

UNIT 1

Part 1 Language Skills Development

Highlights

S: A song: I have a dream (P 2)

L: My dream (P 3)

R: Don't let anyone steal your dreams (P 3)

W: Simple sentences (P 12)

Internet work: Introducing Harvard University (P 14)

I

Starter

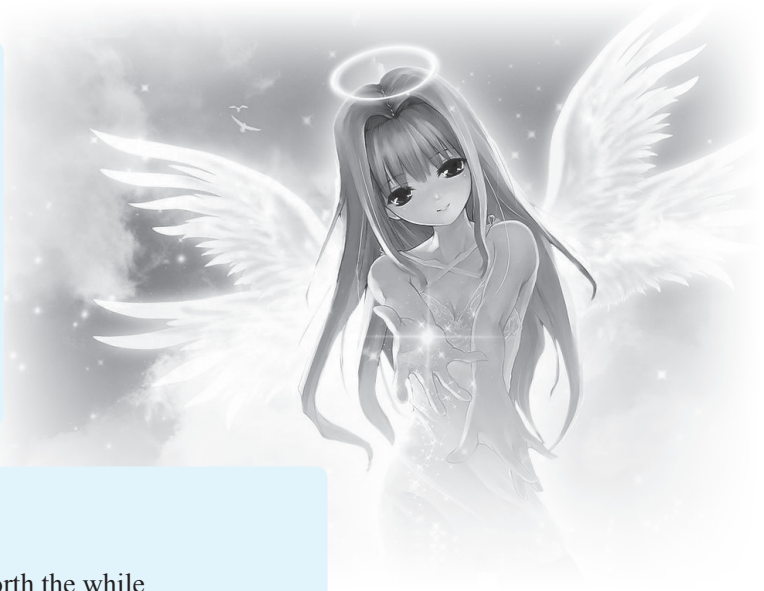
A. Read the lyrics of a song. Listen to the tape or the CD and sing in chorus.

I Have a Dream

I have a dream, a song to sing
 To help me cope with anything
 If you see the wonder of a fairy tale
 You can take the future even if you fail
 I believe in angels
 Something good in everything I see
 I believe in angels
 When I know the time is right for me
 I'll cross the stream I have a dream

I have a dream, a fantasy
 To help me through reality
 And my destination makes it worth the while
 Pushing through the darkness still another mile
 I believe in angels
 Something good in everything I see
 I believe in angels
 When I know the time is right for me
 I'll cross the stream I have a dream

I have a dream, a song to sing
 To help me cope with anything
 If you see the wonder of a fairy tale
 You can take the future even if you fail
 I believe in angels
 Something good in everything I see
 I believe in angels
 When I know the time is right for me
 I'll cross the stream I have a dream
 I'll cross the stream I have a dream



B.

Listen to a short passage entitled “My Dream” and answer the following questions.

1. What was Martin Luther King’s dream?
2. What was Lincoln’s dream?
3. What is the speaker’s dream?

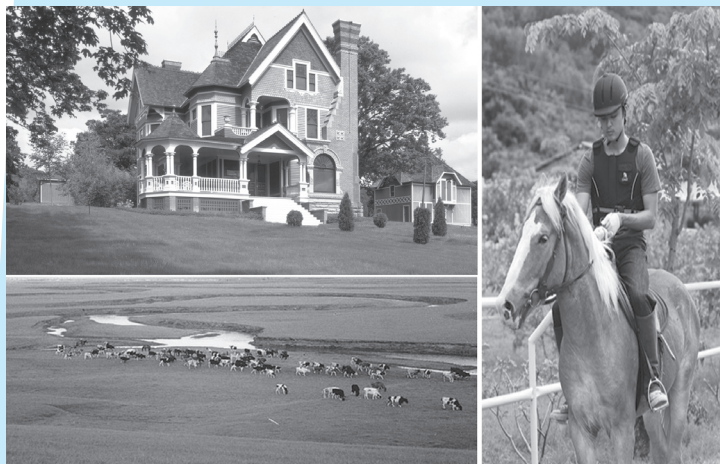


kindle /'kɪndl/ vt.	点燃
flame /fleɪm/ n.	火焰
illuminate /ɪ'lu:mɪneɪt/ vt.	照亮
starvation /stɑ:'veɪʃn/ n.	饥饿

2

Text: Don’t Let Anyone Steal Your Dreams

- 1 I have a friend named Monty Roberts who owns a horse ranch in San Ysidro. He has let me use his house to put on fund-raising events to raise money for youth at risk programs.
- 2 The last time I was there he introduced me by saying, “I want to tell you why I let Jack use my house.” It all goes back to a story about a young man who was the son of an itinerant horse trainer who would go from stable to stable, race track to race track, farm to farm and ranch to



ranch, training horses. As a result, the boy's high school career was continually interrupted. When he was a senior, he was asked to write a paper about what he wanted to be and do when he grew up.

3 That night he wrote a seven-page paper describing his goal of someday owning a horse ranch. He wrote about his dream in great detail and he even drew a diagram of a 200-acre ranch, showing the location of all the buildings, the stables and the track. Then he drew a detailed floor plan for a 4,000-square-foot house that would sit on a 200-acre dream ranch.

4 He put a great deal of his heart into the project and the next day he handed it in to his teacher. Two days later he received his paper back. On the front page was a large red F with a note that read: "See me after class."



5 The boy with the dream went to see the teacher after class and asked, "Why did I receive an F?"

6 The teacher said, "This is an unrealistic dream for a young boy like you. You have no money. You come from an itinerant family. You have no resources. Owning a horse ranch requires a lot of money. You have to buy the land. You have to pay for the original breeding stock and later you'll have to pay large stud fees. There's no way you could ever do it." Then the teacher added, "If you will rewrite this paper with a more realistic goal, I will reconsider your grade."

7 The boy went home and thought about it long and hard. He asked his father what he should do. His father said, "Look, son, you have to make up your own mind on this. However, I think it is a very important decision for you."

8 Finally, after sitting with it for a week, the boy turned in the same paper, making no changes at all. He stated, "You can keep the F and I'll keep my dream."

9 Monty then turned to the assembled group and said, "I tell you this story because you are sitting in my 4,000-square-foot house in the middle of my 200-acre horse ranch. I still have that school paper framed over the fireplace." He added, "The best part of the story is that two summers ago that same schoolteacher brought 30 kids to camp out on my ranch for a week. When the teacher was leaving, he said, 'Look, Monty, I can tell you this now. When I was your teacher, I was something of a dream stealer. During those years I stole a lot of kids' dreams. Fortunately you had enough gumption not to give up on yours.'"

