

UNIT 1

Pre-reading Tasks

1. Do you know *Harry Potter*? What is it about?
2. The text is a welcome speech. What do you expect to find in such a speech? List your expectations, compare them with those of your partner, and check them against the text.
By _____
To _____
About _____
With the purpose of _____.
3. As a freshman, what life do you expect to have? How can you make the best of your university?

Text

Three Lessons from Harry Potter

By Jeffrey S. Lehman

This is an exciting moment for you to begin the next chapter in your lives. It is also an exciting moment for us. Each year at this time, our school is renewed, our lives are renewed. You bring fresh experiences, fresh personalities, and fresh ideas.

In speaking to you this morning, I have been inspired by a movie that I saw last month: *Harry Potter and the Deathly Hallows, Part II*. Ever since I saw the movie, I have been thinking about how the three main characters—Harry, Hermione, and Ron—were changed by their school, the Hogwarts School of Witchcraft and Wizardry.

I see many similarities between the Hogwarts School and ours. Both have beautiful flowers and a large athletic stadium. To be admitted for study at either school, a student must be truly magical. *Harry Potter* offers lessons about how you should live your lives here. This morning I would like to stress three of those lessons. But I encourage you afterwards to think about what other lessons you might draw.

The first lesson comes from thinking about Harry Potter and his voice. When the students first arrive at Hogwarts, they are each assigned to one of four Houses—Gryffindor, Hufflepuff, Ravenclaw, or Slytherin. They are assigned by a magical Sorting Hat, which is placed on the student's head and then announces where the student should go.

When the Sorting Hat is placed on Harry's head, it starts to assign him to the Slytherin House, but he objects. He says he does not want to be put there, and so the Hat changes its mind and assigns him to Gryffindor.

Before you came here, it is quite likely that you took your assignments from others. And it would be natural, while you are here, to try to continue that pattern.

I urge you to resist that temptation. Here is the place where you should begin to develop your own voice. It is not easy to look inside yourself, to listen carefully to your own emotions, to be thoughtful about your life goals, and to find the voice to express your true preference. It was not easy for Harry to do that either. But that is what you must do if you want to gain maximum value from this magical place.

The second lesson comes from thinking about Hermione Granger and how she overcame prejudice. Most of the students at Hogwarts have witches and wizards for parents. A few Hogwarts students, like Hermione, are children of “Muggles” who did not have magical powers. A witch or wizard who has two Muggles for parents is called “Muggle born”. But some call them “Mudbloods” and argue that they should be treated as inferior.

Hermione proves all these prejudices to be completely wrong. Although she is in some ways different from the pure blood wizards, in the most important ways she is not. In fact, she proved herself to be the most talented student in the school—brilliant and magical and able to accomplish heroic things.

As wonderful as modern life is, it is not immune to prejudice. Many people still believe that some races are inferior to others, or that women are inferior to men. When you are around such people, it is easy to allow their prejudices to go unchallenged, because it is easier to avoid confrontation.

I urge you to stand up against prejudice. This is a school that recruits only the most exceptional talent. If you open your eyes fairly, you will see that exceptional talent can be found in all races and in both sexes. This is a school that is committed to rewarding merit, so that the Hermiones among us can flourish and achieve their full potential.

The third lesson comes from thinking about Ron Weasley and self-confidence. From the very beginning, Ron seems to be the least talented of the three friends. Harry is uniquely powerful. Hermione is uniquely brilliant. But Ron is... just Ron. In the final book, the three friends have identified Salazar Slytherin's Locket as something they must destroy. They have acquired the locket and a sword that can destroy it, and the locket starts speaking to Ron, “I have seen your dreams, Ronald Weasley, and I have seen your fears...” Ron wavers, but then he finds the strength to swing the sword and smash the locket, destroying it.

Each of you is remarkably talented. But when you arrive here where every student is exceptional, you are almost certain to find someone smarter or more talented than you are. There is a good chance that you will experience a crisis like Ron Weasley, and that you feel your self-confidence wavering.

I urge you to work past those fears. You are here because you have unique and special abilities, and because you have the capacity to change the world. If you begin to doubt yourself, talk with others. Talk with a friend, talk with one of your teachers, express your worries. And let us work with you.

Your time here will be gone in an instant. It will be over before you realize it, and you will look back and wonder where the days went. So do not waste even a second. Make your years a time to explore new places and new ideas. Stretch yourselves physically and intellectually. Expand your cultural horizons so that you can be effective bridges across cultural boundaries. And leave your personal mark here, so that history will record the special magic you brought to the University.

