

高等学校英语专业系列教材  
Textbook Series for Tertiary English Majors



总主编 石坚

副总主编 杜瑞清 陈建平 黄国文 李力

# A Course in Essential English

## 基础英语教程 1

主编 晏奎 王永梅



重庆大学出版社

<http://www.cqup.com.cn>

## 内容提要

《基础英语教程》是高等学校英语专业综合英语教材,全套共四册。本册为第一册,选文以友谊、兴趣、语言、英美文化、世界文明为主,材料新颖、内容健康、语言地道、启发性强。

本册共 12 个单元,每个单元由四大部分组成:阅读理解(含 Pre-reading Tasks、Text、Notes to the Text、Comprehension Tasks)、语言能力(含词法、句法)、技能训练、拓展练习(含 Further Work、Learning to Learn、Self-Assessment)。通过本册的学习和训练,力求使学生在知识、技能、文化、情感、策略五个方面获得进步和提高。

### 图书在版编目(CIP)数据

基础英语教程. 1/晏奎,王永梅主编. —重庆:  
重庆大学出版社,2013. 12  
求知高等学校英语专业系列教材  
ISBN 978-7-5624-7707-5

I. 基… II. ①晏…②王… III. ①英语—高等学  
校—教材 IV. ①H31

中国版本图书馆 CIP 数据核字(2013)第 215626 号

求知高等学校英语专业系列教材

### 基础英语教程 1

主 编:晏 奎 王永梅

责任编辑:周小群 牟 妮 版式设计:牟 妮

责任校对:刘雯娜 责任印制:赵 晟

\*

重庆大学出版社出版发行

出版人:邓晓益

社址:重庆市沙坪坝区大学城西路 21 号

邮编:401331

电话:(023)88617190 88617185(中小学)

传真:(023)88617186 88617166

网址:<http://www.cqup.com.cn>

邮箱:fxk@cqup.com.cn(营销中心)

全国新华书店经销

重庆紫石东南印务有限公司印刷

\*

开本:787×1092 1/16 印张:14.5 字数:362 千

2013 年 12 月第 1 版 2013 年 12 月第 1 次印刷

印数:1—3 000

ISBN 978-7-5624-7707-5 定价:29.00 元

---

本书如有印刷、装订等质量问题,本社负责调换

版权所有,请勿擅自翻印和用本书

制作各类出版物及配套用书,违者必究

## 总 序

进入 21 世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地也越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合 21 世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向 21 世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势作了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应作相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

迄今为止,国内尚无一套完整、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。

自 2001 年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性;锤炼精品,建立与英语专业课程配套的新教材体系,推动英语专业的教学改革,培养高素质人才和创新人才。

系列教材力求在以下方面有所突破和创新:

第一,教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时,又考虑到系列教材间相互的支撑性。

第二,学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能,也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时,教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养,除考虑课程和英语专业的培养目的,课程或课程体系应该呈现的学科基本知识和规

范外,充分考虑到教材另一方面的功用,即学生通过教材接触真实的语言环境,了解社会,了解文化背景,丰富学生的实践经验。在教材编写中突出强调“enable”,让学习者在实践中学习语言、文学、文化和其他相关知识,更多地强调学习的过程,强调学生的参与,以此提高学生的实际应用技能。

第三,学生的全面发展。对高等学校英语专业学生而言,英语不仅是一门工具,更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习,培养学生的自主学习性,加强学习策略的指导。通过基础阶段课程的学习,使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展;在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四,教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约,应给使用教材的教师和学生留有一定的空间,要让学生感到外语学习是一件愉快的事,通过学习让人思考,给人以自信,引导人走向成功。系列教材的总体设计既考虑严密的学科系统性,也考虑独具特色的开放性。不同地区、不同类型的学校,可以根据自己的生源和培养目标灵活地取舍、选用、组合教材,尤其是结合国内高等学校中正在探讨的学分制,给教与学一个多维度的课程体系。

我们希望通过这套系列教材,来推动高等学校英语专业教学改革,探讨新的教学理念、模式,为英语专业人才的培养探索新的路子,为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

# 前言

《基础英语教程》是根据《高等学校英语专业英语教学大纲》，结合 21 世纪对外语人才的多元需求，以课改后的新课标为起点而编写的。目的是夯实基础，全面发展，拓宽知识，提升素质。

本教程的主要特色如下：

## 1. 体现以人为本。

本教程切合中国学生的特殊需要，倡导自主学习、合作研讨，体现以人为本。无论是介绍语言与文化、教与学、知识与技能、历史与发展的内在规律，还是引进先进的教学理念、方法、原则，包括引进新思想、新技术，体现时代性、先进性，都围绕 21 世纪对外语专门人才的多元需求，立足于人的全面发展和终身学习的需要。

