



新东方英语

NEW ORIENTAL ENGLISH

《时代》周刊眼中的新东方学校：走向辉煌时刻

TOEFL 语法考试高分策略

考研英语写作困境与对策

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文化点滴：骗子，骗子

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NO. 1

The Walks in Beauty 她走在美底光彩中

She walks in beauty, like the night
Of cloudless climes and starry skies,
And all that's best of dark and bright
Meet in her aspect and her eyes,
Thus mellow'd to that tender light
Which heaven to gaudy day denies.

One shade the more, one ray the less,
Had half impair'd the nameless grace
Which waves in every raven tress,
Or softly lightens o'er her face,
Where thoughts serenely sweet express
How pure, how dear their dwelling-place.

And on that cheek and o'er that brow
So soft, so calm, yet eloquent,
The smiles that win, the tints that glow
But tell of days in goodness spent,
A mind at peace with all below,
A heart whose love is innocent.

—Byron

她走在美底光彩中，像夜晚
皎洁无云而且繁星满天。
明与暗底最美妙的色泽
在她的仪容和秋波里呈现，
仿佛是晨露映出的阳光，
但比那光亮柔和而幽暗。

增加或减少一分色泽
就会损害这难言的美
美波动在她乌黑的发上
或者散布淡淡的光辉
在那脸庞，恬静的思绪
指明它的来处纯洁而珍贵。

啊，那额际，那鲜艳的面颊，
如此温和，平静，而又脉脉含情，
那迷人的微笑，那明眸的顾盼，
都在说明一个善良的生命：
她和蔼地对待世间的一切，
她的心洋溢着真纯的爱情！

——查良铮 译

此诗写于1814年，拜伦在一次舞会上遇见了美丽的霍顿夫人，当时霍顿夫人新寡，身着丧服；衣上所缀闪烁的金箔，仿佛夜空繁星。



新

东方英语

New Oriental English

目录

Contents

致读者

用失败换取成功 俞敏洪(4)

专稿

New Oriental School in *Time's* Eyes: Graduating to the Big Time

《时代》周刊眼中的新东方学校:走向辉煌时刻

..... [美]苏珊·杰克斯 著(6)

Self-study Misconceptions of Chinese Students in Conversational English

中国学生英语口语自学误区 [加拿大]内文·布卢默 著(10)

出国考试指南

TOEFL 语法考试高分策略 王海波 著(18)

GRE 趣味阅读二则 杨继 著(26)

GRE 逻辑复习杂谈 李丰 著(33)

攻坚之战——TOEFL、GRE 高分经验谈 覃慧芳 著(39)

国内考试指南

考研英语写作困境与对策 胡敏 著(45)

四、六级听力中的信息预测 汪海涛 著(50)

留学进行时

Applying to an American Law School (and Using the Web to Your

Best Advantage) 申请美国法学院须知(充分利用网络)

..... [美]戈登·C·菲利普斯 著(57)

时文选读(英汉对照)

经济热线

How Shocking? 石油涨价会引起多大的经济震荡?

..... 陈彩霞 译注(65)

科技新潮

Will We Still Turn Pages? 我们还会翻书吗?

..... 凯文·凯利 著 张亚哲 译注(73)

文体

Origin of the Modern Olympic Games 现代奥运会的起源 耀东 译注(79)

Gold, Silver and Bronze 金牌、银牌和铜牌..... 加里·坎米亚 著 缪铮 译注(83)

风云人物

Kofi Annan: The Moral Compass of the UN 科菲·安南:联合国的
道德罗盘 卡罗拉·霍约斯 著 李新 译注(90)

网络传真

Hunting E-criminals 追捕网络犯罪分子..... 王威 译注(96)

多棱镜

Generation XXL 特大号的一代...杰弗里·考利 著 周雷 译注(102)

文化点滴

Liar, liar 骗子, 骗子..... 徐小平 著(112)

译海拾贝

外语:是文化还是工具? Foreign Languages: Culture or Tool?..... 许纪霖 著 [英]保罗·怀特 译注(116)

英语自测

Choose a Color 选择颜色..... 东方人 著(120)

英美报刊常用词汇集锦..... 彭宇澜 著(123)

阅读理解一篇 [美]戴维·布朗里奇 编(125)