10 Don't let anyone steal your dreams. Follow your heart, no matter what.

New Words

(符号说明: 一般要求词汇: 无标记; 较高要求词汇: ☆; 更高要求词汇: △; 超纲词汇: ◇。)

单词/音标/词性	词义
△ranch /rɑ:ntʃ/ <i>n.</i>	[C] a farm consisting of a large tract of land along with facilities needed to raise livestock (esp. cattle) 牧场
fund-raising /'fʌndreɪzɪŋ/ <i>a.</i>	relating to an organized activity or an instance of raising money for a cause or project 筹募基金活动的
◇itinerant /aɪ'tɪnərənt/ <i>a.</i>	traveling from place to place, esp. to perform work or a duty 巡回的, 流动的
stable /'steɪbl/ <i>n.</i>	[C] a farm building for housing horses or other livestock 马厩, 马棚
track /træk/ <i>n.</i>	1) [C] a course laid out for running or racing 跑道 2) [C, usu. <i>pl.</i>] a line or series of marks left by a moving vehicle, person, animal, etc. 踪迹, 足迹, 痕迹 3) [C] a path or rough road, esp. one made by people walking there 路, 小径
<i>vt.</i>	to follow the marks, signs, etc. of sb./sth. 跟在……足迹后; 跟踪
continually /kən'tɪnjuəli/ <i>ad.</i>	happening often, repeatedly 不停地, 频繁地
senior /'si:niə(r)/ <i>n.</i>	1) [C] a student in his/her last year of high school or university (中学或大学的) 毕业班的学生 2) [C] someone who is over 60 years old or who is retired 较年长的人
diagram /'daɪəgræm/ <i>n.</i>	[C] a simple drawing or plan that shows exactly where something is, what something looks like, or how something works 图解, 图表
acre /'eɪkə(r)/ <i>n.</i>	[C] a unit of area used in English-speaking countries (equal to 43,560 square feet or equal to 6.070 <i>mu</i>) 英亩
location /ləʊ'keɪʃn/ <i>n.</i>	1) [C] the position of something 地点, 位置, 定位 2) [U] the act of finding the position of sb./sth. 发现、找出某人(某物)的位置或地点
detailed /'di:teɪld/ <i>a.</i>	having many details or paying great attention to details; thorough 详细的, 极注意细节的, 详尽的
unrealistic /ʌn'ri:ə'lɪstɪk/ <i>a.</i>	having a wrong idea of what is likely to happen or of what you can really do; not based on facts 不切实际的, 不实在的
resource /rɪ'sɔ:s/ <i>n.</i>	1) [C, usu. <i>pl.</i>] a source of aid or support that may be drawn upon when needed 资源 2) [C, usu. <i>pl.</i>] natural substances such as water and wood which are valuable in supporting life 天然资源
original /ə'ɹɪdʒənəl/ <i>a.</i>	1) existing from the beginning; first or earliest 原始的, 最初的; 原先的; 最早的

breeding /'bri:diŋ/ <i>n.</i>	2) newly created or formed; fresh 新创的, 创新的, 新颖的 [U] the activity of keeping animals or plants in order to produce animals or plants that have particular qualities (为繁殖的) 饲养
stock /stɒk/ <i>n.</i>	1) [U] all the animals kept or raised on a farm; livestock 家畜; 牲畜 2) [C, U] store of goods available for sale, distribution or use, in a shop, warehouse, etc. (商店、货栈等的) 库存物, 存货 3) [C, U] supply or amount of sth. available for use, etc. 供给, 供应; 储备量
◇ stud /stʌd/ <i>n.</i>	[U] the use of animals, esp. horses, for breeding, or a place where this is done 种马; 种马场
fee /fi:/ <i>n.</i>	1) [C] an amount of money that you pay to professionals for their work 酬金, 服务费 2) [C] an amount of money that you pay to join an organization or to do sth. (加入组织或做某事付的) 费用
rewrite /,ri:'raɪt/ <i>vt.</i>	to write (sth.) again in a different form or style 重写; 改写
realistic /,ri:'ɹɪstɪk/ <i>a.</i>	1) based on facts rather than on sentiment or illusion; practical 现实的, 实事求是的 2) (in art and literature) showing realism (文艺的) 现实主义的, 写实主义的
reconsider /,ri:kən'sɪdə(r)/ <i>vt.</i>	to consider (sth.) again, esp. to change an earlier opinion, decision, etc. 重新考虑 (某事物)
state /steɪt/ <i>vt.</i>	to formally say or write a piece of information or one's opinion 陈述或说明 (某事)
assemble /ə'sembəl/ <i>vi./vt.</i>	1) (to cause people or things) to come together; to collect 集合; 聚集; 收集 2) to fit together (the parts of sth.) 装配, 安装
frame /freɪm/ <i>vt.</i>	1) to put a picture in a structure that will hold it firmly 给画镶框 2) to express (sth.) in words; to compose or formulate (用文字) 表达 (某事); 创作
△ fireplace /'faɪəpleɪs/ <i>n.</i>	[C] an open space for a fire in a room, usu. made of brick or stone and set into a wall 壁炉
◇ gumption /'gʌmpʃn/ <i>n.</i>	[U] the ability and determination to decide what needs to be done and to do it 勇气, 决心

Phrases and Expressions

put on	举办 (展览等); 演出 (戏剧); 穿上, 戴上; 假装, 伪装
raise money	集资; 筹款
at risk	有危险, 有风险

go back to	追溯到, 回到……上来
in detail	详细地
put one's heart into	全心全意投入, 热心于
hand sth. in	提交, 呈交, 上交 (尤指书面材料或失物)
make up one's mind on sth./to do sth.	下决心做某事
turn in	递交, 上交; 投案自首, 告密; 做出; 生产, 制造
camp out	野营, 露营
give up on	对……不抱希望, 对……表示绝望
follow one's heart	做自己想做的事情
no matter what	无论什么