## 2. 选材广泛新颖。

选材范围包括中国文化、西方文化、多元文化、哲学精神、科学知识和科学态度、美学批评（含文学批评）、不同文化的文明史以及人文社科（含管理、经济等）。所选文章大都出自近两三年的英文原版书报杂志和网络资源，都符合内容健康、语言规范、艺术性强的选材原则。

## 3. 明确五大任务：知识、技能、文化、情感和策略。

- 知识包括语言知识、话题知识、功能知识、语篇知识等，由浅入深，循序渐进，逐渐引向英语的内在知识结构和独特表达方式，引导学生追寻客观规律，提升学习质量。

- 技能包括听、说、读、写、译五项基本技能。根据培养目标要求，本教程按照“以单项促综合、以综合促单项”的交互发展原则，设计了一系列的针对性练习，以全面培养和逐步提升学生的综合实践能力。

- 文化包括族别文化、跨文化、文化理解、文化鉴赏和文化批评等。本教程选材上力求丰富多样，以体现语言所承载的文化特征，提高学生的理解能力和识别能力，培养健康向上的价值取向。

- 情感包括兴趣、动机、合作精神、意志力品质、人生态度等，既是选材的重要依据，也是练习设计的一项重要内容。

- 策略包括学习策略、终身学习、教师教育等。本教程以学习策略为主，每个单元各有侧重，设计相应的专门练习，逐渐将学生引向研究性自主学习。

## 4. 突出四大板块：文献选读、语言能力、技能开发和拓展训练。

- 文献选读（Reading）板块的核心是主课文（Text），集中体现五大任务中的知识、文化和情感，间接决定副课文（Supplementary Reading）的选择以及五大任务中的技能和策略。本板块除选文本身外，还包括 Pre-reading Tasks、Notes to the Text 和 Comprehension Tasks。

- 语言能力（Linguistic Competence）板块包括单词、句子和篇章三个层面。单词层面包含生词、词汇知识和词汇运用；句子层面以句型为主，在具体的上下文中学习语法；二者均设计有大量练习。篇章能力以体裁为主，但不单独列出，而是以提问的形式放在阅读理解中。

- 技能开发（Skill Development）板块的具体内容与任务中的技能一致，但在编排上单列出来，旨在进一步加以突出。

- 拓展训练板块包括后续作业（Further Work）、学习策略（Learning to Learn）和自我评估

(Self-Assessment)。其中,后续作业是单元主题的拓展,学习策略与任务中的策略一致,自我评价则是学生反思学习效果的平台。本板块均设计为任务(Tasks),旨在让学生独立自主地获取知识、发展技能、提升情操、训练相应的学习策略。

#### 5. 坚持两条原则:科学性与前瞻性。

本教程的选材标准、编排体例、技能渗透、目标要求、单元划分、项目呈现等,都力求体现语言学、心理学、教育学、语言教学的科学规律和最新研究成果,并有利于教师组织教学,有利于学生自主学习。与此同时,在板块设计、练习设计、技能训练、策略训练等方面,也都力求体现时代的发展,符合认知原理,鼓励自主探索和集体讨论,培养发现问题、提出问题、解决问题的能力,并在这一过程中,激发学习热情,提高品德修养。

#### 6. 真实场景设计。

本教程各部分练习均设计有一定数量的真实场景,旨在体现学生的主体性,在自然交际而非控制训练的过程中,激发创造性,开发学习潜能,提升学习质量。

《基础英语教程》共4册,供大学本科一年级和二年级学生使用。本书为第1册,共12个单元,选文中心话题为友谊、兴趣、语言、英美文化、世界文明,词汇能力为构词法,学习策略以联想策略和认知策略为主。

在本书的编写过程中,我们查阅了上千种资料,召开了无数次编写会,得到了系列教材副总编李力教授始终如一的关心和指导;在时间保障、技术保障、人员保障等方面,得到了西南大学外国语学院和重庆大学出版社外语分社的鼎力支持;系列教材总主编石坚教授、外籍教师 John Sebastian 提出了很多建设性意见;外籍教师 Joe and Joyce Peacock 夫妇、外籍专家 Robert Markley 教授在选材、版权、当代教育理念等方面给予了大力支持。外籍专家 Martha Patton 教授参与讨论了教学目标与教学设计,校对了课文原文,并撰写了全部阅读材料的阅读理解之 Comprehension questions 部分。在此一并致谢。

由于时间仓促,加之水平有限,问题和错误在所难免,敬请广大读者不吝赐教。

编者  
2013年10月

# CONTENTS

## • Unit 1•

Pre-reading Tasks .....	(1)
Text: Three Lessons from Harry Potter .....	(1)
Linguistic Competence .....	(6)
Skill Development .....	(12)
Supplementary Reading: Welcome to LSE .....	(14)
Further Work .....	(18)
Learning to Learn: How Do You Learn English .....	(19)
Self-Assessment .....	(20)

