



普通高中教科书

ENGLISH

英语

必修

第三册



上海外语教育出版社

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Unit	Understanding	Discovering	
	Reading, Listening and Viewing	Vocabulary Focus	Grammar in Use
Unit 1 Road to Success P2	Reading A: Stay Hungry. Stay Foolish. (Speech) Reading strategy: Finding organisational patterns	Verb + <i>off</i>	- <i>ing/-ed</i> forms 3 – used as complements
	Reading B: Malaria Fighter’s Path to Nobel Prize (Biography) Culture Link: Alexander Fleming and the Discovery of Penicillin		
	Listening: Teens’ Understanding of Success (Report)		
	Viewing: A Significant Predictor of Success (Talk)		
Unit 2 Art and Artists P18	Reading A: People’s Artist (Biography)	Verb + <i>with</i> Verb + <i>of</i>	Infinitives 1 – used as objects, complements, adverbials and attributives
	Reading B: Banquet Speech (Speech)		
	Listening: Vincent van Gogh (Mini-lecture) Listening strategy: Listening for details		
	Viewing: Blowin’ in the Wind (Music video) Culture Link: Bob Dylan		
Unit 3 Healthy Lifestyle P34	Reading A: Take Charge of Your Health (Guide)	Verb + <i>out</i>	Ellipsis
	Reading B: Classic Health Debates (Magazine article)		
	Listening: Super-agers (Radio programme)		
	Viewing: Old Age in Okinawa (Talk) Viewing strategy: Using text information to make predictions Culture Link: The Blue Zone Lifestyle		
Unit 4 Life and Technology P50	Reading A: Life with a Robot Dog (News story) Reading strategy: Making inferences while reading	Verb + <i>down</i>	Perfect modals
	Reading B: Doctors in China Do Surgery over 5G Internet (Magazine article)		
	Listening: Americans Are Worried about New Technology (Report)		
	Viewing: VR Technology (Documentary clip) Culture Link: The Amish People and Technology		

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- * **Words and Expressions** P66
 - * **Grammar Terms** P82
 - * **Glossary** P83
- Reading P66
Listening and Viewing P78

Map of the Book

Producing		Extending	
Speaking and Writing		Critical Thinking	Further Exploration
<p>Writing about your secrets to success</p> <p>Writing strategy: Writing in the cause-effect pattern</p>	<p>Giving a talk to share your secrets to success</p> <p>Speaking strategy: Pacing your speech</p>	<p>Identifying key factors</p>	<p>Creating your formula for success</p>
<p>Guessing the artist</p> <p>Speaking strategy: Emphasising important words</p>	<p>Introducing artists for an art exhibition</p> <p>Writing strategy: Writing in the general-specific pattern</p>	<p>Analysing and comparing</p>	<p>Taking a field trip to a local art museum</p>
<p>Talking about health problems</p> <p>Speaking strategy: Connecting your ideas with others'</p>	<p>Writing a letter to offer advice about health problems</p> <p>Writing strategy: Writing in the problem-solution pattern</p>	<p>Classifying and evaluating</p>	<p>Forming a new habit</p>
<p>Analysing the similarities and differences between online and traditional classroom learning</p> <p>Writing strategy: Using comparison and contrast</p>	<p>Giving a presentation on online learning</p> <p>Speaking strategy: Pausing and collecting your thoughts</p>	<p>Weighing pros and cons</p>	<p>Conducting a survey on the use of smart apps</p>

致同学们

亲爱的同学们：

经过小学和初中阶段的学习，大家已经掌握了一定的英语语音、词汇、语法等知识，也具备了一定的英语应用能力。大家是否希望通过英语了解更多的世界文化？是否希望能够运用英语来介绍中国文化和社会生活呢？是否希望通过英语学习获得更多的知识和技能，进而提升自己的思维品质和综合素养？是否希望在课内外英语学习活动中提升自主学习的能力？

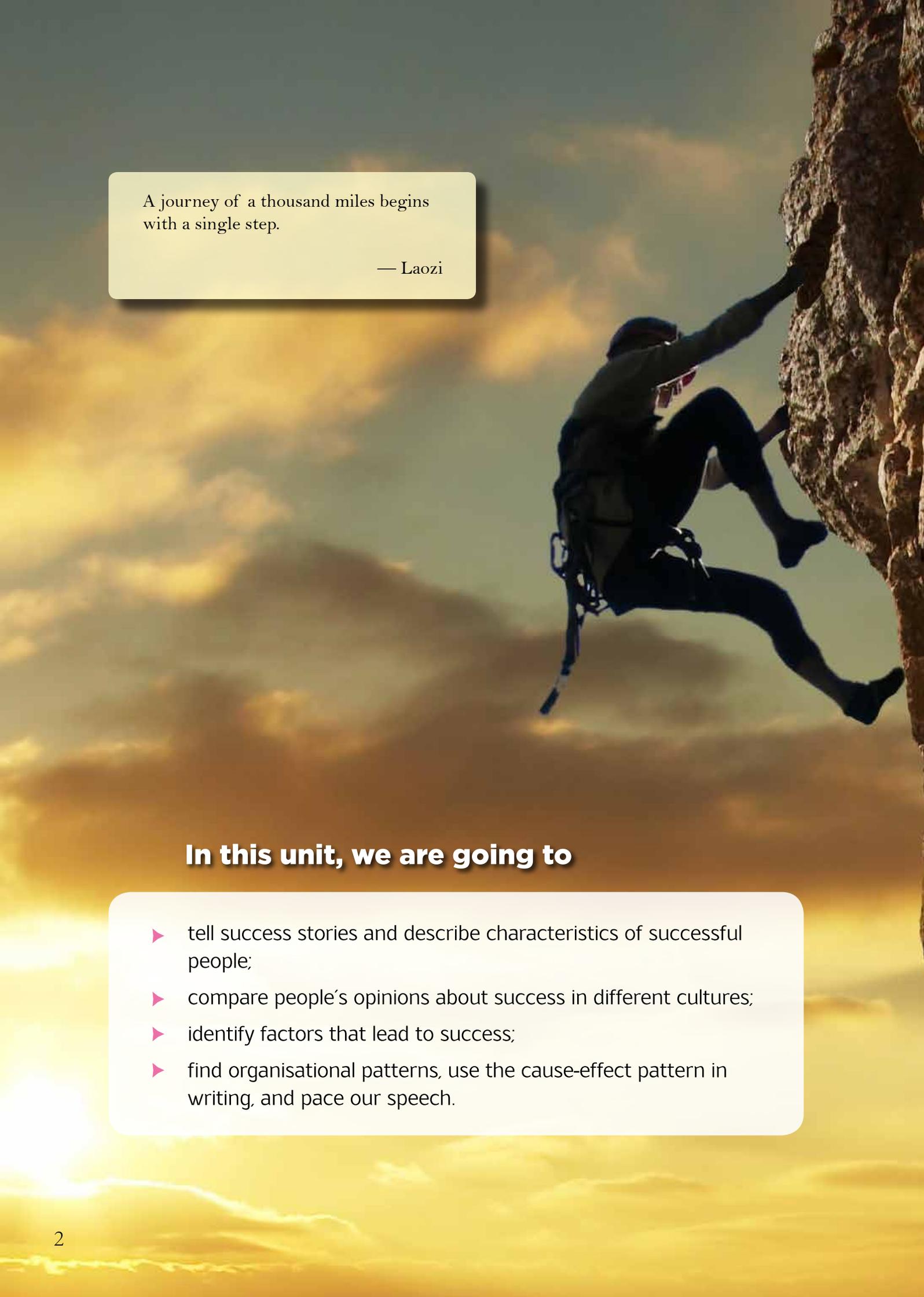
本套教材为同学们精心准备了题材丰富、风格多样的学习材料和形式活泼、寓教于乐的学习活动，让大家在学习英语的同时，领略博大精深的中华文化、绚烂多彩的世界文化、拓展全球视野。

同学们，高中阶段英语学习的主要目的是全面提升语言能力。同时，通过英语学习获取更多的中外优秀文化知识，挖掘其承载的文化价值，提升跨文化交际意识和交流能力，训练思维的逻辑性、批判性和创造性。

本套教材共七册，其中前三册为必修阶段教材，后四册为选择性必修阶段教材。每册由四个单元组成。每个单元围绕人与自我、人与社会或人与自然三大主题展开，形成一个交际和学习活动相结合的有机整体。每个单元包括四大板块：理解（UNDERSTANDING）板块提供丰富的阅读、听力材料和视频片段；发现（DISCOVERING）板块包括词汇和语法知识，帮助同学们发现、掌握并学会使用规则，达到举一反三的效果；表达（PRODUCING）板块设计了听、说、读、看、写结合的综合活动，以帮助同学们提升用英语完成相关交际任务的能力；拓展（EXTENDING）板块包括思维训练（Critical Thinking）和项目探究（Further Exploration）两个部分，前者旨在帮助同学们训练逻辑思维和批判性思维的能力，后者指导同学们开展研究性学习、自主学习和合作学习。文化链接（Culture Link）为灵活板块，主要介绍与单元主题相关的世界文化或中国文化小百科知识。同学们还可以通过每单元最后的自我评价（Self-assessment）检测自己的学习成效，发现需要改进的地方后，制定相应的提升计划。

同学们，掌握一门外语意味着多一双看世界的眼睛，多一双听世界的耳朵，多一个探索世界的工具，也多一条传播中国文化的途径。学习外语需要大量的实践，需要持之以恒的努力。希望同学们在老师的指导下，把教材作为起跳板，充分调动你们已有的知识，探索未知的领域，“跃”向更广阔的世界。

编者
2020年5月

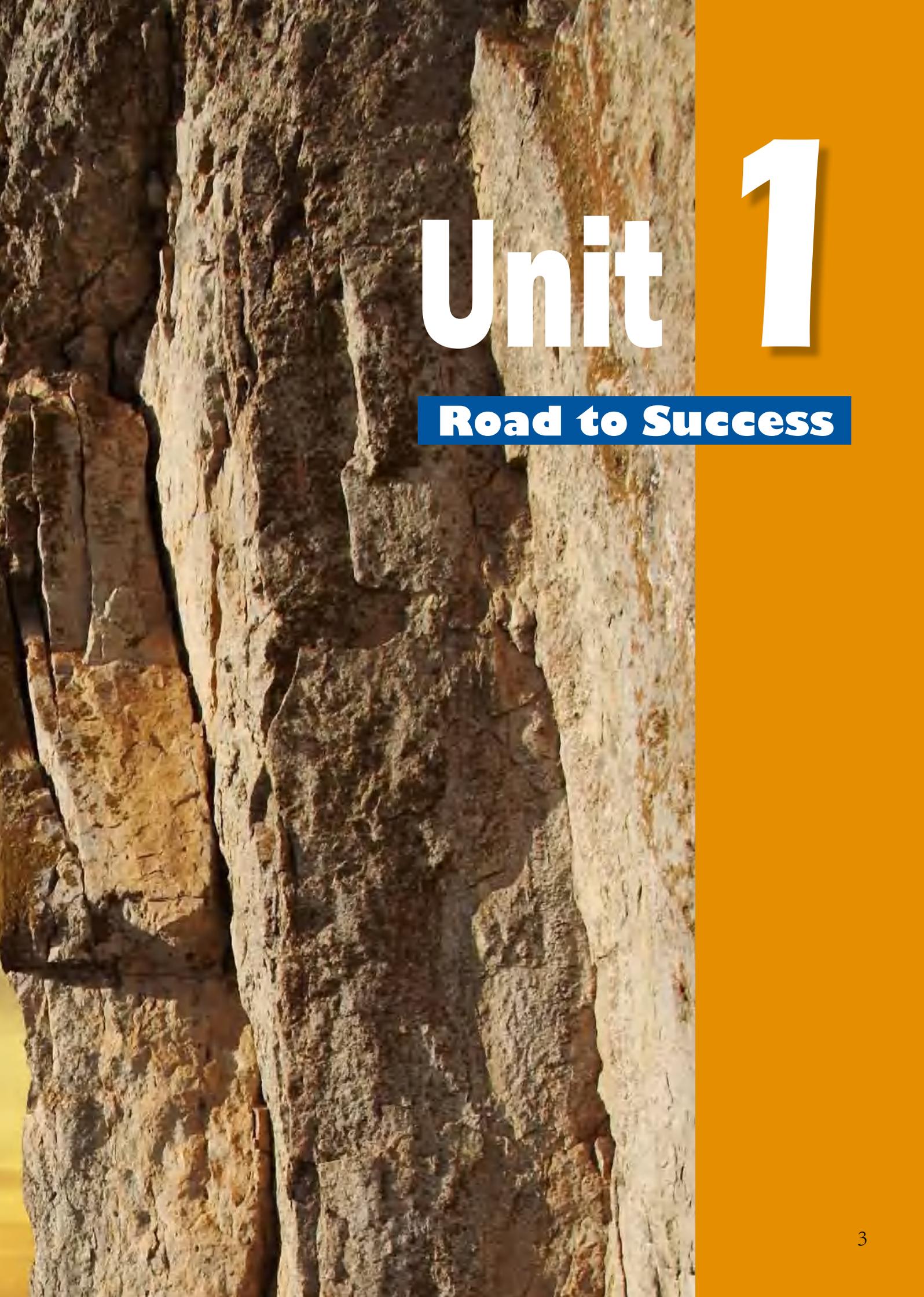
A person is climbing a steep rock face. The climber is silhouetted against a bright, golden sunset sky filled with clouds. The climber is wearing a dark jacket, pants, and a backpack. They are using their hands and feet to grip the rock. The sun is low on the horizon, creating a strong glow and long shadows.

A journey of a thousand miles begins
with a single step.

— Laozi

In this unit, we are going to

- ▶ tell success stories and describe characteristics of successful people;
- ▶ compare people's opinions about success in different cultures;
- ▶ identify factors that lead to success;
- ▶ find organisational patterns, use the cause-effect pattern in writing, and pace our speech.



Unit 1

Road to Success

Reading A

What do you think a guest speaker normally talks about in a commencement speech? Read the text and find out what Steve Jobs said in his speech.

Getting Started

-  Share with a partner your understanding of the following quotes. Explain which one makes the most sense to you.

Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.
— Albert Schweitzer

Without continual growth and progress, such words as improvement, achievement, and success have no meaning.
— Benjamin Franklin

Success usually comes to those who are too busy to be looking for it.
— Henry David Thoreau

STAY HUNGRY STAY FOOLISH

I'm honored to be with you today for your commencement. I want to tell you three stories from my life.

The first story is about connecting the dots. When I was at Reed College, it offered perhaps the best calligraphy instruction in the country. I decided to take a calligraphy class. At that time none of what I learned about calligraphy seemed to have even a
5 hope of any practical application in my life. But ten years later when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful
10 typography. Of course it was impossible to connect the dots looking forward. You can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future.

20 My second story is about love and loss. I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents' garage when I was twenty. And then at thirty, I got fired. But something
25 slowly began to dawn on me — I still loved what I did. And so I decided to start over.

During the next five years, I started a company named NeXT. In a remarkable turn of events, Apple bought NeXT, and I returned to Apple. I'm convinced that the only thing that kept me going was that I loved what I did. So, if you haven't found what you love, keep looking. Don't settle.

My third story is about death. When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." About a year ago I was diagnosed with cancer. My doctor advised me to go home and get my affairs in order, which is doctors' code for "prepare to die." Later it turned out to be curable with surgery. I had

the surgery and, thankfully, I am fine now. This was the closest I've been to facing death. Having lived through it, I can now say this to you: Your time is limited, so don't waste it living someone else's life.

When I was young, there was an amazing publication called the *Whole Earth Catalog*. On the back cover of the final issue were the words: "Stay hungry. Stay foolish." It was their farewell message as they signed off. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you. Stay hungry. Stay foolish.

Thank you all very much.



● **Personal Touch**



Which story in Steve Jobs' speech impresses you the most? Why?

Digging In

● Comprehension

I. Complete the outline according to Steve Jobs' speech.

Reading Strategy

Finding organisational patterns

Introduction	Opening sentence
	Overview: _____
Body	Story 1: _____
	Story 2: _____
	Story 3: _____
Conclusion	Message: _____
	Closing sentence

II. Complete the life events of Jobs according to his speech and match them with the time.

Time

1. When he was at Reed college,
2. When he was 20 years old,
3. Ten years after he left Reed College,
4. At the age of 30,
5. During the five years after he was fired by Apple,
6. One year before he made this speech,

Life events

- a. Jobs started a company named **1** _____.
- b. Jobs and his colleagues designed Macintosh, the first computer **2** _____.
- c. Jobs was diagnosed with **3** _____.
- d. Jobs took a(n) **4** _____.
- e. Jobs started **5** _____ together with Woz.
- f. Jobs **6** _____ by Apple.

III. Answer the questions.

1. Which factor(s) played a key role in making Jobs start over after being fired by Apple?
2. How do you understand the quote "If you live each day as if it was your last, someday you'll most certainly be right"?
3. What do you think Jobs means by saying "Stay hungry. Stay foolish"?

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage.

application	live through	loss	death	amazing
limited	start over	connect	settle	design

Steve Jobs gave a commencement speech to the graduating students at Stanford University in 2005. During his speech, Jobs told three stories. His first story was called “1 _____ the dots.” In the story, Jobs admitted that calligraphy had no practical 2 _____ in his college years, but that it later became important to the success of Apple as it was the first company that 3 _____ computers with beautiful typography. His second story was about love and 4 _____. He shared his experience of getting fired by Apple. He did not give up. Instead, he decided to 5 _____. He started a new company and years later he returned to Apple. He learned from this experience that it was important to keep looking and not to 6 _____. In the final story, Jobs talked about 7 _____. He was diagnosed with cancer. Luckily, his surgery was successful and he survived. Having 8 _____ cancer, he realised that time was 9 _____ and shouldn’t be wasted. Jobs concluded his speech with words he once read in a(n) 10 _____ magazine: “Stay hungry. Stay foolish.”

II. Word Partners: Verb + off

1. Underline phrasal verbs with *off* in the sentences and explain the meaning of *off* in each phrase.

e.g. Charles works really hard at football. His father drops him off at football practice at 5 p.m. every afternoon.

off: away from a certain place

- (1) On the back cover of the final issue were the words: “Stay hungry. Stay foolish.” It was their farewell message as they signed off.
- (2) After finishing the report, Shelly shut off the

The word *off* can be used after verbs to form phrasal verbs. In phrasal verbs, *off* has a variety of meanings. For example:

- 1) away from a certain place
The chairman is setting off for New York tomorrow to attend a business meeting.
- 2) in such a way as to be separated
After the play ended, the director took off his hat and greeted everybody in the theatre.
- 3) in such a way as to bring something to an end
The speaker rounded off the speech with some quotes from Mark Twain.
- 4) in such a way as to get rid of something
He is such a tough person. He is always able to laugh off difficulties.
- 5) out of operation
The writer turned off her mobile phone and got down to work.



computer and took a short rest.

(3) After the debate, she went home to sleep off her headache.

2. Fill in the blanks with the appropriate forms of the phrasal verbs given in the box.

laugh off

drive off

take off

turn off

(1) The doctor _____ his jacket and put on the white coat as soon as he arrived at the office.

(2) After giving a thank-you speech on behalf of the whole team, the chorus leader _____ the microphone and shook hands with the audience.

(3) Hearing that she was going to get the scholarship, Tammy _____ to her best friend's house to celebrate.

(4) The soldiers were brave enough to _____ their pain.

● Grammar in Use

-ing/-ed forms 3 — used as complements

I. Read the sentences and pay attention to the underlined *-ing* and *-ed* forms. What functions do they serve?

1. I'm convinced that the only thing that keeps me going is that I love what I do.

2. After working non-stop for twenty hours, the physician went to bed tired and hungry.

3. Jane was somewhat disappointed to find her suggestions turned down.

4. The child was found writing on the ground with a stick.

Grammar Highlights

The *-ing* and *-ed* forms of a verb can be used as complements to modify subjects or objects of sentences. For example:

● **The lecturer** was heard **practising** his speech in the next room. (Subject complement)

● **The athlete** went away quite **satisfied** with the result of the match. (Subject complement)

● He found **the story of the innocent prisoner** very **exciting**. (Object complement)

● They looked for an expert and finally had **the problem solved**. (Object complement)

● All afternoon Amy worked in the study with **the door locked**. (Object complement)



II. Fill in the blanks with the *-ing* or *-ed* forms of the verbs in brackets.

1. The writer wants his new novel _____ (display) at the book fair.
2. The comic star could feel his heart _____ (beat) fast during the interview.
3. It was friendship that kept me _____ (go) during my hardest time.
4. After a long day's work, the lawyer lay in bed with eyes _____ (close).
5. The professor was seen _____ (do) an experiment in the lab after midnight.

III. Fill in the blanks with the *-ing* or *-ed* forms of the verbs given in the box. Then circle the ones that are used as complements.

publish	get	recognise	marry
inspire	sell	respect	write

Phillis Wheatley was one of the best-known poets in pre-19th century America. She was born in Africa. Around the age of seven, she was **1** _____ as a slave to John and Susannah Wheatley in Boston. One day, Phillis was found **2** _____ on the wall with chalk, but she was not punished. Instead, she was taught to read and write. She read a lot of books about ancient history and stories, and found them quite **3** _____ for writing.

Phillis started writing poems when she was only thirteen. Her first poem was published in 1767 in a newspaper. A few years later, she managed to get a collection of 39 poems **4** _____. It was known as the first book written by an African American poet. With her talent **5** _____ by more and more people, Phillis became honoured and **6** _____.

When the Wheatleys passed away, Phillis became a free woman. In 1778, she got **7** _____ to John Peters, a free black, and moved away from Boston. Life became very difficult for Phillis and her husband. Due to racial discrimination, it was very hard for them to find jobs. With things **8** _____ worse, she made the decision to move back to Boston. She became very ill and passed away there. After her death, people continued to publish her poems and letters. Today people still study and read her writings.

Listening and Viewing



Teens' Understanding of Success (Report)

I. Discuss the questions.

1. Which words or expressions in the box below do you think best describe the characteristics of successful people?

wealthy famous having a good job well-educated hard-working
happy satisfied strong-minded having loved ones influential

2. What other characteristics do you think successful people usually have?

II. Listen to the report and choose the best answer.

What is the study mainly about?

- A. Teenagers' definition of a successful life.
- B. Teenagers' relationship with their families.
- C. What kind of teenagers can achieve success.
- D. How teenagers can find a good job and make money.

