

Help Yourself to Advanced English
高级英语自学系列教程

Learning Strategies

A Guide to Success 2

成功指南2—学习技巧

顾曰国 主编

Gu Yueguo (chief editor)

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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(京)新登字 155 号

图书在版编目(CIP)数据

成功指南(2):学习技巧/顾曰国主编. —北京:外语教学与研究出版社,1997.8
“专升本”高级英语自学系列教程:试用本
ISBN 7-5600-1316-3

I. 成… II. 顾… III. 英语—电视大学—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(97)第 15330 号

成功指南(2)——学习技巧

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外语教学与研究出版社出版发行
(北京西三环北路 19 号 100089)

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

北京大学印刷厂印刷

开本 787×1092 1/16 5.625 印张

1997 年 7 月第 1 版

2000 年 7 月第 2 版 2002 年 7 月第 4 次印刷

印数: 22001—33000

* * *

ISBN 7-5600-1316-3

G·547

定价: 7.90 元

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)68917519

Help Yourself to Advanced English

高级英语自学系列教程

Help Yourself to Advanced English is a series specially designed for those self-study learners who want to upgrade their English from intermediate to advanced levels. It is thematically structured and five-skill integrated on activity/task basis. It consists of two modules: English Language Communication Module and Professional Training Module. Module 1 caters for general learners of English, and Module 2 provides up-to-date professional training for teachers of English.

English Language Communication Module:

A Guide to Success 1: Orientation

English in Daily Life

English at Leisure

English at Work

English in Current Affairs

A Guide to Success 2: Learning Strategies

English for Studying

Cross-cultural Communication

English in a Changing World

English Through Literature

Professional Training Module:

A Guide to Success 3: Professionalism

Language and Linguistics: A Workbook

English Language Teaching Methodology (1)

English Language Teaching Methodology (2)

Practical Project Design

Print materials are supplemented with both audio and video cassettes.

Distance Taught In-service Teacher Training BA (non-hons) Project Team
School of English Language Communication 应用英语学院
Beijing Foreign Studies University 北京外国语大学

Managing Board

Director: Gu Yueguo (M.A., Ph.D.)
Micro-project Co-ordinators: Janet Beddison (B.A., M.A.), Tony Ward (Ph.D.)
Macro-project Co-ordinator: Zhu Weifang (M.A.)
Group Leader: Wang Wei (B.A., M.A.)
Research Assistant: Tang Jinglan (B.A., M.A.)

Materials Development Team

Editorial Board

Editor: Gu Yueguo
Co-editors: Janet Beddison Tony Ward

Writing Team for the Second Semester (in alphabetic order)

Cao Wen (B.A., M.A.)	Tony Ward (B.A., M.A., Ph.D.)
Chen Guohua (B.A., M.A., Ph.D.)	Wang Jiaolan (B.A., M.A.)
Gu Yueguo (M.A., Ph.D.)	Wang Wei (B.A., M.A.)
Li Ming (B.A., M.A.)	Wu Zhan (B.A.)
Mary Willes (B.A., M.A., Ph.D.)	Yin Yinghua (B.A., M.A.)
Qu Yanping (M.A.)	Zhang Wen (B.A., M.A.)
Shen Yiwen (B.A., M.A.)	Zhu Weifang (M.A.)

Layout Design (in alphabetic order)

Gu Yueguo
Li Bing
Li Ming
Sun Bei
Wu Zhan
Xu Xin

The writing team wishes to express its uttermost gratitude to the Ministry of Education, the BC, Foreign Language Teaching and Research Press, and China Central Radio and Television University for their generous support of the project.

The Second Year Pack

Checklist

Materials Provided:

- ◇ *A Guide to Success 2: Learning Strategies*
- ◇ *English for Studying*
with 1 audio cassette
- ◇ *Cross-cultural Communication*
with 2 audio cassettes
- ◇ *English in a Changing World*
with 4 audio cassettes
- ◇ *English Through Literature*
with 1 audio cassette

Materials Students Should Provide Themselves:

- ◇ 2 assignment notebooks (standard A4 size recommended)
- ◇ 1 rough notebook
- ◇ 1 self-assessment record notebook
- ◇ 2 blank cassettes for speaking practice
- ◇ 1 tape recorder



How many weeks do I have to spend on this Guide?

2 weeks, and at least 10 study hours per week.



