总主编 何其莘 [美] 杨孝明

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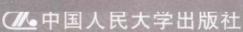
高等院校英语专业系列教材

Conversational English 1

一门 (第一册)

主编 陈艳红 冯瑞敏 [美] 黄少荣 编者 冯瑞敏

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中国人民大学出版社 · 北京 ·

H319.9 2118

瑞敏编

图书在版编目 (CIP) 数据

口语(第一册)/陈艳红,

北京: 中国人民大学出版社, 201

(超越概念——高等院校英语专业系列教材

ISBN 978-7-300-12007-2

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Ⅱ. ①陈… ②冯… ③黄…

Ⅲ.①英语-口语-高等学校-教材

IV. ①H319.9

449.9 2118

中国版本图书馆 CIP 数据核字(2010)第 064882 号

超越概念——高等院校英语专业系列教材

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Kouyu (Di-yi Ce)

出版发行 中国人民大学出版社

社 址 北京中关村大街31号

电

话 010-62511242(总编室)

010-82501766 (邮购部)

010-62515195 (发行公司)

址 http://www.crup.com.cn XX

http://www.ttrnet.com(人大教研网)

销 新华书店 经

刷 北京市鑫霸印务有限公司 ED

格 200 mm×252 mm 16 开本 规

印 张 10.75

字 数 260 000 邮政编码 100080

010-62511398 (质管部)

010-62514148 (门市部)

010-62515275(盗版举报)

次 2010年6月第1版 版

ED 次 2010年6月第1次印刷

定 价 24.00 元

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培养高校英语专业学生的文化素养要有合适的教材:不是那种仅仅文字漂亮却没有太多文化内涵的传统教材,而是具有时代特征,选自政治、经济、社会真实交往,含有丰富文化内涵的读本,同时兼有能够启发学生思考和分析的活泼、互动的教学方法以及配套的课外实践活动。这就是中国人民大学出版社推出"超越概念"这套英语专业系列教材的宗旨。

"超越概念"是一套完整的高校英语专业本科系列教材,涵盖了 2000 年教育部颁布执行的《高等学校英语专业英语教学大纲》中规定的"英语技能"和"英语知识"两大课程板块中的所有课程,由一批长期从事国内高校英语专业本科教学的中国教师和一批美国学者(均为 20 世纪 80 年代赴美留学,而后在美国大学获得博士学位和终身教职的华裔教授)合作编写而成。

与国内高校当前使用比较广泛的几套英语专业教材相比,"超越概念"有以下几个特点:

第一,教材采用了中美教授、学者合作编写的形式。由中外学者合编教材国内已有先例,但是本套教材无论从编撰者的数量到编写人员的素质,从双方合作的广度到相互交流的深度,从教材种类所涵盖的范围到其内容的真实性,都是前所未有的。编写初始由中方编者提出编写思路、选材要求,之后将要求交付美方编者,由美方编者在美国选材。在选材过程中,双方经过多次讨论,最后确定每一篇课文的内容与长度。然后由中方编者根据所选内容编写配套的练习,最后由美方审读并润色。这种分工方式最充分地利用了双方的优势:中方编者不但有在国外学习、工作、获取学位的经历,而且长期在国内高校从事英语教学,对国内学生的需求以及国内现有教材的情况了如指掌,可以准确地把握教材的内容和难易程度。而美方编者的优势在于对西方,特别是美国的英语教学和文化的认知与了解。他们出国前均为国内高校英语教师,并有在美国大学英语系不低于20年的教学经验。他们不但对国外的英语教学了如指掌,更重要的是对英语语言和文化有一种直觉的感知,而这种感知是从任何教科书中学不到的。凭着这种感知,他们不但可以在教材的最终审定过程中杜绝那种语法全对但读起来不像英语的中式英语,更能够在选材的过程中准确把握住西方文化核心的东西。

第二,教材以主要英语国家的文化为切入点,全部课文采用英文原文。教材的配套练习有很强的针对性,适合我国高校英语专业课堂教学使用。以精读教材为例,从第一册的第一课起,全部的课文均采用有实质内容的英文原文,从而彻底摒弃了无文化内容的以句型练习为主的课文。另外,语法讲解和练习均出自课文中出现的语法现象,而不是脱离课文内容、为语法而讲语法的训练。这样安排语法的讲解和练习就是将语法放在一个从属的地位。语法仅仅是对语言现象的描述与诠释,而不是规范语言对错的标准。与课文的文化内涵和语言的活力相比,语法理应处于从属地位。无论是以书面语为主的精读、泛读课文,还是形式活泼的听力、口语课文,有很多句子是"不符合语法规则"的。然而正是这些看似不符合语法的句子才是语言的生命,是有血有肉的活生生的语言。而我们的学生就是要感悟、学习并掌握这种有生命力的活的语言,而不是那些完全按语法规则编造出来的僵死的语言。

