

大学生 英语 自学指南

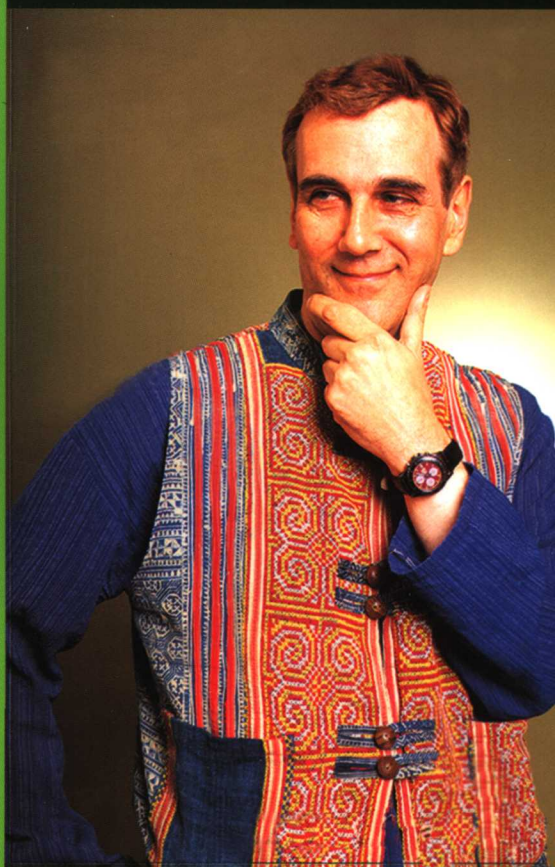
英语学习整体方案

USE IT OR LOSE IT!

—FROM DUMB ENGLISH TO SMART ENGLISH

- 学习生活，面面俱到；听说读写，一应俱全。
- 答疑解惑，点拨到位；一册在握，全程无忧。

Nick Stirk 著



让资深外教 **Nick Stirk**
为你制定英语学习整体方案，
助你实现——
从缓慢到流利，
从平凡到神奇！

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Preface 前言

This book has developed out of my years of experience as an English teacher to Chinese students and, parts of it are currently being used by my students at Beijing Language and Culture University. It has been specifically designed for English language students who:

- are taking English classes
- wish to improve all aspects of their English
- are taking English exams
- wish to prepare for international exams
- wish to study abroad
- use English in their daily lives
- seek a job in which their English skills will be required.

Although, in many ways, this is a “How to...” book, merely reading it will not improve your English. Inside you will find a series of successful skills, strategies and suggestions for improving your English, but these will be useless unless you carry them out. You are the most important person in the language learning process and you are responsible for your own progress.

I believe you will benefit enormously from this book, if you put it into practice. After all, practice makes perfect. Every day your practice will lead you closer to your goal of communicating in English like a native speaker.

I wish you good luck, rewarding study, and exciting opportunities in your learning of English and may you make many new friends on the way.

Acknowledgements 致谢

I would like to thank all my students at Peking, Tsinghua, Renmin and Beijing Language and Culture universities who tried, tested and evaluated much of the material found in this book. I am particularly indebted to *The World of English* and *New Oriental English* who originally published some of the articles in this book and encouraged me to write more. To my colleagues at New Channel I would like to thank Mark Griffiths for writing the Introduction and to Cai Qing for help with the design and layout of this book. Special mention must be made of Graham Paterson who contributed the chapters on Vocabulary and Memory Systems and SECS and Public Speaking as well as extensively proofreading and making thoughtful suggestions. Thanks too to Edwin Baak who spent weeks proofreading, altering and making many useful suggestions which have been incorporated into this book. I am grateful for some of my students who allowed their essays to be included. In particular I would like to thank Summer (Miao Xiaolan) and Lucy (Gan Lu) for the essays they so willingly contributed. Thanks too to Carol Rueckert for her Fast Food dialogue. I would also like to thank *City Weekend* for permission to include *The Lunching Ladies* by Adam Minter and Henan University Press for the chapter on Differences between Chinese writing and Western writing by Rebecca Neufeld in their College English Writing Course Vol. II.

