

Reading and Writing

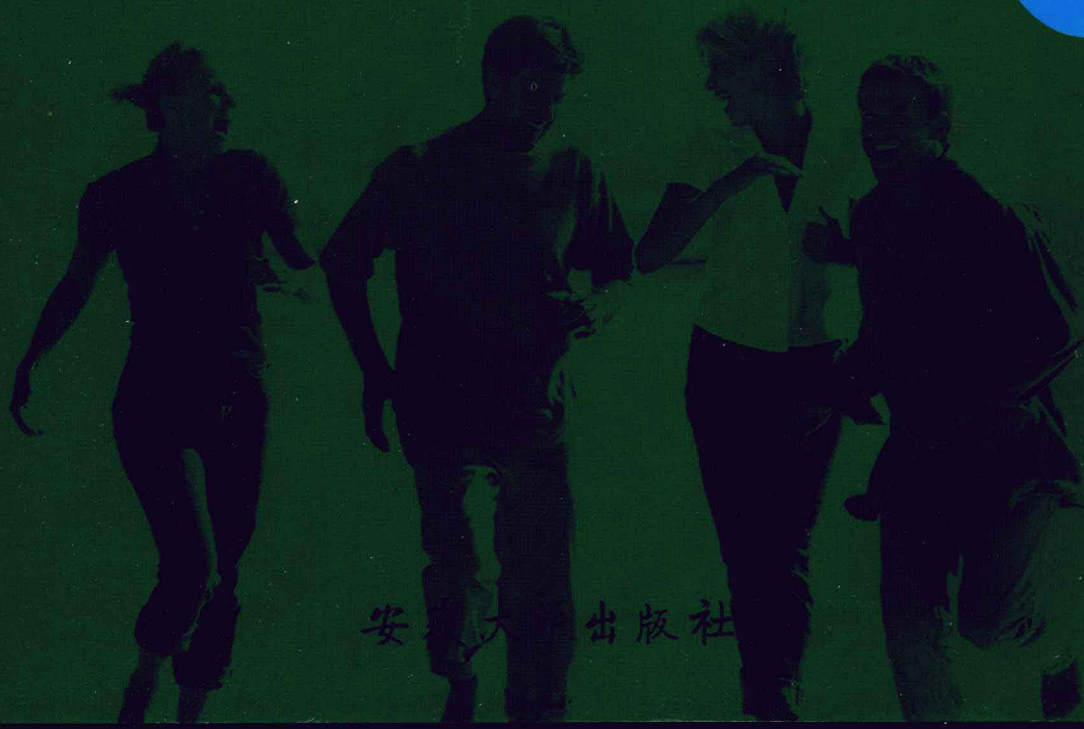
读写教程

学生用书

Student Book

主 编 张红霞
编 著 者 张红霞 周芳琳
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总 序

21 世纪是一个高度全球化的时代,社会对英语人才的需求也已呈现多元化趋势。培养具有扎实的基本功、宽广的知识面、一定的专业知识、较强能力和较好素质的新型英语专业人才,是我国目前对高等学校英语专业教学的迫切要求。与之相适应,编写符合新的时代要求的英语专业教材自然也成为广大师生的必然需要。

根据高等学校外语教学指导委员会《关于外语专业面向 21 世纪本科教育改革的若干意见》,21 世纪英语专业教材至少应具备以下几个基本特征:(1)教学内容和语言能够反映快速变化的时代;(2)要处理好专业知识、语言训练和相关学科知识间的关系;(3)教材不仅仅着眼于知识的传授,而且要有助于学生的鉴赏批评能力、思维能力、创新能力的培养;(4)具有较强的实用性和针对性。

针对这些要求,结合近几年高等学校英语专业教学改革的实践经验,以及我省英语教学的实际需要,安徽大学外语学院张红霞博士等主持设计了新教材的编写方案,安徽大学出版社组织了数位省内英语教学专家,对教材编写方案进行了多次研讨与论证,在尽量吸取国内其他英语专业教材及公共英语教材、国外主要英语(外语)教材宝贵经验的基础上,注意取其长并避缺、补短,力求新教材科学、有效且有所突破与创新。