Welcome!



Notes to the Text

1. *Jeffrey S. Lehman* (1956—): American scholar, lawyer and academic administrator. This text is abridged from his address on the Opening Ceremony at the Shenzhen Graduate School of Peking University in 2011. The Title is ours.
2. *Harry Potter*: A series of fantasy novels by British author J. K. Rowling. First published in 1997, *Harry Potter* has gained increasing popularity. Up to now, it has been translated into 67 languages and adapted into 8 films. The last film, *Harry Potter and the Deathly Hallows, Part II*, was released in 2011.
3. *the next chapter in your life*: the next period of time in your life.
A chapter can be a part of a book or a period of time in one's life or history, e.g. *The Story of English* by David Crystal has twenty chapters.
His youth is the most glorious chapter in his life.
The Tang Dynasty is the one of the most prosperous chapters in Chinese history.
4. *Ever since I saw the movie, I have been thinking about how the three main characters—Harry, Hermione, and Ron—were changed by their school, the Hogwarts School of Witchcraft and Wizardry.*
 - (1) Harry, Hermione, and Ron are the three main characters of *Harry Potter and the Deathly Hallows*. At the request of Dumbledore (headmaster of Hogwarts), they leave Hogwarts to find and destroy Voldemort's (the Dark Lord) Horcruxes (objects that Voldemort used to store his soul and to protect him from death).
 - (2) the Hogwarts School of Witchcraft and Wizardry: shortened as Hogwarts or Hogwarts School. It is where young wizards learn to practice magic.
 - (3) Basically, the sentence is "Ever since I saw the movie, I have been thinking about how the three main characters were changed by their school."
5. *how you should live your lives here.*
should, would, could, must, might are all modal verbs, but their functions differ.
 - "I should do that" implies the speaker is aware of what is best, yet not necessarily

willing to do it.

- “I would do that” often implies certain condition (“I would do that if I had the time).
 - “I could do that” expresses possibility. It is not epistemic and does not convey certainty, instead it reveals an option. A famous witticism goes like this: (Student) “Can I go to the toilet?” (Teacher) “I’m sure you could, but I’m not going to let you!”
 - “I must do that” is epistemic, thus implies certainty.
 - “I might do that” conveys uncertainty, suggesting that the speaker is currently undecided.
6. *Gryffindor, Hufflepuff, Ravenclaw, or Slytherin*: the four houses of Hogwarts named after their founders. Each house has its distinctive features, values, house mascot, motto and colors.
7. *the Sorting Hat*: a magical hat in *Harry Potter* series, which assigns the students to the most appropriate house by judging their qualities.
8. *It is not easy to look inside yourself, to listen carefully to your own emotions, to be thoughtful about your life goals, and to find the voice to express your true preference.* This is an example of parallelism. The following sentences also contains parallelism to achieve emphasis, but function as different levels.
- The production manager has to write his report *quickly, accurately, and thoroughly.*
 - Abraham Lincoln and Sun Yat-sun both attempted to build a government *of the people, by the people, and for the people.*
 - “*I came, I saw, I conquer*” are often quoted in music, art, literature, and entertainment.
9. *Most of the students at Hogwarts have witches and wizards for parents.*
To have A for B is an equivalent of “to have A as B”, e.g.
- We’ll have David as/for our spokesman.
 - Ringmar blamed LSE for having students as/for teachers.
10. *Muggle*: a person without any sort of magical power or magical blood in *Harry Potter*. Most of them are portrayed as foolish and ignorant. There are exceptions, however, and Hermione is one of them.
11. *As wonderful as modern life is, it is not immune to prejudice.*
(1) “As wonderful as modern life is” is an adverbial clause of concession whose pattern is “as + *adj.* + as...” e.g.
- As old as she is, she can still run three flights of stairs.
 - As rich as they may be, they still can’t afford this house.
 - As handsome as he looks, he has problem finding a girlfriend.
- (2) to be immune to/against sth: not to be affected by sth, e.g.
Fashion industry is not immune to economy recession.
12. *the Hermiones among us*: people among us who, like Hermione, are “brilliant and magical and able to accomplish heroic things”.
13. *Salazar Slytherin’s Locket*: a piece of jewelry originally owned by Salazar Slytherin (founder of the Slytherin House) and made into a Horcrux.

14. *There is a good chance that you will experience a crisis like Ron Weasley, and that you feel your self-confidence wavering.*

There is a good chance that... : It is very likely that... (“good” can be replaced by “big, faint, slim, slight, great” etc. according to the context), e.g.