Notes for the readers of this book 说明

1. The English used in this book is predominately British English. Sometimes I use a word from American English when this will be more familiar to Chinese readers. For example, I use the American "movie" instead of the British "film".
2. Wherever possible I have tried to use "he" rather than use "he/she" or "them" purely because I think this is less confusing to readers.
3. This is a book that can be started anywhere. You do not have to read it through from beginning to end.

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Chapter 1

General 概论

本章概要

作为不同民族交流与沟通的最佳桥梁,英语的听说显得尤为重要。“哑巴英语”则是一个困扰了无数中国学生的问题:

1. 为什么会学成“哑巴英语”? 重考试轻交流,重记忆轻理解,重语法轻听说等原因是导致“哑巴英语”的主要原因。
2. 提高对英语听说学习的动机是改变“哑巴英语”的关键。
3. 与来自考试、老师和父母等方面的外因相比,提高自身对英语的兴趣等方面的内因才是学好英语的核心所在。
4. 9种切实可行的方法帮助学生化外因为内因,提高练习英语听说动机。
5. 听力水平自测,帮助有的放矢地进行口语练习。

1. Motivation for Learning English 学习英语的动机

Motivation is vital for you as an English learner, because the motivated learner will always do better than the unmotivated learner.

Teachers can only teach — you, the student, have to learn. Your biggest hurdle in learning is your motivation — you have to know, and understand, the reason why you are learning anything. If you want to learn something, and you have the reason clearly in front of you, then learning will come easier. If you do not have the motivation it will be a long, hard and difficult task.

1.1 A personal story 亲身体会

I have been in China now for four years. I still have not learnt Chinese. Why? Because I can quite easily manage without it. I do not need Chinese to be able to teach my students English. If I travel somewhere in Beijing, I take a taxi and use my mobile to ask a Chinese friend (who speaks good English) to tell the taxi driver where to go. If I go to a restaurant I will choose one which has an English menu or I will point at a picture of the dish I require. I do know some basic Chinese words but I never use them because I do not have to. So, over four years I have learnt that I can live in China without learning Chinese.

Now you may laugh at me and say that I am a stupid foreigner. But pause for a minute and apply

my story to yourself. You have been learning English for several years. However, you find that you can exist quite easily in China without ever having to use it. You never talk to foreigners in English because you do not know any. You do not read anything in English because you can read it in Chinese. You only ever use English when you take an exam or a circumstance comes along and you have to. Just like me, you have no motivation to learn a foreign language which you will rarely, if ever, use. But just imagine if I met a pretty, clever Chinese girl and fell in love with her and decided to marry her. How could I really communicate with her if I did not know Chinese? What about her parents? And if we had a family how could I talk to my son or daughter? I would immediately start learning Chinese and practice it every day and in every way. Now, what would it take to really motivate you to learn English? Only you can answer that question but the real key to quickly learn English is to be motivated. This motivation can either come from forces within you (intrinsic motivation) or outside you (extrinsic motivation).

1.2 Intrinsic motivation 内因

comes from inside the student :来自学生自己

- because you want to work in an English-speaking country
- because you can get a better job if you speak English
- because you like Western culture and want to find out more about it
- because you enjoy the classes.

1.3 Extrinsic motivation 外因

comes from outside pressures on the student :来自外部压力

- it is a requirement of the university
- your parents want you to learn English
- you may lose your job if you do not learn English.

Motivation is an important factor in a student's learning process. Generally speaking, intrinsically-motivated students learn more effectively than extrinsically-motivated students.

1.4 How to improve your motivation 如何激发学习动机

The following are a few of the ways in which you can increase your motivation for learning English:

① Imagine yourself in the future 设想未来

Imagine you can communicate with native English speakers just as you communicate in Chinese with your friends. Imagine other people wanting to speak and listen to English as well as you do. Imagine the possibility of talking and listening to people from all over the world. Imagine other people wanting to write and read English as well as you do. Imagine the possibility of writing letters and e-mails to people from all over the world.