III. Listen again and complete the summary of the survey.

Respondents: 1 _____ teenagers aged 13 to 2 _____

Question: What makes someone successful in life?

Findings:

1. Elements of a successful life:

- enjoying happiness and 3 _____ (15 percent of teens)
- fulfilling one's 4 _____ (5 _____ percent of teens)
- having a good 6 _____ (7 _____ percent of teens)
- having a 8 _____ and making money (9 _____ percent of teens)

2. Relationship among the elements:

The elements of a successful life are 10 _____ to one another.

IV. Answer the questions.

Do you think people who are famous and wealthy are successful? Why or why not?



A Significant Predictor of Success (Talk)

I. Match the words to the definitions.

- | | |
|------------------|--|
| 1. significant | a. difficult |
| 2. predictor | b. result |
| 3. outcome | c. an area with features that make it different from other areas |
| 4. military | d. a running race of slightly over 26 miles |
| 5. tough | e. of or relating to soldiers, arms or war |
| 6. neighbourhood | f. important |
| 7. marathon | g. something that can show what will happen in the future |

II. Watch the video and choose the best answer.

- The speaker is a _____.
A. school teacher B. psychologist C. medical expert D. reporter
- The speaker and her team mainly studied _____.
A. children in military schools
B. people in challenging situations
C. participants in national competitions
D. people who work in tough neighbourhoods

III. Watch again and fill in the blanks.

- In her study, the speaker asked the following questions:
 - Which teachers are still in teaching **1** _____ the school year?
 - Who'll be the most effective at **2** _____ learning outcomes for their students?
 - Which of the salespeople is going to **3** _____?
 - Who's going to **4** _____ the most money?
- The speaker and her team found that a significant predictor of success is grit. According to her, a person with grit is someone who
 - has **1** _____ and perseverance for very long-term goals.
 - has stamina.
 - 2** _____ his or her future for years and works really hard to make that future **3** _____.
 - lives life like it's a marathon.

IV. Discuss and answer the question.

How do you understand the sentence "Grit is living life like it's a marathon"?

Moving Forward

Sharing Your Own Secrets to Success

NOTICE

Date: 10 March

Time: 3 p.m. – 4 p.m.

Place: Room 306, Building 6

We'll hold a class meeting on "My Secrets to Success" this week. You are expected to share your own secrets to success in a certain field. Looking forward to your participation.

The Class Committee



I. **Writing:** Writing about your secrets to success

Read the notice above. Reflect on a successful experience and write down your own secrets to success.

Writing Strategy

Writing in the cause-effect pattern

Step 1

Reflect on your achievements. Pick the one you are most willing to share and then list at least three factors that contribute to this achievement. You may use a cause-effect diagram to organise your thoughts.

EXAMPLE

Causes (How I made the achievement):

1. I wrote my main points on cue cards.
2. I practised again and again before giving the speech.
3. I breathed deeply several times before I began the speech.



Effect (What I have achieved):

I have overcome my fear of public speaking.



Step 2) Write a paragraph of 80–100 words using the cause-effect pattern. You may first introduce the achievement that you have made and then explain the reasons behind it.

Useful Expressions

There are several reasons/factors/causes for ... *One possible factor is ...*
Several factors lead to ... *Another possible factor is ...*
The first is ... *Due to these reasons ...*
The second is ... *As a result ...*

My Secrets to Success

II. Speaking: Giving a talk to share your secrets to success

Give a talk on “My Secrets to Success” to your classmates based on the paragraph you have written above.

A few tips for your talk:

1. Start your talk with simple words. You may greet your audience briefly or start with anything related to the topic.
2. Briefly introduce the achievement you have made.
3. Explain how you made the achievement.
4. End your talk with a summary or anything that helps to leave an impression on the audience. If time permits, you may also invite questions from the audience.
5. Note that your spoken language should be a bit different from your written language. Spoken language is generally less formal and more communicative than written language.

Speaking Strategy

Pacing your speech

While giving a talk, don't forget to pause for commas, question marks, full stops or other punctuation marks. In addition, remember to speak using a combination of slow, fast and medium speeds to make your talk more effective.

MALARIA FIGHTER'S PATH TO NOBEL PRIZE

In 2015, Tu Youyou, an 84-year-old woman, became the first Chinese scientist to win the Nobel Prize in Physiology or Medicine.

5 Born in Ningbo in 1930, Youyou¹ was named after a verse in the *Book of Songs*². When she left Ningbo and headed to China's capital to further her studies in 1951, Tu chose medicine. After graduating from the School of Medicine at Peking University four years later, Tu started to work at China Academy of Traditional Chinese Medicine (now China Academy of Chinese Medical Sciences). Then she got married and settled down in Beijing.

In 1969, everything changed when Tu was tasked with searching for a new malaria treatment in nature. She went to Hainan, where the disease was widespread. In the hot and wet rainforests of southern China, Tu studied the disease.

It was in ancient Chinese medicine that Tu found the key to beating the disease. Back in Beijing, Tu and her team examined hundreds of books about traditional Chinese medicine and interviewed many experienced Chinese medical doctors to gather the necessary information. She collected over 2,000 prescriptions, summarising 640 of them in a single collection of anti-malarial prescriptions. After long hard research Tu's team found the answer in an ancient medical book,

35 written by Ge Hong (284–364) of the East Jin dynasty, which stated that sweet wormwood (*Qinghao*) was a treatment for malaria.

Tu's team started running tests on the plant. At first, the results were mixed. But after much persistence, they found something in the plant that could treat malaria — artemisinin. They tested it on animals, but were not satisfied as the results were not conclusive. In order to speed up the process, Tu decided to test artemisinin on herself. "As head of this research group, it was my duty," she said. The treatment worked and was safe for humans. Artemisinin became an important tool in the fight against malaria in Africa and Asia. Thanks to this discovery, millions of lives were saved.

"Of course, the discovery was a really happy moment in my career as a researcher," Tu said. A modest person, Tu speaks of her training in Chinese medicine and the help of her team as the reasons for her success. However, it was her passionate commitment to finding a cure that made the struggle worthwhile.

NOTES

1. "Youyou" refers to the sound that a deer makes to call other deer.
2. *Book of Songs*, also *Classic of Poetry*, is a collection of ancient Chinese poetry.

● Comprehension Plus

I. Complete the table with events from the text.

Time	Events
1930	
1951	
1969	
2015	

II. Answer the questions.

1. Why did Tu Youyou go to Hainan to study malaria?
2. Where did Tu's team find the key to beating malaria?
3. Why did Tu decide to test artemisinin on herself?
4. The author uses numbers when introducing Tu's work. What do these numbers tell us?
5. According to the author, it was Tu's "passionate commitment to finding a cure that made the struggle worthwhile." What evidence does the author use to support this view?

Culture Link

Alexander Fleming and the Discovery of Penicillin

Sir Alexander Fleming (1881–1955) was one of the most influential scientists of his time. He is best known for discovering the antibiotic substance penicillin in 1928. He shared a Nobel Prize in Physiology or Medicine in 1945 for this discovery with Howard Walter Florey and Ernst Boris Chain. Penicillin has saved millions of people's lives since its discovery.

Critical Thinking

Identifying key factors

I. Identify the main success factors mentioned in this unit and fill in your answers in the table.

Texts	Success Factors
Stay Hungry. Stay Foolish.	
A Significant Predictor of Success	
Malaria Fighter's Path to Nobel Prize	

II. Which factor do you think is the most important for achieving success? Why?

Creating your formula for success

Reflect on your personal experiences and create your own formula for success.

Step 1 Write a formula for success.

Step 2 Define the symbols in the formula. Here are two examples:

Albert Einstein's formula for success:

$$A = X + Y + Z$$

A is success.

X is work.

Y is play.

Z is keeping your mouth shut.

Thomas Edison's formula for success:

$$X = 1\% Y + 99\% Z$$

X is success.

Y is inspiration.

Z is perspiration.

Step 3 Share your formula for success with the class and explain the reasons behind the formula.



Self-assessment

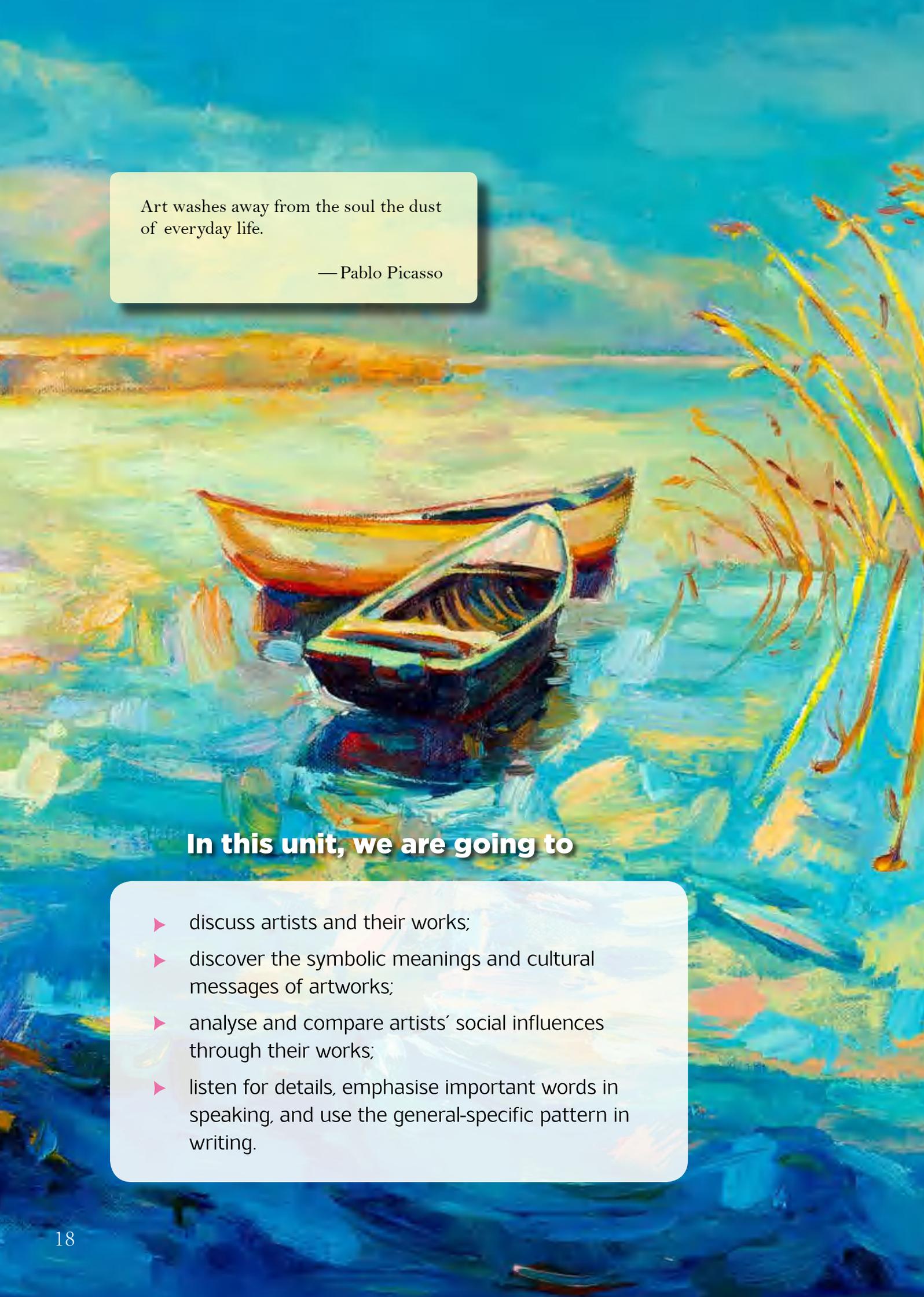
Look at the expected learning outcomes of this unit and answer the questions.

- A. Identifying the characteristics of people who achieve success in challenging situations
- B. Writing about my secrets to success
- C. Creating my own formula for success
- D. Identifying key factors for success
- E. Finding organisational patterns in reading
- F. Pacing my speech
- G. Using the cause-effect pattern in writing

Which of the above have you done well? Why and how?

Which of the above do you still find difficult? Why?

What do you plan to do if you find something difficult?



Art washes away from the soul the dust
of everyday life.

— Pablo Picasso

In this unit, we are going to

- ▶ discuss artists and their works;
- ▶ discover the symbolic meanings and cultural messages of artworks;
- ▶ analyse and compare artists' social influences through their works;
- ▶ listen for details, emphasise important words in speaking, and use the general-specific pattern in writing.



Unit 2

Art and Artists

Reading A

Getting Started

- Match each artwork with its art form and name. Share what you know about them.



2



1



3



4

- a. Painting (oil painting)
- b. Painting (ink wash painting)
- c. Dance (ballet)
- d. Sculpture

- A. *The Thinker*
- B. *Bamboo and Rocks*
- C. *Swan Lake*
- D. *Mona Lisa*

Who was Qi Baishi? What is he famous for? What honour did he receive? Read the text and learn more about his life.

PEOPLE'S ARTIST

From carpenter to great artist — this was the course of Qi Baishi's life. He achieved success by coupling talent with hard work. In 1953, he was honoured with the title "People's Artist" by the Chinese government.

Qi Baishi's works of shrimps, crabs and fish have often been on display. For most of the general public, however, his masterpieces are his paintings of shrimps. At the beginning, he painted these small animals by following ancient models. Later, he developed a personal style by using shades of black ink to show a shrimp's body, giving it an almost real-life feel.

Qi's works go beyond aquatic life. Some of his paintings are flowers, symbolic of prosperity, and vegetables, indicating rich harvests. People love these nature-based paintings because the works remind them of the countryside and of their hometowns. The dove is another common subject in Qi's art during his later years, showing his wish for world peace.

In his painting *Qingping Fulai (Happiness in Peace)*, an old man holds a vase, with a fruit bat over him. In Chinese culture, the vase symbolises peace and the bat



30 happiness, following the putonghua pronunciations of these words. This painting reveals his hope for a stable and harmonious life, a wish common to people everywhere.

35 Be it landscapes, birds, flowers or figures, Qi's paintings are rich in expression and detail. Using heavy ink, bright colours and energetic strokes, he created works in a fresh and lively manner, expressing his love of nature and life. His art reflects an international trend in modern art at the time, yet he expressed it in a typical Chinese way.

40 Although the world recognises him first as a painter, Qi is also known for his seal carvings and poems. The large number of his works reflects a variety of interests and experiences.

45 The man was hardworking even in his 70s. In a group of his paintings, Qi drew insects in the corners, leaving some parts blank. He did so because he wanted to focus on the finer details when his eyesight was still good enough for the task, and planned to fill these spaces with flowers later on.

50 Qi kept looking for higher goals, especially as he got older. While many other Chinese artists retire from public life at an old age, Qi actively took on more social responsibilities. He said: "I love my hometown, my country and all the lives there. In recent years, I have realised that what I pursue is world peace."

In 1956, he was awarded the International Peace Prize by the World Peace Council.

● **Personal Touch**

- If you were a painter, what would you like to paint? What message would you like to convey? Why?

Digging In

● Comprehension

I. What does the text tell us about Qi Baishi? Tick (✓) the items that are mentioned in the text.

- | | | |
|---|--|---|
| <input type="checkbox"/> his works of art | <input type="checkbox"/> his areas of interest | <input type="checkbox"/> his family |
| <input type="checkbox"/> his artistic expressions | <input type="checkbox"/> his artistic style | <input type="checkbox"/> his friendships |
| <input type="checkbox"/> his social influences | <input type="checkbox"/> his life in old age | <input type="checkbox"/> his educational background |

II. Complete the outline according to the text.

People's Artist		
Qi's artworks	Art forms	<ul style="list-style-type: none"> • paintings • 3 _____ • 4 _____
	Common 2 _____	<ul style="list-style-type: none"> • 5 _____ • flowers and vegetables • doves
	Artistic style	<ul style="list-style-type: none"> • rich in 6 _____ • fresh and 7 _____ • reflecting a trend of modern art in a typical Chinese way
Qi's social 1 _____	<ul style="list-style-type: none"> • expressing ordinary Chinese people's wishes • taking on more 8 _____ • being awarded the International Peace Prize 	

III. Answer the questions.

1. In what ways did Qi express symbolic meanings in his paintings?
2. What do you think made Qi Baishi a "People's Artist"?

● Vocabulary Focus

I. Key Vocabulary

Fill in each blank with the appropriate form of a word from the text. The first letter is given.

Qi Baishi is one of the most famous painters in China. He achieved success by coupling t_____ with hard work. He was h_____ with the title “People’s Artist” in 1953. Qi’s paintings touch on various subjects. The general public are most impressed by his creations of aquatic life like shrimps, crabs and fish. People also love his paintings of flowers and vegetables, which i_____ wishes for prosperity and harvests. These works also r_____ them of the countryside and of their hometowns. Another common subject in Qi’s art is the dove, showing his wish for world peace. His works are fresh and lively, r_____ in expression and detail. Though expressed in a t_____ Chinese way, Qi’s works reflect an international trend in modern art. Qi is r_____ first as a painter, but is also famous for seal carvings and poems. The older he got, the higher the g_____ he set for himself. Unlike other elderly artists who r_____ from public life, Qi played a more active social role as he aged. The International Peace Prize was a_____ to him in 1956.

II. Word Partners: Verb + *with*, verb + *of*

1. Underline the “verb + *with*” and “verb + *of*” collocations in the sentences and explain the meaning of *with* or *of* in each collocation.

- (1) Qi Baishi was honoured with the title “People’s Artist.”
- (2) He achieved success by coupling talent with hard work.
- (3) The artistic creations remind them of their hometowns.
- (4) The artist’s wife donated most of his artworks to the local museum after he died of cancer.
- (5) After much practice, the jazz dancer found himself cured of stage fright when dancing alone on this important occasion.
- (6) Even masterpieces of landscape painting cannot compete with the beauty of nature.



A preposition can often be used together with a variety of verbs to express different meanings.

For example:

The word *with* can be used after verbs to mean:

- (a) using, having, carrying
- (b) along with
- (c) in opposition to ...

The word *of* can be used after verbs to mean:

- (a) concerning
- (b) expressing a cause
- (c) from ...



2. Fill in the blanks with the appropriate forms of the “verb + *of/with*” collocations given in the box.

cure ... of
fill ... with

remind ... of
struggle with

connect ... with
associate ... with

Loving Vincent is the world’s first fully oil painted feature film. It **1** _____ people _____ Vincent van Gogh’s life and works. Throughout his life, Van Gogh **2** _____ painful mental illness. His paintings, however, use very bright colours and sometimes seem joyful. Night, a common subject in Van Gogh’s works, was for him a time of creativity, often **3** _____ a feeling of safety and comfort. In his *Starry Night*, a quiet town sits under the night sky, which **4** _____ shining stars. There is also a tree in the painting. The tree **5** _____ the earth _____ the sky, reflecting the artist’s thought about death — the destination of life’s journey. The painting failed to **6** _____ the painter _____ his mental disease; however, it has become a great source of inspiration for artistic creations ever since, including the famous song “Starry, Starry Night.”

● Grammar in Use

Infinitives 1 — used as objects, complements, adverbials and attributives

- I. Underline the infinitives in the paragraph and say whether they are used in the same way.

It requires a certain amount of knowledge to appreciate a work of art. We should be able to explain why we like or dislike the artwork. The easiest way to begin our appreciation is to place the work in its time and place, because we need to know how it is related to the context in which it is created.

Grammar Highlights

01 | Infinitives (*to do*) can function as the object, the complement, the adverbial, the attributive, etc.

02 | Bare infinitives are infinitives without *to*. They are often used as the object complement of action verbs like *make, let, have*, as well as verbs of senses like *hear, watch, feel*.

Form	Example	Function
verb + to do (hope, decide, want, would like ...)	He did so because he <u>wanted to focus on</u> the finer details when his eyesight was still good enough for the task.	object
verb + wh- word + to do (know, understand, wonder ...)	Have you ever <u>wondered how to dress</u> for a symphony performance?	object
(in order / so as) to do	Painters use a variety of brushes and other tools <u>in order to create</u> different effects.	adverbial
verb + sb./sth. + to do (ask, expect, advise ...)	My teacher <u>advised me to go to</u> the opera this weekend.	object complement
verb + sb./sth. + do (make, let, have, hear, watch, feel ...)	Yesterday I <u>heard John sing</u> "Blowin' in the Wind."	object complement
noun + to do	Bob Dylan became <u>the first songwriter to win</u> the Nobel Prize for Literature.	attributive

II. Complete the dialogue with the *-ing* forms or infinitives of the verbs in brackets.

Xiaosong: How was the play *The Merchant of Venice*, Sam?

Sam: Brilliant, but I really couldn't stand the two men behind me **1** _____ (chat) and **2** _____ (laugh) from time to time.

Xiaosong: Did you ask them **3** _____ (stop)?

Sam: Yes, but it didn't help.

Xiaosong: At the theatre, the audience are required **4** _____ (keep) quiet.

Sam: To be frank, I expected other people **5** _____ (tell) them to stop, but it didn't happen.

III. Rewrite the passage, replacing the underlined parts with infinitives.

How do you "read" a painting? Do you have the skills with which you can appreciate it? When setting out to understand a painting, you will want to search for signs of those emotions the artist wanted to express. Not every work of art will attract your attention at first sight. You need to spend some time figuring out the clues so that you can understand the specific emotions communicated in the painting. One important thing you should remember is that, in art appreciation, "right and wrong" is often not so clear. You may discover things about a painting that no one else has thought about!

Listening and Viewing



Vincent van Gogh (Mini-lecture)

I. Work in groups and discuss the questions.

Who was Vincent van Gogh? What is he famous for?

II. Listen to the mini-lecture and choose the best answer.

1. What kind of person was Vincent van Gogh?

- A. A talented, poor and unhappy artist.
- B. A troublesome, poor and outgoing artist.
- C. A creative, unique and wealthy artist.
- D. A happy, gentle and popular artist.

2. Based on the mini-lecture, which of the following pictures was most probably painted by Vincent van Gogh?



A



B



C



D

III. Listen again and fill in the blanks.

Listening Strategy

Listening for details

Vincent van Gogh's personal life:

- His nationality was **1** _____.
- He was never able to **2** _____ himself.
- People often described him as a **3** _____ person to get along with who was rarely **4** _____.

Vincent van Gogh's works:

- His works are described as **5** _____.
- His painting style is **6** _____.
- His works use very **7** _____ colours.
- The shapes of his paintings are **8** _____ and **9** _____.
- After his death, his paintings became some of the most **10** _____ in the world.