Proper Nouns

Monty Roberts /'mɒntɪ 'rɒbəts/	蒙蒂·罗伯兹
San Ysidro	圣伊斯德罗
Jack /dʒæk/	杰克

Notes to the text

1. He wrote about his dream in great detail and he even drew a diagram of a 200-acre ranch, showing the location of all the buildings, the stables and the track. 他很详细地描写了他的梦想, 甚至画了一张占地200英亩的马场的设计图, 上面标有所有建筑物、马厩、跑道等的位置。
2. Then the teacher added, "If you will rewrite this paper with a more realistic goal, I will reconsider your grade." 然后老师又加了一句, "如果你愿意重新写一篇目标比较现实的作文, 我会重新考虑你的分数。"
3. Monty then turned to the assembled group and said, "I tell you this story because you are sitting in my 4,000-square-foot house in the middle of my 200-acre horse ranch." 说到这里, 蒙蒂转向众人, 说道: "我之所以告诉你们这个故事, 是因为你们现在就坐在这个占地200英亩的牧马场中的4000平方英尺的房子里。"
4. The best part of the story is that two summers ago that same schoolteacher brought 30 kids to camp out on my ranch for a week. 下面是这个故事最为精彩的部分: 两年前这位老师带领30个孩子到我的牧场来野营一周。
5. Fortunately you had enough gumption not to give up on yours. 幸运的是, 你有足够的冲劲, 没有放弃你的梦想。
6. Follow your heart, no matter what. 无论发生什么, 你都要坚持自己的梦想。

3

Questions on the text

1. What was Monty's dream?
2. What was the score Monty received for his paper?
3. Why did Monty get that score?
4. What did the teacher ask Monty to do when Monty came to see him after class?
5. Did Monty rewrite his paper?
6. What did Monty say to his teacher when he turned in the same paper after a week?
7. Why did the teacher say that he was a dream stealer?
8. Why did Monty tell the story to the assembled group?

4

Working with words and phrases

A.

Find appropriate verbs or phrases (1—8) in the text which fit the items (a—h).

- | | |
|-------------------|---|
| () 1. put on | a. the plan on the coming Christmas |
| () 2. pay | b. in a traffic jam |
| () 3. sit | c. a fund-raising party |
| () 4. reconsider | d. the various stories to form a collection |
| () 5. assemble | e. a large yearly tuition |
| () 6. frame | f. a glance at the watch |
| () 7. steal | g. during the trip |
| () 8. camp out | h. the photo of the family |

B.

Complete the following sentences with appropriate words or phrases in the box.

give up on	stock	location	assemble	original	reconsider	wear
rewrite	resources	detailed	stated	turn in	interrupted	fortunately

1. _____, the pilot survived the plane crash.
2. He indicated the _____ of the Persian Gulf with a pen on the map.
3. Won't you _____ your decision to leave the club?
4. The war _____ the trade between the two countries.

5. This is the _____ painting, and the others are copies.
6. The witness _____ that she had never seen Mr. Smith before.
7. China is rich in natural _____.
8. Beethoven didn't _____ himself though his hearing began to weaken when he was 29.
9. After a long journey, she felt _____ and was eager to go back home.
10. Tom failed to _____ his term paper on time, though he works very hard.

5

Discussion

Discuss the following questions with a partner or in a small group of 4 to 6 students.

1. What's the most important reason that Monty Roberts succeeded in translating his dream into a reality?
2. Do you think everyone who keeps his dream can realize it? Why or why not?
3. If you have a big dream, what would you do to make it come true?



determination	gumption	follow one's heart
work hard	opportunity	optimistic
frustration	give up	

6

Practice: interpreting

When the teacher brought 30 kids to camp out on Monty's ranch two summers ago, they had a conversation as follows. Interpret it into English with your partner.

蒙蒂：很高兴您能带孩子们来我的牧场野营。
 老师：看到你今天拥有这么大的牧马场真为你高兴。
 蒙蒂：谢谢！希望以后老师经常带孩子们来这里搞活动。

- 老师：蒙蒂，还记得我让你写关于梦想的文章的事吗？
- 蒙蒂：当然记得，那篇文章我还一直保留着呢。
- 老师：很抱歉当时我给你不及格。
- 蒙蒂：哦，没有关系，其实我觉得那件事对我的启发很大。
- 老师：我做你的老师的时候，可以说是个偷梦想的人，我偷了很多孩子的梦想，幸好你有足够的勇气没能让我把你的梦想偷走。
- 蒙蒂：我们每个人都应该坚持自己的梦想，只要我们坚定执着，梦想总有一天会实现。
- 老师：再次祝贺你实现了自己的远大梦想！

7

Practice: translation

A.

Put the following sentences from the text into Chinese. Pay special attention to the italicized expressions.

1. He has let me use his house to *put on fund-raising events* to raise money for youth at risk programs.
2. Then he *drew a detailed floor plan* for a 4,000-square-foot house that would *sit on* a 200-acre dream ranch.
3. He *put a great deal of his heart into* the project and the next day he handed it in to his teacher.
4. The boy *with the dream* went to see the teacher after class and asked, "Why did I receive an F?"
5. Finally, after *sitting with* it for a week, the boy turned in the same paper, making no changes at all.

B.

Complete the following sentences by translating into English the Chinese given in the brackets.

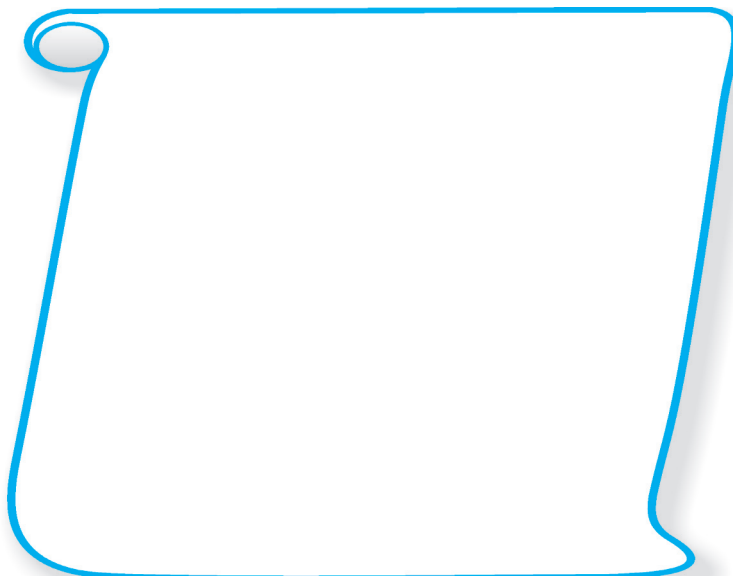
1. _____ (我重写了最后两段) to make my paper better.
2. _____ (如果你怀有不切实际的期望), they will rarely be met.
3. The club decided to _____ (为问题青少年项目出一份力).
4. The committee will _____ (想方设法筹措资金), but stops short of an increase in taxes.
5. Would you please _____ (详细地说明一下主题)?