② Look at others 借鉴他人经验

It is helpful to read an article about the advantages of knowing English well. You should know that it is possible to learn English really well. Just look at other people who have done it.

③ Remember that you are already good 记住:你已经很不错了

You already know some English (you are reading English right now). You are successful. Now it is time for more success. Time to start using powerful methods of effective learning. Time to gain an impressive knowledge of English.

④ Remember there is a lot that you do not know 记住:还有很多你不知道的

You are good, but your English probably is not as good as you would like. You probably cannot understand some English-language TV or movies, or speak and listen to native English speakers easily. You should never think your English is perfect. Even if you are the best student in your class you should always try to find your weak areas and work on them. When you have learned to speak and listen to English well, your problems will be quite small: rarely used grammar structures, rare words, understanding slang or “street language”. Right now, your problems are probably more basic: mistakes in pronunciation, small vocabulary, grammar problems with the present perfect tense and conditional structures. When you have learned to read and write English well, your problems will also be quite small: punctuation, rarely used grammar structures, rare words and understanding idioms. Right now, your problems are probably more basic: grammar problems with the present perfect tense and conditional structures and wrong use of some words.

⑤ Use your English whenever you can 随时使用英语

This is very, very important. The more you use English, the more you will want to learn it. Because English is so popular, you can use it everywhere. You can use Google to find English-language websites with interesting information, you can watch American cartoons, you can play adventure games on your computer, you can read interesting books in English, or you can do other things that are written about in this book.

If you do these things, you will not only have fun and learn English. If you see that a new English word lets you understand your favourite movie or understand a sentence or passage in a book (or communicate with people, or beat a computer game), you will want to learn more words. So you will learn English more, use it more, learn it more, use it more. . . If you also use effective learning methods, your English will grow faster than you can imagine.

⑥ Talk to people about English 与他人谈论英语

This is a very simple method, but it is very effective. Here is how it works:

You usually talk about things which interest you. But the opposite is true, too. If you start talking about a boring subject, you will begin to get interested in it. Imagine you are studying a subject that you hate. You are bored and tired, but you have to pass the test tomorrow. If there are people near you, you have two options: you can tell everybody how much you are suffering or you can tell those people about the things you have learned. If you choose the first option, you will only feel worse.

If you choose the second option, and start a conversation on the “boring” subject, you will begin to look at it in a totally different way. Suddenly it will become a subject worth talking about — therefore, an interesting subject.

How can you begin such a conversation? If you are studying English, you can surprise another per-

son by talking to him in English. Say (in English): “Hi, I am studying English and I really like it.” Or you can say (in Chinese): “Hey, I have learned 50 English words today. Do you know what’s the English word for . . . ?” If there are no people near you, you can telephone or send an e-mail message to your friend. What will your friends say? Probably they may not be very interested, but it does not matter! The important thing is this: After talking about English, you will study it with much more passion. Try it.

⑦ **Find a friend who is learning English** 寻找学习英语的伙伴

If you can find a friend who is learning English and is on a similar level of skill, you will be in an excellent situation:

- you will have someone to talk about English with. These conversations will increase your interest in English, as explained earlier.
- you will have someone to read and write with. These contacts will increase your interest in English.
- learning English will be easier, because you will be able to discuss your problems with your friend.
- you will study English more, because you will want to be better than your friend.

You should meet your friend regularly. Ideally, he should live near you, or go to the same school as you. If you absolutely cannot find anybody willing to learn English with you, you can try to find somebody by e-mail, msn messenger or yahoo messenger. This is a worse solution: your conversations will probably be less frequent, and it is difficult to converse with someone who you do not know well.

⑧ **Spend some money on learning English** 适当投资英语学习

If you spend your money on something, you will want to use it. For example, if you buy an expensive tennis racket, you will probably go out and play tennis every day. This rule is also true for learning English. If you want to increase your desire to learn English, buy a new dictionary, an interesting English-language book, English-language cable TV, etc. The idea is simple: You paid for it, so you will want to use it, and you will improve your English.

There is a problem with this method. It only works for a short time. You usually lose your desire to learn English after a few days. To keep learning, you would have to buy something every week!