IV. Answer the questions.

Do you think popular artworks are always good artworks? Why or why not?

Blowin' in the Wind (Music video)

I. Read the title of the song and guess what is blowing in the wind.

II. Watch the video and answer the question.

What message does the songwriter want to convey?

III. Watch again and fill in the blanks.

How many roads must a man walk down

Before you call him a man

How many seas must a white **1** _____ sail

Before she sleeps in the sand

Yes, and how many times must the cannonballs **2** _____

Before they're forever **3** _____

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind

Yes, and how many years can a mountain **4** _____

Before it is washed to the sea

Yes, and how many years can some people exist

Before they're **5** _____ to be free

Yes, and how many times can a man turn his head

And **6** _____ that he just doesn't see

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind

Yes, and how many times must a man look up

Before he can see the sky

Yes, and how many ears must one man have

Before he can hear people **7** _____

Yes, and how many deaths will it take

Till he knows that too many people have **8** _____

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind

IV. Watch again and discuss the questions.

Which lines of the song are your favourite? Why?



Culture Link

Bob Dylan

Bob Dylan (24 May 1941–) is an American singer, songwriter, author and artist. His songs touch on a wide range of political, social, philosophical and literary topics. In 2016, he was awarded the Nobel Prize for Literature “for having created new poetic expressions within the great American song tradition.”

When introducing a person, make sure you attract the audience's attention by emphasising important words. You should neither stress every single word nor speak without any stress.

Introducing an Artist

- I. Speaking:** Guessing the artist
- The School Art Festival is coming. Your class is organising a guessing game about artists.



Rules

1. Work in groups. Each group prepares five clues about a certain artist.
2. Groups take turns to introduce an artist by giving the clues without mentioning his/her name.
3. Other groups can only start to guess when all the five clues are given.
4. The first group that gets the artist's name is the winner of that round.

Time:

4 p.m. – 5 p.m.
25 March

Place:

Room 123,
Building 6

II. Writing: Introducing artists for an art exhibition

Discuss the clues given by all the groups and decide which clues provide general information and which provide detailed information. Each group is to write an introduction to a certain artist for an art exhibition in the School Art Festival.

Writing Strategy

Writing in the general-specific pattern

The **general-specific pattern** begins with a general statement and then leads into details that support and explain the general statement. The pattern can be used to develop a paragraph, essay or speech.

Step 1 Write a general statement about the artist.

e.g. He is one of the best-known Chinese painters in the 20th century.

Step 2 Give supporting details about his/her artworks and social influences.

- Artworks: art forms, subjects, messages / symbolic meanings, styles, etc.
- Social influences: honours, titles, influences on other people, etc.

Step 3 Follow the outline and write a paragraph of 80–100 words.

General statement: _____

Supporting detail 1:

Supporting detail 2 :

BANQUET SPEECH

Good evening, everyone.

I extend my warmest greetings to the members of the Swedish Academy and to all of the other distinguished guests in attendance tonight.

I'm sorry I can't be with you in person, but I am most definitely with you in spirit and honored to be receiving such a prize. Being awarded the Nobel Prize for Literature is something I never could have imagined. From an early age, I've been familiar with the works of those giants of literature, whose works are taught in the schoolroom and spoken of in respectful tones. That I now join the names on such a list is truly beyond words.

If someone had ever told me that I had the slightest chance of winning the Nobel Prize, I would have to think that I'd have about the same possibility as standing on the moon. I was out on the road when I received this surprising news. I began to think about William Shakespeare, the great literary figure. When he was writing *Hamlet*, I'm sure he was thinking about a lot of different things: "Who're the right actors for these roles?" "How should this be staged?" But there were also more ordinary matters to consider and deal with. "Is the money in place?" I would bet that the farthest thing from Shakespeare's mind was the question "Is this literature?"

When I started writing songs as a teenager, I thought they could be heard in coffee houses or bars, maybe later in places like Carnegie Hall. If I was really dreaming big, maybe I could imagine getting to make a record and then hearing my songs on the radio. Making records and hearing your songs on the radio meant that you were reaching a big audience. Well, I've been doing what I set out to do for a long time. I've made dozens of records and played thousands of concerts all around the world. But it's my songs that are at the vital center of almost everything I do. They seemed to have found a place in the lives of many people throughout many different cultures and I'm grateful for that.

But, like Shakespeare, I, too, am often occupied with both my creations and other ordinary matters. "Who are the best musicians for these songs?" "Am I recording in the right studio?" Some things never change, even in 400 years.

Not once have I ever had the time to ask myself, "Are my songs literature?"

So, I do thank the Swedish Academy, both for taking the time to consider that very question and, ultimately, for providing such a wonderful answer.

My best wishes to you all.

Bob Dylan

● Comprehension Plus

Answer the questions.

1. What feelings does Bob Dylan show in his speech?
2. Why does Dylan mention Shakespeare? In his opinion, what do he and Shakespeare have in common?
3. Do you think Dylan's songs are literature? Why or why not?



Critical Thinking

Analysing and comparing

I. Complete the table according to what you have learned in this unit.

Artist	Art forms	Artistic style	Messages
Qi Baishi	<ul style="list-style-type: none"> • paintings • seal carvings • poems 		<ul style="list-style-type: none"> • love of nature • wish for peace and happiness
Vincent van Gogh		Post-Impressionism: <ul style="list-style-type: none"> • very personal • using very bright colours • the shapes being strange and dreamlike 	Not mentioned.
Bob Dylan		Not mentioned.	

II. Choose two artists from the table above to compare. What do they have in common? Support your opinions with detailed information.

Further Exploration

Taking a field trip to a local art museum

Visit a local art museum, write a field trip report and present it in class.

Step 1 Plan the trip. Take a few minutes to check the websites of local art museums and discover what artworks will be on display. Decide where to go, when to go and whom to go with.

Step 2 Visit the art museum and take some notes or pictures if possible.

Step 3 Write a report (see the example below) and present it in class.



FIELD TRIP REPORT

Where I went: _____

When I went: _____

Who I went with: _____

What I discovered: _____

My favourite artwork: _____

• *Important facts about it:* _____

• *Reasons why I liked it:* _____

What I brought home: _____

Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Identifying the symbolic meanings of artworks
- B. Introducing an artist
- C. Discovering the cultural messages of songs and other musical works
- D. Writing a report on a field trip to an art museum
- E. Analysing and comparing styles and social influences of artists
- F. Listening for details
- G. Emphasising important words in speaking
- H. Using the general-specific pattern in writing

Which of the above have you done well? Why and how?

Which of the above do you still find difficult? Why?

What do you plan to do if you find something difficult?



Early to bed and early to rise makes a man healthy, wealthy and wise.

— Benjamin Franklin

In this unit, we are going to

- ▶ express opinions about healthy lifestyles;
- ▶ discover healthy lifestyles in different cultures;
- ▶ classify and evaluate health tips;
- ▶ use text information to make predictions in viewing, connect our ideas with others' in speaking, and use the problem-solution pattern in writing.

Unit 3

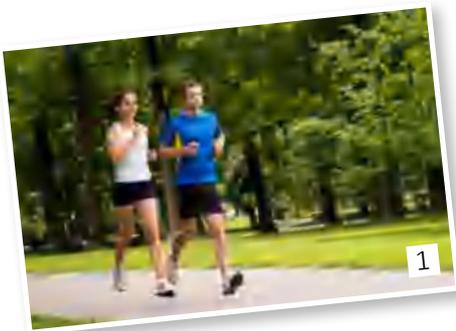
Healthy Lifestyle

Reading A

Getting Started

Look at the pictures and answer the questions.

1. What are the people doing in these pictures? Do you do these kinds of exercise in your spare time?
2. What are the possible benefits of doing exercise?



What is your understanding of a healthy lifestyle? Read the text and find out how to live a healthy life.

TAKE CHARGE OF YOUR HEALTH

As you get older, you're able to start making your own decisions about a lot of things that matter most to you. You may choose your own clothes, music and friends.

5 You may also be ready to make decisions about your body and health.

Healthy eating involves taking control of how much and what types of food you eat, as well as the beverages you drink.

10 Try to replace foods high in sugar, salt and unhealthy fats with fruits, vegetables, whole grains and low-fat protein foods. Make half of your plate fruits and vegetables. Dark green, red and orange vegetables have high levels of the nutrients you need. When you can, choose fresh or frozen fruits and veggies over processed foods. Drink fat-free or low-fat milk and avoid sugary drinks. Soda, energy drinks, sweet tea and some

15 juices have added sugars, a source of extra calories.

Physical activity should be part of your daily life, whether you play sports, take physical education (PE) classes in school, or

25 get around by biking or walking. You should be physically active for at least 60 minutes a day, 3 days a week. Routine activities, such

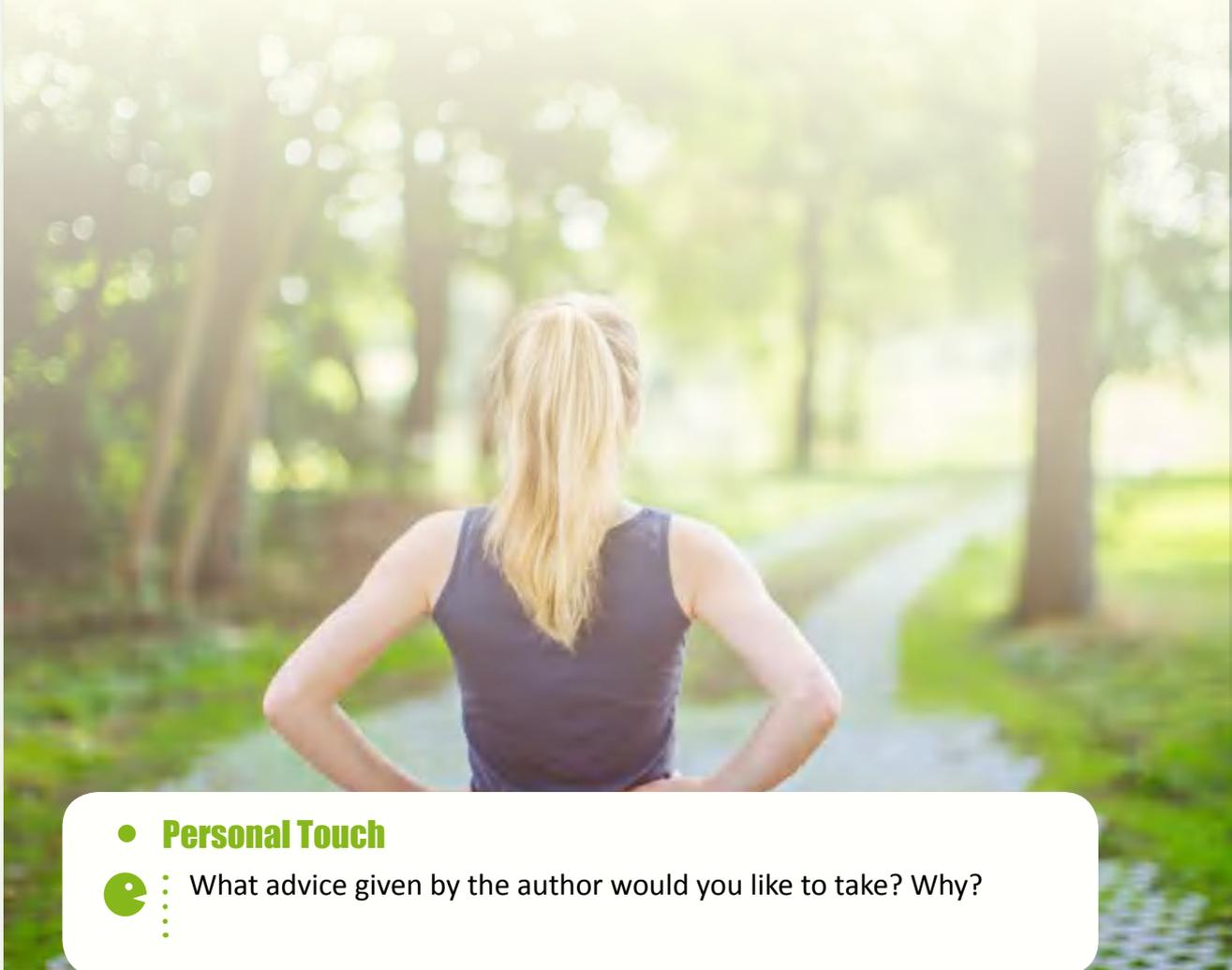
30 as cleaning your room or taking out the trash, may not get your heart rate up the way biking or jogging does, but they are also good ways to keep you active on a regular basis. Fitness apps that you can download onto your computer, smartphone, or other mobile device can help you keep track of how active you are each day.

40 Being active can be more fun with other people, like friends or family members. You may also find that you make friends when you get active by joining a sports team or dance club. Try different kinds of group activities. Involve your friends and challenge them

45 to be healthy with you. Sign up for active events together, like charity walks or fun runs.

50 Getting enough sleep is important for staying healthy. You need enough sleep to do well at school and work and to fight off infection. Not getting enough sleep may make you moody and irritable. If you're between 13 and 18 years old, you should get 8 to 10 hours of sleep each night.

55 Changing your habits can be hard and developing new habits takes time, but so long as you stay motivated, you will meet your goal.



● **Personal Touch**



⋮ What advice given by the author would you like to take? Why?

Digging In

● Comprehension

I. Complete the outline of the text.

Introduction _____

Body

Topic sentence 1: _____

Topic sentence 2: _____

Topic sentence 3: _____

Topic sentence 4: _____

Conclusion _____

II. Choose appropriate sub-headings for paragraphs 2 to 5 of the text.

- | | |
|-------------------------------|------------------------------------|
| A. Get Moving | E. Take Your Time |
| B. Plan Healthy Meals | F. Control Your Weight |
| C. Have Fun with Your Friends | G. Choose Healthy Foods and Drinks |
| D. Get Enough Sleep | |

paragraph 2: _____ paragraph 3: _____

paragraph 4: _____ paragraph 5: _____

III. Answer the questions.

1. Why do we need to avoid sugary drinks?
2. What kind of activities can increase heart rate?
3. Why does the author suggest trying different kinds of activities?
4. What are the possible results if one does not get enough sleep?
5. Do you agree that we should involve our friends and encourage them to develop healthy habits with us? Why or why not?

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage.

replace ... with
on a regular basis

extra
type

charge
sign up

fight off
plate

source
energy



Guidelines for a Healthy Lifestyle

What are healthy habits? How to take **1** _____ of your body and health? Here are some tips to follow:

✓ Eat and drink healthily.

- Take control of how much and what **2** _____ of food you eat. **3** _____ processed foods _____ fruits and vegetables. Make half of your **4** _____ fruits and vegetables.
- Avoid sweet-tasting drinks such as soda, **5** _____ drinks, sweet tea and some juices. Sugars added in these drinks mean **6** _____ calories.
- Drink low-fat or fat-free milk. Like sugar, fat is also an important **7** _____ of calories.

✓ Be physically active.

- Play sports, go jogging or ride a bike.
- Exercise **8** _____.

✓ Make friends in group activities.

- Join sports teams or dance clubs.
- **9** _____ for active events with friends.

✓ Get sufficient sleep.

- Get a minimum of 8 hours of sleep each night if you are between 13 and 18 years old. Getting enough sleep helps to **10** _____ infection.

II. Word Partners: Verb + out



The word *out* can be used after verbs to form phrasal verbs. In phrasal verbs, *out* has a variety of meanings. For example:

- 1) away from the inside of a certain place
He opened the box and took out a bottle of mineral water.
- 2) so as to be revealed or known
Scientists have been working hard to find out the secret to long life.
- 3) to a point where something disappears or is removed
The snowstorm ruled out their weekly outdoor training.



1. Underline phrasal verbs with *out* in the sentences and explain the meaning of *out* in each phrase.

- (1) Routine activities, such as cleaning your room or taking out the trash, may not get your heart rate up the way biking or jogging does.
- (2) Reduce or leave out salt if you prefer a lightly flavoured meal.
- (3) The news report about the healthcare company turned out to be false.
- (4) Let's eat out tonight — I don't feel like cooking.

2. Fill in the blanks with the appropriate forms of the phrasal verbs given in the box.

run out go out weed out set out
find out turn out

- (1) This study attempts to _____ how diet affects sleep.
- (2) It _____ that the medicine had unexpected side effects on her.
- (3) The badminton team uses high standards to _____ applicants with the least ability.
- (4) I must have a break. My strength is _____.
- (5) You should always wear suitable boots when you _____ on a long walk.
- (6) – What are you going to do this evening?
– I'm going to _____ for dinner and buy a pair of running shoes.

● Grammar in Use

Ellipsis

I. Compare the sentences in each pair and say which sentence reads more naturally and why.

1. a. Dark green vegetables, red vegetables and orange vegetables have high levels of nutrients.
b. Dark green, red and orange vegetables have high levels of nutrients.
2. a. Emma's niece doesn't dance a lot now, but she used to.
b. Emma's niece doesn't dance a lot now, but she used to dance a lot.
3. a. He looks a lot healthier than his nephew does.
b. He looks a lot healthier than his nephew.
4. a. – How do you like your potatoes?
– Boiled, please.
b. – How do you like your potatoes?
– Boiled potatoes, please.



Ellipsis is a situation in which one or more words are left out of a sentence but the sentence can still be understood. Ellipsis can be used in different contexts:

- in conditional sentences
I will stop drinking beer if you want me to ~~stop drinking beer~~.
- in sentences with comparative forms
He eats more than anybody else in the class ~~eats~~.
- when answering a question
– *Would you like more cabbage soup?*
– *Yes, I ~~would like more cabbage soup~~, please.*
- when expressions are joined by linking words such as *and*, *but* and *or*
Too much sugar is harmful to physical ~~health~~ and mental health.

II. Rewrite the sentences to avoid any unnecessary repetition.

1. I'll go for a walk with you if you want me to go for a walk with you.
2. Mike runs faster than John runs.
3. – When did you go to the dentist?
– I went to the dentist yesterday morning.
4. – What did they have for lunch?
– Alice had a bottle of yoghurt and some nuts, and Alan had a piece of mushroom pizza.

III. Some students are chatting about health, diet and spare time. Improve the sentences by using ellipsis.

- 1 Xiaohan is going on a diet, but I don't think Xiaosong will go on a diet.
- 2 If you want me to go hiking with you, I will go hiking with you.
- 3 I don't want to sit up late, but I have to sit up late. If it is possible, I'd like to have ten hours of sleep every day.
- 4 My friends have different hobbies. Yihui likes reading, Lingyun likes playing football and Shanshan likes gardening.
- 5 You'd better drink fat-free milk or drink low-fat milk and avoid sugary drinks.
- 6 Although he was still weak and tired, Yutong went jogging for 30 minutes in the afternoon.
- 7 Some of my friends try to keep slim by eating very little, by skipping meals, or by fasting.

Listening and Viewing



Super-agers (Radio programme)

I. Answer the questions.

1. Who are super-agers?
2. What do you think is the secret to long life?

II. Listen to the radio programme and choose the answers (there might be more than one answer).

What do super-agers have in common according to scientists?

- A. They travel and play sports.
- B. They are farmers.
- C. They read a lot.
- D. They have babies at an old age.
- E. They spend time with friends.
- F. They have good eyesight at an old age.
- G. They hold a positive attitude towards life.

III. Listen again and fill in each blank with what you have heard.

In Hunza:

- Many people over one hundred years of age are still in **1** _____.
- Men of ninety are **2** _____ and women of fifty still have babies.

In the Caucasus Mountains:

- People live a long life.
- They are almost never **3** _____.
- When they die, they have not only their **4** _____, but also a full head of hair and good eyesight.

People in these two regions have something in common: they live in mountains **5** _____ from cities. They get a lot of exercise and have quiet and **6** _____ lives.



IV. Answer the questions.

Do you think you can become a super-ager? Why or why not?

Old Age in Okinawa (Talk)

- I. The box on the right shows some text information from the video you are going to watch. Read this information and predict which items from the list below will be mentioned in the video. Tick (✓) your choice(s).

Viewing Strategy

Using text information to make predictions

- The history of Okinawa
- Life expectancy in Okinawa
- Social values in Okinawa
- Life expectancy in the US
- Healthcare in Okinawa
- People's living habits in Okinawa
- Interpersonal relationship in Okinawa
- People's living habits in the US

Okinawa's Longevity Profile

- Longest disability-free life expectancy in the world
- Live seven good years longer than average American
- Five times as many centenarians
- One fifth the rate of breast and colon cancer
- One sixth the rate of cardiovascular disease

II. Watch the video and answer the questions.

- Which items from Activity I are mentioned in the video?
- What major facts does the video tell us about people in Okinawa?

III. Watch again and complete the table.

Eating habits in Okinawa	What they eat	A plant-based diet: <ul style="list-style-type: none"> • 2 _____ with lots of colour in them • eating about 3 _____ as much tofu as Americans
	1 _____ they eat it	Little strategies to keep from 4 _____: <ul style="list-style-type: none"> • using smaller 5 _____ • serving at the counter and putting the food away • using a little saying to remind them to stop eating when their stomach is 6 _____
Social relations in Okinawa	Having half a dozen 7 _____ to travel through life with: <ul style="list-style-type: none"> • sharing the bounty when you have good luck • having somebody who 8 _____ when things go bad 	

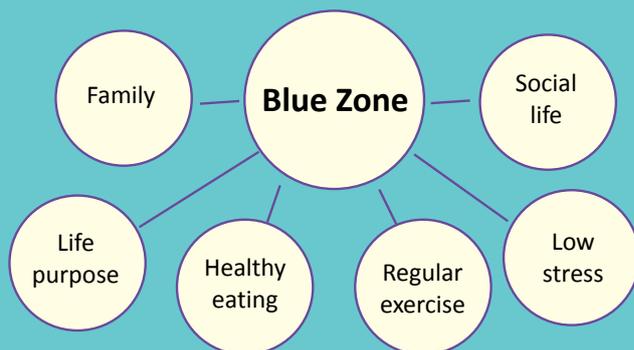
IV. Answer the questions.

Who has the healthiest lifestyle in your family? What living habits does he or she have?

