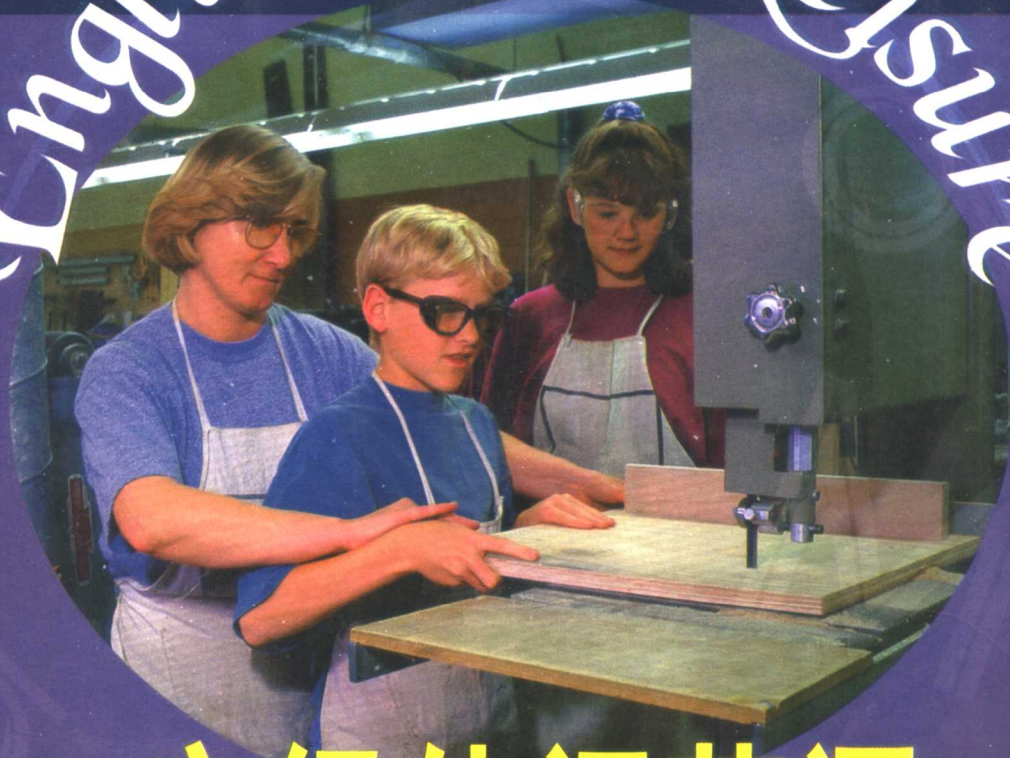


Help Yourself to Advanced English

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

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.

Table of Contents

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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

Table of Contents

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 1: 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

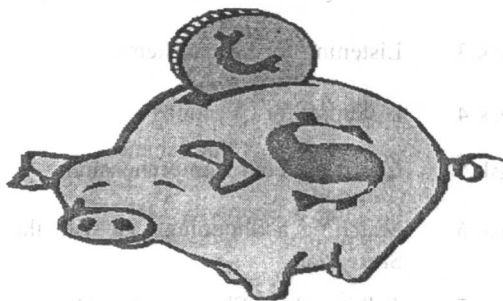
The 295 tasks are not only leisure life tasks, but also language learning tasks. Some are listening ones, some speaking ones, others reading ones, and so on. As you know now very well, the five skills you are familiar with are all integrated into one another in the series. In each unit you are expected 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.

Unit 1 Shopping



Guide to the Unit



Warm up

Feedback

Activity 1 Shops and Stores

- Task 1 Naming Your Shops and Stores Feedback
- Task 2 Defining Your Shops and Stores Feedback
- Task 3 Listening for General Information Feedback
- Task 4 Taking Notes while Listening Feedback
- Task 5 Checking Your Comprehension Feedback
- Task 6 Checking Your Details Feedback
- Task 7 Associating Words with Contexts Feedback

Activity 2 In a Department Store

- Task 1 Reading a Leaflet Feedback
- Task 2 Talking about a Department Store Feedback
- Task 3 Listening for Special Items Feedback
- Task 4 Listening for Questions Feedback
- Task 5 Checking Your Comprehension Feedback
- Task 6 Matching a Shopping List with the Store Plan Feedback
- Task 7 Talking about Shopping in a Department Store