However, this method is helpful, because it gives you an impulse to start learning. For example, if you buy a dictionary of phrasal verbs, you will probably learn some words from it. Then you should try to use them. For example, write an e-mail message with these words. This will increase your motivation (as explained before), and you will learn more.

⑨ **Remember that learning English requires action** 学习英语,行动起来

I have said this many times to my students. One small action is more powerful than reading hundreds of articles. Yes, I know it is very hard to do things, even if they are good for us. We humans are lazy creatures. That is why not many people speak English well. Still, I hope you can do the things I write about in this book — not only read about them. You will be successful only if you change something about your life. Do not put it off. Begin now.

2. From Dumb English to Smart English **从哑巴英语到流利英语**

Most students entering university have studied English for at least seven years but they still find it difficult to use English in the simplest conversations. Does this mean that Chinese students are lazy or not very bright? No! The answer is that there are fundamental problems in how English is taught in the Chinese educational system. Below are some reasons why this is so.

2.1 Exams but not communication 重考试轻交流

The educational system has certain goals to achieve, focused more on understanding the language rather than its usage. One of the principal goals, that contribute to the difficulty so many students face, is the need to pass exams. From the age of eleven, Chinese students study English with the primary aim of passing exams; not to use English as a working (or spoken) language. To enter Middle school, or university, at both undergraduate and graduate level, students have to take English exams. These exams concentrate on writing and reading, but not on speaking and listening. Although some students may get high marks in exams they may find it difficult to talk with a foreigner. This failure in communication is not due to a lack of vocabulary, or knowledge of grammar, but simply, due to a lack of practice in speaking English. English should be studied as a practical language for everyday use, in the exchange of ideas, and information, not just for the purpose of passing exams.

And this is one of the first hurdles that you, the reader, need to overcome if you want to be a good speaker. Understanding the problem is half way to finding the solution. In this case, the problem is not enough practice in using the language as a means of communicating with others.

The solution lies in finding ways to increase your opportunities for putting your basic knowledge to practical use. In other words, get yourself into situations where you can, and where you have to, speak English. Don't rely on other people to create these opportunities — create them yourself — make up your mind that, progress is up to you — improvement in your English speaking ability is, entirely, dependent on how much effort, and determination, you are willing to give.

However, there is an essential factor that always goes with speaking in any language you have to be able to listen as well as speak. Of the four elements of any language, listening and speaking always go together, just as reading and writing make up the other two elements.

2.2 Memorisation rather than understanding 重记忆轻理解

Much Chinese education is based on learning by heart rather than understanding through the mind. This can lead to problems in learning English when students learn set phrases and sentences but do not use them correctly in conversation or in writing. Students need to understand the questions they are asked and then to think before they speak so that a correct answer is given. The emphasis should not be so much on what to say but why. Some students will ask “What is the RIGHT way to say this” and “What is the RIGHT way to answer that” when students stumble upon two different turns of phrase for the same situation and get confused for want of a more creative approach to the language than that instilled by overly-rote learning.

2.3 Too much emphasis on grammar 过分注重语法

All languages have grammatical rules that help the language learner to understand the basic building blocks supporting that language. Grammar is necessary but under the Chinese educational system too much emphasis is placed on grammar at the expense of using that language. Students know the right words but often cannot use them to make sentences. However, when talking, sentences are more important than grammar because communication is the key. The emphasis in communication is on fluency whereas in grammar and writing the emphasis is accuracy. Native English speakers will generally overlook grammatical mistakes because they are more interested in what the student is trying to communicate. Catching the meaning is more important than correcting the mistakes.

2.4 Reading and writing rather than speaking and listening 重读写轻听说

When we come to discuss the way you have been taught English, as a second language, we again must look at the goals of the Chinese educational system. As I mentioned earlier, these goals are focused on the way English is structured, coupled with the need to pass exams. A student's knowledge of the structure of English is more easily tested through their ability to read, and write. The decision to concentrate on these aspects of the English language creates another hurdle in the path of any student wishing to use the language as a tool for communication.

