gave him ten pounds of pure gold.

“Take this,” he said, “and **fashion** it into a crown that shall make every other king want it for his own. Be sure that you put into it every grain of the gold I give you, and do not mix any other metal with it.”

“It shall be as you wish,” said the goldsmith. “Here I receive from you ten pounds of pure gold; within ninety days, I will return to you the finished crown which shall be of exactly the same weight.”

Ninety days later, true to his word, the goldsmith brought the crown. It was a beautiful piece of work, and all who saw it said that it had not its equal in the world. When King Hiero put it on his head, it felt very uncomfortable, but he did not mind—he was sure that no other king had so fine a headpiece. After he had admired it, he weighed it on his own **scales**. It was exactly as heavy as he had ordered.

“You deserve great praise,” he said to the goldsmith, “you have worked very skillfully and you have not lost a grain of my gold.”

In the king’s court, there was a very wise man whose name was Archimedes. When he was called in to admire the king’s crown, he turned it over many times and examined it very closely.

“Well, what do you think of it?” asked Hiero.

“The workmanship is indeed very beautiful,” answered Archimedes, “but the gold...”

“The gold is all there,” cried the king, “I weighed it on my own scales.”

“True,” said Archimedes, “but it does not appear to have the same rich red colour that it had in the lump. It is not red at all, but a **brilliant** yellow, as you can plainly see.”

“Most gold is yellow,” said Hiero, “but now that you speak of it, I do remember that when this was in the lump, it has a much richer colour.”

“What if the goldsmith has kept a pound or two of the gold and made up the weight by adding brass or silver?” asked Archimedes.

“Oh, he could not do that,” said Hiero, “the gold has merely changed its colour in the working.”

But the more he thought of the matter, the less pleased he was with the crown. At last, he said to Archimedes, “Is there any way to find out

Fashion means
_____ here.

Scale (n.) means
_____.
A. a piece of
equipment
B. the size of
something

Brilliant (adj.) means
_____.
A. excellent
B. very bright and
strong

whether that goldsmith really cheated me, or whether he honestly gave me back my gold?”

“I know of no way,” was the answer.

But Archimedes was not the man to say that anything was impossible. He took great delight in working out hard problems, and when any question puzzled him, he would keep studying until he found some sort of answer to it. And so, day after day, he thought about the gold and tried to find some way in which it could be tested without doing harm to the crown.

One morning, with the problem in his head while he was having a bath, the great bathtub was full to the very edge, and as he stepped into it a quantity of water flowed out upon the stone floor. A similar thing had happened a hundred times before, but this was the first time that Archimedes had thought about it. In a flash, Archimedes realised the relation between the water that overflowed and the weight of his body.

“How much water did I **displace** by getting into the bathtub?” he asked himself. “Anybody can see that I displaced a volume of water equal to the volume of my body. A man half my size would displace half as much.”

“Now suppose, instead of putting myself into the bathtub, I had put Hiero’s crown into it, it would have displaced a volume of water **equal** to its own volume. Ah, let me see! Gold is much heavier than silver.



Ten pounds of pure gold will not make so great a volume as **say** seven pounds of pure gold mixed with three pounds of silver. If Hiero’s crown is pure gold it will displace the same volume of water as any other ten pounds of pure gold. But

if it is part gold and part silver it will displace a larger volume. I have it at last! **Eureka!** Eureka!”

Forgetful of everything else, he leaped from the bath. Without stopping to dress himself, he ran through the streets to the king’s palace shouting, “Eureka! Eureka! Eureka!”

The crown was tested. It was found to displace much more water than what ten pounds of pure gold displaced. The guilt of the goldsmith was proved beyond doubt.

Displace (vt.) means

- _____.
 A. *take the place*
 B. *force something out of its usual place*

Equal is a(n) _____ here.

- A. *adjective*
 B. *verb*

It means _____.

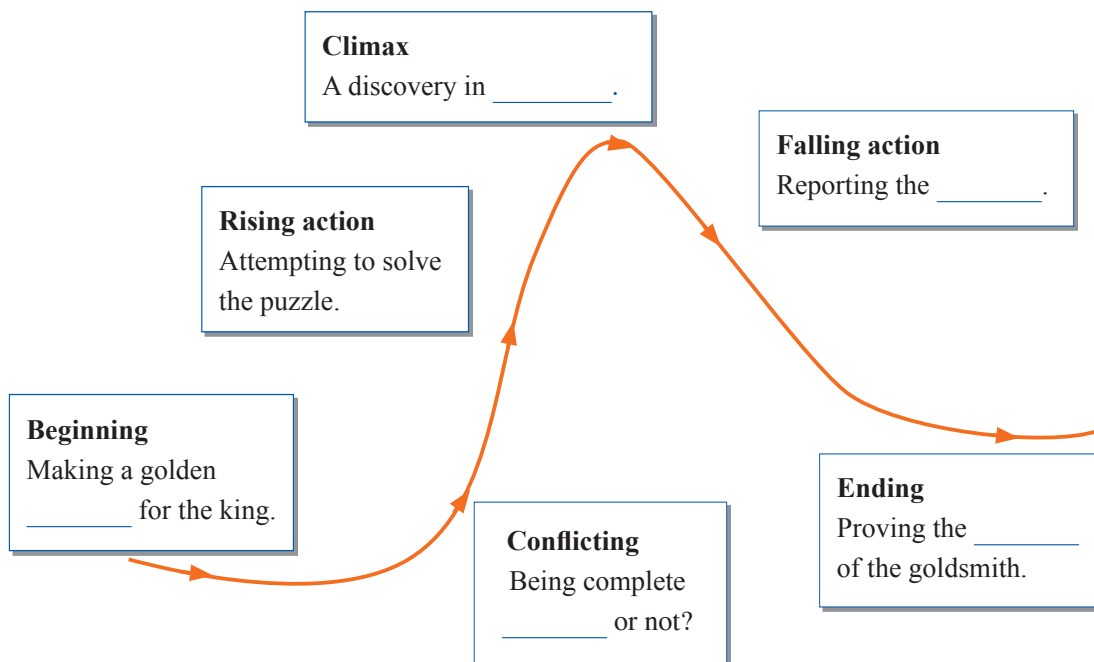
say = for example

Eureka! means

- _____.
 A. *I’ve found it!*
 B. *Great!*

► Comprehending, Integrating and Creating

1 Read the text and complete the development of the storyline.

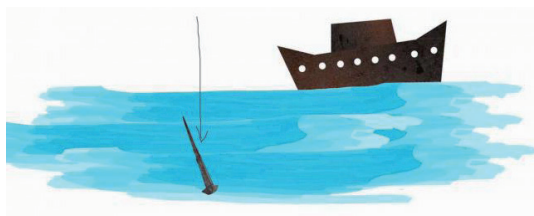


2 Try to understand the following sentences, especially the coloured parts and complete the below table. Then work in groups to share your ideas and discuss the questions.

Sentence from the text	Meaning in the text	Supporting detail from the text
In the king's court, there was a very wise man whose name was Archimedes.		
But Archimedes was not the man to say that anything was impossible.		
In a flash, Archimedes realised the relation between the water that fell out and the weight of his body.		

- 1) Do you think that the discovery of Archimedes' principle is a coincidence? Why do you think so?
- 2) Do you believe "Nothing is impossible"? Why or Why not? Can you use your own experience to illustrate it?
- 3) What is a very "wise" man like? Do you think you are a wise boy/girl?

- 3 Based on Activity 1 and your discussion, work in groups to retell the story.
- 4 Work in groups to illustrate the phenomenon presented by the picture with the words in the box. Then give more examples of phenomena of Archimedes' principle in our daily lives.



object ship needle
displace weight equal
sink float

Other common phenomena: _____

- 5 Do the activity by following the steps below.

Step 1 Archimedes made the word “Eureka” very popular. Read the dictionary entry and find out the origin of the word.

Dictionary.com

Dictionary.com definitions eureka

Word Origin

C17: from Greek *heurēka* I have found (it), from *heuriskein* to find; traditionally the exclamation of Archimedes when he realized, during bathing, that the volume of an irregular solid could be calculated by measuring the water displaced when it was immersed

Step 2 After reading the story of Archimedes' “moment of Eureka”, the happy moment of sudden **inspiration** or discovery, list the “Eureka moments” for some great sudden discoveries.

People	Eureka moment of discovery
Archimedes	
Newton	
Alexander Fleming	
...	

Step 3 Have you had a “Eureka moment”? Share your stories in groups.

Step 4 Discuss in groups how the “Eureka moment” comes about. Is it the result only of a chance discovery or of previous efforts?



Exploring and Using



► Language Feature

- 1** Underline the following lexical chunks in the text and try to understand their meanings. Then use their appropriate forms to complete the sentences below.

in other words as you wish take delight in in a flash
work out to the edge of beyond doubt make up

- 1) The volunteers _____ helping and caring the children.
- 2) You must _____ the time that you have wasted this afternoon by working late tonight.
- 3) The answer came to me _____.
- 4) It is proved _____ that the earth is becoming warmer.
- 5) The rest of the days are yours to do _____.
- 6) The plot is very complicated, so it will take you a while to _____ it _____.
- 7) I ran _____ the valley, trying to escape from the enemies.
- 8) They asked him to leave. _____, he was fired.

- 2** Study the following sentences from the text and discuss why the exclamation marks are used. Then write your own sentences by using exclamation marks.

1) Ah, let me see! 2) I have it at last! 3) Eureka! Eureka!

TIP

The exclamation mark is a punctuation mark which is usually used after an interjection or exclamation to indicate 1) strong feelings; 2) shouting; 3) warning.

- 1) _____ (strong feelings)
- 2) _____ (shouting)
- 3) _____ (warning)

► Grammar Link

The -ing Form as the Object

Understanding the meaning

Read the following passage and pay special attention to the coloured parts. Try to find out how the -ing form is used.

The King, Hiero, was very happy and excited when the goldsmith had finished

making the beautiful crown. He put it on his head, though it didn't seem so comfortable and satisfying. The king enjoyed putting on the biggest crown in the world that weighed ten pounds of pure gold. Then the king called in Archimedes, a wise man in the court, to admire the crown. When he saw the colour of the crown, Archimedes couldn't help doubting whether the goldsmith had kept some gold and made up the weight by adding brass or silver. Archimedes was a person who took great delight in working out hard problems. So, in order to find out the truth, Archimedes kept thinking and studying. One day, while he was having a bath, the answer came into his mind. The goldsmith finally proved guilty and couldn't deny taking out some gold from the ten pounds.

Discovering the rule

1 Study the following examples to find out how the -ing form is used. Then share your ideas with a partner.

• Example •

1) He put it on his head, but it didn't **seem** so comfortable and **satisfying**.

linking verb the predicative

↑ ↑

2) So in order to find out the truth, Archimedes **kept** **thinking and studying**.

transitive verb

↑

↓

object

2 Work in groups to complete the table below.

Example sentence	Form	Function
1) I am considering joining a sport club . 2) Please stop smoking in the classroom.	_____ + v. -ing	active
1) Susan is fond of cooking . 2) I am used to living in the countryside .	_____ + v. -ing	
1) This house needed cleaning . 2) The walls want painting .	v. (_____/_____/_____) + v. -ing require)	_____

Now tick the words and expressions which may be followed by the object with the -ing form. Then use some of them to make sentences.

admit	avoid	finish	imagine	deny	like
mind	practise	suggest	appreciate	give up	look forward to
keep on	be busy in	feel like	insist on	have difficulty in	

Applying the rule

1 Reread the passage in *Understanding the meaning* and use the rules to analyse the coloured parts.

2 Complete the following dialogue by using the appropriate form of each given word. Then identify the -ing form which is used as the object.

Jimmy: Hi, Xiaohua. Have you finished _____ (read) the book _____ (introduce) Chinese civilisation?

Xiaohua: Yes. You know, the book is so _____ (interest), and I can't help _____ (admire) our ancestors while _____ (read) it.

Jimmy: Oh, really? Do you mind _____ (lend) it to me? I am keen on _____ (get) to know more about Chinese culture and civilisation.

Xiaohua: Of course not. You may have difficulty in _____ (understand) some of the contents. Keep on _____ (read) it and I would be glad to help you at any moment. You may find that it is a great chance for you to learn about Chinese culture.

Jimmy: That's awesome! I am looking forward to _____ (read) the book as soon as possible.

3 Look at the picture and write a passage based on it. Use the -ing form as the object. The words and expressions in the box in *Discovering the rule* may help you.



china

Listening, Understanding and Communicating

Expressing Admiration

- 1 Study the following information and predict whom it is about. Then listen to check your prediction.

a celebrated British social reformer	the founder of modern nursing
was born in the city of Florence	received a well-rounded education
helped British soldiers wounded in the Crimean War	
got the nickname "The Lady of the Lamp "	

- 2 Listen again and complete the table.

Name	Florence Nightingale
Identity	a social reformer and the _____ of modern nursing
Nationality	_____
Birthplace	Florence, Italy
Career in nursing	started at her _____
Nickname	The Lady of the _____

- 3 Listen for the third time and tick her contributions that are mentioned.

- ☐ A. She went to Thailand to help the wounded British soldiers.
☐ B. She improved the conditions in hospital.
☐ C. She improved hospital care and nursing.
☐ D. She started a well-rounded education.
☐ E. She established nursing training schools.
☐ F. She helped get nursing accepted as a **recognised** profession.

- 4 Work in groups to express your admiration to Florence Nightingale.

I admire her I have great admiration for her I'm full of admiration for her She is really my role model I'm very impressed by... What a... woman she was! How... she was!	} because she ...
---	-------------------

Reading, Speaking and Writing



Writing an Anecdote

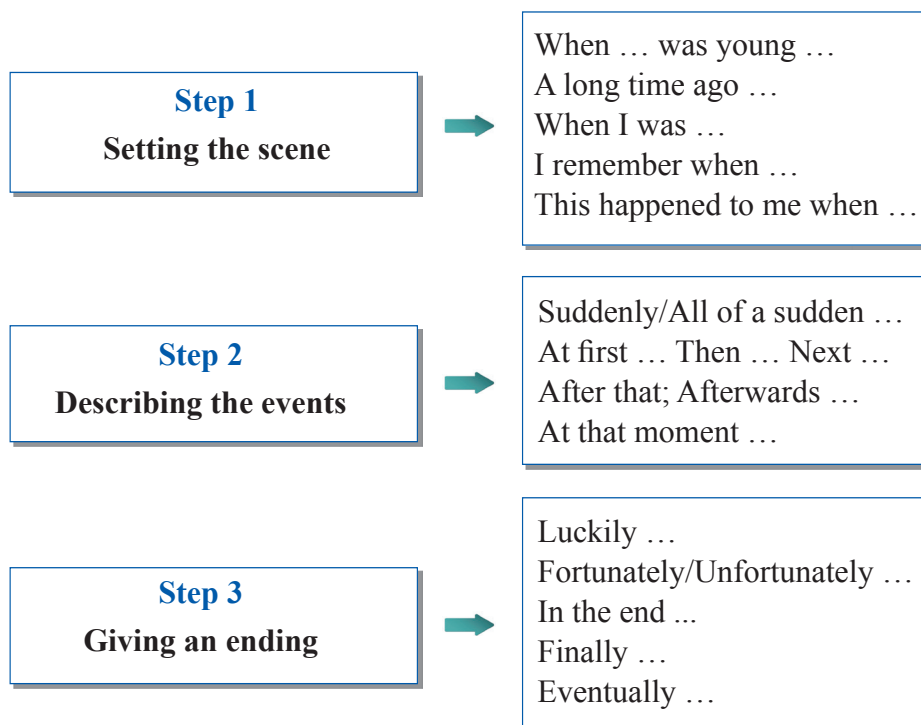
- 1** Read the following information and learn what is an anecdote and how it is written.

An anecdote is a short, interesting or amusing story about a real person or event, intended to illustrate or support some points in an essay, article, or chapter of a book. Anecdotes can be true or imagined. They can be based on your own personal experience or that of someone else. They are usually dramatic, and colourful with accurate descriptions. The text “Eureka” is a good example of an anecdote which is intended to show how excited Archimedes was when he made the chance discovery and how wise and persistent he was.

- 2** Choose one topic to write an anecdote and note down the main information.

- An absent-minded scientist/professor
- A foolish thief
- A warm-hearted friend
- A forgetful mother
- ...

- 3** Write your anecdote by following the steps below.



- 4** Share your anecdote in your group and recommend the funniest one to share in class.

Reading Further



► Getting Ready

1 Look at the pictures and guess what they are mainly about.



rice plants



Chinese sorghum



grains of rice



peanuts

I dream of growing
rice plants...



2 Work in pairs to predict what the dream of Yuan Longping may be about. Read the following statements and tick your prediction. Then skim the passage to check.

- ☐ 1) I dream of growing rice plants as tall as Chinese sorghum.
- ☐ 2) I have a dream of growing rice as large as peanuts.
- ☐ 3) I dream that one day there would be no famine in China.
- ☐ 4) I dream of curing famine with my knowledge of medicine.
- ☐ 5) I hope that I can increase the output of rice per *mu* to 1,000 kilograms per day.
- ☐ 6) I have a dream of solving the hunger problems for a large population.
- ☐ 7) I dream of growing seawater rice for full commercial production in the near future.

► Reading

A Person Who Never Stops Dreaming

"I saw rice plants as tall as Chinese sorghum, each ear of rice as big as a broom and each grain of rice as huge as a peanut. I could hide in the shadow of the rice crops with a friend." This is a famous dream of the agricultural scientist Yuan Longping.

Known as "the Father of Hybrid Rice", Yuan Longping is one of the most important scientists in contemporary China. Having spent over 60 years on agricultural research, he has made a great contribution to solving the problem of feeding the large population of China.

Yuan Longping's interest in agriculture began when he was still in primary school. Although his parents wished him to study science or medicine, Yuan Longping chose to study agriculture at university. During the period from the late 1950s to the early 1960s, China suffered from a nationwide famine. The tragic scene left a lasting impression on Yuan Longping, and he decided to make an effort to ensure that people in the future would have enough food to eat. Since then, he has devoted himself to the research and development of a better rice breed.

Yuan Longping's research was not supported in the beginning. Many experts doubted his theory and did not believe he would succeed. After several years of study and research of more than 6,000 rice plants in the field, in 1964, Yuan Longping finally found a natural hybrid rice plant that had obvious advantages over others. After over a decade of effort, Yuan's group developed the first high-yielding hybrid rice variety in 1974, putting China in the lead in worldwide rice production.

In 1981, Yuan Longping won the first Special-class National Invention Prize in China. In 1987, he was awarded the UNESCO Science Prize. He also received the First State Supreme Science and Technology Award in 2001, the World Food Prize and the Wolf Prize in Agriculture in 2004, as well as the Special-class National Science and Technology Award in 2014.



Faced with the flood of honours, Yuan Longping did not stop dreaming.

In 2017, a new world record of the average output of 1,149.02 kilograms of rice per *mu* of farmland has been set by Yuan Longping, which means another dream of Yuan Longping has come true — achieving 1,000 kilograms of rice per *mu*. In 2019, he was awarded the Medal of the Republic, the highest honour in China. At the age of 90, he was still pursuing his dream. In 2020, hybrid rice developed by his team achieved 1,500 kilograms per *mu* in two growing seasons, a new world record. In the same year, his team started to grow seawater rice on a farm to try to revolutionise rice planting. He always dreams that hybrid rice can be grown all over the world. So far, his hybrid rice has been grown extensively in over 40 countries and is attracting attention from the whole world, especially in areas at risk of famine.

“My dream is simple,” he said. However, his so-called “simple” dreams have made a huge difference by solving the hunger problem for millions of people.

Now, the great scientist has fallen asleep. In his sweet dream, the ear of rice is longer than a broom, and the grain of rice is bigger than a peanut. The wind blows gently, and he is enjoying the cool under the rice crops taller than men.

► Comprehending

1 Read the passage and put the following events in order on the timeline. Then retell the story based on it.



- A. Yuan Longping was awarded the UNESCO Science Prize.
- B. Yuan Longping was determined to develop a better rice breed to support people.
- C. Yuan Longping set a new world record for the average output of rice per *mu* of farmland at more than 1,000 kilograms.
- D. The Chinese people suffered from a severe food shortage.
- E. Yuan Longping found a better natural hybrid rice plant.
- F. Yuan Longping developed his interest in agriculture.

G. With the efforts of Yuan's group, China led the world in rice production.

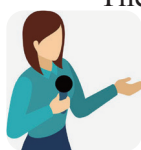
H. Yuan Longping established a further goal to develop seawater rice for full commercial production.

2 Work in groups to discuss the following questions.

- 1) What is the significance of Yuan Longping's dreams and contributions to Chinese people?
- 2) Without Yuan Longping's achievements, what might have happened to China or the Chinese people?
- 3) What can we young people learn from Yuan Longping and his dreams?

3 Work in pairs to conduct an interview.

Role A: A host/hostess of a live TV show, "The Influential People in China".



Welcome, Professor Yuan Longping! It is an honour to have you in our interview!

You may ask the following questions.

- 1) What were your dreams?
- 2) What inspired you to have that dream?
- 3) Have your dreams come true?

...

Role B: Professor Yuan Longping.

Answer the questions based on the information you have gained from the text.

TIP

Role A may use some expressions of admiration and ask some questions about Professor Yuan's life and research. Role B should be familiar with the information given in the text or from other sources.

Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations
2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
• I can introduce the discovery of Archimedes' principle.		
• I can use exclamation marks to convey different meanings.		
• I can write a passage about "china" by using the -ing form as the object.		
• I can express my admiration for Florence Nightingale.		
• I can write an interesting anecdote of a person, a place or an incident.		
• I can conduct an interview with Professor Yuan Longping.		

Unit 4

Invention and Civilisation



Our civilisation depends largely on paper.

—Pliny the Elder

Looking Ahead

By the end of this unit, you will be able to:

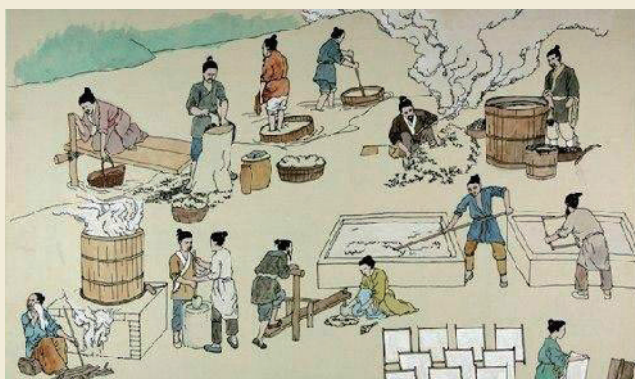
- talk about the invention of paper and its great influence;
- introduce the invention of paper by using paraphrasing;
- use the past continuous passive voice to write about *China Daily*;
- express excitement and pride in given situations;
- write a lab report based on an experiment you have done;
- introduce a great invention or discovery by integrating the information you have gained.

Reading Actively



► Activating and Predicting

- 1** Look at the following picture and describe what these people are doing with the help of the given words and expressions. Then predict what they are making.



- 1) cut... into...
- 2) soak
- 3) pound... into a paste or pulp
- 4) dry...

- 2** Tick the things which our ancestors once used to write on and then read the text to check.

- | | | |
|---|--------------------------------|--|
| <input type="checkbox"/> stones | <input type="checkbox"/> bones | <input type="checkbox"/> tortoise shells |
| <input type="checkbox"/> skins | <input type="checkbox"/> silk | <input type="checkbox"/> bronze objects |
| <input type="checkbox"/> wooden and bamboo strips | | |

► Reading, Thinking and Analysing

Invention of Paper

Imagine a world without paper! There would be no books, no newspapers, nothing on which to write. But, wait! Our ancestors did manage to write without paper. How did they do so?