Culture Link

The Blue Zone Lifestyle

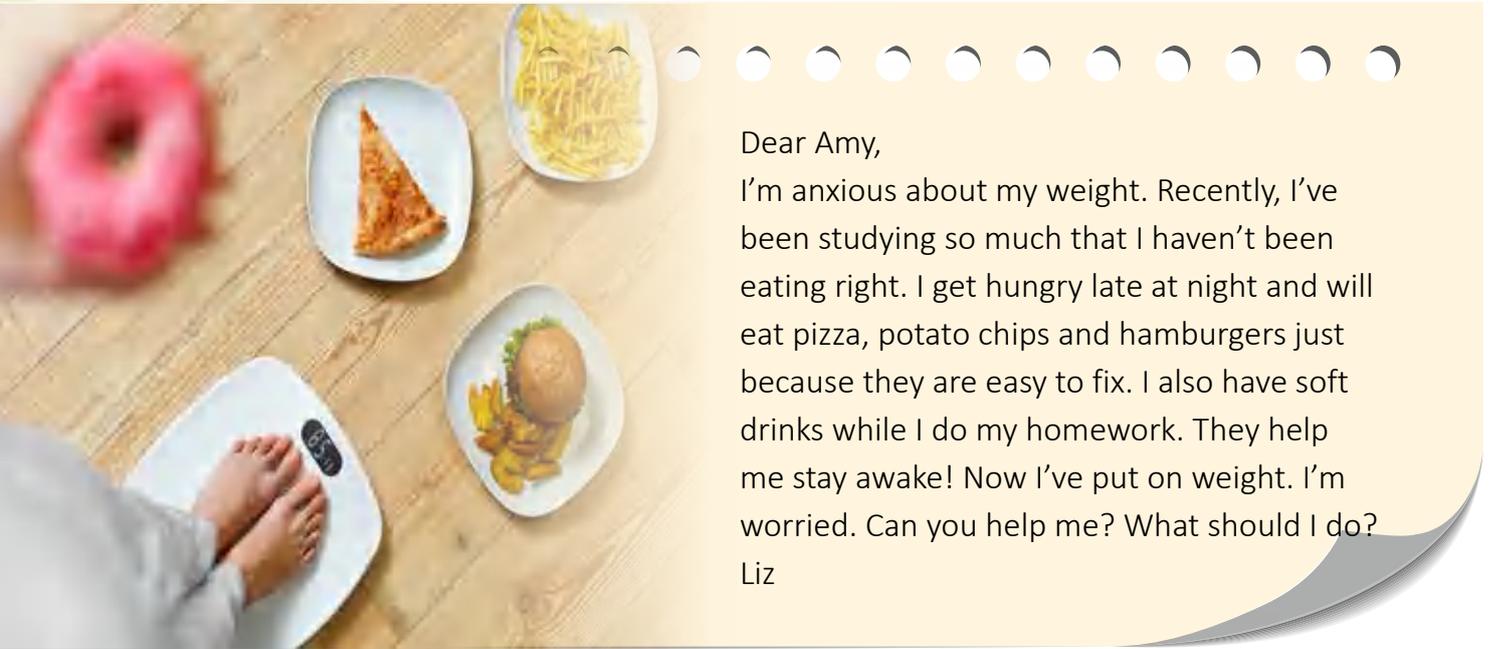
Blue Zones are areas in the world where people live longer and more healthily than anywhere else, e.g., Okinawa (Japan), Sardinia (Italy), Nicoya (Costa Rica) and Icaria (Greece). People in Blue Zones generally maintain a lifestyle that includes a healthy diet, daily exercise and a low-stress life that incorporates family, purpose and meaning.



Moving Forward

Leading a Healthy Life

As a member of your school newspaper, you write an advice column called “Ask Amy.” A student reader wrote a letter to the column, asking for advice on a health problem. You are supposed to offer some advice on how to deal with the problem.



Dear Amy,
I'm anxious about my weight. Recently, I've been studying so much that I haven't been eating right. I get hungry late at night and will eat pizza, potato chips and hamburgers just because they are easy to fix. I also have soft drinks while I do my homework. They help me stay awake! Now I've put on weight. I'm worried. Can you help me? What should I do?
Liz

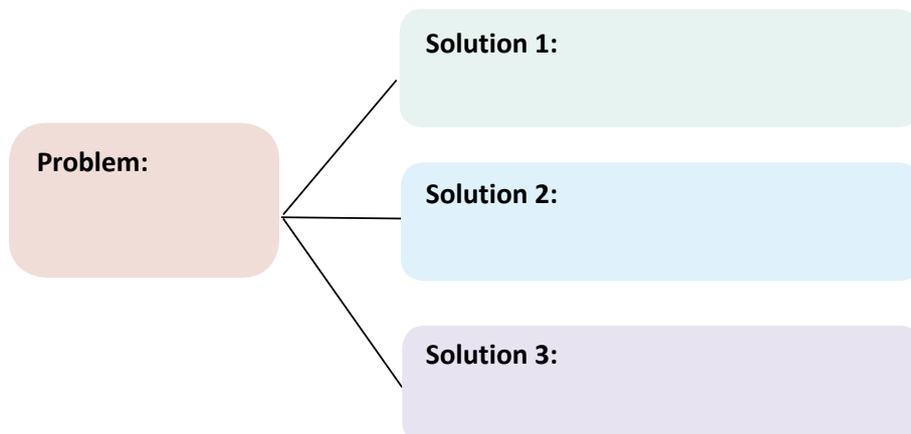
I. **Speaking:** Talking about health problems

Step 1 List possible causes of the problem.

Discuss with a partner: What bad habits have caused Liz's problem?

Step 2 Work out possible solutions to the problem.

Discuss possible solutions to the problem with your partner and complete the problem-solution diagram.



Speaking Strategy

Connecting your ideas with others'

Expressions for connecting your ideas to other people's ideas:

- As you pointed out ...
- You mentioned ..., and I'd like to add that ...
- What do you think?
- How do you feel about ...?
- I see what you're saying, but ...

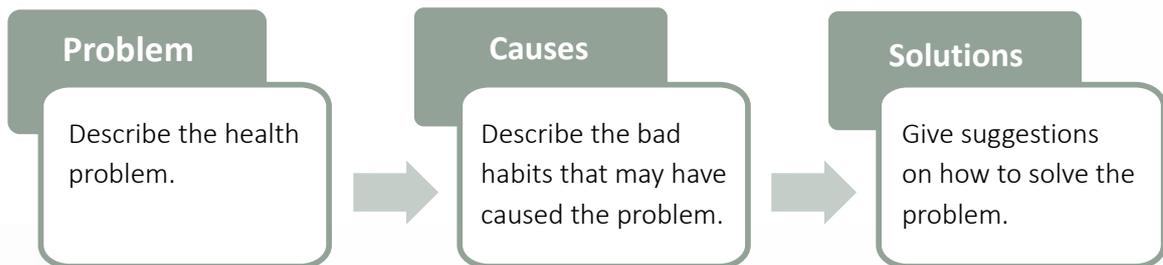
II. Writing: Writing a letter to offer advice about health problems

Writing Strategy

Writing in the problem-solution pattern

A problem-solution essay is one that describes a problem and discusses possible solutions to the problem.

Write a letter of 80–100 words to offer advice on how to solve the health problem mentioned by Liz. You may follow the steps listed below.



Useful Expressions

You mentioned ...

You are worried about ...

There are several possible causes of ...

The most likely cause of ... is ...

Another possible cause is ...

... may cause ...

... can lead to ...

... can result in ...

A useful suggestion would be ...

If I were you, I would ...

It would be a good idea to ...

It would help if you ...

By doing this ...

In this way ...

Another way to ... is / would be to ...

Another suggestion is ...



CLASSIC HEALTH DEBATES



Experts have looked into some of the most common disagreements about making the best choices for your health. Here are some of the latest findings.

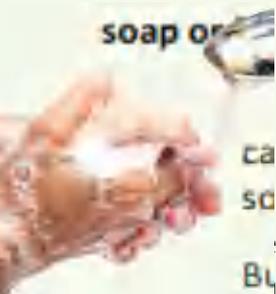
5 Which is better when you're tired — exercise or an extra hour of sleep? Winner: Exercise.



10 Both sleep and exercise are important to your health, but getting an extra hour in addition to a full night's sleep is not going to be as beneficial as a morning workout.

15 Studies have found that a single workout can make you feel happy. It can help a person deal with depression, anxiety and stress. It can also lower your blood pressure, improve your heart health and reduce your risk of disease. What's more, workouts can increase your energy levels. A 2006 review of studies by scientists at the University of Georgia found a link between exercise and fatigue — extreme tiredness. Exercise even helped people who suffered from fatigue; it made them feel more energetic. Working out doesn't use up energy — it builds it. At the end of the day, you feel better after a workout.

Which is better at fighting germs — soap or hand sanitiser? Winner: Soap.



Soap doesn't kill germs that cause diseases, as the alcohol in some sanitisers can.

But if you want cleaner hands, experts say that hand washing with soap and water is the way to go. A hand sanitiser with at least 60 percent alcohol should be only a second option.

40 Many studies have found that running your hands under water, soaping them, then rubbing them together for 20 seconds removes the most germs. Hand washing significantly reduces your chances of falling sick. There's no need to use warm or hot water — cool water clears just as many germs.

Which toothbrush works better — electric or manual? Winner: Electric.

50 In 2014, a Cochrane review of 56 studies confirmed that certain types of powered brushes remove 11 to 21 percent more plaque than manual ones. They also reduce symptoms of gum disease.

55 Another helpful feature of many electric brushes? The timer. "Patients often don't realise how little time they spend cleaning their teeth," says Ricardo Vidal Gonzalez, DDS, of the Mayo Clinic. "Proper brushing takes at least two minutes, but many people brush for less than a minute."

60 Good brushing twice a day by hand or by electric toothbrush is one of the most important ways to encourage not only good oral health but also your overall health. According to Dr Gonzalez, an infection in the mouth is also bad for your heart and blood circulation.



● **Comprehension Plus**

I. Complete the table according to the text.

Debate	Winner	Reasons

II. Work with a partner. Discuss the questions.

1. Which health debate mentioned in the text interests you most? Why?
2. What other health debates do you know about?

Critical Thinking

Classifying and evaluating

I. Fill in the table with health tips mentioned in this unit.

	Dos	Don'ts
Diet		
Physical activities		
Interpersonal relationship		
Others		

II. Discuss the questions.

Among the tips listed in the table above, which ones do you think are the most practical for high school students? Why?

Forming a new habit

Work on your own to build a new habit for a healthier lifestyle. You may follow the steps below.

Step 1 Choose a new habit you want to develop. The following are some examples of daily habits: getting 8 hours of sleep; drinking 8 bottles of water; taking a nap; walking for 30 minutes; avoiding sweet drinks; eating enough vegetables.

Step 2 Create a habit tracker. Here is one example:

Habit _____ Start / /

Why?

What I Need to Do

Challenges

Solutions

Tracker

	S	M	T	W	T	F	S
Week 1							
Week 2							
Week 3							
Week 4							

Reviews

	What Worked?	What Didn't?	Changes to Make
Week 1			
Week 2			
Week 3			
Week 4			

Step 3 Track your habit and measure your progress.

Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Identifying ways of living healthy lives
- B. Giving advice about health problems
- C. Discovering lifestyles in Blue Zones
- D. Building a new habit for a healthier lifestyle
- E. Classifying and evaluating health tips
- F. Using text information to make predictions in viewing
- G. Connecting my ideas with others' in speaking
- H. Using the problem-solution pattern in writing

Which of the above have you done well? Why and how?

Which of the above do you still find difficult? Why?

What do you plan to do if you find something difficult?

The human spirit must prevail over technology.

— Albert Einstein

In this unit, we are going to contactless payment

- ▶ discuss how modern technology changes our lives;
- ▶ build awareness of people's attitudes towards technology in different cultures;
- ▶ weigh the pros and cons of new technologies;
- ▶ make inferences while reading, use comparison and contrast in writing, and pause and collect thoughts in speaking.



Unit 4

Life and Technology

Getting Started

- I. Match the pictures with the names of technologies or inventions.



- a. robotics
- b. autonomous car
- c. 3D printing
- d. high-speed train

- II. Discuss the most important inventions in the last 20 years in China that have changed our daily life.

Reading A

Can robot pets replace real pets? Read the story about a news reporter's experience with a robot dog and find it out.

LIFE WITH A ROBOT DOG

When I first took the robot dog out of the box, I broke into a huge smile. This robot immediately became a “him,” not an “it.” I wanted to play with him. He certainly
5 was a handsome-looking robot dog. He was sleek and polished and the size of a large puppy. His movements were also very dog-like. I watched him stretch, dance, jump around the room and chase a ball. It
10 was fascinating how flexible and natural his movements were.

To start with, the robot dog was hugely satisfying. He not only attracted me at first sight, but possessed some pretty impressive
15 features as well. I could programme him to respond to a given name. By connecting his built-in camera to my computer screen, I could view the world through his eyes. I also had the option of deciding his stage of
20 development — by programming him to be a demanding puppy or a mature adult dog. The best part of the experience was that the robot dog didn't require the same care as a real dog. I didn't have to clean up after him,
25 feed him or walk him. I didn't even have to play with him. He wouldn't complain!

When I looked at him, I saw a real dog and treated him like one. Without any hesitation, I played with him and stroked him affectionately. When he did something good, like dancing for me, I would pet him. I enjoyed watching his enthusiastic response to my attention. It felt perfectly natural. I showered him with love and he always responded happily. He evoked a strong emotional response in me.

However, a true emotional connection is powerful and important — something that never really happened between me and my robot dog. The more I spent time with him, the more I realised that our relationship was limited. My enthusiasm started to die down. I grew increasingly frustrated with my inability to develop a mutual relationship with him. I stopped delighting in his simple movements. I couldn't train him to respond to my commands, even though he was programmed to

learn new tasks. I was constantly losing my patience and getting annoyed with him. He was supposed to be a robot, not a thick-headed terrier. I didn't enjoy the challenge of training and disciplining a robot dog as if it were a living, breathing pup.

I had tried to develop a relationship with a robot but had failed miserably. I eventually stopped referring to him as a "he," and started calling him "the robot." This robot dog may have been a huge success as a technological work of art — it was interactive, fun and impressive to watch — but as a pet dog, it let me down.



● Personal Touch

🗣️ Would you buy that robot dog if you could afford it? Why or why not?

Digging In

● Comprehension

Reading Strategy

Making inferences while reading

I. Answer the questions.

1. What did the robot dog look like?
2. Why was the author attracted by the robot dog at the very beginning?
3. Did the author successfully develop a relationship with the robot dog? Why or why not?
4. What can we infer about the author's feelings from the sentence "I eventually stopped referring to him as a 'he,' and started calling him 'the robot'" in the last paragraph?

II. Complete the table with information from the text.

	The author's feelings towards the robot dog	Descriptions from the text
At first	The author liked the robot dog very much.	Verbs and Verb phrases: <i>broke into a huge smile, played with, stroked, enjoyed, pet, showered him with love, evoked a strong emotional response ...</i>
		Adjectives and adverbs:
		Other expressions:
Later		Verbs and verb phrases:
		Adjectives and adverbs:
		Other expressions:

III. List the similarities and differences between the robot dog and a real dog mentioned in the text.

Similarities:

Differences:

IV. Discuss the question.

If you could own a robot in your home, what functions would you like it to have?

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with words or expressions from the text to complete the passage. Refer to the explanations in the box if necessary.

The author tells of his experience with a robot dog.

When he first saw the robot dog, he was **1** _____ attracted. The dog was good-looking and his **2** _____ were very dog-like. When he moved around, he looked very **3** _____ and natural. He could stretch, dance and jump like a real dog.

At first, the author's experience with the robot dog was **4** _____. Besides his good looks, the robot pet also had some impressive **5** _____. He could be programmed to **6** _____ to a given name. He could also be programmed to be a demanding puppy or a mature adult dog. In addition to that, the built-in camera enabled people to view the world through the dog's eyes. The best part of the experience was that the robot dog didn't need to be taken care of like a real dog and he wouldn't **7** _____!

The author treated the robot dog like a real dog. He enjoyed petting the dog and seeing his enthusiastic response. The best part of the experience with the robot dog was that there was no need to look after him.

Later, however, the author became increasingly disappointed with the robot dog. He realised that the relationship between him and his robot pet was **8** _____. He couldn't train the robot dog to respond to his commands and gradually lost patience and got annoyed. **9** _____, he stopped **10** _____ the robot dog as a "he," and started calling him "the robot."

1. without delay

2. acts of moving

3. able to bend easily

4. giving pleasure

5. characteristics

6. react

7. express dissatisfaction

8. not much

9. in the end

10. speaking about

II. Word Partners: Verb + *down*

The word *down* can be used after verbs to form phrasal verbs. In phrasal verbs, *down* has a variety of meanings. For example:

1) downward

The robot dog's movements were quite flexible. He could stretch, dance, jump around and lie down on the ground.

2) to a lower level or a smaller amount

My enthusiasm started to die down.

3) upset or unhappy

As a pet dog, it let me down.

4) out of operation

You may shut down the machine by pressing the power button on the controller.



1. Underline phrasal verbs with *down* in the sentences and explain the meaning of *down* in each phrase.

- (1) – I'm spending too much time on my smartphone these days.
– Yeah. You really need to find ways to cut down on smartphone usage.
- (2) Many factories are experiencing huge losses over the changes of setup of the machines and skills. Some factories will even close down.
- (3) The little girl broke down and cried when her parents refused to buy her a robot pet.
- (4) The room cooled down soon after she turned on the air conditioner.

2. Use verbs from the box together with *off*, *with*, *of*, *out* or *down* to complete the sentences.

speak deal slow put turn

e.g. I can't hear you. Could you please turn down the radio?

- (1) Putting too many files on the desktop can _____ your computer.
- (2) He _____ the machine when he left the lab.
- (3) This report _____ technology in education today.
- (4) – We were just _____ the new robot cleaner. What do you think of it?
– Well, I like it very much. Some of its functions are quite impressive.
- (5) It is predicted that robots will be able to _____ fires in the future.

● Grammar in Use

Perfect modals

I. Read the sentences and pay attention to the underlined parts. Do the underlined parts in each pair have similar or different meanings?

e.g. (a) Lucas can't find his e-reader. He might have left it in the library.

(b) Lucas can't find his e-reader. He must have left it in the library.

The underlined parts have different meanings. In (a), the speaker thinks it was possible that Lucas left the e-reader in the library; in (b), the speaker feels sure that Lucas left the e-reader in the library.

1. (a) Sophia was late this morning. She might have got stuck in traffic.
(b) Sophia took the subway this morning. She couldn't have got stuck in traffic.
2. (a) George could have finished the report on smart homes of the future, but his computer was out of order.
(b) George couldn't have finished the report on smart homes of the future. His computer was out of order.
3. (a) I should have signed up for the online course. It is free of charge.
(b) I shouldn't have signed up for the online course. It is too difficult for me.



Perfect modals (modal + *have done*) are usually used to express an opinion or judgement about what has happened. For example:

- *I **may/might have** left my e-reader in the classroom, but I'm not sure.* (The speaker thinks that something was possible in the past.)
- *She **must have** passed the online course — she looks so happy.* (The speaker feels sure that something was true in the past.)
- *I trust her. She **couldn't have** stolen the smartphone.* (The speaker thinks that something was not possible in the past.)
- *The accident **could have** been prevented, but the traffic cameras weren't working!* (The speaker thinks that something was possible in the past, even though it did not happen.)
- *I **should have** bought the dishwasher.* (The speaker expresses regret about not having done something.)
- *I **shouldn't have** bought the dishwasher.* (The speaker expresses regret about having done something.)

II. Complete the conversation with the perfect modals of the given verbs. You may need to use the negative.

A: I wonder what I've done with my e-reader. I can't find it.

B: Isn't it in your schoolbag?

A: I **1** _____ (put) it in my schoolbag, because it wasn't there when I got home.

B: Where could it be?

A: I was reading it on the subway. I **2** _____ (leave) it there! It's the only explanation I can think of.

B: Did you check your bag when you got off the subway?

A: No, I didn't. I **3** _____ (be) so careless.

B: I suppose some kind person **4** _____ (find) it and handed it to the lost and found office.

A: I hope so. Let's go there and check it out.

III. Rewrite each sentence using a perfect modal. You may need to use the negative.

e.g. It's possible that he took your smartphone by mistake.

He **may/might have taken** your smartphone by mistake.

1. I didn't bring my laptop, and I can't work now.

_____ . I can't work now.

2. It is impossible that he forgot to shut down the engine last night.

_____ .

3. Olivia was wrong to read the e-mail Max sent me.

_____ .

Listening and Viewing



Americans Are Worried about New Technology (Report)

I. Discuss the questions.

The following are some possible negative effects of modern technology. Which one(s) do you agree with? Why?

1. People may become fatter because they will have to do little physical work.
2. People may become less intelligent because computers will solve most problems.
3. Some people may lose their jobs because robots will do most of the work.
4. People may gradually lose social skills because there will be fewer opportunities for face-to-face communication.

II. Listen to the news report and choose the best answer.

Americans are worried about new technology because they are afraid _____.

- A. machines, including robots, are dangerous to people
- B. new inventions will make them lose their jobs
- C. human beings will be controlled by robots
- D. human beings will be destroyed by robots

III. Listen again and fill in the blanks.

Concerns	<ul style="list-style-type: none">• 75 percent of Americans: Automation will increase 1 _____ inequality.• 2 _____ percent of Americans: People will face difficulty finding things to do with their lives.• Machines will not always make 3 _____ .<ul style="list-style-type: none">▶ 4 _____ percent of Americans: They would not apply for a job that uses a computer program to choose the most qualified person.▶ 56 percent of Americans: They would not ride in a 5 _____ .• 6 _____ percent of Americans: They believe their jobs are threatened by automation.
Demands	<ul style="list-style-type: none">• 7 _____ percent of Americans: Require all self-driving cars to have a human in the driver's seat who can 8 _____ when needed.• 9 _____ percent of Americans: Limit machines to mostly doing jobs that are 10 _____ for humans.

IV. Discuss the questions.

What jobs do you think will probably disappear in the next 50 years? Why?



VR Technology (Documentary clip)

I. Look at the picture on the right and answer the questions.

1. What technology is shown in the picture?
2. What are the children probably doing?

II. Watch the video and answer the question.

What are the elderly couple's attitudes toward virtual reality?