在科学论证、广泛讨论的基础上,我们组织全省十几所高校英语专业院系的骨干力量,编写了这套“新开端英语专业基础课系列教材”。作为安徽省自主编写的第一套英语专业基础课教材,本套教材从一开始就受到安徽省教育厅的充分肯定、重视,被列入安徽省高等学校“十一五”规划教材。

本套教材包括三种:《读写教程》、《视听说》及《阅读拓展》,每种 4 册,每册均有相配套的教师用书,适合大学英语专业一、二年级的学生及相应水平的英语学习者使用。教师用书不仅附有学生用书练习答案,还为教师提供了丰富的背景、专业知识介绍以及相应的教学建议,方便教师使用。

本套教材具有以下主要特点:

1. 以整体语言理论为指导,充分体现“同步发展”的编写理念。每种教材在突出自身重点的基础上,又注重听、说、读、写、译技能的全面发展和提高。三种教材不同的课型间有着密切联系,每种每册教材的相应单元都围绕同一主题,从不同的角度加以编排,内容互相关联,便于学习互动、迁移。由此可以拓宽学生视野,提高基础词汇、重点词汇的出现率,扩大词汇量,使重点语言知识、文化信息在不同的情境中反复出现,得到强化,加深记忆,促进学生对语言的理解和接受,有效地提高学习效果。可以说,整套教材的“套”的概念名副其实,不仅能够促进任课教师之间互相交流、统一进度,而且能够提高学生的学习兴趣,促进学生语言能力全面、均衡地发展。

2. 语言素材题材、体裁多样化。本套教材除《视听说》每册另增 3 个新闻单元外,均

为12个单元,围绕12个主题展开教学。这12个主题涉及政治、经济、文化、历史、文学、教育、体育、医药卫生、科学技术等多个领域,涵盖记叙文、论说文、科学小品、新闻报道等不同体裁,避免以文学作品为主要素材,更加符合专业培养目标。所选素材贴近学生现实生活,并涉及社会热点问题,容易被学生理解和接受;选材力求语言真实、自然、有趣,保持原汁原味,让学生能够在原生态的英语语境中学习地道的英语。

3. 语言训练由易到难,循序渐进。本套教材根据“支架”(scaffolding)的认知原理,为学生提供可理解性语言输入,题材情景的呈现、语言功能的训练皆由近及远、由易到难,循序渐进。比如教材12个单元的主题设置皆从最接近学生现实生活,最容易被学生理解、接受的内容入手,逐渐深入和拓展。教材通过不断搭建并逐步拆除引导框架,为学生提供一步步攀登的阶梯,帮助学生稳步提高。

4. 任务驱动型语言教学。高等学校英语专业英语教学大纲明确提出在教学中要多开展以任务为中心的、形式多样的教学活动。本套教材向学生提出了明确的关于语言活动结果的目标要求,每一课都设置了“任务前(pre-)”、“任务中(while-)”、“任务后(post-)”三个教学阶段,采用启发式、讨论式、发现式和研究式等各种方法,将语言学习、运用系统地融于任务前、任务中、任务后的各种交际活动中,并配置科学的、新颖的多元测试任务,从而促进学生对语言的有效习得。每单元后还附有“学习反思”及“拓展学习”等,充分调动学生学习的主动性、积极性,激发学生的学习动机,最大限度地让学生参与学习的全过程,并引导学生主动积极地利用现有图书资料和网上信息,获取知识、提高能力。

5. 符合记忆规律。本套教材在为学生提供可理解性语言输入的同时,通过文字、图片、视频、音频等多种形式提高学生的注意程度。在相关知识进入短期记忆后,通过各种精细复述的手段,帮助学生将新近所学的知识转存到长期记忆中,补充、重构已有的知识库,从而强化学习效果。

6. 注重跨文化交际能力的培养。针对目前英语专业教学中存在的忽略中国文化元素、把外语教育与本土文化人为割裂开来等现象,本套教材的话题、情景设计皆以全球多元文化(包括我们中华文化及社会发展的内容)为背景,置英语学习于世界文化语境之中,以使我们的学生努力成长为符合全球化时代发展要求的人才。

教材的编写是一项任务艰巨而又非常有意义的工作,其中的每一个参与者都为此付出了大量的时间和辛苦的劳动。我们希求完美,却难能做到尽善尽美,疏漏之处在所难免,惟愿我们这套书能够得到广大师生的认可和喜欢,并在使用中提出宝贵的意见和建议,以便我们不断完善。