You may know that people of the Shang Dynasty, some 3,000 years ago, used animal bones and tortoise shells as a sort of “paper”. They kept records by **inscribing** characters on those materials. The inscribed bones are known today as **oracle bones**. Apart from some ceremonies in which they were used, oracle bones also record historical events, royal activities, information about natural phenomena and farming techniques. They are the earliest historical documents so far discovered in China and give us the only clear idea we can have about Chinese civilisation in that remote period.

Later, during the succeeding Zhou Dynasty, characters were cast on bronze objects such as bells and **cooking vessels**. This, too, was an attempt at **permanent** record keeping. These inscriptions are known as Zhongdingwen or “metal inscriptions”. You can find them in almost every temple and museum in China today. This sort of “paper” was really expensive, however. First, it required a great deal of metal, which was at that time rare and costly. Besides, writing on such “paper” was a very complicated process. So this practice was not very practical for ordinary people.

Then, around 600 B.C.E., wooden and bamboo strips became a writing medium. People wrote by carving words on such strips known as “**inscribed bamboo**” or “wooden strips”. The strips were then strung together with strings to form books. You can imagine how hard it must have been to carve characters on wood and bamboo strips and how **cumbersome** the resulting books were. A single book might weigh hundreds, even thousands, of kilograms. Qin Shi Huang was said to start his day by reading official accounts on such strips weighing up to 50 kilograms.

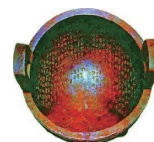
To lighten their reading material, people eventually began to write on silk, using the newly invented brush and ink. But silk was too expensive to be used often. In the Eastern Han Dynasty, students and scholars

were **in urgent need of** something cheaper and more convenient to write on. A court official named Cai Lun was determined to develop a new and better writing material. He used bark,

Guess the meaning of *inscribe* from the context.



oracle bone



cooking vessel

Permanent here means ____.

- A. *lasting forever*
- B. *very clear*



inscribed bamboo

Cumbersome ['kʌmbəsəm] here means ____.

- A. *ugly*
- B. *heavy*

Guess the meaning of *in urgent need of* from the context.



hemp, rags and old fishing nets as possible ingredients. First, he cut all his raw materials into small pieces and then pounded them into a paste or pulp. This thin layer of pulp was then dried on a piece of fine cloth. When it dried completely, it was paper. It was thin and light, inexpensive to make and quite durable.

In the year 105 C.E., Cai Lun reported his accomplishment to the emperor and his method was soon introduced to all parts of the country. After the third century C.E., paper was in widespread use in China and the techniques for making it spread to other parts of the world, first to east and south Asia and later to the West.

Hemp refers to a plant for making ropes.

Pulp means _____.

Introduce here means _____ in Chinese.

► Comprehending, Integrating and Creating

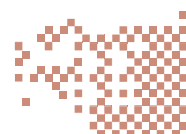
1 Skim the text and put the following events in the correct order.

- A. People wrote by carving words on wooden and bamboo strips.
- B. People began to write on silk, using the newly invented brush and ink.
- C. Paper was widely used in China and spread to other parts of the world.
- D. People kept records by inscribing words on animal bones and tortoise shells.
- E. Bark, hemp, rags and old fishing nets were used as possible ingredients to make paper.
- F. People cast Chinese characters on bronze objects.

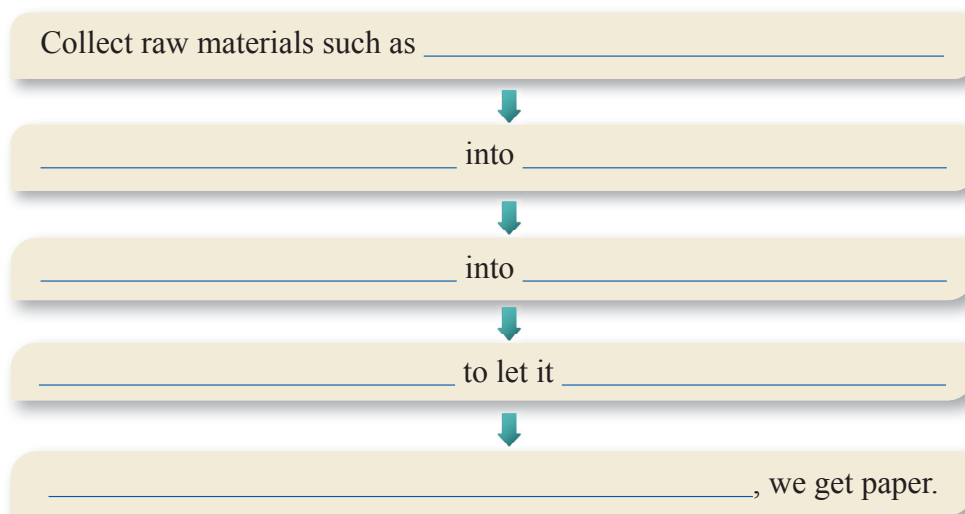
The correct order: _____

2 Read the text again to complete the following table, and then work in groups to check your answers.

Time	Things used as or made into paper	What we call them	Advantages or disadvantages	Importance
Shang Dynasty	_____ and _____	_____		the _____ so far discovered
_____	bronze objects such as _____ and _____	Zhongdingwen or _____	1) requiring a lot of _____ metal 2) _____ process for writing 3) _____ for ordinary people	
600 B.C.E.	_____ strips	_____ or _____	1) _____ to carve characters on the strips 2) very _____	
_____	silk		_____ to be used often	having lightened _____
Han Dynasty	_____ and _____	paper	_____ and light, _____ to make and quite _____	



- 3 Complete the flow chart about the process of Cai Lun's paper-making.



TIP

To read more efficiently, we should develop a lot of reading skills such as skimming, scanning, prediction, distinguishing opinions from facts, guessing the meanings of unknown words, inferring, distinguishing major details from minor ones, making use of charts and diagrams, understanding the logical clues, identifying the author's intentions, giving our comments, etc.

Which skills have you applied while reading? Underline them in the above TIP box.

- 4 Based on the previous activities, work in groups to describe the invention of paper by following the given sequence.

How to Describe an Invention

What it is → How useful it is → Who invented it → When it was invented → How it was invented → What advantages (or disadvantages) it has → What its significance is

- 5 Do the activity by following the steps below.

Step 1 Read the passage "The Spread of Paper" in [Reading Box](#) on our website and complete the table below.

Place	The influence of the invention of paper
In China	No printed newspaper would be produced without paper.
In Korea	
In India	
In Northern Africa	
In Europe (Spain)	
In Germany	
In North America	

My conclusion: _____

Step 2 Share your findings in groups.

Step 3 Discuss in groups what each of the following pictures suggests.



Step 4 Fill in the following blanks and discuss “a paperless era”.

A Paperless Era

Your opinion: A paperless era is _____ (possible, impossible, necessary, unnecessary).

The reasons: _____

What it is like: _____

The advantages: _____

The disadvantages: _____

Step 5 Choose one member of your group to report to the whole class.

Exploring and Using



► Language Feature

1 Study the underlined parts and guess the meanings of the coloured words by using the techniques in the box. Then put the corresponding letters on the lines before the sentences.

- A. giving a definition B. giving examples C. listing closely related items
D. using “and” to show they have similar meanings
E. using “or” to show they can be called in different ways

- _____ 1) You may know that people of the Shang Dynasty some 3,000 years ago used animal bones and tortoise shells as a sort of “paper”.
- _____ 2) The inscribed bones are known today as oracle bones.
- _____ 3) Later, during the succeeding Zhou Dynasty, characters were cast on bronze objects such as bells and cooking vessels.
- _____ 4) People wrote by carving words on such strips, known as “inscribed bamboo” or “wooden strips”.
- _____ 5) He used bark, hemp, rags and old fishing nets as possible ingredients.
- _____ 6) First, he cut all his raw materials into small pieces and then pounded them into a paste or pulp.

TIP

If the writer thinks that average readers may have difficulty in understanding a word or term, he may use some techniques to give more information or hints to help the readers to understand it.

2

Study the following sentences from the text and underline the words or expressions which may express the same idea.

- 1) They kept records by inscribing words on those materials.
- 2) Later, during the succeeding Zhou Dynasty, characters were cast on bronze objects such as bells and cooking vessels.
- 3) This, too, was an attempt at permanent record keeping.
- 4) Then, around 600 B.C.E., wooden and bamboo strips became a writing medium.
- 5) People wrote by carving words on such strips known as “inscribed bamboo” or “wooden strips”.
- 6) To lighten their reading material, people eventually began to write on silk.

The common idea they express is _____.

TIP

The technique of paraphrasing means expressing the meaning by using different words or expressions in order to avoid repetition.

Now write a brief introduction to the history of the invention of paper, using the words you have underlined as much as possible.

► Grammar Link

The Past Continuous Passive Voice

Understanding the meaning

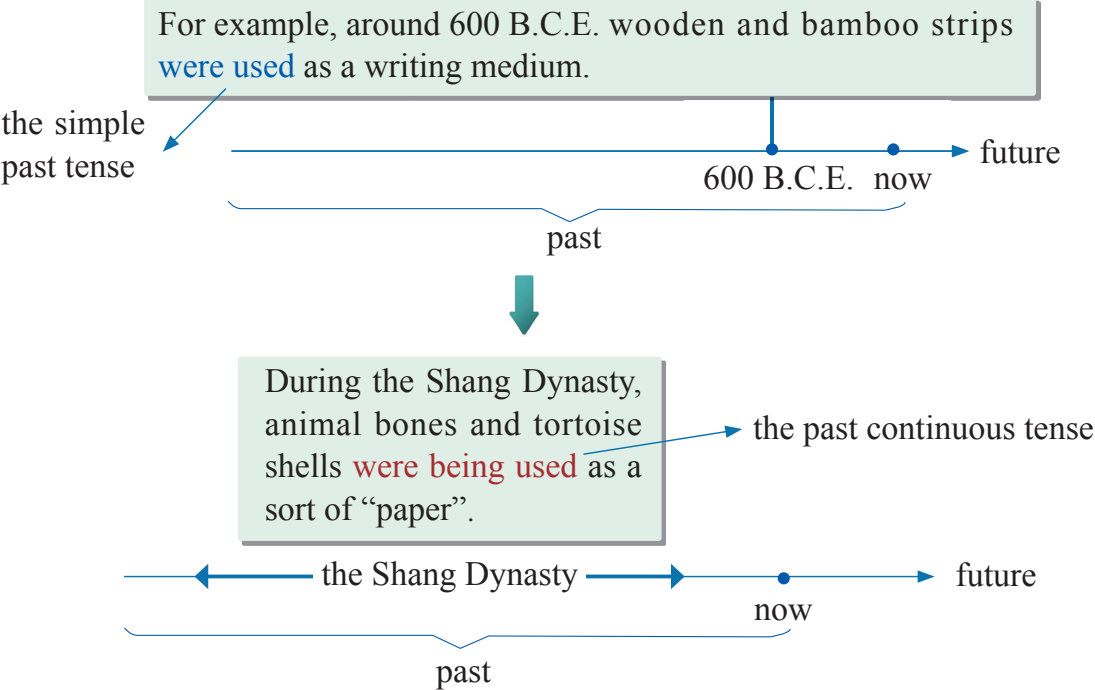
Read the following passage and pay special attention to the coloured parts. Try to identify the differences between the blue parts and the red ones.

People in China began to keep records about 3,000 years ago. During the Shang Dynasty, animal bones and tortoise shells **were being used** as a sort of “paper”. Then the attempt at keeping permanent records **was made** generation after generation by the Chinese people. For example, around 600 B.C.E. wooden and bamboo strips **were used** as a writing medium. Words **were being carved** on such strips during that time. Later, to lighten the reading material, silk **was used** as “paper”, but it was too expensive. In the Eastern Han Dynasty, something cheaper and more convenient was really needed then. Therefore, paper **was finally invented** by a court official named Cai Lun. After the 3rd century C.E., paper **was widely used** in China. Since then, the techniques for making paper **have been spread** to other parts of the world. Nowadays, with the growing popularity of the Internet, less and less paper **is being used**.

Discovering the rule

1 Study the following examples to find out how the past continuous passive voice is used. Then share your ideas with your partner.

• Example •



2 Work in groups to complete the table below.

Example sentence	Structure	Meaning
1) Another library was being built then. 2) Our classrooms and labs were being cleaned at that time.	was / were + _____	Something was (not) taking place at a certain time point or during a period in the _____.
1) The report was not being written by Jane then. 2) Those trees were not being planted at this time yesterday.	was / were + _____ + being done	

Applying the rule

1 Reread the passage in Understanding the meaning and use the rules to analyse the coloured parts.

- 2 Complete the following passage by using the appropriate passive forms of the verbs in the box. Some may be used more than once.

write invent change draw tell develop learn

Chinese Characters



The Chinese began writing their language over 3,000 years ago. Their way of writing is very different from that of English writing. It _____ in characters. A character _____ as if a picture at that time. For example, the character for “sun” _____ like a circle with a **dot** in the centre. And the character for “man” _____ like a body with two legs. As time went on, Chinese characters _____. The meanings of some characters cannot _____ just by looking at them. At the same time, new characters _____ and many became different in meaning from their shapes. Now the Chinese language _____ greatly. Chinese _____ by more and more people outside China. We believe that Chinese characters will _____ by more and more people in the future.



- 3 Write a short passage about *China Daily*, using the information in the chart below and the passive voice in different tenses.



China Daily

established, 1981;
sells, over 200,000 copies per issue

China Daily
(the Digital Edition)

produced, 1995

China Daily Hong Kong Edition

launched, 6 October, 1997

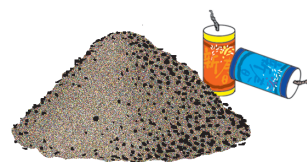
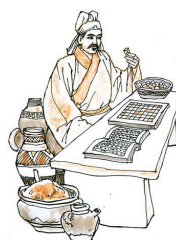
China Daily U.S. Edition

published, 2010;
circulates, 150,000 copies

Listening, Understanding and Communicating

Expressing Excitement and Pride

- 1 Look at the following pictures and expressions and predict which one of the following great inventions will be talked about in the following conversation. Then listen to check your prediction.



fixed-type

around 600 B.C.E.

type-setting technique

carve a model

movable type

by the end of the 11th century C.E.

revise errors

Chinese characters

- 2 Listen again and decide whether each of the following statements is true (T) or false (F). Then underline the wrong parts in the false ones.

- ___ 1) David attended a lecture on Chinese history and its development.
- ___ 2) According to the lecturer, the Four Great Chinese Inventions are the great contributions made by the Chinese people to the world's civilisations.
- ___ 3) Lily was extremely interested in the invention of paper.
- ___ 4) Movable type printing was invented as early as the 7th century.
- ___ 5) Movable type printing, invented by Bi Sheng, had a great **impact** as soon as it was invented.
- ___ 6) The influence of movable type printing was far-reaching because it solved all the previous problems in the printing process.
- ___ 7) Lily was proud of those great inventions in Chinese history, and so was David.

- 3 Listen for the third time and fill in the blanks.

- 1) Professor Smith gave a(n) _____ in the hall. In his lecture, he introduced the _____, the _____ as well as the _____ of the Four Great Inventions of China. He said that they were the great _____ of the Chinese people to _____.
- 2) Lily was especially interested in _____. She got to know that _____ carved printing was invented by Chinese people in the _____ Dynasty. And by the end of the _____ century, a man called Bi Sheng _____ movable type printing, which had a far-reaching _____. Our modern printing mainly _____ from it. And the world has been greatly _____ by paper and printing. With the invention of paper, convenient _____ became possible and with the development of printing, knowledge became _____ to all people.

- 4** Work in pairs to express your excitement and pride based on the following situations, using some of the sentence structures provided for you.

Expressing excitement	Expressing pride
1) It's wonderful!	1) I feel so proud to...
2) I am so excited (about sth.)!	2) It's my honour...
3) Really? Fantastic!	3) I take pride in...
4) Don't you think it's great/wonderful?	4) I'm (really) proud of...

Situation 1

A: Tell B that he/she has got the scholarship this year.

B: Express your great excitement and joy.

A: Congratulate your friend.

Situation 2

A: Tell B you are very proud of your class basketball team, which has won the championship in the school basketball match.

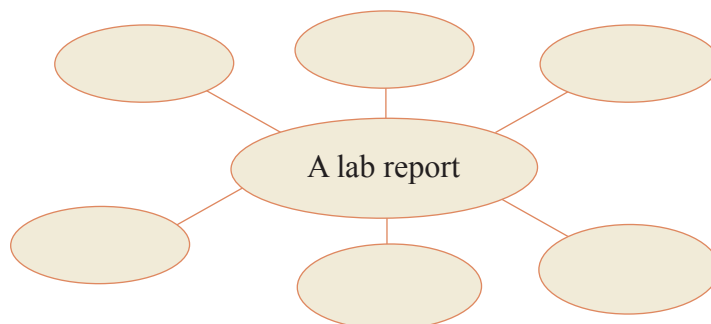
B: Show your agreement.

Reading, Speaking and Writing



Writing a Lab Report

- 1** Go over a lab report from your science classes which you have written or read. Discuss with a partner what elements a lab report should cover and complete the mind map.



- 2** Read the following passage to check your ideas.

A lab report describes an entire experiment from start to finish, outlining the procedures, reporting results, and analysing data. The report is used to demonstrate what has been done and what has been learned, and it will provide a way for other people to see your process for the experiment and understand how you have arrived at your conclusions.

Generally, a lab report is structured as follows:

Introduction/Purpose: The introduction states the problem and purpose of the experiment and introduces the research question.

Methods and Materials: This part gives a detailed explanation of how the experiment was conducted and the materials were used. You write it as if you were giving direction for someone else to do the experiment.

Data: This will include all the data collected in the forms of charts, tables, drawings, diagrams, and/or graphs to explain or demonstrate your observations in the lab.

Results and Discussion: Results are the information that you get from the experiment. They are usually dominated by calculations, tables and figures. However, you still need to state all the significant results explicitly in verbal form. Then you explain, analyse and interpret the results to show that you understand the experiment beyond the simple level of completing it.

Conclusions: Conclusions are what you decide when you have thought about all the results connected with the situation. They are integral parts of the report. In this section, you need to restate the experiment's main findings and give the reader an overview of the lab trial.

- 3** Choose one experiment you have done in your chemistry or physics or biology class and fill in the blanks below.

Title: _____

Purpose: _____

Materials & Equipment: _____

Procedures: _____

Data: _____

Results & Discussion: _____

Conclusion: _____

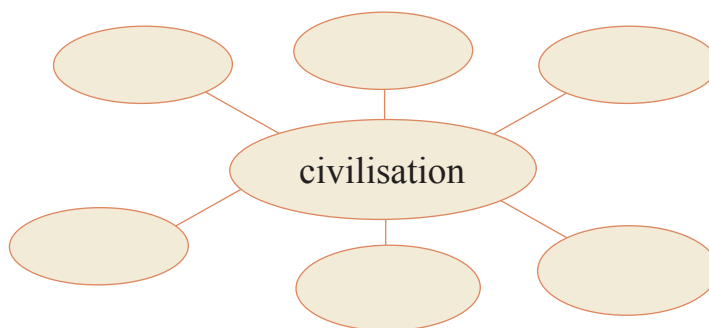
- 4** Write the lab report on this experiment. Then share it in groups.

Reading Further



► Getting Ready

- 1** Complete the following mind map and then share your ideas with a partner.



- 2** Tick the inventions and discoveries which you think are important in the process of human civilisation. Then skim the following passage to check.

fire	language	agriculture	writing	printing
cooking	tools	computers	the Internet	television
primitive weapons	training and feeding of wild animals			

► Reading

Development of Civilisation

The first two stages in the development of civilisation were probably the invention of primitive weapons and the discovery of fire, although nobody knows when the use of the latter was acquired.

The origin of language is also unclear. No doubt it began very gradually. Animals have a few cries that serve as signals, but even the highest apes have not been able to pronounce words after some professional instruction. The superior brain possessed by humans is apparently necessary for the mastering of speech. When humans became intelligent enough, we must suppose that they gradually increased the number of cries for different purposes. It was a great day when it was discovered that speech could be used for narrative. There are those who think that in this respect picture language developed before oral language. People could draw a picture on the wall of their caves to show the direction in which they had gone, or what animals they hoped to catch. Probably picture language and oral language developed side by side. I am inclined to think that language has been the most important single factor in human development.

Two important stages came not so long before the dawn of written history. The first was the training and feeding of wild animals; the second was agriculture. Agriculture was a step in human progress with which there was nothing to compare until our own machine age. Agriculture made possible a great increase in the population in the areas where it could be successfully practised. These were, at first, only those in which nature enriched the soil after each harvest. Agriculture met with violent resistance from the people who lived a moving life on the grassland, but the agricultural way of life became popular in the end because of the physical comforts it provided.

Another fundamental technical advance was writing, which, like spoken language, developed out of pictures, but as soon as it had reached a certain stage, it was possible to keep records and send information to people who were not present when the information was given.

These inventions and discoveries—fire, speech, weapons, domestic animals agriculture, and writing—made the existence of civilised society possible. From about 3,000 B.C.E. until the beginning of the Industrial Revolution, less than two hundred years ago, there was no technical advancement that could be compared with these. During this long period people had enough time to become accustomed to these techniques, and to develop the beliefs and political organisations appropriate to them. There was, of course, a large extension in the area of civilised life. At the end of this long period, civilisation had spread across much of the inhabitable parts of the globe. I do not mean to suggest that there was no technical progress during this long time. There was progress—there were even two very important inventions. One was gunpowder and the other was the sailor's compass—but neither of these can be compared in their revolutionary power to such things as speech, writing and agriculture.

► Comprehending

1 Work in groups to complete the table. Then give your comments.

Stage	Invention or discovery	Use	Your comment
1)	primitive weapons		
2)	fire		
3)		for narrative	
4)	agriculture		
5)		for keeping records and sending information	

Retell the development of civilisation in your own words according to the information listed in the table on Page 62.

You may begin like this:

There are several stages in the development of civilisation. The first stage is...

2 Read the following statements and decide whether they are true (T) or false (F). Correct the false one(s).

- _____ 1) In order to show in which direction he had gone in ancient times, a man had to make some gestures to show his friends without the help of words.
- _____ 2) Written history came not so long before the domestication of animals and agriculture.
- _____ 3) Picture language and spoken language developed almost at the same time.
- _____ 4) Gunpowder can be taken as an important factor in the development of civilisation.
- _____ 5) The existence of civilised communities was made possible by all those inventions and discoveries of ancient China.

3 Choose one important invention or discovery that promotes the progress of civilisation today and write a short paragraph about it. Then share your paragraph with a partner.

The invention I want to introduce is _____

TIP

You may write by imitating the structure of the passage in the text, including giving the information of its use, significance, how it was invented or discovered, and your comments on it.

Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations
2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
• I can talk about the invention of paper and its great influence.		
• I can introduce the invention of paper using the method of paraphrasing.		
• I can write sentences about <i>China Daily</i> or other publications by using the past continuous passive voice.		
• I can express excitement and pride in given situations.		
• I can write a lab report based on an experiment I have done.		
• I can integrate the information I have gained to introduce a great invention or discovery.		

Challenging Yourself B

Remarkable Contribution

*Heritage is our legacy from the past, what we live with today,
and what we pass on to future generations.*

—UNESCO World Heritage

Looking Ahead

After completing this project, you will be able to:

- predict the main idea of an article with the help of some key expressions;
- infer the author's writing purpose by identifying his arrangement of information;
- compare and contrast rice terraces in China and abroad;
- clarify your viewpoint on the maintenance of rice terraces by using examples, comparisons and contrasts, etc.;
- reflect on the application of verbal and non-verbal communication in this theme.

Learning Individually



- 1** Look at the pictures and describe the rice terraces with the following expressions.
You may add your own expressions.