过去社会上对于高校英语专业的毕业生有这样一种指责,说他们只是一个"传声简"。当然,这种指责讲的并不是在翻译中,特别是口译中,即从一国语言转换成另外一国语言的过程,而是嘲笑英语专业的学生没有思想。虽然,在翻译过程中译者不能随意添加或删减原文中的内容,但是如果译者没有足够的思想文化素养,那么很可能在理解上出问题,或是在用另一种语言转述时出现纰漏。这是我们作为外语教师和我们的学生都不愿意看到的局面。我们编著本套教材的指导思想之一就是使学生接触有文化内涵、有生命力的真实语言,从而避免在语法规则内闭门造车,避免"传声简"式的教学。

第三,在注重培养学生听、说、读、写、译英语综合运用能力的同时,努力锻炼学生对外国文 化的分析、批判和吸收的能力。不同课型的教材相互呼应、相互配合。突出教材的文化特征是本套 教材最大的特点。英语专业学生文化素养的培养起码应该涵盖以下 3 个方面的内容:(1) 要熟悉所 学语国家的文化;(2)要了解所学语国家文化深层的内容;(3)要有鉴别、分析、批判和吸收外国 文化的能力。本套教材的编写就是基于以上3个文化方面的内容。首先,教材内容涵盖了主要英语 国家的政治、经济、历史、地理、哲学、宗教、社会等诸多方面。学生通过学习课文不仅了解其中 丰富多彩的内容,同时锻炼对包括历史渊源、宗教背景、政治、经济、地理诸领域之间盘根错节的 联系有一定的分析能力。其次,教材的内容要蕴含深层的文化内涵,要有强烈的时代感。要在有限 的课文中详尽地反映出几百年甚至上千年的文化内涵是不可能的, 因此必须做出选择, 有取舍地遴 选教材的内容。本套教材的选材原则是兼顾经典和现当代题材,以反映当代文化题材为主。如全部 精读和泛读教材的 128 篇课文中,只有一篇选自 18 世纪爱尔兰裔英国作家斯威夫特(Swift)的作 品,其他文章均为现代和当代作家的作品。而这些文章所涉及的主题并非西方文化所独有,很多文 化现象,包括环保、就业、商业和技术对教育的冲击等等问题在世界各国均有普遍性,有些也是中 国目前所面临的实际问题。另外,所选文章不仅体现出当代文化的特征,更重要的是这 128 篇课文 中所涉及的问题均以议论文、辩论文的形式出现,没有一篇是一般人物或事件介绍性的文章。况且, 很大一部分课文均以对西方传统、主流思潮批判的形式来阐述某个问题。这也是本套教材与国内其 他教材一个重要的不同之处。由于议论文、辩论文旨在与读者进行交流、学生是以参与者的身份夫 接触课文中所涉及的内容, 而不是被动的接受者。这就为学生对西方文化的内涵进行分析和批判提 供了必要的途径与方法。

国内高校英语教材的编写不仅反映出不同时代西方文化的不同内涵,同时也折射出中国与西方世界的互动关系。20世纪五六十年代的英语教材以古典主义为主,所选内容多为西方文学经典,而中国学生对这一部分的西方文化大体上是被动地接受。七八十年代的英语教材主要以功能训练为主,学生学英语是为了掌握一门工具。而本套教材是以文化交流为宗旨,学生通过学习英语增加对西方文化的了解,全方位地参与到世界事务中去。这也是当前中国发展的真实写照与必然结果。

在教材编写过程中,我们得到了中国人民大学的大力支持,在此,我们代表全体编写人员向校 方和相关职能部门表示由衷的感谢。

> 何其莘 杨孝明 2010年4月

前言

本套书为"超越概念——高等院校英语专业系列教材"之《口语》教材。教材充分考虑《高等学校英语专业英语教学大纲》对英语专业学生口语技能四级水平的要求,从大部分高校的英语教学实际出发,树立学生主动开口讲英语的信心,培养讲英语的热情和兴趣。教材重在培养学生的语言表达能力和社会交际能力,逐步达到在英语口头表达方面准确与流利的结合,使学生能够在一般社交场合与英语国家人士流利交谈。