III. Watch again and choose the best answers.

1. The elderly couple have not yet been to _____.
A. Japan B. Thailand C. France D. South Korea
2. Which of the following statements is not true according to the video?
A. The young man works in New York City.
B. It upsets the elderly couple that they can't easily go out.
C. The elderly couple enjoy the VR experience a lot.
D. VR takes the elderly couple back to some islands in Thailand.
3. According to the video, VR technology _____.
A. brings the elderly couple back to the places they visited a long time ago
B. helps the elderly couple visit places they have never visited before
C. helps to treat the elderly couple's mental illnesses
D. shows the elderly couple pictures of their workplaces in New York

IV. Discuss the question.

What other things can people do with VR technology?



Culture Link

The Amish People and Technology

The Amish people in America are known for simple living. They are highly selective in the way they use technology: television, personal computers and smartphones are generally not permitted in many Amish homes. However, more technology usage has been permitted in Amish society in recent years.

Moving Forward

Sharing Views on Online and Traditional Classroom Learning

Your class is organising a discussion about online and traditional classroom learning. Every student is expected to share views on the topic.

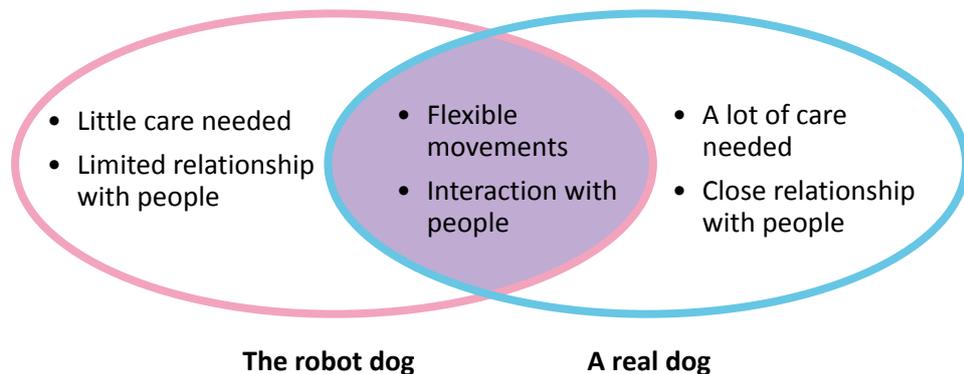
-  I. **Writing:** Analysing the similarities and differences between online and traditional classroom learning

In 80–100 words, write two paragraphs to discuss the similarities and differences between online and traditional classroom learning.

Writing Strategy

Using comparison and contrast

Comparison and contrast is a text structure where the similarities and differences of two or more things are explored. Making a diagram can help you quickly and efficiently compare and contrast two or more items. For example:



Step 1 Work in groups. Discuss the similarities and differences between the two types of learning. Note down the similarities and differences in a diagram.

Step 2 Write a paragraph about the similarities.

Online and traditional classroom learning share several common features.

Step 3 Write a paragraph about the differences.

There are also some differences between the two.



Useful Expressions

Comparison (similarities)

... is similar to ...
 ... also ...
 Both ...
 Likewise, ...
 ... share some common features.
 One similarity is ...
 Another similarity / shared feature is ...

Contrast (differences)

In contrast to ...
 Unlike ...
 However, ...
 While ...
 ... is different from ... in that ...
 One difference is ...
 Another difference is ...

II. Speaking: Giving a presentation on online learning

Speaking Strategy

Pausing and collecting your thoughts

Pausing is an important strategy in speaking. Here are a few tips for effective pauses:

1. Pause before you start a speech. When you are introduced as a speaker, you may take a few seconds to smile, make eye contact, and pause before you start.
2. Pause to break up the sections of your speech. Pause longer between the main sections, such as the introduction, the body, and the conclusion of your speech.
3. Pause to emphasise a word or phrase. To gain the attention of your audience, pause intentionally before you say something important.
4. Use filler words when you need time to collect thoughts. Some of the common filler words in English are *um*, *uh*, *er*, *like*, *okay*, *right*, and *you know*.

Work in groups. Each group is going to present opinions on the advantages and disadvantages of online learning.

- Step 1** Discuss in groups the main advantages and disadvantages of online learning.
- Step 2** Come up with some good examples, statistics or personal experiences to support your main ideas.
- Step 3** Practise your presentation.
- Step 4** Give your group presentation in class.





Reading B

DOCTORS IN CHINA DO SURGERY OVER 5G INTERNET

The future of surgery is looking “remote.” Doctors in China have directed the heart surgery of a patient hundreds of kilometres away, using a 5G mobile Internet connection. This follows on from a surgeon who recently used the same technology to remotely control a surgical robot for an operation.

What makes long-distance surgery attractive is that leading specialists can help with operations without being present in the operating room. All they need is a fast Internet connection that can be trusted. Up till now, this was what they lacked.

On April 3, heart specialist Dr Guo directed surgery on a 41-year-old woman. She had a hole in her heart since birth. Guo and his expert team were in a hospital in Guangzhou, while the woman was almost 400 kilometres away in a hospital in Gaozhou.

To prepare for the operation, Guo and his team studied a 3D model of the patient’s heart, put together by artificial intelligence using medical images. Then they worked out a surgical plan.

Guo and his team used a live video conference link to instruct the operating team on where to make cuts and where to sew up. They could see the operation clearly. They also observed the operation from a camera placed inside the woman’s chest.

“Advanced Internet technology can

save our doctors a lot of time because they don’t have to travel as much. They can use that time to save more lives,” said Dr Zhang from a hospital in Guangzhou.

Following its success, this technique has been repeated several times all over China. Doctors far apart have had the chance to work together.

The 5G network used in these operations is many times faster than the 4G mobile Internet that we currently use. It can provide a more stable connection by greatly reducing signal delay. With 4G, delays can be between 20 and 80 milliseconds. With 5G, they drop to about 1 millisecond.

This reduction isn’t too important when there are human doctors at both ends of a connection. But it makes a huge difference during telesurgery when a doctor operates remotely with a robot. Recently, neurosurgeon Dr Ling used a surgical robot to insert a medical device into the brain of someone with Parkinson’s disease. At the time, the surgeon was located in Hainan while the patient was in Beijing. Ling could not fly to Beijing immediately when his patient needed surgery. However, he was there “remotely,” directing the robot to be his hands.

This is what the future of healthcare will look like.

● Comprehension Plus

I. Answer the questions.

1. What does the author mean by “The future of surgery is looking ‘remote’”?
2. What types of technology did Guo and his team use to direct the surgery hundreds of kilometres away?
3. What is the advantage of 5G network over 4G network?
4. In what type of surgery is 5G network particularly important?

II. Complete the table with information from the text.

Remote surgeries using 5G

Time	Places	Expert(s)	Patient	Procedure
				<ul style="list-style-type: none"> • A 3D model was put together by _____. • The expert team studied the 3D model and then _____. • The expert team used a _____ to instruct the operating team. • They also observed the operation from _____ placed inside the patient’s chest.
				Ling used _____ to insert a medical device into the brain of _____.

Critical Thinking

Weighing pros and cons

I. Analyse the pros and cons of the new technologies and inventions introduced in this unit and complete the table.

	Pros	Cons
Robot dogs		
Self-driving cars		
VR technology		Not mentioned.
5G Internet		Not mentioned.

II. Work with a partner. List two things that you wish had never been invented and explain why.

Conducting a survey on the use of smart apps

Work in groups to conduct a survey on the use of smart apps in your class.

Step 1 Each group chooses a general type of app that is frequently used such as:

travelling; restaurants; online communication; music; videos; language learning; online shopping; reading.

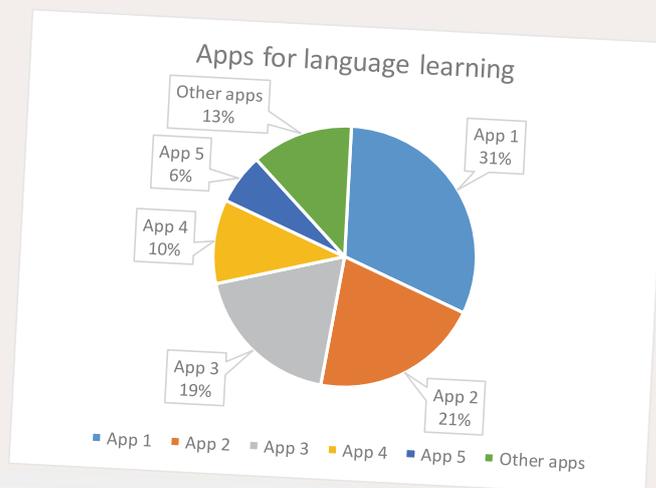
Step 2 Design and conduct a survey to collect data (see the example below).

App for language learning

Name: _____ Gender: _____ Age: _____

Name of the app	Time spent on it per week	Reasons why you like it
	<input type="checkbox"/> 1 hour or less <input type="checkbox"/> 1–3 hours <input type="checkbox"/> 3–6 hours <input type="checkbox"/> 6+ hours	

Step 3 Analyse the results (see the example below) and report your findings to the class.



Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Identifying the impacts of new technology on daily life
- B. Sharing views on online and traditional classroom learning
- C. Discovering people's attitudes towards modern technology
- D. Conducting a survey on the use of smart apps
- E. Weighing the pros and cons of new technology
- F. Making inferences while reading
- G. Pausing and collecting thoughts in speaking
- H. Using comparison and contrast in writing

Which of the above have you done well? Why and how?

Which of the above do you still find difficult? Why?

What do you plan to do if you find something difficult?

Reading

Unit 1

A

△ **foolish** /'fu:liʃ/ *adj.* (of actions or behaviour) not showing good sense or judgement (作为或行为)愚蠢的; 傻的

honor /'ɒnə/ *v.* (*AmE*) (*BrE* honour) to make sb feel proud and happy 使感到荣幸

to give public praise, an award or a title to sb for sth they have done 给予表扬 (或奖励、头衔、称号)

△ **commencement** /kə'mensmənt/ *n.* a ceremony at which students receive their academic degrees or diplomas 学位授予典礼; 毕业典礼

connect /kə'nekt/ *v.* to join together two or more things; to be joined together (使)连接; 联结

△ **dot** /dɒt/ *n.* a small round mark, especially one that is printed 点; 小点; 小圆点

calligraphy /kə'li:grəfi/ *n.* beautiful handwriting that you do with a special pen or brush; the art of producing this 书法; 书法艺术

practical /'præktɪkəl/ *adj.* connected with real situations rather than with ideas or theories 实际的; 真实的; 客观存在的

application /,æplɪ'keɪʃən/ *n.* the practical use of sth, especially a theory, discovery, etc. (尤指理论、发现等的)应用, 运用

△ **typography** /taɪ'pɒgrəfi/ *n.* the art or work of preparing books, etc. for printing, especially of designing how text will appear when it is printed 印刷术; 排印; 版面设计

backwards /'bækwədz/ *adv.* towards a place or position that is behind 向后

somehow /'sʌmhaʊ/ *adv.* in a way that is not known or certain 以某种方式(或方法)

loss /lɒs/ *n.* the state of no longer having sth or as much of sth; the process that leads to this 丧失; 损失; 丢失

△ **dawn** /dɔ:ɪn/ *v.* to become obvious or easy to understand 变得明朗, 开始清楚

(of a day or a period of time) to begin (一天或一个时期)开始

company /'kʌmpəni/ *n.* (often in names) a business organisation that makes money by producing or selling goods or services (常用于名称)公司; 商号; 商行

remarkable /rɪ'mɑ:kəbl/ *adj.* unusual or surprising in a way that causes people to take notice 非凡的; 奇异的; 显著的; 引人注目的

convince /kən'vɪns/ *v.* to make sb/ yourself believe that sth is true 使确信; 使相信; 使信服

△ **settle** /'setl/ *v.* to accept something that is not exactly what you want but is the best that is available 将就

to decide or arrange sth finally (最终)决定, 确定, 安排好

quote /kwəʊt/ *n.* (*informal* 非正式) (= quotation) a group of words or a short piece of writing taken from a book, play, speech, etc. and repeated because it is interesting or useful 引语; 引文; 语录

△ **someday** /'sʌmdeɪ/ *adv.* at some time in the future 总有一天; 有朝一日; 将来

△ **diagnose** /'daɪəgnəʊz/ *v.* to say

【注: 标注△的为《普通高中英语课程标准(2017年版2020年修订)》词汇表中未作要求的词汇】

exactly what an illness or the cause of a problem is 诊断 (疾病); 判断 (问题的原因)

cancer /'kænsə/ *n.* a serious disease in which growths of cells form in the body and kill normal body cells, often causing death 癌; 癌症

- △ **code** /kəʊd/ *n.* (often in compounds) a system of words, letters, numbers or symbols that represent a message or record information secretly or in a shorter form (常构成复合词) 密码; 暗码; 电码; 代码

curable /'kjʊərəbl/ *adj.* (of an illness) that can be cured (疾病) 可医治的; 可治愈的

surgery /'sɜ:dʒəri/ *n.* medical treatment of injuries or diseases that involves cutting open a person's body and often removing or replacing some parts; the branch of medicine connected with this treatment 外科手术; 外科学

- △ **thankfully** /'θæŋkfəli/ *adv.* used to show that you are pleased that sth good has happened or that sth bad has been avoided (用以表示高兴) 幸亏

limited /'lɪmɪtɪd/ *adj.* not very great in amount or extent 有限的

amazing /ə'meɪzɪŋ/ *adj.* very surprising, especially in a way that makes you feel pleasure or admiration 令人大为惊奇的; (尤指) 令人惊喜 (或惊美、惊叹) 的

- △ **publication** /ˌpʌblɪ'keɪʃən/ *n.* a book, a magazine, etc. that has been published 出版物

the act of printing a book, a magazine, etc. and making it available to the public (书刊等的) 出版, 发行

- △ **catalog** /'kætəlɒɡ/ *n.* (*AmE*) (*BrE* also catalogue) a complete list of items, for example of things that people can look at or buy 目录; 目录簿

issue /'ɪʃu:/ *n.* one of a regular series of magazines or newspapers (杂志或报纸的) 一期; 期号

an important topic that people are discussing or arguing about 重要议题; 争论的问题

- △ **farewell** /,feə'wel/ *n.* the act of saying goodbye to sb 告别; 辞行

- △ **anew** /ə'nju:/ *adv.* (*formal* 正式) again from the beginning or in a different way 重新; 再

dawn on 使开始明白; 使渐渐领悟; 使开始理解

start over 重新开始

be diagnosed with 被诊断出

live through 经历 (灾难或其他困境) 而幸存

Reed College /'ri:d 'kɒlɪdʒ/ 里德学院 (美国)

Macintosh /'mækɪntɒʃ/ 麦金塔电脑 (苹果公司生产的一种个人电脑)

Woz /wɒz/ 沃兹 (Wozniak 的昵称, 人名)

Apple /'æpl/ 苹果电脑公司

NeXT /nekst/ NeXT 电脑公司

Whole Earth Catalog /'həʊl 'ɜ:θ 'kætəlɒɡ/ 《全球目录》 (杂志名)

B

- △ **malaria** /mə'leəriə/ *n.* a disease that causes fever and shivering (= shaking of the body) caused by the bite of some types of mosquito 疟疾

path /pɑ:θ/ *n.* a way of achieving sth 成功的途径

a way or track that is built or is made by the action of people walking 小路; 小径

- △ **physiology** /,fɪzɪ'ɒlədʒɪ/ *n.* the scientific study of the normal functions of living things 生理学

- △ **verse** /vɜ:s/ *n.* writing that is arranged in lines, often with a regular rhythm or pattern of rhyme 诗; 韵文

further /'fɜ:ðə/ *v.* to help sth to develop or be successful 促进; 增进

- △ **academy** /ə'kædəmi/ *n.* a type of official organisation which aims to encourage and develop art, literature, science, etc. (艺术、文学、科学等的)

研究院, 学会

treatment /'trɪtmənt/ *n.* something that is done to cure an illness or injury, or to make sb look and feel good 治疗; 疗法; 诊治; 护理

disease /drɪ'zi:z/ *n.* an illness affecting humans, animals or plants, often caused by infection 病; 疾病

widespread /'waɪdspred/ *adj.* existing or happening over a large area or among many people 分布广的; 普遍的; 广泛的

examine /ɪg'zæmɪn/ *v.* to consider or study an idea, a subject, etc. very carefully 审查; 调查; 考查; 考察
to look at sb/sth closely, to see if there is anything wrong or to find the cause of a problem (仔细地) 检查, 检验

gather /'gæðə/ *v.* to bring things together that have been spread around 收拢, 归拢 (分散的东西)
to come together, or bring people together, in one place to form a group 聚集; 集合; 召集

△ **prescription** /prɪ'skrɪpʃən/ *n.* an official piece of paper on which a doctor writes the type of medicine you should have, and which enables you to get it from a chemist's shop / drugstore 处方; 药方

summarise /'sʌməraɪz/ *v.* to give a summary of sth (= a statement of the main points) 总结; 概括; 概述

collection /kə'lekʃən/ *n.* a book containing various texts 文集
a group of objects, often of the same sort, that have been collected (常指同类的) 收集物, 收藏品

anti-malarial /,æntɪmə'leəriəl/ *adj.* used to prevent malaria 抗疟疾的

dynasty /'dɪnəstɪ; 'daɪnəstɪ/ *n.* a series of rulers of a country who all belong to the same family 王朝; 朝代

△ **wormwood** /'wɜ:mwʊd/ *n.* a plant with a bitter flavour, used in making alcoholic drinks and medicines 蒿, 洋艾 (有些具苦味, 可入药或用来制苦艾酒等)

△ **persistence** /pə'sɪstəns/ *n.* the fact of continuing to try to do sth despite

difficulties, especially when other people are against you and think that you are being annoying or unreasonable 坚持; 锲而不舍

△ **artemisinin** /,ɑ:tɪ'mɪ:sɪnɪn/ *n.* antimalarial drug derived from the sweet wormwood plant, *Artemisia annua* 青蒿素 (抗疟药); 青蒿提取物

conclusive /kən'klu:sv/ *adj.* proving sth, and allowing no doubt or confusion 结论性的; 不容置疑的; 确凿的

moment /'mɒmənt/ *n.* a particular occasion; a time for doing sth 时机; 机遇; 时光; 做某事的时刻
a very short period of time 片刻; 瞬间

career /kə'riə/ *n.* the series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes 职业生涯; 职业

△ **researcher** /rɪ'sɜ:tʃə/ *n.* one who studies sth carefully and tries to discover new facts about it 研究者

△ **modest** /'mɒdɪst/ *adj.* not talking much about your own abilities or possessions 谦虚的; 谦逊的

passionate /'pæʃənət/ *adj.* having or showing strong feelings of enthusiasm for sth or belief in sth 热诚的; 热情的

commitment /kə'mɪtmənt/ *n.* the willingness to work hard and give your energy and time to a job or an activity (对工作或活动的) 献身, 奉献, 投入

cure /kjʊə/ *n.* a medicine or medical treatment that cures an illness 药; 药物; 疗法

struggle /'strʌgl/ *n.* a determined effort under difficulties 奋斗; 努力

worthwhile /,wɜ:θ'waɪl/ *adj.* important, enjoyable, interesting, etc; worth spending time, money or effort on 重要的; 令人愉快的; 有趣的; 值得花时间 (或花钱、努力等)

settle down (在某地) 定居下来, 过安定的生活

thanks to 幸亏; 由于; 因为

Tu Youyou 屠呦呦 (中国药学家)

Nobel Prize in Physiology or Medicine

/nəʊ'bel 'praɪz ɪn ,fɪzɪ'ɒlədʒɪ ɔ: 'medɪsn/ 诺贝尔生理学或医学奖

Book of Songs /'bʊk əv 'sɒŋz/ 《诗经》

Peking University /'pi:kɪŋ ,ju:nɪ'vɜ:sɪtɪ/ 北京大学

China Academy of Traditional Chinese Medicine /tʃaɪnə ə'kædəmi

əv trə'dɪʃənəl ,tʃaɪ'ni:z 'medɪsn/ 中国中医科学院

Ge Hong 葛洪 (东晋医药学家)

East Jin /'i:st 'dʒɪn/ 东晋 (中国朝代名)

Africa /'æfrɪkə/ 非洲

Asia /'eɪʃə/ 亚洲

Unit 2

A

△ **carpenter** /'kɑ:pəntə/ *n.* a person whose job is making and repairing wooden objects and structures 木工; 木匠

talent /'tælənt/ *n.* a natural ability to do sth well 天才; 天资; 天赋

title /'taɪtl/ *n.* a word in front of a person's name to show their rank or profession, whether or not they are married, etc. (人名前表示地位、职业、婚否等的) 称号, 头衔, 职称, 称谓

△ **shrimp** /ʃrɪmp/ *n.* a small shellfish with long tails and many legs 虾

△ **crab** /kræb/ *n.* a creature with a hard shell, eight legs and two curved and pointed arms for catching and holding things 蟹; 螃蟹

display /dɪ'spleɪ/ *n.* an arrangement of things in a public place to inform or entertain people or advertise sth for sale 陈列; 展览

shade /ʃeɪd/ *n.* a particular form of a colour, that is, how dark or light it is 浓淡深浅; 色度

an area that is dark and cool under or behind sth, for example a tree or building, because the sun's light does not get to it 阴凉处; 背阴; (树) 荫

△ **ink** /ɪŋk/ *n.* liquid for writing, drawing and printing 墨水; 墨汁; 油墨

beyond /bɪ'jɒnd/ *prep.* more than sth 超出; 在……之外

△ **aquatic** /ə'kwætɪk/ *adj.* growing or living in, on or near water 水生的; 水栖的

symbolic /sɪm'bɒlɪk/ *adj.* containing symbols, or being used as a symbol 使用象征的; 作为象征的; 象征性的

△ **prosperity** /prɒ'sperətɪ/ *n.* the state of being successful, especially in making money 兴旺; 繁荣; 成功; 昌盛

harvest /'hɑ:vɪst/ *n.* the crops, or the amount of crops, cut and gathered 收成; 收获量

base /beɪs/ *v.* to use an idea, a fact, a situation, etc. as the point from which sth can be developed 以某物作为……的基础 (或根据)

△ **dove** /dʌv/ *n.* a bird of the pigeon family. The white dove is often used as a symbol of peace. 鸽子 (白鸽常作为和平的象征)

vase /vɑ:z/ *n.* a container made of glass, etc., used for holding cut flowers or as a decorative object 花瓶; 装饰瓶

bat /bæt/ *n.* a small flying animal, active at night, that looks like a mouse with wings made of skin 蝙蝠

a piece of wood with a handle, made in various shapes and sizes, and used for hitting the ball in games such as baseball, cricket and table tennis 球棒;

