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Section 2

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1

Smart everything everywhere



Objectives

Section 1

Episode 1

The application of AI

- to write an outline of an academic presentation on AI
- to ask questions in an interview

Episode 2

About the academic presentation

- to list anticipated questions and answers for an academic presentation
- to give presentations to a multicultural audience
- to anticipate questions

Project

- to give an academic presentation on AI

Section 2

Text A

How AI threatens our way of life

- to recognize and examine exemplification
- to identify bias
- to write an essay on people's concerns over AI in China

Text B

Is computer art really art?

- to reflect on the impact of AI technology on art



① Look at the following tasks and check (✓) those which are best suited to AI.

Driving a car

Composing music

Teaching math

Performing surgery

Cooking meals

Building houses

Growing rice

② Work in pairs. Compare and discuss your choices.

A: I would feel a lot safer in a car driven by AI than I would feel in a car driven by a person.

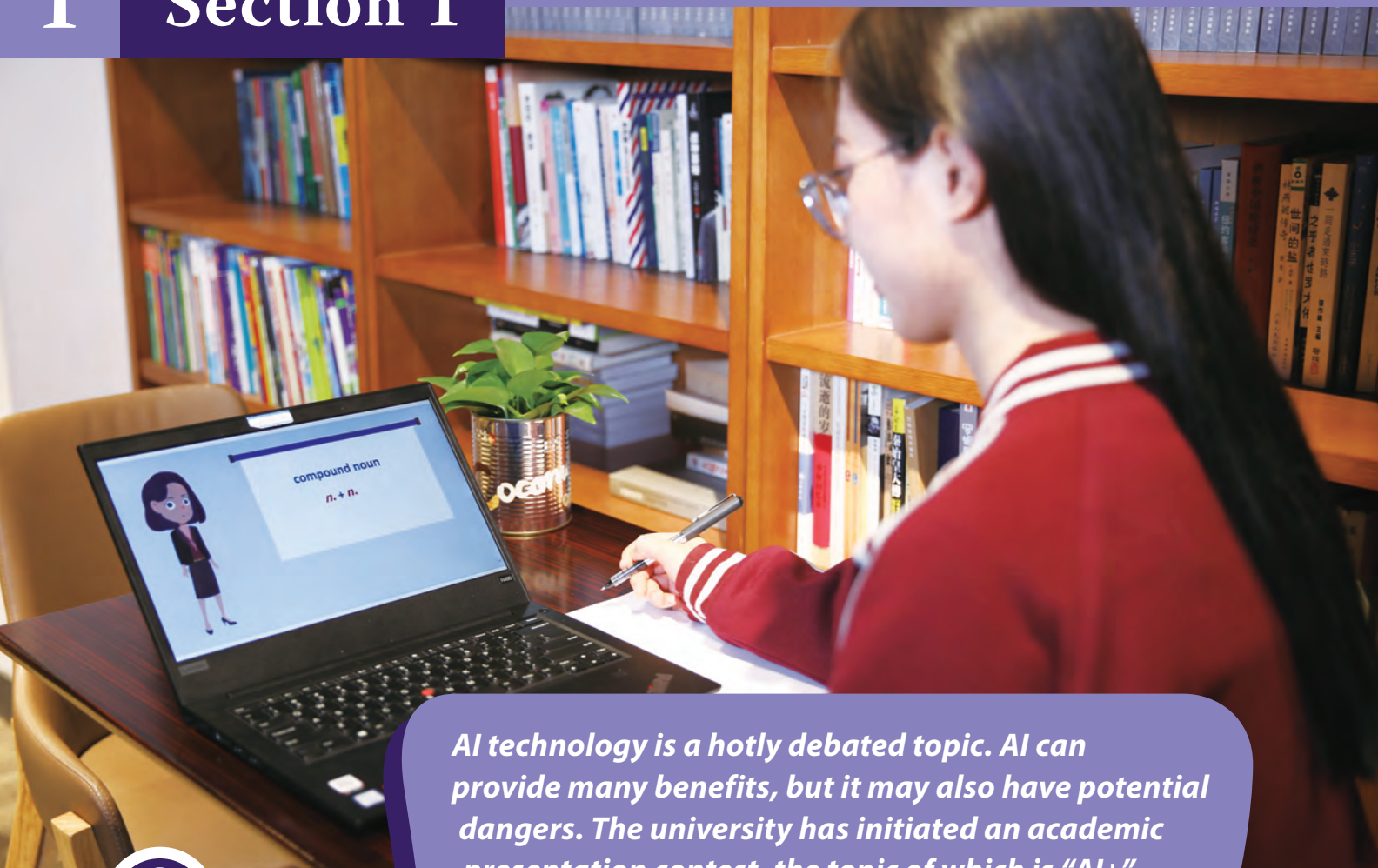
B: I agree. I think there would be far fewer accidents.

A: I don't enjoy listening to music made by computers, though. I prefer that made by humans.

B: As long as it sounds good, I don't care if it's created by AI.

A: ...

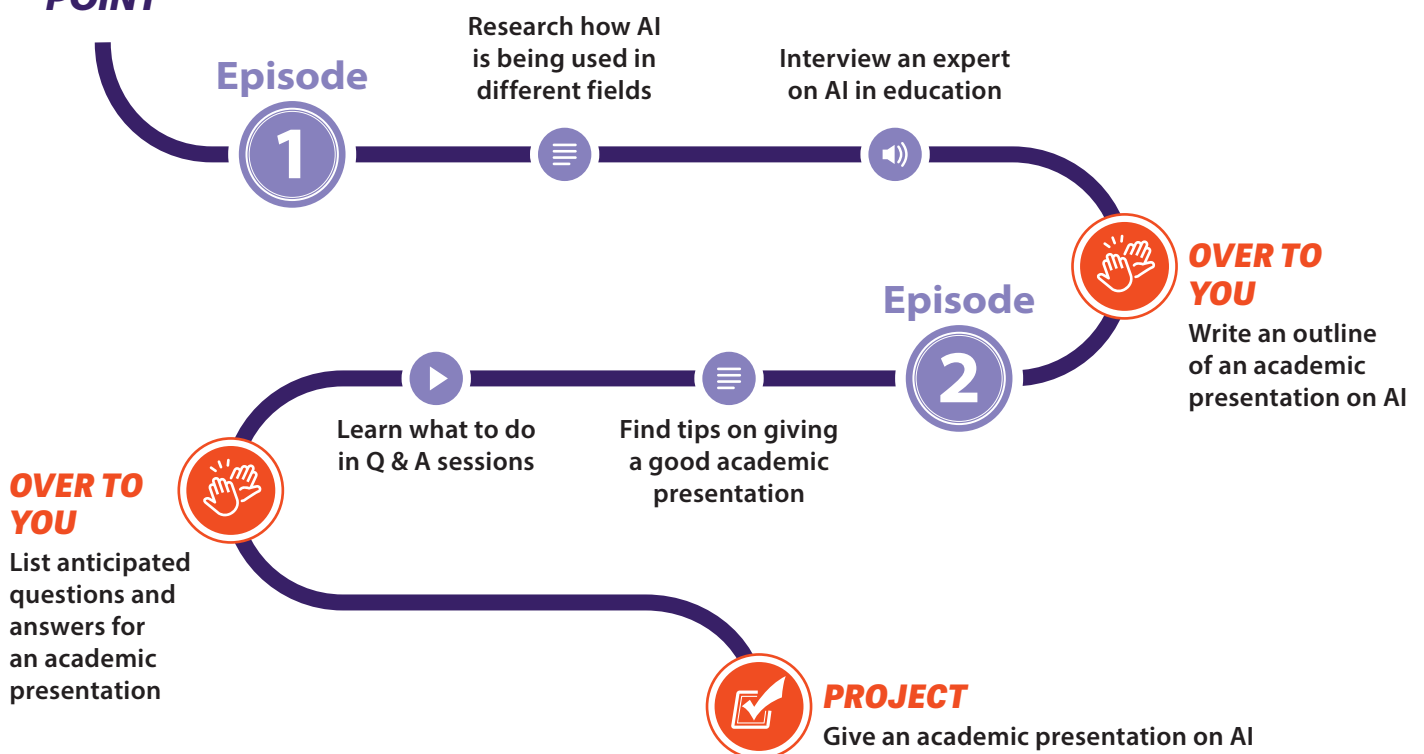
1 Section 1



AI technology is a hotly debated topic. AI can provide many benefits, but it may also have potential dangers. The university has initiated an academic presentation contest, the topic of which is "AI+". Wang Hao and Yi Fei decide to enter the contest.



STARTING POINT



Episode 1

The application of AI

To decide which area they are going to focus on, Wang Hao and Yi Fei go online and research some fields that have benefited from the application of AI.