8**Practice: writing**

A. Write a summary of the text (max. 150 words), referring to the outline below.

Summary outline:

1. Monty's dream of owning a horse ranch;
2. His teacher's discouragement to his dream;
3. Monty's determination to follow his dream;
4. The teacher's regret of stealing many kids' dreams;
5. The moral of the story.



B. Basic sentence writing techniques: understand and write simple sentences.

(1) Recognize the basic structure of the simple sentence

There are four kinds of sentences in English each having its own structure. They are classified as follows: 1) the simple sentence; 2) the compound sentence; 3) the complex sentence; 4) the compound-complex sentence. In this unit we concentrate on the simple sentence.

A simple sentence expresses a complete thought. It must contain at least a complete subject, a complete predicate and some other elements. Basically, there are five sentence patterns:

- 1) Subject + Action Verb (It may be shortened to SV) (*e.g.* Monty Roberts left.)
- 2) Subject + Action Verb + Direct Object (SVO) (*e.g.* Monty Roberts owns a horse ranch.)
- 3) Subject + Action Verb + Indirect Object + Direct Object (SViOdO) (*e.g.* Monty Roberts told the group his story.)

When the indirect object is put after the direct object, it needs a preposition. The sentence pattern would change into: Subject + Action Verb + Direct Object + Preposition + Indirect Object. For example, “Monty Roberts told the group his story.” would be recast as “Monty Roberts told his story to the group.”

- 4) Subject + Action Verb + Object + Object Complement (SVOC) (*e.g.* The teacher found Monty Roberts’ dream unrealistic.)
- 5) Subject + Link Verb + Subject Complement (SVC) (*e.g.* Your dream is unrealistic.)

(2) Learn to write the simple sentence: combine each of the following groups of sentences into one simple sentence:

- Model:
- a. She stood in the corner.
 - b. She watched the people.
 - c. The people moved slowly in the office.

She stood in the corner, watching the people moving slowly in the office.

1. a. Mrs. Simon went into the room.
- b. She placed the report on the desk.
- c. She started to make a telephone call.

Hint: The simple sentence should contain “after + gerund phrase” in the beginning and an infinitive phrase at the end.

2. a. He returned to work.
- b. This was many years later.
- c. He found his boss in poor health.



Hint: The simple sentence should contain two predicate verbs (returned and found).

-
3. a. Alice graduated from Cambridge University.
 - b. She graduated in June.
 - c. She now works for Monty Roberts.
 - d. She works in Sydney.
 - e. She is a stock broker.

Hint: The sentence contains two predicate verbs (graduated and works) and four prepositional phrases.

-
4. a. The plane was flying from New York to London.
 - b. It had a crew of six.
 - c. It had 98 passengers.
 - d. Soon after leaving New York, the plane developed engine trouble.

Hint: The simple sentence should contain a present participial phrase, a prepositional phrase and a gerund phrase.

-
5. a. The secretary was very busy.
 - b. She typed a letter.
 - c. She typed it with great speed.
 - d. The letter was for her boss.

Hint: The simple sentence should contain two prepositional phrases. Besides, the adjective *busy* should be used as a pre-modifier.

9

Surfing the Internet

Go to <http://www.news.harvard.edu/guide/intro/index.html> to obtain the information about Harvard University including its history, students at Harvard, tuition and financial aid, and the students' housing system at Harvard, etc. On the basis of this, prepare an oral presentation that you may use to give a general introduction to Harvard University to your classmates next class.



Part 2 Language in Use

Highlights

R&L: Dialogue: freshman orientation week (P 16)

S: Talking about freshman orientation (P 18)

Language for talking about freshman orientation

R: Harvard opening ceremony speech (P 19)

Research project: Giving a speech introducing a student organization (P 25)

W: My dream job (P 26)



Dialogue: freshman orientation week

I

After a long, hot summer, freshmen have arrived to start college life. As a senior, Klein is helping to instruct the incoming students. He meets his friend Scarlett on campus and they have a conversation.

Listen to the dialogue and fill in the blanks. Then read it aloud.

Scarlett: Hey, Klein, do you want to hang out? I'm craving ice cream.

Klein: Can't right now. I signed up to be a (1) _____ for the new students — what do you call them — “(2) _____”? I'm on a panel of people giving presentations at 3:00.

Scarlett: OK. And yeah, it's “freshmen”, usually. Although some people say that term is not PC. That's why some universities — like Yale — call them “(3) _____”. In the UK they call them “(4) _____”.

Klein: Well, they're fresh, all right. My presentation is on (5) _____. So, what kind of (6) _____ did you have at your school in the States?

Scarlett: I had several different people help me learn the ropes. Not long after I graduated from high school, I got an email from a (7) _____ in my department. She was what we call a “(8) _____”.

Klein: You mean, like a mentor?

Scarlett: Yeah, sort of. She asked me if I had any questions. We got together during freshman orientation week, and she walked me through what I needed to do.

Klein: I think Chinese students need more advising in terms of how to set up bank accounts and how to manage their (9) _____.

Scarlett: That makes sense. Different educational systems, I guess. I know a lot of people who never like working with any (10) _____. You know? In any kind of learning — you get out of it what you put into it.