## • Unit 2•

Pre-reading Tasks .....	(22)
Text: Strength of a Single Syllable .....	(22)
Linguistic Competence .....	(25)
Skill Development .....	(30)
Supplementary Reading: If You Speak English .....	(32)
Further Work .....	(34)
Learning to Learn: Representing Sounds in Memory .....	(35)
Self-Assessment .....	(36)

## • Unit 3•

Pre-reading Tasks .....	(37)
Text: Words That Really Move Us .....	(37)
Linguistic Competence .....	(42)
Skill Development .....	(48)
Supplementary Reading: The Perfect Match .....	(50)
Further Work .....	(53)
Learning to Learn: Placing New Words into a Context .....	(53)
Self-Assessment .....	(54)

## • Unit 4•

Pre-reading Tasks .....	(56)
Text: Two Truths to Live by .....	(57)
Linguistic Competence .....	(60)
Skill Development .....	(66)
Supplementary Reading: The Style of Living .....	(68)



Further Work .....	(71)
Learning to Learn: Associating .....	(73)
Self-Assessment .....	(74)

• Unit 5 •

Pre-reading Tasks .....	(76)
Text: Eleven .....	(76)
Linguistic Competence .....	(81)
Skill Development .....	(85)
Supplementary Reading: Shame .....	(87)
Further Work .....	(91)
Learning to Learn: Grouping .....	(92)
Self-Assessment .....	(94)

• Unit 6 •

Pre-reading Tasks .....	(95)
Text: The Girl in the Fifth Row .....	(95)
Linguistic Competence .....	(101)
Skill Development .....	(106)
Supplementary Reading: The Most Beautiful Heart .....	(109)
Further Work .....	(110)
Learning to Learn: Structured Reviewing .....	(111)
Self-Assessment .....	(113)

• Unit 7 •

Pre-reading Tasks .....	(114)
Text: In Pursuit of 15 Seconds of Fame .....	(114)
Linguistic Competence .....	(118)
Skill Development .....	(123)
Supplementary Reading: The Voices of Time .....	(125)
Further Work .....	(128)
Learning to Learn: Highlighting .....	(128)
Self-Assessment .....	(130)

• Unit 8 •

Pre-reading Tasks .....	(131)
Text: The Psychology of Fashion .....	(131)
Linguistic Competence .....	(136)
Skill Development .....	(141)



Supplementary Reading: Why Are Wedding Dresses So Expensive?	(143)
Further Work	(146)
Learning to Learn: Getting the Idea Quickly	(147)
Self-Assessment	(148)

## • Unit 9•

Pre-reading Tasks	(150)
Text: Moment of Regret	(150)
Linguistic Competence	(154)
Skill Development	(161)
Supplementary Reading: My Medical Choice	(163)
Further Work	(167)
Learning to Learn: Taking Notes	(167)
Self-Assessment	(169)

## • Unit 10•

Pre-reading Tasks	(170)
Text: West Point	(170)
Linguistic Competence	(174)
Skill Development	(179)
Supplementary Reading: Harrow Public School	(182)
Further Work	(184)
Learning to Learn: Semantic Mapping	(185)
Self-Assessment	(186)

## • Unit 11•

Pre-reading Tasks	(187)
Text: Japan's Lost Generation	(187)
Linguistic Competence	(191)
Skill Development	(196)
Supplementary Reading: Japan: The Missing Million	(198)
Further Work	(201)
Learning to Learn: Summarizing	(201)
Self-Assessment	(203)

## • Unit 12•

Pre-reading Tasks	(204)
Text: The Phoenix	(204)
Linguistic Competence	(208)
Skill Development	(213)

Supplementary Reading: Hum m ingbird W inter ..... (214)

Further Work ..... (217)

Learning to Learn: Form ally Practicing w ith S ounds and W riting System s  
..... (218)

Self-Assessment ..... (219)

# 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)
2. sort (Para. 4)
3. pattern (Para. 6)
4. accomplish (Para. 9)
5. immune (Para. 10)
6. confrontation (Para. 10)
7. recruit (Para. 11)
8. flourish (Para. 11)
9. potential (Para. 11)
10. swing (Para. 12)

- a. complete successfully
- b. existing qualities that can be further developed
- c. unaffected
- d. thrive
- e. conflict
- f. move from side to side
- g. enroll/admit
- h. arrange things in groups
- i. send to work or study in a place
- 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.

1. chapter (Para. 1) \_\_\_\_\_
2. renew (Para. 1) \_\_\_\_\_
3. voice (Para. 4) \_\_\_\_\_
4. thoughtful (Para. 7) \_\_\_\_\_
5. argue (Para. 8) \_\_\_\_\_
6. waver (Para. 12) \_\_\_\_\_
7. smash (Para. 12) \_\_\_\_\_
8. capacity (Para. 14) \_\_\_\_\_
9. stretch (Para. 15) \_\_\_\_\_
10. 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