

Help Yourself to Advanced English

高级英语自学系列教程

English at Leisure



高级休闲英语

顾曰国 主编

Gu Yueguo (chief editor)

外语教学与研究出版社

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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.

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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-ordinator: Janet Beddison (B.A., M.A.)
Macro-project Co-ordinator: 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)

Janet Beddison (B.A., M.A.)
Cao Wen (B.A., M.A.)
Gu Yueguo (M.A., Ph.D.)
Huang Yuanqing (B.A., Ph. D.)
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., Ph. D.)
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

Zhao Bin

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The First Year Pack

Checklist

Materials Provided:

version available for Autumn Semester

- ◇ *A Guide to Success 1*
- ◇ *English in Daily Life*
with an audio cassette
- ◇ *English at Leisure*
with two audio cassettes

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
- ◇ a cassette recorder

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What's this book?

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

What's it about?

Like *English in Daily Life*, it has its primary focus on speaking and listening skills in informal contexts. Longer reading texts are, however, introduced and you're required to undertake more demanding writing tasks. At the end of this course, you should be able to participate in conversations and short discussions about various aspects of leisure activities. We have also selected the topics that will enable you to acquire the language and vocabulary necessary for interaction about extremely popular leisure activities, such as watching TV, home improvement, etc.

How long does it take to finish this course?

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

Eight weeks. You must work very hard, though.

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

How to Study This Course

Hello, my friend. Congratulations on your successful completion of *English at Leisure*!

Are you ready to start with this course? As I did with the previous one, I'd like to say a couple of things about how to use it. I hope they will be of some help to you.

Resources Checklist

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

The Materials You Should Have

Have You Got Them?

- There are **two audio cassettes** 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 them.
- For each unit there is a **supplementary listening material**. It is included in the Appendix. 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 supplement.
- There are also **some video programmes** accompanying the book. They show some authentic clips of the leisure 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.

Leisure Life of British and American People

All work and no play makes Jack a dull boy! No one can work all the time. Everyone needs some leisure time. How do British and American people spend their leisure time?

English at Leisure

What sort of English is it being used? Is it the same sort of English as that found in *English at Leisure*?

It is not the objective of *English at Leisure* to provide you with the answers to all the questions above. However, its objective is to give you a taste of the way the leisure time is spent. The English being used tends to be even more informal than that you met in *English at Leisure*. As a way of practice, you will be invited, from time to time, to talk about your own leisure life.

The coursebook consists of 8 units covering such leisure activities as shopping, celebrating, gathering, eating and drinking, home improving, entertaining at home, travelling, sporting, going to the cinema, and attending a concert. When people are engaged in such activities, they do them in a relaxed manner, and they talk to one another in a relaxed manner, too. They pay more attention to the leisure they get from the activities than to the way they talk. As a result their talk is quite informal, and some words or expressions used are not even ready for a dictionary! They are too new or too informal for it!

As you did previously with *English at Leisure*, the best way for you to learn to use leisure English is to take an active part in the activities British and American people do themselves. There are altogether 50 activities in the course, and you are expected to do most, if not all, of them. 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 275 tasks, plus 8 warm-ups and 12 supplementary tasks. If you want to do them all, you have to finish a total of 295 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 4,800 minutes, to be divided by 295 tasks. It takes an average of 16.27 minutes to finish a task.

We can do another simple calculation. You have 56 days to finish 295 tasks. In average you have to finish 5.26 tasks a day. Since it takes 16.27 minutes to finish a task, you need 85.6 minutes, which are less than an hour and a half a day.

Now can you spare 85.6 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:

course	study week	calendar week	tasks	tutorial	hours p.w.
<i>English in Leisure Life</i>	11		U1	Sat., 26th	10-12
	12		U2		
	13		U3		
	14		U4		
	15		U5		
	16		U6		
	17		U7		
	18		U8		
semester exam					

A Weekly Planner

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

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

English at Leisure

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

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

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

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

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

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

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 295 tasks are not only leisure 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, as with *English at Leisure*, 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*.

A note of warning! It is an ill practice to do only those tasks that are likely to be examined on, while skipping the rest. In that case, one is not learning English, but learning how to sit for exams. One appears to have learned something, but will soon find that what is assumed to have learned escapes from him or her fast enough. The right approach to the tasks is to do all of them very quickly, and redo the most important ones. Which are the most important? Well, the answer to this question depends on one's perspective. From the textbook designers' point of view, the most important ones are related to the performance objectives of each unit, which are listed in the box immediately underneath the unit title. From the learner's (including you of course) point of view, on the other hand, the most important ones should be those that he or she considers crucial to himself or herself. He or she is an active and autonomous learner if he or she does not follow the designers blindly, but make his or her own choice.