一、本教材的特色内容

- 1. 本套口语教材话题由浅入深, 从与大学生日常生活紧密相关的内容入手, 逐步过渡到比较抽象、有一定深度的话题;
- 2. 材料全部选自英语国家最新的期刊、报纸、书籍等,语言输入真实、丰富、新颖,充分体现全球化形势下英语语言的国际化特点,展现多元文化,有助于提高学生的跨文化交际技能;
- 3. 教材全面考虑了可能影响语言和交际的各种因素,尽力帮助学生在学习语言的同时增强文化、社会和交际意识,掌握基本的交流艺术,让学生学习"活"的语言,运用"活"的语言;
- 4. 教材将基本口语功能、中西文化知识、社会交际技巧、演讲技巧、辩论技巧和语言使用结合在一起,从各个方面提高交流的有效性,让语言更好地达到交际的目的:
- 5. 教材内容注重实用性、趣味性和多样性。每个单元都设计了形式多样的口语活动和交际任务, 提供了丰富的场景、现实的案例、翔实的数据作为活动的原始材料,可操作性强,能够活 跃学生的思维,拓宽学生的视野,调动学生的积极性。

二、本教材的基本框架

本套口语教材共四册,供英语专业一、二年级学生使用。每册教材设 16 个单元,两个课时学习一个单元。每册书的主要内容如下:

1. 第一册涉及与学生日常生活非常贴近的话题,例如家庭、娱乐、运动、节日等。每单元提供三到五篇对话,每篇对话长度为 150~400 个单词。对话主题一致,但是说话人的关系、会话的场合以及说话者的观点各不相同,对话内容以信息交换为主。每单元重点讲授一些

基本的功能和意念表达方式,重点培养学生基本的表达和交流能力,并让学生了解说话人的关系、语境对措辞的影响。

- 2. 第二册在会话的基础上引入了生活中常用的一些交际技巧以及西方文化知识,例如语言和非语言交际、两性之间的交流、如何批评和应对批评以及冲突处理等,目的是让学生在掌握语言知识的基础上,能够清楚地意识到中西文化的差异,并灵活运用一些交际的艺术,实现更为得体和有效的交流。各单元语言输入以对话为主,包括供学生学习效仿的一些成功交流案例,和供学生对比分析的失败案例。每个单元的核心交流技巧都用注解的方式给出,同时配以相应的交际任务或案例分析练习。除此之外,每个单元还增加了一篇补充阅读材料,帮助学生更加全面深入地掌握相关技巧,提升交际能力。
- 3. 第三册主要涉及与日常生活息息相关但有一定争议的话题,例如新一代年轻人的生活状况及其面临的困难,数码时代带来的便利与问题,公共交通与私家车的选择,残障人士的生活和教育,多元文化和单一文化等。语言输入以对话和访谈为主,阐述同一主题的不同方面,或表达不同的观点,引导学生在掌握日常信息交流和交际技巧的基础上,更加全面深入地思考问题和表达观点。在练习方面,各单元都提供了一些实际的案例和数据,作为学生讨论的基础,以增进学生对相关问题的了解,并激发他们的兴趣。
- 4. 第四册涉及社会生活中有争议的话题,比如教育、动物权利、选美、克隆、贸易保护主义等。每个单元基本都是以一篇新闻报道导入话题。语言输入涉及访谈、评论和阅读材料,从不同的角度和形式来谈论大话题下的小话题。本册书引入演讲技巧和辩论技巧,使学生能够就所涉及的话题流利、充分地表达思想,并培养学生的批判性思维能力和快速反应能力,逐步达到在英语口头表达方面准确与流利的结合。