The image shows a screenshot of a web browser displaying an article from 'Online Sciences'. The browser's address bar shows the URL 'https://www.onlinesciences.net/technology/ai-in-driving/'. The website's navigation bar includes 'Science', 'Technology', 'DIY', 'Reviews', and 'Login'. Below the navigation bar, there are 'Mail' and 'Share' icons. The main content area features a large background image of a road with a central 'AI' chip icon surrounded by various technology-related icons like a satellite, laptop, microphone, airplane, globe, car, and smartphone. A circular graphic on the left contains the text 'AI in driving' above an illustration of a green car with wireless signals. The article text is presented in a light blue box on the right side of the page.

AI in driving

A recent safety report identified unintentional injuries as the leading cause of death for Americans under 44 years old, among which deaths due to distracted driving constitute a very high proportion. In response to this, some state governments have considered planning a number of routes exclusively for autonomous vehicles. Experts estimate that self-driving cars could reduce accident rates by more than 80 percent, simply by removing the element of human error. Autonomous technology in many instances is truly better than people at driving. Other additional benefits are listed, including reduced journey time for passengers, and the possibility of reduced emissions from more efficient use of fuel.

Still, some people have expressed concerns about the cost and safety of autonomous vehicles. They argue that the real world is much more unpredictable and complicated than any computer can easily deal with. Also, there remain questions about who takes legal responsibility in the case of an accident with autonomous vehicles.



TECH ▶ Security Contact Us ☰

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A honeymoon phase for AI in the **security** industry?

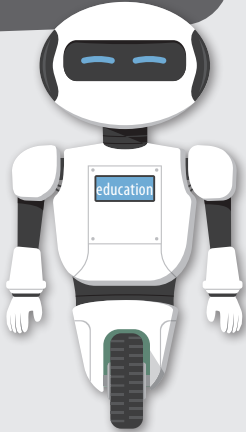
These days, police and private security companies are using more and more artificial intelligence to keep us and our property safe. High-tech security features such as facial recognition and behavior analysis have proven highly effective at reducing crime. In 2019, police in New York City probably prevented a terrorist attack after they used facial recognition technology to identify two known terrorists who had been seen hanging around city center areas.

Some people ask if this is just a honeymoon phase for AI in security, and wonder how long before criminals are able to defeat these “robot cops”. There are others still who question the ethics of using AI to monitor public places and record the activities of everybody – criminal or not. For many, this could at best seriously threaten their privacy, and at worst represent a mass collection of personal information that makes citizens vulnerable to crimes such as identity theft, blackmail or even kidnapping.

INSIGHTS Technology

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How AI can impact education



Recently, much progress has been made in education by applying AI technology to adaptive-learning techniques in the classroom. Adaptive learning uses computer algorithms to alter course material to meet individual student needs. AI technology can also provide students with virtual platforms through which they can receive feedback and collaborate with other students identified by the system as having similar needs.

Despite the benefits, it could be that if students rely too much on this type of artificial intelligence, it will limit their social and interpersonal development.

1 Read the excerpts and complete the table.

	Benefits	Concerns
AI in driving	<ul style="list-style-type: none"> Reducing accident rates Reducing 1) _____ for passengers Reducing 2) _____ from more efficient use of fuel 	<ul style="list-style-type: none"> 3) _____ and safety Who takes 4) _____ when an accident involving autonomous vehicles happens
AI in security	<ul style="list-style-type: none"> Keeping us and our property safe Reducing 5) _____ 	<ul style="list-style-type: none"> Possibility of criminals being able to defeat these 6) _____ Threatening people's 7) _____, as well as making citizens vulnerable to crimes
AI in education	<ul style="list-style-type: none"> Meeting 8) _____ with the application of adaptive learning Helping students receive feedback and 9) _____ with others 	Limiting 10) _____ development

2 Check (✓) the true statements according to the excerpts.

- 1. Autonomous technology is expected to replace human drivers as it greatly reduces accident rates.
- 2. To reduce deaths caused by distracted driving, some governments plan to build autonomous vehicle routes.
- 3. Police can use AI to prevent terrorist attacks.
- 4. AI will prevent crimes such as identity theft, blackmail or even kidnapping.
- 5. With the help of AI technology, teachers can provide students with personalized materials according to their needs.

3 Work in groups of four. Each member chooses one field where AI could be applied. Do some research, write down the advantages and disadvantages of the application, and then share your ideas within your group.



A: I think that one of the main advantages of using AI in medicine is that computers can check a patient's entire medical history much faster than any doctor can!

B: As to AI in art, I'm not sure if the art made by AI is really art, since it is simply copying human-made art, rather than creating anything new ...

The two friends have decided to focus on the topic of “AI in education”. To learn more about this area, Wang Hao conducts an interview with Dr. Martin, an educational technology expert.



Audio

4 Listen to Wang Hao’s interview with Dr. Martin. Then check (✓) the topics they discuss.

- 1. How AI can help schools save money.
- 2. Dr. Martin’s experience with AI.
- 3. Dr. Martin’s educational experience.
- 4. Applications that use AI technology.
- 5. The future of AI in education.
- 6. Problems with AI in education.

5 Listen to the interview again and fill in the blanks.

1. Dr. Martin worked in the early days with students who were _____-impaired.
2. The chatbot is designed to help the students practice _____.
3. By providing on-the-fly translation of teaching materials, AI technology can help build up a kind of _____.
4. Automating simple administration tasks that used to take up a lot of teachers’ time can free them up to focus on _____.
5. Facial recognition technology would allow teachers to adjust their content or _____ to suit students on the fly.

6 Work in pairs and role-play an interview on AI applications, using different types of questions mentioned in the Academic skill.

A: Can I ask how you thought of starting a platform that uses AI technology?

B: Yes. I first thought of starting a language exchange platform when I was struggling to learn Chinese.

A: How can the platform help people learn a new language?

B: ...

Academic skill

Asking questions in an interview

Interviews are an important method of collecting data for research purposes in the academic field. Asking the right questions during an interview can help us get the most useful information from the interviewee.

Introducing questions – to introduce a topic:

- ..., can you tell us about how ...?
- Could you tell me what ...?

Probing questions – to dig for deeper understanding:

- How exactly did that work?
- Could you give me an example?

Clarifying questions – to clarify a detail:

- What were you doing when ...?
- Who told you about ...?

Structuring questions – to move on to another topic:

- So, on to the present ...
- If it’s OK with you, I’d like to discuss ...

New words

- impaired /ɪmˈpeəd/ *a.* 受损的
 chatbot /ˈtʃæt,bɒt/ *n.* 聊天机器人
 corresponding /ˌkɒrɪˈspɒndɪŋ/ *a.* 相应的
 mundane /mʌnˈdeɪn/ *a.* 乏味的
 automate /ˈɔ:tə,meɪt/ *vt.* 使自动化
 prediction /prɪˈdɪkʃn/ *n.* 预测
 distant /ˈdɪstənt/ *a.* (时间) 久远的, 遥远的
 engagement /ɪnˈɡeɪdʒmənt/ *n.* 参与 (感)

OVER TO YOU

After the interview and further research, Wang Hao and Yi Fei know more about how AI is used in education. They narrow down their topic to “the effects of AI in education” and write an outline of their presentation.

- Work in groups.** Write an outline of a presentation on a topic related to AI. You can refer to Wang Hao and Yi Fei’s sample on the right.

Step 1 Choose an area where AI is applied that you want to discuss. To do this, you can try reading some articles about AI, or discussing the subject with your classmates.

Step 2 Narrow down your topic. It should be both of interest to you and specific enough for a presentation.

Step 3 Search for more information about your topic. You can use different methods to collect your data, such as reading articles or conducting interviews.

Step 4 Write your outline. You can organize the main points in patterns that best suit your content, such as pros and cons, cause and effect, comparison and contrast, etc.

The effects of AI in education



Wang Hao



Yi Fei

Introduction

Hook

Demonstrating a lesson taught by AI

Background info about AI in education

Main points

Pros of AI in education

- Individualized curricula through adaptive learning
- Higher efficiency
- Potential to raise academic performance
- Reduced need for physical presence in the classroom

Cons of AI in education

- High costs of retraining teachers to utilize AI
- Potential to widen the gap between students due to unequal access to technology

Conclusion

Expectations of future applications of AI in education

Language in focus

Words and expressions

- 1 Complete the sentences with the correct form of the words and expressions below.

alter constitute emission
privacy at best

1. The automobile industry is one of the largest producers of greenhouse gas _____.
2. According to the doctor, the pills are _____ ineffective and at worst dangerous.
3. These days, it is so easy to _____ the appearance of a photo or video that it is hard to know if what it shows is real.
4. Younger generations seem less concerned about their _____ than those who grew up without social media.
5. People under the age of 40 _____ the majority of the subjects in the recent scientific study.

