

Vocational Education

English

职业情景英语

(初级 · 500句)

Edward Dagwell 林海燕 编



高等教育出版社
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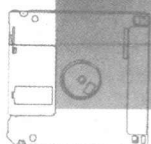
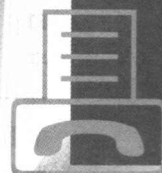
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内容提要

本书为中等职业学校英语口语初级教材,配有录音带。

本教材针对我国中职学生的实际英语水平和教学实际需要,以较为典型、普遍的服务业类职业场景为主线,提供了约500个简单实用的英语句子,围绕重点句型安排了场景对话和练习,以帮助中职学生学习、掌握与职业相关的语句,提高英语口语交际能力。

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Preface and Teachers' Notes

This book has been written to give teachers and students an opportunity to become familiar with English as spoken by native speakers in a variety of different situations. As China becomes more involved with the world, more and more of her citizens will interact with native English speakers. This is particularly true for the service industries, which are growing rapidly in China. It is important that Chinese be familiar with and use English language patterns that reflect those used by native speakers. It should also be realized that the **European Union** uses **English** for international communication.

The words we choose to use and the ways in which we choose to use them, reflect our different cultural values and to a large extent, the way we look at the world and the way we act. This is equally true of both Chinese and English. The dialogues reflect those cultural differences that are part of the English speaking world. **Unit 8** deals more specifically with certain cultural differences.

It is important to remember that this book focuses on **SPOKEN** English. The exercises in each section reflect that focus. The written exercises are simple and place emphasis on certain key words in each section and more particularly on the construction of certain future and past tenses. Important sentence constructions and language patterns are repeated in all sections of the book. Students should be encouraged to practise and incorporate these language patterns into their spoken English.

The written exercises come almost directly from the dialogues. They are deliberately simple so as to cause students to revisit the sentence patterns in the dialogues. This should provide English teachers with many opportunities to highlight and reinforce the spoken language patterns.

The other exercises are designed to allow students, to varying degrees, to create their own sentences thus further reinforcing the sentence patterns. There is an opportunity for teachers to adapt or broaden the spoken exercises in many ways such as role playing. Teachers should feel free to use their creativity in this regard.

The book is divided into 8 units which reflect as far as possible, logical groupings. For

example, **Unit 1** contains very simple English that would be useful for almost anybody who might deal with an English speaking foreigner. **Units 2 and 3** deal with the major aspects of the hospitality industry while Units 4 and 5 are concerned with the retail industry and associated areas. The other groupings are obvious. The situations in each unit reflect speaking situations that would occur regularly if not daily.

Unit 8 and the **Review** do not relate to any particular workplace situation but should be very useful in many everyday situations. **The first part of Unit 8** provides teachers, students and others with a valuable opportunity to understand some important cultural differences. Questions that are quite normal in China may be seen as rude or embarrassing by many foreigners. **The second part of Unit 8** examines the more common examples of “Chinglish” and offers simple forms in **correct English**. The **Review** brings together many of the more important English words and phrases from the previous units with examples of their being grouped to form larger sentences. This unit should prove useful to anyone who is learning English for any reason in any situation. Within a school setting, the **Review** could provide teachers with opportunities to extend more able students. Teachers should feel free to use their creativity when using this section.

It is hoped that the book will provide a useful reference not only within a school setting but also in a normal everyday workplace setting.

As we are all aware, students’ abilities vary markedly. Teachers should encourage students to make as much progress as possible within their ability level. Please remember that this book fundamentally aims at helping students to improve their **SPOKEN LANGUAGE** skills.

Edward Dagwell

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Unit 1

Simple Everyday English



1. Greetings and Goodbyes



Key Sentences

*H*ello / Hi.

*G*ood morning / afternoon / evening.

*I*t's good to see you.

*H*ow are you?

*H*ow are things with you?

I'm well / fine, thank you.

*V*ery well, thank you.

*G*oodbye / Bye-bye / Bye / See you later.

*G*ood night.



Dialogues

1 A: Hello.
B: Hello.

2 A: Hi, ..., how are you?
B: Fine, thank you.
A: See you.
B: Bye.

3 A: Hello, ...
B: Hi, ...
A: How are you?
B: I'm well, thank you. How are things with you?
A: Everything's fine.
B: That's good.
A: See you later.
B: Bye-bye.

4 A: Good morning, Mr ...
B: Good morning, Miss ...
A: How are you today?
B: I'm fine, thank you.
A: Glad to hear it. Bye.
B: Bye-bye.

5 A: Thank you for the dinner. Good night.
B: It's my pleasure. Good night.



2. Making Introductions



Key Sentences

My name is ... / I am ...

I'm (very) pleased to **meet** you.

I'm (very) glad to meet you.

I'm (very) happy to meet you.

It's good / nice to meet you.

How do you do?

How are you?

I'm well / fine, thank you.

Very well, thank you.

I'd like you to meet ...

This is ...

I'll leave you both to talk.



Dialogues

- 1 A: Hello, my name is ...
B: Hello, ..., I am ...

A: I'm very happy to meet you.