三、每单元的编排结构

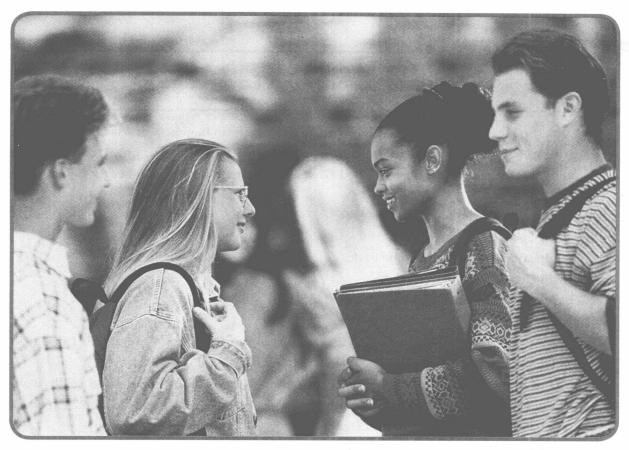
- 1. 热身练习。主要通过对问题的讨论引出话题,激发学生的学习兴趣,帮助学生进入语境。
- 2. 语言输入。第一册的语言输入以对话为主,第二册的语言输入形式是成功或失败的交际案例和有关交际技巧的阅读材料,第三册的语言输入是对话或访谈,第四册的语言输入是访谈、评论或短文。
- 3. 文化背景知识。根据需要,部分语言输入材料后有必要的文化背景知识介绍,帮助学生理解材料中的文化现象。
- 4. 口语练习。根据不同的语言输入提供不同的练习形式。第一册的练习形式以对话、角色扮演和讨论为主,第二册的练习形式增添案例分析,第三册的练习形式有角色扮演、案例分析、项目研究、小组讨论、小组陈述、报告、演讲、辩论等,第四册的练习形式有讨论、演讲、反驳、辩论、脱口秀节目、采访、研究项目等。
- 5. 语言表达 / 技巧讲解。根据主题和学习重点,提供常用词汇、表达、相关句型或技巧讲解。

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Unit 1

Learning a Foreign Language



Functions

Asking for advice; Giving advice; Accepting advice; Rejecting advice

Lead-in o

Directions: Discuss the following questions with your classmates.

- 1. Why did you choose English as your major?
- 2. Do you have any problems with English study? If yes, what are they?
- 3. Why are there more and more Chinese people studying English? Why are there more and more foreigners starting to learn Chinese?
- 4. Do you often review your learning strategies and adjust them to improve your learning efficiency? If so, give some examples.

Conversation

Learning a Foreign Language

(Karen and Tim meet on campus a few days before the new term begins. Kim has decided to take a French class, but she is nervous about studying a new language and about how it will affect her grade point average. Since Karen has studied French for a long time, Tim asks her for her advice.)

Tim: Hi, Karen! Did you have a nice break?

Karen: Oh, hi! I sure did. How about you?

Tim: Pretty good. But I'm glad to be back.

Karen: Yeah? How are your courses?

Tim: Easy—except I decided to take French. I'm a little worried.

Karen: Why?

Tim: I'd love to learn French, but I don't want to ruin my grade point average. If I don't do well, how will it look on my record? Do you think I should drop the course?

Karen: That's a tough decision. But, look, I took French one summer and I did really well. Learning a foreign language is fun and rewarding. Before I took French, I never expected it to become so important to my career.

Tim: Well, you're good at languages. Can you give me some tips?

Karen: Er... Just be sure to get a lot of practice. You should immerse yourself in the language. The more time you spend with the language, the faster you will learn. So I suggest you practice listening and reading every day.

Tim: OK, I'll do that. What else?

Karen: Try to speak more. I think the best way to learn a foreign language is to speak it. If you can't find anyone to talk to in French, feel free to talk to yourself. I often spoke to imaginary friends and replied in a different voice all in French.

Tim: You did? That was interesting.

Karen: Yes, it really was. But I also have a friend who's French-speaking. We chatted a lot. Do you want her number? Maybe you could get together sometime.

Tim: Do you think she'd mind?

Karen: I bet she'd love to talk to you in French.

Tim: That's wonderful! Er...Do you think I should memorize some word lists?

Karen: Oh, no. You won't be able to use words you learned from a word list. They will never come to your mind quickly enough.

Tim: Then what do you suggest I should do?

Karen: I think vocabulary is best learned in context, so try to learn vocabulary through reading and listening.

Tim: I think you're right.

Karen: Oh, remember: a little a day is better than a lot occasionally.

Tim: Everyone says this.

Karen: It's true because that's how our brains work. You can study as little as half an hour a day, but you should not stop for extended periods of time. Even on a day when you're too tired, busy, or stressed, try and find five minutes to review some notes or read a paragraph or two.

Tim: I think I get a much better idea about how to learn a foreign language now! Thank you so much!

Karen: No problem! By the way, keep it fun!

