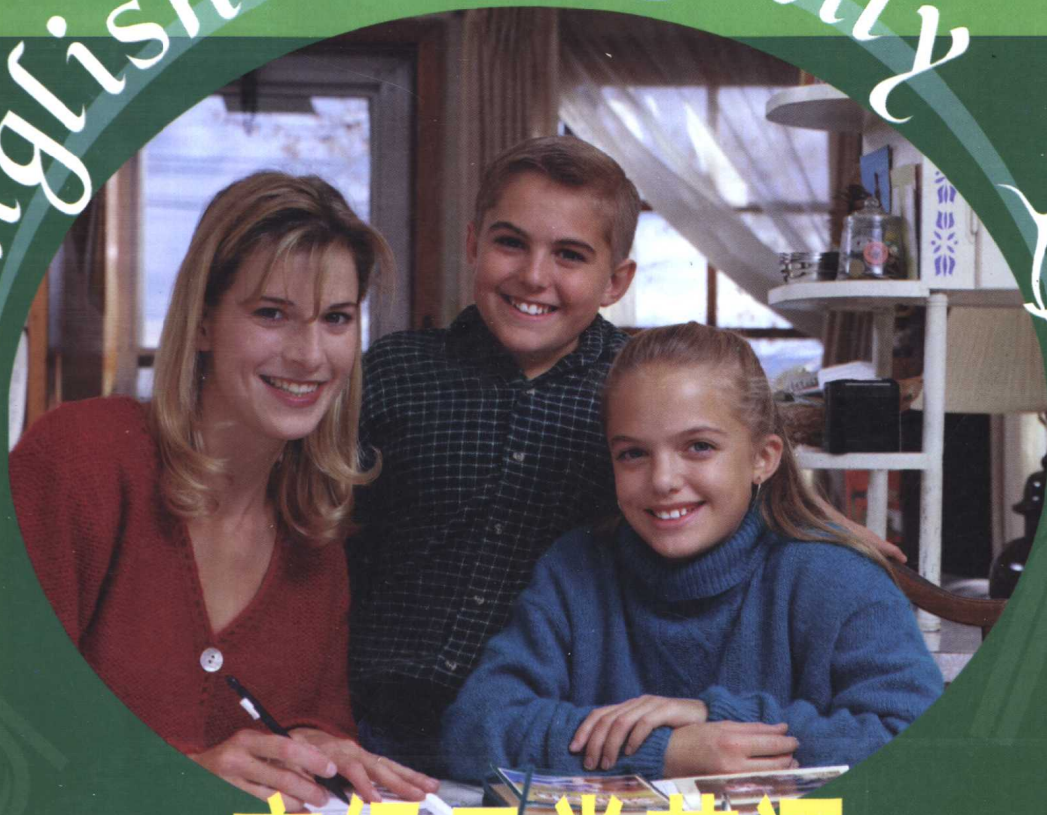


Help Yourself to Advanced English

高级英语自学系列教程

English in Daily Life



高级日常英语

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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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
Beijing Foreign Studies University**

应用英语学院
北京外国语大学

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.)

Group Leader: Wang Wei (B.A., M.A.)

Macro-Project Research Assistant: Yin Yinghua (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)

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

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

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

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

Huang Yuanqing (B.A., Pgr Dip)

Yu Aiju (B.A., Pgr Dip)

Janet Beddison

Zhang Wei (B.A.)

Qu Yanping (M.A.)

Zhang Wen (B.A.)

Shen Yiwen (B.A., M.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)

Duan Jiaqian

Gu Yueguo

Tang Jinglan

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

Wu Zhan

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What's this book?

It's part of *Help Yourself to Advanced English*. 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 !!!

How to Study This Course

Hello, I'm Professor Guide. We are friends now, aren't we? I'd like to say a couple of things about how to study this course. I hope they will be of some help to you.

Resources checklist

First thing first. Let's make sure that you have everything you need.

The materials you should have

Have you got them?

There is **an audio cassette** accompanying the book. It is for listening tasks. And all the listening tasks are integrated with the other tasks of the book. It is therefore absolutely essential that you have it.

For each unit there is **a supplementary listening material**. It is included in the Appendix 1. This extra listening material is also recorded, and is to be found in the supplementary listening cassette. If you feel that your listening competence needs some more training, you are advised to listen to this supplementary material.

There are also **some video programmes** accompanying the book. They show some authentic clips of the daily life lived by British and American people. You are not expected to buy them, of course, but you should watch them in the tutorial centre.

You should have **a cassette recorder**. It is useful for self-recording.

You should have at least **one notebook**.

You have the resources now. They will remain wasted if you fail to use them wisely.