What can I do by the end of this book?



With our help you will be able to:

- ◇ know what the second year courses are
- ◇ know the general objectives of each course
- ◇ update your study plan
- ◇ answer the question of how good your English will be by the end of three years' study
- ◇ know and use self-management strategies
- ◇ know and use learning habit strategies
- ◇ know and use task-based strategies
- ◇ know and use strategies of learning through social activities



If I can do so many things, shall I earn any credit?

Yes, 1 credit, provided that you can indeed do so many things!



Contents

1. Introduction to the Second Year Courses	1
2. Updating Your Study Plan	6
3. 'How good will my English be ...?'	11
4. Learners and Learning Strategies —A Survey	17
5. Learning Strategies I: Self-management	22
6. Learning Strategies II: Learning Habits	32
7. Learning Strategies III: Task-based Strategies	49
8. Learning Strategies III: Task-based Strategies (continued)	
9. Learning Strategies IV: Learning Through Social Activities	72
Extra-curriculum Reading List	76

1

Introduction to the Second Year Courses

By the end of this section you will be able to know:

- ◇ how many courses you have for your second year study
- ◇ the general content of the courses
- ◇ the objectives of the courses
- ◇ the general design of the courses



Hi, I'm *Professor Guide*. We are old friends now, aren't we? Congratulations on your excellent performance in your first year, and welcome to the second year courses. I'm sure you'll do a better job this year than last.

I'm very grateful to you for the feedback many of you have given me on my performance in the first year. I have benefited a great deal from your comments. But I ask you for your forgiveness if I fail to give you the help you want. As you Chinese people have a saying that 众口难调 (it's difficult to cater for all tastes), I have found it extremely difficult to predict the sort of help each of you would expect from me. But I'll do my best, as I did last year, to give you as much help as I can.

1. The Second Year Courses: A Survey

In your first year study I have worked with you on four courses. Can you recall them? I'm sure you can. This year you also have four: *English for Studying*, *Cross-cultural Communication*, *English in a Changing World* and *English Through Literature*.

English for Studying

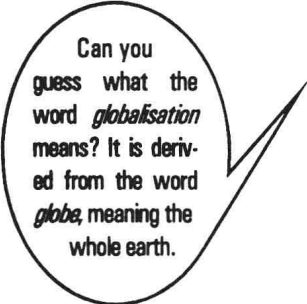
As you may be fully aware now, writing is an extremely important skill you should have. For it is a key medium through which you communicate with tutors and provide the university authorities with written evidence of your academic achievement. Although you have writing tasks in all your first year courses, they are random and far from being adequate. They can be regarded as warm-up exercises for this course, the chief objective of which is to offer you a systematic training in writing skills.

Cross-cultural Communication

I'm sure you'll agree with me that the whole business of learning English is to acquire competence and skills in communicating in English with English-speaking people. Without this objective of communication there seems to be little point in learning a foreign language. This course introduces to you some fundamental concepts concerning the triple relations among communication, culture and language, offers you some basic training in handling delicate issues in cross-cultural communication, and enhances your awareness of potential pitfalls that you may have in your future contact with the outside world.

English in a Changing World

Any language, English or Chinese, was born with man, grows with man and will die with man. In other words language evolves as man and society progress. This course will show you the social and cultural dynamics that enable English to live up with the demands of the ever-changing world.



Can you guess what the word *globalisation* means? It is derived from the word *globe*, meaning the whole earth.

Recently people start talking a lot about what is called '*the globalisation of English*'. That is, English has become the language of the world. This course will also show you some of the global varieties of English, such as American English, Australian English, Canadian English, i.e. the *Englishes* of native-speaking countries. The *Englishes* of the formal British colonies such as India and Hong Kong are also touched upon.

English Through Literature

Literature is an artistic use of language. In a sense it has no practical application, i.e. under normal circumstances, you are not expected to speak like a poet or write a piece of literary work such as a prose, novel or poem. However, it has cultural and aesthetic values. Through it you can enrich your knowledge of English culture. Here I must remind you that this course is not a course on literature. No one can adequately introduce to you English literature within such a short space of 8 units. The objective of this course is to enhance your awareness of some unique qualities of a good piece of literature, and to help you develop some critical techniques in your future reading for pleasure.