安徽大学外语学院

陈正发

前 言

“新开端英语专业基础课系列教材”是安徽大学外语学院陈正发教授主持的安徽省高等学校“十一五”规划教材项目。《读写教程》是本系列教材其中的一套。本套教材遵循系列教材的编写总原则,以学生发展为本,强调教材内容应从丰富学生的生活经验、提高学生的学习兴趣、擢升学生的认知水平出发,通过相互联系的读、写、听、说、译等语言学习活动,帮助学生体验英语语言及其承载的丰富的文化内涵,帮助学生用英语去思考、交流与合作。

本套教材共分4册,每学期一册,适合英语专业基础阶段两学年及同等水平英语学习者教学使用。教材取材广泛,内容丰富,文体多样。既有隽永的经典名篇,也有发人深省的鲜活时文,既有醇厚地道的原文也有形神兼备的译文,将浓郁的传统文化与强烈的现代意识融于一处。所选文章长度适宜,难度渐进。为了更好地满足学生的英语学习需要,我们对部分选材作了适当的删简、调整。

在编排上,本册教材每个单元或每一轮的语言教学都起始于“目标计划”,结束于“回顾反思”与“拓展”,以便更好地进行下一轮的教学。每个单元包括读、写两大模块,这两个模块既可以配合使用,也可以单独使用。每个模块的学习活动安排不仅与教学进程一致,而且有机结合了接受性与产出性技能的练习,既重视语言基础知识,也重视语言的运用;既重视语言运用结果,也重视语言运用的过程。单元及模块总体安排科学合理且方便易用。

为了便于教学,我们精心编写了配套的教师用书,为授课教师提供了丰富的背景知识、必要的语篇分析、课文难点重点详解和练习参考答案,以及中肯的教学建议。值得一提的是,在教师用书的写作模块中,还提供了实用的文献参阅(Useful Literature),对写作教学、测评中的一些重要或模糊的概念作了阐释。教师用书中提供的这些内容也为自学者提供了很大的便利。

此外,我们为教材中的听力练习、课文及词表提供了音频资料。录音语音自然、地道,音效良好。音频下载地址为安徽大学出版社网站(<http://www.ahupress.com.cn>)的“交流吧”/“课件下载”/“电子文档”空间。

孙胜忠教授、张红霞博士担任《读写教程》的总主编,张红霞同时担任本套教材第一册主编,全面负责本册教材的选材、统稿及部分内容的撰写工作。《读写教程》第一册阅读部分的编写采取集体参编、专人负责的工作方法。第1—3单元的阅读及练习由周芳

琳老师负责,第4—6单元的阅读及练习由田朝绪老师负责,第7—9单元的阅读及练习由陈丽慧老师负责,第10—12单元的阅读及练习由许磊老师负责。写作部分由张红霞、傅悦老师编写。

周乾老师、宁健康老师、刘先珍老师等校阅了《读写教程》第一册全书,均提出了很多宝贵的修改意见和建议,编者在此表示衷心感谢!

《读写教程》第一册编者均为从教多年、经验丰富的教师,但书中疏漏不足惟恐在所难免,欢迎同行专家及教材使用者批评指正。

编者

2009年5月

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We are deeply indebted to all the authors, journals, publishers, institutions and specialized web sites for the texts we have chosen for this textbook. We are also greatly grateful to both the gifted amateurs and professional artists for the bright images and fine paintings.

We have the utmost respect for intellectual property rights; however, sadly lacking in correct contact information, we cannot approach every rights-holder for permission to copy or alter the related material. We apologize for this. Meanwhile, we plead for kind and generous consideration of granting us permission to use the material for teaching and learning purposes.

