

Reading and Writing

读写教程

教师用书

Teacher 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到地道的英语。

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、合作与交流。

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,本套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。授课教师可以根据学生的英语水平及发展需要,帮助他们对各自学习目标、计划进行加减调整。在回顾反思阶段,可以鼓励、帮助学生在教材提供的专区(My Learning Log)或自备的笔记本上总结、记录前一轮学习中的进步与差缺,以此建立各自功课的发展图谱。关于拓展部分,建议学生可以根据各自兴趣、条件增加活动内容,并与同学共享。

本套教材每册共12单元,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的学习,也重视语言的运用;既重视语言运用结果,也重视语言运用过程。单元及模块总体安排科学合理且方便易用。《读写教程》第一册每单元的主课文阅读部分课堂学习教学需要8—10课时,副课文供学生自习使用;写作部分课堂教学需要2—3课时。

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。

孙胜忠教授及张红霞博士担任《读写教程》的总主编,张红霞同时担任本套教材第一册的主编,全面负责本册教材选材、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、不足之处恐在所难免,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 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 | ppl-17 | 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 | pp18-37 | 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 | pp38-53 | 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 | pp54-65 | Man and Nature | global warming | <i>unprofitable, shimmer, straighten, stoop, shuffle, etc.</i> | '-en'; very; articles | Colloquial style |
| 5 | pp66-77 | 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 | pp78-86 | Culture and History (I) | culture and definition | <i>analyze, define, convey, distinguish, harmonious, intellectual, etc.</i> | passive voice; articles | Exemplification (1) |
| 7 | pp87-100 | 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 | pp101-114 | Holidays and Festivals | Christmas and the Spring Festival | <i>attic, awake, burst, blessed, burst, cling, creep, genuine, stable, trim, waken, etc.</i> | '-y'; get; <i>it's time...</i> ; <i>it occurs to somebody...</i> ; indefinite article | Flashback in narration |
| 9 | pp115-127 | Health and Medicine | WHO and AIDS | <i>acute, address, characterize, consequence, departure, emergency, respond, etc.</i> | '-ize (ise)'; the usage of 'as' (2); <i>anything but</i> ; determiners | Effective use of long sentences (1); Introduction |
| 10 | pp128-144 | 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 | pp145-160 | 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 | pp161-174 | 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 |

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| <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 (cont.)</i> | 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 Chapter Five (abridged)</i> | 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>Data 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

Reading

Pre-reading Activities

A. Listening and speaking: Freshman orientation

Listening Script

Prof. Rice: Come in, please.

James: Good morning, Professor Rice.

Prof. Rice: Morning, James. What can I do for you?

James: I have a problem, Professor Rice. You know, I like sports a lot. And when I was in high school, I spent a lot of time every day playing basketball, soccer and volleyball. However, I've been here a month and I haven't been able to find any sports facilities on campus. It's very disappointing.

Prof. Rice: James, I can understand that. You see, this is a new campus. A lot of facilities are still under construction. But don't worry, before you know it, everything will be ready for you.

James: The other problem I have is I can't find any sports clubs on campus.

Prof. Rice: Isn't that even better? You can start one yourself. It will be a good opportunity for you to practice your organizational skills and talents. Other students will thank you for it.

James: Right. Great idea! Thanks a lot, Professor Rice. You've been a great help. Ok, bye now.

Prof. Rice: Bye. Good luck with your club.

Introduction to the Text

"Freshman Orientation Day Address" is delivered on September 2, 2001 for the Class of 2005 by Lawrence H. Summers, 27th president of Harvard University. Being a college freshman can be tough at the beginning, for both freshmen and their parents. This speech will, to a certain extent, be a guide to help the freshmen to become prepared for the most exciting time in their lives and lay the foundation of great college career.