- There is a slight chance that you will win the contest.
- There is a great chance that he will further his study abroad.

15. ... *you can be effective bridges across cultural boundaries*: you can serve as bridges and help to connect people from around the world to effectively understand each other.

? Comprehension Tasks

A. *Answer the following questions according to the text.*

1. “This is an exciting moment for you... it is also an exciting moment for us.” Who are “you” and “us”? Why does the author say it is an exciting moment for both “you” and “us”?
2. Where did Jeffrey S. Lehman get the inspiration for his speech?
3. What are the three lessons Lehman purposes to his audience?
4. What does the word “magical” mean in the sentence “a student must be truly magical”?
5. Why does the author say a person must develop his voice?
6. Why are the “Mudbloods” treated by some as inferior?
7. Why is it easy to allow people’s prejudices to go unchallenged when living around them?
8. Why can Ron finally destroy the Locket?
9. What are the ways that suggested by Lehman for students to deal with their lack of self-confidence? Do you find them applicable to you?
10. As time “will be gone in an instant”, how, according to Lehman, should students live their life in university?
11. “Expand your cultural horizons so that you can be effective bridges across cultural boundaries.” What does Lehman expect the students to do?
12. What does Lehman mean when he says to the students: “leave you personal mark here”?

B. *Discuss the following questions.*

1. Lehman knew quite well that he was speaking to a group of students who had no magical powers. However, by the end of his speech, he asked the students to “leave your personal mark here, so that history will record the special magic you brought to the University.” In your opinion, what special magic can students bring to the university?
2. What idea did Lehman hope to pass on to his audience? How did he structure his speech to clearly expose that idea?
3. Did your school give you a welcome speech? Who did it? What did he/she talk about in the speech? Did it live up to your expectation?

4. In the speech, Lehman thought that modern life is not immune to prejudice. Do you agree? Do you find any prejudices around you? How do people usually deal with prejudice? Do you think it is proper to cover prejudice in a welcome speech?

Linguistic Competence

I New Words and Expressions

A. Match the following words in the left column with the words or phrases in the right column.

1. assign (Para. 4)	a. complete successfully
2. sort (Para. 4)	b. existing qualities that can be further developed
3. pattern (Para. 6)	c. unaffected
4. accomplish (Para. 9)	d. thrive
5. immune (Para. 10)	e. conflict
6. confrontation (Para. 10)	f. move from side to side
7. recruit (Para. 11)	g. enroll/admit
8. flourish (Para. 11)	h. arrange things in groups
9. potential (Para. 11)	i. send to work or study in a place
10. swing (Para. 12)	j. the regular way in which sth is done

B. Look up the following words and write down their meanings according to their use in the text.

- chapter (Para. 1) _____
- renew (Para. 1) _____
- voice (Para. 4) _____
- thoughtful (Para. 7) _____
- argue (Para. 8) _____
- waver (Para. 12) _____
- smash (Para. 12) _____
- capacity (Para. 14) _____
- stretch (Para. 15) _____
- horizon (Para. 15) _____

II Word Power: Basic Ideas

A. Form and significance.

Every word has its own spelling, pronunciation, lexical references, and grammar

functions. The first two make up its forms and the last two its significance. Look up the dictionary and fill in the following grid.

Word	Form		Significance	
	Spelling	Pronunciation	Lexical references	Grammar function
afterwards				
of				
others				
flourish				
witchcraft				
third				
unique				
but				
the				

B. Proper words and common words.

Proper words are often proper names like the names of people, places, holidays, nationalities, weekdays, etc. The rest are normally classified as common words. Proper names, like common words, may have their special references and symbolic meanings. Use any resource you have, find the implied meanings of the proper names in Lehman's speech and fill in the following grid.

Proper Names	Implied Meanings
Hogwarts	
Sorting Hat	
Gryffindor	
Hufflepuff	
Ravenclaw	
Slytherin	
Mudbloods	
Hermione	
Deathly Hallows	

C. Content words and function words.

Content words include nouns, verbs, adjectives, adverbs, and numerals. Function words are prepositions, conjunctions, and pronouns. Content and function words are equally

important in the English language. The opening sentence in Lehman's speech, for example, contains 15 words, of which 6 are content words and 9 are function words. Read the speech again, mark all the function words in it, and see what happens if you omit any of them.

D. *Words in context.*

A word may have several meanings. To decide which one is actually used, you need to turn to the context. Lehman, for example, uses "pattern" and "temptation" respectively in Paragraphs 6 and 7 to mean taking assignments from other people in paragraph 5. Read Lehman's speech again, find all the words that have similar meanings, and see how they help to enrich the contents of the speech.