球拍; 球板

△ **putonghua** /pu:'tʊŋhwɑ:/ *n.* the standard spoken form of modern Chinese, based on the form spoken in Beijing 普通话 (以北京话为基础的标准现代汉语口语)

△ **stable** /'steɪbl/ *adj.* firmly fixed; not likely to move, change or fail 稳定的; 稳固的; 牢固的

harmonious /hɑ:'məʊniəs/ *adj.* (of relationships, etc.) friendly, peaceful and without any disagreement (关系等) 友好和睦的; 和谐的

figure /'fɪgə/ *n.* a person or an animal in a drawing, painting, etc., or in a story (绘画或故事中的) 人, 动物
a person of the type mentioned 人物; 人士

△ **expression** /ɪk'spreʃən/ *n.* things that people say, write or do in order to show their feelings, opinions or ideas 表示; 表达; 表露

detail /'di:teɪl/ *n.* a small individual fact or item; a less important fact or item 细微之处; 枝节

energetic /,enə'dʒetɪk/ *adj.* having or needing a lot of energy and enthusiasm 精力充沛的; 充满活力的; 需要能量的; 积极的

△ **stroke** /strəʊk/ *n.* a mark made by moving a pen, brush, etc. once across a surface 笔触

v. to move your hand gently over a surface, sb's hair, an animal's fur or hair, etc. 轻抚, 抚摩 (物体表面、头发或动物的毛皮等)

manner /'mænə/ *n.* (formal 正式) the way that sth is done or happens 方式; 方法

trend /trend/ *n.* a general direction in which a situation is changing or developing 趋势; 趋向; 倾向; 动态; 动向

typical /'tɪpɪkəl/ *adj.* having the usual qualities or features of a particular type of person, thing or group 典型的; 有代表性的

recognise /'rekəɡnaɪz/ *v.* to think of as very good or important 赞赏; 认可; 看重

to know who sb is or what sth is when you see or hear them, because you have seen or heard them before 认识; 认出; 辨别出

to admit or to be aware that sth exists or is true 承认; 意识到

△ **seal** /si:l/ *n.* an official design or mark, stamped on a document to show that it is genuine and carries the authority of a particular person or organisation 印章; 图章; 玺; 印记

△ **carving** /'kɑ:viŋ/ *n.* an object or a pattern made by cutting away material from wood or stone 雕刻品; 雕刻图案; 雕像

△ **hardworking** /,hɑ:d'wɜ:kɪŋ/ *adj.* putting a lot of effort into a job and doing it well 工作努力的; 辛勤的

△ **eyesight** /'aɪsaɪt/ *n.* the ability to see 视力; 目力

pursue /pə'sju:/ *v.* to do sth or try to achieve sth over a period of time 追求; 致力于; 执行; 贯彻

award /ə'wɔ:d/ *v.* to make an official decision to give sth to sb as a payment, prize, etc. 授予

council /'kaʊnsəl/ *n.* a group of people chosen to give advice, make rules, do research, provide money, etc. (顾问、立法、研究、基金等) 委员会

couple ... with 把……与……连接起来

honour ... with 给予表扬 (或奖励、头衔、称号)

on display 陈列; 展出

rich in 大量含有 (或提供) ……的

fill ... with (使) 充满, 装满, 注满, 填满

International Peace Prize

/,ɪntə'næʃənəl 'pi:s ,praɪz/ 国际和平奖

World Peace Council /'wɜ:ld 'pi:s

,kaʊnsəl/ 世界和平理事会

B

- △ **banquet** /'bæŋkwɪt/ *n.* a formal meal for a large number of people, usually for a special occasion, at which speeches are often made 宴会; 盛宴
- extend** /ɪk'stend/ *v.* to offer or give sth to sb 提供; 给予
- greeting** /'gri:tɪŋ/ *n.* something that you say or do to greet sb 问候; 招呼; 迎接; 致意
- distinguished** /dɪ'stɪŋgwɪʃt/ *adj.* very successful and admired by other people 卓越的; 杰出的; 著名的
- △ **attendance** /ə'tendəns/ *n.* the act of being present at a place, for example at school 出席; 参加; 上学; 到场
- literature** /'lɪtərəʃə/ *n.* pieces of writing that are valued as works of art, especially novels, plays and poems 文学; 文学作品
- △ **giant** /'dʒaɪənt/ *n.* a person who is very good at sth 伟人; 卓越人物
- △ **respectful** /rɪ'spektfəl/ *adj.* showing or feeling respect 表示敬意的; 尊敬的
- tone** /təʊn/ *n.* the quality of sb's voice, especially expressing a particular emotion 语气; 口气; 腔调; 口吻
- slight** /slaɪt/ *adj.* very small in degree 轻微的; 略微的
- literary** /'lɪtərəri/ *adj.* connected with literature 文学的; 文学上的
- stage** /steɪdʒ/ *v.* to organise and present a play or an event for people to see 上演; 举办; 举行
- n.* a period or state that sth/sb passes through while developing or making progress (发展或进展的) 时期, 阶段, 状态
- ordinary** /'ɔ:dənəri/ *adj.* not unusual or different in any way 普通的; 平常的; 一般的; 平凡的
- bet** /bet/ *v.* (*informal* 非正式) used to say that you are almost certain that sth is true or that sth will happen (表达确定性) 敢说

bar /bɑ:/ *n.* a place where you can buy and drink alcoholic and other drinks 酒吧

audience /'ɔ:diəns/ *n.* the group of people who have gathered to watch or listen to sth (a play, concert, sb speaking, etc.) (戏剧、音乐会或演讲等的) 观众, 听众

dozen /'dʌzən/ *n.* a lot of people or things 许多; 很多

a group of twelve of the same thing (一) 打; 十二个

grateful /'ɡreɪtəfəl/ *adj.* feeling or showing thanks because sb has done sth kind for you or has done as you asked 感激的; 表示感谢的

occupy /'ɒkjʊpaɪ/ *v.* to fill your time or keep you busy doing sth 使忙于 (做某事); 忙着 (做某事)

to fill or use a space, an area or an amount of time 使用, 占用 (空间、面积、时间等)

studio /'stju:diəʊ/ *n.* a room where music is recorded, or where radio or television programmes are recorded and broadcast from (音乐) 录音棚; (广播、电视的) 录音室, 录像室, 演播室, 制作室

ultimately /'ʌltɪmətli/ *adv.* in the end; finally 最终; 最后; 终归

in person 亲自; 亲身

in place 准备妥当; 在正确位置

(be) grateful for 感激; 感谢

Swedish Academy /'swi:diʃ ə'kædəmi/ 瑞典学院

Nobel Prize for Literature /nəʊ'bel 'praɪz fɔ: 'lɪtərəʃə/ 诺贝尔文学奖

William Shakespeare /'wɪljəm 'ʃeɪkspɪə/ 威廉·莎士比亚 (英国戏剧家)

Hamlet /'hæmlɪt/ 《哈姆雷特》(剧作名)

Carnegie Hall /'kɑ:nəgi 'hɔ:l/ 卡耐基音乐厅 (美国)

A

charge /tʃɑ:dʒ/ *n.* a position of having control over sb/sth; responsibility for sb/sth 主管; 掌管; 照管; 职责; 责任

△ **beverage** /'bevərɪdʒ/ *n.* any type of drink except water (除水以外的) 饮料

grain /greɪn/ *n.* the small hard seeds of food plants such as wheat, rice, etc; a single seed of such a plant 谷物; 谷粒

protein /'prəʊtɪn/ *n.* a natural substance found in meat, eggs, fish, some vegetables, etc. There are many different proteins and they are an essential part of what humans and animals eat to help them grow and stay healthy. 蛋白质

△ **nutrient** /'nju:trɪənt/ *n.* a substance that is needed to keep a living thing alive and to help it to grow 营养素; 营养物

△ **fat-free** /,fæt 'fri:/ *adj.* not containing any fat 不含脂肪的

△ **soda** /'səʊdə/ *n.* a sweet drink with bubbles made with soda water, fruit flavour and sometimes ice cream 苏打汽水 (加果味, 有时加入冰淇淋)

source /sɔ:s/ *n.* a place, person or thing that you get sth from 来源; 出处

extra /'ekstrə/ *adj.* more than is usual, expected, or than exists already 额外的; 分外的; 外加的; 附加的

calorie /'kæləri/ *n.* a unit for measuring how much energy food will produce 大卡, 卡路里 (测量食物含多少热量的单位)

routine /ru:'ti:n/ *adj.* not unusual or different in any way 日常的; 平常的; 正常的; 毫不特别的

done or happening as a normal part of a particular job, situation or process 常规的; 例行公事的

△ **trash** /træʃ/ *n.* things that you throw away because you no longer want or need them 垃圾; 废物

rate /reɪt/ *n.* a measurement of the number of times sth happens or exists during a particular period 比率; 率

jog /dʒɒg/ *v.* to run slowly and steadily for a long time, especially for exercise 慢跑 (尤指锻炼)

basis /'beɪsɪs/ *n.* the way things are organised or arranged 基准; 准则; 方式

the reason why people take a particular action 原因; 缘由

△ **fitness** /'fɪtnɪs/ *n.* the state of being physically healthy and strong 健壮; 健康

app /æp/ *n.* a program designed to do a particular job; a piece of software 应用程序; 应用软件

download /'daʊn,ləʊd/ *v.* (computing 计算机) to move data to a smaller computer system from a larger one 下载

△ **smartphone** /'smɑ:tfəʊn/ *n.* a mobile phone that also has some of the functions of a computer (兼有某些计算机功能的) 智能手机

device /dɪ'vaɪs/ *n.* an object or a piece of equipment that has been designed to do a particular job 装置; 仪器; 器具; 设备

track /træk/ *n.* the path or direction that sb/sth is moving in (移动的) 路径, 路线, 方向

v. to find sb/sth by following the marks, signs, information, etc., that they have left behind them 跟踪; 追踪

challenge /'tʃælɪndʒ/ *v.* to invite sb to enter a competition, fight, etc; to suggest strongly that sb should do sth (especially when you think that they might be unwilling to do it) 向(某人)挑战; (尤指在对方不情愿时) 强烈建议(某人做某事)

n. a new or difficult task that tests sb's ability and skill 挑战; 艰巨任务

charity /'tʃærɪtɪ/ *n.* the aim of giving

money, food, help, etc. to people who are in need 慈善; 赈济; 施舍

infection /ɪn'fɛkʃən/ *n.* the act or process of causing or getting a disease 传染; 感染

moody /'mu:di/ *adj.* bad-tempered or upset, often for no particular reason 脾气坏的; 郁郁寡欢的

having moods that change quickly and often 情绪多变的; 喜怒无常的

△ **irritable** /'ɪrɪtəbl/ *adj.* getting annoyed easily; showing your anger 易怒的; 暴躁的

motivate /'məʊtɪveɪt/ *v.* to make sb want to do sth, especially sth that involves hard work and effort 推动…… 甘愿苦干; 激励; 激发

on a regular basis 定期; 有规律地

keep track of 了解……的动态

sign up 报名 (参加)

fight off 抵抗; 击退

B

classic /'klæsɪk/ *adj.* with all the features you would expect to find; very typical 有特点的; 有代表性的; 典型的

beneficial /,benɪ'fɪʃəl/ *adj.* improving a situation; having a helpful or useful effect 有利的; 有帮助的; 有用的

△ **workout** /'wɜ:kəʊt/ *n.* a period of physical exercise that you do to keep fit 锻炼

depression /dɪ'preʃən/ *n.* a medical condition in which a person feels very sad and anxious and often has physical symptoms such as being unable to sleep, etc. 抑郁症; 精神忧郁

anxiety /æŋ'zɪəti/ *n.* the state of feeling nervous or worried that sth bad is going to happen 焦虑; 忧虑

lower /'ləʊə/ *v.* to let or make sth/sb go down 把……放低; 使……降下

pressure /'preʃə/ *n.* the force produced by a particular amount of gas or liquid

in a confined space or container; the force or weight with which sth presses against sth else 压力; 压强; 挤压

improve /ɪm'pru:v/ *v.* to become better than before; to make sth/sb better than before 改进; 改善

reduce /rɪ'dju:s/ *v.* to make sth less or smaller in size, quantity, price, etc. 减少, 缩小 (尺寸、数量、价格等)

△ **fatigue** /fə'ti:g/ *n.* a feeling of being extremely tired, usually because of hard work or exercise 疲劳; 劳累

extreme /ɪk'stri:m/ *adj.* very great in degree 极度的; 极大的

suffer /'sʌfə/ *v.* to be badly affected by a disease, pain, sadness, a lack of sth, etc. (因疾病、痛苦、悲伤等) 受苦, 受难, 受折磨

to experience sth unpleasant, such as injury, defeat or loss 遭受; 蒙受

△ **germ** /dʒɜ:m/ *n.* a very small living thing that can cause infection and disease 微生物; 细菌; 病菌

△ **soap** /səʊp/ *n.* a substance that you use with water for washing your body 肥皂

△ **sanitiser** /'sænɪtaɪzə/ *n.* a liquid containing chemicals used to remove infectious agents such as bacteria 消毒液

alcohol /'ælkəhɒl/ *n.* the clear liquid that is found in drinks such as beer, wine, etc. and is used in medicines, cleaning products, etc. 酒精

drinks such as beer, wine, etc. that can make people drunk 含酒精饮料; 酒

option /'ɒpʃən/ *n.* something that you can choose to have or do 可选择的事物; 选择; 选择权

the freedom to choose what you do 选择的自由

rub /rʌb/ *v.* to move your hand, or sth such as a cloth, backwards and forwards over a surface while pressing firmly 擦; 磨; 搓

△ **toothbrush** /'tu:θbrʌʃ/ *n.* a small brush for cleaning your teeth 牙刷

△ **electric** /ɪ'lektrɪk/ *adj.* using, produced by or producing electricity 用电的; 电动的; 发电的

connected with electricity 电的

△ **manual** /'mænjuəl/ *adj.* (of work, etc.) involving using the hands or physical strength (工作等) 用手的; 手工的; 体力的

confirm /kən'fɜ:m/ *v.* to state or show that sth is definitely true or correct, especially by providing evidence (尤指提供证据来) 证实, 证明, 确认

power /'paʊə/ *v.* to supply a machine or vehicle with the energy that makes it work 驱动, 推动 (机器或车辆)

n. the ability to control people or things 控制力; 影响力; 操纵力

△ **plaque** /plɑ:k/ *n.* a soft substance that forms on teeth and encourages the growth of harmful bacteria 牙斑; 牙菌斑

△ **symptom** /'sɪmptəm/ *n.* a change in your body or mind that shows that you are not healthy 症状

△ **gum** /gʌm/ *n.* either of the firm areas of flesh in the mouth to which the teeth are attached 牙龈; 齿龈; 牙床

△ **DDS** /'di:'di:'es/ *n.* Doctor of Dental Surgery 牙外科博士

clinic /'klɪnɪk/ *n.* (*AmE*) a building where visiting patients can get medical treatment; a building shared by a group of doctors who work together 门诊治

疗部; 医疗中心

a building or part of a hospital where people can go for special medical treatment or advice 诊所; (医院的) 门诊部

△ **oral** /'ɔ:rəl/ *adj.* connected with the mouth 用口的; 口腔的; 口服的

overall /,əʊvər'ɔ:l/ *adj.* including all the things or people that are involved in a particular situation; general 全面的; 综合的; 总体的

△ **circulation** /,sɜ:kju'leɪʃən/ *n.* the movement of blood around the body 血液循环

look into 调查; 审查

deal with 解决; 处理; 应付

blood pressure 血压

at least 至少; 不少于

University of Georgia /,ju:ni'vɜ:sɪti əv 'dʒɔ:dʒə/ 佐治亚大学 (美国)

Cochrane /'kɒkrən/ 科克伦 (医疗信息服务机构名称)

Ricardo Vidal Gonzalez /rɪ'kɑ:dəʊ vaɪ'dæl gɒn'zələz/ 里卡多·比达尔·冈萨雷斯 (人名)

Mayo Clinic /'meɪəʊ 'klɪnɪk/ 梅奥医疗中心 (美国一家医院)

Unit 4

A

immediately /ɪ'mi:diətli/ *adv.* without delay 立即; 马上; 即刻

△ **sleek** /sli:k/ *adj.* having an elegant smooth shape 线条流畅的; 造型优美的

smooth and shiny 光滑的; 光亮的

polished /'pɒlɪʃt/ *adj.* shiny as a result of being rubbed 抛光的; 磨光的; 擦亮的

△ **puppy** /'pʌpi/ *n.* a young dog 小狗; 幼犬

movement /'mu:vmənt/ *n.* an act of moving the body or part of the body (身体部位的) 运动, 转动, 活动

an act of moving from one place to another or of moving sth from one place to another 移动; 迁移; 转移; 活动

stretch /stretʃ/ *v.* to make sth longer, wider or looser; to become longer, etc. 拉长; 拽宽; 撑大; 抻松

△ **chase** /tʃeɪs/ *v.* to run, drive, etc. after sb/sth in order to catch them 追赶; 追逐; 追捕

flexible /'fleksɪbl/ *adj.* able to bend easily without breaking 柔韧的; 可弯曲的; 有弹性的

able to change to suit new conditions or situations 能适应新情况的; 灵活的; 可变动的

attract /ə'trækt/ *v.* to cause (sb) to have a liking for or interest in (sth or sb) 吸引; 使喜爱; 引起……的好感 (或爱慕)

sight /saɪt/ *n.* the act of seeing sb/sth 看见

the ability to see 视力; 视觉

possess /pə'zes/ *v.* to have a particular quality or feature 具有 (特质)

to have or own sth 有; 拥有

impressive /ɪm'presɪv/ *adj.* (of things or people) making you feel admiration, because they are very large, good, skilful, etc. (事物或人) 令人赞叹的; 令人敬佩的

respond /rɪ'spɒnd/ *v.* to do sth as a reaction to sth that sb has said or done 作出反应; 响应

to give a spoken or written answer to sb/sth (口头或书面) 回答, 回应

view /vju:/ *v.* to look at sth, especially when you look carefully 看; 观看; (尤指) 仔细察看

to think about sb/sth in a particular way 把……视为

demanding /drɪ'mɑ:ndɪŋ/ *adj.* (of a person) expecting a lot of work or attention from others; not easily satisfied (人) 要求极严的; 苛求的; 难满足的

(of a piece of work) needing a lot of skill, patience, effort, etc. (工作) 要求高的; 需要高技能 (或耐性等) 的; 费力的

mature /mə'tʃʊə/ *adj.* (of a person, a tree, a bird or an animal) fully grown and developed (人、树木、鸟或兽) 成熟的; 发育完全的

(of a child or young person) behaving

in a sensible way, like an adult (儿童或年轻人) 明白事理的; 成熟的; 像成人似的

adult /ə'dʌlt/ *adj.* behaving in an intelligent and responsible way, typical of what is expected of an adult (智力、思想、行为) 成熟的, 成人的

fully grown or developed 成年的; 发育成熟的

complain /kəm'pleɪn/ *v.* to say that you are annoyed, unhappy or not satisfied about sb/sth 抱怨; 埋怨; 投诉; 发牢骚

hesitation /,hezɪ'teɪʃən/ *n.* being slow to speak or act because you feel uncertain or nervous (对某事) 犹豫, 迟疑不决

enthusiastic /ɪn,θju:zɪ'æstɪk/ *adj.* feeling or showing a lot of excitement and interest about sb/sth 热情的; 热心的; 热烈的; 满腔热忱的

response /rɪ'spɒns/ *n.* a reaction to sth that has happened or been said 反应; 响应

spoken or written answer (口头的或书面的) 回答, 答复

△ **evoke** /ɪ'vəʊk/ *v.* to bring a feeling, a memory or an image into your mind 引起, 唤起 (感情、记忆或形象)

emotional /ɪ'məʊʃənəl/ *adj.* showing strong emotions, sometimes in a way that other people think is unnecessary 情绪激动的; 感情冲动的

connected with people's feelings 感情的; 情感的; 情绪的

powerful /'paʊəfəl/ *adj.* having a strong effect on your mind or body (对身心) 有强烈作用的, 效力大的 (of people) being able to control and influence people and events (人) 有权势的; 有影响力的

enthusiasm /ɪn'θju:zɪæzəm/ *n.* a strong feeling of excitement and interest in sth and a desire to become involved in it 热情; 热心; 热忱

△ **frustrated** /frʌ'streɪtɪd/ *adj.* feeling annoyed and impatient because you cannot do or achieve what you want 懊丧; 懊恼; 沮丧

- △ **mutual** /'mjʊtʃʊəl/ *adj.* used to describe feelings that two or more people have for each other equally, or actions that affect two or more people equally 相互的; 彼此的
- △ **delight** /dɪ'laɪt/ *v.* to enjoy sth / doing sth very much 感觉愉快
to give sb a lot of pleasure and enjoyment 使愉快
n. a feeling of great pleasure 高兴; 愉快; 快乐
- △ **command** /kə'mɑ:nd/ *n.* an order given to a person or an animal (给人或动物的) 命令
- constantly** /'kɒnstəntli/ *adv.* all the time; repeatedly 始终; 一直; 重复不断地
- patience** /'peɪjəns/ *n.* the ability to stay calm and accept a delay or sth annoying without complaining 耐心; 忍耐力
- annoy** /ə'noɪ/ *v.* to make sb slightly angry 使恼怒; 使生气
- △ **terrier** /'teriə/ *n.* a small active dog 梗 (一种活泼的小狗)
- discipline** /'dɪsɪplɪn/ *v.* to train sb, especially a child, to obey particular rules and control the way they behave 训练; 训导; 管教
- breathe** /bri:ð/ *v.* to take air into your lungs and send it out again through your nose or mouth 呼吸
- △ **miserably** /'mɪzərəbli/ *adv.* very unhappily or uncomfortably 痛苦地; 非常难受地; 可怜地
- eventually** /ɪ'ventʃʊəli/ *adv.* at the end of a period of time or a series of events 最后; 终于
- interactive** /,ɪntər'æktɪv/ *adj.* (*computing* 计算机) that allows information to be passed continuously and in both directions between a computer and the person who uses it 交互式的; 人机对话的; 互动的
that involves people working together and having an influence on each other 合作的; 相互影响的; 互相配合的
- to start with** 首先, 第一
shower ... with 大量地给

die down 逐渐变弱; 逐渐平息; 逐渐暗淡

delight in 以……为乐

refer to 提到; 谈及; 说起

B

remote /rɪ'məʊt/ *adj.* far away in time 遥远的; 久远的

that you can connect to from far away, using an electronic link 远程的; 远程连接的

far away from places where other people live 偏远的; 偏僻的

surgeon /'sɜ:dʒən/ *n.* a doctor who is trained to perform surgery 外科医生

surgical /'sɜ:dʒɪkəl/ *adj.* used in or connected with surgery 外科的; 外科手术的

operation /,ɒpə'reɪʃən/ *n.* the process of cutting open a part of a person's body in order to remove or repair a damaged part 手术

attractive /ə'træktɪv/ *adj.* having features or qualities that make sth seem interesting and worth having (事物) 有吸引力的; 诱人的

specialist /'speʃəlɪst/ *n.* a person who is an expert in a particular area of work or study 专家

operate /'ɒpəreɪt/ *v.* to cut open sb's body in order to remove a part that has a disease or to repair a part that is damaged 动手术

lack /læk/ *v.* to have none or not enough of sth 没有; 缺乏

n. the state of not having sth or not having enough of sth 缺乏; 匮乏; 短缺

artificial /,ɑ:tɪ'fɪʃəl/ *adj.* made or produced to copy sth natural; not real 人工的; 人造的; 假的

intelligence /ɪn'telɪdʒəns/ *n.* the ability to learn, understand and think in a logical way about things; the ability to do this well 智力; 才智; 智慧

image /'ɪmɪdʒ/ *n.* a picture of sb/sth seen in a mirror, through a camera, or

on a television or computer 镜像；影像；映像；图像

conference /'kɒnfərəns/ *n.* a meeting at which people have formal discussions (正式) 讨论会，商讨会