As the freshmen leave their parents and homes to live in a new world different from their previous one, they are sure to feel confused and worried, apart from being excited. President Summers first speaks of the freshmen as "remarkable," having "great potential," to give them a

strong sense of confidence. Then he tells about Harvard, making it clear that the most important about this university is to develop new and original ideas and thoughts. To help the students to achieve this ultimate goal, he offers three pieces of advice; to pursue their curiosity in their study, to seek help from their teachers in the pursuit, and to enrich their experiences in the community, focusing on ideas. As for the parents of freshmen, President Summers suggests a new relationship between parent and child be established; "Students call often, parents call back."

Although this speech is addressed to the students of Harvard only, what Dr. Summers says can be applied to college freshmen in general. Students should first be self-confident, then they should have a clear idea about the college or university they are in so that they can make the most out of it. Still, students should always keep in touch with their parents and families. Maybe in doing so, can freshmen start college on the right foot.

In studying this text, students should be guided to pay attention to the style of speech writing, which differs from essay writing. A speech must hold the audience's attention with fewer words but more energy and clearer thoughts. Besides, the reader can go back and re-read, but the listener cannot do that. So a speech has more repetitions of important information than a written text. The rhetorical devices of repetition and parallelism can thus be frequently found in the speech.

A careful reading of the text can help us find that this speech writing possesses some key features of a speech and thus gives us a clear understanding of its organization and development;

- 1) Clear introduction that invites the audience to listen (paras. 1-3)
- 2) Well-organized body that clearly indicates transitions and the relationship of each point to the main idea of the speech (paras. 4-17)
- 3) Clear conclusion that leaves the audience satisfied (para. 18)

Detailed Study of the Text

1. **I have been here since July enjoying an indoor orientation program of my own, not precisely the same as the orientation that you have...** (para. 1)

orientation: basic information or training that is given to people starting a new job or course

☞ They give their new employees a one-day **orientation** session.

2. **Every one of you has stood out, and every one of you has great potential.** (para. 4)

Each of you has been important and outstanding, and each of you has the necessary qualities to be successful in the future.

stand out:

- 1) to be very noticeable

☞ Spelling mistakes always **stand out** to me.

- 2) to be much better than or much more important than other things of the same kind

☞ Many people were involved in this secret plan, but three **stand out**.

3. 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. (para. 6)

given: If you say **given something**, you mean taking that thing into consideration.

↳ **Given** the uncertainty over his future, I was left with little other choice.

↳ This may seem an odd view to take, **given** that I am strongly in favor of the agreement.

called on/upon:

1) If you **call on** somebody to do something, you say publicly that you want them to do it.

↳ Frequently he **was called on** to resolve conflicts.

2) If you **call on** someone, you pay them a short visit.

↳ Sophia was intending to **call on** Miss Kitts.

4. Everyone here belongs, and everyone will find their place. (para. 7)

Everyone here deserves to become a member of Harvard University, and everyone will play his role here.

5. Isaiah Berlin remarked that governments fall because of ideas developed by a professor in the quiet of his study. (para. 9)

Isaiah Berlin said that governments lose their power and influence because a professor has created some new ideas and theories in his quiet study.

Here President Summers intends to stress the power of ideas by quoting indirectly from Isaiah Berlin's essay "Two Concepts of Liberty" written in 1958. The original words read:

Over a hundred years ago, the German poet Heine warned the French not to underestimate the power of ideas; philosophical concepts nurtured in the stillness of a professor's study could destroy a civilization. He spoke of Kant's *Critique of Pure Reason* as the sword with which German deism had been decapitated, and described the works of Rousseau as the blood-stained weapon which, in the hands of Robespierre, had destroyed the old regime; and prophesied that the romantic faith of Fichte and Schelling would one day be turned, with terrible effect, by their fanatical German followers, against the liberal culture of the West (Berlin, I. Two Concepts of Liberty. In *Four Essays on Liberty*. Oxford University Press, 1969.)

fall: *vi.* to lose power or position

↳ Regimes **fall**, revolutions come and go, but places never really change.