Content words and Function Words

A. *Find antonyms of the following words from the indicated paragraphs.*

- | | |
|-----------------------------|----------------------------|
| 1. old (Para. 1) _____ | 2. agree (Para. 5) _____ |
| 3. obey (Para. 7) _____ | 4. minimum (Para. 7) _____ |
| 5. superior (Para. 8) _____ | 6. coward (Para. 9) _____ |
| 7. demerit (Para. 11) _____ | 8. usual (Para. 11) _____ |
| 9. decay (Para. 11) _____ | 10. most (Para. 12) _____ |
| 11. lose (Para. 12) _____ | |

B. *Fill in the blanks with the words in the box below, add proper preposition when must.*

admit	immune	assign	reward
object	commit	identify	prejudice

1. After trying three times, he was finally _____ a key university last year.
2. He said he would _____ the rest of his life _____ the prevention of AIDS.
3. In 1990, after graduating from college, Mary was _____ a remote middle school to teach English.
4. I'm _____ smallpox as a result of vaccination.
5. He has a _____ modern music, especially rock and roll.
6. A considerable number of people _____ the government's attitude to immigration.
7. The victim _____ the man with the scar on the left hand _____ the attacker.
8. The police _____ him _____ helping to catch the criminal _____ a title of "honorable citizen".

C. *Identify the meanings of the italicized words in the following sentences.*

1. They are assigned by a magical Sorting Hat, which is *placed* on the student's head.
2. Here is the *place* where you should begin to develop your own *voice*.
3. It is not easy to look inside yourself, ... and to find the *voice* to express your true

preference.

4. To be admitted for study at *either* school, a student must be truly magical.
5. It was not easy for Harry to do that *either*.
6. We are not part of *either*, but we are trying to understand both of them.
7. But some call them “Mudbloods” and argue that they should be treated as *inferior*.
8. Many people still believe that some races are *inferior* to others, ...

D. Rewrite the following sentences with the given phrases in brackets, making changes when necessary.

1. To be a success, we must be good at learning from our failures. (draw lessons from)
2. In the department store, exposed to so many wonderful dresses, she found it hard not to be lured into buying one. (resist the temptation to do)
3. Gradually, with the help of the teacher, he formed his opinion. (develop one’s voice)
4. How can we get the most from a college? (gain maximum value)
5. The school strives to treat pupils as individuals and to help each one to do the best they can do. (achieve one’s full potential)
6. Their views were accepted without being questioned. (go unchallenged)
7. The farmers finally decide to fight against their oppressors. (stand up against)
8. They helped me to get confidence and courage in overcoming the difficulties in the economic crisis. (find the strength to do)
9. Having more information, however, most parents can overcome fear and concern to support their child’s decision to study abroad. (work past)
10. Extensive reading can help us to learn more about the world.(expand one’s horizon)

E. Cloze.

If then a practical end must be (1)____ to a university course, I say it is that of training good members of society. Its art is the art of social life, and its end is fitness for the world. It neither (2)____ its views to particular professions on the one hand, (3)____ creates heroes or (4)____ genius on the (5)____. Works, indeed, of genius fall under no art; (6)____ minds come under no rule; a university is not a (7)____ of poets or of immortal authors, of founders of schools, leaders of colonies, or conquerors of nations. It does not promise a generation of (8)____ or Newtons, of Napoleons or Washingtons, of Raphaels or Shakespeares, though such miracles of nature it has before now contained within its precincts. Nor is it content on the other hand with forming the critic or the experimentalist, the economist or the engineer, though such too it includes within its scope. But a University training is the great (9)____ ordinary means to a great but ordinary end; it aims at raising the (10)____ tone of society, at cultivating the public mind, at purifying the national taste... It prepares him to fill any post with credit, and to master any subject with facility.

- | | | | |
|----------------|-------------|-------------|-----------|
| 1. A. designed | B. assigned | C. resigned | D. signed |
| 2. A. confines | B. defines | C. refines | D. fines |

- | | | | |
|------------------|-----------------|----------------|-----------------|
| 3. A. or | B. either | C. nor | D. not |
| 4. A. inspires | B. aspires | C. respires | D. expires |
| 5. A. another | B. hand | C. other | D. others |
| 6. A. cowardly | B. common | C. special | D. heroic |
| 7. A. source | B. resource | C. birthplace | D. root |
| 8. A. Aristotles | B. Aristotle | C. Aristotle's | D. An Aristotle |
| 9. A. however | B. but | C. or | D. so |
| 10. A. physical | B. intellectual | C. intelligent | D. bodily |

IV Sentence Structure

A. Study the following sentences carefully and make your own sentences according to their patterns illustrated in brackets.