- 2 Replace the underlined words with the correct form of the words and expressions below.

automate corresponding
impaired free up

1. Spending too much time staring at a computer screen may temporarily harm your vision.
2. Some advanced AI systems are able to understand text descriptions and generate matching images quickly and accurately.
3. When a company uses computers and machines for its work processes, it can reduce the time it takes to manufacture a product.
4. AI can do more simple, repetitive work to help give more time to workers to work on more creative tasks.

Collocations

- 3 Complete the sentences with the correct form of suitable collocations. Sometimes more than one collocation is possible.

take | responsibility blame credit
meet | need standard expectation

1. I have worked very hard to make sure that the homepage of our website _____ of the company CEO.
2. You should never be shy about _____ for any good work you have done.
3. In large classrooms, teachers can deliver customized resources to _____ of every student.
4. Although several employees made mistakes, the president of the company _____ for the security leak.
5. The inspectors ensured that every building _____ of safety which were set by the government.

Structure

it could be that ...

It could be that if students rely too much on this type of artificial intelligence ...

This structure is used to predict something or speculate generally. It indicates a possibility at present or in the future.

- 4 Rewrite the sentences using "it could be that ...".
1. One day, robots might replace teachers.
 2. A return to more old-fashioned ways of life could lead to a more peaceful world.
 3. Perhaps all humans will speak the same language in the future.
 4. AI may be able to help us solve the environmental crisis.

Episode 2

About the academic presentation

To help prepare for the presentation, the two friends find a chapter in their textbook about how to make a good academic presentation.

How To Make A Good Academic Presentation

Chapter

7

Giving a presentation can be a challenging and nerve-racking experience for anyone. Academic presentations can be particularly difficult as they typically follow a rigid structure and require the speaker to use specific, professional terminology to discuss the information they are presenting. Additionally, a more formal style of delivery is required.

The following points should be considered in order to make an effective academic presentation.

Objectives and audience

An academic presentation should always have clear and specific objectives. The objectives need to specify exactly what you want your audience to learn from your presentation. You could ask yourself questions such as: What is the purpose of the presentation? Do I need to inform the audience, persuade them, or inspire them?

Before deciding on the objectives of the presentation, you should also know the backgrounds, values and interests of the audience. This will help you create content that will be relatable and of interest to them, with the right level of detail.



Content and structure

An academic presentation must introduce something new, or else it will not be worth listening to. Even if your audience is familiar with the topic of your presentation, your job is to introduce some new or alternative perspectives.

Academic presentations need to be straightforward and logical. It is important that you avoid complex structures, and focus on the goal of explaining your information clearly. Essential elements include an introduction, a clear central thesis, supporting examples, research results and a conclusion. The end of the presentation should also include a reference list.

It is important to provide a variety of content to capture the audience's attention, otherwise they may quickly become bored. You can present data in the form of diagrams or charts, use quotes from experts, refer to historical or current events, or even relate personal experiences, if appropriate.

Performance

A presenter should be conscious of their delivery, making sure it is stimulating and enthusiastic so as to keep the audience's attention.

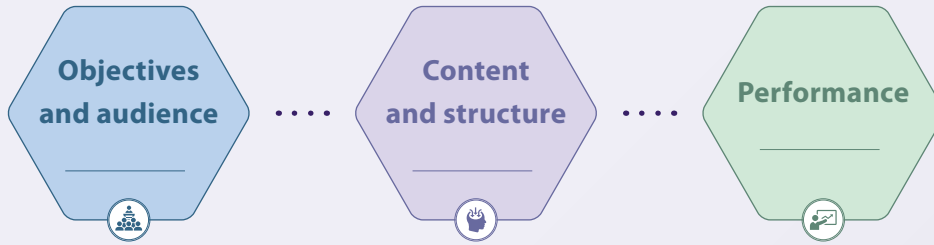
Practice giving your presentation until you are familiar with the key points. This way you may discover potential problems and keep to your time limit. Practice will also make you feel more confident.

A good presentation makes effective use of a variety of sounds and visuals. Playing music, using sound effects, moving around the room and involving the audience are all excellent ways of keeping the presentation lively. But of course, don't use too many of these elements, as this can make your presentation seem less academic.

Finally, keep in mind that even though the style may be formal, laughter is still allowed! Sharing a funny moment or story with your audience can help to make everyone in the room feel more comfortable and involved.



- ① The following statements summarize the main points of making an academic presentation. Read the text and match the statements with the sections where the points come from.



- 1 The audience should learn something new from your presentation.
- 2 You should pay attention to your delivery and remember that you will benefit from practicing in advance.
- 3 You should know exactly what you want the audience to learn from your presentation.
- 4 The presentation should be straightforward and logical.
- 5 During the presentation, you can share funny stories to help the audience feel more relaxed and involved.
- 6 Before deciding on the objectives of the presentation, you should know the backgrounds, values and interests of the audience.
- 7 You should use sounds and visuals effectively.
- 8 It is important to present different types of content to appeal to your audience.

- ② Work in pairs and discuss the questions.

1. What do you think would be the most challenging part of giving an academic presentation?
2. Which tips from the text do you find most useful? What other tips would you recommend?
3. What can you do to make your academic presentation more engaging?

Intercultural skill



Giving presentations to a multicultural audience

When we participate in an international seminar, we might have an audience from multiple cultures. In that case, we should consider the backgrounds of our audience. Most cultural differences are easy to overcome; however, some can cause miscommunication or even offense. Here are some points that we should be aware of when giving a presentation to a multicultural audience.

- **Pay attention to the language that you are using.**
Avoid using slang, idioms, etc. that may be confusing for people of other cultural backgrounds. Also, when there are some culture-loaded concepts, like the Belt and Road Initiative, try to explain them.

- **Be aware that body language has different meanings in different cultures.**
Hand gestures such as the thumbs-up or victory sign are offensive in some cultures. Making eye contact can be very important in places like the U.S., but in Japan people may find it aggressive.
- **Note that audience participation can be different.**
In some cultures, it may be impolite for the audience to interact with the presenter during an academic presentation. In other cultures, however, the audience are more responsive – they nod to show they understand or frown to show they disagree – and they are more active in asking questions or making comments.

3 Work in pairs. Look at the following scenarios and discuss the possible cultural reasons. You can refer to the Intercultural skill.



Presenter



The U.S.

Scenario 1

The presenter says “I’m no spring chicken”, and the audience shows an expression of confusion.

Possible cultural reasons: _____

Scenario 2

In the Q&A interaction session, the presenter stretches out his left hand in an attempt to handshake with one questioner. The questioner feels embarrassed and refuses it.

Possible cultural reasons: _____

Scenario 3

The presenter feels awkward because there is no feedback from the audience.

Possible cultural reasons: _____

Audience



Saudi Arabia

After the presentation section of the contest, there will be a Q&A session. So the two friends go online to find a demonstration video showing how the speaker can deal with questions they may not be prepared for.



- 4 ▶ Watch the demonstration video. Then match the worst-case scenarios with the advice from the video.



New words

informative /ɪn'fɔ:mətɪv/ *a.* 增进知识的

scenario /sə'nɑ:riəʊ/ *n.* 可能发生的事

delay /dɪ'leɪ/ *v.* 推迟

speculate /'spekjʊ,leɪt/ *v.* 思索; 沉思

disastrous /dɪ'zɑ:stɹəs/ *a.* 造成灾难的

flaw /flɔ:/ *n.* 错误; 缺陷

clarify /'klærə,fai/ *vt.* 澄清; 阐明

Proper names

Malaysia /mə'leɪzə/ 马来西亚 (东南亚国家)

Kota Kinabalu /,kəʊtə kɪnəbə'lu:/ Airport

哥打基纳巴卢机场 (哥打基纳巴卢为马来西亚沙巴州首府)

REC

Advice A Ask for clarification.

Advice B Speculate as best you can and defer to the questioner.

Advice C Ask the rest of the audience for help if necessary.

Advice D Listen carefully to the argument, give it fair consideration and respond.

Advice E Don't take it personally.

Advice F Admit that you are not sure of the answer.

Advice G Acknowledge it when you are wrong.

Advice H Defend your position, but be open to the possibility that your position may have some flaws.

00:00:02:32



5 ▶ Watch the video again and complete the responses from the presenter.

1. That's a good question, but it is a little bit _____ of this talk. I would expect given Malaysia's close ties to Indonesia, as neighbors, some effect is _____.
2. I'm so sorry. You are right. I can't think how that happened. I'll _____ immediately. Thank you so much for _____.
3. Well, that's a very _____ point of view. It would be good to _____, but we may not have time to do so now. Could we _____ after the presentation and exchange views?
4. I'm so sorry. I didn't _____. Could you say it again, please?

6 Work in pairs. Based on Wang Hao and Yi Fei's presentation outline in OTY 1, anticipate and discuss what questions their audience may ask. You can refer to the **Critical thinking skill**.