Useful Expressions

Oral Skills	Expressions
Asking for advice	Do you think
	Could you give me some advice on
	Can you give me some tips about
	• What would you do if you were in my position/if you were in my shoes?
	• I was wondering if you could (possibly) give me some advice (about).
	What do you suggest I should do?
	Have you got a few minutes to spare? I want your advice on

Giving advice	Personally, I would advise you to
	I suggest you
	I think you should
	• If I were you, I'd
	• (You may not agree with me, but) it might be a good idea if you
Accepting advice	Yes, great/fine!
	• That sounds/seems like a good idea. Thank you.
	• That's certainly a possibility/not a bad idea.
	• Right. I'll do/try that. Thanks.
Rejecting advice	• I'm not sure I can do that. You see + (excuse)
	• Isn't there anything else I can/could do?
	• I'm sure that's excellent advice, only + (excuse).
	I'm afraid that's not really possible.
	• I'd like to, but I'm afraid

Conversation

The Best Way to Learn English

(Luis, Yukiko, Liu and Giovanni are international students at a college in the United States. They are talking about how to learn English.)

Luis: Do you ever try to learn English by watching TV?

Yukiko: Sometimes. But they talk so fast that I can't make out the words. It's much too hard to understand.

Liu: I know what you mean. I never get the jokes in the comedies. Americans have a different sense of humor.

Luis: But sometimes I can figure out some of the phrases and idioms, so I seem to be learning.

Yukiko: I had to watch TV here for weeks before I started to catch on to the pronunciation. Everyone spoke so fast on TV that I didn't know what I was listening to.

Giovanni: I'm lucky. I have an American roommate. When I don't understand something, he usually fills me in¹. He knows how to explain things clearly.

Liu: TV is good for learning English because I can sometimes pick up on the meaning of words by watching the people's faces or their body movements.

Giovanni: I think listening to news is the best way to learn English because news people speak more slowly and clearly.

Yukiko: Unfortunately, the news doesn't give many details. It only scratches the surface². I think we should also be out talking to people instead of watching TV.

Giovanni: That's really hard. Yesterday, I was waiting in the line at the cafeteria. It seemed like an hour and I got angry. The guy behind me told me to "keep my shirt on." I had no idea what he meant. About 10 minutes later, the meaning dawned on³ me.

Yukiko: What does it mean?

Giovanni: "Be patient."

Luis: How did you figure that out?

Giovanni: From the situation. He wasn't angry. He was calm. Besides, I didn't think he was interested in my shirt!

Liu: That adds up⁴. You're very good at figuring out idioms, Giovanni.

Notes

- 1. fill me in 给我提供……信息
- 2. scratch the surface 浅尝辄止
- 3. dawn on 使开始明白, 使渐渐领悟
- 4. add up 合乎情理,有道理



Role-play-English Learning Problems

Directions: Create a short conversation with your partner based on the following roles. referring to the above "Useful Expressions" box.

Student A: You have one of the following problems in learning English and ask Student B for advice:

- 1. Having difficulty in remembering words;
- 2. Being shy to speak English in public;
- 3. Reading very slowly;
- 4. Having poor listening ability, or
- 5. Speaking English with an accent.

Student B: You give Student A some advice about how to improve his/her English.



Discussion—Exposure to a Language

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Directions: Discuss in pairs the importance of exposure to a language for language learning based on the following fact, and give suggestions on how to get more exposure as a foreign language learner.

By the time a child is six years old, he or she has been exposed to at least 21,900 hours of language (using a conservative estimate of 10 hours per day). To get that same exposure, an adult who spends two hours every weekday studying and attending foreign language classes would need over 42 YEARS.

Conversation

Being Bilingual—What an Advantage!

(Speaking more than one language is a challenge. Being bilingual or trilingual can be an advantage. It can lead to unexpected opportunities. Albert Duval, a reporter for a TV station, finds out what some multilingual people think.)

Duval: You speak two languages.

German Speaker: Yeah. I speak German and English. It was really tough at first when I started German in high school, but I always made friends with the German-speaking exchange students. Then I studied in Germany, twice: my junior year in high school and a semester in college.

Spanish Speaker: We're Puerto Rican. My parents were born here in Detroit. They speak English perfectly, but they were always working. My grandmother just about raised me, and she's from San Juan. So, I learned Spanish from her.

Duval: So how do your two languages help you?

German Speaker: I use both languages almost every day at work. I work for a company based in the States, but we do a lot of business with Europe and South America. Since I speak German and English, they've practically put me in charge of the whole European division. My goal is to be vice-president for the entire international division.

Spanish speaker: I've always really been into my culture, and I have a lot of Hispanic friends.

So, when I was in college, it seemed natural for me to study Spanish. Now, I've decided to start my own business translating legal documents. You'd be surprised how much need there is for that kind of thing.