Abbreviations & Symbols

<i>adj.</i>	adjective	<i>int.</i>	interjection
<i>adv.</i>	adverb	<i>lit.</i>	literary
AmE	American English	<i>med.</i>	medical
BrE	British English	<i>n.</i>	noun
C	countable (noun)	para(s).	paragraph(s)
Cf.	compare	<i>pass.</i>	passive
cont.	continued	<i>pl.</i>	plural
ed.	edition	<i>prep.</i>	preposition
e.g.	example	<i>pron.</i>	pronoun
ESL	English as a second language	<i>sci.</i>	science
<i>esp.</i>	especially	<i>sing.</i>	singular
etc.	et cetera	<i>sl.</i>	slang
<i>euph.</i>	euphemistic	<i>tech.</i>	technical
<i>fig.</i>	figurative	U	uncountable (noun)
<i>fml</i>	formal	usu.	usually
<i>hum.</i>	humorous	<i>v.</i>	transitive and intransitive verb
i.e.	that is	<i>vi.</i>	intransitive verb
<i>infml</i>	informal	<i>vt.</i>	transitive verb
&	and		
\$	to separate British Pronunciation (left) from American Pronunciation (right).		
↪	for example		

CONTENTS

Unit No.	Pages	Subject	Topic	Reading		
				Vocabulary	Grammar	Writing device
1	pp1-25	People and Places	college orientation	<i>apprehension, cohere, diverse, orientation, conception, passion, daunt, extracurricular, etc.</i>	'-ity'; given; cleft sentences; appositive clause; articles	Parallelism
2	pp26-53	Entertainment and Recreation	sports	<i>acclaim, anniversary, athlete, feat, highlight, opponent, phenomenon, recognize, spectacle, undervalued, valid, etc.</i>	'such/so ... that...'; subject-verb agreement; articles	Metaphor
3	pp54-77	Education	high school and college education	<i>appropriate, poignant, diploma, correlation, expertise, foster, specialty, grateful, discourage, etc.</i>	introductory 'it'; unless; 'what/how /who/where/when/whether/as if + infinitive' structure; articles	Achieving emphasis
4	pp78-102	Man and Nature	global warming	<i>unprofitable, shimmer, straighten, stoop, shuffle, etc.</i>	'-en'; very; articles	Colloquial style
5	pp103-127	Society	law and jury system	<i>stomp, excessive, convict, verdict, brutality, witness, comply, etc.</i>	the usage of 'as' (1); articles	Development by time
6	pp128-151	Culture and History (I)	culture and definition	<i>analyze, define, convey, distinguish, harmonious, intellectual, etc.</i>	passive voice; articles	Exemplification (1)
7	pp152-177	Culture and History (II)	cultural differences; Oriental and Occidental	<i>appreciate, condescend, dispose, distinguish, object, persist, witness, etc.</i>	'-less'; 'provided/providing (that)...'; 'each time, etc. + clause'; determiners	Exemplification (2)
8	pp178-202	Holidays and Festivals	Christmas and the Spring Festival	<i>attic, awake, blessed, burst, cling, creep, genuine, stable, trim, waken, etc.</i>	'-y (-ey)'; get; it's time...; it occurs to somebody...; indefinite article	Flashback in narration
9	pp203-228	Health and Medicine	WHO and AIDS	<i>acute, address, characterize, consequence, departure, emergency, respond, etc.</i>	'-ize (ise)'; the usage of 'as' (2); anything but; determiners	Effective use of long sentences (1); Introduction
10	pp229-253	Human Mind	personality	<i>acknowledge, attribute, persist, survey, etc.</i>	'-ance (-ence, -ancy, -ency)'; 'more ... than' structure; determiners; types and order in use (1)	Effective use of long sentences (2); Combining skills
11	pp254-276	Literature	patriotism	<i>absorb, compel, distinct, exclaim, grudge, inspiring, etc.</i>	'-ive'; absolute construction; inversion; determiners; types and order in use (2)	Point of view in narration
12	pp277-301	Science and Technology	computer and the Internet; cyber crime	<i>annoyance, block, cyber, entice, update, vulnerable, etc.</i>	'-ware'; 'chances are...' structure; 'verb + somebody + into something/doing something' structure; determiners; types and order in use (3)	Definition by class