Contents

unit	topics	activities	functions
1	Shopping	6	<ul style="list-style-type: none">*describing/defining types of shop*giving/asking for directions*commenting*suggesting/responding*expressing likes & dislikes*describing goods*stating problems*complaining*apologising*requesting repetition
2	Gatherings and Celebrations	7	<ul style="list-style-type: none">*expressing greetings (birthday, Xmas, etc.)*commenting on appearance*asking for/giving news*making informal announcements*planning activities*agreeing/disagreeing*written invitations*written thanks*congratulating*leave-taking/well-wishes*reflecting*giving comfort
3	Eating and Drinking	8	<ul style="list-style-type: none">*describing utensils*describing foods*naming dishes*ordering food*expressing likes/dislikes with reasons*requesting information*describing cultural eating habits*enumerating arguments for/against*instructing/giving advice
4	Home Improvement	6	<ul style="list-style-type: none">*classifying*describing furniture*expressing hopes/wishes*giving/responding to advice/suggestions*persuading*predicting*giving/following instructions*describing a household problem*arranging appointments

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language points	performance objectives	pages
<ul style="list-style-type: none">*definitions*adverbials of place*present perfect*1st conditional (in guarantee)*too + adjective*present simple*imperative	<ul style="list-style-type: none">*following/explaining store layout*defining/describing shopping facilities*asking for/ giving directions in a dept. store*interacting with a salesperson*identifying/describing desired goods*commenting on quality/suitability*complaining about goods (orally)*following/explaining a guarantee*writing a letter of complaint	1-45
<ul style="list-style-type: none">*present perfect simple*present perfect continuous*going to*let's/why don't we?*3rd conditional	<ul style="list-style-type: none">*giving greetings/congratulations (orally)*writing greetings (on cards)*exchanging family news*commenting on physical changes*making informal announcements*discussing plans for a gathering*discussing the success of a past event*writing an informal invitation*writing an informal letter of thanks	46-94
<ul style="list-style-type: none">*present simple*looks/smells/seems/tastes ...*like/enjoy/be interested in, etc. + -ing*imperatives*present simple passive	<ul style="list-style-type: none">*asking about/describing preferences*asking about/describing foods/dishes*following menus*ordering food in a restaurant*writing an informal letter about a restaurant/pub experience*arguing for/against a habit/custom*asking for/giving advice on entertaining	95-149
<ul style="list-style-type: none">*made of/used for*will (prediction)*could (possibility)*2nd conditional*imperatives*sequence markers	<ul style="list-style-type: none">*describing furniture/ furniture arrangement*discussing home improvement/decoration*giving/ follow instructions for simple household repairs/improvement*describing household problems*arranging an appointment with a repairman*rejecting suggestions*persuading others of a point of view	150-192

Contents

unit	topics	activities	functions
5	Entertainment at Home	6	<ul style="list-style-type: none">*expressing /asking about leisure preferences*describing hobbies*giving reasons*summarising TV programme content*expressing/asking about opinion of a TV programme*narrating an anecdote*suggesting*persuading* 'squabbling'
6	Travel	5	<ul style="list-style-type: none">*describing places*describing types of holiday*giving directions*making arrangements*giving/requesting inf.*responding to announcements*asking for/giving advice*requesting clarification*confirming plans*stating advantages/persuading
7	Sports	7	<ul style="list-style-type: none">*expressing preferences, with reasons*explaining what a sport involves*describing sports facilities*expressing opinions*recommending/advising*describing a sports personality*stating advantages/disadvantages*describing/asking about a game seen*asking/telling results
8	Theatre, Cinema and Concert	5	<ul style="list-style-type: none">*inviting*accepting/refusing*asking for/giving advice*making arrangements*requesting inf.*booking/buying tickets*locating/extracting inf.*describing performance*commenting on performance*reporting critics' comments

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language points	performance objectives	pages
<ul style="list-style-type: none"> *superlatives *past simple *sequence markers *linking words 	<ul style="list-style-type: none"> *talking/asking about leisure activities *describing/defining different types of TV programme *summarising programme content *commenting on programme quality/content *discussing plans for an evening's entertainment *following a TV guide *talking/asking about different kinds of music 	193-237
<ul style="list-style-type: none"> *superlatives *present simple *1st conditional *future simple *need/must/ought to *past simple/continuous *past perfect 	<ul style="list-style-type: none"> *talking/asking about travel/holidays *following/extracting inf. from schedules *suggesting routes/giving directions *requesting/following inf. from a travel agent *extracting relevant inf. from brochures *booking tickets/confirming bookings *arranging accommodation *following announcements *asking/talking about a recent trip *writing post cards 	238-292
<ul style="list-style-type: none"> *present simple passive *think/believe/imagine, etc. *present continuous *present perfect *imperatives *good for + -ing 	<ul style="list-style-type: none"> *talking/asking about sports interests *asking about/explaining particular sports *reporting on a game seen *discussing advantages/dangers of a sport *describing a famous sports personality *extracting inf. from written/oral commentaries *describing a sporting injury/accident 	293-336
<ul style="list-style-type: none"> *reported speech *past simple passive *features of personal /impersonal review style 	<ul style="list-style-type: none"> *talking/asking about forms of entertainment *describing different kinds of plays, films, etc. *selecting inf. from pamphlets *issuing/responding to invitations *interpreting reviews/critics' attitudes *reporting critics' comments *discussing a performance *making arrangements *booking/buying tickets *writing a synopsis for a local publication 	337-379

Unit 1 Shopping