↳ The moment Mrs. Thatcher **fell** from power has left an imprint on the world's economy.

fall: *n.*

↳ Her rise has mirrored his **fall**.

quiet: *n.* the state of being calm and without much noise

↳ the **quiet** of his own room, the **quiet** of the early morning

↳ I go to the library for a little peace and **quiet**.

6. They are the way they are today only because of the development of new ideas, new conceptions, new theories, new imaginations. (para. 10)

The only reason for them to be in their present situation is that new ideas, conceptions, theories and imaginations have been created and developed.

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

Harvard University is set up based on a central belief that its most important mission is to develop thoughts and ideas and pass them to different people in different places.

conviction:

- 1) a strong belief or opinion

↳ It is our firm **conviction** that a step forward has been taken.

- 2) If someone has a **conviction**, they have been found guilty of a crime in a court of law.

↳ The man was known to the police because of previous **convictions**.

8. ... strengthening the undergraduate educational experience here is one of the most important priorities that I face. (para. 12)

Among so many important things that I have to deal with first, one is that I have to increase the students' knowledge acquisition for their first degree education.

priority: the most important thing you have to do or deal with, or must be done or dealt with before everything else you have to do

↳ Getting your **priorities** in order is a good way not to waste energy on meaningless pursuits.

↳ The proposals deserve support as they **give priority to** the needs of children.

↳ I disagree with the view that economic development **has/takes priority over** environment.

9. How can you get the most out of your time here? (para. 12)

get/make the most (out) of something: to get the maximum use or take full advantage of something

↳ Happiness is the ability to **make the most of** what you have.

↳ **Making the most of** your hair means getting the cut and shape right.

10. 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.” (para. 13)

The great jurist, Oliver Wendell Holmes once said that, in his first year at college, by reading the essays of Emerson, he had been full of curiosity and very enthusiastic. I read about it this summer.

set fire to something/set it on fire:

- 1) start it burning in order to damage or destroy it

↳ They **set fire to** the car outside that building.

↳ Lightning **set** several buildings **on fire**.

- 2) cause to be very enthusiastic, excited, or passionate about something

↳ He **was set on fire** with this marvelous sight.

11. If I had but one wish for each of you, it is that in the years ahead you be set on fire... (para. 13)

but: [fml] only

↳ This is **but** one of the methods used to try and get through to the patients.

↳ Napoleon and Marie Antoinette, to name **but** two who had stayed in the great state rooms.

12. **This University and its faculty have no more important goal than helping you in this quest. (para. 14)**

This request refers to the “wish” in the last sentence of the previous paragraph that students of Harvard University develop a curious mind, a passion for understanding and progressing.

13. **Fires can't be controlled. Passions can't be predicted or planned. You are all different. (para. 14)**

Fires are hard to control. We can never know or decide beforehand when you are fired with a strong passion for your quest. You are totally different from each other and have your different pursuits here.

14. **What you will remember of your time here will be the special experiences, the things that really catch your imagination. (para. 15)**

experience: [C] something that happens to you or something you do, especially something important that affects you

↳ Moving had become a common **experience** for me.

Tell students to compare this use of **experience** with that of **experience** as an uncountable noun, such as in the phrase “strengthening the undergraduate educational **experience**” in para. 12, which means “knowledge or skill in a particular job or activity, which you have gained because you have done that for a long time.”

↳ He has also had managerial **experience** on every level.

↳ **Experience** has taught me that I should not be in any danger here.

catch/capture one's imagination: If something catches your imagination, etc, you notice it or feel interested in it.

↳ Italian football **caught the imagination** of the nation last season.

15. **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. (para. 15)**

The most important responsibility for the teaching staff here is to teach and work with the students of Harvard College.

16. **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. (para. 15)**

make sure: to do something so that something will definitely happen

↳ “Did you lock the front door?” “I think so, but I'd better **make sure**.”

↳ **Make sure** that you follow the instructions carefully.

If something **gets/stands/is in the way**, it is in front of you and prevents you from going somewhere or seeing something.

↳ “We wouldn't **get in the way**,” Suzanne promised. “We'd just stand quietly in a corner.”