Weaknesses in the logic of the presentation



Controversial parts of the presentation



Points that are not covered

Critical thinking skill



Anticipating questions

The best way to answer a tough question is to do it ahead of time. As we design our presentation, we can anticipate and list the questions that the audience might ask.

Follow these tips to help prepare for the questions:

- Look for weaknesses in the logic of our presentation.
- Identify the controversial parts of our presentation – parts that members of the audience are likely to disagree with.
- Identify points where for some reason (e.g. time limit) we aren't able to go into as much detail as we or our audience would probably like. Make sure we have extra information on hand.

Consider the interests of the audience when anticipating questions. What interests us personally may not be of interest to the general public. We could try "testing" our topics on friends to see what questions they may ask.

OVER TO YOU

After watching the video and learning more about how to prepare for the Q&A session, the two friends write a list of anticipated questions and prepare answers.

- ❑ **Work in groups.** Make a list of the questions you anticipate the audience may ask, and provide answers. You can refer to Wang Hao and Yi Fei's sample on the right.

Step 1 Review the outline you have written in OTY 1:

- Introduction
- Main points
- Conclusion

Step 2 Anticipate questions based on:

1. Weaknesses in the logic of the presentation

2. Controversial parts of the presentation

3. Points that are not covered

Step 3 Think about the answers to these potential questions.

Step 4 Share your questions and answers with another group and invite comments.

Q&A session:

Weaknesses in the logic of the presentation

Q: Teachers already use computers and the Internet. Will retraining be an issue?

A: Teachers will need retraining because they will likely have to adjust their entire teaching approach. Though teachers do often use technology, the methods they use in teaching are still fairly traditional. It is these methods that may change with AI-assisted education.

Controversial parts of the presentation

Q: Will AI replace teachers?

A: It is extremely unlikely. There is an increased understanding of the benefits of physical schools beyond being simply a place to acquire knowledge and facts. Interpersonal skills, life skills and critical thinking, for example, will be difficult to teach using AI systems.

Points that are not covered

Q: What about privacy concerns?

A: Technology companies are well aware that privacy is one of the biggest concerns many parents and students have. It is likely that governments will establish a series of privacy standards that technology providers will need to meet.

Language in focus

Words and expressions

① Complete the sentences with the correct form of the words and expressions below.

capture enthusiastic rigid
stimulating or else

1. The latest policy was extremely _____, and many workers complained about it.
2. I think that these photos really _____ the beauty and atmosphere of my hometown.
3. The speaker was an interesting person, but I'm afraid the topic of his presentation was not very _____.
4. She talked to several investors, but none were very _____ about her idea.
5. Slow down and allow your points to sink in with your listeners, _____ they will never catch up.

② Complete the sentences with the correct form of the words and expressions below.

clarify delay disastrous flaw
informative speculate defer to

1. He found the talk was very _____, and he got a lot of useful information from it.
2. When choosing their majors, students will need to _____ about what jobs will be available after they graduate.
3. The research group decided to _____ the project until the next year.
4. The lawsuit was a(n) _____ for the company, and they went out of business six months later.
5. You make an interesting point, but I see a few _____ in your logic.

6. Before I began the presentation, I _____ that I was not an expert on the topic.
7. My partner often _____ me on questions relating to the specific technology itself, while he answers all questions about the product's market potential.

Collocations

③ Complete the sentences with the correct form of suitable collocations. Sometimes more than one collocation is possible.

make have lose

contact

stay

confident calm open

1. It was a surprise meeting Mr. Clay in the forum; I haven't _____ with him for years.
2. It can be difficult to _____ when you are in a dangerous situation.
3. At this company, we always like to _____ to new ways of doing things.
4. Since you are not familiar with the professor, you'd better _____ by email before you call.
5. It is easy for her to _____ because she is so beautiful and smart.
6. It was reported that air-traffic control _____ with the pilot of the plane 10 minutes before the accident.

Translation

④ Translate the paragraph into English.

移动支付给人们带来了极大的便利。在中国，人们购物、外出就餐或乘坐公共交通工具时都热衷于扫码付费。在传染性疾​​病爆发时，为了防止病毒传播 (transmission)，人们尽可能地保持距离，减少现金交易，因此移动支付成为很多人的首选。在国际上，日本、南亚、非洲等国家和地区也加大对移动支付手​​段的利用，极大推动了移动支付服务的发展。(enthusiastic; as best you can)

PROJECT

Create your own PPT slides and give a presentation on the topic of “AI+”.

Step 1 Plan the script for your presentation.

Work in groups. Look at the PPT slides designed by Wang Hao and Yi Fei. Discuss and create at least one slide for each main idea in your outline. Remember to keep each slide clear and easy to understand.

Slide 1



Imagine your classroom teacher was a computer program.

Slide 2



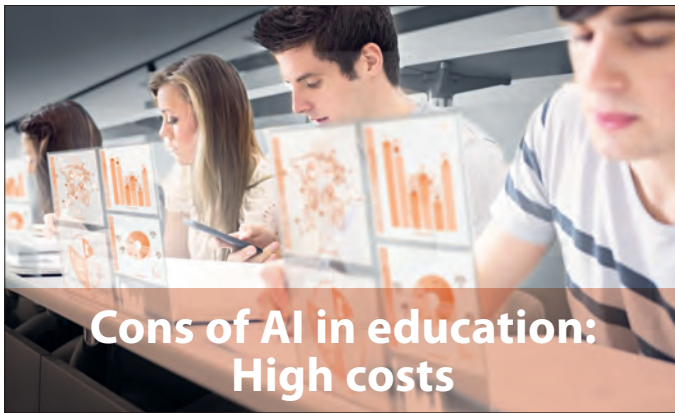
One of the advantages of AI in education is adaptive learning, with each student having an individualized curriculum.

Slide 3



Another advantage is that AI can support teachers by doing more of the planning and administration, allowing them to give students more efficient and individualized instruction.

Slide 4



Cons of AI in education: High costs

There are some disadvantages. AI systems are expensive and will require a lot of retraining to enable teachers to best utilize them.

Slide 5



Cons of AI in education: Widening the gap

Also, as many people around the world still don't have access to AI technology, students with easy computer access will probably outperform those without computers.

Slide 6



Conclusion

Whether we like it or not, AI will play an increasingly important role in education in the future.

Step 2 Write the script or notes.

Write down key information and find matching pictures or video clips for each slide. Keep your audience in mind. You can refer to the Intercultural skill on Page 15.

Step 3 Rehearse your presentation.

- Deliver your presentation within the group and ask for feedback.
- Make a video of yourself rehearsing so that you can refer to it at a later date.
- Speak at a moderate speed and use appropriate body language to help you express your ideas.

Step 4 Give your presentation.

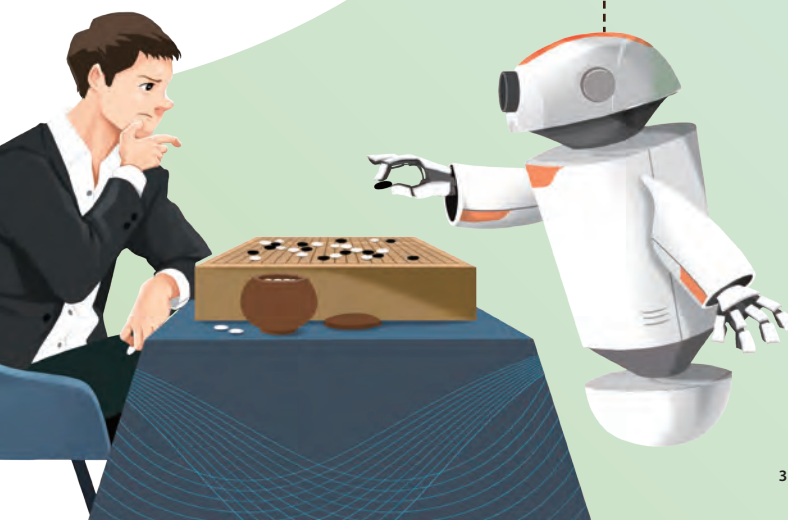
Give your presentation to the class and vote for the best three.

Text A

How AI

Preview task

- 1 Read the text title and look at the images. What are the threats of AI you think the text will discuss?
- 2 Read the text and see if you are right.