1. Ever since I saw the movie, I have been thinking about how the three main characters were changed by their school. (ever since A did sth, A/B has been doing sth...)
2. To be admitted for study at either school, a student must be truly magical. (To do sth, A must...)
3. They are each assigned to one of four Houses—Gryffindor, Hufflepuff, Ravenclaw, or Slytherin. (be assigned to)
4. I urge you to resist that temptation. (urge sb to do sth)
5. Most of the students at Hogwarts have witches and wizards for parents. (have sb for)
6. As wonderful as modern life is, it is not immune to prejudice. (as + *adj.* + as + *n.*,...)
7. There is a good chance that you will experience a crisis like Ron Weasley, ... (There is a good/faint/slim... chance + that)
8. You are here because you have unique and special abilities, and because you have the capacity to change the world. (have the capacity to do sth)
9. It will be over before you realize it. (It will be over before...)
10. Make your years a time to explore new places and new ideas. (make sth sth)

B. Analyze the following sentences.

1. In speaking to you this morning, I have been inspired by a movie that I saw last month: *Harry Potter and the Deathly Hallows, Part II* .
2. They are assigned by a magical Sorting Hat, which is placed on the student's head and then announces where the student should go.
3. Before you came here, it is quite likely that you took your assignments from others.
4. And it would be natural, while you are here, to try to continue that pattern.
5. It is not easy to look inside yourself, to listen carefully to your own emotions, to be thoughtful about your life goals, and to find the voice to express your true preference.

C. Identify the function of the infinitive phrases in the following sentences.

1. *To be admitted for study at either school*, a student must be truly magical.

2. And it would be natural, while you are here, *to try to continue that pattern*.
3. When you are around such people, it is easy to allow their prejudices *to go unchallenged*, because it is easier to avoid confrontation.
4. From the very beginning, Ron seems *to be the least talented of the three friends*.
5. Ron wavers, but then he finds the strength *to swing the sword and smash the locket*, destroying it.
6. You are here because you have unique and special abilities, and because you have the capacity *to change the world*.
7. If you begin *to doubt yourself*, talk with others.
8. Make your years a time *to explore new places and new ideas*.

D. Choose the best answer to complete the following sentences.

1. —Did the judge ask you many questions?
—Yes, and _____.
A. they were difficult to be answered
B. they were difficult to answer
C. to answer them was to be difficult
D. they had difficulty in answering
2. There is more land in Australia than the government knows _____.
A. what to do with
B. how to do
C. to do with it
D. to do it
3. *A Dream of the Red Chamber* is said _____ into dozens of languages in the last decade.
A. to have been translated
B. to translate
C. to be translated
D. to have translated
4. The children went there to watch the iron tower _____.
A. to erect
B. be erected
C. erecting
D. being erected
5. Mrs Brown is supposed _____ for Italy last week.
A. to have left
B. to be leaving
C. to leave
D. to have been left
6. The pressure _____ causes Americans to be energetic but it also puts them under a constant emotional strain.
A. to compete
B. competing
C. to be competed
D. having competed
7. After the Arab states won independence, great emphasis was laid on expanding education, with girls as well as boys _____ to go to school.
A. to be encouraged
B. being encouraged
C. encouraged
D. be encouraged
8. Everyone had an application form in his hand, but no one knew which office room _____.

- A. to send it to B. to send it C. to be sent to D. to have it sent
9. _____ a teacher in a university, it is necessary to have at least a master's degree.
A. To become B. Become C. One become D. On becoming
10. Sir Denis, who is 78, has made it known that much of his collection _____ to the nation.
A. has left B. is to leave C. leaves D. is to be left

Skill Development

I Speaking

A. Read the following pairs of words, paying attention to the difference in their pronunciation.

moment; momentous	realize; realization
personal; personality	identify; identification
inspire; inspiration	confront; confrontation
athlete; athletic	immune; immunity
prefer; preference	object (v.); object (n.)
prejudice; prejudicial	record (v.); record (n.)
inferior; inferiority	academy; academic
capable; capacity	geography; geographical
horizon; horizontal	methodology; methodological

B. Read aloud the last three paragraphs, paying attention to sense groups and tones.

C. By the end of his speech, Lehman asks his audience to leave their personal marks at their university. What are your "personal marks"? How can you leave them at your university? Put your ideas in the following grid and make a two minute presentation to the class.