Among the four elements of language, reading is given priority at the expense of speaking and listening. This leads to a mental knowledge of English but lacks the ability to express what is learned in reading. This results in "dumb English" where what is learned remains in the brain but does not find its way to the tongue. There should be more emphasis on active learning rather than passive learning because this is the way we learn our mother tongue. First we listen and then we speak and then we read and then we write but this natural way is reversed in the Chinese classroom. It is time to teach "smart English" by concentrating on speaking and listening.

2.5 Chinese English teachers not native English teachers 中国教师与外籍教师

Almost all students learn English from Chinese teachers. In China there are about half a million Chinese English teachers and only about ten thousand native English teachers so this will obviously be the case. However, the biggest problem is not that there are not enough native English speakers to go round but that the quality of the Chinese teachers is not high enough. Many Chinese teachers, especially those at primary and middle school, are poor at English, most notably spoken English. Probably most of the Chinese teachers learnt their English from other Chinese teachers and they only use English for teaching and not for communicating and this results in a vicious cycle. Low-quality Chinese teachers will pass on their faults, especially pronunciation, to others. Children at primary and middle school will learn a poor standard of English which will be harder to correct in later years. Also, Chinese English teachers have a habit of using a lot of Chinese to explain English. This results in not only poor English being used in the classroom but very little English too. Native foreign teachers in the classroom will use a high level of English and rarely will use Chinese. They also teach English in order that students can communicate. Exams are of minor importance. To communicate is everything.

2.6 Old technologies versus new technology 传统教学手段与现代教学手段

We live in an ever increasing information age. This information comes to us through our TV screens, the Internet, radio, newspapers and books. How vital it is to use these multi-media to teach English. However, many English classes consist of a teacher speaking and then students reciting his words. This is the traditional Chinese method where teachers speak and students listen. Students are rarely encouraged to ask questions. If visuals are used then, commonly, it is words written on the blackboard. There is very little interaction in the classroom. Modern language learners use language laboratories where computers utilize the latest software and students can interact with the computer. They can listen to English words and repeat them until their pronunciation is perfect. They can type in answers to language questions and instantly get the correct answer. "New" is exciting; "old" is boring. Is it any wonder that many students of English grow up with the conviction that English is dull and uninteresting? There is a need to enthuse English learning with new technologies that take into account all the students' senses and which generate an excitement and interest in a new language. Even little things like introducing songs, English Corners and movies will work wonders and motivate the students to participate and enjoy their English classes once again.

2.7 Lack of cultural knowledge 缺乏文化背景知识

I am learning Chinese. It is a very interesting language with a cultural history of five thousand years. I find it fascinating to learn how the Chinese characters have developed and how their meanings intertwine with the culture. Unfortunately, for most students of English, Western culture is ignored when teaching the subject of English. Students may learn a lot about grammar but little about American and British culture. Language and culture go together and help students to gain insights about Western life and habits. This helps students to not only gain background knowledge about the world's only global language but introduces fascinating and exciting information which captures the imagination.

2.8 Modern English or Victorian English 现代英语与维多利亚时代英语

English is a fast-changing language constantly being up-dated and transformed by the society and conditions in which we live. New words are added daily and old words and their meanings change constantly. However, for far too long Chinese students have studied old textbooks with old language which describe a way of life which is no longer lived by today's native English speakers. Many Chinese students read novels by Jane Austen, Charlotte Bronte or Charles Dickens where the language used is archaic, old-fashioned and no longer in use. English is a living language, spoken by living people and needs to come alive in the classroom by the use of present-day examples of a real language so that the language learnt and used by the student is the same as that spoken and used by the native English speaker of today.

2.9 Entertainment or Education 娱乐还是教育

Most Chinese students of English would probably agree that the best way to learn English is from a native speaker. After all, if I am learning Chinese then I will seek a Chinese native speaker and not, for example, someone from Germany. However, the attitude of most universities seems to be that only Chinese teachers can seriously teach English while most native speakers of English are used for entertainment purposes or for purposes of show. There is very little integration or contact between the Chinese and foreign teachers and generally foreign teachers are left to teach whatever