2. Objectives of the Second Year Courses

I have given you a brief description of each course. Now it is your turn to show me the course aims or objectives.

Read the following descriptions carefully and sort the descriptions out by writing 'ES' (=English for Studying), 'CC' (=Cross-cultural Communication), 'ECW' (=English in a Changing World) or 'EL' (=English Through Literature) in the brackets provided. The first one has been done for you as an example.

1. having confidence and interest in reading literature (EL)
2. appreciating the fact that English changes as the world progresses ()
3. furthering your learning of English through literary appreciation ()
4. being aware of the effects of gestures and other forms of body language on language communication ()
5. communicating effectively through writing ()
6. being acquainted with a variety of literary texts (different in style, genre, subject matter, and cultural background, as well as in theme) ()
7. anticipating and avoid misunderstandings stemming from different cultural expectations ()
8. being aware of regional varieties of English ()
9. applying some of the basic concepts and procedures of stylistic analysis which are useful both in academic studies and for personal growth ()

10. presenting academic writing such as essays and project reports in an appropriate format ()
11. appreciating literary texts by making use of linguistic knowledge ()
12. having a better understanding of what cross-cultural communication is and feeling more confident than before in conducting such communication ()
13. communicating more effectively as the result of a better understanding of other cultures ()
14. adopting a more liberal attitude towards cultural adaptation and tolerance ()
15. reading for pleasure ()
16. writing narrative, descriptive, expository, and argumentative passages with the appropriate degree of formality and tone ()
17. being aware of the fact that English has become an international language ()
18. being efficient and effective in informal writing such as note-taking, outlining, summarising, writing memoes, and commenting ()
19. being aware of the social and cultural dynamics that make English change and at the same time remain stable ()



2.ECW	3.EL	4.CC	5.ES	6.EL	7.CC
8.ECW	9.EL	10.ES	11.EL	12.CC	13.CC
14.CC	15.EL	16.ES	17.ECW	18.ES	19.ECW

3. General Design of the Second Year Courses

You may recall that the four courses of your first year study were designed with the primary goal of enhancing your language skills with cultural awareness education as secondary. This year you will have more cultural input, although language skills enhancement remains the chief objective. Table 1 gives you a quick summary of the percentage of cultural input and language skills in the four courses.

Table 1

Courses	Five Skills	Cultural Input
<i>English for Studying</i>	80%	20%
<i>Cross-cultural Communication</i>	60%	40%
<i>English in a Changing World</i>	40%	60%
<i>English Through Literature</i>	60%	40%

Table 2 shows you the emphasis the five skills are given in each course.

Table 2

	Listening	Speaking	Reading	Writing	Translating/ interpreting
<i>English for Studying</i>	*	*	**	*****	*
<i>Cross-cultural Communication</i>	**	***	**	**	**
<i>English in a Changing World</i>	**	**	*****	**	*
<i>English Through Literature</i>	*	*	*****	***	**

Prof. Guide: Hi, my friends. Any questions so far?

Xiao Li: Yes, Professor. I notice that the numbers of stars in Table 2 vary from course to course, and from skill to skill. Does that mean that the more stars a skill gets in a course, the more important it is?

Prof. Guide: Precisely. Examination papers are also set according to the number of stars. So the more stars it has, the harder you should work on it.

Xiao Li: Thanks, Professor.

Prof. Guide: Just give me a call if you have more questions.

2

Updating Your Study Plan

By the end of this section you will be able to:

- ◇ tell the functions a good planner has in your study
- ◇ draw an academic year planner
- ◇ draw a daily planner

Now you know the aims and objectives of your second year courses. The next thing you should do without delay is to update your study plan. You may recall that in *A Guide to Success 1: Orientation*, we drew an academic year planner, as well as a daily planner. Have you found them helpful? In my experience, I cannot live an orderly life without a good planner. To me a good planner has five functions.

Tick those which you share with me. Tell me any other functions that are not listed.