New Words

单词/音标/词性	词义
◇ freshman /'freʃmən/ <i>n.</i>	[C] a student in the first year of high school or university 新生；中学或大学一年级学生
◇ incoming /'ɪnkʌmɪŋ/ <i>a.</i>	arriving at or coming to a new place 新来的；新选的；新任的
△ crave /kreɪv/ <i>vt./vi.</i>	to have an extremely strong desire for sth. 渴望，渴求某物
◇ mentor /'mentɔ:(r)/ <i>n.</i>	[C] an experienced person who advises and helps a less experienced person 顾问；指导员
panel /'pænl/ <i>n.</i>	[C] a group of people with skills or specialist knowledge who have been chosen to give advice or opinions on a particular subject 专门小组；座谈小组
presentation /,prezn'teɪʃn/ <i>n.</i>	[C] an event at which one describes or explains a new product or idea 介绍；陈述
◇ freshperson /,freʃ'pɜ:sn/ <i>n.</i>	[C] [美]（无性别之分的）中学或大学一年级新生
◇ fresher /'freʃə(r)/ <i>n.</i>	[C] 中学或大学一年级新生；新手
email /'i:meɪl/ <i>n.</i>	[U, C] a message that is sent from one person to another using computers connected together in a network 电子信函
policy /'pɒləsi/ <i>n.</i>	[C] 方针；政策
☆ orientation /,ɔ:riən'teɪʃn/ <i>n.</i>	[U] introductory instruction concerning a new situation 介绍，针对新形势的介绍性指导
junior /'dʒu:njə(r)/ <i>n.</i>	[C] a student in the third-year class of a high school, college, or university 中学或大学三年级学生
peer /piə(r)/ <i>n.</i>	[C, usu. <i>pl.</i>] the people who are the same age as you, or who have the same type of job, social class, etc. 同龄人；（官阶、地位或功绩）同等的人
☆ counselor /'kaʊnsələ(r)/ <i>n.</i>	[C] someone whose job is to help and support people with problems 辅导员，顾问；管理员
account /ə'kaʊnt/ <i>n.</i>	[C] an arrangement with a bank to keep one's money there and to allow someone to take it out when he/she needs to 账户
educational /,edʒu'keɪʃənl/ <i>a.</i>	of or relating to education 教育的，关于教育的
system /'sɪstəm/ <i>n.</i>	[C] an organized set of interrelated ideas or principles, etc. 系统，体系；制度，体制
advisor /əd'vaɪzə(r)/ <i>n.</i>	[C] someone whose job is to give advice because they know a lot about a subject, esp. in business, law, or politics 顾问，[美]学生的指导老师

Phrases and Expressions

freshman orientation week	新生入学教育周
hang out	闲逛
sign up	签字参与某事; 签字受雇
political correctness (PC)	政治正确性
learn the ropes	学会如何做某事
walk sb. through sth.	帮助某人做某事
in terms of	在……方面, 根据, 按照
set up	设立, 开办
make sense	有意义; 有道理
get out of sth. what you put into it	付出多少就得到多少

Proper Nouns

Klein /kleɪn/	克莱因
Scarlett /'skɑ:lɪt/	斯佳丽
Yale /jeɪl/	耶鲁大学

2

Pair work: talking about freshman orientation

If there is a freshman orientation week for you, what would you like to learn from it? Please talk about the question with your partner and then create a dialogue concerning this question.

Learning

Language for talking about freshman orientation

- I want to learn ... during the freshman orientation week.
- I'd like to have a mentor who can give me some advice on what I need to do.
- I hope to have some lectures on library services, the computer lab, and email policies.
- I hope to have some people help me learn the ropes at college.
- I'd like to have someone walk me through what I need to do.
- I need advising in terms of how to set up bank accounts and how to manage my study time.

3

Text: Harvard Opening Ceremony Speech

Read the text and answer the following questions.

1. What type of students are they in this class?
2. Why are the students in this class remarkable?
3. What is the first week for the freshman called?
4. What is the most important thing about Harvard?
5. What advice does Prof. Summers offer while the students choose courses that cohere and follow a program towards their objective?
6. How can the students maximize their learning?
7. What are the suggestions given to the students by Prof. Summers?

Introduction

1 Welcome to the women and men of the Class of 2006 and welcome to the Harvard experience that awaits you. I would also like to extend a special welcome to the transfer students and their families who are here with us this evening.

2 Having just finished my freshman year as President I can recall how you must feel.

3 This class is a truly remarkable group of people — you include professional musicians and successful entrepreneurs, published scientists and poets, star athletes and dedicated social service providers, speakers of more than a dozen languages, and experts in countless areas. Every one of you has stood out and every one of you has great potential.

4 Reading your admissions essays, I was reminded that Newton and Einstein did most of their thinking about physics in their twenties. However, you don't have to put too much pressure on yourself—enjoy the rest of Freshman Week and then get cracking.

5 But that is not to say anyone should ever feel intimidated. Everyone here belongs, and everyone will find their place.

6 Surveys find that most Harvard freshmen think they are in the bottom half of their class when they arrive. By the time they leave here, surveys find that most Harvard seniors feel they are in the top half. You are all certainly lucky to be at a place that somehow manages to teach its students how to repeal the basic rules of statistics.

7 There will be many things, many traditions that you will come to know, but what I believe



is most important about this place we all find ourselves at is that it is a center for the development and transmission of new and original thoughts and ideas. And increasingly it is ideas that are ultimately most important in this world.

Advice

8 In just 45 months most of you will be Harvard alumni. How can you get the most out of your time here?

9 It was William Butler Yeats who said, “Education is not the filling of a pail, but the lighting of a fire.”

10 First, follow your passion, not your calculation. Yes, you should choose courses that cohere and follow a program towards your objective, but most importantly, do or pursue what captures your imagination. Don’t let anything stand in the way of your curiosity, of what you really want to do.

11 Be open to every possibility. For most of you sitting in this place, four years from now what will have been most important at Harvard is something you do not now imagine.

12 Second, remember 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.

13 Do not be shy. At one time a sophomore knocked on the door of my office and said, “Prof. Summers, that paper you wrote on unemployment is really pretty good, but it has a number of mistakes. I’d like a job as a research assistant.” That led to a good relationship for both of us.

14 Third, learn how to learn. Any fact that you encounter in your studies now is not very likely to remain very relevant and important over your whole career, unless of course you want to retire when you are 37.

15 Fourth, learn from each other. You will maximize that learning if you take advantage of the diversity of the Harvard Community, reaching out to people from very different backgrounds than your own.

16 Follow your passion, take advantage of the faculty, learn how to learn, and learn from each other.

Conclusion

17 Let me say, in conclusion, to the first-years sitting here and their parents:

18 This day does, in some ways, mark the end of one stage in the relationship between parent and child. It also represents the beginning of a different and equally fulfilling stage in a relationship between child and parent.