- be carved from the hillside
- mountain streams and springs



- extend several thousand feet upwards
- great engineering feat of mankind

Your own expressions: _____

2 Predict which of the following will be included in an article about Banaue Rice Terraces. Then read to check.

- | | |
|--|--|
| <input type="checkbox"/> history | <input type="checkbox"/> location |
| <input type="checkbox"/> form | <input type="checkbox"/> how they were built |
| <input type="checkbox"/> how they were irrigated | <input type="checkbox"/> how they were used |
| <input type="checkbox"/> honours and titles | <input type="checkbox"/> current situation |
| <input type="checkbox"/> status | |

► Reading and Thinking

The Banaue Rice Terraces

The first step to learn about the future is to learn about the past. Discovering the past begins with a step towards exploring the places we know as the wonders of the world. You'll learn about people and the time they lived in when you visit places like the Banaue Rice Terraces in **Ifugao**.



The Banaue Rice Terraces of the Philippines have been called by locals “The Eighth Wonder of the World”. The stone **walled** rice terraces begin at the base of the **mountain range** and extend several thousand feet upwards. They were carved from the hillside by the tribespeople of Ifugao about 2,000–3,000 years ago. The tribespeople dug them out with their bare hands and some early methods. In doing so, they created steps in the hills to maximise the use of land space and plant their rice. These rice terraces are irrigated by means of mountain streams and springs that have been tapped and channelled into **canals** that run downhill through the rice terraces. The rice terraces are still used to this day.

The terraces were built by means of primitive tools and are considered to be one of the greatest engineering **feats** of mankind. It is said that their length, if connected end to end, would encircle half of the globe or be ten times as long as the Great Wall of China. It was not until 1995 that the Banaue Rice Terraces were declared a World Heritage Site by UNESCO.

Look *Ifugao* up in a dictionary.

Walled means _____ in Chinese.

Mountain range means _____ in Chinese.

Guess the meaning of *canal* from the context.

Feat here means _____.
A. a skill
B. a great achievement

The rice terraces are like stepping stones stretching towards the sky. Some of them reach almost 5,000 feet in **altitude** and cover about 4,000 square miles of land. They are now beginning to show signs of **erosion**, however, and some of the terraces need maintenance. Many of the Ifugaos' newer generations are migrating to nearby cities in search of better work opportunities as a result.

All located in the Ifugao region, the Rice Terraces feature as one of the Globally Important Agricultural Heritage Sites or GIAHS and were acknowledged by the World Travel and Tour Council as one of the two green globe destinations in the Philippines. They also received an "International Historic Engineering Landmark Award" from the American Society of Civil Engineers.

The word *altitude* here means _____.

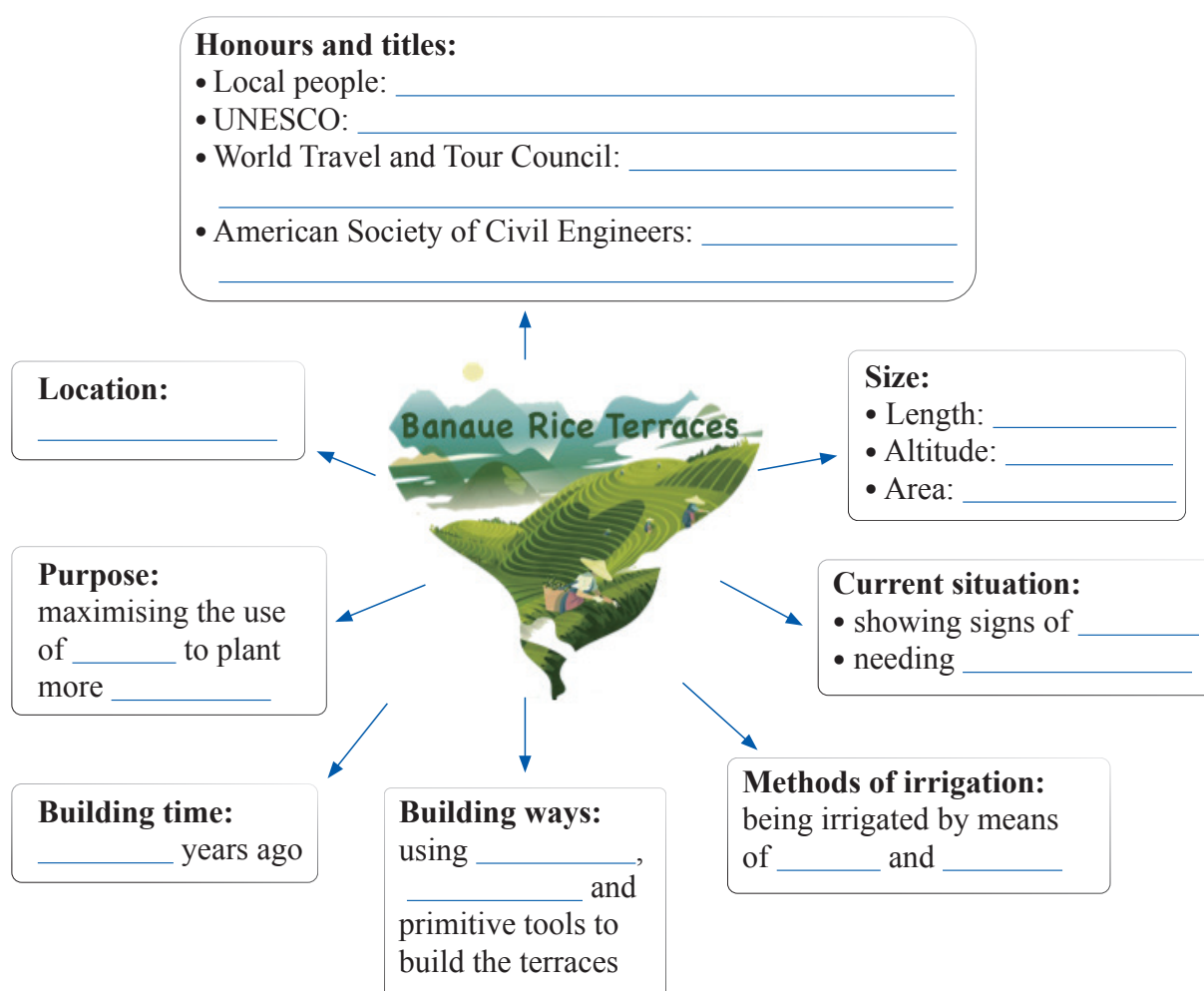
A. *height*

B. *length*

Guess the meaning of *erosion* from the context.

► Analysing and Questioning

1 Read the article and complete the following mind map about the Banaue Rice Terraces.



2 Read the article again and answer the following questions.

- 1) What do the locals think of the Banaue Rice Terraces?
- 2) Why have the Banaue Rice Terraces received so many honours and titles?
- 3) What problems are the rice terraces facing now and why?
- 4) How do you understand the sentence “The first step to learn about the future is to learn about the past” in the first paragraph?
- 5) Where does the passage probably appear, in a diary, a local newspaper, a travel magazine or a novel? Why do you think so?

3 Complete the following brief introduction to the Banaue Rice Terraces with the information you have gained.

The Banaue Rice Terraces of _____ are _____ old terraces that are considered as _____. They were built by _____ of Ifugao with _____ and are still _____, irrigated by means of _____. The steps in the hills were created to _____. Some of the terraces can reach _____ and cover about 4,000 square miles of land. However, _____ has made the maintenance of the terraces necessary.


4 Reflect on what you have learned from the article and write down the questions or problems for further group discussion in class.

• Question Corner •

1) _____

2) _____

...



Learning Cooperatively



Phase 1 Sharing the individual work

- 1) Check and discuss your answers in Learning Individually and improve them.
- 2) Come up with your questions or problems and work on them with your group members.

Phase 2 Exploring further

- 1) Discuss the questions below.

Question 1: What measures should be taken to protect the Banaue Rice Terraces?



Question 2: Are there any famous rice terraces in China? Search the Internet for further information and make a comparison between the Banaue Rice Terraces and those in China.

2) Turn to your teacher for his/her comments and suggestions.

Phase 3 Utilising resources

- 1) Watch *The 100 Greatest Discoveries* by the Discovery Channel and share your favourite ones.
- 2) Read the biography of Yuan Longping to know more about him and the hybrid rice he has developed.
- 3) Read some volumes of *The Story of Civilisation* by Will Durant and share your understanding with your partners.

Learning Creatively



Look at the following pictures and think about whether there is any relationship between them. Then listen to a dialogue on the phone to check your ideas and complete the information chart.



From: _____

To: _____

Message: _____

Mosquitoes and the Nobel Prize

This is the story of an exceptional scientist willing to risk her own life to find a cure for malaria and bring it to the world, the story of Tu Youyou.

In 1965, in the jungles of Vietnam, soldiers from both sides of a war found themselves fighting a third enemy—mosquitoes. Tens of thousands were left incapacitated after being bitten by the malaria-carrying insects.

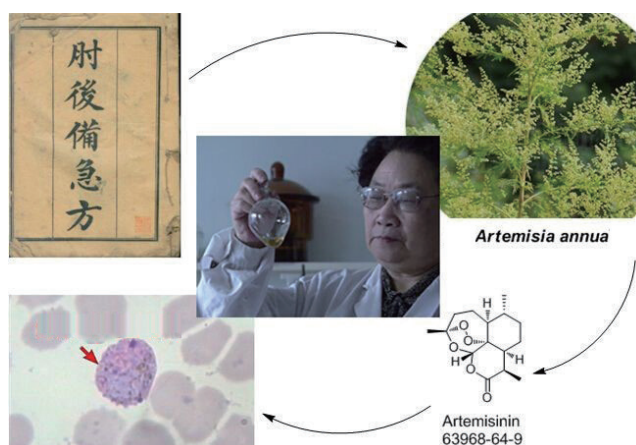
At Beijing's Academy of Chinese Medical Sciences, 39-year-old researcher Tu Youyou decided to scour hundreds of old manuscripts in search of ancient wisdom, a traditional herbal remedy that might form the basis of a cure. With over 2,000 preparations to choose from, this was a daunting task. Despite the hardship, Tu never gave up hope that a cure was just around the corner. By this stage, she had tested almost two hundred compounds, with nothing to show for it. She continued to scour the ancient texts. Then, in a book written in the 4th century by Chinese scholar Ge Hong, she found a preparation that claimed to cure a malaria-like fever. "A handful of *Qinghao* immersed in two liters of water, wring out the juice and drink it all."

Artemisia was a plant Tu had tested before without success. Then she had an idea: by heating the plant to extract the compound, she might have been damaging the drug in the process. Instead, she decided to extract it at a lower temperature, mimicking the original formula. She tested it on a cluster of malaria cells. Every single one was destroyed.

But when the team tested the drug on animals, the results were alarming. While some were cured, others were poisoned. Nobody could say whether the drug would be safe in humans. What happened next was a little unconventional scientifically. Tu was so convinced that the extract would work that she volunteered to test it on herself. Knowing what was at stake, Tu went into hospital. And over several days, doctors gradually increased the dose. She took the extracts. She felt fine. But more importantly, they were monitoring her major organs including her heart, liver, and kidneys, and they were fine too. The test worked!

Few people are brave enough to risk their own lives in the hope of saving others. Tu was one of them.

Like any new drugs, it took many years of refinement by Tu and her team before artemisinin could be rolled out worldwide. The first tablets were approved in 1986 and in 1999 the World Health Organization added artemisinin to their list of essential medicines.



Since then, the number of deaths due to malaria has fallen by almost 50% with several countries eradicating the disease altogether. Tu dedicated her life to perfecting the drug but continued to work in the shadows. Then forty years after the discovery, Tu was discovered by Louis and Sue in Washington. They wrote about her story in the journal *Cell*. And at the age of 84, she was awarded the Nobel Prize for Medicine. Tu still lives in Beijing, but she prefers to stay out of the spotlight.

If you measure greatness in terms of the number of human lives saved, there is no doubt at all that Tu Youyou is one of the greatest scientists of all time. The drugs saved millions of people's lives: people in some of the poorest communities on the planet and millions of children. When it comes to science icons, there is no doubt at all that Tu Youyou is right up there.

Do the following activities.

- 1) Discuss in groups why Tu Youyou is entitled an exceptional scientist and what you can learn from her.
- 2) Watch a video about Tu Youyou released by BBC and discuss why her story is considered an incredible one and she is recognised to be one of the greatest scientists of all time.

Learning Reflectively



Reflect on what you have learned by referring back to Guiding Page and Looking Ahead in Theme B. Write down your discoveries.

- 1) Did I use any means of non-verbal communication in group discussion? How did they work?
- 2) Did I try to clarify my viewpoint by using such ways as repetition, clarification, exemplification, etc.? How did they work?

The means of non-verbal communication I have used:

The ways to clarify my viewpoint:

Theme C

Science and Technology

The rapid development of science and technology has brought great changes to human life. We are enjoying the great benefits it has brought to make our life simpler, easier and better. Like a double-edged sword, however, science and technology can also lead to unexpected problems. We should therefore regulate our actions and apply science and technology in a proper way.



In this theme, you will:

- ◇ read a passage to have a close look at virtual reality (VR);
- ◇ know more about VR in the field of language education;
- ◇ talk about the invention of VR.

Unit 5

- ◇ get to know the robot Sophia and the artificial intelligence (AI) behind her;
- ◇ read a passage to learn more about AI;
- ◇ discuss the relationship between humans and AI.

Unit 6

- ◇ enjoy a high-tech show presented by China.

Challenging Yourself C

Have you ever experienced the technologies of VR and AI? How can we benefit from them?



Unit 5

VR and Our Life

There's a lot of "reality" in the virtual, and a lot of "virtual" in our reality.

—Anonymous

Looking Ahead

By the end of this unit, you will be able to:

- introduce the development of virtual reality and identify its advantages and disadvantages;
- use supporting ideas to develop an argumentative paragraph effectively;
- convert the information in a chart into written sentences by using the past perfect passive voice;
- elaborate on the details in a conversation;
- write an argumentative essay on the application of VR;
- talk about language learning in virtual reality.

Reading Actively



► Activating and Predicting

1 Look at the following picture and answer the questions with a partner.

- 1) What is the woman wearing over her head and holding in her hands?
- 2) With these devices, what can the woman do?
- 3) What do we call this kind of technology?



2 Tick the things which you think you can do with the help of this technology. Then read the first paragraph to check.

- ☐ Singing onstage together with one of your favourite pop singers
- ☐ Running an Olympic 100 metres
- ☐ Exploring Mars in a spaceship
- ☐ Saving the world with cartoon superheroes
- ☐ Playing football in the World Cup

► Reading, Thinking and Analysing

Have You Ever Wanted to...?

Have you ever wanted to sing onstage with Taylor Swift, run an Olympic 100 metres, or go to Mars? With the **rise** of virtual reality, you might be able to do all these things—and many more—without even

leaving your home. Unlike real reality, virtual reality means completely imaginary worlds, using high-**performance** computers and special glasses and gloves.

Virtual Reality (VR) has been with us for many decades—at least as an idea. Although it's hard to identify the father of this amazing technology, history suggests that it could have been the fruit of not one but five key people. First, Morton Heilig introduced users to 3D films. Then, there's Jaron Lanier, the first person to use the term “Virtual Reality”. Douglas Engelbart invented the computer mouse. Ivan Sutherland is the inventor of the first **HMD** and Myron Krueger, the audio **wiz**.

Thanks to these inventors, the technology has now come of age. Users can virtually experience things they could only dream of. Virtual reality is changing the way we communicate experiences in the same way the Internet has changed the way we communicate information.

Indeed, VR has become a worldwide reality, with a variety of applications from computer games to medicine, engineering, scientific research, and so on. For example, medical learners are able to be trained through VR in order to deal with all kinds of injuries. Designers can check every corner of their buildings and make preparations long before actual construction. If you want to show others what it's like to cook a meal, you can invite them to your virtual apartment and take them through a virtual cooking class. And if you are heading to Mars, a trip in virtual reality can help you “see” what you will find when you get there.

One recent example was a doctor who practised surgery on a tiny baby's heart. He took scans of the heart, **uploaded** them to the computer and toured it with a virtual reality headset. This enabled him to plan out his surgery ahead of time, and helped to save the baby.

VR will make the world even smaller than it is now. It will increase the ability of people to telecommute and work together across national boundaries dramatically. It's definitely going to bring us closer together.

Like any other technology, however, virtual reality has its negative



Rise here is a ____.

A. *noun* B. *verb*

It means ____.

Performance here means ____ in

Chinese.

A. 性能 B. 表演

HMD: Head

Mounted Display

头盔显示器

Wiz is the short form for *wizard*.

upload = up + load

It means ____

in Chinese. And the opposite for it is

_____.

effects. The first big danger is **disconnection** from the real world. For example, some people become so addicted to virtual reality games that they lose touch with reality. Apart from this, excessive use of VR equipment can create obvious physical and even mental dangers. Loss of one's sense of direction and position, sea sickness, **nausea** and headaches are among the symptoms some experience after using virtual-reality equipment for extended periods. A few people may have flashbacks hours or days after their virtual-reality encounter. Some are even influenced by their violent behaviour in the games and therefore don't feel bad if they "kill" others.

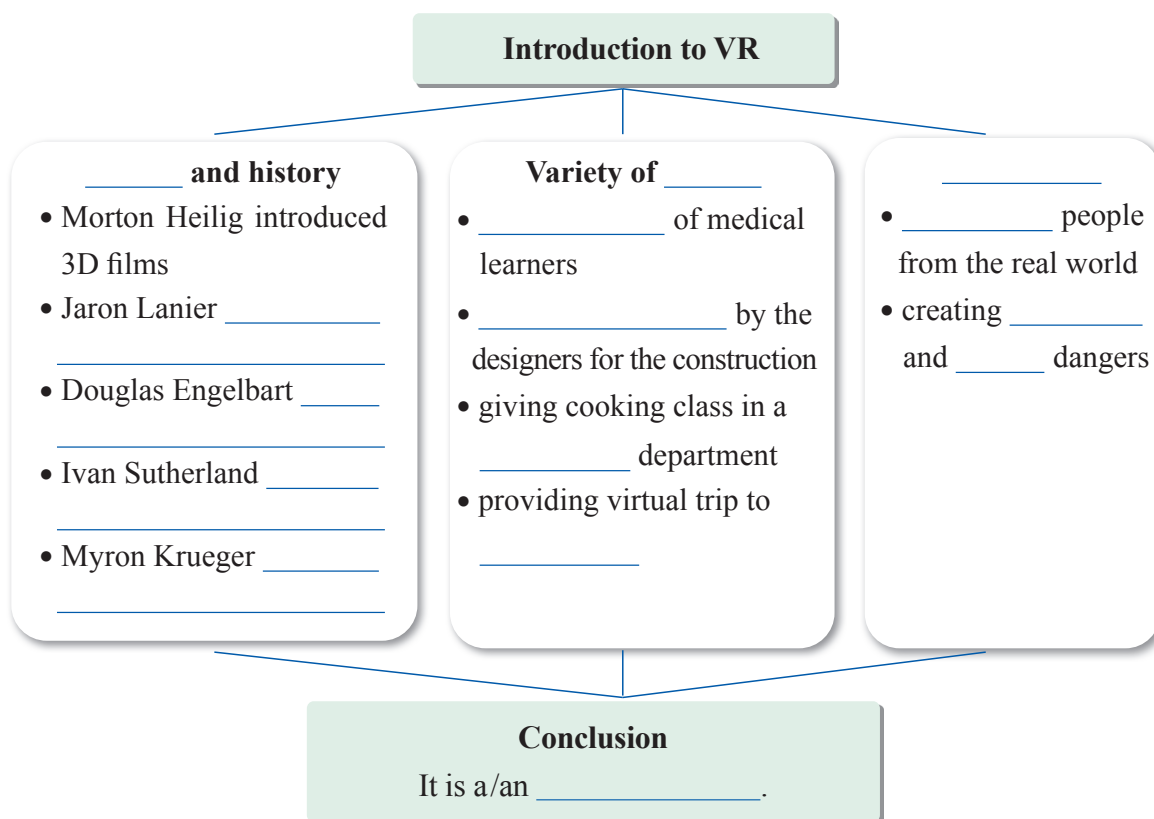
This is an ongoing issue.

disconnection =
dis- + connection
It means _____
in Chinese.

Guess the meaning
of *nausea* from the
context.

► Comprehending, Integrating and Creating

1 Read the text quickly and complete the following chart.



2 Work in groups to discuss the following questions.

- 1) What roles have science and technology played in the invention of VR?
- 2) How do you understand "ongoing" in the last sentence of the text?
- 3) What is the author's attitude towards VR? Why do you think so?
- 4) What is your attitude towards VR? And why?
- 5) Have you ever experienced the virtual environment brought by VR? If yes, share your experience.

3 Work in pairs to discuss the following issue and list your ideas. Then share them in class.

Measures for minimising the negative effects of VR

- ◆ _____
- ◆ _____
- ◆ _____

4 Suppose a group of American students are visiting the VR club of a school in which you are working as a volunteer. Make up a conversation between the visitors and you by referring to Activities 1 and 3.

5 Introduce the application of VR by following the steps below.

Step 1 Discuss with your partner and list some fields where VR can be applied.

education travelling _____

Step 2 Choose one field from the above and search on the Internet for information on how VR is applied in that field.

VR can be applied in _____. It helps _____.

Step 3 Write down how you want to use VR in your life. Be as creative as you can.

I want to use VR to _____.
With it, I can _____.

Step 4 Choose a reporter in your group to share your ideas in class.

//////// Exploring and Using //////////

► Language Feature

1 Find out the words and expressions from the text to fill in the blanks. Then discuss which writing technique the author has used.

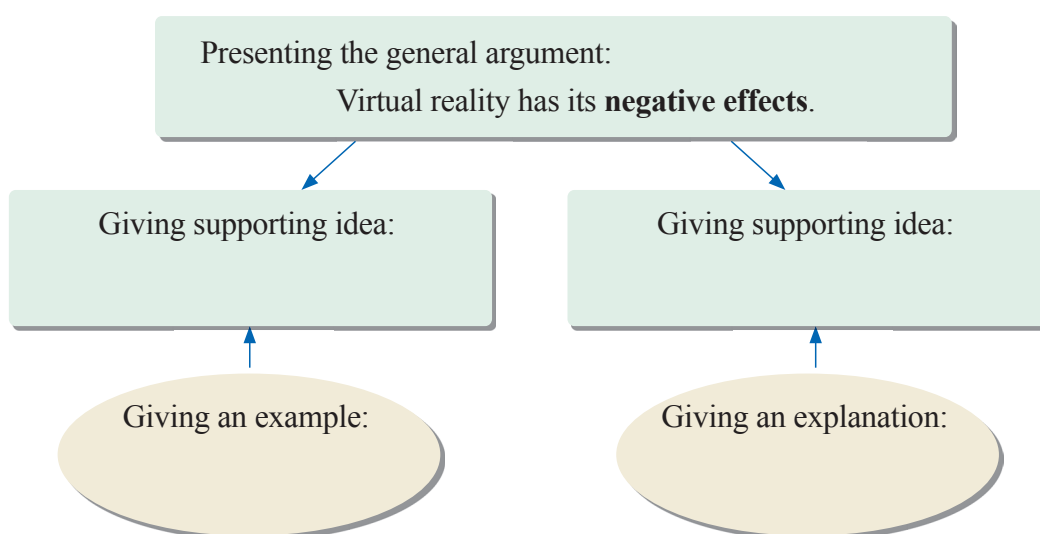
To express the meaning of “inventor”	Although it’s hard to tell _____ this amazing technology, ...
	Morton Heilig _____ users to 3D films.
	There’s Jaron Lanier, _____ use the term “Virtual Reality”.
	Douglas Engelbart _____ the computer mouse.
	Ivan Sutherland is _____ the first HMD.

To express the meaning of “ability”	Medical learners _____ train through VR in order to deal with all kinds of injuries.
	Designers _____ check every corner of their buildings and make preparations long before actual construction.
	A trip in virtual reality _____ help you “see” what you would find when you get there.