- ◇ helping me manage my time more efficiently and effectively
- ◇ giving me a sense of direction
- ◇ relieving my memory of memorising too many details
- ◇ giving my life orderliness
- ◇ giving me a sense of achievement whenever I look back

As I did last year, I have drawn two planners for your reference:

- ◇ Academic Year Planner
Autumn Semester (on Page 7)
Spring Semester (on Page 8)
- ◇ A Weekly Planner (on Page 9)

Academic Year Planner

Autumn Semester

Course	Credit	Study Week	Calendar Date	Unit	Designated Hours p.w.	Tutorial	Total Hours
<i>2: Learning Strategies</i>	1	1 2			10		
<i>English for Studying</i>	4.5	3 4 5 6 7 8 9 10		U1 U2 U3 U4 U5 U6 U7 U8	10-12		
Course Examination							
<i>Cross-cultural Communication</i>	4.5	11 12 13 14 15 16 17 18		U1 U2 U3 U4 U5 U6 U7 U8	10-12		
Course							
Total							

Professor Guide observes

Chinese culture urges people not to waste any time, because *yi cun guangyin yi cun jin* (一寸光阴一寸金). Hebrew culture urges its subjects to spend time properly. To quote Hebrew Bible: To everything there is a season, and a time to every purpose under the heaven: a time to be born and a time to die; a time to plant, and a time to pluck up that which is planted; a time to kill, and a time to heal; a time to break down, and a time to build up; a time to weep, and a time to laugh; a time to mourn and a time to dance; a time to cast away stones, and a time to gather stones together; a time to embrace, and a time to refrain from embracing; a time to get, and a time to lose; a time to keep, and a time to cast away; a time to rend, and a time to sew; a time to keep silence, and a time to speak; a time to love, and a time to hate; a time of war, and a time of peace.

Spring Semester

Course	Credit	Study Week	Calendar Date	Unit	Designed Hours p. w.	Tutorial	Total Hours
<i>English in a Changing World</i>	4.5	1		U1	10-12		
		2		U2			
		3		U3			
		4		U4			
		5		U5			
		6		U6			
		7		U7			
		8		U8			
Course							
<i>English Through Literature</i>	4.5	9		U1	10-12		
		10		U2			
		11		U3			
		12		U4			
		13		U5			
		14		U6			
		15		U7			
		16		U8			
Course							
Total							

Professor Guide observes

I often hear my students say: 'Professor, I'm always running out of time for my assignments.' Here I want to show you the view held by C. Northcote Parkinson (1909–1993), British historian and political scientist. To quote:

Work expands so as to fill the time available for its completion. General recognition of this fact is shown in the proverbial phrase 'It is the busiest man who has time to spare'.

If I understand him correctly, according to him, the crux of the matter is not shortage of time, but shortage of work. The more you work, the more you achieve, and the more time you'll find yourself able to spare. **Do you agree? Why not organise a debate on it in your tutorial?**

A Weekly Planner

Monday

6.30 get up
7.00 - 7.30 breakfast
8.00 -12.00
12.00 - 2.00 lunch break
2.00 - 6.00
6.00 - 7.30 dinner
7.30 -10.00
10.30 bed time

An hour a day on distance learning

Thursday

6.30 get up
7.00 - 7.30 breakfast
8.00 -12.00
12.00 - 2.00 lunch break
2.00 - 6.00
6.00 - 7.30 dinner
7.30 -10.00
10.30 bed time

An hour a day on distance learning

Tuesday

6.30 get up
7.00 - 7.30 breakfast
8.00 -12.00
12.00 - 2.00 lunch break
2.00 - 6.00
6.00 - 7.30 dinner
7.30 -10.00
10.30 bed time

An hour a day on distance learning

Friday

6.30 get up
7.00 - 7.30 breakfast
8.00 -12.00
12.00 - 2.00 lunch break
2.00 - 6.00
6.00 - 7.30 dinner
7.30 -10.00
10.30 bed time

An hour a day on distance learning

Wednesday

6.30 get up
7.00 - 7.30 breakfast
8.00 -12.00
12.00 - 2.00 lunch break
2.00 - 6.00
6.00 - 7.30 dinner
7.30 -10.00
10.30 bed time

An hour a day on distance learning

Saturday

6.30 get up
7.00 - 7.30 breakfast
8.00 -12.00
12.00 - 2.00 lunch break
2.00 - 6.00
6.00 - 7.30 dinner
7.30 -10.00
10.30 bed time

A distance learning day!!!

Sunday

6.30 get up
7.00 - 7.30 breakfast
8.00 -12.00
12.00 - 2.00 lunch break
2.00 - 6.00
6.00 - 7.30 dinner
7.30 -10.00
10.30 bed time

Half a day on distance learning