19 Students, call home often. Parents, don’t worry too much.

20 Good luck and Godspeed to the Class of 2006.

New Words

单词/音标/词性	词义
await /ə'weɪt/ vt.	1) to wait for sb. or sth. 等候, 等待 2) to be ready or waiting for (sb./sth.) 准备以待, 期待
extend /ɪk'stend/ vt.	to offer or give sth. to sb. 提供, 给予
transfer /'trænsfɜ:(r)/ n.	[U, C] the process by which someone or something moves or is moved from one place, job, etc. to another 转移
recall /rɪ'kɔ:l/ vt.	1) to bring (sb./sth.) back into the mind; to recollect 回忆 (某物或某人); 记起 2) to order sth./sb. to return (from a place) (从某处) 召回某物或某人
remarkable /rɪ'mɑ:kəbl/ a.	unusual or surprising and therefore deserving attention or praise 不平常的, 非凡的, 值得注意的, 显著的
☆ entrepreneur /ˌɒntrəprə'nɜ:(r)/ n.	[C] someone who starts a business or arranges business deals in order to make money, often in a way that involves financial risks 企业家
athlete /'æθli:t/ n.	[C] someone who competes in sports competitions, esp. running, jumping, and throwing 运动员
☆ dedicated /'dedɪkeɪtɪd/ a.	giving all your attention and effort to one particular thing 专注的, 献身的
potential /pə'tenʃl/ n.	[U] if people or things have potential, they have a natural ability or quality that could develop to make them very good 潜力, 潜能
admission /əd'mɪʃn/ n.	[C, U] entering or being allowed to enter a building, society, school, etc. (会场、俱乐部、学校等的) 进入许可
intimidate /ɪn'tɪmɪdeɪt/ vt.	to frighten sb. (in order to make him do sth.) 恐吓; 威胁
△ repeal /rɪ'pi:l/ vt.	to withdraw (a law, etc.) officially 废除, 撤销
statistic /stə'tɪstɪk/ n.	1) [pl.] collection of information shown in numbers 统计数字; 统计资料 2) [sing.] science of collecting, classifying and analyzing such information 统计学
transmission /træns'mɪʃn/ n.	[U] the process of sending out electronic signals, messages, etc., using radio, television, or other similar equipment 传递, 传播
increasingly /ɪn'kri:smɪli/ ad.	more and more all the time 渐增地
ultimately /'ʌlɪtmətli/ ad.	finally, after everything else has been done or considered 最后, 最终
alumni /ə'lʌmnaɪ/ n.	[pl.] the former students of a school, college, etc. 毕业生, 校友
☆ filling /'fɪlɪŋ/ n.	[U] 装满, 注满, 灌满

◇pail /peɪl/ <i>n.</i>	[C] 桶; 提桶
lighting /'laɪtɪŋ/ <i>n.</i>	[U] the act of setting something on fire 点燃, 点火
passion /'pæʃn/ <i>n.</i>	[U] a very strong belief or feeling about something 激情, 热情
☆calculation /ˌkælkjuˈleɪʃn/ <i>n.</i>	1) [U] planning something carefully and intentionally 仔细分析, 深思熟虑 2) [U, C] the act, process, or result of calculating 计算, 统计, 计算出来的结果
cohere /kəʊ'hɪə(r)/ <i>vi.</i>	if ideas, arguments, beliefs, statements, etc. cohere, they are connected in a clear and reasonable way (理论等) 前后一致, 有条理, 连贯
objective /əb'dʒektɪv/ <i>n.</i>	[C] something which you plan to do or achieve 目标, 目的
pursue /pə'sjuː/ <i>vt.</i>	to continue doing an activity or trying to achieve something over a long period of time 追求, 继续从事
capture /'kæptʃə(r)/ <i>vt.</i>	to attract and hold 引起 (注意等)
imagination /ɪˌmædʒɪ'neɪʃn/ <i>n.</i>	[C, U] the ability to form pictures in the mind 想象; 想象力
curiosity /ˌkjʊərɪ'bsætɪ/ <i>n.</i>	[U] the desire to know about something 好奇心, 求知欲
possibility /ˌpɒsə'bɪlətɪ/ <i>n.</i>	1) [C, U] a chance that something may happen or be true 可能, 可能性 2) [C, usu. <i>pl.</i>] one of the different things that you can do in a particular situation 可选择的方法
faculty /'fækltɪ/ <i>n.</i>	[C] the whole teaching staff of a university, etc. 一所大学的全体教职员
responsibility /rɪˌspɒnsə'bɪlətɪ/ <i>n.</i>	[C] something that you must do as part of your job or duty 责任, 职责
◇sophomore /'sɒfəmə:(r)/ <i>n.</i>	[C] a student who is in their second year of study at a college or high school 大学二年级学生, 高中二年级学生
unemployment /ˌʌnɪm'plɔɪmənt/ <i>n.</i>	[U] the state of not having a job 失业, 失业状态
encounter /ɪn'kaʊntə(r)/ <i>vt.</i>	to experience, esp. something unpleasant 遭遇, 遇到
relevant /'reləvənt/ <i>a.</i>	directly relating to the subject or problem being discussed or considered 有关的, 相应的
career /kə'riə(r)/ <i>n.</i>	[C] a job or profession that you have been trained for, and which you do for a long period of your life 事业, 生涯
retire /rɪ'taɪə(r)/ <i>vi.</i>	to stop working, usually because you have reached a certain age 退休, 引退
☆maximize /'mæksɪmaɪz/ <i>vt.</i>	to use something in a way that gives you the greatest practical value or the best results 最佳化
◇diversity /dɑɪ'vɜ:sətɪ/ <i>n.</i>	[U] the fact of including many different types of people or things 差异, 多样性
conclusion /kən'klu:ʒn/ <i>n.</i>	[C] something you decide after considering all the information you

represent /ˌreprɪˈzent/ <i>vt.</i>	have 结束, 结论
fulfilling /fʊlˈfɪlɪŋ/ <i>a.</i>	to stand for, symbolize 代表, 象征
godspeed /ˌɡɒdˈspiːd/ <i>n.</i>	making you feel happy and satisfied because you are doing interesting, useful, or important things 令人高兴的, 令人满意的 [U] used to wish someone good luck, esp. before a journey (祝愿) 成功, 平安

Phrases and Expressions

stand out	引人注目, 脱颖而出
get sth. out of sth.	从……中获得(有益的东西)
stand in the way of	妨碍, 阻住……的路
be open to	对……开放, 有……余地
lead to	导致, 通向
take advantage of	利用; 占……的便宜
reach out to	与……交往接触; 向……伸出援助之手
in conclusion	最后, 总之

Proper Nouns

Newton /ˈnjuːtən/	牛顿
Einstein /ˈaɪnstam/	爱因斯坦
William Bulter Yeats /ˈwɪljəm ˈbʌltə(r) ˈjeɪts/	威廉·巴特勒·叶芝
Harvard College /ˈhɑːvəd ˈkɒlɪdʒ/	哈佛学院
Summers /ˈsʌməz/	萨默斯
the Harvard Community	哈佛社团