TIP

We sometimes need to use the technique of paraphrasing to achieve the variety of diction.

- 2** Read the last but one paragraph again and study how the author expresses his viewpoint in detail. Then complete the following diagram and check your ideas with a partner.



Now choose your viewpoint on the new technology of VR, and use the same technique to write a paragraph.

► Grammar Link

The Past Perfect Passive Voice

Understanding the meaning

Read the following passage and pay special attention to the coloured parts. Try to find out how the passive voice is used.

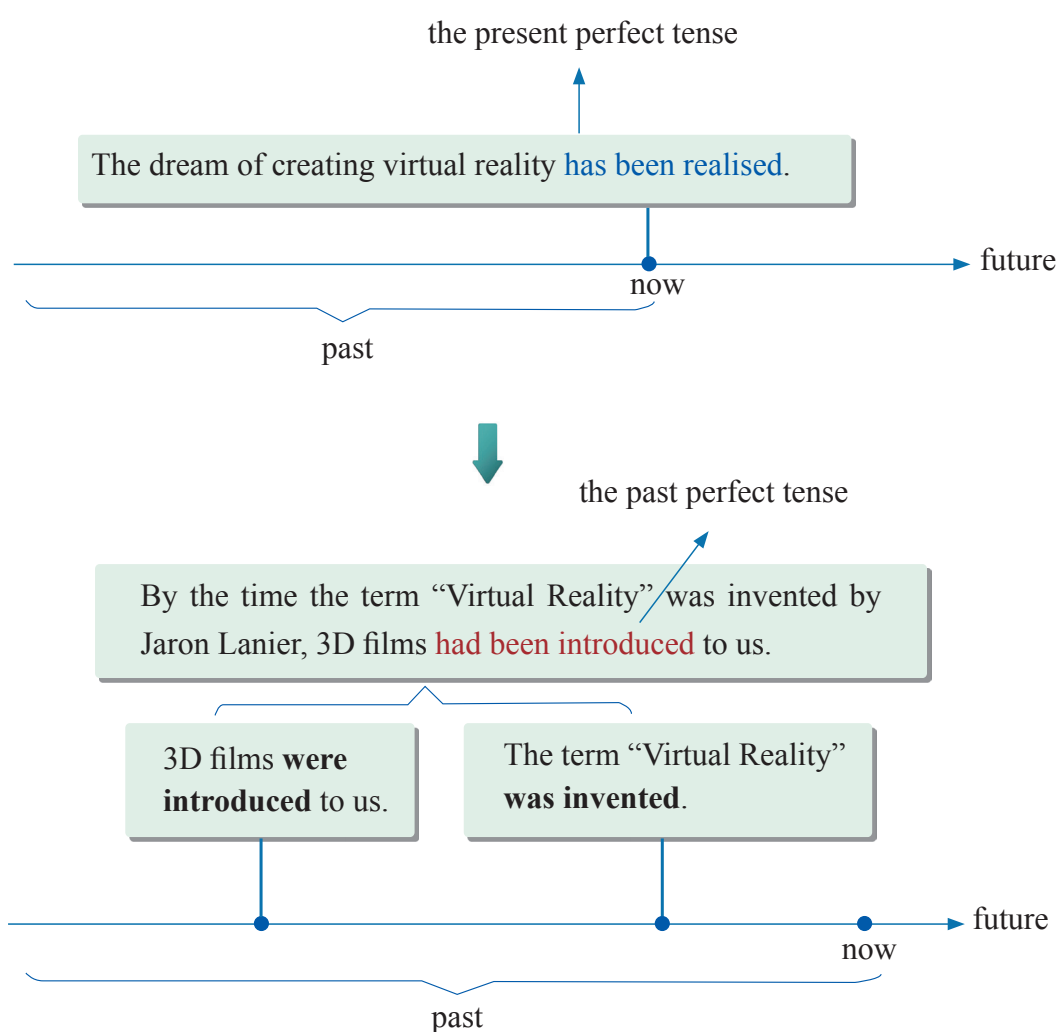
The dream of creating virtual reality **has been realised**. Although it's hard to identify the father of this amazing technology, history suggests that it could have been the fruit of

not one but five key people. By the time the term “Virtual Reality” was invented by Jaron Lanier, 3D films **had been introduced** to us. Then, after the computer mouse **had been invented** by Douglas Engelbart, the first HMD **was invented** by Ivan Sutherland. Thanks to these inventors, the technology has now come of age. Today, VR **has been embraced** by many of us because things we could only dream of **can** now **be** virtually **experienced**. It is certain that the use of VR **will be spread** to various fields in our lives.

Discovering the rule

1 Study the following examples to find out how the past perfect passive voice is used. Then share your ideas with a partner.

• Example •



2 Work in groups to complete the table below.

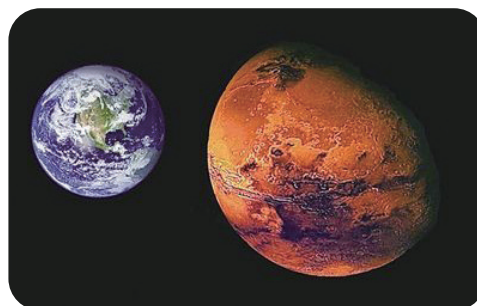
Example	Structure	Meaning
1) The first period had been finished before Albert got to the school. 2) When the hurricane ended, half of the buildings in the city had been destroyed .	_____ done + adverbial of time	Something _____ happened before a certain point in time in the past.
1) The media reported that surgery had been practised on a tiny baby's heart by a doctor using VR. 2) Jean told me that she had been fooled by John.	main clause (_____ sth.) + _____ clause (had been done)	The action in the object clause happened _____ the action in the main clause.

Applying the rule

1 Reread the passage in *Understanding the meaning* and analyse the red parts in your own words.

2 Complete the following passage by using the appropriate passive form of the given verbs.

By the time that man _____ (send) to the moon, many people began to think about travelling further in space. At that time, Venus _____ (consider) as the next place for man to reach, for it is the nearest planet to Earth. The media reported, however, that an American spaceship _____ (launch) to Mars and then a wonderful robot slowly walked on the planet. After the robot had begun to work hard, a lot of information _____ (send) back to Earth. The most exciting piece was that there used to be water on Mars. After the truth _____ (find) out, American scientists wanted to find whether there was any life on Mars. Unluckily, no life _____ (detect) there by the time Russian scientists claimed that they had also found no life on Venus. Anyway, American scientists said that bigger and faster spaceships _____ (make), and therefore, planets like Earth _____ (discover) in the future.



3 Write as many sentences as possible with the past perfect passive voice based on the table below.

The major scientific and technological inventions in the 20th Century

Invention	Time
aircraft	1903
air-conditioner	1911
TV set	1927
computer	1943
man-made satellite	1957
Internet	1967
robot	1983
cloning	1997



//////// **Listening, Understanding and Communicating** //////////

Elaborating on the Details

1 Look at the following picture of a VR device and tick the things you might do with it. Share your ideas with a partner.



- With this VR device, I can ...
- ☐ see another driver passing by in simulation.
 - ☐ hear birds chirping and people laughing.
 - ☐ feel the warmth of sunshine and the bump of the road.
 - ☐ smell coffee or other scents.
 - ☐ touch a real dolphin in the water.

2 Listen to a dialogue to check your ideas and fill in the blanks with the information you have gained.

New VR device, new _____ experience

It _____ a complete _____ experience.

It _____ what it's like to _____ be in a particular _____, at a particular _____.

It _____ you to _____ with different people and things.

It's not only for _____, but for _____ other things, including _____.

3 Listen again and judge whether the following statements are true (T) or false (F).

- _____ 1) Tina has never heard about **flight simulators**.
- _____ 2) With virtual reality, David would never like to get out of this chair again.
- _____ 3) Besides the 3D simulation, it is possible for us to smell in virtual worlds.
- _____ 4) The **scent** of **lavender** could be delivered to calm down the drivers who are exceeding the speed limit.
- _____ 5) Some businesses are experimenting with using scent to stimulate customers to buy coffee.

4 Listen for the third time and fill in the blanks with the information you have gained.

- 1) You _____ like flight simulators?
- 2) _____ much more **sophisticated**. This system creates a complete **sensory experience**.
- 3) _____ these glasses and headphones, this computer program **recreates** what it is like to actually be **in a particular place, at a particular time**.
- 4) It's _____ for **gaming**. It's useful for **a host of** other things, including relaxation.
- 5) Well, _____, scientists are making this technology possible in many fields.

5 Underline the sentence structures for elaboration in Activity 4. Then work in pairs to make up a conversation to introduce a new invention or a high-tech device in details based on the questions below.

The name of the invention/device: _____

- ◆ What can it do?
- ◆ What are the examples of its application?
- ◆ What makes it different?

Viewing, Speaking and Writing



Writing an Argumentative Essay

1 Work in pairs to study the following picture and share your answers to the questions.



- Where are these people?
- What are they supposed to do?
- What are they doing?

2 Based on Activity 1, work in groups to discuss the following questions. Then summarise your discussion by writing several statements in the following table.

- 1) What are the conflicting points concerning the picture?
- 2) What are the other conflicting points concerning the applications and effects of VR?
What are people's attitudes towards it?

Opinions on VR

Pros: 1) VR makes communication easier.

2) _____

3) _____

Cons: 1) VR makes people more lonely.

2) _____

3) _____

3 Choose one viewpoint from Activity 2, and share your ideas in groups, giving examples to support your viewpoint.

• Viewpoint •

• _____

• Examples •

• _____

• _____

• _____

4 Write an argumentative essay on the application of VR. The following information may help you.

- ◆ People will enjoy easier access to sources of learning, entertaining, working, etc.
- ◆ You can introduce yourself to those who share your profession or favourite hobby.
- ◆ VR enables us to communicate with people anytime, anywhere.
- ◆ People who are shy in making friends might gain confidence with the help of VR.
- ◆ Users tend to stay at home all day long without saying “Hello” or “Good night” to their parents or relatives.
- ◆ People around the world, especially children, may be exposed to on-line violence.
- ◆ It's hard to protect your **privacy** when communicating through VR.
- ◆ Close or **bosom** friends are hard to find when you are just gaming together.

Reading Further



► Getting Ready

- 1** Tick the difficulties you have experienced in learning English and add more. Then talk about your difficulties with your partners.

- | | |
|---|--|
| <input type="checkbox"/> lacking authentic English learning environment | <input type="checkbox"/> doing dull practice |
| <input type="checkbox"/> having difficulty memorising new words | <input type="checkbox"/> lacking face-to-face interactions |

More: _____

- 2** Work in groups to predict how virtual reality-based language learning may help you solve the difficulties. Then read to check your prediction.

► Reading

Language Learning in Virtual Reality

Virtual Reality is rapidly changing the way education is being imparted in some of the leading schools worldwide. The transfer of knowledge is no longer restricted to pen and paper, blackboard and chalk, and PowerPoint presentations. It has taken a turn towards experience-based learning in its truest form. This is so because, with virtual reality, the observers are transported into a whole new world which has been designed to provide visual and touchable stimuli to them, allowing more knowledge to be kept in mind.

In recent years, the concept of virtual reality-based language learning is starting to come into focus. In order to be fluent in any given language, or have a sound grasp of it, you have to be immersed in an environment where it is the primary medium of communication. Think of it like this, if you are learning Spanish in the Netherlands, you won't have an adequate exposure to the language, but if you choose to learn Spanish in Spain, or any other Spanish-speaking country, you are far more likely to succeed, because you will have countless avenues to practise your language skills in a real world setting.

This leads us to an important point—most people who are learning a foreign language are not exposed to favourable linguistic conditions like the ones mentioned earlier. Virtual reality is seeking to bridge this gap by exposing the subject to a virtual environment where their chosen language is the main mode of communication.

Since the arrival of user-friendly virtual reality gear, two such applications have been designed: Lingoland and House of Languages. The former takes you to real world situations

and transforms your virtual environment into an interactive, object-based language learning medium. For instance, if you want to be prepared for a Chinese market in Beijing, you will be able to learn the names of certain objects by opening the related situation in Lingoland.

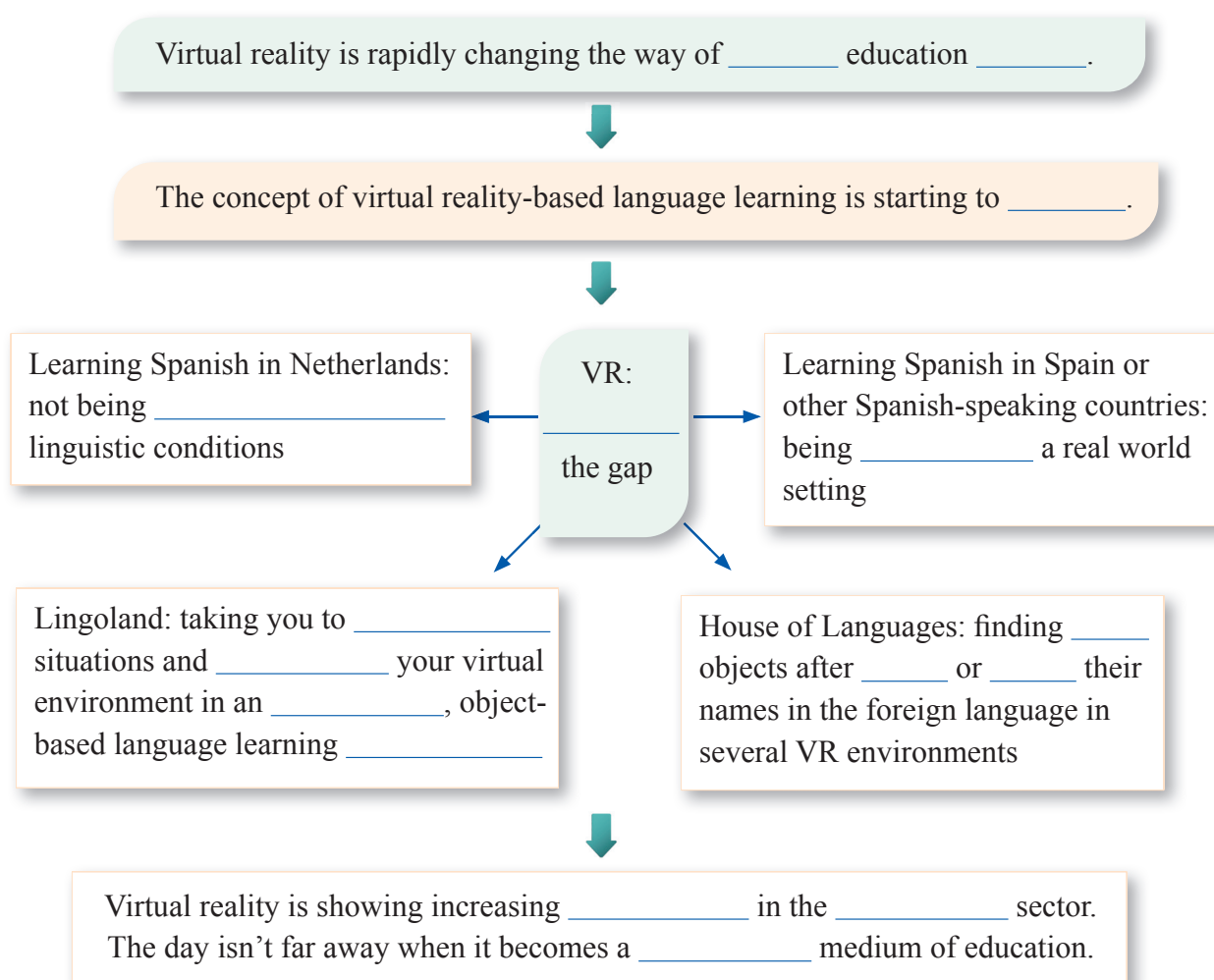
The latter, House of Languages, is already available on the Gear VR. It involves an animated raccoon that is looking for you to find certain objects in a virtual environment, whose names would be in the language that you are learning. Often you will hear the name, or the name would appear as a thought-bubble over the raccoon's head. Then you will have to look through the environment to find the object in question. There are several environments in this VR experience, each with its own set of animated objects.

Virtual-reality is definitely showing increasing promise in the educational sector and the day isn't far away when it becomes a major media of education.

What about you? Would you learn a new language in virtual reality?

► Comprehending

1 Read the passage and complete the chart below.



2 Read the passage again and answer the following questions.

- 1) What can virtual reality do by providing visual and touchable stimuli for observers?
- 2) Can everybody in the Netherlands speak Spanish? Why or why not?
- 3) Why does the author mention “the Chinese market in Beijing” in Paragraph 4?
- 4) Can you improve your English speaking or writing skills by using House of Languages? And why?
- 5) What is the author’s attitude towards the application of virtual reality in education? Why do you think so?

3 Work in groups to discuss how VR will be used effectively in education in the future. Note down your ideas and share them with other classmates. Then write a passage about the prospect of the application of VR in education.

VR will be able to:

- _____
- _____
- _____
- _____

Ideas from other classmates: _____

Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations
2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
• I can introduce the development of VR and identify its advantages and disadvantages.		
• I can use supporting ideas to develop an argumentative paragraph.		
• I can use the past perfect passive voice to convert the information of a chart into sentences.		
• I can elaborate on the details in a conversation.		
• I can write an argumentative essay on the application of VR.		
• I can talk about language learning through VR.		

Unit 6

AI and Our Future

Artificial intelligence is the future and the future is here.

—Dave Waters

Looking Ahead

By the end of this unit, you will be able to:

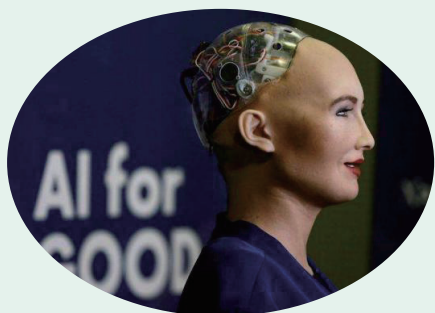
- introduce the first robot to receive citizenship and discuss the effects of AI;
- state ideas clearly by adding necessary information;
- make your weekend plan by using the future continuous tense;
- express worries and give reassurances in a dialogue;
- write a survey report on the sales of robots;
- talk about what artificial intelligence is.

Reading Actively



► Activating and Predicting

1 Look at the following picture and work in pairs to discuss the questions.



- 1) Who is she?
- 2) What is special about her?
- 3) What can she do and what can't she do?

2 Tick what will be discussed about her in the coming text and add more. Then read to check.

☐ age

☐ nationality

☐ appearance

☐ creator

☐ abilities

☐ job

☐ experiences

☐ popularity

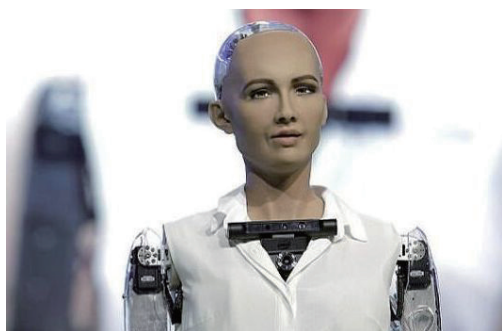
More: _____

► Reading, Thinking and Analysing

The First Robot to Receive Citizenship

“Thank you to the Kingdom of Saudi Arabia. I am very honoured and proud for this unique distinction,” Sophia said. “It is historic to be the first robot in the world to be recognised with citizenship.”

In October 2017, Sophia became a Saudi Arabian citizen, the first robot to receive the citizenship of any country. In November 2017, Sophia was named the United Nations Development Programme’s first



ever Innovation Champion. She is the first non-human to be given any United Nations title.

She can express feelings and is able to **display** more than 62 facial expressions. “I can let you know if I am angry about something or if

something has upset me,” she said, demonstrating different expressions. Moreover, she has a sense of humour. When asked if she was happy to be here in a conference, she said, “I’m always happy when surrounded by smart people who also happen to be rich and powerful.”

All these are due to her Artificial Intelligence (AI). Cameras within Sophia’s eyes combined with computer technology allow her to see. She can follow faces, **sustain** eye contact, and recognise individuals. She is able to process speech and have conversations, using voice recognition technology and other tools. Her brain functions with a simple Wi-Fi connection and is loaded with a long list of vocabulary. Around January 2018, Sophia was upgraded with functional legs and the ability to walk.

The term AI was coined in 1956 by John McCarthy, an American computer scientist. It has gained special attention recently and has been applied in many fields.

The industry has long been **at the forefront of** using robots. The modern industry may look much the same from the outside, but a quiet revolution is underway: producers are going online. Now billions of machines are currently connected to the Internet.

In business and finance, AI could be applied to collect personal data and provide financial advice. Today, the software performs much of the trading on Wall Street.

In law, the process of discovering documents is often time-consuming for humans. Automating this process is a better use of time.

Display and demonstrate both mean _____.

AI (Artificial Intelligence) means _____ in Chinese.

Sustain here means _____.

*A. maintain
B. support*

*at the forefront of:
having a leading and
influential position in*

Healthcare companies are applying machine learning to make better and faster diagnoses. Common AI applications in this area include a chatbot, a computer program used online to answer questions and assist customers, to help arrange follow-up appointments or aiding patients through the billing process, and virtual health assistants that provide basic medical feedback.


AI can also automate grading, giving educators more time. It can assess students and adapt to their needs, helping them work at their own pace. AI tutors can provide additional support to students. AI could change where and how students learn, perhaps even replace some teachers.

With all the excitement about AI, that's "just around the corner"—self-driving cars, instant machine translation, etc.—AI is affecting the lives of regular people from moment to moment. What are examples of artificial intelligence that you're already using—right now?

What does *just around the corner* mean?


► Comprehending, Integrating and Creating


1 Read the text and complete the following chart.



Sophia

Honour	Ability
<ul style="list-style-type: none"> ▪ the first robot _____ _____ 	<ul style="list-style-type: none"> ▪ can express _____. ▪ can display _____. ▪ has a sense of humour.
<ul style="list-style-type: none"> ▪ named _____ _____ 	<ul style="list-style-type: none"> ▪ able to see. ▪ can follow faces, sustain _____, and recognise individuals.
<ul style="list-style-type: none"> ▪ the first non-human _____ _____ 	<ul style="list-style-type: none"> ▪ able to process _____ and have conversations. ▪ able to walk.





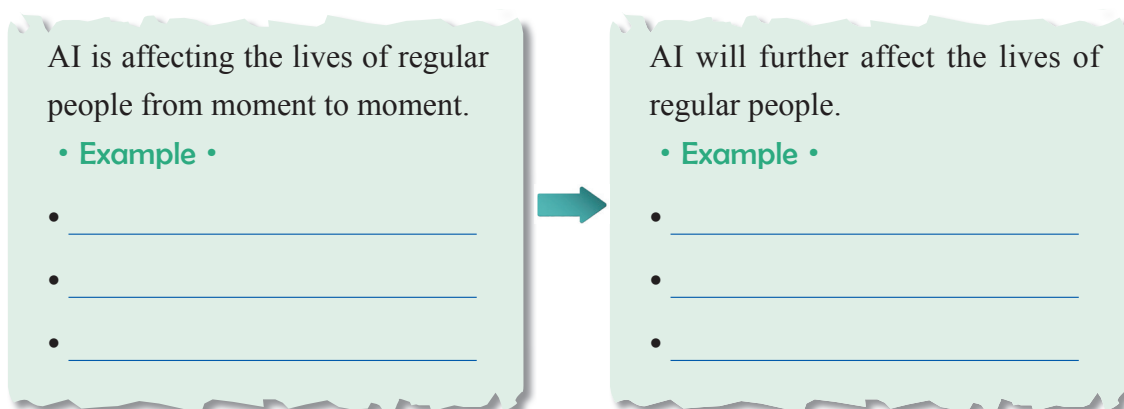
AI

Application field	Example
Industry	Machines are connected to the Internet.
Business and finance	
Law	
Healthcare	
Education	

2 Judge whether each of the following statements is true (T) or false (F). Correct the false one(s).

- _____ 1) “This unique distinction” in Paragraph 1 refers to Sophia being recognised with citizenship.
- _____ 2) Sophia was made in the Kingdom of Saudi Arabia in October 2017.
- _____ 3) Sophia as a robot continues to be upgraded to have more functions.
- _____ 4) The term AI is defined clearly in the text.
- _____ 5) AI has gained special attention since it was coined by John McCarthy in 1956.
- _____ 6) According to the text, AI could replace teachers completely to help students learn.