△ **instruct** /ɪn'strʌkt/ *v.* (*formal* 正式) to tell sb to do sth, especially in a formal or official way 指示；命令；吩咐

sew /səʊ/ *v.* to make, repair or attach sth using a needle and thread 缝制；缝补；缝上

chest /tʃest/ *n.* the top part of the front of the body, between the neck and the stomach 胸部；胸膛

advanced /əd'vɑːnst/ *adj.* having the most modern and recently developed ideas, methods, etc. 先进的

technique /tek'ni:k/ *n.* a particular way of doing sth, especially one in which you have to learn special skills 技巧；技艺；工艺

apart /ə'pɑːt/ *adv.* separated by a distance, of space or time (指空间或时间) 相隔，相距

network /'netwɜ:k/ *n.* a complicated system of roads, lines, tubes, nerves, etc. that cross each other and are connected to each other 网络；网状系统

currently /'kʌrəntli/ *adv.* at the present time 现时；目前；当前；时下

signal /'sɪgnəl/ *n.* a series of electrical waves that carry sounds, pictures or messages, for example to a radio, television or mobile phone (传输声音、图像或其他信息的电波) 信号

delay /dɪ'leɪ/ *n.* a period of time when sb/sth has to wait because of a problem that makes sth slow or late 延迟 (或耽搁、拖延) 的时间

△ **millisecond** /'mɪlɪ,sekənd/ *n.* a 1000th of a second 毫秒；千分之一秒

△ **telesurgery** /'telɪ,sɜ:dʒəri/ *n.* surgery performed while the surgeon and the patient are in different locations 遥控手术

△ **neurosurgeon** /'njʊərəʊ,sɜ:dʒən/ *n.* a surgeon who performs medical operations on the nervous system, especially the brain 神经外科医生

△ **insert** /ɪn'sɜ:t/ *v.* to put sth into sth else or between two things 插入；嵌入

locate /ləʊ'keɪt/ *v.* to put or build sth in a particular place 把……安置在 (或建造于)

artificial intelligence 人工智能

work out 计划；思考

Parkinson's disease /'pɑ:kɪnsnz dɪ,zɪz/ 帕金森氏病；震颤性麻痹

Listening and Viewing

Unit 1

characteristic /ˌkærɪktə'rɪstɪk/ *n.* a typical feature or quality that sth/sb has 特征; 特点; 品质

influential /ˌɪnflu'ɛnʃəl/ *adj.* having a lot of influence on sb/sth 有很大影响的; 有支配力的

definition /ˌdefɪ'nɪʃən/ *n.* an explanation of the meaning of a word or phrase, especially in a dictionary; the act of stating the meanings of words and phrases (尤指词典里的词或短语的) 释义, 解释

△ **respondent** /rɪ'spɒndənt/ *n.* a person who answers questions, especially in a survey 回答问题的人; (尤指) 调查对象

finding /'faɪndɪŋ/ *n.* information that is discovered as the result of research into sth 调查发现; 调研结果

element /'elɪmənt/ *n.* a necessary or typical part of sth 要素; 基本部分; 典型部分

percent /pə'sent/ *n.* one part in every hundred 百分之……

△ **fulfil** /fʊl'fɪl/ *v.* to do or achieve what was hoped for or expected 实现

significant /sɪg'nɪfɪkənt/ *adj.* large or important enough to have an effect or to be noticed 有重大意义的; 显著的

predictor /prɪ'dɪktə/ *n.* something that can show what will happen in the future 有预测作用的事物; 预示物

outcome /'aʊtkʌm/ *n.* the result or effect of an action or event 结果; 效果

military /'mɪlɪtəri/ *adj.* connected with soldiers or the armed forces 军事的; 军队的; 武装的

marathon /'mærəθən/ *n.* a long running race of 42.195 kilometres 马拉松赛跑 (距离为 42.195 公里)

feature /'fi:tʃə/ *n.* something

important, interesting or typical of a place or thing 特色; 特征; 特点

relate /rɪ'leɪt/ *v.* show or make a connection between two or more things 联系; 使有联系; 把……联系起来

soldier /'səʊldʒə/ *n.* a member of an army, especially one who is not an officer 军人, (尤指) 士兵

psychologist /saɪ'kɒlədʒɪst/ *n.* a scientist who studies and is trained in psychology 心理学家; 心理学研究者

expert /'ɛkspɜ:t/ *n.* a person with special knowledge, skill or training in sth 专家; 行家; 能手

effective /ɪ'fektɪv/ *adj.* producing the result that is wanted or intended; producing a successful result 产生预期结果的; 有效的

△ **salesperson** /'seɪlz,pɜ:sən/ *n.* a person whose job is to sell goods, for example, in a shop/store 售货员; 推销员

△ **grit** /grɪt/ *n.* the courage and determination that makes it possible for sb to continue doing sth difficult or unpleasant 勇气; 毅力

very small pieces of stone or sand 沙粒; 沙砾

△ **perseverance** /ˌpɜ:sɪ'vɪərəns/ *n.* the quality of continuing to try to achieve a particular aim despite difficulties 毅力; 韧性; 不屈不挠的精神

△ **stamina** /'stæmɪnə/ *n.* the physical or mental strength that enables you to do sth difficult for long periods of time 耐力; 耐性; 持久力

Unit 2

talented /'tæləntɪd/ *adj.* having a natural ability to do sth well 有才能的; 天才的; 有才干的

△ **troublesome** /'trʌblsəm/ *adj.* causing trouble, pain, etc. over a long period of

time 令人烦恼的；讨厌的；令人痛苦的

outgoing /'aʊt,ɡəʊɪŋ/ *adj.* liking to meet other people and enjoying spending time with them 外向的；开朗的

creative /kri'eɪtɪv/ *adj.* having the skill and ability to produce sth new, especially a work of art; showing this ability 有创造力的（尤指艺术方面）；表现创造力的

involving the use of skill and the imagination to produce sth new or a work of art 创造（性）的；创作的

gentle /'dʒentl/ *adj.* calm and kind 温和的

△ **based** /beɪst/ *adj.* if one thing is based on another, it uses it or is developed from it（以某事）为基础（或根据）

nationality /,næʃə'nælɪtɪ/ *n.* the legal right of belonging to a particular nation 国籍

△ **convey** /kən'veɪ/ *v.* to make ideas, feelings, etc. known to sb 表达，传递（思想、感情等）

sail /seɪl/ *v.* travel by ship on or across (a sea) 在……上面航行

△ **cannonball** /'kænənbo:ɪl/ *n.* a large metal or stone ball that is fired from a cannon（用旧式大炮发射的）铁弹，石弹

forever /fə'r'evə/ *adv.* used to say that a particular situation or state will always exist 永远

exist /ɪg'zɪst/ *v.* to be real; to be present in a place or situation 存在；实际上有

get along with（与某人）和睦相处，关系良好

Vincent van Gogh /'vɪnsənt væn 'ɡɒf/ 文森特·梵高（荷兰后印象派画家）

Bob Dylan /'bɒb 'dɪlən/ 鲍勃·迪伦（美国歌手、词曲作家）

Unit 3

△ **longevity** /lɒn'dʒevɪtɪ/ *n.* long life; the fact of lasting a long time 长寿；长命；持久

profile /'prəʊfaɪl/ *n.* a description of sb/sth that gives useful information 概述；简介；传略

the outline of a person's face when you look from the side, not the front 面部的侧影；侧面轮廓

disability /,dɪsə'bɪlɪtɪ/ *n.* a physical or mental condition that means you cannot use a part of your body completely or easily, or that you cannot learn easily（某种）缺陷，障碍

△ **expectancy** /ɪk'spektənsɪ/ *n.* the state of expecting or hoping that sth, especially sth good or exciting, will happen 预料；预期；期待；盼望

average /'ævərɪdʒ/ *adj.* calculated by adding several amounts together, finding a total, and dividing the total by the number of amounts 平均的

n. the result of adding several amounts together, finding a total, and dividing the total 平均数

△ **centenarian** /,sentɪ'neəriən/ *n.* a person who is 100 years old or more 人瑞；百岁人瑞

breast /brest/ *n.* either of the two round soft parts lying on top of the chest muscles of humans and some animals 乳房

△ **colon** /'kəʊlən/ *n.* (*anatomy* 解剖) the main part of the large intestine (= part of the bowels) 结肠

the mark (:) used to introduce a list, a summary, an explanation, etc. or before reporting what sb has said 冒号

△ **cardiovascular** /,kɑ:diəʊ'væskjələ/ *adj.* (*medical* 医学) connected with the heart and the blood vessels (= the tubes that carry blood around the body) 心血管的

△ **healthcare** /'helθkeə/ *n.* the service of providing medical care 医疗（服务）

△ **interpersonal** /,ɪntə'pɜ:sənəl/ *adj.*

connected with relationships between people 人际的; 人际关系的

living /'lɪvɪŋ/ *n.* a way or style of life 生活方式

money to buy the things that you need in life 生计; 谋生; 收入

adj. alive now 活着的; 活的

major /'meɪdʒə/ *adj.* very large or important 主要的; 重要的; 大的

tofu /'təʊfu:/ *n.* a soft white substance that is made from soya and used in cooking, often instead of meat 豆腐

△ **counter** /'kaʊntə/ *n.* a flat surface in a kitchen for preparing food on (厨房的) 操作台

a long flat surface over which goods are sold or business is done in a shop/store, bank, etc. (商店、银行等的) 柜台

saying /'seɪɪŋ/ *n.* a well-known phrase or statement that expresses sth about life that most people believe is wise and true 谚语; 格言; 警句

△ **bounty** /'baʊntɪ/ *n.* sth provided in large quantities; generous actions 大量给予之物; 慷慨之举

in common (兴趣、想法等方面) 相同
life expectancy 预期寿命; 预计存在(或持续)的期限

Hunza /'hʌnzə/ 罕萨(巴基斯坦地名)

Caucasus Mountains /'kɔ:kəsəs 'maʊntɪnz/ 高加索山脉

Okinawa /,ɔ:kɪ'nɑ:wɑ:/ 冲绳(日本地名)

Unit 4

negative /'negətɪv/ *adj.* bad or harmful 坏的; 有害的

considering only the bad side of sth/sb 消极的; 负面的

effect /ɪ'fekt/ *n.* a change that sb/sth causes in sb/sth else; a result 效应; 影响; 结果

intelligent /ɪn'telɪdʒənt/ *adj.* good at

learning, understanding and thinking in a logical way about things; showing this ability 有才智的; 悟性强的; 聪明的

(*computing* 计算机) (of a computer, program, etc.) able to store information and use it in new situations (计算机、程序等) 智能的

gradually /'grædʒuəli/ *adv.* slowly, over a long period of time 逐渐地; 逐步地; 渐进地

△ **face-to-face** /'feɪs tə 'feɪs/ *adj.* involving people who are close together and looking at each other 面对面的

demand /dɪ'mɑ:nd/ *n.* a very firm request for sth; sth that sb needs (坚决的) 要求; 所需之物

automation /,ɔ:tə'meɪʃən/ *n.* the use of machines to do work that was previously done by people 自动化

inequality /,ɪnɪ'kwɒlɪtɪ/ *n.* the unfair difference between groups of people in society, when some have more wealth, status or opportunities than others 不平等; 不平衡; 不平均

apply /ə'plai/ *v.* to make a formal request, usually in writing, for sth such as a job, a place at college, university, etc. (通常以书面形式) 申请, 请求

qualified /'kwɒlɪfaɪd/ *adj.* having passed the exams or completed the training that are necessary in order to do a particular job; having the experience to do a particular job 具备……的学历(或资历)

threaten /'θretn/ *v.* to be a danger to sth 危及; 对……构成威胁

to say that you will cause trouble, hurt sb, etc. if you do not get what you want 扬言要; 威胁; 恐吓

limit /'lɪmɪt/ *v.* to stop sth from increasing beyond a particular amount or level 限制, 限定

△ **statement** /'steɪtmənt/ *n.* something that you say or write that gives information or an opinion 说明; 说法; 表白; 表态

upset /ʌp'set/ *v.* to make sb/yourself

feel unhappy, anxious or annoyed 使烦恼; 使心烦意乱; 使生气

mental /'mentl/ *adj.* connected with or happening in the mind; involving the process of thinking 思想的; 精神的; 思考的; 智力的

VR (virtual reality) 虚拟现实

Thailand /'taɪlənd/ 泰国

South Korea /'saʊθ kə'riə/ 韩国

New York City /'nju: 'jɔ:k 'sɪti/ 纽约市 (美国)



Grammar Terms

Unit 1

complement 补语

subject 主语

object 宾语

subject complement 主语补语

object complement 宾语补语

Unit 2

infinitive 动词不定式

adverbial 状语

attributive 定语

bare infinitive 不带 to 的动词不定式

Unit 3

ellipsis 省略

linking word 连接词

comparative form 比较级形式

Unit 4

perfect modal 情态动词完成式

Glossary

A

- academy** /ə'kædəmi/ *n.* (艺术、文学、科学等的) 研究院, 学会 1
- adult** /ə'dʌlt/ *adj.* ① (智力、思想、行为) 成熟的, 成人的 ② 成年的; 发育成熟的 4
- advanced** /əd'vɑ:nst/ *adj.* 先进的 4
- alcohol** /'ælkəhɒl/ *n.* ① 酒精 ② 含酒精饮料; 酒 3
- amazing** /ə'meɪzɪŋ/ *adj.* 令人大为惊奇的; (尤指) 令人惊喜 (或惊羨、惊叹) 的 1
- anew** /ə'nju:/ *adv.* 重新; 再 1
- annoy** /ə'nɔɪ/ *v.* 使恼怒; 使生气 4
- anti-malarial** /,æntɪmə'leəriəl/ *adj.* 抗疟疾的 1
- anxiety** /æŋ'zaiəti/ *n.* 焦虑; 忧虑 3
- apart** /ə'pɑ:t/ *adv.* (指空间或时间) 相隔, 相距 4
- app** /æp/ *n.* 应用程序; 应用软件 3
- application** /,æplɪ'keɪʃən/ *n.* (尤指理论、发现等的) 应用, 运用 1
- apply** /ə'plai/ *v.* (通常以书面形式) 申请, 请求 4
- aquatic** /ə'kwætɪk/ *adj.* 水生的; 水栖的 2
- artemisinin** /,ɑ:tɪ'mi:sɪnɪn/ *n.* 青蒿素 (抗疟药); 青蒿提取物 1
- artificial** /,ɑ:tɪ'fɪʃəl/ *adj.* 人工的; 人造的; 假的 4
- attendance** /ə'tendəns/ *n.* 出席; 参加; 上学; 到场 2
- attract** /ə'trækt/ *v.* 吸引; 使喜爱; 引起……的好感 (或爱慕) 4
- attractive** /ə'træktɪv/ *adj.* (事物) 有吸引力的; 诱人的 4
- audience** /'ɔ:diəns/ *n.* (戏剧、音乐会或演讲等的) 观众, 听众 2
- automation** /,ɔ:tə'meɪʃən/ *n.* 自动化 4
- average** /'ævərɪdʒ/ *adj.* 平均的 *n.* 平均数 3
- award** /ə'wɔ:d/ *v.* 授予 2

B

- backwards** /'bækwədz/ *adv.* 向后 1
- banquet** /'bæŋkwɪt/ *n.* 宴会; 盛宴 2
- bar** /bɑ:/ *n.* 酒吧 2
- base** /beɪs/ *v.* 以某物作为……的基础 (或根据) 2
- based** /beɪst/ *adj.* (以某事) 为基础 (或根据) 2
- basis** /'beɪsɪs/ *n.* ① 基准; 准则; 方式 ② 原因; 缘由 3
- bat** /bæt/ *n.* ① 蝙蝠 ② 球棒; 球拍; 球板 2
- beneficial** /,benɪ'fɪʃəl/ *adj.* 有利的; 有帮助的; 有用的 3
- bet** /bet/ *v.* (表达确定性) 敢说 2
- beverage** /'bevərɪdʒ/ *n.* (除水以外的) 饮料 3
- beyond** /brɪ'jɒnd/ *prep.* 超出; 在……之外 2
- bounty** /'baʊntɪ/ *n.* 大量给予之物; 慷慨之举 3

breast /brest/ *n.* 乳房 3

breathe /bri:ð/ *v.* 呼吸 4

C

calligraphy /kə'li:grəfi/ *n.* 书法; 书法艺术 1

calorie /'kæləri/ *n.* 大卡, 卡路里 (测量食物含多少热量的单位) 3

cancer /'kænsə/ *n.* 癌; 癌症 1

cannonball /'kænənbo:l/ *n.* (用旧式大炮发射的) 铁弹, 石弹 2

cardiovascular /,kɑ:diəʊ'veɪskjələ/ *adj.* 心血管的 3

career /kə'riə/ *n.* 职业生涯; 职业 1

carpenter /'kɑ:pəntə/ *n.* 木工; 木匠 2

carving /'kɑ:vɪŋ/ *n.* 雕刻品; 雕刻图案; 雕像 2

catalog /'kætəlg/ *n.* 目录; 目录簿 1

centenarian /,sentɪ'neəriən/ *n.* 人瑞; 百岁人瑞 3

challenge /'tʃælɪndʒ/ *v.* 向(某人)挑战; (尤指在对方不情愿时)强烈建议(某人做某事)
n. 挑战; 艰巨任务 3

characteristic /,kærɪktə'rɪstɪk/ *n.* 特征; 特点; 品质 1

charge /tʃɑ:dʒ/ *n.* 主管; 掌管; 照管; 职责; 责任 3

charity /'tʃærɪti/ *n.* 慈善; 赈济; 施舍 3

chase /tʃeɪs/ *v.* 追赶; 追逐; 追捕 4

chest /tʃest/ *n.* 胸部; 胸膛 4

circulation /,sɜ:kjə'leɪʃən/ *n.* 血液循环 3

classic /'klæsɪk/ *adj.* 有特点的; 有代表性的; 典型的 3

clinic /'klɪnɪk/ *n.* ①门诊治疗部; 医疗中心 ②诊所; (医院的)门诊部 3

code /kəʊd/ *n.* (常构成复合词)密码; 暗码; 电码; 代码 1

collection /kə'leɪʃən/ *n.* ①文集 ②(常指同类的)收集物, 收藏品 1

colon /'kəʊlən/ *n.* ①结肠 ②冒号 3

command /kə'mɑ:nd/ *n.* (给人或动物的)命令 4

commencement /kə'mensmənt/ *n.* 学位授予典礼; 毕业典礼 1

commitment /kə'mɪtmənt/ *n.* 承诺; 许诺; 允诺承担; 保证 1

company /'kʌmpəni/ *n.* (常用于名称)公司; 商号; 商行 1

complain /kəm'pleɪn/ *v.* 抱怨; 埋怨; 投诉; 发牢骚 4

conclusive /kən'kluzɪv/ *adj.* 结论性的; 不容置疑的; 确凿的 1

conference /'kɒnfərəns/ *n.* (正式)讨论会, 商讨会 4

confirm /kən'fɜ:m/ *v.* (尤指提供证据来)证实, 证明, 确认 3

connect /kə'nekt/ *v.* (使)连接; 联结 1

constantly /'kɒnstəntli/ *adv.* 始终; 一直; 重复不断地 4

convey /kən'veɪ/ *v.* 表达, 传递(思想、感情等) 2

convince /kən'vɪns/ *v.* 使确信; 使相信; 使信服 1

council /'kaʊnsəl/ *n.* (顾问、立法、研究、基金等)委员会 2

counter /'kaʊntə/ *n.* ①(厨房的)操作台 ②(商店、银行等的)柜台 3

crab /kræb/ *n.* 蟹; 螃蟹 2

creative /kri'eɪtɪv/ *adj.* ①有创造力的(尤指艺术方面); 表现创造力的 ②创造(性)的;