My personal mark	My methods

D. Of the three lessons Lehman offers, which one do you think is most helpful? Why? List your reasons in the following grid and make an oral presentation to the class.

Lehman's offers	My choice and reasons
1	My choice: My reasons:
2	
3	

E. *Lehman delivered this speech to students at Shenzhen Graduate School of Peking University yet he used the Harry Potter series as the basis for his three lessons. What might be some strengths and weaknesses of using a child's fantasy book as a basis for a speech given to graduate students? List your ideas in the following grid, discuss with your partner, and report your discussions to the class.*

My idea	My partner's idea
Strength:	Strength:
Weakness:	Weakness:

F. *Many universities do not have opening ceremonies with a formal welcome speech like this. Do you think this speech would be meaningful to students anywhere—in any country? Answer this question with either a yes or a no, and make an impromptu speech to your class.*

II Translation

A. *Translate the following sentences into English with the given words or phrases.*

- 他的个人经历激发了他创作小说的灵感。(inspire)
- 我们分派给他做些什么呢?(assign to)
- 劝他参加我们的活动有点难。(urge)
- 在给出答案前,对这个问题他深思熟虑了一会儿。(be thoughtful about)
- 现如今,孩子们总是想表达出自己的观念和想法。(find the voice)
- 谁都不比谁差,关键是努力了没有。(inferior to)
- 她做什么都是一心一意的,大家都喜欢和她共事。(commit to...)
- 这六位学生被认为极具艺术天赋。(identify... as)
- 他就是那样的人,勇气十足。(waver)
- 崭新的生活即将开始,他内心充满了期待。(chapter)

B. *Translate Paragraphs 7, 9 and 12 into Chinese.*

III Listening

A. *Passage dictation.*

B. *Listen to the conversation and decide whether the following statements are True or*

False.

1. Chinese students are more diligent than American students.
2. American students have more classes than Chinese students.
3. Chinese students usually don't speak out their opinion in class.
4. College Entrance Examination in China is more important than before.
5. In America, a high score in SAT can ensure a student to be admitted by a university.

C. Listen again and put in the grid the differences between Chinese and American high schools.

Aspects of Difference	Chinese High School	American High School
School time		
Class structure		
Class atmosphere		
Admission for college		

IV Writing

- A. Write a letter to your friends, telling them about your university.
- B. Write a paper of about 200 words, focusing on your reflections of Lehman's Speech.
- C. Lehman's speech is structured in simple ways, with a plain title, a blunt claim, and clear topic sentences. Follow his example and write a paper on any topic you are interested in.

Supplementary Reading

Welcome to LSE

By Erik Ringmar

Welcome to the LSE and to the Government Department. My name is Erik Ringmar and I'm a lecturer in the department. This is my email. I'm writing it clearly so that you can contact me after this event if you have any further questions about anything I said.

Let me begin by asking what your status is. Have you applied to the LSE? Have you been accepted? Are you planning to apply? Planning to apply? Ok, very good! I'll give you a brief introduction to the School and to the Department. I know others may have done this already, but I'll do it again. My way.

We are a very large department. Comprising almost 50 academic staff members. We

cover all fields of the study of politics—from political theory, administration, to comparative politics and area studies. We also cover a number of different methodological approaches. We don't do international relations, however, that is a separate department here at the LSE.

As far as the undergraduate programme is concerned, I am in some ways not a very good person to talk about it. Please look at the LSE web pages if you have detailed questions regarding individual courses or about the requirements of admission.

Let's begin by thinking about the School's geographical location. We are located half-way between Westminster and the City of London. The centre of financial power is over here and the centre of political power is over there. The LSE is located in the middle of these two centres of power. We are not part of either, but we are trying to understand both of them. We are studying politics and economics and the relationship between them—we are the London School of Economics and Political Science after all. What location could be more suitable for such an institution?

We have a number of scholars who are world experts in their fields and who also happen to be outstanding lecturers. However, I cannot promise you that all world-famous writers necessarily are equally outstanding performers.

What I can promise is that our “occasional teachers” are the people you will interact with most closely. The lecture halls may be filled with hundreds of students, and of course it's impossible for the lecturers to learn your names. But the classrooms are small and you interact with your class teachers very closely indeed. They will talk to you and you will talk to them. They may even remember your names!

What makes the LSE unique not only in Britain but in the world as a whole is the quality of its student body. We are able to recruit some of the smartest, most interesting, intelligent, rich, successful and all-round attractive people on the planet. That is, we are able to attract people just like you!