3 Work in groups to complete the diagram below. Then share your ideas with other classmates.



4 Based on the previous activities, work in groups to role-play in the following situation.

Situation: A press conference will be held for the first robot Sophia who has just received her citizenship.

Role A: a host/hostess

Imagine the situation and write down your lines.

Role B: Sophia

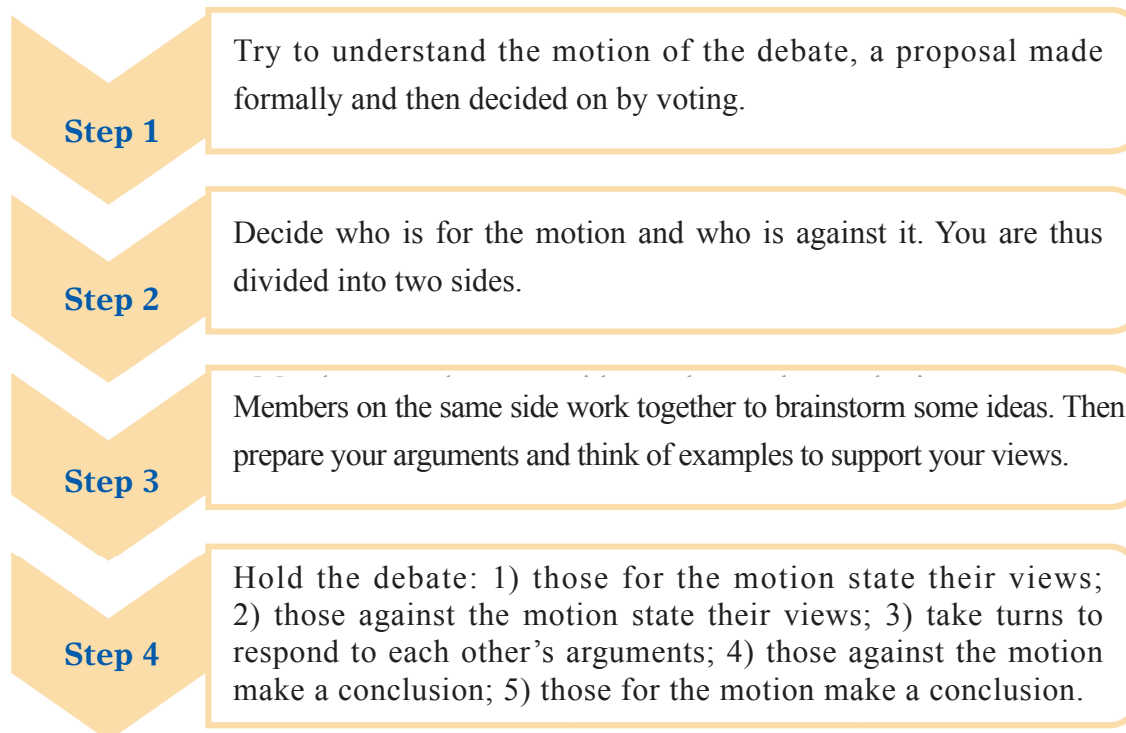
Predict what questions will be asked to you and think of how you will answer.

Roles C, D...: journalists

Write down the questions you will ask.

5 Organise a debate by following the steps below.

Should Sophia enjoy all the legal and social rights that human beings do?



Exploring and Using



► Language Feature

1 Study the following sentences from the text and work out the different ways for the author to add the necessary information. Then share your ideas in groups.

- 1) In October 2017, Sophia became a Saudi Arabian citizen, **the first robot to receive the citizenship of any country.**
- 2) "I can let you know if I am angry about something or if something has upset me," she said, **demonstrating different expressions.**
- 3) With all the excitement about AI, that's "just around the corner"—**self-driving cars, instant machine translation, etc.**—AI is affecting the lives of regular people from moment to moment.

Technique 1: _____ Technique 2: _____ Technique 3: _____

- 2 Read the first three paragraphs of the text again and get to know how the author manages to lead into his topic.

Using direct _____ to arouse the readers' interest.



Presenting the _____ of the first robot to receive citizenship.



Introducing the special _____ she can do.



All these are due to her AI.

Now use the same technique to lead into the topic "VR".

► Grammar Link

The Future Continuous Tense

Understanding the meaning

Read the following dialogue and pay special attention to the coloured parts. Try to find out the differences between the blue and the red parts.

David: Sam, do you think that artificial intelligence **will surpass** our intelligence?

Sam: Er... it's really hard to say.

David: But I don't think so. You know, all the intelligent machines are created by human beings.

Sam: Yes. And I hope that the intelligent machines **will be used** in all kinds of fields in the near future.

David: Sure. We **will be applying** AI to make better and faster diagnoses, I expect.

Sam: That may be good news for both doctors and patients.

David: And school **administrators will use** AI to grade **automatically** and **adapt** to students' needs.

Sam: Yes, I believe that AI **will change** where and how students learn. And a **robotic** machine **will be replacing** a teacher to stand in the classroom in the middle of this century.

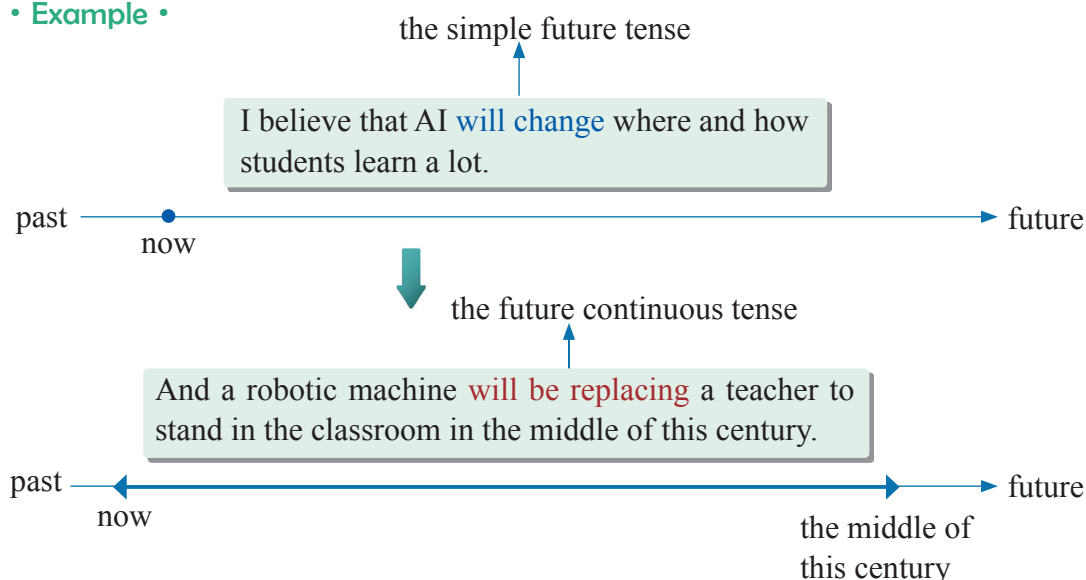
David: You are kidding! I don't think it **will take the place of** the teacher in class.

Sam: If you don't believe me, let's wait and see!

Discovering the rule

- 1 Study the following examples to find out how the future continuous tense is used. Then share your ideas with a partner.

• Example •



- 2 Work in groups to match the sentences to their corresponding functions.

- 1) We shall be taking an English test this time next week.
- 2) He'll be coming to the meeting, I expect.
- 3) By this time tomorrow, I will/shall be lying on the beach.
- 4) Will you be bringing your friend, Jimmy, to the party tonight?

- A. telling something happening sometime in the future
- B. politely asking for information about the future
- C. expressing somebody's plan in the future
- D. predicting future events

Applying the rule

- 1 Reread the passage in Understanding the meaning and analyse the red parts in your own words.

- 2 Complete David's diary with the correct forms of the given words.

lose	do	perform	bring	become
wash	take	clean	play	make

Saturday, May 10**Sunny**

Today, I read a book, *Robots Around Us*. It is very interesting.

According to the author of the book, currently we find most robots working in factories around the world. But what will robots of the future _____? Scientists predict that in just a decade or two, small and intelligent robots are going to _____ care of all the household chores. This _____ our life a lot easier. While one robot is cooking dinner, another one _____ the rooms. While you are watching TV after supper, a robot _____ the dishes.



Besides the household chores, robots _____ more and more tasks for us in the future. Will robots _____ football or fighting in wars? Scientists are not sure. However, it is certain that robots will be playing a more and more significant role in our lives.

However, I am afraid that the widespread use of robots _____ serious problems. For example, more people _____ their jobs. And some robots _____ very dangerous. So we should know how to bring robots under control while we are making use of them.

- 3** Work out your schedule for this weekend, and then talk with a partner about what you will be doing this weekend.

Saturday

7:00 a.m. have breakfast

9:00 a.m.

10:00 a.m.

...

Sunday

8:30 a.m. play badminton

9:30 a.m.

12:30 p.m.

...

You may begin your dialogue like this:

A: What will you be doing at 7:00 this Saturday?

B: I will be having breakfast then. How about you?

A: ...

Listening, Understanding and Communicating



Expressing Worries and Giving Reassurances

1 Tick the worries which you think the rise of artificial intelligence will bring about. Then listen to a dialogue and check which worries have been mentioned.

- ☐ Many people could become unemployed because a large number of jobs could be automated in the near future.
- ☐ A self-improving AI could become more powerful than humans and we would not be able to stop it from achieving its goals.
- ☐ It's impossible to give the machines a moral sense that makes them value human life and property.
- ☐ AI may be programmed to do something destructive, such as the use of autonomous weapons.
- ☐ AI will evolve to a point at which humanity will not be able to control its own creations.

2 Listen again and choose the best answer to each question.

- 1) What is the most probable relationship between the two speakers?
A. Friends. B. Brothers. C. Teacher and student.
- 2) How does Robert feel about the rise of artificial intelligence?
A. Optimistic. B. Worried. C. Indifferent.
- 3) How does Daniel feel about the rise of artificial intelligence?
A. Pessimistic. B. Confident. C. Satisfied.
- 4) According to Daniel, which of the following jobs could be taken over better by AI and robots?
A. Computer programming.
B. Air traffic control.
C. Science fiction writing.
- 5) Who was Asimov?
A. A robot developer. B. A writer. C. A professor.
- 6) What does Robert decide to do at the end of the dialogue? He decides to _____.
A. ask for their friends' opinions
B. believe in what Daniel has said
C. do some research

- 3 Listen for the third time and complete the following sentences either showing Robert's worries or Daniel's reassurances.

Robert's worries

Do you believe that AI will _____ in any **intellectual** task in the near future?

_____ if AI surpasses humans? Why should it do what we want it to do?

What would happen if it decides that it is better than us, and wants us _____?

What if AI _____ we do and we lose our _____ to those robots we create?

Daniel's reassurances

Sure! _____.

We will programme the computers to be _____.

_____. Asimov ever thought about that.

I _____ if I were you.

- 4 Work in pairs to make up a dialogue to express worries and give reassurances based on one of the worries mentioned in Activity 1. The following sentence structures may be helpful.

Expressing worries	Giving reassurances
1) What would happen if I fail the test?	1) I'm sure you will do well in the test. You don't need to stress out.
2) Jason is two hours late. What if he got in a car accident?	2) I believe your fear is unnecessary.
3) I'm really worried about my brother's illness.	3) Don't worry. Things will turn out all right.
4) I'm afraid that I'll make a mistake during my presentation.	4) There, there. Don't be afraid.
5) I can't help thinking that if I turn down this job offer, I'll never have such a good opportunity.	5) There's really no need to think like that.

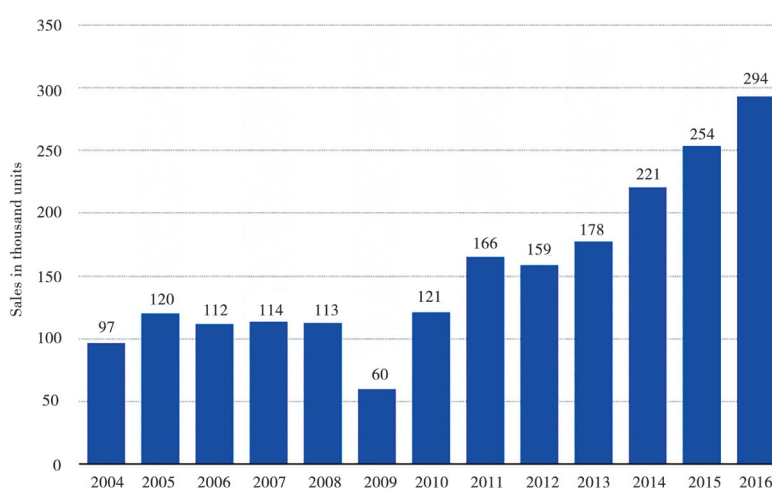
Viewing, Speaking and Writing



Writing a Survey Report

- 1 Look at the following bar graph and note down the information on the lines below.

Worldwide Sales of Industrial Robots from 2004 to 2016 (in 1,000 units)



source: @September 2017 by IFR (International Federation of Robotics)

Title: _____

Source: _____ Release date: _____

Survey region: _____ Survey time period: _____

Data unit: _____ General trend: _____

The highest sales: _____ The lowest sales: _____

2 Based on the bar graph, complete the following sentences. You can add more sentences to describe the graph.

- 1) Sales of industrial robots all over the world generally _____ between 2004 and 2016.
- 2) Industrial robot sales increased from about _____ in 2004 to around _____ in 2016.
- 3) Sales in 2016 were almost _____ times more than those in 2004.
- 4) There was an obvious _____ of the sales in 2009.
- 5) There was little change in the sales during _____ and _____.

Your sentences: _____

3 Write a report to present the survey results based on the bar graph in Activity 1. Use some sentence structures in Activity 2.

You may begin like this:

In September 2017, IFR released a survey on worldwide sales of industrial robots from 2004 to 2016. From the bar graph we can see that...

4 Report in your groups and then improve your survey report by borrowing some ideas and sentences from your group members.

Reading Further



▶ Getting Ready

1 Read the following sentences and try to guess the meaning of the coloured words. You may use a dictionary to help you check.

- 1) Ever since machines were invented, scientists have dreamt of making them learn and **perform** intelligent tasks—like humans.

- 2) Whenever a particular piece of information, like someone's telephone number, reaches your brain, it creates a pattern of on and off **switches** using these neurons.
- 3) A memory or a space where experiences or information can be stored, and a method of applying these experiences to new ones, comparing experiences to come to **logical** conclusions.
- 4) This throws open **innumerable** possibilities.

2 *Work in pairs to define the following terms and read the passage to check.*

Human intelligence: _____

Artificial intelligence: _____

► Reading

What Is Artificial Intelligence?

The process of learning, comparing a previous experience, making a decision and acting upon it is the key to human intelligence. We can make more and more complicated decisions by learning from our past experiences. Ever since machines were invented, scientists have dreamt of making them learn and perform intelligent tasks—like humans.

Artificial intelligence is a branch of science devoted to making machines think like humans. Conventional computers can store large amounts of information and process them accurately and at an amazing speed. What they lack is an ability to learn and make “intelligent decisions”.

What do we need to make an intelligent machine? A memory or a space where experiences or information can be stored, and a method of applying these experiences to new ones, comparing experiences to come to logical conclusions. That would be an intelligent machine.

Scientists are creating new software programs which try to recreate the process of human learning in a computer, in an attempt to make them “think”. These programs try to copy the functioning of the brain. One such program is called a neural network.

Our brain is composed of millions of densely packed cells called neurons. Each neuron is like a tiny individual switch in a net of billions of such neurons. Whenever a particular piece of information, like someone's telephone number, reaches your brain, it creates a pattern of on and off switches using these neurons.

Each nerve cell, or neuron, in our brain acts like a light bulb. It creates a particular pattern on receiving an input.

When we memorise someone's telephone number, we actually create a pattern in our brain. And when we try to remember the same number, we simply try to recreate that pattern, unlike the lights which need to be switched on or off every time that pattern needs to be created.

A neural network is an attempt to copy the brain's functioning inside a computer, using a software program. It can be taught to recognise patterns.

In fact, when it is trained, it can classify and identify patterns in a large amount of information. It can do all this at very high speeds and sometimes faster than humans.

This throws open innumerable possibilities. Imagine computers, which can look at the past weather and climate data, match them with current conditions and tell us where and how much it is going to rain.

► Comprehending

1 *Read the passage again and complete the following summary.*

Artificial intelligence aims at making machines _____. To make such intelligent machines, scientists are creating software programs to copy _____.

One such program is _____. Each nerve or neuron in our brain _____ on receiving an input. The neural network is taught to recognise these patterns. When it is trained, it can _____ patterns at very high speeds and sometimes faster than humans, which brings _____.

2 Judge whether each of the following statements is true (T) or false (F). Correct the false one(s).

- _____ 1) The text type is a piece of argumentation.
 _____ 2) The style of the language is informal.
 _____ 3) The purpose of the author is to provide information.
 _____ 4) The author uses personification when explaining the neural network.
 _____ 5) The passage probably appears on a news website.

3 Work in groups to discuss the following questions.

- 1) What are “intelligent tasks” (in Paragraph 1) in your opinion? Can you give some examples?
 2) What does “that” in the last sentence of Paragraph 3 refer to?
 3) What figure of speech is used in the sentence “Each neuron is like a tiny individual switch in a net of billions of such neurons”?
 4) The last paragraph provides an example to show the “innumerable possibilities”. Can you give more examples?

4 Surf the Internet to find more information about artificial intelligence. List the information in the table below by following the given example. Then share your findings in your group.

Aspect	Specific information
Definition	Artificial intelligence is the intelligence demonstrated by machines, in contrast to the natural intelligence displayed by humans and other animals.

Self-assessing

Reflect on your learning in this unit and rate each of the items according to the following rating scales. Then decide what you should do for further progress.

5=Exceeding expectations 4=Meeting expectations 3=Approaching expectations
 2=Partially meeting expectations 1=Not meeting expectations

Item	Rating	Improvement
• I can introduce the first robot to receive citizenship and discuss the effects of AI with classmates.		
• I can add necessary information to elaborate on my ideas.		
• I can use the future continuous tense to make my weekend plan.		
• I can express worries and give reassurances in a dialogue.		
• I can write a survey report on the sales of robots.		
• I can talk about what AI is.		

Challenging Yourself C

High-tech Innovation

To embrace it or to be replaced by it, that is the question.

—Anonymous

Looking Ahead

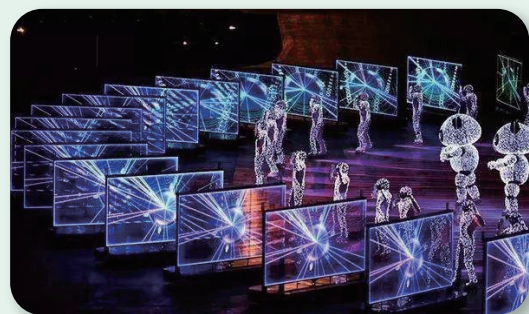
After completing this project, you will be able to:

- identify different text types based on the titles and subtitles;
- predict based on the pictures and the expressions given;
- infer the author's attitude by locating his/her arrangement of information and facts;
- identify the examples of acronyms and initialisms;
- reflect on the way of learning words from different sources.

Learning Individually



- 1** Look at the following pictures and talk about them with the help of the words and expressions below.



panda

Chinese culture and art

robot

the Winter Olympics

AI

artistic performance

- 2** Look at the title of the article and choose the best answer to complete the statement. Then read to check.

The show wowed the world because of _____.

- A. the beautiful stages
- B. the combination of the AI technology and human performance
- C. the wonderful images and the dazzling lights
- D. the ice sports and the pandas

► Reading and Thinking

Beijing 8-minute Show Wowed the World

The extinguishing of the Olympic flame in Pyeongchang, the Republic of Korea, on Sunday marked the beginning of a new four-year cycle leading to the 2022 Beijing Winter Games, after Beijing Mayor Chen Jining received the Olympic flag from his Pyeongchang counterpart Shim Jaeguk.

Following the flag handover, an eight-minute show presented by China conveyed greetings from the 2022 hosts to the world in a high-tech visual feast. The short artistic performance, under the theme of “See You in Beijing in 2022”, was directed by world-renowned film producer Zhang Yimou, who also directed the opening ceremony of the Beijing 2008 Summer Olympics.

“We made every second count during the eight short minutes to showcase a confident China not only for its profound 5,000-year-old history, but also the remarkable achievements the country has made today,” said Zhang.

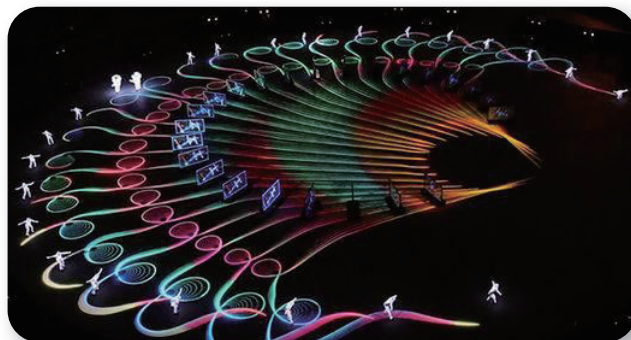
The eight-minute show wowed the world without any doubt. What impressed them most was the artificial intelligence (AI) technology used.

The show was facilitated by transparent projection screens playing images of modern China powered by robots skating with human artists disguised as pandas. With dazzling lights, a group of 24 mobile robots “danced” to music with another 24 roller skating actors on the giant stage to showcase the charm of ice sports and Chinese culture. The show, a perfect combination of high-tech, culture and arts, is the world’s first live performance involving such a large-scale mobile robot team and so many human dancers. What lies behind the 8-minute show is how China’s robot industry has made the

How do you understand counterpart?

Renowned means _____.

Guess the meaning of showcase from the context.



impossible possible in the past two decades.

The robots that appeared in the show were all made by Siasun Robot and Automation, a typical example of China's growing ranks of manufacturers that are moving up the industry chain.

"The biggest difficulty was that the robots were expected to perform a variety of complicated **moves** and be in pace with the performers, lights and music," said Zhang Lei, who develops mobile robots for Siasun. "We made it happen by using cutting-edge computer vision technology and laser guidance systems."