- 1 In 2016 something happened that shocked technology experts around the world: An artificially intelligent system defeated the world **champion** player of the ancient game of Go. In a **historic** five-game battle watched all over the world, a system called AlphaGo, developed by DeepMind, defeated Lee Sedol by 4 games to 1. Many people had considered Go to be a game that represented what made human intelligence unique, and yet it had just been mastered by a machine. Experts had predicted that this would not have been possible for at least another decade.
- 2 Of the many ways in which systems can build their intelligence, one of the most **prominent** is known as “deep learning”. This method works by having computer systems repeat tasks many times, allowing them to make improvements with each **repetition** to get closer to a desired result, as established by the program. For AlphaGo to learn how to beat a human Go champion, the program played the game many times against itself. Each time it played, it improved its moves and learned new success strategies, some of which were previously undiscovered by humans.
- 3 AlphaGo’s victory shocked artificial intelligence experts, and also brought about **in-depth** discussions about AI’s threats. Two of the more **sensational** relate to the future: Could bad AI take over the world? What about the changing face of **morality** in a world where robots seem to think and act exactly like humans? These are **undoubtedly** fascinating questions, but we have much more important concerns here and now about how AI technologies are being applied in our lives, to sometimes harmful effect.



threatens our way of life

- ⁴ One such example is the use of AI in the world of marketing. This instance, already experienced by most consumers, involves “personalized recommendations”. The online bookstore Amazon, for example, employs this technology to great effect: Their systems analyze customer spending habits and behaviors, and use their data to make predictions about what other products a customer may like. Many websites also use customer **profiles** to decide what advertisements or promotions are most relevant for that person. In some respects, it seems like a win-win situation. Companies need not pay much to look for potential customers, and people won’t waste time selecting what they like from a sea of choices. However, people may feel uncomfortable with their privacy being **invaded** and with how much marketing people know about them. No sooner have they sent a friend an email suggesting they are thinking about going on holiday than ads for **suitcases** and **sun cream** start popping up all over their computers.
- ⁵ These same applications of targeted marketing are also **evident** on social media websites, determining not only what kinds of advertisements users should be shown, but also what kinds of online content they might enjoy. This includes what videos and pictures they might like to see, and most importantly, what articles and news items they are more likely to engage with. It results in a situation where people have a very limited or **biased** view of the world, because they are not exposed to diverse **viewpoints**; they get only the kinds of content they like to read, with the kinds of messages they like to hear.
- ⁶ Another situation with potentially much **graver** effect is found in a field known as “**synthetic media**”, a term that refers to any content, be it text, audio, images or video, produced by AI technology. The technology is already advanced enough to **generate** human faces that are **indistinguishable** from real people to the **naked** eye. From still images, the technology is now moving to audio and video. AI systems can be “trained” by hearing many hours of a person talking, for example, and then are able to **synthesize** the audio to make it sound as if that person is saying anything the **programmer** wishes. The possibilities for misuse of this technology are very clear and any person may run the risk of being involved in a media **scandal!** Once deep **fakes** become sophisticated enough, we should all be worried that they could even change the way society views reality.
- ⁷ While all of this may seem **overwhelming** and even **frightening**, it is important to remember that the first reaction to all new technology is often fear and **skepticism**. Why should AI be any different? What is important now is for the real dangers and threats to be assessed in a careful and measured way. Then we can do our best to manage the **capabilities** of AI without **depriving** ourselves of the benefits it can bring us. (760 words)

Comprehension

1 Read the text and complete the table about people's concerns over AI.

Concern	Description
Privacy being invaded	Many people 1) _____ about their privacy being invaded and the extent to which AI systems can analyze their personal data for targeted marketing purposes.
Biased views	Social media and news sites tailor advertisements, and 2) _____ such as video, pictures, articles and news items, to different people based on their data. This can lead to people no longer being exposed to 3) _____, and becoming stuck in their thinking.
Deep fakes	The ability of AI to produce synthetic media which is 4) _____ from real people concerns many. People run the risk of being involved in 5) _____ and sophisticated fake media may change the way 6) _____.

2 Check (✓) the true statements according to the text.

- 1. AlphaGo surprised experts by beating the world Go champion.
- 2. AlphaGo played many games of Go against Go experts to learn how to play better.
- 3. People worry that AI systems don't know enough about consumers, and cannot give the best recommendations.
- 4. Today, synthetic media has the ability to make people think that computer-generated images are real.

3 Read the **Reading skill** and try to find in the text:

- other examples that are given
- places where an example could be given

Now work in pairs and compare your lists. Then try to come up with examples for the places that you felt could do with examples.

Reading skill



Recognizing and examining exemplification

Most texts provide examples of the concepts they bring up. This is because examples help to provide evidence that a phenomenon occurs, while also making it easier for readers to understand or visualize more complicated, or possibly abstract, concepts.

Recognizing when an example is being given can improve understanding of a text. The text "How AI threatens our way of life" shows several ways to give examples. The first is an example of how an idea ("personalized recommendations") is exemplified using a real-life example ("Amazon") that readers should be familiar with.

Another method of exemplification is to give a hypothetical situation ("ads for suitcases and sun cream") that is very clear to readers. These are often more effective if highly visual, or common in life.

Giving examples:

- For example / For instance ...
- As an example ...
- By way of illustration ...
- The following example / case ...
- To illustrate this ...

Critical thinking

4 Think-Pair-Share

Step 1 THINK

Read the text and fill in the table below. Try to think about why you agree or disagree.

Points I agree with	Points I disagree with

Step 2 PAIR

Work in pairs and compare your points. Choose one point you and your partner have different opinions about and then discuss it based on the four questions in the **Critical thinking skill** box. If you agree with each other on each point, then just discuss one of the points in the “Points I disagree with” column.

Make a note if you change your mind about any point after your discussion.

Step 3 SHARE

Share your results with the rest of the class. If you change your mind about anything following your discussion, explain what led you to change your mind.

Critical thinking skill



Identifying bias

One of the most pervasive forms of bias is known as “confirmation bias”. This refers to the tendency for people to favor information that seems to confirm ideas or preferences that they already have. The situation explained in the text, in which people are increasingly only exposed to content that they enjoy, can further strengthen people’s confirmation bias. This, in turn, leads to a reduction in people’s abilities to think critically about news content they consume.

When we read a text, especially argumentative writing, it is important to recognize our own bias, to see to what extent our own reaction to the arguments may be affected by our own confirmation bias. To do this, we can ask ourselves the following questions:

- What views did I have about this subject before I read the passage?
- Are my previously held views confirmed or refuted by the passage?
- Are the points I agree or disagree with backed up with evidence?
- Do I expect a higher level of evidence for views I disagree with compared to those I already held?

Intercultural writing

- 5 The application of AI technology raises deep concerns among Western people about privacy, biased views and deep fakes. Do Chinese people have the same concerns? Write an essay describing Chinese people’s concerns about AI and giving your advice on how to prevent problems and maximize the benefits of AI.

Language in focus

Words and expressions

1 Complete the conversation with the correct form of the words below.

biased capability evident fake
generate morality prominent
scandal sensational

A: When AI gets more advanced, do you think there will be a big change in our societies'?

1) _____?

B: I hear this question a lot, but I think it's just

2) _____. No, I don't think so.

A: Why not?

B: Because I don't think that machines will ever be truly 3) _____ of possessing human emotions. Therefore I don't think we need to worry about how we treat them.

A: I'm not sure. Take the 4) _____ AI technologies like "deep learning" for example ... If they can learn to beat a human at Go, then maybe they can also learn how to feel!

B: I don't know ... Even if a machine looks as if it feels something, it's probably a(n)

5) _____ emotion.

A: What do you mean?

B: I mean it will be an emotion that is just

6) _____ by some code.

A: That's how our emotions are created, too, though ... from the code in our brains!

B: Well, the 7) _____ seems to suggest that AI will definitely be a big part of our lives in the future, so we may have an open mind. If we treat AI systems badly now, or have too much 8) _____ against them, and then we discover that they do have emotions, it would be quite a(n) 9) _____!

A: Yes, I guess that's true!

2 Rewrite the sentences with the correct form of the expressions given in brackets.

- I am less concerned about the long-term problems than I am about the ones that are affecting us at the moment. (here and now)
- He always likes to be in control of every situation he is in, so you have to work hard to make sure he doesn't dominate the discussion too much. (take over)
- Universities try hard to put forward as many different viewpoints as possible to make sure students are confronted with diverse viewpoints. (be exposed to)
- AI with superhuman intelligence already exists to a certain extent: After all, no one can do math as fast as a calculator. (in some respects)
- Since the new phone was announced, ads for it have been appearing all around the city center. (pop up)

Collocations

3 Complete the sentences with the correct form of suitable collocations.

diverse | view culture taste
grave | impact situation concern

- She has such _____ in music that you will hear her listening to calm and gentle music one minute, and loud and noisy music the next!
- The recent oil leak shows no sign of stopping, which will certainly cause _____ among environmentalists.
- The United Kingdom has a very _____, but many British people share similar social values.

4. With so many _____ on this issue, it is not surprising that people argue a lot.
5. As the boat started to turn on its side, the passengers realized they were in a _____.
6. The crisis has had a _____ on the global economy, forcing many companies to go bankrupt.