B: It's good to meet you too.

2 A: Good evening, my name is ...

B: It's nice to meet you ... I'm ...

A: How are you?

B: I'm very well, thank you.

A: So am I.

B: That's good.

3 A: ..., I'd like you to meet my sister ...

B: Hello. I'm very happy to meet you.

C: Hello. It's good to meet you too.

4 A: This is my friend ...

B: Hi, ..., it's nice to meet you.

C: I'm happy to meet you too.

5 A: Mr Li, I'd like you to meet John Brown who works for our new supplier, ABC.

B: How are you, John? I'm Sam Li.

C: I'm very pleased to meet you, Mr Li.

B: Please call me Sam.

A: I'll leave you both to talk.

B: Thank you. I'll call you when we're finished.



3. Giving and Receiving Thanks

Key Sentences

Thank you.

Thank you very / so much.

Thanks a lot.

That's very kind of you.

You're (very) (most) welcome.

It's my pleasure.

Please don't mention it.

That's alright / OK.

Not at all.



Dialogues

- 1 A: Thank you.
B: My pleasure.

- 2 A: Thank you very much.
B: You're welcome.

- 3 A: Thank you, that's very kind of you.
B: Not at all. It's my pleasure.

- 4 A: Thank you so much.
B: Please don't mention it, you're very welcome.

- 5 A: Thanks a lot.
B: That's OK.



4. Giving and Receiving Apologies

Key Sentences

I'm sorry.

Please accept our / my apologies.

It was my mistake.

I'm really sorry.

The mistake was entirely mine / ours.

I do apologize.

It was our / my fault.

That's alright / OK / fine.

Don't worry about it.

It doesn't matter.



Dialogues

- 1 A: I'm sorry.
B: That's alright.

- 2 A: I am really sorry.
B: It doesn't matter.



3 A: Please accept my apologies.
B: Don't worry about it.

4 A: It was my mistake. I'm sorry.
B: That's OK.

5 A: I do apologize.
B: That's fine. It doesn't matter.

5. Dealing with Complaints



Key Sentences

Can you tell me the exact **problem**, please?

I agree, that should not have happened.

I'm sure you'll agree that it was an **accident** / **oversight**.

If you would give me a moment, I'll get someone to deal with the problem.

One of our staff members will rectify things straight away.

I assure you that we will deal with the staff member **concerned**.

The mistake was entirely mine / ours. I do apologize.

Please accept our / my apologies.

It was my mistake, I'm sorry.

I am so / **awfully** / **terribly** sorry.

*I*t was our / my fault.



Dialogues

- 1 A: Good morning. This is ... speaking.
B: I have a complaint.
A: Can you tell me the exact problem, please?
B: There are no towels in my room.
A: I'm sorry. I'll get housekeeping to deliver some now.
B: Thank you.
- 2 A: Waiter!
B: Yes, sir.
A: This glass has lipstick on it.
B: I agree, that should not have happened.
A: Well?
B: I will replace it right away. Please accept my apologies.
- 3 A: This watch I bought from you last week is not working.
B: If you would give me a moment, I'll get someone to look at it for you.
A: How long will that take?
B: It should only be a few moments. I'm sorry for the delay.
- 4 A: This bill is incorrect.
B: Let me see. It was my mistake, I'm sorry.
A: That's alright.
B: Thank you for being so understanding.

6. Expressing Regrets

Key Sentences

*P*lease excuse me / Excuse me.

*P*ardon me / I beg your pardon.

I'm sorry but ...

*U*nfortunately ...

I'm afraid that ...

I'm sorry to bother / trouble you.



Dialogues

1 A: Please excuse me, but I need your help.

B: Of course, what can I do for you?

2 A: Pardon me, can you help me, please?

B: Yes, what do you need?

3 A: I'm sorry but I can't find room 312.

B: That's alright. It's over there next to the ...

4 A: I'm sorry to bother you but where is the WC?

B: Unfortunately, I don't know. I'm new here too.

5 A: I beg your pardon, do you know the way to the office?

B: I'm afraid that I don't, sorry.





Exercise

Use your imagination and think of some situations. Make your own simple sentences by putting some of the useful words and phrases you have learned together. You can work with a partner or a small group.



Words & Expressions

meet / mi:t /	v.	引见；结识；相逢
sorry / 'sɒrɪ /	adj.	遗憾，对不起
apology / ə'pɒlədʒɪ /	n.	道歉
mistake / mɪ'steɪk /	n.	错误
entirely / ɪn'taɪəli /	adv.	完全地；彻底地
apologize / ə'pɒlədʒaɪz /	v.	道歉
fault / fɔ:lt /	n.	过错
complaint / kəm'pleɪnt /	n.	投诉
problem / 'prɒbləm /	n.	问题，难题
accident / 'æksɪdənt /	n.	事故
oversight / 'əʊvəsait /	n.	疏忽
assure / ə'ʃʊə /	v.	向…保证，担保
concern / kən'sɜ:n /	v.	涉及，关系到
awfully / 'ɔ:fʊli /	adv.	【口】极度地；非常地
terribly / 'terəbli /	adv.	【口】很；非常