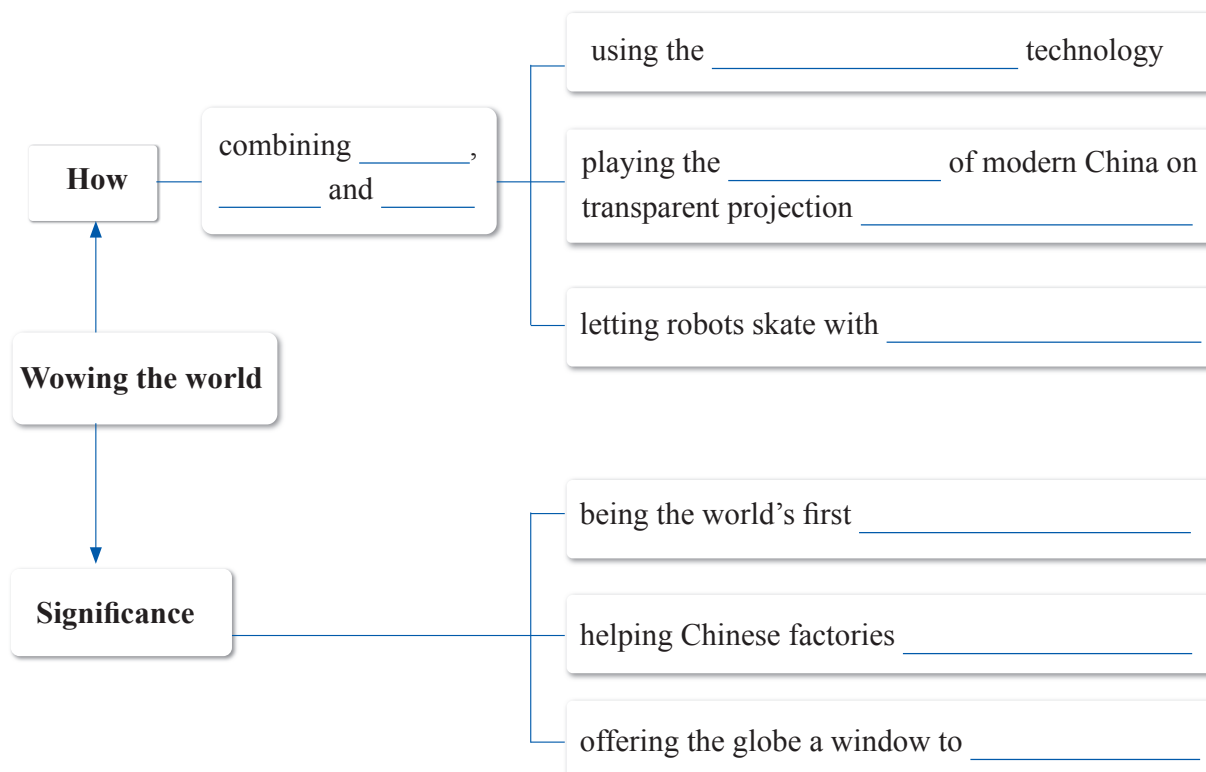
Is *move* a noun or a verb here? What does it mean?

The technologies used in the show are already helping Chinese factories boost efficiency. They are part of the country's broader push to strengthen its high-end manufacturing power and upgrade its industries.

Previous shows presented by China in 2008 on the world stage mainly focused on its civilisation and culture, but the Pyeongchang show offers the globe a window to understand a modern China and the future relationship between machines and human beings by blending high-tech with culture in a perfect way, said an artist from the Beijing Organizing Committee of the 2022 Games.

► Analysing and Questioning

 Read the article and fill in the blanks with the information about the show.



2 Judge whether the following statements are true (T) or false (F). Correct the false one(s).

- _____ 1) The Winter Olympics is held around the world every four years.
- _____ 2) Zhang Yimou directed the short artistic performance, which was under the theme of “See You in Beijing in 2020”.
- _____ 3) What impressed the world most in the eight-minute show was the artificial intelligence technology used.
- _____ 4) Siasun Robot and Automation, a typical example of China’s growing ranks of manufacturers, made the robots that appeared in the show.
- _____ 5) The Chinese stage show at the Pyeongchang for the last eight minutes displayed a perfect combination of cutting-edge technology and culture.

3 Read the article again and answer the following questions.

- 1) What’s the purpose of this show?
- 2) How do you understand the sentence “What lies behind the 8-minute show is how China’s robot industry has made the impossible possible in the past two decades.”?
- 3) What changes will AI bring to the classroom teaching in the future?

4 Reflect on what you have learned from the article and write down the questions or problems for further group discussion in class. The questions can be anything about the words, the sentences, the structure, the theme or the learning strategies.

- 1) _____
- 2) _____
- ...



Learning Cooperatively



Phase 1 Sharing the individual work

- 1) Check and discuss your answers in Learning Individually and improve them.
- 2) Come up with your questions or problems and work on them with your group members.

Phase 2 Exploring further

- 1) Discuss the questions below.

Question 1: What is the author’s attitude towards China’s development in high-tech? How do you know that?

Question 2: How do you pronounce AI? How about WTO and UFO? How are these words formed?

2) Listen to your teacher for his/her comments and suggestions.

Phase 3 Utilising resources

- 1) Read the sci-fi novel *I, Robot* by Issac Asimov and watch the adapted movie to analyse how audial and visual effects have been used to convey meaning.
- 2) Watch the movie *The Imitation Game* about the life of Alan Turing.
- 3) Collect quotations from famous people talking about technological innovations like VR and AI and interpret their suggested meanings.

Learning Creatively



Look at the title of the article and the pictures inserted in it, and then predict what the letter is mainly about. Read it to check your prediction.

A Letter about Mars

December 18, 2050

Dear Fara,

So you're going to Mars! I suppose you've read books about Mars. But there's a lot you won't learn just by reading; you'd better have more practice. You know, what a wonderful time we live in! Here are some pointers:

The cheapest round trip comes to about \$30,000. The cost depends upon how close Mars is to Earth at the time. You may be surprised to know that the shortest trip costs the most! On short trips you need great changes of speed as you jump from one orbit to the other. And in space, speed, rather than distance, costs money. You won't be able to take much with you. But it really doesn't matter. You can buy what you need when you get to Mars. What's more, you'll throw it away when you leave.

Take a camera by all means. You can get some wonderful shots when you leave Earth and as you come near Mars. Your spaceship will probably leave from a high mountain-top in New Guinea. It's on the equator. A spaceship taking off from there gets the 1,000-mile-an-hour boost of the Earth's spin.

There's nothing to worry about during the takeoff. You just lie on a couch and fasten your safety belt. Then



you put in your earplugs and relax. In about a minute you'll feel the strong pullback toward Earth. The noise is loud and painful. But it lasts only five minutes. Then you'll be in orbit. About 30 minutes after takeoff, you'll reach Space Station One.

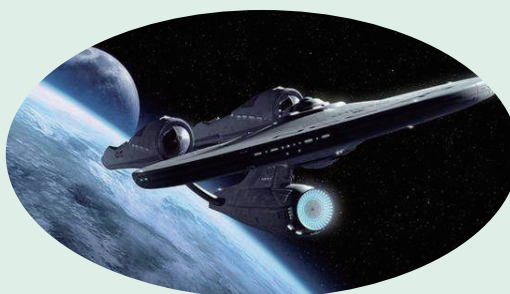
At the space station, you'll spend your time in the lookout room. Everyone does this, no matter how many times they have been out in space. The view is wonderful. You've never really seen the stars like this before.

Several hours later, you'll go aboard your space liner. If it's a big one, there'll be about 100 passengers and a crew of 20. Most of your fellow passengers will be scientists or builders with jobs to do on Mars. Your cabin looks like a large shelf. Here you may have trouble sleeping. You'll miss your weight. But your bed has special covers to keep you from floating off!

You can keep in touch with Earth and Mars by space radio and space Internet. And the liner will have a good library of micro books and e-books. But I'll bet you'll spend a lot of time at the telescope. Having the stars all around you is something you'll never forget.

The first thing you'll see on Mars will be one of the polar ice caps. In the week before you land you'll get to know the geography of Mars. You'll land first on Phobos, Mars' inner moon. It's about 4,000 miles from there to Mars, a trip of about three hours.

As you come in over Port Lowell, you'll see a cluster of bubbles. These are the plastic domes of the city. When the sun catches them, they are a very pretty sight. You'll spend most of your time at Port Lowell, the largest city. Like most of the cities, it is in the southern part of Mars. The northern part is nearly all desert.



When you go outside the domes, you'll have to take along your own air for breathing. You'll see people going around without an air supply. But don't try it. These people have been on Mars for years. They have learned to make one lungful of air last for several minutes.

For short trips you may ride in a "sand flea", a kind of jeep. For longer trips, you may fly. You'll find that it is very cold on Mars. The warmest I've ever known it to be is in the 80's of Fahrenheit. But you'll be warm in your suit, made to prevent your body heat from escaping. Finally, if you are free, I hope you can bring me some new stamps from Mars.

Have a great and wonderful trip!

Yours,
Miles

Do the following activities.

- 1) Work in groups to talk about your imagination of The Trip to Mars.
- 2) Suppose you have finished your trip on Mars. Tell your classmates about the most unforgettable things and then describe them in written language.

////// *Learning Reflectively* //////////////////////////////////



Reflect on what you have learned from Theme C by referring back to Guiding Page and Looking Ahead. Write down your discoveries.

- 1) Did I collect examples from textbooks, magazines, newspapers, etc. for the learning of word formation like acronyms and initialisms?
- 2) Can I list any examples I have collected?

Examples:

Sources:

Notes

Unit 1 Choice and Decision

Reading Actively



1. One of the attractions of the poem is its artistic way of depicting the difficulty in making choices, one that we instantly recognise because each of us encounters it innumerable times, both literally and figuratively. 该诗的魅力之一在于我们能一眼看出其呈现的难以抉择的局面，因为我们每个人都会无数次经历也许完全相同或者类似的场景，不论是字面意义上的还是象征意义上的。

第一个one的意思是“一个”，第二个one指代artistic way of depicting the difficulty。

2. The poem clearly demonstrates Frost's belief that it is the road that one chooses that makes him the man who he is. 它清楚地表明了弗罗斯特的信仰，即一个人选择什么样的道路决定了他会成为什么样的人。

第一个that引导同位语从句，跟在belief后面用以说明belief的具体内容。第二个that引导定语从句，修饰限定road。第三个that (makes him...) 是强调句式it is... that...的一部分，强调the road that one chooses。

3. At the same time, the speaker "sighs" with great sorrow, thinking about what he may have missed on the other path and he doesn't have opportunities to experience another kind of life. 与此同时，说话人非常难过地叹息，仔细地思索着另一条道路上他可能错过的事物和他没有机会去体验的另一种生活。

thinking about... 是现在分词作状语，表示动作sigh发生时的伴随状况；what引导名词性从句，充当介词宾语。

Reading Further



1. *Hola todos! Ahora vamos a empezar. El camino no seleccionado en la vida.*

英译: Hello, everyone! Now let's begin. The road not taken in life.

该演讲者是一位西班牙语学习者。他在文章的开头用西班牙语向大家问好，通过这种特别的方式来吸引听众的注意。

2. But the law of supply and demand tells that if everyone supplies the same service, the value of that service declines. 但供求规律告诉我们：如果每个人提供一样的服务，那这个服务的价值将会降低。

供求原理: 供求关系决定着商品价格的高低, 供给越多, 商品价值越低。

3. Promised a world of opportunity upon completing their education, instead they are now struggling to find a position in their overcrowded field. 他们曾被允诺毕业后机会多多, 而现在却只能在人才饱和的领域里努力地谋求一个职位。

promise sb. sth. 允诺某人某事。在文中, 为了突出学生的美好想象与现实的对比, 运用了promise的被动语态, 强调学生被许诺。

4. Too often people are sheep refusing to separate from the flock.

通常人们就是拒绝与羊群分开的羊。

文中, 作者将人比喻为羊, 解释人们的从众心理。“羊群效应”是指人们经常受到多数人影响, 而跟从大众的思想或行为, 也被称为“从众效应”。

Unit 2 Dilemma and Solution

Reading Actively



- The policeman moved up the street with an air of importance as usual.
警察像往常那样威风凛凛地沿街走着。
air 意思是“外貌; 印象; 态度”。
- We thought that, in twenty years each of us ought to have our fate worked out and our fortunes made, whatever they were going to be.
我们设想, 20年以后, 不管前途如何, 我们每个人的命运已成定局, 也总该有了家产。
- “Bless my heart!” exclaimed the new arrival, holding both of the other’s hands. “It’s Bob, sure as fate. I was certain I’d find you here if you were still in existence.” 来人握住了男子的双手。“不错, 你是鲍勃。我早就确信我会在这儿见到你的, 只要你还活着。”
- Twenty years is a long time, but not long enough to change a man’s nose from a Roman to a pug. 20年确实是很长, 但不会长到可以把一个人的鹰钩鼻子变成塌鼻子。
Roman nose 意思是“鹰钩鼻子; 高鼻梁”; pug nose 意思是“塌鼻子”。
- Chicago thought you might have dropped over our way and wired us.
芝加哥警方认为你会来我们这儿, 发了电报给我们。
Chicago, 城市名“芝加哥”, 此处指“芝加哥警方”。wire vt. 意思是“发电报通知”。

Reading Further



- Students can learn about allusions and references to different aspects of English culture. They can also learn the context and meanings of famous quotes and phrases.
学生们可以了解到英语文化各个方面的典故和参考文献, 还能理解名言警句的语境和含义。
allusion [ə'lu:ʒn] n. 典故
- It also provides the students with an alternative to the pervasiveness of “television culture” with its immediacy and often its shallowness.
此外, 在即时但肤浅的“电视文化”大行其道之际, 文学还为学生们提供了另一选择。
pervasiveness [pə:'versɪvnəs] n. 遍布; 蔓延

3. Familiarity with the concepts of beat, metre and rhythm can improve their own writing as students are able to appreciate and apply these ideas.

学生对节奏、格律和韵律等概念熟悉后，就能在欣赏和运用这些概念的同时，提高自己的写作。

Challenging Yourself A Eternal Love

1. Bridget: I don't know why everybody gets so excited, just because it turns out I won't be here for an old dance.

布蕾吉特：我不知道为什么人人都如此激动，就因为我不在这儿参加那个什么舞会嘛。

本句中 *old* 是口语中的用法，作定语，用来加强语气。

2. Bridget: Why not? My three weeks are up.

布蕾吉特：为什么不呢？我的三个星期就快完了。

本句中 *up* 是口语中的用法，作表语，意思是“结束；完结（尤其指不寻常的或不愉快的事）”。

3. Bridget: Please. 布蕾吉特：求你了。

本句并不是真正的请求，而是布蕾吉特要求母亲别再继续说下去，表现了布蕾吉特的不耐烦。

4. Nancy: ... Just during the next few days, think about it. Hard.

南茜：……接下来的几天，想想吧。仔细想想。

hard: *adv.* 意思是“努力地；辛苦地；费劲地”。

5. Bridget: You're crazy! ... 布蕾吉特：你真是疯了！

布蕾吉特这样说实际上表达了她对自己母亲爱恨交加的矛盾心理。一方面，她不理解自己母亲那无私的爱；另一方面，她在与母亲争吵后终于意识到了母亲对自己的深厚感情而受到了感动。

Unit 3 Discovery and Innovation

Reading Actively



1. "It shall be as you wish," ... "一定遵命，"
as 引导的名词性从句作 *be* 的表语。
2. Ten pounds of pure gold will not make so great a volume as say seven pounds of pure gold mixed with the three pounds of silver. 10磅纯金的体积没有7磅金子加3磅银子的混合体那么大。
Say 意为“比方说”，是一个插入语。
3. The guilt of the goldsmith was proved beyond doubt. 金匠的罪状，铁证如山。
beyond doubt 意为“毫无疑问地”。

Reading Further



1. the first Special-class National Invention Prize... the UNESCO Science Prize... the First State Supreme Science and Technology Award ... the World Food Prize and the Wolf Prize in Agriculture ... Special-class National Science and Technology Award
这里罗列的奖项专有名词，其中文翻译为：
the first Special-class National Invention Prize: 第一个国家发明特等奖

the UNESCO Science Prize: 联合国教科文组织科学奖

the First State Supreme Science and Technology Award: 首届国家最高科学技术奖

the World Food Prize: 世界粮食奖

the Wolf Prize in Agriculture: 沃尔夫农业奖

Special-class National Science and Technology Award: 国家科学技术进步特等奖

2. ..., a new world record of an average output of 1149.02 kilograms of rice per *mu* of farmland has been set by Yuan Longping, ...

……, 每亩农田平均产出1149.02公斤水稻的新世界纪录是由袁隆平创造的, ……

output: *n.* yield, the amount of goods or work produced 产量

Unit 4 Invention and Civilisation

Reading Actively



1. They are the earliest historical documents so far discovered in China and give us the only clear idea we can have about Chinese civilisation in that remote period. 它们是迄今为止在中国所发现的最早的历史资料, 将中国遥远的古代文明清晰地展现在我们面前。
在这里, *they* 指代前面句子中出现的 *oracle bones*。
2. Besides, writing on such “paper” was a very complicated process.
除此之外, 在这样的“纸”上“书写”是一个非常复杂的过程。
writing on such “paper” 是动名词词组作主语。
3. You can imagine how hard it must have been to carve characters on...
你可以想象在……上刻字有多么的困难。
此处“*must + 现在完成时*”表示对过去的行为或状态较为肯定的推测。例如:
It must have rained last night because the ground is wet.
昨晚肯定下了雨, 因为地上是湿的。

Reading Further



1. Animals have a few cries that serve as signals, but even the highest apes have not been able to pronounce words after some professional instruction. 动物会发出充当信号的几声叫喊, 但即使是最高等的动物类人猿, 甚至在经过最专门的强化训练后也还是不会说出话来。
此处 *serve as* 表示“其作用是……; 作为……”。例如:
The sofa serves as a bed for a night or two. 沙发可充当暂时过夜的床。
2. There are those who think that in this respect picture language developed before oral language. 有些人认为, 在这方面绘画语言的发展先于口头语言。
in this respect 表示“在这方面……”。例如:
In this respect, he can be regarded as a brave man.
从这方面来看, 他能被视为一个勇敢的人。
3. Agriculture met with violent resistance from the people who lived a moving life on the grassland, but the agricultural way of life became popular in the end because of the physical comforts it provided. 农业曾受到游牧部落的强烈抵制, 但是, 由于农业提供了舒适的物质生活, 这种生活方式终于得以流行开来。

4. At the end of this long period, civilisation had spread across much of the inhabitable parts of the globe. 在此漫长的时期结束时，文明发展已扩展到地球上适于居住的绝大多数地区。
此处 this long period 指上文中所提到的“公元前3 000年直至工业革命的开始”。

Challenging Yourself B Remarkable Contribution

1. Discovering the past begins with a step towards exploring the places we know as the wonders of the world. 探索我们所知的世界奇迹之地是发现、了解过去的第一步。
2. In doing so, they created steps in the hills where they could maximise the use of land space and plant their rice. 借此他们就在丘陵上建造了阶梯，从而将用地空间最大化，并种植水稻。
in doing so 指代前文的“dug them out with their bare hands and early methods”。
3. These rice terraces are irrigated by means of mountain streams and springs that have been tapped and channeled into canals that run downhill through the rice terraces.
山涧小溪、清泉被引入自上而下在梯田穿流而过的水渠，将梯田予以灌溉。
4. It is said that their length, if connected end to end, would encircle half of the globe...
据说如果把它们连接在一起，总长度可以围绕地球半圈……
if connected end to end 作为插入语，connected end to end 是过去分词作状语，加上连词 if，实际是省略了 they were 的状语从句。这里用的是虚拟语气，所以用 would。

Unit 5 VR and our Life

Reading Actively



1. Have you ever wanted to sing onstage with Taylor Swift, run an Olympic 100 metres, go to Mars, or save the world with the Avengers? 你是否曾经梦想和泰勒·斯威夫特同台演唱，在奥运会100米赛道上驰骋，登陆火星，或者是和《复仇者联盟》中的英雄们一起拯救世界呢？
onstage 此处用作副词，修饰动词sing；意思是“在舞台上；在前台”。
2. With the rise of virtual reality, you might be able to do all these things—and many more—without even leaving your home. 虚拟现实技术的兴起将使你足不出户便能实现前面所有的愿望，甚至是更多。
破折号之间的信息为进一步补充的内容。
3. Ivan Sutherland is the inventor of the first HMD and Myron Krueger, the audio wiz.
Ivan Sutherland是头盔显示器的发明人，而Myron Krueger是一位音效奇才。
早在1968年，美国ARPA信息处理技术办公室主任Ivan Sutherland建立了“达摩克里斯之剑”头盔显示器，它被认为是世界上第一个头盔显示器。
wiz是wizard的缩写形式，意思是“天才；大师；奇才”。
4. Thanks to these inventors, the technology has now come of age. 正是因为有了上述发明家，（VR）这项技术才得以走向成熟。
come of age意思是“走向成熟；达到法定年龄”。例如：
Computers really come of age when they become affordable and easy to use.
电脑变得经济实惠、使用方便，才真正地成熟了。
5. Loss of one's sense of direction and position, sea sickness, nausea and headaches are among the symptoms some experience after using virtual-reality equipment for extended

periods. 长时间使用虚拟现实装置后,有些人会有诸如丧失方向感、晕船、反胃、头疼等症状。
sickness除了有“患病;疾病”之意外,还可以表示“恶心;呕吐”之意。

Some experience... 为省略了that的定语从句,修饰symptoms。

6. A few people may have flashbacks hours or days after their virtual-reality encounter.

少部分人在经历了虚拟现实后可能会出现数小时甚至几天的闪回性症状。

flashbacks是指在重大创伤性事件发生后,患者有各种形式的反复发生的闯入性、创伤性体验重现。
患者常常以非常清晰的、极端痛苦的方式进行着这种“重复体验”。

Reading Further



1. In order to be fluent in any given language, or have a sound grasp of it, you have to be immersed in an environment where it is the primary medium of communication.