Banked cloze

4 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

- | | |
|----------------|----------------|
| (A) portrait | (B) deprive |
| (C) alters | (D) overwhelm |
| (E) grave | (F) adaptive |
| (G) reasonable | (H) harmful |
| (I) impaired | (J) privacy |
| (K) capability | (L) morality |
| (M) delay | (N) speculates |
| (O) defer | |

Many people express their dislike for technology. Usually, these people are not very 1) _____. Learning how to use a new device makes them uncomfortable. Older people, too, often feel 2) _____ by their lack of technological skill, and they must 3) _____ to younger people when it comes to using tech.

Among the things that make them uneasy, some of their concerns are 4) _____. It is true, for example, that the use of technology has caused us to give up much of our 5) _____. Everywhere we go, there are cameras taking pictures of us. Who can see those images?

Then there is also the fact that technology continually 6) _____ our way of life. Even our sense of 7) _____ can be affected by technology: Videos of fights in public are everywhere, and people bully others on social media. It has raised 8) _____ concerns among people.

Undoubtedly, technology has brought about great changes to the world and heavily influenced our life. While some people may use it in 9) _____ ways, technology itself is harmless. So, rather than 10) _____ yourself of the latest technology, it would be better if you tried to engage with it actively.

Translation

5 Translate the paragraph into English.

在刚刚过去的“五一”假期，上海黄浦区接待了将近40万游客。为确保著名景点周边道路的安全和通畅，黄浦区民警借助智慧公安系统精确预测客流和交通流量的特点，实时监控人群情况，及时采取控制措施，如分散（disperse）人群、引导单向流通（circulation）等。很显然，智能科技有助于防患于未然，可以为人们提供更安全舒适的旅游体验。（prominent; capability; evident）

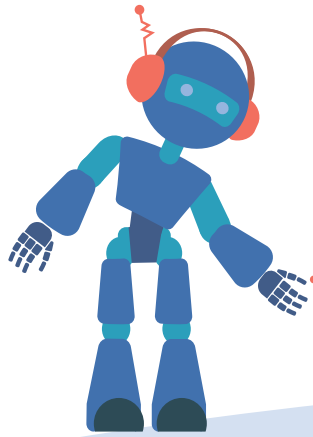
Text B

Before you read

Art is subjective. It can be difficult to define what good art is, but we know it when we see it. With this in mind, think about the questions:

1. What makes art meaningful and moving?
2. Can a machine create art?

Now read about computer-generated music and paintings and get to know the author's idea about computer art.



IS COMPUTER ART

¹ In December 1964 in New Jersey, John Coltrane and his musicians recorded *A Love Supreme*. This jazz **album** is considered Coltrane's **masterpiece** and sold a million copies.

² Five decades later and 50 miles **downstate**, Ji-Sung Kim, a 20-year-old Princeton student, wrote an algorithm to teach a computer to learn to play jazz. The deep learning music generator was called “deepjazz”, and it generated great excitement and skepticism from both technology and music lovers around the world.

³ The 50 years between these two masterpieces saw a rise in computer-generated music of all kinds. With the more recent development of AI and deep learning, however, the depth and **complexity** involved in the **creation** of computer-generated music **rivals** that of conventional techniques.

⁴ Kim is a member of the youngest generation of computer “artists”. “The idea is pretty **profound**,” Kim said. According to him, people could use AI to create art, which is normally a process that we think only humans can do. It's exciting how AI could shape the music industry. People just **hum** a piece of music and the phone plays back their own **custom** AI-generated song.

⁵ Sometimes in “computer music” it's also the other way around – humans name the tune, while software dances to it. In the case of “Vocaloids”, the market has spoken loudly. Vocaloids are singing **synthesizers**, developed by Yamaha and made human by the Japanese company Crypton. One popular vocaloid, Hatsune Miku (the name translates as “the first sound from the future”), was even the lead act of a North American tour! Miku appeared as a **hologram**, and attracted huge crowds at New York's Hammerstein Ballroom for \$75 a ticket. Miku is a huge pop star, but not a human.

⁶ Visual art, too, has been generated by computers. Recently, Dr. Ahmed Elgammal, creator of an “artificial intelligence artist” called AICAN, held the first **solo** exhibit of an AI artist at a well-known contemporary art gallery in New York City. The exhibit featured several images of “Faceless **Portraits**” that **resemble** traditional portraits of people but with **abstract** forms rather than facial features. Elgammal has dedicated his career to exploring the potential creativity of AI, and his **artwork** is created with little human **involvement**. As he explains, it is a **collaboration** between AI and humans with AI doing most of the work.

⁷ Examples like these bring up several questions about the nature of art and why people are drawn

Critical thinking

In the text, the author thinks that AI technology redefines art and forces people to rethink what they thought they knew. Do you agree with the author? Has computer art changed your standards of art?

REALLY ART?



to it. Art requires an emotional investment, and the promised return is a shared slice of the human experience. When we view computer art, the worry is: Who's on the other end of the line? Is it human? If not, then is it art at all?

- 8 Still, for many, AI art is human art and a computer is just another tool. "Computer art" doesn't really exist any more than does "paint art" or "piano art". The algorithmic software was written by a human, after all, using theories thought up by a human, a computer built by a human, **specs** written by a human, materials gathered by a human, at a company staffed by humans. Computer art is human art – a **subset** rather than a **distinction**. The machine is just the brush, but a human still holds it.
- 9 Just as one review from *The New York Times* wrote:

*Scientists predict a time when almost any kind of painting can be computer-generated, and the actual "touch" of the artist will no longer play any part in the making of a work of art. When that day comes, the artist's role will consist of **formulating** the numbers, by arranging an array of points in groups, a desired pattern. From then on, all will be given over to the machine. Freed from the boring demands of*

*technique and the **mechanics** of picture-making, the artist will simply "create".*

- 10 However, not all people are enthusiastic about computer art. They argue that it is also important to consider how much we value technique and ability in the creation of artwork. Generally, the more difficult something is to create, the more valuable it is to people. It is not only the pleasure one experiences listening to a great piece of music or viewing a brilliant sculpture; it is also the **disbelief** and wonder at how it is even possible for a person to create such a thing. If art can be created at the push of a button, does it have any value?
- 11 Art is, of course, **subjective**, and the question of what makes something artistic has many answers. Whether one's response to it is positive or negative, it is definitely true that computer-generated artwork is the product of a **legitimate** artistic movement. Like any great artistic movement, computer art redefines what is possible by breaking the rules of the past. In doing so, it forces viewers to rethink what they thought they knew and consider their standards again. (815 words)



Additional activities

Self-reflection



• Check (✓) whether you can do the following tasks.

- E1** I can write an outline of an academic presentation on AI.
- E2** I can list anticipated questions and answers for an academic presentation.
- P** I can give an academic presentation on AI.
- TA** I can write an essay on people's concerns over AI in China.

• Indicate the degree to which you have learned the following skills.

Section 1		very poor	poor	average	good	very good
Academic skill	Asking questions in an interview					
Critical thinking skill	Anticipating questions					
Intercultural skill	Giving presentations to a multicultural audience					
Section 2						
Reading skill	Recognizing and examining exemplification					
Critical thinking skill	Identifying bias					
	Reflecting on the impact of AI technology on art					
Intercultural skill	Exploring Chinese people's concerns over AI					

• Answer the following reflection questions.

1. What are the three most useful things you have learned in this unit?
2. What do you still need to improve? How do you think you can improve it?

Wisdom of China

Innovation

One way to determine a country's comprehensive capability is by the extent of its innovation. Thanks to the spirit of innovation, as well as the reform and opening-up policy, China's science and technology capabilities have witnessed a great leap forward, characterized by a number of historic achievements and breakthroughs. For example, in space and ocean exploration, China's innovations include the Five-hundred-meter Aperture Spherical radio Telescope

(FAST), the *Chang'e-5* lunar mission and *Tianwen-1* Mars mission, the launch of the *Shenzhou-XII* manned spacecraft, and the deep-sea manned submersible *Fendouzhe*. And then there are other technologies such as hybrid rice production, 5G cellular networks and the Tianhe-3 supercomputer, to name but a few. These innovations have not only enhanced China's national strength and promoted the well-being of the Chinese people, but also made great contributions to the development of world civilization.