The Greek prime minister met his wife here. I had their daughter in one of my classes. The LSE is filled with lots of Mexicans, Singaporeans, Nigerians, Norwegians, Canadians, Lithuanians and Laps. As an LSE student you will be a part of this extraordinary multicultural collection of bright and fun and ambitious people. These will be your friends and peers; you'll make girl and boyfriends among them. They are you! And for the rest of your life you will be a part of a network of LSE alumni spreading out across the globe.

In fact the faculty is just about as diverse as the students. Sometimes I like to think of the LSE as a secular version of the Vatican State. You know, the Vatican is physically located in Rome but it really belongs to the entire world. The LSE is the same. We are physically based in London, but we are really a world institution.

Going to the university is a matter of starting to make a career for yourself. Fair enough. We all want to make something out of our lives and we all need some way to make money.

To make a career for yourself means above all that you need to find someone who can employ you. Universities are said to be good for this purpose, and I suppose they are.

There is no doubt that a university degree makes you more employable.

Why? It's simple, and it has to do with the way in which universities act as a sorting device. Consider how difficult it is for employers to find the best people. What employers want are bright and very competitive young men and women. How can they find these people? Where are they? Obviously, they let the universities select them for them.

I'm sorry I haven't been able to go into any details as far as our courses are concerned, and the requirement for being accepted, and all that. As I said, I don't actually know much about any of this. However, all the information you need is on the web page. Are there any questions?



Notes to the Text

1. *Erik Ringmar* (1960—): A Swedish academic. He graduated with a PhD from Yale University and has taught in several universities in London, Taiwan, and Shanghai. The text is abridged from his personal blog, and the title is ours.
2. *LSE*: the London School of Economics and Political Science (LSE) in the UK. It is where Ringmar worked as a senior lecturer from 1995 to 2007.
3. *the Government Department*: a department of LSE. It is one of the largest political science departments in the UK, covering a comprehensive range of approaches to the study of politics.
4. *Westminster*: an area of central London, with many historic and prestigious landmarks and attractions including the Palace of Westminster, Buckingham Palace, Westminster Abbey, and Westminster Cathedral.
5. *the City of London*: a district of Greater London.
6. *What location could be more suitable for such an institution?*
This is a rhetorical question which is used to make a statement rather than to get an answer. It is more emphatic than the statement "the location is suitable for such an institution".
7. *I cannot promise you that all world-famous writers necessarily are equally outstanding performers.*
World famous writers are not necessarily all outstanding performers, in other words, they might be quite good writers, however, they may not necessarily be good teachers.
8. *occasional teachers*: people employed by a board to act as substitutes to or to work a part of its regular teaching staff. In this speech, they are PhD students at LSE.
9. *They are you*: The people you're going to study together with or make friends with are just like you, bright, fun and ambitious.
10. *And for the rest of your life, you will be a part of a network of LSE alumni spreading out across the globe.*
After graduating from LSE, you are going to work and live in different parts of the world, spreading the knowledge, spirit and culture of LSE.

11. *the Vatican State*: the city state in Rome. Ruled by the Pope, it is the centre of the Roman Catholic Church.
12. *Fair enough*: A phrase used to acknowledge what is said and to indicate that it is understood by all. Here, the author means that going to university is indeed the beginning to make a career for himself.
 - If you don't want to come, fair enough, but let Bill know it.
13. *I haven't been able to go into any details as far as courses are concerned, and the requirement for being accepted, and all that.*
 I couldn't give you more details about courses, the requirement for admission, and other similar things.
 all that: all others that are related, e.g.
 - I'm bored by history dates and battles and all that stuff.

? Reading Comprehension

A. Answer the following questions according to the text.

1. Who wrote this "Welcome to LSE" blog and for whom?
2. Is this author an appropriate person to address this audience? Compare and contrast his credibility with that of Lehman.
3. We are not told if Ringmar was invited to write this welcome letter. If you had to guess, what would you say? Why or why not?
4. In "Three Lessons," Lehman encourages the students to develop a "voice." Do you think Ringmar, a Swedish lecturer at a British university, has developed his own "voice"?
5. Does Ringmar's welcome blog contain what you expect in a welcome note?
6. Compare and contrast this welcome blog with Lehman's speech. What similarities and differences do you find?
7. Does Ringmar describe anything about the LSE that applies to your school?
8. Ringmar characterizes universities as sorting devices. What does he mean?
9. Ringmar makes an analogy between the Vatican and the LSE. What is it?
10. Ringmar's unconventional welcome has an "attitude"—and marks itself as different from whatever standard and official greetings the students had already received. But do you think he is sincere? Is he really trying to offer a welcome?