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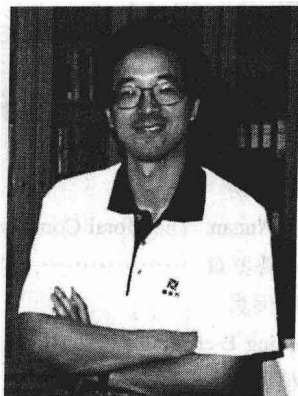
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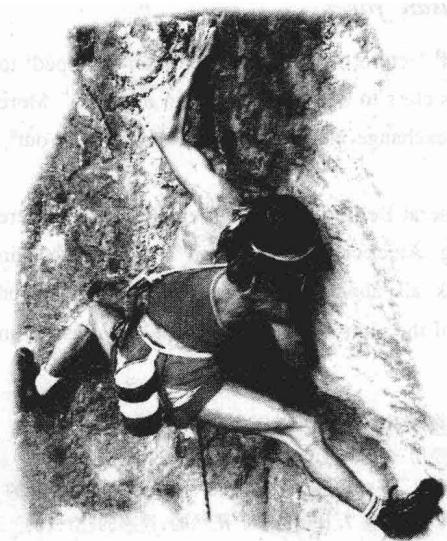


新东方学校校长 俞敏洪

世界上的任何事情，很少有一次就做成功的。即使是美好的爱情，也要献上九百九十九朵玫瑰以后才能换得真情的笑脸。事业做得越大，遇到的失败也就越多；雄心壮志越远，遇到的障碍也就越大。这些道理即使是远古的哲人也有切身之感。所以孟子就有了“天将降大任于斯人也，必先苦其心志，劳其筋骨……”等充满哲理和智慧的话语。可惜人类经常不听哲人之语；或者说得更精确一点，人类只是听归听，做归做，听到的和做出来的完全是两回事。多少次我们听到或读到某位智者或先贤的教诲时总是激动不已，但多少次我们第二天早晨醒来便把昨日的决心扔到九霄云外而继续那平庸而单调的生活，就这样周而复始，直到意志消磨殆尽，直到老之将至，直到叹息一声走进永恒的坟墓。

人类与其他动物最大的区别在于人类想改变自己，想改变这个世界，想使自己变得更美好，想使这个世界变得更美好。于是人类便有了理想，有了事业心，有了坚韧不拔的精神，有了千百次失败以后爬起来继续大胆往前走的勇气。可惜的是，人类中有理想的人不少，但有精神和勇气的人却不多。这就是为什么生活中的成功者永远只占少数，而空谈者、平庸者和失败者总占了多数。成功者和失败者之间惟一的区别既不是智商的区别，也不是财富的区别，而是面对失败时心态上的区别。

成功和失败的心态与英语学习有什么关系吗？当然有。在这个世界上，你做任何事情是否成功都和你的心态相关。一位厨师要做出一道好菜要经过无数次的尝试。最后一次的好味道一定是用前面无数次不好的味道换来的。因此，成功永远只有一次，而失败却永远有无数次；成功永远是一样的，而失败永远是不同的。如果能作好无数次失败的心理准备，但心中却永远珍藏着最终成功的梦想，那么，你已经是一个成功者了。英语语言学习的整个过程就是一次次失败与成功较量的过程。一个单词背了十遍还忘记，你就已经失败了十次。一个句子重复了一百遍还不能脱口而出，你就已经失败了一百遍。一篇优秀的文章你不琢磨一千遍，就体会不到其中语言和思想的魅力。很多人失败了十次就不再继续了，他们是永远的失败者；有些人失败了一千次就不再继续了，他们也是永远的失败者。少数人坚持了一千零一次，终于成功了，他们成了永远的成功者。所以成功者与失败者之间的区别经常是“一”，而不是“一万”。新东方的学员有时会问我英语单词怎么背，问我为什么能记住很多英语单词，我的回答总是：因为我每天比你多背一个单词。



所以，让我们用成功者的心态去迎接失败，让我们用失败去换取成功！面对无数的英语单词，面对四、六级考试，面对TOEFL、GRE考试，面对你眼前的这本《新东方英语》，让我们勇敢地走进去，让我们去了解一下无数“恶毒”的英语单词后面所隐藏的美丽的故事吧，让我们在攻克艰难的句子结构以后去享受鄙视一切的快乐吧。总之，让我们成为勇敢的失败者，让我们成为最终的成功者！



**NEW ORIENTAL SCHOOL IN
TIME'S EYES: GRADUATING¹
TO THE BIG TIME**
**《时代》周刊眼中的
新东方学校：走向辉煌时刻**

A popular Beijing school teaches students what they need to know in order to survive² studying abroad.