Activity 3 Shopping Experience in UK

- Task 1 Warming up for Your Listening Task Feedback
- Task 2 Expressing Your Dissatisfaction Feedback
- Task 3 Listening for a General Idea Feedback

estimated time	actual time	page
		4
		5
		5
		7
		8
		8
		10
		11
		12
		14
		14
		16
		16
		17
		18
		19
		20
		21
		21
		21
		22



Guide to the Unit

			estimated time	actual time	page
Task 4	Listening for Details	Feedback			23
Task 5	Taking Notes while Listening	Feedback			24
Task 6	Checking Your Comprehension	Feedback			25
Task 7	Completing Conversation	Feedback			25
Activity 4 Shopping Protection					
Task 1	Understanding Your Guarantee	Feedback			27
Task 2	Reading for Specific Information	Feedback			29
Task 3	Understanding Guarantee Statements	Feedback			30
Task 4	Checking Your Understanding	Feedback			30
Activity 5 Faulty Goods					
Task 1	Listening for a General Idea	Feedback			32
Task 2	Listening for Details	Feedback			32
Task 3	Listening for Specific Information				33
Task 4	Describing Your Problem	Feedback			33
Task 5	Completing Conversation	Feedback			34
Activity 6 Faulty Goods Again					
Task 1	Writing a Letter of Complaint	Feedback			35
Task 2	Describing Your Reasons	Feedback			37
Task 3	Analyzing Information Flow	Feedback			37
Task 4	Features of a Formal Letter	Feedback			38
Task 5	Layout of a Formal Letter	Feedback			39
Task 6	Writing a Letter of Complaint				41
Task 7	Reviewing This Unit				41
Tapescripts					
					42

Unit 1

Shopping

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

- ◇ define/describe shopping facilities
- ◇ follow store plans
- ◇ ask for explanation/clarification
- ◇ interact with salespeople
- ◇ identify/describe desired goods
- ◇ comment on quality/suitability
- ◇ make suggestions
- ◇ describe faulty purchases
- ◇ follow guarantees
- ◇ write letters of complaint



Warm up

I wonder how **you** feel about shopping? It seems that some people love shopping, but some people can't stand it! Whatever the case, most of us have to **do** it and we normally do it in our free **time**, our **leisure time**! We need to buy food, clothes, things for our homes and so on. In order to shop, we need different shopping facilities. The number of different places to shop is increasing all the time. These days, we have a lot of choices. **Where do you go shopping?** Write down the names of some shopping facilities in English on the lines provided below. I've written three examples for you.

Write examples of shopping facilities.

<u>shoe shop</u>	<u>furniture store</u>	<u>butcher's</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____



I wonder if you have written any of the shops on my list below. Don't worry if you haven't. There are so many different shops these days — both in China and elsewhere. You may have noticed, I've used the word *shop* as well as *store*. Speakers of British English tend to use the word *shop* while speakers of American English use the word *store*. You're free to choose which word you prefer.

Some examples of the other shopping facilities which are found in most shopping centres are: a grocer's, a greengrocer's, a department store, a supermarket, a minimarket, an open market, an indoor market, a boutique (/bu:'ti:k/), a delicatessen (/,deli kə'tesən/), a lighting store, a gift shop, a jeweller's, a flower shop, a newsagent's ... The list is endless! Please note that the names of many types of shop end with 's'. A possessive apostrophe is used before the 's' (e.g. butcher's) because the terms actually mean the shop of... (i.e. the shop of a butcher).

The first task in Activity 1 helps you to sort out the meaning of some of these shopping facilities. Even if you already know them, the task is still worth doing as a revision exercise.

Activity 1

Shops and Stores

Task 1 Naming Your Shops and Stores

The names of different shopping facilities are written in the box below. Use the words to complete the sentences which follow. The sentences explain what each type of shopping facility is. Write the appropriate words from the box in the spaces provided. Try not to use your dictionary unless you feel it's absolutely necessary. I've done the first one for you as an example. Remember to include the indefinite article (*a/an*).

a boutique	a delicatessen	a corner shop
an indoor market		a department store
a green grocer's	a street market	a vegetable stall
a minimarket		a supermarket

Complete these sentences with words from the box.

1. A department store is a large shop which is carefully arranged into different