CONTENTS

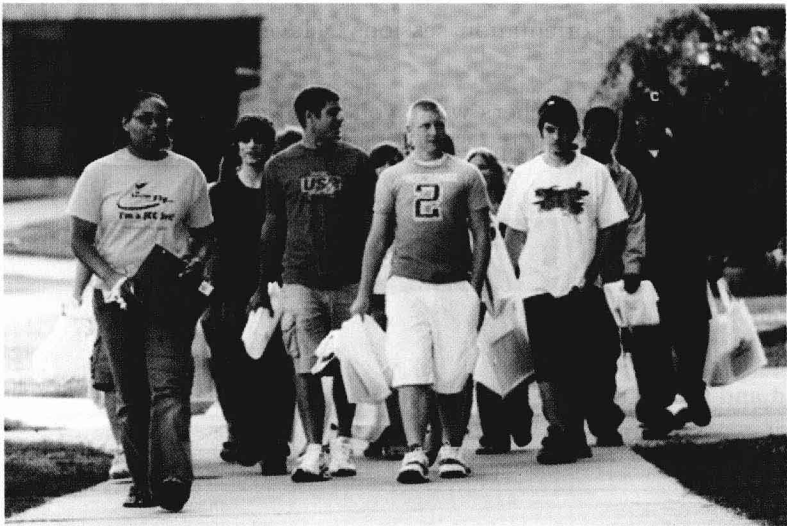
Further reading	Writing			Self-reflection	Extension List
	Writing fundamental	College writing	Practical writing		
<i>College Talk</i>	Writing vs. speaking	Using words correctly (1); Grammar rules	Note-writing (1); Introduction	<i>My learning log</i>	movies, books, etc.
<i>Learning the Olympic Standard of Love</i>	Writing for a purpose	Using words correctly (2); Denotative and associative meanings 2.1 Denotation and connotation	Note-writing (2); <i>Thanks</i>	<i>My learning log</i>	videos, books, journal, etc.
<i>Remember, We're Raising Children, Not Flowers!</i>	Writing for intended audience	Using words correctly (2); Denotative and associative meanings 2.2 Affective meaning and emotiveness	Note-writing (3); <i>Appointment</i>	<i>My learning log</i>	video, books, etc.
<i>Explaining El Niño</i>	Writing as product	Using words correctly (2); Denotative and associative meanings 2.3 Collocative meaning and collocation	Note-writing (4); <i>Invitation</i>	<i>My learning log</i>	movies, books, etc.
<i>The Rodney King Beating Trial</i> (cont.)	Writing as process (1)	Using words appropriately (1)	Note-writing (5); <i>Congratulations</i>	<i>My learning log</i>	movies, books, etc.
<i>What is Culture?</i>	Writing as process (2)	Using words appropriately (2)	Note-writing (6); <i>Apology</i>	<i>My learning log</i>	movies, books, etc.
<i>Could I Accept an Arranged Marriage?</i>	Knowing components of English writing ability	Using words effectively (1); Conciseness	Note-writing (7); <i>Condolence</i>	<i>My learning log</i>	movies, books, etc.
<i>The Good Earth</i> Chapter Five (abridged)	Knowing college English writing	Using words effectively (2); Precision	Note-writing (8); <i>Leaving a message</i>	<i>My learning log</i>	movies, songs, books, etc.
<i>A Whisper of AIDS</i>	Knowing assessment criteria and conventional qualities of good English essays (1); General understanding	Using words effectively (3); Consistency	Note-writing (9); <i>Inquiries and requests</i>	<i>My learning log</i>	movies, books, audio, magazines, etc.
<i>The Question of Personality (Part II): Can It Be Predicted?</i>	Knowing assessment criteria and conventional qualities of good English essays (2); Criteria and grading writing	Correct sentences and idea presentation (1); Structuring simple sentences	Note-writing (10); <i>Asking for leave</i>	<i>My learning log</i>	movies, books, etc.
<i>Date Stones</i>	Knowing assessment criteria and conventional qualities of good English essays (3); Basic functions	Correct sentences and idea presentation (2); Structuring compound sentences	Note-writing (11); Notes vs. letters	<i>My learning log</i>	movies, books, etc.
<i>A Robot in the Kitchen</i>	Handwriting	Correct sentences and idea presentation (3); Structuring complex sentences	Note-writing (12); A review	<i>My learning log</i>	movies, books, etc.

Unit 1

Freshman Orientation Day Address

Learning Objectives

Reading	Topic	college orientation
	Vocabulary	<i>apprehension, cohere, diverse, orientation, conception, passion, daunt, extracurricular, etc.</i>
	Grammar	'-ity'; <i>given</i> ; cleft sentence; appositive clause; articles
	Writing device	Parallelism
	Further reading	<i>College Talk</i>
Writing	Writing fundamental	Writing vs. speaking
	College writing	Using words correctly (1): Grammar rules
	Practical writing	Note-writing (1): Introduction
Self-reflection		
Extension List		



Reading

I Pre-reading Activities

A. Listening and speaking: Freshman orientation

Listen to the recording. Then work with a partner and answer the following questions.