Section 1

Episode 1

New words

- ★ **injury** /'ɪndʒəri/ *n.* [C, U] a wound or damage to part of your body caused by an accident or attack (身体上的) 伤, 损害
- ★ **distracted** /dɪ'stræktɪd/ *a.* anxious and unable to think clearly 心神不定的; 心烦意乱的; 精神无法集中的
- ★ **constitute** /'kɒnstɪ,tju:t/ *v.* (*linking verb*) if several people or things constitute sth., they are the parts that form it 组成; 构成
- ★ **exclusively** /ɪk'sklu:svli/ *ad.* used for emphasizing that sth. is available to or limited to one specific thing or group 仅仅; 单独地; 专门地
- ★ **emission** /ɪ'mɪʃn/ *n.* [C, usu. pl.] a gas or other substance that is sent into the air 排放物; 散发物
- ★ **honeymoon** /'hʌni,mu:n/ *n.* [C] the beginning of a period of time when everything is pleasant and people try not to criticize (开始时的) 和谐时期; 蜜月时期
- facial recognition** /,feɪʃl ,rekəg'nɪʃn/ *n.* [U] technology that makes it possible for a computer to recognize sb.'s face 面部识别; 人脸识别
- ★ **terrorist** /'terərɪst/ *n.* [C] sb. who uses violence in order to achieve political aims 恐怖分子
- ★ **criminal** /'krɪmɪnl/
n. [C] sb. who has committed a crime 罪犯
a. (*usu. before noun*) relating to illegal acts 犯罪的; 犯法的
- ★ **cop** /kɒp/ *n.* [C] (*informal.*) a police officer 警察
- ★ **privacy** /'praɪvəsi/ *n.* [U] the state of being free from public attention 隐私
- identity theft** /θeft/ *n.* [C, U] stealing information about sb. that makes it possible to use their bank account or credit card 身份盗窃 (指窃取某人的个人信息以使用其银行账户或信用卡的做法)
- blackmail** /'blæk,meɪl/ *n.* [U] the crime of making sb. give you money or do what you want by threatening to tell people embarrassing information about them 敲诈; 讹诈

kidnapping /'kɪdnæpɪŋ/ *n.* [C, U] (*also kidnap*) the crime of taking sb. somewhere illegally by force, often in order to get money for returning them 绑架; 诱拐; 劫持

★ **adaptive** /ə'dæptɪv/ *a.* (*fml.*) possessing an ability to change to suit different conditions 适应的; 有适应性的

algorithm /'ælgə,rɪð(ə)m/ *n.* [C] a set of rules for solving problems or doing calculations, esp. rules that a computer uses 算法 (尤指计算机使用的算法和规则系统)

★ **alter** /'ɔ:ltə/ *v.* to change, or to make sb. or sth. change (使) 变化, 改变

impaired /ɪm'peəd/ *a.* damaged, less strong, or not as good as it should be 受损的; 变差的

chatbot /'tʃæt,bɒt/ *n.* [C] 聊天机器人

★ **corresponding** /,kɒrɪ'spɒndɪŋ/ *a.*

1 related to or connected with sth. 相应的; 相关的

2 similar to or the same as sth. 对应的; 类似的; 相同的

mundane /mʌn'deɪn/ *a.* ordinary and not interesting or exciting 平凡的; 平淡的; 乏味的

★ **automate** /'ɔ:tə,meɪt/ *vt.* to start using computers and machines to do a job, rather than people 使自动化

★ **prediction** /prɪ'dɪkʃn/ *n.* [C, U] a statement about what you think will happen in the future, or the process of making such a statement 预测; 预计; 预报

★ **distant** /'dɪstənt/ *a.*

1 far away in time (时间) 久远的, 遥远的

2 far away from the place where you are 在远处的

★ **engagement** /ɪn'geɪdʒmənt/ *n.*

1 [U] the feeling of being involved in a particular activity 参与 (感)

2 [C] a formal agreement to get married 婚约

Phrases and expressions

hang around to spend time in a place waiting or doing nothing (在某处) 闲呆着

at best used for saying what is the best opinion you can have of sb. or sth., or the best thing that can happen, when the situation is bad (表达最好的看法, 或恶劣状况下可能出现的最好转机) 充其量

at (the) worst used for saying what is the worst thing that can happen (指可能出现的最坏情况) 往最坏处说

get into (*informal.*) to begin to discuss sth. 开始讨论

on the fly simultaneously with another task 同时

take up to fill a particular amount of space or time
占去（空间或时间）

free up to make sb. or sth. available to be used for sth. else 腾出；省下；使可用于

with regard to concerning a particular subject 关于；有关

Episode 2

New words

nerve-racking /'nɜːv ɪrækɪŋ/ *a.* making you very nervous or worried 使人精神紧张的；令人心烦的

rigid /'rɪdʒɪd/ *a.* not easily changed 刻板的；不易改变的

terminology /tɜːmɪ'nɒlədʒi/ *n.* [U] the words and phrases used in a particular business, science, or profession 术语；专门用语

★ **thesis** /'θiːsɪs/ *n.* [C] (*pl.* theses)

1 (*fml.*) an idea, opinion, or theory that is used to explain sth. 论点；论题

2 a long piece of writing that is the final part of an advanced university degree (学位) 论文

★ **capture** /'kæptʃə/ *vt.* to catch sb. so that they become your prisoner 俘虏；捕获

★ **diagram** /'daɪəgræm/ *n.* [C] a drawing that explains sth. 图表；示意图

★ **quote** /kwəʊt/

n. [C] a quotation from a book, play, speech, etc. 引文；引语

v. to say or write words that sb. else has said or written 引用；引述

★ **stimulating** /'stɪmjʊleɪtɪŋ/ *a.* exciting or full of new ideas 使人兴奋的；饶有兴趣的；充满新思想的

★ **enthusiastic** /ɪnθjuːzɪ'æstɪk/ *a.* very interested in sth. or excited by it 极感兴趣的；热情的；热心的

★ **informative** /ɪn'fɔːmətɪv/ *a.* providing many useful facts or ideas 资料丰富的；增进知识的

scenario /sə'nɑːrɪəʊ/ *n.* [C] (*pl.* ~s) a situation that could possibly happen but has not happened yet 可能发生的事；可能出现的情况

★ **delay** /dɪ'leɪ/ *v.* to wait until a later time to do sth. 推迟；延期

★ **scope** /skəʊp/ *n.* [U] the things that a particular activity, organization, subject, etc. deals with (活动、机构或学术) 范围

★ **speculate** /'spekjʊleɪt/ *v.* to consider or discuss why sth. has happened 思索；沉思；推测；猜测

★ **disastrous** /dɪ'zɑːstrəs/ *a.* causing a lot of damage or harm 造成灾难的；灾难性的

★ **disagreement** /,dɪsə'grɪ:mənt/ *n.* [C, U] a situation in which people express different opinions about sth. and sometimes argue 意见不合；分歧；争论

★ **flaw** /flɔː/ *n.* [C] a mistake or fault in sth. that makes it useless or less effective 错误；缺陷

★ **clarify** /'klærəfaɪ/ *vt.* (*fml.*) to explain sth. more clearly so that it is easier to understand 澄清；阐明

Phrases and expressions

or else used for saying that there will be a bad result if sth. does not happen 否则（用于表示如果某事不发生就会有坏的结果）

capture one's attention to make sb. feel very interested and attracted 吸引某人的注意

keep to to follow an agreement or a rule, by doing what you should do or what you said you would do 遵守，信守（协定或规则）

as best you can (*spoken*) as well as you can, even if this is not very good 尽最大努力；竭力

defer to to accept sb.'s opinion or decision, esp. because you respect them (尤因尊敬而) 听从，接受（观点或决定）

take sth. personally to feel that a failure or unpleasant situation is your fault and be upset about it 为某事感到自责

Proper names

Malaysia /mə'leɪzə/ 马来西亚（东南亚国家）

Kota Kinabalu /kəʊtə kɪnəbə'luː/ **Airport** 哥打基纳巴卢机场（哥打基纳巴卢为马来西亚沙巴州首府）

Section 2

Text A

New words

- ★ **champion** /'tʃæmpiən/ *n.* [C] sb. or sth. that has won a competition, esp. in sport (尤指体育比赛中的) 冠军, 第一名
- ★ **historic** /hɪ'stɔːrɪk/ *a.* a historic event or act is very important and will be recorded as part of history 历史上重要的; 将载入史册的
- ★ **prominent** /'prɒmɪnənt/ *a.* important 重要的; 著名的; 卓越的; 杰出的
- ★ **repetition** /ˌrepə'tɪʃn/ *n.*
 - 1 [C] sth. that is done again 重复的事
 - 2 [U] the act of repeating sth. 重复

in-depth *a.* (only before noun) thorough, complete, and considering all the details 彻底的; 深入的