B. Decide whether the following statements are True or False.

1. LSE students can choose to study international studies at the Government Department.
2. The author can answer any questions regarding the undergraduate program.
3. LSE is located between the financial power and political power centres.
4. It's unlikely that students can meet any world-famous writer on the campus of LSE.
5. Class teachers in LSE have a very close relationship with their students.
6. Both Students and teachers in LSE come from different parts of the world.

7. People with a university degree shall find themselves easier to being employed.
8. In Britain, employers ask universities to choose the right persons for them.

C. Replace the italicized parts with the words or phrases given below, making changes if necessary.

peer	regarding	a matter of	make something out of
diverse	recruit	halfway between	there is no doubt
go into	extraordinary	a collection of	have to do with cover

1. Some still believe that misfortune *is connected with* number.
2. His adorable personality made him popular with his *classmates*.
3. Success in business is *an issue of* simply knowing when to take a chance.
4. Jane has made *unusual* progress in her history and geography courses recently.
5. *Undoubtedly* he means to help, but in fact he just gets in the way.
6. Standing outside the airport were *a group of* fans.
7. It is natural that you want to *do some significant things in* your life.
8. When landslide came, he was *in the middle of* the school and his home.
9. The school board has decided to *take in* teachers from its excellent graduates.
10. As is required, we will *examine* the matter thoroughly.
11. This community accommodates students from *different kinds of* cultures.
12. They posed a variety of questions *concerning* environment and pollution.
13. The course aims to *discuss* a number of questions about AIDs.

Further Work

A. Watch *Harry Potter and the Deathly Hallows, Part II* and think about some lessons you draw from it. Put them in the following grid and report them to the class.

Lessons I draw from <i>Harry Potter and the Deathly Hallows, Part II</i>	
Lesson 1	
Lesson 2	
Lesson 3	
Lesson 4	
...	

B. Erick Ringmar received huge media coverage after he posed his blog which our supplementary reading is taken part of it. Search in the internet, find more about his blog and its subsequent debates, and comment on the idea of “free speech and the

blogger's right".

- C. Use any resources you have, find your university alumni, trace their achievements, comment on their contribution, and say what lessons you can draw from their experience.

Learning to Learn

How Do You Learn English

- A. Through your experience of learning English, you might have realized the need of some learning strategies. Yet before going on to those strategies, you may find it helpful to go through the following three stages.

Stage 1: Revision

Think back to when you are learning English. What methods have you used? Are they effective? Complete the following table for a self-review of your methods.

My Method of Learning English

No.	Method	Scope of Usage	Frequency	Effectiveness	Future Plan
1					
2					
3					
4					
5					
6					

Notes:

1. Method: Write the name of your method, and say how you use this method.
2. Scope of Usage: Which language skill or skills can this method help to develop? Make indefinite choices from listening, reading, speaking, translation, and writing.
3. Frequency: Do you use this method most frequently, frequently, occasionally, or rarely?
4. Effectiveness: Is this method most effective, very effective, relatively effective, or not effective?
5. Future Plan: In the future, do you hope to use this method more often, as usual, less often, or no longer? Why?

Stage 2: Discussion

Work in pairs. Discuss your English-learning methods with your partner, and put his/her methods in the following table.

My Partner's Method of Learning English

No.	Method	Scope of Usage	Frequency	Effectiveness	Future Plan
1					
2					
3					
4					
5					
6					

Stage 3: Share

Share your experiences of learning English with the class. Pick up the most suitable method for your future study of English.

B. Introduction to Language Learning Strategy.

Since the 1970s, the study of learning strategy has greatly developed with the theoretical foundation of cognitive psychology and the social background of ineffective learning.

Learning strategies are actions you take to enhance your learning, including both macro-regulation and micro-techniques. They encourage you to shoulder greater responsibility of your own learning for self-direction.

Learning strategies shift the focus from what to learn to how to learn. To begin with, go through the following two stages.

Stage 1:

Work in pairs. Look up the word “strategy” in your dictionary. Discuss with your partner the differences between “learning ways/learning techniques” and “learning strategy”.

Stage 2:

Tell the class your understanding.

Self-Assessment

1. In this unit, I learned _____
2. My favorite activity in this unit is _____
3. What ways did I use to help my study of this unit?

4. Did I understand how to use the learning strategy that is introduced in this unit?

5. List out personal vocabulary of this unit.

Personal Vocabulary	

6. My plan for the next unit:
