

顾曰国 主编  
Gu Yueguo

Prepared for China Central  
Radio & Television University

# English in Daily Life

中央广播电视大学“专升本”指定教材

## 高级日常英语

Help Yourself to a  
BA Course Series

“专升本”高级英语自学系列教程

(2)

外语教学与研究出版社

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# *English in Daily Life*

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**Distance Taught In-Service Teacher Training BA (non-hons) Project Team**

**School of English Language Communication  
Beijing Foreign Studies University**

*Managing Board*

**Director:** GU, Yueguo (M.A., Ph.D.)

**Micro-Project Coordinator:** Janet BEDDISON (B.A., M.A.)

**Macro-Project Coordinator:** ZHU, Weifang (M.A.)

**Macro-Project Research Assistant:** YIN, Yinghua (M.A.)

**Group leader:** WANG, Wei (B.A., M.A.)

**Research Assistants:** YONG, Zhongjun (B.A.), TANG, Jinglan (B.A., M.A.)

**BC/ODA Consultants:** David GRADDOL, Garry MOTTERAM

**Materials Development Team**

*Editorial Board*

**Editor:** GU, Yueguo

**Co-editor:** Janet BEDDISON

*Writing Team for the First Semester (in alphabetic order)*

BEDDISON, Janet (B.A., M.A.)

CAO, Wen (B.A., M.A.)

GU, Yueguo (M.A., Ph.D.)

HUANG, Yuanqing (B.A., Pgr Dip.)

QU, Yanping (M.A.)

SHEN, Yiwen (B.A., M.A.)

WANG, Wei (B.A., M.A.)

WU, Jiyun (B.A., M.A.)

XU, Xin (B.A., M.A.)

YU, Aiju (B.A., Pgr Dip)

ZHANG, Wen (B.A., M.A.)

ZHANG, Wei (B.A.)

ZHU, Meiping (M.A.)

*Layout Design (in alphabetic order)*

GU, Yueguo

LI, Ming (B.A., M.A.)

WU, Zhan (B.A.)

*Glossary (in alphabetic order)*

GU, Yueguo

TANG, Jinglan

WANG, Jiaolan (B.A., M.A.)

WU, Zhan

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# The First Year Pack

## Checklist

### Materials Provided:

trial version available for Autumn Semester

- ◆ A Guide to Success 1
- ◆ English in Daily Life  
with audio cassettes:
- ◆ English at Leisure  
with audio cassettes:

trial version available for Spring Semester

- ◆ English at Work  
with audio cassettes:
- ◆ English in Current Affairs  
with audio cassettes:

### 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



*What's this book?*

It's part of *Help Yourself to a BA Course* series. It's your first course in your first year study.



*What's it about?*

*It aims to introduce you to the basic language skills necessary for daily life contexts. The focus is predominantly on the listening and speaking skills required in informal situations, like chatting with friends, family members and neighbours. There are also short reading and listening activities. They are designed to reinforce your listening and speaking skills.*



*How long does it take to finish this course?*

Eight weeks. You must work very hard, though.



*If I have to work so hard, do I earn any credits at the end?*

Yes. Your hard work will be richly rewarded. You'll earn 4.5 credits !!!





English in Daily Life



Units	Topics	Activities	Functions
1	The Family	8	<ul style="list-style-type: none"> <li>*introducing self/others</li> <li>*describing people</li> <li>*asking about people</li> <li>*chatting</li> <li>*greeting</li> <li>*leave-taking</li> <li>*checking spelling (of names)</li> </ul>
2	The Home	8	<ul style="list-style-type: none"> <li>*giving instructions</li> <li>*describing things</li> <li>*writing messages</li> </ul>
3	Daily Routines	7	<ul style="list-style-type: none"> <li>*describing household routines</li> <li>*comparing routines/customs</li> <li>*expressing preferences</li> <li>*complaining ('grumbling')</li> <li>*planning finances</li> <li>*giving/responding to orders</li> </ul>
4	Getting Around	6	<ul style="list-style-type: none"> <li>*asking for/giving information</li> <li>*completing forms</li> <li>*exchanging 'gossip'</li> <li>*extracting inf. from ads.</li> <li>*greetings</li> <li>*describing facilities</li> </ul>



# Contents

Language Points	Performance Objectives	Page
<ul style="list-style-type: none"> <li>*terms of address</li> <li>*present simple (esp. <u>be</u>, <u>have</u>)</li> </ul>	<ul style="list-style-type: none"> <li>*open an informal conversation</li> <li>*close an informal conversation</li> <li>*introduce themselves in informal contexts</li> <li>*introduce others in informal contexts</li> <li>*talk/ask about family relationships</li> <li>*describe/ask about family members' appearance</li> <li>*describe/ask about family members' character</li> <li>*engage in small talk at mealtimes</li> <li>*write a personal letter</li> </ul>	1-42
<ul style="list-style-type: none"> <li>*imperatives(pos., neg.)</li> <li>*present simple</li> <li>*should</li> <li>*for + NP</li> </ul>	<ul style="list-style-type: none"> <li>*talk/ask about homes/gardens</li> <li>*instruct how to use basic household appliances</li> <li>*describe/ask about household items</li> <li>*extract inf. from advertisements</li> <li>*state household 'rules'</li> <li>*leave written messages</li> </ul>	43-80
<ul style="list-style-type: none"> <li>*present simple</li> <li>*comparative adjectives</li> <li>*pres. cont. +always</li> <li>*future simple</li> <li>*adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>*talk/ask about routines/customs</li> <li>*compare cultural patterns /meal times etc.</li> <li>*talk/ask about preferences</li> <li>*talk/ask about finances/bills</li> <li>*give/respond to orders</li> </ul>	81-116
<ul style="list-style-type: none"> <li>*imperatives</li> <li>*present simple</li> <li>*adverbials of place</li> <li>*comparative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>*ask for/give directions</li> <li>*ask for/give transport inf.</li> <li>*follow street maps</li> <li>*read/explain timetables</li> <li>*describe landmarks</li> <li>*talk/ask about transport</li> <li>*attract a stranger's attention</li> <li>*express thanks</li> </ul>	117-159





Units	Topics	Activities	Functions
5	Local Community	7	<ul style="list-style-type: none"> <li>*greetings</li> <li>*requesting/giving help</li> <li>*describing facilities</li> <li>*describing needs</li> <li>*attracting attention</li> </ul>
6	Life and Relationships	7	<ul style="list-style-type: none"> <li>*expressing curiosity</li> <li>*expressing emotion (surprise, confusion, interest)</li> <li>*expressing hopes/expectations</li> <li>*narrating personal 'love story'</li> <li>*narrating a significant event</li> <li>*consoling</li> </ul>
7	Health	5	<ul style="list-style-type: none"> <li>*describing symptoms</li> <li>*expressing sympathy</li> <li>*expressing worry/concern</li> <li>*asking for/giving advice</li> <li>*following written instructions</li> <li>*reporting doctor's comments</li> </ul>
8	People		<ul style="list-style-type: none"> <li>*describing/asking about childhood</li> <li>*reminiscing</li> <li>*expressing regret</li> <li>*stating ambitions/hopes</li> <li>*expressing certainty and uncertainty</li> <li>*comparing roles</li> <li>*giving/responding to advice</li> </ul>



# Contents

Language Points	Performance Objectives	Page
<ul style="list-style-type: none"> <li>*present simple</li> <li>*present perfect</li> <li>*adverbials of purpose</li> </ul>	<ul style="list-style-type: none"> <li>*ask for/give inf. about local facilities</li> <li>*complete forms</li> <li>*read/respond to housing ads.</li> <li>*open a bank account</li> <li>*send letters/parcels</li> <li>*engage in small talk with neighbours</li> </ul>	161- 199
<ul style="list-style-type: none"> <li>*past simple</li> <li>*that's/that sounds + adj.</li> <li>*wish + past perfect</li> <li>*hope/would like to</li> <li>*2nd conditional</li> </ul>	<ul style="list-style-type: none"> <li>*ask/talk about relationship-history: courtship, engagement, marriage etc.</li> <li>*describe a significant past event</li> <li>*ask/ talk about the future</li> <li>*respond to personal information shared</li> <li>*ask 'delicate' questions</li> </ul>	201- 236
<ul style="list-style-type: none"> <li>*have/feel</li> <li>*simple reported speech</li> <li>*wish +past perfect</li> <li>*had better</li> <li>*should</li> <li>*2nd condit. (if I were you...)</li> </ul>	<ul style="list-style-type: none"> <li>*ask/talk about common ailments (informal)</li> <li>*ask for/give advice about remedies</li> <li>*describe symptoms etc. (formal)</li> <li>*discuss keeping healthy</li> <li>*express worry/concern about health</li> <li>*express sympathy</li> </ul>	237- 272
<ul style="list-style-type: none"> <li>*used to/would (past habit)</li> <li>*past simple</li> <li>*past continuous</li> <li>*hope/would like to</li> <li>*going to</li> <li>*1st conditional</li> <li>*ought to</li> <li>*while/whereas in comparison</li> <li>*3rd conditional</li> </ul>	<ul style="list-style-type: none"> <li>*talk/ask about childhood</li> <li>*talk/ask about the future</li> <li>*describe roles of parents, men/women</li> <li>*compare men/women</li> <li>*discuss the problems of the old</li> <li>*talk/ask about the generation gap</li> </ul>	273- 313

# Unit 1 The Family



**ENGLISH IN DAILY LIFE**

## Guide to Unit 1

### The Family



#### Activity One : Informal Introductions

- Task 1 Identify People by Name and Relation
- Task 2 Complete Greeting Formulas
- Task 3 Extract More Information

Feedback  
Feedback

#### Activity Two: More Introductions: From Informal to Formal

- Task 1 Identify Contexts
- Task 2 Make Notes while Listening
- Task 3 Greet Appropriately

Feedback  
Feedback  
Feedback

#### Activity Three: Garments in American and British English

- Task 1 Review Clothing Vocabulary
- Task 2 Tell "Trousers" from "Pants"
- Task 3 Compare American and British English

Feedback  
Feedback  
Feedback

#### Activity Four: Patterns, Designs and Styles

- Task 1 Recognize Patterns and Designs
- Task 2 Recognize Hair Styles

Feedback  
Feedback

#### Activity Five: People in a Photo

- Task 1 Describe People's Clothes
- Task 2 Describe Position and Appearance
- Task 3 Identify People

Feedback

\*\*\*\* \*Task 4 Read Information from a Sketch

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## Guide to Unit 1

### The Family



Task 5	Complete Summaries	Feedback
Task 6	Write Simple Descriptions	
Task 7	Use the Present Continuous Tense	Feedback
Task 8	Supply Missing Words	Feedback

#### Activity Six: Relationships

Task 1	Warm up	Feedback
Task 2	Catch Morning Activities	Feedback
Task 3	Work out Relationship Terms	Feedback
Task 4	Cope with More Relationship Terms	Feedback
Task 5	Get More from Your Tape	Feedback
Task 6	Describe Personality and Attitudes	Feedback
Task 7	Keep Conversation Going by Inviting an Answer	
Task 8	Use "Tags" to Invite an Answer	Feedback

#### Activity Seven: Good Old Days

Task 1	Describe Your Own Personality	Feedback
Task 2	Take a Quick Scan	Feedback
Task 3	Check Your Reading Comprehension	Feedback
Task 4	Analyse Opinion Statements	Feedback

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## Guide to Unit 1

### The Family



Task 5	Tell "Positive" from "Negative"	Feedback
Task 6	Find Opposite Words	Feedback
Task 7	Use "Still" in Your Experience Descriptions	Feedback

\*\*\*\*\* Activity Eight: Review and Reinforcement

### Appendix: Tapescripts

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\*\*\*\*\* *Five-starred items are bonus activities. They are optional. Those who have time and find them not so difficult are welcome to do them. Extra work always pays in the end!*

## Unit One

### The Family

At the end of this unit, you should be able to:

- ◇ introduce yourself in informal contexts
- ◇ introduce others in informal contexts
- ◇ talk about family relationships
- ◇ make conversation
- ◇ describe appearances
- ◇ describe personality
- ◇ write/talk about yourself



#### Warm-up

Greetings are important in all cultures, aren't they? We greet people we already know very well and sometimes we greet people we are meeting for the first time and people we are being introduced to. On some occasions we have to introduce ourselves. In fact, I should introduce myself to you now:

Hello. Let me introduce myself. My name's Yuan Qing. I'm one of the teachers of Course One, *English in Daily Life*. I work at Beijing Foreign Studies University.

I can't hear or see you, of course, but I wonder how you would reply to me if we were meeting face to face. Try to answer me now. Go on, say four or five words! Say them aloud. Practice is very important.



And, now that you have replied to me, introduce yourself. I'm sure this is simple revision for you so we do not need to discuss your answers. You will, though, hear some other introductions - and replies - on your cassette in a moment.

As well as being familiar with introductions in English, you probably know some common English greetings. Some common Chinese greetings could be translated as follows:

"Lao Wang, where are you going?"

"Have you had breakfast?"

"Have you bought some vegetables?"

Native speakers of English would probably be quite surprised if you tried to greet them with such questions. How would you greet them? In the space below, write down three or four very common greetings in English. Again, we do not need to discuss your answers now. You can check them after you have done Activity Two.

## Activity 1

### Informal Introductions

You should now have your listening cassette ready in your machine. You are going to listen to Dialogue 1 and do some tasks. Sara Black, an American woman, has just arrived home with a new friend and is introducing her.



#### Task 1 Identify People by Name and Relation



Listen to the dialogue and complete the table below. In the first column, put a tick beside the names of all the people who are mentioned and a cross beside the names that are not mentioned. In the second column, for each person whose name you have ticked, write his/her relationship to Sara. The first one has been done for you as an example.



Tick the names of the people who are mentioned and state their relationship to Sara.

name of person	mentioned ( ) not mentioned (X)	relationship to Sara
Richard		<i>her husband</i>
Li Ting		
Zhong Wei Tao		
Val		
Helen		
Sam		
Tom		

#### Task 2 Complete Greeting Formulas



Now listen again to the cassette. This time, pay careful attention to the words the speakers use and fill in the blanks below. The speaker's name is in brackets at the beginning of each one.

Listen to the dialogue and fill in the missing words.

- (Sara) ... Li Ting. this is Val, Valerie Edmunds, a very good friend of mine.
- (Val) \_\_\_\_\_, Li Ting. \_\_\_\_\_ to meet you.
- (Li Ting) \_\_\_\_\_, er, Val. \_\_\_\_\_ to meet you.
- (Sara) And \_\_\_\_\_ Richard, my husband.
- (Richard) \_\_\_\_\_, Li Ting. \_\_\_\_\_ to the neighbourhood.
- (Li Ting) \_\_\_\_\_, Richard. \_\_\_\_\_ to meet you.





Sara introduces Li Ting to four people: her husband, Richard, her close friend, Val and her sons Tom and Sam. Did you tick the correct names in column 1 of the table? And did you write down the correct relationships to Sara? I hope so. This task was quite easy, wasn't it?

Task 2 wasn't difficult either, was it? In this task we are mainly drawing your attention to how easy it is to introduce someone. You simply say "This is...(person's name)". You may add, after the person's name, some more background information such as the person's relationship to you (e.g. "my close friend", "my husband" etc.) or where the person comes from (e.g. "all the way from China").

We also asked you to write down the following responses:

(Val) I'm glad to meet you

(Li Ting) Pleased to meet you.

(Li Ting) It's good to meet you.

All these responses are very common. You can choose which one to use. Richard used the alternative: "Welcome to the neighbourhood". This is also a useful response to a visitor. You can say: "Welcome to China", "Welcome to Beijing" or "Welcome to our school" - whichever is appropriate. Please notice that it is NOT appropriate, in this context, to say "You are welcome to...".

The other words which you used to fill in the blanks were the simple, common greetings "Hi" and "Hello".

### Task 3 Extract More Information

Now, let's consider some other aspects of that short conversation on the cassette. Circle the letter of the best answer among the possibilities given below. You may listen again to the cassette if you think you need to.



Circle the best answer.

1. The context of the conversation is:
  - a. extremely formal
  - b. formal
  - c. informal
  - d. very informal
2. The name Val:
  - a. is the short form of a first name
  - b. is the full form of a first name
  - c. is the short form of a family name
  - d. is the full form of a family name
3. Sara's children call Val:
  - a. Val
  - b. Valerie
  - c. Mrs. Val
  - d. Mrs. Edmunds
4. Tom and Sam are:
  - a. friends who look alike