By Susan Jakes

Standing at the front of a packed³ lecture hall, a tiny microphone clipped⁴ to his blue T shirt, Victor Wang asks his class to define the term "to make it." More than 150 rapt⁵ students momentarily⁶ exchange blank⁷ stares and then *burst out⁸, almost *in unison⁹: "To succeed!"

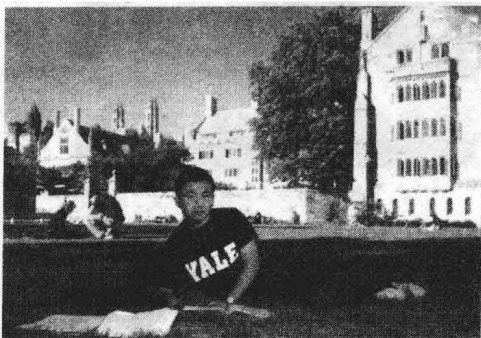
Making it is the name of the game at Beijing's New Oriental School, where Wang teaches a class called "Thinking American." It's billed¹⁰ as a course in conversational English. But the class is all about getting to the U. S. today and the topics range from an explanation of the phrase "to get cold feet" to a lesson on

Notes 注释:

1. (现在分词)[grædʒueɪt] *vi.* 发展; 逐渐变化。标题可以译为“走向辉煌时刻”
2. [sə'vaɪv] *vt.* 从(困境等)中挺过来; 经历...之后继续存在
3. [pækt] *a.* 拥挤的 4. [klɪp] *vi.* 夹, 别 5. [ræpt] *a.* 全神贯注的; 着迷的; 狂喜的
6. [məʊmɛntərəli; məʊmən'terəli] *ad.* 片刻, 瞬息 7. [blæŋk] *a.* 茫然的, 惶惑的; 空白的
8. 突然说出; 大声喊叫; 冲出 9. 一致, 共同 10. [bɪl] *vt.* 被广告(报纸)等宣布

the proper way to shake hands. Wang's students, most in their mid-20s, plan to apply to graduate schools in the U. S. and the language insights¹¹ and intangibles¹² taught in classes like this can make the difference between acceptance¹³ and rejection¹⁴. "If you want to succeed in today's China," says a student in a Star Wars T shirt, "studying abroad is a huge help. And if you want to study abroad, you have to learn English."

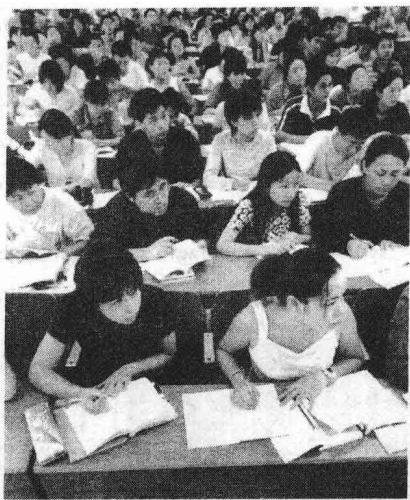
A foreign degree has become a status¹⁵ symbol among young Chinese with the requisite¹⁶ funds and ambition¹⁷. During the 1998-99 academic year, more than 50,000 mainland students were enrolled at U. S. universities (with smaller numbers traveling to Canada, Australia and Europe). The numbers show no sign of decreasing. To *cater to¹⁸ this flood of aspirants¹⁹, Wang's friend Michael Yu, a former English instructor at Peking University, founded the New Oriental School in 1993. Wang, who studied at the State University of New York at New Paltz, joined the faculty in 1996.



新东方学生在耶鲁

Now the school, which offers a whole range of English-language courses in addition to classes like "Thinking American," *has a lock on²⁰ the overseas-study market: more than 70% of all mainland students studying in the U. S. have taken courses at New Oriental. "We've cracked²¹ the code," says Robert Xu, vice president for business development and a graduate of the Canadian University of

11. [ɪ'nsaɪt] *n.* 洞悉; 深入了解 12. (复数) [ɪntændʒəbl] *n.* 无形的东西
 13. [ək'septəns] *n.* 接受 14. [rɪ'dʒekʃən] *n.* 拒绝
 15. ['steɪtəs] *n.* 身份; 地位 16. ['rekwɪzɪt] *a.* 需要的, 必要的; *n.* 必需品, 必要条件
 17. [æm'bɪʃən] *n.* 雄心, 抱负 18. 满足...的需要; 考虑. cater ['keɪtə] *vi.*
 19. [ə'spaɪərənt] *n.* 有抱负的人; 追求者, 渴望获得者
 20. 控制 21. [kræk] *vi.* 破译; 解(难题等)



新东方学生在听课

Saskatchewan. “We understand what it takes to pass the * standardized tests²², what American graduate schools want. We’ve learned how to communicate that information very effectively.”

It’s no easy task. Hopeful students must pass an * alphabet soup²³ of standardized tests – GREs, TOEFLs, LSATs, GMATs – before they can even consider going abroad to study. Then come the often daunting²⁴ tasks of choosing a school, writing personal essays for applications and obtaining a visa. Those who win acceptance still face the overwhelming²⁵ ordeal²⁶ of ad-

justing to life overseas.

New Oriental supplies students hungry to go abroad with a mouth-watering²⁷ array²⁸ of services – courses on all of the major standardized tests, a “writing center” stocked²⁹ with native English speakers to “polish” applications, and a bookstore that carries everything from English literature to pamphlets³⁰ explaining how to apply for a visa. Yu and his 100 teachers (nearly half are under the age of 25) combine training in test-taking skills and English grammar with a missionary³¹ zeal³² about the value of studying abroad. “The teachers make you feel that if you study English you’ll have a good future,” says James Xia, a student of Wang’s. “It makes you want to work really hard.” This year that reputation³³ led nearly 150,000 students to enroll in New Oriental’s 100 or so classes, making the

22. 标准化考试

23. 字母缩写名; 字母汤(汤里含有通心面做的字母块)

24. [dɔ: nt] vt. 威吓; 使胆怯, 使气馁

25. [ˌəʊvə'welmiŋ] a. 势不可挡的, 压倒性的

26. [ˈɔ: di:l] n. 折磨, 煎熬; 苦难经历

27. ['maʊθ'wɔ: təriŋ] a. 令人垂涎的, 诱人的

28. [ə'rei] n. 显眼的一系列; 整齐的一批; 大量; 列; 队形

29. [stɒk] vt. 储备

30. ['pæmfli:t] n. 小册子; 活页文选

31. ['mi:fənəri] a. 传教士(般)的; n. 传教士

32. [zi:l] n. 热情; 热心

33. [ˌrepju'teɪʃən] n. 美名, 声誉; 名声, 名气

school a multimillion³⁴-dollar enterprise. (Classes last from 12 days to three months and range³⁵ in price from \$25 to \$250.)

Of course, the institution cannot guarantee³⁶ admittance³⁷ at top overseas universities. “Even students with very high scores on their GREs and TOEFLs are often painfully awkward³⁸ when it * comes to³⁹ actually speaking English,” Xu says, “and totally naive⁴⁰ about how graduate schools expect them to present⁴¹ themselves.” To help remedy⁴² the problem, New Oriental has started to offer classes like “Thinking American” and services for students who need help writing the * personal statements⁴³ and * letters of recommendation⁴⁴. U. S. universities require. But test preparation still receives the most emphasis, which leaves many students ill-equipped⁴⁵ to communicate once they land in the U. S. or elsewhere. Mark Yang, an engineering student from Anhui province, arrived in America in 1997 and has attended graduate programs at Johns Hopkins, Duke and Yale universities. Though he feels the summer he spent at New Oriental helped him earn him high scores on his GRE and TOEFL exams, he spent his first three months in the U. S. in virtual⁴⁶ silence. “It was really hard,” he recalls. “Here I was, studying at one of the best universities in the world, and I had no idea how to respond if someone said ‘Hi!’ or ‘How are you doing?’”

Yang’s English has improved vastly⁴⁷ since then, but he still wonders whether he might have been * better off⁴⁸ staying in China. “One of my classmates from New Oriental did badly on his GREs, stayed behind and is now CEO of a company he founded,” he says. “Sometimes I wonder what I might have accomplished if I hadn’t done so well on my tests.” But that’s a question New Oriental – and most of its students – rarely ask.

– From *Time* of October 23, 2000

34. [ˈmʌltiˈmɪljən] *n.* 数百万 35. [reɪndʒ] *vi.* (在一定幅度或范围内)变动,变化
 36. [ɪɡærənˈti:] *vt.* 保证,担保 37. [ədˈmɪtəns] *n.* 被录取
 38. [ˈɔ:kwəd] *a.* 笨拙的,不灵巧的 39. 涉及,谈到 40. [nɑ:ˈli:v] *a.* 天真的,幼稚的
 41. [ˈpriːznt] *vt.* (向…)表现;描述 42. [ˈremɪdi] *vt.* 补救;治疗 43. 个人陈述
 44. 推荐信 45. [ˈliːkwɪpt] *a.* 能力(或资格)不足的;装备不好的;设备缺乏的
 46. [ˈvɔ:ʃjuəl] *a.* 几乎所有的;实质上的;虚拟的 47. [ˈvɑ:stli] *ad.* 极多;大量;广阔
 48. well off 的比较级,意为:富裕的;境遇好的



Self-study Misconceptions of Chinese Students in Conversational English

中国学生英语口语 自学误区

By Nevin Blumer

本文提要:学习英语有许多误区,口语学习误区就是其中之一。本文作者内文·布卢默(Nevin Blumer)先生以理论与实践相结合为原则,讨论了英语口语自学的四大误区:一、中国学生不愿与自己水平差不多的中国学生练习口语,以为这样会对自己的口语带来不良影响,殊不知与自己水平上相差太大的人练习口语易使自己丧失信心;二、学英语只能向美国人学,刻意模仿美国口音,殊不知只要语音语调正确,用词得当,就是好英语;三、词汇量不大时不开口,殊不知只需掌握一定量的词汇,尤其是功能词,就能用英语进行交流;四、只知死背语法,殊不知必须根据上下文,不断使用固定句型以达到熟练的程度。针对这些误区的存在,他给英语口语自学者提出了一些学习建议:1. 自创英语口语学习环境,而不必担心交流的对方不是以英语为母语的人;2. 每日抽出一定时间接触生动而有意义的英语原文;3. 持之以恒,自我鼓励。

A good English class is a valuable means for acquiring and practicing English, but still the reality is that much of your progress will arise from your own self-study strategies. As a teacher for close to 10 years now, I am often asked for advice on how best to self-study English for fast results. I suspect sometimes my students are looking for that magic shortcut or panacea¹ which can deliver them from all the "blood, sweat, and tears" that often surrounds the process of learning a second language.

There is, of course, no magic, but on the other hand, there may also be no

Notes 注释:

1. [ˌpænəˈsiə] *n.* 万灵药

need to engage in self-torturous² activities that drain³ your energy. Part of the self-torture that students inflict upon themselves results from misconceptions formed along the way. I would like in this article to discuss a few of these misconceptions and offer some alternative advice for self-studying English. A. H. Whitehead once said, not ignorance but the ignorance of ignorance is the death of knowledge. In other words, it is important to understand misconceptions before they inhibit your self-study.

Misconception I

If I communicate with a Chinese partner, my English will get worse.

There is a common perspective here in Beijing that the only way to improve your English is by speaking with a native speaker. It stems from the perception that speaking to another second language learner has a negative effect, since the partner speaks Chinglish.

Consequently, many desperately look for native-speaking partners, some paying a small fortune for the luxury of speaking with inexperienced expatriates⁴ who do little more than chat. Worse yet, opportunities to speak regularly with a Chinese partner at little or no cost are ignored out of fear. In short, the “native speaker’s English” craze is somewhat synonymous with the “Chinglish” phobia⁵.

The view that communicating with another student somehow damages your English rests on the age-old, erroneous⁶ assumption that language acquisition is a linear progression, with the native speaker at the top of the hierarchy⁷. Perhaps native speaker teachers are guilty of feeding this perception by labeling courses, students, textbooks sequentially in terms of levels (i. e. beginner, pre-intermediate, intermediate etc); in the arrangement of grammar structures from simple to complex; and in reading and listening passages selected by the number of words they contain (i. e. easy, moderate, difficult).