Notes to the text

- I would also like to extend a special welcome to the transfer students and their families who are here with us this evening. 我特别要欢迎转学前来的同学和你们的家人, 今晚和我们欢聚一堂。
- Reading your admissions essays, I was reminded that Newton and Einstein did most of their thinking about physics in their twenties. 我在读你们的入学申请书时, 不禁想起了牛顿和

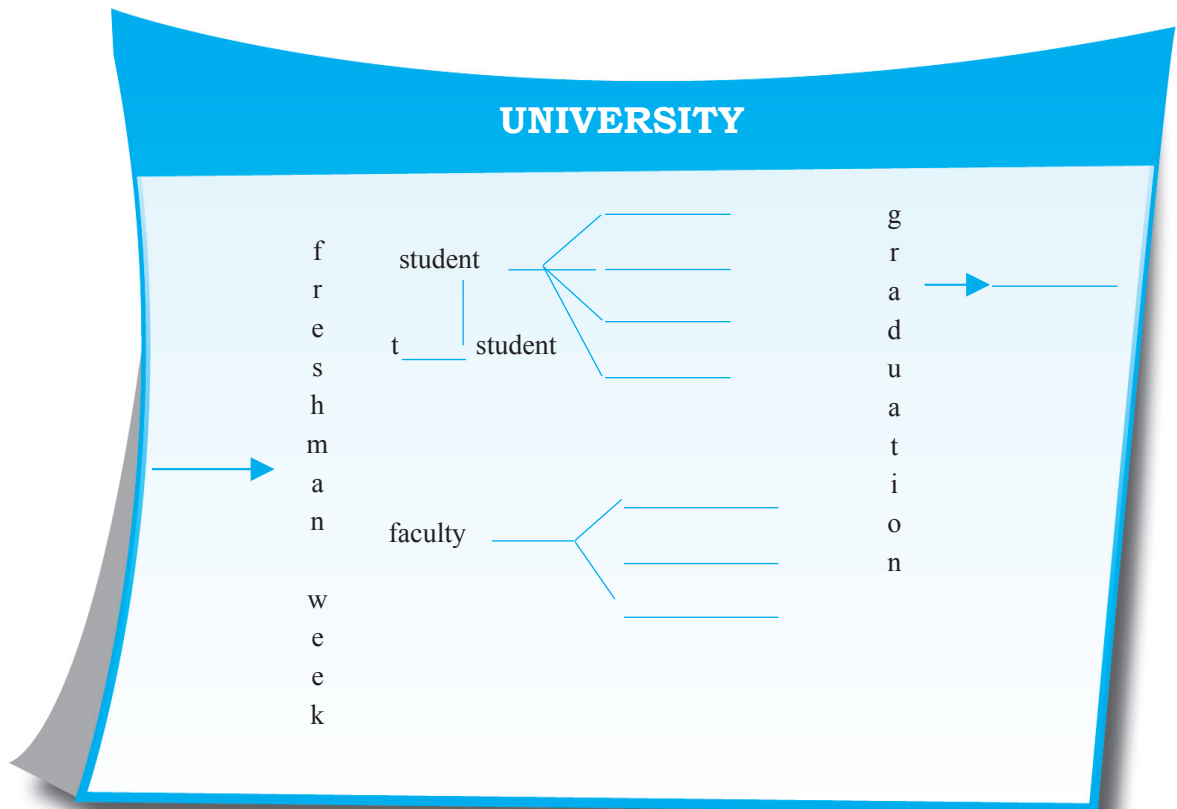
爱因斯坦，他们对物理学领域的思考主要是在二十几岁的时候。

3. You are all certainly lucky to be at a place that somehow manages to teach its students how to repeal the basic rules of statistics. 哈佛总有办法让学生知道如何打破一般规律，能在这样的地方学习，你们当然是幸运的。
4. In just 45 months most of you will be Harvard alumni. 再过45个月，你们大多数人将成为哈佛校友。
5. Yes, you should choose courses that cohere and follow a program towards your objective, but most importantly, do or pursue what captures your imagination. 是的，你所选的课程应与你的目标具有一致性和连贯性，但最重要的是，你的所追所求要能发挥你的想象力。
6. It also represents the beginning of a different and equally fulfilling stage in a relationship between child and parent. 同时它代表着一个新阶段的开始，在这个阶段，父母与孩子之间的关系有所改变，但同样美满。

4

Working with words

Complete the diagram below with campus terms in the text.



5 Research project

Issue/Event/Context:

At the beginning of the new term, various campus organizations are planning to recruit new members among the incoming students. Suppose you are a member of an organization in Harvard and your organization would like to recruit some new members. Then five students work as a group representing one organization and try to give a speech introducing your organization. You should try to attract more students to join your organization.

Research Goal:

To prepare an introductory speech about your organization.

Research Group:

In groups of 4 to 6.

Research Method & Route:

Search for Harvard organizations via the Internet (purpose, activities, history, etc.).

Research Resources:

Internet: <http://www.college.harvard.edu/student/organizations>.

Result:

Give a speech introducing your organization to attract more students to join.





6

Writing

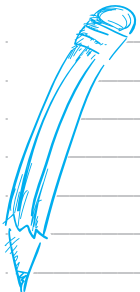
You are to write a composition entitled *My Dream Job* in three paragraphs and a total of no less than 120 words. Your composition should be based on the given *Outline*. In the *Useful Expressions* box you are offered some phrases and structures that you may find useful in your writing.

Outline

1. 我梦想的工作是……
2. 为什么我有这样的梦想；
3. 为实现我的梦想我要……

Useful Expressions

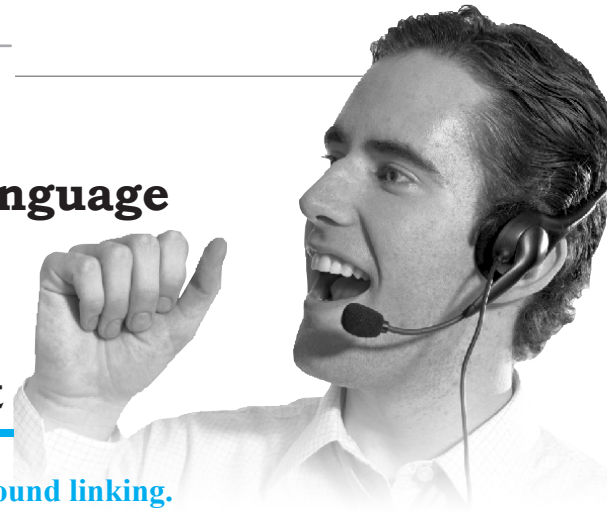
My dream job is...
...is my dream job
I want to be a(n)...
to apply my knowledge in...
to earn a decent salary
to lead a happy life