sensational /sen'seɪʃnəl/ *a.* intended to interest, excite, or shock people, used in order to show disapproval 大肆渲染的, 耸人听闻的 (含贬义)
- ★ **morality** /mə'ræləti/ *n.* [U] principles of right or wrong behavior 道德
- ★ **undoubtedly** /ʌn'daʊtɪdli/ *ad.* used for saying that sth. is certainly true or is accepted by everyone 无疑; 肯定
- profile** /'prəʊfaɪl/ *n.* [C] a description of a person, group, or organization that contains all the details that sb. needs (人、团体或组织的) 简介, 概况
- ★ **invade** /ɪn'veɪd/
 - vt.* to get involved in sb.'s life without their permission 干扰, 侵犯 (某人的生活)
 - v.* to take or send an army into another country in order to get control of it 武力入侵; 侵占; 侵略
- ★ **suitcase** /'su:t,keɪs/ *n.* [C] (旅行用的) 手提箱, 皮箱
- sun cream** *n.* [C, U] 防晒霜
- ★ **evident** /'eɪvɪd(ə)nt/ *a.* easy to see, notice, or understand 明显的; 明白的
- ★ **biased** /'bi:əst/ *a.* unfairly preferring one person or group over another 有偏见的; 偏袒一方的
- ★ **viewpoint** /'vju:ˌpɔɪnt/ *n.* [C] a way of considering sth. (考虑的) 观点, 角度
- ★ **grave** /greɪv/ *a.* so serious that you feel worried 严重的; 沉重的
- synthetic** /sɪn'tetɪk/ *a.* made from artificial materials or substances, not from natural ones 合成的; 人造的
- ★ **generate** /'dʒenə'reɪt/ *vt.* to produce or cause sth. 产生; 创造
- ★ **indistinguishable** /ˌɪndɪ'stɪŋɡwɪʃəbl/ *a.* if two things are indistinguishable, you cannot see any difference between them 难以分辨的; 无法辨别的
- ★ **naked** /'neɪkɪd/ *a.*
 - 1 (the ~ eye) if you can see sth. with the naked eye, you can see it without using a telescope, microscope, etc. 肉眼
 - 2 not wearing clothes or not covered by clothes 裸体的

synthesize /'sɪnθə'saɪz/ *vt.*
 - 1 to produce sounds using a synthesizer (用音响合成器) 合成 (声音)
 - 2 to produce sth. by combining different things or substances 合成
- ★ **programmer** /'prəʊˌgræmə/ *n.* [C] sb. whose job is to create computer programs (计算机的) 程序编写员, 程序设计员
- ★ **scandal** /'skændl/ *n.* [C, U] a situation in which important people behave in a dishonest or immoral way that shocks people 丑闻; 丑行; 丑事
- ★ **fake** /feɪk/
 - n.* [C] a copy of a valuable object, painting, etc. that is intended to deceive people 赝品; 假货
 - a.* made to look like sth. real in order to trick people 假的; 伪造的; 冒充的
- ★ **overwhelming** /ˌəʊvə'welmɪŋ/ *a.* having such a great effect on you that you feel confused and do not know how to act 难以抗拒的; 令人不知所措的
- ★ **frightening** /'fraɪtɪŋ/ *a.* making you feel afraid 可怕的; 骇人的
- skepticism** /'skeptɪ,sɪz(ə)m/ *n.* [U] (*BrE scepticism*) an attitude of doubt about whether sth. is true, right, or good 怀疑态度; 怀疑论
- ★ **capability** /ˌkeɪpə'bɪləti/ *n.* [C] the natural ability, skill, or power that makes a machine, person, or organization able to do sth., esp. sth. difficult (尤指完成困难事情的) 能力, 才能

* **deprive** /drɪ'praɪv/ *vt.* (~ **sb. of sth.**) to take sth. from sb., esp. sth. that they need or want 剥夺

Phrases and expressions

take over to take control of sth. 接管; 取得对...的控制

here and now at the present time 目前; 此刻

in one respect / in some respects, etc. used to say that sth. is true in one way, in some ways, etc. 在某个 / 某些方面等

pop up to appear very quickly or suddenly 突然出现; 迅速出现

engage with to make an effort to understand and deal with sb. or sth. 理会; 处理

Proper names

AlphaGo /'ælfə,gəʊ/ 阿尔法围棋 (一款围棋人工智能程序)

DeepMind 谷歌旗下的人工智能实验室

Lee Sedol /i: 'seɪdəʊl/ 李世石 (1983-, 韩国前围棋棋手)

Text B

New words

* **album** /'ælbəm/ *n.* [C] a group of songs or pieces of music on a CD, tape, etc. (歌曲或音乐的) 专辑

* **masterpiece** /'mɑ:stəpi:s/ *n.* [C] an excellent painting, book, piece of music, etc., or the best work of art that a particular artist, writer, musician, etc. has ever produced 杰作; 名著; 大作

downstate /,daʊn'steɪt/ *ad.* (AmE) in or from the southern part of a state 在某州南部; 来自某州南部

* **complexity** /kəm'pleksəti/ *n.* [U] the complicated nature of sth. 复杂性

* **creation** /kri'eɪʃn/ *n.* [U] the act of creating sth. 创造; 创建; 创作

* **rival** /'raɪvəl/ *vt.* to be as good or important as sb. or sth. else 与...匹敌; 与...媲美

* **profound** /prə'faʊnd/ *a.* having a strong influence or effect (影响) 深刻的, 极大的

hum /hʌm/ *v.* to sing a tune by making a continuous sound with your lips closed 哼 (曲子)

custom /'kʌstəm/ *a.* (only before noun) (esp. AmE) custom products or services are specially designed and made for a particular person 定制的; 定做的

synthesizer /'sɪnθə,saɪzə/ *n.* [C] 电子音响合成器

hologram /'hɒlə,græm/ *n.* [C] a kind of picture that is three-dimensional and does not look flat, esp. one created using lasers (尤指用激光制作的) (立体) 全息图

solo /'səʊləʊ/ *a.* (usu. before noun) done by one person alone, without any help 单独的; 独自的

* **portrait** /'pɔ:trɪt/ *n.* [C] a painting, drawing, or photograph of a person (人的) 画像, 照片, 肖像

* **resemble** /rɪ'zembəl/ *vt.* (never passive) to be similar to sb. or sth., esp. in appearance (尤指外表上) 像, 类似, 与...相似

* **abstract** /'æbstrækt/

a. based on general ideas or principles rather than specific examples or real events 纯理论的; 纯概念的; 抽象的

n. [C] a summary of a report, speech, or academic paper 摘要; 概括

artwork /'ɑ:t,wɜ:k/ *n.* [C, U] paintings, sculptures, etc. 艺术作品; 美术作品

* **involvement** /ɪn'vɒlvmənt/ *n.* [C, U] the act of taking part in an activity, event, or situation 参与; 卷入; 牵连

* **collaboration** /kə'læbə'reɪʃn/ *n.* [C, U] when you work together with another person or group to achieve sth., esp. in science or art (尤指在科学或艺术方面的) 合作, 协作

spec /spek/ *n.* [C, usu. pl.] (abbrev. for **specification**) a detailed instruction about how a building, car, piece of equipment, etc. should be made (制造房子、汽车、设备等的) 规格说明

subset /'sʌb,set/ *n.* [C] a small group of people or things that is a part of a larger group 亚群; 小组; 子集

* **distinction** /drɪ'stɪŋkʃn/ *n.* [C, U] a clear difference or separation between two similar things 差别; 区别; 不同

* **formulate** /'fɔ:mju,leɪt/ *vt.* to develop sth. such as a plan or a set of rules, and decide all the details of how it will be done 规划; 制定; 准备

* **mechanic** /mɪ'kænik/ *n.*

1 (the ~s of) [pl.] the way in which sth. works or is done 工作方法; 工作技巧

2 [C] sb. whose job is to repair vehicles and machines 机修工; 技工

* **disbelief** /ˌdɪsbɪˈliːf/ *n.* [U] the feeling of not believing sb. or sth., esp. sth. shocking or unexpected 怀疑；不相信

* **subjective** /səbˈdʒektɪv/ *a.* a statement, report, attitude, etc. that is subjective is influenced by personal opinion and can therefore be unfair 主观的

legitimate /lɪˈdʒɪtəmət/ *a.* fair and reasonable 公正合理的

Phrases and expressions

play back to play music, film, etc. that has been recorded on a tape, video, etc. 播放录音（或录像等）

the other way around / round the opposite of what you have just mentioned 正相反；倒过来

give over to to give responsibility for or control over sth. to a particular person, organization, etc. 交给；移交

Proper names

New Jersey /ˈdʒɜːzi/ 新泽西州（美国州名）

John Coltrane /ˈkɒltrɛɪn/ 约翰·科尔特雷恩（1926–1967，美国爵士乐萨克斯手）

Ji-Sung Kim /ˈdʒiː ˌsʊŋ kɪm/ 金智成（人名）

Princeton /ˈprɪnstən/ 普林斯顿大学（美国）

Vocaloid /ˈvəʊklɔɪd/ 雅马哈开发的语音合成程序

Yamaha /ˈjɑːməːhɑː/ 雅马哈（一家生产乐器、音响设备及音效产品的日本公司）

Crypton /ˈkrɪptən/ 克里普敦未来媒体（一家从事音声制作和音乐软件制作的日本公司）

Hatsune Miku /hɑːˌtsʊne ˈmiːkuː/ 初音未来（用语音合成程序开发的音源库）

Hammerstein /ˈhæməˌstɑɪn/ **Ballroom** 哈默斯坦舞厅（美国纽约）

Ahmed Elgammal /ˈɑːməd ˌelgəməl/ 艾哈迈德·埃尔加马尔（人名）