Linguists who have studied the actual process of learning a second language know that developing a second language is *anything but⁸ a linear process. It can

2. ['tɔ: tʃəs] a. 折磨人的; 极端痛苦的

3. [dreɪn] vt. 消耗; 使耗尽

4. (复数) [eks'pætriət] n. 侨民; 移居国外者, 此处指“以英语为母语、且暂住中国的人”

5. ['fəʊbiə] n. 恐惧症, 恐怖症

6. [i'rəʊniəs] a. 错误的, 不正确的

7. ['haɪə,rɑ: ki] n. 等级制度

8. 决非, 决不是

follow patterns and steps but these steps and patterns frequently break down. Language learning often progresses randomly and chaotically⁹. We sometimes progress rapidly, at other times we learn slowly, there are areas we seem to master easily, and areas in which we never seem to *make any headway¹⁰. Sometimes the words and sentences come easily; sometimes they do not.

Moreover, when we talk about the quality of English we must be prepared to acknowledge that it is very much a subjective and contextual evaluation. We know that formal standard



English cannot be effective in all circumstances, particularly in informal social conversation. A Harvard

professor may find her English very effective in front of her peers, but *next to¹¹ useless with inner city teenagers in New York. Therefore, can we still say that her English is better than the teenagers? Obviously, it would depend on who was judging. With English, quality is often an issue of appropriateness as well as grammaticality.

Researchers who have studied English language learning have found that people progress as they practice, and ultimately they self-correct what they say. It is unnecessary to have someone correct your English constantly, because mistakes most often derive from a lack of English instincts rather than a lack of awareness or knowledge of the correct grammar structure. The same student who never makes a mistake doing grammar exercises on paper will make them while speaking but ultimately he will adjust his structures as he continues to use them.

Moreover, researchers who have conducted studies of various groups of

9. [kei'otikəli] *ad.* 混乱地

10. 取得进展

11. 仅次于

learners have found that learners who communicate with partners of a similar level tend to progress faster than learners whose partners' levels are much higher or lower. One can understand why this is so when a learner communicates with someone at a lower level, but why is it also true of those who communicate with someone at a higher level?

The reasons are mostly psychological. Having a partner whose English is much more developed discourages the speaker and the fear of making mistakes tends to stifle smooth conversation. However, the researchers found that those who communicated with partners who were near their own level progressed faster. Thus, in fact your classmate who is at the same level of English as you may indeed be your finest teacher.

Misconception II

If I want to learn American English, I should learn from an American teacher or my English will not be understood when I go to the U. S. A. .

I have seen many good teachers here in China, both expatriates and Chinese, run into problems because of the way many students judge their accents. Students believe that the best chance of speaking like a native speaker is by having that ideal accent. If the teacher has an accent that is not from the target country that certain students want to go to, they are either rebuffed¹² or rejected.

Part of the misconception stems from ignorance of the distinction between pronunciation and accent. Pronunciation involves the stress, rhythm, intonation, and phonetic sounds that facilitate communication. An accent is the distinguishable set of sounds that derives from cultural or regional phonetic patterns. Accents are essentially habits formed at a very early age and very difficult to change after the age of six. This has been verified¹³ by researchers who studied the tongue and mouth positions of Israeli children at an early age of 5-6, and find that even after heavy immersion¹⁴ in American English for about 10 years, their mouth and tongue positions change very little when speaking, and thus their accents change only slightly. In other words, forget about trying to change your accent in a year or two, it is just not going to happen. Pronunciation can be changed and improved. Accents

12. [ri'baɪf] vt. 回绝; 断然拒绝 13. ['verɪfaɪ] vt. 证实 14. [i'mɜ:ʃən] n. 沉浸(于)

are entrenched¹⁵ and need not be changed.

There is no shortage of superb English speakers and writers in my native country, Canada, who have excellent pronunciation, but heavy accents from their countries of origin. In fact, two great Indo-Canadian writers Michael Ondaatje and Rohinton Mistry both have slight non-Canadian accents in English, but are

* Booker Prize¹⁶ winners. Do we say that their English is substandard, because they have accents? No, it would be absurd to make such a suggestion since their pronunciation is excellent and no one has any trouble understanding them. As I mentioned earlier, pronunciation is not the same thing as an accent.

I tell my students to give up their hope of developing an American accent, since it is very unlikely to happen unless they stay in America over a very long period, and even then, they are still likely to retain some part of their Chinese accent. An accent is part of your character and heritage.