Part 3 Enhancement of Language Abilities

1

Get your pronunciation right



A. Listen and practise, paying attention to the sound linking.

1. There is a picture in front of a classroom.
[ðeə(r) ɪz ə 'pɪktʃə(r) ɪn frʌnt əv ə 'klɑ:sru:m]
2. The bus will be back in half an hour.
[ðə bʌs wɪl bi bæk ɪn hɑ:f ən aʊə]
3. Will it take a lot of time to go to town on foot?
[wɪl ɪt teɪk ə lɒt əv taɪm tə ɡəʊ tə taʊn ɒn fu:t]
4. Lots of eggs are in a basket.
[lɒts əv eɡz ə(r) ɪn ə 'bɑ:skɪt]
5. Sorry to call you at this unexpected hour.
['sɒri tə kɔ:l ju ət ðɪs 'ʌnɪkspektɪd aʊə]
6. The doctor says I must take a couple of days off.
[ðə 'dɒktə sez aɪ mʌst teɪk ə kʌpl əv deɪz ɒf]

Sound Linking

Sound linking normally occurs in the same sense-group and it takes place mainly under the following circumstances:

- In a sense-group if a word ending in a consonant is followed by a word beginning with a vowel, then the consonant and the vowel are linked together as in one word.
- When a word ending in “r” or “re” is followed by a word beginning with a vowel sound, they should be linked smoothly and naturally in the same sense-group.

B. Read the following aloud and pay attention to the linking of sounds.

1. **The manager:** Have the newspapers come yet?

Head of the mailroom: Not yet.

The manager: What's up with the postal system anyway? How can society make progress with this type of poor efficiency?

Head of the mailroom: Don't worry about it. Maybe the papers will come this afternoon.

The Manager: Now what am I going to do this morning?

2. **Diner:** What's the meaning of this fly in my soup?

Waiter: I don't know, sir. I'm a waiter, not a fortuneteller.

Diner: Waiter, your finger is in my soup.

Waiter: That's all right. It's so used to the heat that I hardly noticed it.

3. Tongue Twister

Peter Piper picked a peck of pickled pepper,

A peck of pickled pepper Peter Piper picked,

If Peter Piper picked a peck of pickled pepper,

Where is the peck of pickled pepper Peter Piper picked?

2

Reading skills

Fill in the blanks according to the passage.

1. An older reader tends to understand what he reads more quickly and more automatically, and he can use his _____ to fill in information that is not clearly stated in the text.
2. A good reader uses various reading techniques which depend on the _____ of the material, the _____ of reading it, and the reader's own _____ with the subject.
3. The three main kinds of reading are _____ reading, _____ reading, and _____ reading.
4. Study-type reading usually requires the reader to _____ to the text.
5. Survey reading involves covering a large amount of text to get _____ of its content. The reader may first _____ the material to understand the _____ and then look for _____ that reinforce the point.

Kinds of Reading

People differ in reading ability. For example, those who have been reading a long time tend to understand what they have read more quickly and more automatically than new readers do. In addition, older readers bring more background experiences to their reading. They can use their experiences to fill in important information that is not clearly stated in the text.

A good reader uses various reading techniques. The technique depends on the type and difficulty of the material, the purpose for reading it, and the reader's own language development and familiarity with the subject.

Reading can be classified into three main kinds: (1) recreational reading, (2) study-type reading, and (3) survey reading. Good readers can easily shift from one kind to another, depending on their purpose for reading and on the material itself.

Recreational reading can provide hour after hour of enjoyment. When reading a story purely for pleasure, most people read at a relaxed, uneven speed. They may skim through a tale until they come to a scene, a description, or even a phrase that is especially pleasing or satisfying. That portion may be read slowly and then re-read to be enjoyed, appreciated, or considered.

Study-type reading usually requires the reader to pay close attention to the text. A good reader looks for significant ideas and details. The reader then tries to understand how those ideas and details relate to one another and how they fit into the general topic. Reading speed tends to be slower the first time study-type material is read, and the reader may need to re-read portions of the

text to understand it fully. Reading speed may be much faster when the material is reviewed.

Survey reading involves covering a large amount of text to get a general idea of its content. In such case, the person may first skim the material to understand the main point. The reader may then look for details that reinforce or illustrate that point. The person may then read some sections carefully to make sure that the desired information has been found.

Shifting among kinds of reading. Most people use different reading techniques for different reading situations. For example, a mystery enjoyed simply for entertainment may be read rapidly. But a classic Russian novel may call for slow, careful reading. Technical texts that could lead to job advancement or that tell how to fix something usually require thoughtful reading.

Good readers can easily shift from one kind of reading to another. For instance, a student collecting information to write a paper might begin surveying articles to see if they fit the topic. One article may lead the student to consider changing the topic, and so the article is studied thoroughly and another topic is chosen. While surveying for the new topic, the student looks for information to create an outline. During the survey reading, the student may see an entertaining article and read it for pleasure. Reading flexibility improves with experience. Beginners may tend to read everything somewhat awkwardly, advancing slowly word by word because they doubt their ability to recognize words. By reading materials that follow their own language patterns—that is, familiar words and sentences they use—even beginning readers can read with both speed and understanding. In time, they learn that different reading materials make different demands on their abilities.

Reading Skills Development and Cultivation of Good Habits

阅读有技巧 习惯亦关键

阅读的技巧主要有：

- 略读 (Skimming)：迅速浏览全文，初步了解文章大意和作者的意图。
- 跳读 (Skipping)：为查找某一信息，将不相关的内容略过。
- 信息定位 (Information Location)：根据阅读材料的印刷、排版、标点符号等特点快速找到目标信息的位置，没有信息定位技巧就无法进行有效的跳读和略读。
- 猜测语义 (Deducing Meaning)：通过上下文对不熟悉或不确定的词义、句义等进行有依据的猜测。阅读时如果一遇到生词就去查字典，就会影响阅读速度，如果跳过去不看，则会影响对文章的理解，因此，必须学会根据上下文猜测语义。

养成良好的阅读习惯：

- 平时多朗读，多背诵精彩的文章或段落，以培养语感。
- 克服默读、点读或回读等不良阅读习惯，它们会影响阅读速度和对文章的理解。