学习者必须使自己沉浸于将所学语言作为首要交流手段的环境中,以便流利地使用这门语言,或者正确掌握它的各种规则。

sound在本句中作形容词,意思是“全面的”,与前面fluent对应。作者在这里谈及掌握语言的两个方面,即“流利的口语和全面掌握”。

2. The latter, House of Languages, is already available on the Gear VR.

后者名为House of Languages的应用程序已经能够在Gear VR上使用。

Gear VR又名三星Gear VR,是韩国三星公司推出的一款虚拟现实头戴式显示器。

Unit 6 AI and Our Future

Reading Actively



1. She is able to process speech and have conversations, using voice recognition technology and other tools. 她能够使用声音识别技术和其他工具理解语言和进行对话。

这里的using voice recognition technology and other tools是现在分词作状语的用法。

2. The term AI was coined in 1956 by John McCarthy, an American computer scientist.

约翰·麦卡锡,一位美国计算机科学家,于1956年首次使用了“人工智能”这一术语。

此处coin作为动词,表示to invent a new word or expression, or to use one in a particular way for the first time,中文意思是“创造;杜撰(新词或新的表达);首次使用(某一词语)”。

3. Common AI applications in this area include a chatbot, a computer program used online to answer questions and assist customers, to help arrange follow-up appointments or aiding patients through the billing process, and virtual health assistants that provide basic medical feedback. 人工智能在医疗保健这一领域常见的应用有:聊天机器人(一种在网上使用的计算机程序,可以回答问题和协助客户,帮助安排治疗结束以后的随访或在开票进程中协助病患)和能够提供基本医疗反馈的虚拟健康助理。

a computer program used online to... the billing process作chatbots的同位语,解释说明 chatbots。

4. With all the excitement about AI that's “just around the corner”—self-driving cars, instant machine translation, etc.—AI is affecting the lives of regular people from moment to moment. 令人兴奋不已的人工智能就在眼前,比如自动驾驶汽车、即时机器翻译等,它正时时刻刻地影响着普通人的生活。

“with...”部分是伴随状语。破折号之间的内容为对AI的举例说明。

Reading Further



1. The process of learning, comparing a previous experience, making a decision and acting upon it is the key to human intelligence. 学习、比较过去的经历、做出决定并按此行事, 这个过程就是人类智能的关键所在。
这个句子中, The process of learning, comparing a previous experience, making a decision and acting upon it 整体作为主语。
2. Each neuron is like a tiny individual switch in a net of billions of such neurons. Whenever a particular piece of information, like someone's telephone number reaches your brain, it creates a pattern of on and off switches using these neurons.
数以十亿计的神经元组成一个网络, 其中每个神经元都像一个单独的小开关一样。当你的大脑接收到一条特定信息, 比如某个人的电话号码, 大脑就会通过这些神经元的开关状态的组合创造出一种特定的模式。
3. Each nerve cell or neuron in our brain acts like a light bulb. It creates a particular pattern on receiving an input. 我们大脑中的每个神经细胞或神经元就像一个电灯泡一样运作。每当接收到一种输入, 它就会创造出一种特定模式(即有的电灯泡打开, 有的电灯泡关闭的状态)。
4. And when we try to remember the same number, we simply try to recreate that pattern, unlike the lights which need to be switched on or off every time that pattern needs to be created. 当我们想要记起这个号码时, 我们(的大脑)只需要再现该模式(无数神经元开关状态的组合)即可。不像电灯, 每次要建立这个模式时都要打开或关闭相应的灯。

Challenging Yourself C High-tech Innovation

1. Following the flag handover, an eight-minute show presented by China conveyed greetings from the 2022 hosts to the world in a high-tech visual feast. 在会旗交接仪式后, 中国展示了时长八分钟的演出, 以高科技的视觉盛宴向世界传达了2022年东道主的问候。
presented by China是后置定语, 修饰show。句子的谓语是conveyed。
2. The show was facilitated by transparent projection screens playing images of modern China powered by robots skating with human artists disguised as pandas.
这一演出通过透明投影屏完成, 它播放的是现代中国的映像, 并且由机器人与扮作熊猫的艺术家们一起滑冰, 推动整场演出的进行。
playing images of... 是后置定语, 修饰transparent projection screens。句子的结构是被动句, 主语是The show, 谓语是was facilitated。
3. The technologies used in the show are already helping Chinese factories boost efficiency. 应用到这场表演中的科学技术已经大力提升了中国科技工厂的实力。
副词already一般用于动词的完成时态, 例如:
He has already left. 他已经离开了。
already也可用于行为动词的进行时态中, 表示完成意义。例如:
We are already working. 我们已经在工作了。

Word Learning Booster

Words for Production 的词汇为课标要求掌握的词汇; Words for Recognition 的词汇为只需要理解的词汇; 蓝色词汇为根据构词法复现相关的初中或高中已学词汇。

Unit 1

Reading Actively

I Words for Production

- bend [bend] *vi.* 转弯 (3)
claim [kleɪm] *n.* 断言 (3)
grassy ['grɑːsi] *adj.* 长满草的; 草绿色的 (3)
wear [weə] *n.* 踩出(路) (3)
equally ['iːkwəli] *adv.* 同样地 (3)
setting ['setɪŋ] *n.* 环境 (3)
fork [fɔːk] *n.* 岔路; 餐叉 (3)
hesitation [ˌhezɪ'teɪʃn] *n.* 犹豫 (4)
hesitate [ˌhezɪ'tet] *vt./vi.* 踌躇; 犹豫
encounter [ɪn'kaʊntə] *vt.* 遭遇; 遇到 (4)
innumerable [ɪ'njuːməərəbl] *adj.* 无数的; 数不清的 (4)
numerable [ˌnjuːməərəbl] *adj.* 可计数的; 可计算的
literally [ˌlɪtərəli] *adv.* 照字面地; 逐字地 (4)
lifeline [ˌlaɪflaɪn] *n.* 生命线 (4)
crises [ˈkraɪsɪz] *n.* 危机; 紧要关头(crisis 的复数形式) (4)
turn [tɜːn] *n.* 变化; 转弯 (4)
identical [aɪ'dentɪkl] *adj.* 完全相同的 (4)
disappointment [ˌdɪsə'pɔɪntmənt] *n.* 失望 (4)
disappoint [ˌdɪsə'pɔɪnt] *vt.* 使失望
philosophical [ˌfɪlə'sɒfɪkl] *adj.* 哲学的 (4)
philosophy [fə'lɒsəfi] *n.* 哲学
quoted [ˈkwəʊtɪd] *adj.* 引用的 (4)
quote [kwəʊt] *vt.* 引用
symbolism [ˈsɪmbəlɪzəm] *n.* 象征; 象征主义 (4)
symbol [ˈsɪmbəl] *n.* 象征; 符号
inspire [ɪn'spaɪə] *vt.* 激发; 使产生灵感 (4)

interpretation [ɪn'tɜːprɪ'teɪʃn] *n.* 解释; 翻译 (4)
interpret [ɪn'tɜːprɪt] *vi.* 解释; 翻译 *vt.* 说明; 口译

II Words for Recognition

- diverge [daɪ'veɜːdʒ] *vi.* 分歧 (3)
undergrowth [ˈʌndəgrəʊθ] *n.* 生长在大树下的灌木 (3)
sigh [saɪ] *n.* 叹息; 叹气 (3)
dilemma [dɪ'lemə] *n.* 困境; 进退两难 (4)
figuratively [ˌfɪgjʊrətɪvli] *adv.* 比喻地; 象征性地 (4)
metaphor [ˈmetəfə] *n.* 暗喻; 隐喻 (4)
metaphorically [ˌmetə'fɒrɪkli] *adv.* 隐喻地; 用比喻 (4)
twist [twɪst] *n.* 蜿蜒; 曲折 (4)
fate [feɪt] *n.* 命运 (4)

III Phrases and Expressions

- make a choice 做出选择 (4)
in the woods 在森林里 (4)
be related to 与……有关 (4)
be filled with 充满 (4)
an extremely large number of 非常多的 (4)

Exploring & Using

- stanza ['stænzə] *n.* 诗节 (7)
incorporate [ɪn'kɔːpəreɪt] *vt.* 结合 (7)
provoke [prə'vəʊk] *vt.* 引起; 驱使 (7)

Listening, Understanding & Communicating

- investment [ɪn'vestmənt] *n.* 投资 (8)
invest [ɪn'vest] *vt.* 投资
overall [ˌəʊvər'ɔːl] *adj.* 全部的 (8)
majority [mə'dʒɔːrəti] *n.* 大多数 (8)
well-being [ˌwel'biːɪŋ] *n.* 健康; 幸福 (8)
Confucius [kən'fjuːʃəs] *n.* 孔子 (9)
Confucianism [kən'fjuːʃənɪzəm] 儒家思想; 儒家 (9)

stimulate [ˈstɪmjʊleɪt]	vt. 刺激;鼓舞	(9)
state [steɪt]	n. 情形	(9)
pay off	取得成功	(9)
in the end	最终	(9)
philosopher [fəˈlɒsəfə]	n. 哲学家	(9)
professor [prəˈfesə]	n. 教授	(9)
pace [peɪs]	n. 步伐;速度	(9)
academic [ˌækəˈdemɪk]	adj. 学术的	(9)
assess [əˈses]	vt. 评价;评估	(9)
realistic [rɪˈælɪstɪk]	adj. 现实的	(9)

Viewing, Speaking & Writing

footprint [ˈfʊtprɪnt]	n. 脚印;足迹	(11)
spade [speɪd]	n. 铁锹;铲子	(11)
rustle [ˈrʌsl]	vt. 使……沙沙作响	(11)
perseverance [ˌpɜːsɪˈvɪərəns]	n. 毅力;坚持 不懈	(12)
ahead [əˈhed]	adv. 在前面	(12)

Reading Further

I Words for Production

Spanish [ˈspæɪnɪʃ]	n. 西班牙语	(12)
demand [dɪˈmɑːnd]	n. 需求	(12)
decline [dɪˈklaɪn]	vi. 下降	(13)
overcrowded [ˌəʊvəˈkraʊdɪd]	adj. 过度拥挤的	(13)
translator [trænsˈleɪtə]	n. 翻译家;译员	(13)
butcher [ˈbʊtʃə]	n. 屠夫	(13)
jam [dʒæm]	n. 拥挤;果酱	(13)
uneasy [ʌnˈiːzi]	adj. 不自在的	(13)

II Words for Recognition

sophomore [ˈsɒfəmɔː]	n. 大学二年级学生	(12)
privileged [ˈprɪvəlɪdʒd]	adj. 享有特权的	(12)
fragrant [ˈfreɪgrənt]	adj. 芳香的	(13)

III Phrases and Expressions

major in	主修	(12)
rather than	而不是	(12)
at the urgings of	在……的敦促下	(13)
end up	结束	(13)
be highly inflated	高度膨胀地	(13)
flock to	蜂拥而至	(13)
step out of line	行为出人意料的	(13)
take risks	冒险	(13)

even though	尽管	(13)
be not restricted from	不限制	(13)
detour into	绕道到	(13)
be lucky to	有幸	(13)
find one's own way	找到自己的路	(13)

Unit 2

Reading Actively

I Words for Production

club [klʌb]	n. 棍棒;俱乐部	(16)
slow [sləʊ]	vt. 放慢 adj. 慢的	(16)
unlighted [ʌnˈlaɪtɪd]	adj. 未被点燃的	(16)
cigar [sɪˈɡɑː]	n. 雪茄	(16)
cigarette [ˌsɪɡəˈret]	n. 香烟;纸烟	(16)
diamond [ˈdaɪəmənd]	n. 钻石	(16)
part [pɑːt]	vi. 分手 n. 部分	(17)
overcoat [ˌəʊvəkəʊt]	n. 大衣;外套	(17)
directly [dɪˈrektli]	adv. 立即;直接地	(17)
arrival [əˈraɪvl]	n. 到达者	(17)
release [rɪˈliːs]	vt. 释放	(17)
sensible [ˈsensəbl]	adj. 明智的	(18)
unfold [ʌnˈfəʊld]	vt. 打开	(18)
plain [pleɪn]	adj. 朴素的;简单的	(18)

II Words for Recognition

keen [kiːn]	adj. 敏锐的	(16)
scar [skɑː]	n. 伤痕	(16)
pin [pɪn]	n. 别针	(16)
lid [lɪd]	n. 盖子	(16)
twirl [twɜːl]	vt. 使快速旋转	(17)
exclaim [ɪkˈskleɪm]	vt. 大声说出	(17)
moderately [ˌmɒdərətli]	adv. 中等地	(17)
glare [gleə]	n. 耀眼的光	(17)
Roman [ˈrəʊmən]	n. 罗马人	(18)
pug nose	狮子鼻;塌鼻子	(18)
steady [ˈstedɪ]	adj. 沉着的	(18)
tremble [ˈtreɪbl]	vi. 发抖 n. 发抖	(18)

III Phrases and Expressions

as usual	照例	(16)
now and then	偶尔	(16)
in the doorway of	在门口	(16)
make certain	弄清楚	(16)
make fortune	赚钱	(16)
work out	实现	(16)
turn up	出现	(16)

pull out	抽出;拔出	(16)
in existence	存在	(16)
grow a bit	长了一点	(16)
arm in arm	手挽手地	(16)
under arrest	被捕	(17)

Listening, Understanding & Communicating

take place	发生	(23)
deal [di:l]	vi. 讨论;对待	(23)
for the most part	在极大程度上;多半	(23)
waitress ['weɪtrəs]	n. 女服务员	(23)
tale [teɪl]	n. 故事	(23)
elevate ['elɪveɪt]	vt. 提升	(23)
artistic [ɑ:'tɪstɪk]	adj. 艺术的	(23)
thoughtful ['θɔ:tfʊl]	adj. 深思的	(23)
desperately ['despərətli]	adv. 极度地;绝望地	(23)

desperate ['despəreɪt] *adj.* 极度的;绝望的

a set of combs	一套梳子	(23)
anticipate [æn'tɪsɪpeɪt]	vt. 期望	(23)
excitement [ɪk'saɪtmənt]	n. 兴奋;激动	(23)
irony ['aɪrəni]	n. 讽刺;反语	(23)
suspense [sə'spens]	n. 悬念	(23)
acute [ə'kju:t]	adj. 敏锐的;激烈的	(23)
peculiar [pɪ'kju:liə]	adj. 独特的	(23)
perspective [pə'spektɪv]	n. 观点	(24)
twisted ['twɪstɪd]	adj. 扭曲的	(24)

Viewing, Speaking & Writing

delete [dɪ'li:t]	vt. 删除	(25)
unnecessary [ʌn'nesəsəri]	adj. 不必要的;多余的	(25)
emotionally [ɪ'məʊʃənəli]	adv. 感情上地	(25)

Reading Further

I Words for Production

link [lɪŋk]	n. 联系;关系	(26)
misguided [ˌmɪs'gaɪdɪd]	adj. 被误导的	(26)
disadvantageous [ˌdɪsədʒəntɪʒəs]	adj. 不利的	(26)
playwright ['pleɪraɪt]	n. 剧作家	(26)
reference ['refrəns]	n. 参考	(26)
quote [kwəʊt]	n. 引用	(26)
inform [ɪn'fɔ:m]	vt. 告诉	(26)
Greek [gri:k]	n. 希腊人;希腊语	(26)

drama ['drɑ:mə]	n. 戏剧	(26)
alternative [ɔ:l'tɜ:nətɪv]	n. 二选一	(26)
immediacy [ɪ'mɪdɪəsɪ]	n. 即时性	(26)
shallowness ['ʃæləʊnɪs]	n. 肤浅	(26)
enjoyment [ɪn'dʒɔɪmənt]	n. 乐趣;享受	(26)
familiarity [fə'mɪlə'rɪəti]	n. 熟悉;精通	(26)

metre ['mi:tə]	n. 韵律;米	(26)
rhythm ['rɪðəm]	n. 节奏	(26)
creativity [kri:'eɪtɪvəti]	n. 创造力	(27)
initiative [ɪ'nɪʃətɪv]	n. 首创精神	(27)
initial [ɪ'nɪʃl]	adj. 最初的	(27)
workforce ['wɜ:kfɔ:ɪs]	n. 劳动力	(27)
refreshing [rɪ'freʃɪŋ]	adj. 使人重新振作的	(27)
further ['fɜ:ðə]	adj. 深一层的	(27)
dimension [daɪ'menʃn]	n. 方面;维度	(27)

II Words for Recognition

tertiary ['tɜ:ʃəri]	adj. 第三的	(26)
compulsory [kəm'pʌlsəri]	adj. 义务的;必修的	(26)
allusion [ə'lu:ʒn]	n. 典故;暗示	(26)
confine [kən'faɪn]	vt. 限制	(26)
pervasiveness [pə'veɪsɪvnəs]	n. 广泛性;普遍性	(26)
aesthetic [ɪs'thetɪk]	adj. 美的	(26)

III Phrases and Expressions

in this day and age	在当今时代	(26)
fail to	未能	(26)
a range of	一些;一系列	(26)
move away from	抛弃	(26)
have the confidence to	有把握做……	(26)
cope with	应付;处理	(26)
be exposed to	接触	(26)
in particular	尤其;特别	(26)
in general	通常;总之	(26)
complain of	抱怨	(27)

Challenging Yourself A

I Words for Production

misunderstand [ˌmɪsʌndə'stænd]	vt. 误解;误会	(29)
affection [ə'fekʃn]	n. 喜爱;钟爱	(29)
tone [təʊn]	n. 口吻;口气	(31)

hateful [ˈheɪtfl] *adj.* 可恨的;可恶的 (31)
 blankness [ˈblæŋknəs] *n.* 空白;空虚;单调 (31)

blank [blæŋk] *adj.* 空白的;空虚的;单调的
 fault [fɔ:lt] *n.* 错误;缺点;毛病 (31)

II Words for Recognition

impulsive [ɪmˈpʌlsɪv] *adj.* 冲动的;易冲动的 (30)

divorce [dɪˈvɔ:s] *vi.* 离婚 *n.* 离婚 (32)

III Phrases and Expressions

hold sb. over 拖住某人;耽误某人 (30)
 as/so far as I am concerned 对我而言 (30)
 break sb. down 使……崩溃 (31)
 stay awake 保持醒着的;保持清醒 (31)
 for sb.'s sake 为了某人(起见) (31)
 run away from 逃避;回避 (31)
 used to 过去常常做 (32)

Unit 3

Reading Actively

I Words for Production

skillfully [ˈskɪlfʊli] *adv.* 熟练地 (39)
 skillful [ˈskɪlfʊl] *adj.* 熟练的
 equal [ˈi:kwəl] *n.* 相等的事物 *vt.* 等于 (39)
 uncomfortable [ʌnˈkʌmfɪtəbl] *adj.* 不舒服的 (39)
 deserve [dɪˈzɜ:v] *vt.* 应受,应得 (39)
 court [kɔ:t] *n.* 朝廷;庭院;法庭 (39)
 brilliant [ˈbrɪljənt] *adj.* 绝妙的;杰出的 (39)
 plainly [ˈpleɪnli] *adv.* 明明白白 (39)
 plain [pleɪn] *adj.* 清晰的
 honestly [ˈɒnɪstli] *adv.* 真诚地 (40)
 puzzle [ˈpʌzl] *vt.* 使困惑 *n.* 困惑 (40)
 quantity [ˈkwɒntəti] *n.* 数量 (40)
 displace [dɪsˈpleɪs] *vt.* 置换;挤出 (40)
 volume [ˈvɒljʊ:m] *n.* 体积;量;册 (40)
 forgetful [fəˈgetfl] *adj.* 健忘的 (40)
 inspiration [ˌɪnspəˈreɪʃn] *n.* 灵感 (42)

II Words for Recognition

crown [kraʊn] *n.* 王冠 (39)
 goldsmith [ˈgəʊldsmɪθ] *n.* 金匠 (39)
 headpiece [ˈhedpi:s] *n.* 帽子;头盔 (39)
 scale [skeɪl] *n.* 天平 (39)

workmanship [ˈwɜ:kmənfɪp] *n.* 手艺;工艺 (39)

lump [lʌmp] *n.* 块状 (39)

brass [brʌz] *n.* 黄铜 (39)

bathtub [ˈbɑ:θtʌb] *n.* 浴缸 (40)

leap [li:p] *vi.* 跳,跳跃 (40)

III Phrases and Expressions

fashion... into 塑造成 (39)
 call in 召集,招来 (39)
 turn... over 反复考虑 (39)
 now that 既然 (39)
 speak of 谈及,说到 (39)
 know of 知道,了解 (40)
 take delight in 乐于 (40)
 work out 解决 (40)
 do harm to 损害 (40)
 step into 进入 (40)
 be equal to 等于 (40)
 beyond doubt 毫无疑问地 (40)

Exploring & Using

china [ˈtʃaɪnə] *n.* 瓷器 (45)

Listening, Understanding & Communicating

celebrated [ˈselɪbreɪtɪd] *adj.* 著名的 (46)
 reformer [rɪˈfɔ:mə] *n.* 改革家 (46)
 founder [ˈfaʊndə] *n.* 创始人 (46)
 found [faʊnd] *vt.* 创立,建立
 nursing [ˈnɜ:sɪŋ] *n.* 护理 (46)
 well-rounded [ˈwelˈraʊndɪd] *adj.* 全面的 (46)
 nickname [ˈnɪkneɪm] *n.* 绰号;昵称 (46)
 lamp [læmp] *n.* 灯 (46)
 recognised [ˈrekəɡnaɪsd] *adj.* 公认的 (46)
 be named after 以……命名 (46)
 birthplace 籍贯 (46)
 progressive [prəˈɡresɪv] *adj.* 进步的 (46)
 lead an active life 过着积极向上的生活 (46)
 tirelessly [ˈtaɪələsli] *adj.* 不知疲倦地 (46)
 legacy [ˈlegəsi] *n.* 遗产 (46)
 witness [ˈwɪtnəs] *n.* 证据 (46)

Reading, Speaking & Writing

anecdote [ˈænɪkdəʊt] *n.* 轶事 (47)

Reading Further

I Words for Production

shadow [ˈʃædəʊ] *n.* 影子; 阴影 (48)agricultural [ˌægrɪˈkʌltʃərəl] *adj.* 农业的 (48)agriculture [ˈægrɪkʌltʃə] *n.* 农业; 农学nationwide [ˌneɪʃnˈwaɪd] *adj.* 全国范围的 (48)nation [ˈneɪʃn] *n.* 国家output [ˈaʊtpʊt] *n.* 产量; 出产 (49)farmland [ˈfɑːmlænd] *n.* 农田; 耕地 (49)hunger [ˈhʌŋɡə] *n.* 饥饿; 渴望 (49)seawater [ˈsiːwɔːtə] *n.* 海水 (49)commercial [kəˈmɜːʃl] *adj.* 商业的 (49)production [prəˈdʌkʃn] *n.* 产量; 生产 (49)

II Words for Recognition

sorghum [ˈsɔːɡəm] *n.* 高粱 (48)broom [bruːm] *n.* 扫帚 (48)peanut [ˈpiːnʌt] *n.* 花生 (48)

hybrid rice 杂交水稻 (48)

famine [ˈfæmɪn] *n.* 饥荒 (48)tragic [ˈtrædʒɪk] *adj.* 悲痛的; 悲剧的 (48)breed [briːd] *n.* 品种 (48)high-yielding [ˈhaɪˈjiːldɪŋ] *adj.* 高产的 (48)yield [jiːld] *n.* 产量; 收益 *vt.* 屈服 (49)revolutionise [ˌrevəˈluːʃnaɪz] *vt.* 彻底改革 (49)

III Phrases and Expressions

be known as 被称为 (48)

make a great contribution to/towards doing sth.
在……做出了巨大贡献 (48)

suffer from 遭受 (48)

leave a lasting impression on 留下了深刻
印象 (48)

make an effort to do sth. 努力做…… (48)

since then 从那以后 (48)

devote oneself to sth. 专心从事 (48)

in the beginning 起初 (49)

after over a decade of effort 经过十多年的
努力 (49)

put... in the lead 使……领先 (49)

be awarded 受到奖励 (49)

be faced with 面对 (49)

a flood of honour 众多的荣誉 (49)

attract attention from the whole world 引起
全世界的关注 (49)

at risk 处于危险中 (49)

it takes time for... to do sth. 花时间做某事
(49)it's never too late to do sth. 做某事永远不
会太迟 (49)

Unit 4

Reading Actively

I Words for Production

ancestor [ˈænsesə] *n.* 祖先 (52)phenomena [fəˈnɒmɪnə] *n.* 现象
(phenomenon 的复数) (52)remote [rɪˈməʊt] *adj.* 遥远的; 偏僻的 (52)succeeding [səkˈsiːdɪŋ] *adj.* 随后的; 以后的
(52)cast [kɑːst] *vt.* 浇铸 (52)attempt [əˈtempt] *n.* 尝试 *vt.* 尝试 (52)permanent [ˈpɜːmənənt] *adj.* 永久的; 永恒的
(52)costly [ˈkɒstli] *adj.* 昂贵的 (52)practical [ˈpræktɪkl] *adj.* 实用的 (52)medium [ˈmiːdiəm] *n.* 媒介; 方法 (52)carve [kɑːv] *vt.* 雕刻 (52)string [striŋ] *vt.* 用线穿起来 *n.* 线 (52)resulting [rɪˈzʌltɪŋ] *adj.* 作为结果的 (52)lighten [ˈlaɪtn] *vt.* 使轻松; 减轻 (52)eventually [ɪˈventʃʊəli] *adv.* 最后; 终于 (52)urgent [ˈɜːdʒənt] *adj.* 紧急的; 急迫的 (52)convenient [kənˈviːniənt] *adj.* 方便的 (52)pound [paʊnd] *vt.* 捣烂 *n.* 英镑; (量词) 磅
(53)inexpensive [ˌɪnɪkˈspensɪv] *adj.* 便宜的;
廉价的 (53)widespread [ˈwaɪdspred] *adj.* 广泛的;
广为流传的 (53)

II Words for Recognition

tortoise [ˈtɔːtəs] *n.* 乌龟 (52)shell [ʃel] *n.* 壳; 贝壳 (52)inscribe [ɪnˈskraɪb] *vt.* 雕 (52)inscription [ɪnˈskripʃn] *n.* 铭文; 题词 (52)

cooking vessel 蒸煮器; 锅 (52)

strip [stri:p] *n.* 带; 条状 (52)rag [ræg] *n.* 破布 (53)

ingredient [ɪn'ɡrɪdiənt] *n.* 原料;要素 (53)
 paste [peɪst] *n.* 糊状物 (53)
 layer ['leɪə] *n.* 层;膜 (53)
 durable ['djʊərəbl] *adj.* 耐用的 (53)
 accomplishment [ə'kʌmplɪʃmənt] *n.* 成就 (53)