- 1) What are the problems the student has?
- 2) What is the professor's answer to the first problem of the student?
- 3) What is the professor's suggestion about the second problem of the student?

B. Brainstorming

Work in groups and give three to five more words and expressions about the following topics.

1) Going to college:
university, college,

2) Feelings:
happy, excited,
sad, lost,

C. Pre-reading questions

Work with a partner and answer the following questions.

- 1) Do you know how your parents felt when you left for college?
- 2) Did you attend any freshman orientation sessions? Have you found them very informative and helpful?
- 3) What do you expect from your teachers while you are at college?
- 4) What are the top three things you hope to get out of your college education?

II Reading Comprehension

A. Reading for the main idea

Read the text aloud and summarize the main idea in one complete sentence.

Text

Freshman Orientation Day Address

Lawrence H. Summers

1 If I may, welcome fellow members of the Class of 2005. Having just returned to Harvard, I think of myself as a member of your class. I have been here since July enjoying an indoor orientation program of my own, not precisely the same as the orientation that you have enjoyed, but perhaps there have been some similarities in the experience.

2 I'm sure we'll all get lost and confused more than once. And I'm equally sure that we will all enjoy this new beginning together.

3 Let me say a word about your class, a word about Harvard and what it means, a word about the great things we can do together, and finally, a final thought for your families.

4 This class is truly a remarkable group of people. Every one of you has stood out, and every one of you has great potential.

5 Many of you must wonder—I know I did when I went away to college—what life would be like in a world so different from your high school, and in a world and living situation so different from that of your family home.

6 I know that when I was called on to respond to my appointment as President of Harvard, I found myself saying how exhilarated I was, but also, that I was a bit daunted to be here. And so are we all, given Harvard's history.

7 But to say that your classmates are impressive is not to say that anyone should ever be intimidated. Everyone here belongs, and everyone will find their place.



8 What about Harvard? There will be many things, many traditions, that you will come to know. But you will come to understand what I believe is most important about this place—that it is a center of new and original thought and ideas. And it is ideas that are ultimately most important in this world.

(left: Seal of Harvard University. *Veritas*, Harvard motto, means 'truth.')

9 Isaiah Berlin remarked that governments fall because of ideas developed by a professor in the quiet of his study. At the beginning of this century, an American could expect to live only to the age that I now am, about 47. Today, you all—students, anyway—can expect to live until nearly the age of 80. And there's really only one fundamental reason, new ideas in the medical and biological sciences.

10 We think about the conceptions we have of ourselves, conceptions we have of our family, conceptions we have of relations between the sexes. They are the way they are today only because of the development of new ideas, new conceptions, new theories, new imaginations.

11 This University is, above all, founded on a core conviction that ideas, their development, and their transmission are what is ultimately most important.

12 Now, I've said that as President of Harvard, strengthening the undergraduate educational experience here is one of the most important priorities that I face. How can you get the most out of



your time here?

13 I read this summer about how the great jurist, Oliver Wendell Holmes said that he had been—and these are his words—“set on fire in his freshman year by reading the essays of Emerson.” If I had but one wish for each of you, it is that in the years ahead you be set on fire, that your mind be captured by some set of external questions, by some area of human understanding, that you develop a passion for understanding, for progressing, that is so central to successful people everywhere.

14 This University and its faculty have no more important goal than helping you in this quest. How? It's hard to say. Fires can't be controlled. Passions can't be predicted or planned. You are all different.

15 But I give this advice:

- First, follow your passion, not your calculation. What you will remember of your time here will be the special experiences, the things that really catch your imagination. Choose courses that cohere. Follow a program towards your objectives. But most importantly, do what catches your imagination. If there is something you really want to do, some curiosity that you want to pursue, make sure that you do it, and don't let anything stand in your way.
- Second, the faculty is here for you. There is no more important responsibility for any of us as members of the faculty than teaching and working with you, the students of Harvard College ... I promise you that you will find faculty very willing to respond to your interests, to your curiosity, and to your invitations. Do not feel that you are ever wasting anyone's time pursuing your curiosity or your interest. That is what we are all here for.
- The last thing I would say is (to) focus on ideas. This is an extraordinary, rich, and diverse community. There are enormous opportunities of all kinds—extracurricular, athletic, social. Those experiences will have a huge impact on many of you. But I hope that none of you will lose sight of how special this time in your life is. It's a time to learn. It's a time to expose yourself, as you likely will only do during this period in your lifetime, to ideas that are completely different from what you have done, what you have seen, perhaps even from what you will see.