Answering Questions

Directions: Read Conversation 3 above and answer the following questions.

- 1. How did the German speaker and the Spanish speaker learn foreign languages?
- 2. What are the advantages of being bilingual according to the German and Spanish speakers?



Discussion—The Benefits of Being Bilingual

Directions: Based on Conversation 3, have a discussion in groups on the benefits of being bilingual. After the discussion, one student from each group will present a list of the benefits to the whole class.

Monologue



My Experience of Learning English

Before I came to the United States, I had never spoken to an American in my life. I got that chance on my second day in this country, when my mother sent me to the corner grocery store to buy a newspaper. Although I hadn't learnt much vocabulary yet, I did know the English word "paper," which I pronounced as clearly as I could for the clerk behind the grocery counter. After saying "Excuse me? What was that? Sorry, I didn't quite get that," and some other phrases to show that he was having trouble understanding my English, the man finally went to a shelf and got me a can of black pepper. I was too embarrassed to tell him that he'd brought me the wrong thing, so I paid for the pepper and went home. Soon I learned to shop at the supermarket, where I could pick out exactly what I wanted.

My English quickly improved. Because I needed listening practice, I started to watch TV—first sports events, then quiz shows, soap operas, and finally comedies. I was particularly interested in repeats of shows I'd seen before, which were much easier for me to understand the second time, and in children's programs, which I understood better than shows for adults. Every day, I watched, listened to, and read about the same news in several forms—television, radio, and newspapers—sometimes I would find out about the events in my own language first.

Still, because I didn't have much confidence in my accent or grammar, I spoke very softly so that the listener wouldn't notice my mistakes. I suppose I had given the impression of being very quiet and shy, which were the qualities that my American boyfriend had been looking for in a woman. I wonder if he would have asked me out in the first place if he'd then known that I liked to talk all the time.

Now I have an excellent job in an office where I practice my language skills every day—answering the phone, typing letters, and talking to my coworkers. And I expect my English to improve even more quickly after next week, when my boyfriend and I will be getting married. Soon I'll be living everyday life in English—the language I hadn't even spoken until a few years ago.



A Short Speech

Directions: Deliver a two-minute speech on your experience of learning a foreign language. Try to include something interesting or memorable.

Extension

Discussion—Who Are Better Foreign Language Learners, Children or Adults?

Directions: Children are often idolized as being the perfect language learners. The following is a list of things that children do well when learning a language. Read the list and then discuss in groups what adults can learn from them in language learning.

1. Children talk a lot. Once they really do launch into words, it's often difficult to get them to shut up. They mimic what others say, they ask the same questions over and over, and they want to tell you all about everything they can.

- 2. Children don't worry about making lots of mistakes. Even five-year-olds are still making mistakes and using "non-standard" grammar. However, they never worry about making mistakes.
- 3. Children learn what they need. You don't see children pouring over dictionaries trying to download as many new words as they can into their heads.
- 4. Children don't have language goals. Children seem to be able to relax and learn at whatever pace they naturally slip into. If children do have goals, they are much more likely to be something like, "I want to play with those kids," or "I want to play that game." Their goals are focused on what they want to do. For them, language is just a tool, not a goal.

Supplementary Reading .

Language Learning Tips

Learning to communicate in another language may be challenging, but it is also a very rewarding and enriching experience. It is the best passport to discovering another culture. Here are a few tips we've put together to help you make the most of the experience.

Find out what kind of learner you are.

Ask yourself, do I learn something better when I see it written down? Do I only need to hear something a few times before I know it? Do I like to learn grammar rules by heart? Are there other strategies that work well for me? If you recognize your strengths, you can use them to work more effectively.

When learning a language, it is important to use a variety of strategies (using the book, listening to the recording, rehearsing dialogues, learning vocabulary, writing things down, listing verb forms, etc.) to practice the different skills of listening, speaking, reading and writing. Work out what your preferred learning style is and use it to your advantage.

Work at your own pace.

Make the most of the time you have available to study. As a general rule, don't try and do too much at once. You will often find you can learn more effectively if you study for half an hour or so at regular intervals, rather than try to do a whole unit in one sitting.

With the best will in the world, there will be times when you don't feel like studying. Try not to skip your session, though, and organize your work according to your mood. If you're tired, choose less demanding tasks such as repeating activities; if you lack concentration, read a foreign magazine article about a subject which really interests you.

Why not learn with someone else?

It helps if you can learn with someone else. If you can persuade a friend or family member to