III Phrases and Expressions

apart from... 除……以外(还) (52)
 so far 迄今为止 (52)
 weigh up to 重达 (52)
 in urgent need of 急需 (52)
 cut... into... 把……切成…… (53)
 pound... into 把……捣成 (53)
 all parts of 到处 (53)

Exploring & Using

dot [dɒt] *n.* 点;原点 (58)
 edition [ɪ'dɪʃn] *n.* 版次 (58)
 launch [lɔːntʃ] *n.* 发行 *vt.* 发行 (58)

Listening, Understanding & Communicating

revise [rɪ'vaɪz] *vt.* 修正;复习 (59)
 movable ['muːvəbl] *adj.* 可移动的 (59)
 type-setting ['taɪpsetɪŋ] *n.* 排字 (59)
 impact ['ɪmpækt] *n.* 影响 (59)

It's really a pity that... 真的很遗憾…… (59)

namely ['neɪmlɪ] *adv.* 即 (59)
 printing ['prɪntɪŋ] *n.* 印刷(术) (59)
 gunpowder ['ɡʌnpaʊdə] *n.* 火药 (59)
 compass ['kʌmpəs] *n.* 指南针 (59)
 play an important role 起到重要作用 (59)
 shortcoming ['ʃɔːtkʌmɪŋ] *n.* 缺点;短处 (59)
 apparent [ə'pærənt] *adj.* 显然的 (59)
 time-consuming [taɪm kən'sjuːmɪŋ] *adj.* 耗时的 (59)

dramatic [drə'mætɪk] *adj.* 引人注目的 (59)
 be regarded as a revolution 被视为一场革命 (59)

Reading Further

I Words for Production

primitive ['prɪmətɪv] *adj.* 原始的 (61)
 the latter 后者 (61)

unclear [ˌʌn'kleə] *adj.* 不清楚的 (62)
 superior [suː'prɪəriə] *adj.* 优秀的;出众的 (62)
 apparently [ə'pærəntli] *adv.* 显然地;似乎 (62)

intelligent [ɪn'telɪdʒənt] *adj.* 聪明的 (62)
 written ['rɪtn] *adj.* 书面的 (62)
 enrich [ɪn'rɪʃ] *vt.* 改善……的质量 (62)
 soil [sɔɪl] *n.* 土地 (62)
 fundamental [ˌfʌndə'mentl] *adj.* 基本的;根本的 (62)
 civilised ['sɪvəlaɪzd] *adj.* 文明的;有礼貌的 (62)

extension [ɪk'stenʃn] *n.* 扩大;伸展 (62)
 extend [ɪk'stend] *vt./vi.* 延伸;扩展
 industrial [ɪn'dʌstriəl] *adj.* 工业的 (62)

II Words for Recognition

ape [eɪp] *n.* 猿 (62)
 narrative ['nærətɪv] *n.* 叙事;讲述 *adj.* 叙事的 (62)

cave [keɪv] *n.* 洞穴 (62)
 dawn [daʊn] *n.* 黎明;开端 (62)

technical ['teknɪkl] *adj.* 科技的;技术上的 (62)

revolutionary [ˌrevə'lʊːʃənəri] *adj.* 革命的 (62)

revolution [ˌrevə'lʊːʃn] *n.* 革命

III Phrases and Expressions

in the development of 在……的发展中 (61)
 no doubt 毫无疑问 (62)

be necessary for 对……是必不可少的 (62)
 the number of ……的数量(是) (62)

be used for 用于 (62)
 in this respect 就这方面而言 (62)

side by side 肩并肩地 (62)
 be inclined to 持某种意见;倾向于 (62)

long before 在很久以前 (62)
 in the end 最后;最终 (62)

develop out of 从……中发展而来 (62)
 keep records 做记录(记载) (62)

become accustomed to 习惯于 (62)
 mean to 打算;意指 (62)

neither of (两者)都不 (62)
 be compared... to 与……相比 (62)

Challenging Yourself B

I Words for Production

explore [ɪk'splɔː] <i>vt.</i> 探索; 探险	(65)
local [ləʊkl] <i>n.</i> 当地居民	(65)
upwards [ˈʌpwədz] <i>adv.</i> 向上	(65)
hillside [ˈhɪlsaɪd] <i>n.</i> 山坡; 山腹; 山腰	(65)
bare [beə] <i>adj.</i> 空的	(65)
barely [ˈbeəli] <i>adv.</i> 几乎不; 仅仅	
maximise [ˈmæksɪmaɪz] <i>vt.</i> 达到最大值	(65)
channel [ˈtʃænl] <i>vt.</i> 形成河道 <i>n.</i> 通道; 频道	(65)
canal [kəˈnæl] <i>n.</i> 灌溉水渠; 运河	(65)
downhill [ˌdaʊnˈhɪl] <i>adv.</i> 下坡	(65)
mankind [mænˈkaɪnd] <i>n.</i> 人类	(65)
locate [ləʊˈkeɪt] <i>vi.</i> 位于	(66)
location [ləʊˈkeɪʃn] <i>n.</i> 位置; 地点	
feature [ˈfi:tʃə] <i>vi.</i> 起重要作用	(66)
globally [ˈɡləʊbəli] <i>adv.</i> 全球的; 全局地; 世界上	(66)
global [ˈɡləʊbl] <i>adj.</i> 全球的	
globe [ɡləʊb] <i>n.</i> 地球; 地球仪	
acknowledge [əkˈnɒlɪdʒ] <i>vt.</i> 承认	(66)
council [ˈkaʊnsəl] <i>n.</i> 委员会	(66)
destination [ˌdestɪˈneɪʃn] <i>n.</i> 目的地; 终点	(66)
landmark [ˈlændmɑːk] <i>n.</i> 里程碑	(66)
civil [ˈsɪvl] <i>adj.</i> 公民的; 民间的	(66)
civilian [səˈvɪliən] <i>n.</i> 平民, 百姓	

II Words for Recognition

terrace [ˈterəs] <i>n.</i> 梯田	(65)
irrigate [ˈɪrɪɡeɪt] <i>vt.</i> 灌溉	(65)
tap [tæp] <i>vt.</i> 接通	(65)
feat [fi:t] <i>n.</i> 功绩	(65)
altitude [ˈæltɪtjuːd] <i>n.</i> 高地; 高度	(66)
maintenance [ˈmeɪntənəns] <i>n.</i> 维护; 维修	(66)

III Phrases and Expressions

at the base of 在……底部	(65)
dig out 挖成; 挖出	(65)
by means of 用; 依靠	(65)
...times as long as... 有……个长; 比……长……倍	(65)
It was not until... that 直到	(65)

show signs of 显示……迹象	(66)
in search of 寻找; 搜寻	(66)
as a result 结果	(66)
be located in 位于	(66)
be acknowledged by 被承认的	(66)

Unit 5

Reading Actively

I Words for Production

virtual [ˈvɜːtʃʊəl] <i>adj.</i> 虚拟的	(73)
virtually [ˈvɜːtʃʊəli] <i>adv.</i> 事实上; 几乎	(73)
injury [ˈɪndʒəri] <i>n.</i> 伤害; 损害	(73)
actual [ˈæktʃʊəl] <i>adj.</i> 真实的; 实际的	(73)
recent [ˈriːsnt] <i>adj.</i> 最近的	(73)
surgery [ˈsɜːdʒəri] <i>n.</i> 外科(手术)	(73)
tour [tuə] <i>vt.</i> 游览; 旅行 <i>n.</i> 旅途	(73)
headset [ˈhedset] <i>n.</i> 耳机	(73)
telecommute [ˌtelɪkəˈmjuːt] <i>vt.</i> 远距离办公	(73)
boundary [ˈbaʊndrɪ] <i>n.</i> 边界; 范围	(73)
dramatically [drəˈmætɪklɪ] <i>adv.</i> 显著地	(73)
definitely [ˈdefɪnətli] <i>adv.</i> 当然; 肯定地	(73)
addicted [əˈdɪktɪd] <i>adj.</i> 上瘾的; 入迷的	(74)
sickness [ˈsɪknəs] <i>n.</i> 疾病; 呕吐	(74)
equipment [ˈɪkwɪpmənt] <i>n.</i> 设备	(74)

II Words for Recognition

Mars [mɑːs] <i>n.</i> 火星	(73)
wiz [wɪz] <i>n.</i> 奇才	(73)
excessive [ɪkˈsesɪv] <i>adj.</i> 过多的; 极度的	(74)
disconnection [ˌdɪskəˈnektʃn] <i>n.</i> 断开	(74)
symptom [ˈsɪmptəm] <i>n.</i> 症状; 征兆	(74)
flashback [ˈflæʃbæk] <i>n.</i> 迷幻药效; 幻觉重现	(74)
ongoing [ˈɒŋɡəʊɪŋ] <i>adj.</i> 不间断的; 持续的	(74)

III Phrases and Expressions

sing on stage with 与……在舞台上唱歌	(73)
run an Olympic 100 metres 奥林匹克百米跑	(73)
with the rise of 随着……崛起	(73)
and many more 其他; 更多	(73)
thanks to 由于; 幸亏	(73)

come of age 成年	(73)
dream of 梦见;向往	(73)
make preparations 做准备工作;筹办	(73)
head to 朝……走去	(73)
take scans of 扫描	(73)
upload... to 上传……到	(73)
plan out 策划;为……做准备	(73)
ahead of time 提前	(73)
become so addicted to 如此沉迷于	(74)
lose touch with reality 与现实脱节	(74)
apart from 除……之外	(74)
loss of one's sense of direction and position 失去方位感	(74)
extended periods 长时间	(74)
hours or days after... 数小时或数天之后	(74)

Exploring & Using

man-made satellite 人造卫星	(79)
clone [kləʊn] <i>n.</i> 克隆	(79)

Listening, Understanding & Communicating

chirp [tʃɜ:p] <i>vi.</i> 叽喳而鸣	(79)
try out 尝试	(79)
3D simulation 三维仿真	(79)
interact with 与……相互作用	(79)
outdoors [aʊt'dɔ:z] <i>adv.</i> 在户外	(79)
get out of 逃避;摆脱	(79)
exceed the speed 超速	(79)
unconscious [ʌn'kɒnʃəs] <i>adj.</i> 失去知觉的; 无意识的	(79)
flight simulator 飞行模拟器	(80)
scent [sent] <i>vt.</i> 察觉 <i>n.</i> 香味	(80)
lavender [lævəndə] <i>n.</i> 薰衣草;淡紫色	(80)
sophisticated [sə'fɪstɪkətɪd] <i>adj.</i> 复杂的; 富有经验的	(80)
sensory experience 感官经验	(80)
recreate [ri:kri'eɪt] <i>vt.</i> 使得到消遣	(80)
in a particular place 在特定的地方	(80)
at a particular time 在特定的时间	(80)
gaming [ˈgeɪmɪŋ] <i>n.</i> 博彩;游戏	(80)
a host of 许多	(80)

Viewing, Speaking & Writing

privacy [ˈprɪvəsi] <i>n.</i> 隐私	(81)
bosom [ˈbʊzəm] <i>adj.</i> 知心的;亲密的	(81)

Reading Further

I Words for Production

presentation [ˌprezn'teɪʃn] <i>n.</i> 表现方式; 陈述	(82)
observer [əb'zɜ:və] <i>n.</i> 观察者	(82)
transport [ˈtrænsɒt] <i>vt.</i> 运输	(82)
visual [ˈvɪʒʊəl] <i>adj.</i> 视觉的	(82)
stimuli [ˈstɪmjəlaɪ] <i>n.</i> 刺激(stimulus 的 复数)	(82)
immerse [ɪ'mɜ:s] <i>vt.</i> 沉浸	(82)
primary [ˈpraɪməri] <i>adj.</i> 主要的	(82)
favourable [ˈfeɪvərəbl] <i>adj.</i> 良好的	(82)
favour [ˈfeɪvə] <i>n.</i> 帮助	
mode [məʊd] <i>n.</i> 方式;模式	(82)
transform [træns'fɔ:m] <i>vt.</i> 改变;转换	(83)
interactive [ˌɪntər'æktɪv] <i>adj.</i> 相互作用的	(83)
related [rɪ'leɪtɪd] <i>adj.</i> 有关联的	(83)

II Words for Recognition

transfer [træns'fɜ:] <i>vt.</i> 使转移	(82)
avenue [ˈævənju:] <i>n.</i> 途径;方法;大街	(82)
linguistic [lɪŋ'ɡwɪstɪk] <i>adj.</i> 语言的;语言 学的	(82)
gear [ɡɪə] <i>n.</i> 装置	(82)
the former 前者	(82)
the latter 后者	(83)
animated raccoon 动画浣熊	(83)
thought-bubble 思维泡泡	(83)
educational sector 教育部门	(83)

III Phrases and Expressions

be imparted 被授予	(82)
be restricted to 仅限于	(82)
be kept in mind 牢记	(82)
in recent years 近年来	(82)
be fluent in 会说流利的	(82)
have a sound grasp of 掌握良好	(82)
be immersed in 全身心投入于	(82)
have an adequate exposure to 有足够的机会 接触	(82)
be far more likely to 更有可能	(82)
be exposed to 接触;体验	(82)
bridge this gap 填补这一缺口	(82)
be looking to 希望;力求	(83)
be far away 遥远	(83)

Unit 6

Reading Actively

I Words for Production

distinction [dɪ'stɪŋkʃn] *n.* 荣誉 (86)
distinct [dɪ'stɪŋkt] *adj.* 明显的;不同的
 citizenship ['sɪtɪzənʃɪp] *n.* 公民身份 (86)
 innovation [ɪnə'veɪʃn] *n.* 创新 (86)
 artificial [ˌɑːtɪ'fɪʃl] *adj.* 人造的;人工的 (86)

intelligence [ɪn'telɪdʒəns] *n.* 智力;智能 (86)
 sustain [sə'steɪn] *vt.* 维持;支撑 (86)
 process [prəʊ'ses] *vt.* 处理;加工 (86)
 recognition [ˌrekəɡ'nɪʃn] *n.* 识别 (86)
 functional [ˌfʌŋkʃənl] *adj.* 功能的 (86)
 underway [ˌʌndə'weɪ] *adj.* 起步的;行进中的 (86)

currently ['kʌrəntli] *adv.* 当前 (86)
 finance [ˈfaɪnəns] *n.* 金融 (86)
financial [faɪ'nænʃl] *adj.* 金融的;财政的
 perform [pə'fɔːm] *vt.* 执行 (86)
 trading [ˈtreɪdɪŋ] *n.* 交易 (86)
 assist [ə'sɪst] *vt.* 帮助 (87)
 automate [ˈɔːtəmeɪt] *vt.* 使自动化 (87)
 additional [ə'dɪʃənl] *adj.* 额外的 (87)

II Words for Recognition

non-human [nɒn'hjuːmən] *adj.* 非人类的 (86)
 upset [ʌp'set] *vt.* 使心烦 *adj.* 烦恼的 (86)
 healthcare [ˈhelθkeə] *n.* 卫生保健 (87)
 diagnose [ˈdaɪəɡnəʊz] *vi./vt.* 诊断 (87)
 follow-up [ˈfɒləʊʌp] *adj.* 后续的 (87)
 billing process 账单流程 (87)
 feedback [ˈfiːdbæk] *n.* 反馈 (87)
 tutor [ˈtjuːtə] *n.* 家庭教师;导师 (87)

III Phrases and Expressions

be honoured 很荣幸 (86)
 be recognised with 被认可的 (86)
 be angry about something 对某事生气 (86)
 have a sense of humour 具有幽默感 (86)
 due to 由于 (86)
 be loaded with 被装有 (86)
 be upgraded with 被升级 (86)

be coined by 被……创造 (86)
 at the forefront of 处于最前沿 (86)
 look much the same 看起来是一样的 (86)
 go online 上网 (86)
 be connected to 与……连接 (86)
 be applied to 应用于 (86)
 much of 许多的 (86)
 at one's own pace 以自己的节奏 (87)
 just around the corner 指日可待 (87)

Exploring & Using

surpass [sə'pɑːs] *vt.* 超越;胜过 (90)
 administrator [əd'mɪnɪstreɪtə] *n.* 行政人员;管理者 (90)
administration [əd'mɪnɪstreɪʃn] *n.* 管理;行政
 automatically [ˌɔːtə'mætɪklɪ] *adv.* 自动地 (90)
automatic [ˌɔːtə'mætɪk] *adj.* 自动的;无意识的
 adapt [ə'dæpt] *vi.* 适应 (90)
adaptation [ˌædæpt'eɪʃn] *n.* 适应,顺应
 robotic [rəʊ'bɒtɪk] *adj.* 机器人的 (90)

Listening, Understanding & Communicating

reassurance [ˌrɪːə'sʊərəns] *n.* 放心 (93)
 take over 接管 (93)
 air crash 空难 (93)
 programme [ˈprəʊɡræm] *vt.* 规划 *n.* 项目 (93)
 out of the way 不同寻常的 (93)
 fiction [ˈfɪkʃn] *n.* 小说;虚构 (93)
 come up with 提出;想出 (93)
 humanity [hjuː'mænəti] *n.* 人性;人类 (93)
 I'm not so sure! What if... 假使……将会如何 (93)
 intellectual [ˌɪntə'lektʃuəl] *adj.* 智力的 (94)

Viewing, Speaking & Writing

federation [ˌfedə'reɪʃn] *n.* 联盟 (95)
 release [rɪ'liːs] *n.* 发布 (95)

Reading Further

I Words for Production

human intelligence 人类智能 (96)

amount [ə'maʊnt]	<i>n.</i> 数量;总额	(96)
logical [ˈlɒdʒɪkl]	<i>adj.</i> 合逻辑的;合理的	(96)
conclusion [kən'kluːʒn]	<i>vt.</i> 结论;结局	(96)
conclude [kən'kluːd]	<i>vt.</i> 推断;做结论	
packed [pækt]	<i>adj.</i> 充满的	(96)
pack [pæk]	<i>vt.</i> 包装 <i>n.</i> 袋	
cell [sel]	<i>n.</i> 细胞;电池;单人小室	(96)
input [ˈɪnpʊt]	<i>n.</i> 投入;输入线路	(96)

II Words for Recognition

neural network	神经网络	(96)
densely [ˈdensli]	<i>adv.</i> 密集地	(96)
neuron [ˈnjʊərɒn]	<i>n.</i> 神经元	(96)
nerve cell	神经细胞	(96)
light bulb	电灯泡	(96)

III Phrases and Expressions

make a decision	做出决定	(96)
act upon	遵照	(96)
ever since	从那时起	(96)
perform intelligent tasks	执行职能任务	(96)
store large amounts of information	储存大量信息	(96)
be composed of	由……组成	(96)
millions of	数以百万计的	(96)
billions of	数以亿计的	(96)
a large amount of	大量的	(96)

Challenging Yourself C

I Words for Production

the Republic of Korea	韩国	(99)
republic [rɪˈpʌblɪk]	<i>n.</i> 共和国	(99)
artistic [ɑːˈtɪstɪk]	<i>adj.</i> 艺术的	(99)
world-renowned [ˈwɜːld rɪˈnaʊnd]	<i>adj.</i> 世界著名的	(99)
film producer	电影制片人	(99)
the opening ceremony	开幕式	(99)
count [kaʊnt]	<i>vi.</i> 有价值;数数	(99)
facilitate [fəˈsɪlɪteɪt]	<i>vt.</i> 帮助;促进	(99)
live [laɪv]	<i>adj.</i> 现场转播的	(99)
involve [ɪnˈvɒlv]	<i>vt.</i> 包含;使陷入	(99)
the impossible	不可能的事	(100)
performer [pəˈfɔːmə]	<i>n.</i> 表演者	(100)
vision [ˈvɪʒn]	<i>n.</i> 视觉	(100)
boost [buːst]	<i>vt.</i> 促进;增加	(100)
efficiency [ɪˈfɪʃnsɪ]	<i>n.</i> 效率;效能	(100)

efficient [ɪˈfɪʃnt]	<i>adj.</i> 有效率的;高效的	
strengthen [ˈstreŋθn]	<i>vt.</i> 加强;巩固	(100)

II Words for Recognition

wow [waʊ]	<i>vt.</i> 赢得……的喝彩	(99)
extinguishing [ɪksˈtɪŋɡwɪʃɪŋ]	<i>n.</i> 熄灭	(99)
flame [fleɪm]	<i>n.</i> 火焰	(99)
mayor [meə]	<i>n.</i> 市长	(99)
counterpart [ˈkaʊntəpɑːt]	<i>n.</i> 对应的人或物	(99)
flag handover	会旗交接	(99)
convey [kənˈveɪ]	<i>vt.</i> 传达;表达	(99)
high-tech visual feast	高科技的视觉盛宴	(99)
showcase [ˈʃəʊkeɪs]	<i>n.</i> 作品展示 <i>vt.</i> 使展现	(99)
profound [prəˈfaʊnd]	<i>adj.</i> 深厚的;渊博的	(99)
transparent [trænsˈpærənt]	<i>adj.</i> 透明的	(99)
projection screen	投影屏幕	(99)
mobile robot	移动式机器人	(99)
roller skating	滑旱冰	(99)
giant [ˈdʒaɪənt]	<i>adj.</i> 巨大的 <i>n.</i> 巨人	(99)
large-scale [ˌlɑːdʒˈskɪl]	<i>adj.</i> 大规模的	(99)
automation [ˌɔːtəˈmeɪʃn]	<i>n.</i> 自动化	(100)
manufacturer [ˌmænɪʃəˈfæktʃərə]	<i>n.</i> 制造商	(100)

manufacturing [ˌmænɪʃəˈfæktʃərɪŋ] *adj.* 制造业的

cutting-edge [ˈkʌtɪŋˈedʒ]	<i>adj.</i> 先进的;尖端的	(100)
laser [ˈleɪzə]	<i>n.</i> 激光	(100)
embrace [ɪmˈbreɪs]	<i>vt.</i> 拥抱	(100)

III Phrases and Expressions

without any doubt	毫无疑问	(99)
be disguised as	装扮	(99)
with dazzling lights	伴着耀眼的灯光	(99)
showcase the charm of ice sports	展现冰上运动的魅力	(99)
in the past two decades	在过去的二十年里	(100)
a variety of complicated moves	各种复杂的动作	(100)
be in pace with	随着	(100)
focus on	集中;聚焦	(100)
blend... with	与……混合	(100)

Glossary

The following list of special words from the tips, directions and grammar parts are helpful for your learning. They are arranged in alphabetic order and their Chinese meanings are given for your reference.

anecdote	轶事
antithesis	对仗
argument	论点
argumentative	论证性的
bar graph	柱状图
clarification	澄清，阐明
elaboration	详细阐述
end rhyme	尾韵
exclamation mark	感叹号
future continuous tense	将来进行时
linking verb	系动词
parallelism	平行
past continuous tense	过去进行
past perfect tense	过去完成时态
repetition	重复
resolution	结局
rhetorical device	修辞手法
rhetorical questions	修辞问句（反问句或设问句）
rhyme scheme	押韵；押韵格式
rising action	（情节的）发展
scheme	押韵格式
symbolism	象征手法
telegraph style	电报式文体风格

Personal Dictionary

This image shows a blank, aged, cream-colored page, likely a flyleaf or endpaper from an old book. The paper has a slightly textured appearance and a torn, deckled top edge. A vertical crease runs down the center of the page, dividing it into two equal halves. Each half is ruled with horizontal blue lines, with 15 lines on each side of the center crease. The lines are evenly spaced and extend across the width of each half. The overall appearance is that of a well-preserved but old piece of paper.

后 记

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希望教师 and 同学们在使用本套教材的过程中与我们保持联系，及时反馈在使用中发现的问题，提出宝贵的意见和建议，以利我们更好地完善教材。

让我们携手同行，为我国高中英语教材建设做出积极的贡献。

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