16 You can focus on ideas. Remember that faculty is here for you, and pursue our passion. You, too, can be lighted on fire during your years here.

17 Let me conclude with one final thought, if I may. I remember very well, like it was yesterday, the day just about exactly 30 years ago today when I bid my own parents farewell after a similar ceremony at MIT. I remember the look in my parents' eyes that day, the pride in what I was going to do, the sadness that I would not be at the family breakfast table the next day, the excitement about their son's future, the apprehension about their son's future.

18 This day does, in some ways, mark the end of one stage in the relationship between parent and child. But it also represents the beginning of a different and equally fulfilling stage in a relationship between child and parent. Students call often. Parents call back. If I may presume myself, colleagues of the Class of 2005, good luck and Godspeed to us all.

Notes

1. About the author and the text

Lawrence H. Summers (1954-) is the 27th president of Harvard University (2001-2006). He was awarded the PhD from Harvard in 1982. An eminent scholar and admired public servant,

Mr. Summers is the former Nathaniel Ropes Professor of Political Economy at Harvard, and in the past decade served in a series of senior public policy positions, most recently as Secretary of the Treasury of the United States. His many publications include *Understanding Unemployment* (1990) and *Reform in Eastern Europe* (1991, coauthored with others), as well as more than 100 articles in professional economics journals. The present text is abridged from his “Freshman Orientation Day Address” delivered on September 2, 2001 for the Class of 2005.

2. **Harvard University (para. 1) & Harvard College (para. 15)**

Harvard University is a private university in Cambridge, Massachusetts, U.S., and a member of the Ivy League. Founded in 1636, Harvard is the oldest institution of higher learning in the U. S. It was named Harvard College on March 13, 1639, after a young clergyman named John Harvard, who upon his death in 1638, left his library and half his estate to the new institution. Harvard College is at present only one part of Harvard University, which includes 10 graduate and professional schools, all of which offer programs for students who already hold bachelor’s degrees and seek advanced training in their fields through master’s or doctoral programs. Harvard College offers a four-year undergraduate, liberal arts program for students seeking their first degree—a bachelor’s in arts or sciences.

3. ***If I may, ...* (para. 1)**

‘May’ here is used in formal spoken English when making a polite remark or suggestion.

4. ***... welcome fellow members of the Class of 2005.* (para. 1)**

The capitalized ‘Class’ in this context is the Chinese equivalent of ‘届,’ meaning a group of students who finished studying together in the same year.

5. ***... in a world and living situation so different from that of your family home.* (para. 5)**

Note the use of ‘that of’ referring to ‘a world and living situation.’ When used to refer to the same thing, in order to avoid repetition and redundancy, ‘that of’ is used to replace what is mentioned before. For example:

✎ The color of the skirt matches *that of* her shoes.

6. **Isaiah Berlin (para. 9)**

Sir Isaiah Berlin (1909-1997) was a British philosopher, historian of ideas, political theorist, educator and essayist. He is regarded as one of the leading liberal thinkers of the twentieth century. He was knighted in 1957, and was awarded the Order of Merit in 1971. He was President of the British Academy from 1974 to 1978.

7. ***... founded on a core conviction that ideas, their development, and their transmission are what is ultimately most important.* (para. 11)**

Note that the clause introduced by ‘that’ in this sentence is an appositive to ‘conviction.’ The appositive clause is used to explain the content of its antecedent. For example:

✎ The report *that* he is going to hold a concert is not true.

8. **Oliver Wendell Holmes (para. 13)**

Oliver Wendell Holmes Jr.(1841-1935)graduated from Harvard College in 1861. As an American jurist, he served on the Supreme Court of the United States from 1902 to 1932. Noted for his long service, his concise and strong opinions, and his deference to the decisions of elected legislatures, he is one of the most widely cited United States Supreme Court justices in history, and is one of the most influential American common-law judges. He helped President Franklin D. Roosevelt select his own successor.