创作的 2

curable /'kjʊərəbl/ *adj.* (疾病)可医治的; 可治愈的 1

cure /kjʊə/ *n.* 药; 药物; 疗法 1

currently /'kʌrəntli/ *adv.* 现时; 目前; 当前; 时下 4

D

dawn /dɔ:n/ *v.* ①变得明朗, 开始清楚 ②(一天或一个时期)开始 1

DDS /'di:'di:'es/ *n.* 牙外科博士 3

definition /,defɪ'nɪʃən/ *n.* (尤指词典里的词或短语的)释义, 解释 1

delay /dɪ'leɪ/ *n.* 延迟(或耽搁、拖延)的时间 4

delight /dɪ'laɪt/ *v.* ①感觉愉快 ②使愉快 *n.* 高兴; 愉快; 快乐 4

demand /dɪ'mɑ:nd/ *n.* (坚决的)要求; 所需之物 4

demanding /dɪ'mɑ:ndɪŋ/ *adj.* ①(人)要求极严的; 苛求的; 难满足的 ②(工作)要求高的; 需要高技能(或耐性等)的; 费力的 4

depression /dɪ'preʃən/ *n.* 抑郁症; 精神忧郁 3

detail /'di:teɪl/ *n.* 细微之处; 枝节 2

device /dɪ'vaɪs/ *n.* 装置; 仪器; 器具; 设备 3

diagnose /'daɪəgnəʊz/ *v.* 诊断(疾病); 判断(问题的原因) 1

disability /,dɪsə'bɪlɪti/ *n.* (某种)缺陷, 障碍 3

discipline /'dɪsɪplɪn/ *v.* 训练; 训导; 管教 4

disease /dɪ'zi:z/ *n.* 病; 疾病 1

display /dɪ'spleɪ/ *n.* 陈列; 展览 2

distinguished /dɪ'stɪŋgwɪʃt/ *adj.* 卓越的; 杰出的; 著名的 2

dot /dɒt/ *n.* 点; 小点; 小圆点 1

dove /dʌv/ *n.* 鸽子(白鸽常作为和平的象征) 2

download /'daʊn,ləʊd/ *v.* 下载 3

dozen /'dʌzən/ *n.* ①许多; 很多 ②(一)打; 十二个 2

dynasty /'dɪnəstri; 'dʌməstri/ *n.* 王朝; 朝代 1

E

effect /ɪ'fekt/ *n.* 效应; 影响; 结果 4

effective /ɪ'fektɪv/ *adj.* 产生预期结果的; 有效的 1

electric /ɪ'lektrɪk/ *adj.* ①用电的; 电动的; 发电的 ②电的 3

element /'elɪmənt/ *n.* 要素; 基本部分; 典型部分 1

emotional /ɪ'məʊʃənəl/ *adj.* ①情绪激动的; 感情冲动的 ②感情的; 情感的; 情绪的 4

energetic /,enə'dʒetɪk/ *adj.* 精力充沛的; 充满活力的; 需要能量的; 积极的 2

enthusiasm /ɪn'θju:zɪəzəm/ *n.* 热情; 热心; 热忱 4

enthusiastic /ɪn,θju:zɪ'æstɪk/ *adj.* 热情的; 热心的; 热烈的; 满腔热忱的 4

eventually /ɪ'ventʃuəli/ *adv.* 最后; 终于 4

evoke /ɪ'vəʊk/ *v.* 引起, 唤起(感情、记忆或形象) 4

examine /ɪg'zæmɪn/ *v.* ①审查; 调查; 考查; 考察 ②(仔细地)检查, 检验 1

exist /ɪg'zɪst/ *v.* 存在; 实际上有 2

expectancy /ɪk'spektənsɪ/ *n.* 预料; 预期; 期待; 盼望 3
expert /'ekspɜ:t/ *n.* 专家; 行家; 能手 1
expression /ɪk'spreʃən/ *n.* 表示; 表达; 表露 2
extend /ɪk'stend/ *v.* 提供; 给予 2
extra /'ekstrə/ *adj.* 额外的; 分外的; 外加的; 附加的 3
extreme /ɪk'stri:m/ *adj.* 极度的; 极大的 3
eyesight /'aɪsaɪt/ *n.* 视力; 目力 2

F

face-to-face /'feɪs tə 'feɪs/ *adj.* 面对面的 4
farewell /,feə'wel/ *n.* 告别; 辞行 1
fat-free /,fæt 'fri:/ *adj.* 不含脂肪的 3
fatigue /fə'ti:g/ *n.* 疲劳; 劳累 3
feature /'fi:tʃə/ *n.* 特色; 特征; 特点 1
figure /'fɪgə/ *n.* ① (绘画或故事中的) 人, 动物 ② 人物; 人士 2
finding /'faɪndɪŋ/ *n.* 调查发现; 调研结果 1
fitness /'fɪtnɪs/ *n.* 健壮; 健康 3
flexible /'fleksɪbl/ *adj.* ① 柔韧的; 可弯曲的; 有弹性的 ② 能适应新情况的; 灵活的; 可变动的 4
foolish /'fu:lɪʃ/ *adj.* (作为或行为) 愚蠢的; 傻的 1
forever /fə'revə/ *adv.* 永远 2
frustrated /frʌ'streɪtɪd/ *adj.* 懊丧; 懊恼; 沮丧 4
fulfil /fʊl'fɪl/ *v.* 实现 1
further /'fɜ:ðə/ *v.* 促进; 增进 1

G

gather /'gæðə/ *v.* ① 收拢, 归拢 (分散的东西) ② 聚集; 集合; 召集 1
gentle /'dʒentl/ *adj.* 温和的 2
germ /dʒɜ:m/ *n.* 微生物; 细菌; 病菌 3
giant /'dʒaɪənt/ *n.* 伟人; 卓越人物 2
gradually /'grædʒuəli/ *adv.* 逐渐地; 逐步地; 渐进地 4
grain /greɪn/ *n.* 谷物; 谷粒 3
grateful /'græɪtfəl/ *adj.* 感激的; 表示感谢的 2
greeting /'gri:tɪŋ/ *n.* 问候; 招呼; 迎接; 致意 2
grit /grɪt/ *n.* ① 勇气; 毅力 ② 沙粒; 沙砾 1
gum /gʌm/ *n.* 牙龈; 齿龈; 牙床 3

H

hardworking /,hɑ:d'wɜ:kɪŋ/ *adj.* 工作努力的; 辛勤的 2
harmonious /hɑ:'məʊniəs/ *adj.* (关系等) 友好和睦的; 和谐的 2
harvest /'hɑ:vɪst/ *n.* 收成; 收获量 2
healthcare /'helθkeə/ *n.* 医疗 (服务) 3

hesitation /,hezɪ'teɪʃən/ *n.* (对某事) 犹豫, 迟疑不决 4
honor /'ɒnə/ *v.* ①使感到荣幸 ②给予表扬 (或奖励、头衔、称号) 1

I

image /'ɪmɪdʒ/ *n.* 镜像; 影像; 映像; 图像 4
immediately /ɪ'mi:diətli/ *adv.* 立即; 马上; 即刻 4
impressive /ɪm'presɪv/ *adj.* (事物或人) 令人赞叹的; 令人敬佩的 4
improve /ɪm'pru:v/ *v.* 改进; 改善 3
inequality /,ɪnɪ'kwɒlɪti/ *n.* 不平等; 不平衡; 不平均 4
infection /ɪn'fekʃən/ *n.* 传染; 感染 3
influential /,ɪnflu'enʃəl/ *adj.* 有很大影响的; 有支配力的 1
ink /ɪŋk/ *n.* 墨水; 墨汁; 油墨 2
insert /ɪn'sɜ:t/ *v.* 插入; 嵌入 4
instruct /ɪn'strʌkt/ *v.* 指示; 命令; 吩咐 4
intelligence /ɪn'telɪdʒəns/ *n.* 智力; 才智; 智慧 4
intelligent /ɪn'telɪdʒənt/ *adj.* ①有才智的; 悟性强的; 聪明的 ②(计算机、程序等) 智能的 4
interactive /,ɪntər'æktɪv/ *adj.* ①交互式的; 人机对话的; 互动的 ②合作的; 相互影响的; 互相配合的 4
interpersonal /,ɪntə'pɜ:sənəl/ *adj.* 人际的; 人际关系的 3
irritable /'ɪrɪtəbl/ *adj.* 易怒的; 暴躁的 3
issue /'ɪʃu:/ *n.* ①(杂志或报纸的) 一期; 期号 ②重要议题; 争论的问题 1

J

jog /dʒɒg/ *v.* 慢跑 (尤指锻炼) 3

L

lack /læk/ *v.* 没有; 缺乏 *n.* 缺乏; 匮乏; 短缺 4
limit /'lɪmɪt/ *v.* 限制, 限定 4
limited /'lɪmɪtɪd/ *adj.* 有限的 1
literary /'lɪtərəri/ *adj.* 文学的; 文学上的 2
literature /'lɪtərətʃə/ *n.* 文学; 文学作品 2
living /'lɪvɪŋ/ *n.* ①生活方式 ②生计; 谋生; 收入 3
adj. 活着的; 活的 4
locate /ləu'keɪt/ *v.* 把……安置在 (或建造于) 4
longevity /lɒn'dʒevɪti/ *n.* 长寿; 长命; 持久 3
loss /lɒs/ *n.* 丧失; 损失; 丢失 1
lower /'ləʊə/ *v.* 把……放低; 使……降下 3

M

major /'meɪdʒə/ *adj.* 主要的; 重要的; 大的 3
malaria /mə'leəriə/ *n.* 疟疾 1

manner /'mænə/ *n.* 方式; 方法 2
manual /'mænjuəl/ *adj.* (工作等) 用手的; 手工的; 体力的 3
marathon /'mærəθən/ *n.* 马拉松赛跑 (距离为 42.195 公里) 1
mature /mə'tʃʊə/ *adj.* ① (人、树木、鸟或兽) 成熟的; 发育完全的 ② (儿童或年轻人) 明白事理的; 成熟的; 像成人似的 4
mental /'mentl/ *adj.* 思想的; 精神的; 思考的; 智力的 4
military /'mɪlɪtəri/ *adj.* 军事的; 军队的; 武装的 1
millisecond /'mɪlɪ,sekənd/ *n.* 毫秒; 千分之一秒 4
miserably /'mɪzərəbli/ *adv.* 痛苦地; 非常难受地; 可怜地 4
modest /'mɒdɪst/ *adj.* 谦虚的; 谦逊的 1
moment /'məʊmənt/ *n.* ① 时机; 机遇; 时光; 做某事的时刻 ② 片刻; 瞬间 1
moody /'mu:di/ *adj.* ① 脾气坏的; 郁郁寡欢的 ② 情绪多变的; 喜怒无常的 3
motivate /'məʊtɪveɪt/ *v.* 推动……甘愿苦干; 激励; 激发 3
movement /'mu:vmənt/ *n.* ① (身体部位的) 运动, 转动, 活动 ② 移动; 迁移; 转移; 活动 4
mutual /'mju:tʃʊəl/ *adj.* 相互的; 彼此的 4

N

nationality /,næʃə'nælɪti/ *n.* 国籍 2
negative /'negətɪv/ *adj.* ① 坏的; 有害的 ② 消极的; 负面的 4
network /'netwɜ:k/ *n.* 网络; 网状系统 4
neurosurgeon /'njuərəʊ,sɜ:dʒən/ *n.* 神经外科医生 4
nutrient /'nju:triənt/ *n.* 营养素; 营养物 3

O

occupy /'ɒkjʊpaɪ/ *v.* ① 使忙于 (做某事); 忙着 (做某事) ② 使用, 占用 (空间、面积、时间等) 2
operate /'ɒpəreɪt/ *v.* 动手术 4
operation /,ɒpə'reɪʃən/ *n.* 手术 4
option /'ɒpʃən/ *n.* ① 可选择的事物; 选择; 选择权 ② 选择的自由 3
oral /'ɔ:rəl/ *adj.* 用口的; 口腔的; 口服的 3
ordinary /'ɔ:dənəri/ *adj.* 普通的; 平常的; 一般的; 平凡的 2
outcome /'aʊtkʌm/ *n.* 结果; 效果 1
outgoing /'aʊt,gəʊɪŋ/ *adj.* 外向的; 开朗的 2
overall /,əʊvər'ɔ:l/ *adj.* 全面的; 综合的; 总体的 3

P

passionate /'pæʃənət/ *adj.* 热诚的; 热情的 1
path /pɑ:θ/ *n.* ① 成功的途径 ② 小路; 小径 1
patience /'peɪʃəns/ *n.* 耐心; 忍耐力 4
percent /pə'sent/ *n.* 百分之…… 1

perseverance /ˌpɜːsɪˈvɪərəns/ *n.* 毅力; 韧性; 不屈不挠的精神 1
persistence /pəˈsɪstəns/ *n.* 坚持; 锲而不舍 1
physiology /ˌfɪzɪˈɒlədʒɪ/ *n.* 生理学 1
plaque /plɑːk/ *n.* 牙斑; 牙菌斑 3
polished /ˈpɒlɪʃt/ *adj.* 抛光的; 磨光的; 擦亮的 4
possess /pəˈzes/ *v.* ①具有(特质) ②有; 拥有 4
power /ˈpaʊə/ *v.* 驱动, 推动(机器或车辆) *n.* 控制力; 影响力; 操纵力 3
powerful /ˈpaʊəfəl/ *adj.* ①(对身心)有强烈作用的, 效力大的 ②(人)有权势的; 有影响力的 4
practical /ˈpræktɪkəl/ *adj.* 实际的; 真实的; 客观存在的 1
predictor /prɪˈdɪktə/ *n.* 有预测作用的事物; 预示物 1
prescription /prɪˈskrɪpʃən/ *n.* 处方; 药方 1
pressure /ˈpreʃə/ *n.* 压力; 压强; 挤压 3
profile /ˈprəʊfaɪl/ *n.* ①概述; 简介; 传略 ②面部的侧影; 侧面轮廓 3
prosperity /prɒˈsperətɪ/ *n.* 兴旺; 繁荣; 成功; 昌盛 2
protein /ˈprəʊtiːn/ *n.* 蛋白质 3
psychologist /saɪˈkɒlədʒɪst/ *n.* 心理学家; 心理学研究者 1
publication /ˌpʌblɪˈkeɪʃən/ *n.* ①出版物 ②(书刊等的)出版, 发行 1
puppy /ˈpʌpɪ/ *n.* 小狗; 幼犬 4
pursue /pəˈsjuː/ *v.* 追求; 致力于; 执行; 贯彻 2
putonghua /puːˈtʊŋhwɑː/ *n.* 普通话 2

Q

qualified /ˈkwɒlɪfaɪd/ *adj.* 具备……的学历(或资历) 4
quote /kwəʊt/ *n.* 引语; 引文; 语录 1

R

rate /reɪt/ *n.* 比率; 率 3
recognise /ˈrekəɡnaɪz/ *v.* ①赞赏; 认可; 看重 ②认识; 认出; 辨别出 ③承认; 意识到 2
reduce /rɪˈdjuːs/ *v.* 减少, 缩小(尺寸、数量、价格等) 3
relate /rɪˈleɪt/ *v.* 联系; 使有联系; 把……联系起来 1
remarkable /rɪˈmɑːkəbl/ *adj.* 非凡的; 奇异的; 显著的; 引人注目的 1
remote /rɪˈməʊt/ *adj.* ①遥远的; 久远的 ②远程的; 远程连接的 ③偏远的; 偏僻的 4
researcher /rɪˈsɜːtʃə/ *n.* 研究者 1
respectful /rɪˈspektfəl/ *adj.* 表示敬意的; 尊敬的 2
respond /rɪˈspɒnd/ *v.* ①作出反应; 响应 ②(口头或书面)回答, 回应 4
respondent /rɪˈspɒndənt/ *n.* 回答问题的人; (尤指)调查对象 1
response /rɪˈspɒns/ *n.* ①反应; 响应 ②(口头的或书面的)回答, 答复 4
routine /ruːˈtiːn/ *adj.* ①日常的; 平常的; 正常的; 毫不特别的 ②常规的; 例行公事的 3
rub /rʌb/ *v.* 擦; 磨; 搓 3

S

- sail** /seɪl/ *v.* 在……上面航行 2
- salesperson** /ˈseɪlz,pɜːsən/ *n.* 售货员; 推销员 1
- sanitiser** /ˈsænɪtaɪzə/ *n.* 消毒液 3
- saying** /ˈseɪɪŋ/ *n.* 谚语; 格言; 警句 3
- seal** /siːl/ *n.* 印章; 图章; 玺; 印记 2
- settle** /ˈsetl/ *v.* ① 将就 ② (最终) 决定, 确定, 安排好 1
- sew** /səʊ/ *v.* 缝制; 缝补; 缝上 4
- shade** /ʃeɪd/ *n.* ① 浓淡深浅; 色度 ② 阴凉处; 背阴; (树) 荫 2
- shrimp** /ʃrɪmp/ *n.* 虾 2
- sight** /saɪt/ *n.* ① 看见 ② 视力; 视觉 4
- signal** /ˈsɪɡnəl/ *n.* (传输声音、图像或其他信息的电波) 信号 4
- significant** /sɪɡˈnɪfɪkənt/ *adj.* 有重大意义的; 显著的 1
- sleek** /sliːk/ *adj.* ① 线条流畅的; 造型优美的 ② 光滑的; 光亮的 4
- slight** /slaɪt/ *adj.* 轻微的; 略微的 2
- smartphone** /ˈsmɑːtfəʊn/ *n.* (兼有某些计算机功能的) 智能手机 3
- soap** /səʊp/ *n.* 肥皂 3
- soda** /ˈsəʊdə/ *n.* 苏打汽水 (加果味, 有时加入冰淇淋) 3
- soldier** /ˈsəʊldʒə/ *n.* 军人, (尤指) 士兵 1
- someday** /ˈsʌmdeɪ/ *adv.* 总有一天; 有朝一日; 将来 1
- somehow** /ˈsʌmhaʊ/ *adv.* 以某种方式 (或方法) 1
- source** /sɔːs/ *n.* 来源; 出处 3
- specialist** /ˈspeʃəlist/ *n.* 专家 4
- stable** /ˈsteɪbl/ *adj.* 稳定的; 稳固的; 牢固的 2
- stage** /steɪdʒ/ *v.* 上演; 举办; 举行 2
n. (发展或进展的) 时期, 阶段, 状态 4
- stamina** /ˈstæmɪnə/ *n.* 耐力; 耐性; 持久力 1
- statement** /ˈsteɪtmənt/ *n.* 说明; 说法; 表白; 表态 4
- stretch** /stretʃ/ *v.* 拉长; 拽宽; 撑大; 抻松 4
- stroke** /strəʊk/ *n.* 笔触 2
v. 轻抚, 抚摩 (物体表面、头发或动物的毛皮等) 4
- struggle** /ˈstrʌɡl/ *n.* 奋斗; 努力 1
- studio** /ˈstjuːdiəʊ/ *n.* (音乐) 录音棚; (广播、电视的) 录音室, 录像室, 演播室, 制作室 2
- suffer** /ˈsʌfə/ *v.* ① (因疾病、痛苦、悲伤等) 受苦, 受难, 受折磨 ② 遭受; 蒙受 3
- summarise** /ˈsʌməraɪz/ *v.* 总结; 概括; 概述 1
- surgeon** /ˈsɜːdʒən/ *n.* 外科医生 4
- surgery** /ˈsɜːdʒəri/ *n.* 外科手术; 外科学 1
- surgical** /ˈsɜːdʒɪkəl/ *adj.* 外科的; 外科手术的 4
- symbolic** /sɪmˈbɒlɪk/ *adj.* 使用象征的; 作为象征的; 象征性的 2
- symptom** /ˈsɪmptəm/ *n.* 症状 3

T

talent /'tælənt/ *n.* 天才；天资；天赋 2

talented /'tæləntɪd/ *adj.* 有才能的；天才的；有才干的 2

technique /tek'ni:k/ *n.* 技巧；技艺；工艺 4

telesurgery /'telɪ'sɜ:dʒəri/ *n.* 遥控手术 4

terrier /'teriə/ *n.* 獭（一种活泼的小狗） 4

thankfully /'θæŋkfəli/ *adv.*（用以表示高兴）幸亏 1

threaten /'θreɪn/ *v.* ①危及；对……构成威胁 ②扬言要；威胁；恐吓 4

title /'taɪtl/ *n.*（人名前表示地位、职业、婚否等的）称号，头衔，职称，称谓 2

tofu /'təʊfu:/ *n.* 豆腐 3

tone /təʊn/ *n.* 语气；口气；腔调；口吻 2

toothbrush /'tu:θbrʌʃ/ *n.* 牙刷 3

track /træk/ *n.*（移动的）路径，路线，方向 *v.* 跟踪；追踪 3

trash /træʃ/ *n.* 垃圾；废物 3

treatment /'tri:tmənt/ *n.* 治疗；疗法；诊治；护理 1

trend /trend/ *n.* 趋势；趋向；倾向；动态；动向 2

troublesome /'trʌblsəm/ *adj.* 令人烦恼的；讨厌的；令人痛苦的 2

typical /'tɪpɪkəl/ *adj.* 典型的；有代表性的 2

typography /taɪ'pɒgrəfi/ *n.* 印刷术；排印；版面设计 1

U

ultimately /'ʌltɪmətli/ *adv.* 最终；最后；终归 2

upset /,ʌp'set/ *v.* 使烦恼；使心烦意乱；使生气 4

V

vase /vaɪz/ *n.* 花瓶；装饰瓶 2

verse /vɜ:s/ *n.* 诗；韵文 1

view /vju:/ *v.* ①看；观看；（尤指）仔细察看 ②把……视为 4

W

widespread /'waɪdspred/ *adj.* 分布广的；普遍的；广泛的 1

workout /'wɜ:kaut/ *n.* 锻炼 3

wormwood /'wɜ:mwud/ *n.* 蒿，洋艾（有些具苦味，可入药或用来制苦艾酒等） 1

worthwhile /,wɜ:θ'waɪl/ *adj.* 重要的；令人愉快的；有趣的；值得花时间（或花钱、努力等） 1

▶ 后记

本套教材根据教育部颁布的《普通高中英语课程标准（2017年版2020年修订）》编写，后经国家教材委员会专家委员会审核通过。

本套教材编写过程中，我们得到了多方面的指导与支持。国内外多位语言教学专家，如梅德明、刘正光、程晓堂、Rod Ellis、Brian Tomlinson等，对我们的教材编制方案、教材初稿和教材修订工作提出了宝贵的意见和建议。

上海市英语特级教师何亚男、吴小英、汤青、陆跃勤等对我们的编制方案、选材、活动设计、编写体例等提出了富有建设性的意见。教材编写过程中，我们还多次听取了上海市各区高中教研员和优秀骨干教师的意见和建议。

此外，来自加拿大、德国、英国、美国等国家的多位外籍专家，如Marc Young, Stephanie Ashford, Catherine Watts等，对本套教材进行了审校，提出了许多有价值的修改意见。

上海市中小学（幼儿园）课程改革委员会、上海市教育委员会教学研究室、上海市英语教育教学研究基地（上海市高校“立德树人”人文社科重点研究基地）、基地所在单位上海外国语大学以及上海外语教育出版社对教材的编写提供了有力的支持。各册责任编辑全程参与了教材的编写工作，付出了辛勤的劳动。

我们在此一并表示衷心的感谢。

热忱欢迎广大专家、教师和同学们在使用过程中指出教材的不足之处或问题，以便我们尽快修订改正。

编者

2020年5月

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