That is not to say that the student shouldn't devote time to improving his or her pronunciation. A student should focus on those pronunciation aspects that make their communication more effective, not trying to mold their accent into another. Developing pronunciation skills that are universally learnt is a much more worthy pursuit of your efforts than trying to copy an accent that is unnatural for your tongue and mouth.

Misconception III

I need a rich vocabulary before beginning to speak.

Often I hear students complain that they become tongue tied, meaning that they can't find the right words. Students will attribute it to a lack of vocabulary and memorize more words to compensate. Then they find after a few more thousand words that their English improves only slightly. Why?



15. [in'trentʃ] *vt.* 确立;使处于牢固地位;挖壕沟

16. 布克奖。1968年由英国布克公司提供资金的一项世界著名文学奖,专门奖励当代最佳小说

Your memory is a key element to learning a language and no one should minimize its importance. Without a memory, you wouldn't be able to speak. However, it is also true that a lack of vocabulary is not the culprit¹⁷ of communication problems in many instances. It is important to look at other issues, before blaming it as the source of these communication difficulties. I have observed a great many CET-6 graduates who still have a great deal of trouble even uttering simple sentences, while other CET-4 students can speak with much greater ease. How can that be, you might ask?

The English language is composed of a hierarchy of vocabulary in terms of usefulness. Some words have broad and sweeping uses such as “thing”, “get”, “place” or “do”, while others are useful only for a very specific context such as “export”, “endanger”, “identify”, or “interrupt”. Research has shown that with approximately 800 (some have even suggested 500) key words people can communicate very effectively in English, with few instances of getting stuck. In the times when they were stuck, they could easily ask for assistance. Now we know that 800 words is far below the level most beginner students have even before they begin their CET-4 band level. Why can't all CET-4 students communicate with ease?

We do not need a complicated linguistic answer to this question. When we think about it the answer is simple. The quantity of vocabulary has only an indirect relationship to the quantity and quality of speech. To illustrate, children learning their first language start out with a limited vocabulary, they do not know half of the words that a Chinese CET-6 student knows, but still they are able to make rapid sentences and communicate with ease. This makes common sense, for we all know that in English we can often substitute a simple word for a more complex one. For example, the word “facilitate” can be substituted with “help”. Thus, the key is to learn the most useful functional words in English first and apply them often in a variety of circumstances, before trying to learn words that are more complex and used much less often.

Misconception IV

I have studied English grammar for too long, so the last thing I need is more grammar.

17. [ˈkʌlprɪt] n. 引起不良后果的事物; 罪犯

Chinese students attribute their lack of communication in English to an overemphasis on grammar and thus resist grammar practice and reviews in their self-study programs. They tend to want oral English vocabulary, phrases, expressions, and pronunciation practice. Above all, they want an English environment. However, it soon becomes apparent that students struggle when they try to create sentences and their grammar is typically riddled¹⁸ with errors. Nevertheless, students want to have nothing to do with grammar structures while doing self-study. They ignore it completely, and concentrate instead on other aspects.

A good knowledge of grammar rules and patterns is absolutely necessary because the transfer of structures from one language to the next is anything but smooth. It is true that direct written grammar exercises, where students merely manipulate sentence structures to fit a pattern, may be unnecessary if you are aware of the pattern already. However, grammar definitely is an important part of your self-study program when it is used for communicative purposes.

What students often fail to do is to integrate grammar study into the process of creating English, rather than just manipulating sentences in exercise books. For example, with the structure "If I were you, I would..." a student should be thinking of the occasions he can use this structure and create as many sentences as possible that might be appropriate. Using English requires knowledge of the rules and patterns, just as a painter needs some conventions and boundaries before he can start his work, but ultimately both need a creative process before skill is developed.

Advice for the Self-study Learner

What then can I offer as advice for a motivated self-study learner? For starters, if you have no English environment, then create one. Find a partner to speak with regularly and do not worry if that partner is from China, Korea, Africa, or Europe. It is often better if your regular meetings can centre around a topic or theme. For example, you could both read a different book and use the time to talk about the book you are reading. Perhaps you could use the time to exchange information about something you both want to learn.

You may also wish to *become accustomed with¹⁹ the types of clubs and activities that expatriates here in Beijing like to get involved with and join them.

18. ['rɪdl] vt. [常用被动语态]充斥,布满 19. 习惯于