Daily Life of British and American People

As indicated by the course title, *English in Daily Life* is intended to get you involved in the daily life of British and American people. There are altogether 8 aspects of their daily life that are highlighted, namely *the family, the home, daily routines, getting around, local community, life and relationships, health and people*. These aspects of life

are filled with activities such as meeting with friends, commuting to work, talking to a doctor, getting to know neighbours, taking care of children, and of course many others. These activities are all carried out through language, viz. English. Such a variety of English is informal and colloquial. The best way to learn to use it is to take active part in the activities British and American people do themselves. There are altogether 55 activities in the course, and you are expected to do most, if not all, of them.

As we all know, it may take a couple of hours to finish a daily life activity. It is unrealistic to expect you to have this long stretch of study time without interruption. In order to facilitate your study, we have broken activities into smaller tasks, each of which you can finish within a short period of time (varying from 5 to 20 minutes).

Do you know how many tasks there are in the whole course? There are 262 tasks, plus 8 warm-ups and 8 supplementary tasks. If you want to do them all, you have to finish a total of 278 within 8 weeks' time.

Now let's do a simple calculation. Suppose that you spend 10 hours a week on the course. So you have 80 hours which are equal to 4800 minutes, to be divided by 278 tasks. It takes an average of 17.27 minutes to finish a task.

We can do another simple calculation. You have 56 days to finish 278 tasks. In average you have to finish 4.96 tasks a day. Since it takes 17.27 minutes to finish a task, you need 85.66 minutes, which are less than an hour and a half a day.

Now can you spare 85.66 minutes a day? Don't tell me that you cannot. But let's take no chances. Let's plan our study carefully.

An 8-week planner

(if you have already done so during your study of *A Guide to Success 1: Orientation*, skip this)

I know you are very busy, like everybody else. It is essential that you prioritize your time very well. **It takes 8 weeks to finish this course.** The first step, therefore, is to draw an 8-week planner. Your planner may look like this:

English in Daily Life

Course	Study week	Calendar Week	Tasks	Tutorial	Hours p.w.
English in Daily Life	3 4 5 6 7 8 9 10	20/09/99 — 27/09/99	U1 U2 U3 U4 U5 U6 U7 U8	Sat, 26th	10 — 12
Semester Exam					

A weekly planner

(if you have already done so during your study of *A Guide to Success 1: Orientation*, skip this)

The next thing you should do is to draw a weekly planner. Your planner may look like this.

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

English in Daily Life

The two planners are effective means for self-discipline and self-management.

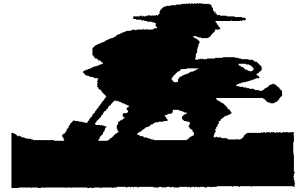
Emphasis on skills in using English, and listening and speaking in particular

The 278 tasks are not only daily life tasks, but also language learning tasks. Some are listening ones, some speaking ones, others reading ones, and so on. As you know now very well, the five skills you are familiar with are all integrated into one another in the series. In each unit you are expected to meet all of them. They do not carry the same weight, though. The emphasis of this course is on listening and speaking. In other words, you will do more listening and speaking tasks than the other kinds.

Finally, this course is designed to enhance your skills in using English rather than to increase your knowledge about English. ***The Principle of Learning by Doing*** should be strictly observed.

As for how to enhance listening and speaking skills, you are advised to consult the relevant sections in *A Guide to Success 1: Orientation* and *A Guide to Success 2: Learning Strategies*.

Map of the Book



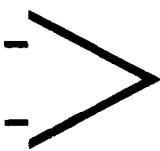
Units	Topics	Activities	Functions
1	The Family	8	<ul style="list-style-type: none">*introducing self/others*describing people*asking about people*chatting*greeting*leave-taking*checking spelling (of names)
2	The Home	8	<ul style="list-style-type: none">*giving instructions*describing things*writing messages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





Map of the Book

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



Map of the Book



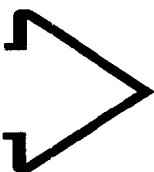
Units	Topics	Activities	Functions
5	Local Community	7	<ul style="list-style-type: none"> *greetings *requesting/giving help *describing facilities *describing needs *attracting attention
6	Life and Relationships	7	<ul style="list-style-type: none"> *expressing curiosity *expressing emotion (surprise,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





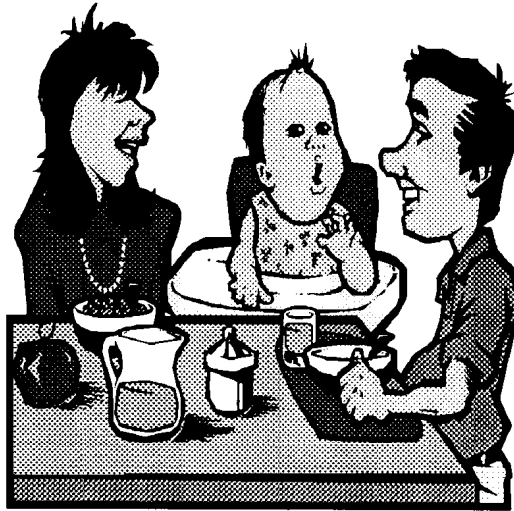
Map of the Book

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



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Unit 1

The Family