



“十二五”职业教育国家规划教材

职程英语

English For You 1

拓展教程

Extended Book

总主编 王天发 Angi Malderez

高等教育出版社



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Contents

UNIT 1 Learning English: a new start 001

- Section 1 Words bank 001
Section 2 Extra materials 003

UNIT 2 Starting relationships 007

- Section 1 Words bank 007
Section 2 Making small talk 010
Section 3 Grammar in use 011
Section 4 Extra materials 012

UNIT 3 Getting ready for a trip 027

- Section 1 Words bank 027
Section 2 Choosing an ideal travel destination 032
Section 3 Grammar in use 033
Section 4 Extra materials 034

UNIT 4 Shopping 045

- Section 1 Words bank 045
Section 2 Grammar in use 049
Section 3 Extra materials 049

UNIT 5 Preparing for a job 053

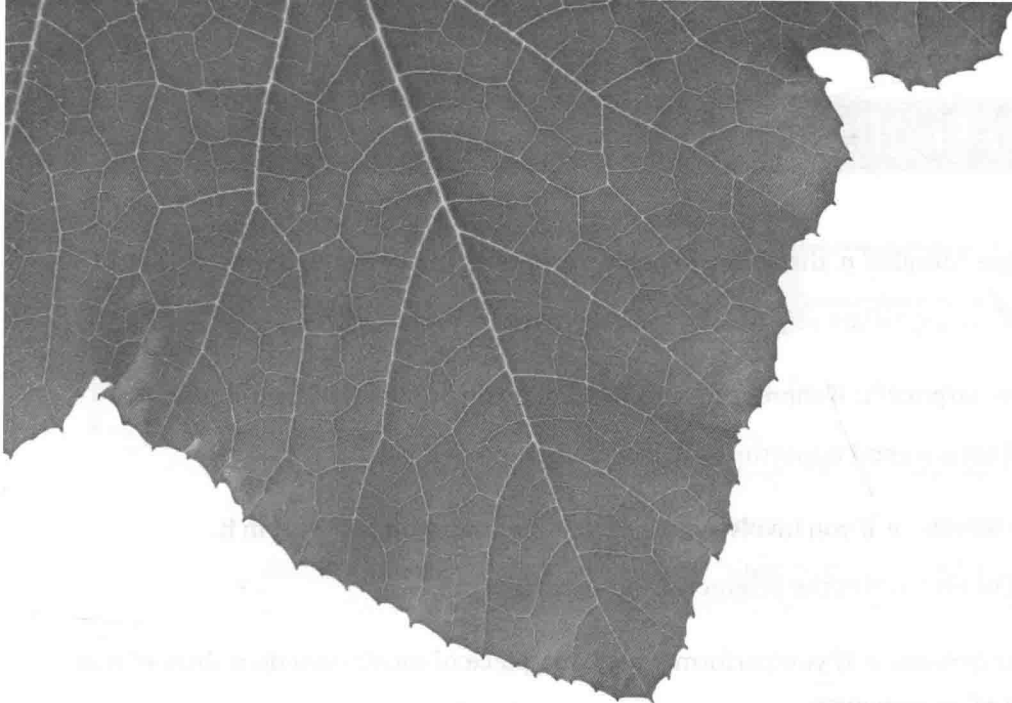
- Section 1 Words bank 053
Section 2 Describing Sam 057
Section 3 Grammar in use 057
Section 4 Extra materials 058

QUIZ 063

Key 078

Vocabulary 082

Phrases and expressions 085



UNIT 1

Learning English: a new start

Section 1 Words bank

I New words

Make a bubble chart, or some word cards to help you learn some of the important new words from this unit. If you have made your word cards already, you could try one or more of the activities listed at the end of Unit 1 in your Student's Book.

criticize /'kɪtɪsaɪz/ *v.* If you criticize someone or something, you say what you think is wrong with them.

e.g. The policy was strongly *criticized* by the citizens.

determination /dɪ,tɜːmɪ'neɪʃən/ *n.* a great strength and will to do something

e.g. Alice shows great *determination* to learn English.

discipline /'dɪsɪplɪn/ *n.* the ability to behave and work in a controlled way

e.g. Keeping a diary requires a good deal of *discipline*.

improve /ɪm'pru:v/ *v.* If something improves, or if you improve it, it gets better.

e.g. This is a good opportunity to *improve* your oral English.

involve /ɪn'vɒlv/ *v.* If you involve yourself in something, you take part in it.

e.g. I'm *involved* in the production of the school play.

perform /pə'fɔ:m/ *v.* If you perform a play or a piece of music, you do a show of it in front of an audience.

e.g. We *perform* two plays each semester.

realistic /rɪə'lɪstɪk/ *adj.* If you are realistic about a situation, you recognize and accept that it is true.

e.g. You need to be *realistic* about the money you can use every month.

responsibility /rɪˌspɒnsɪ'bɪlɪti/ *n.* a duty to be in charge of someone or something

e.g. A promotion means more money and more *responsibility*.

talent /'tælənt/ *n.* the ability to do something very well

e.g. She showed a *talent* for swimming at an early age.

tend /tend/ *v.* If you tend something or someone, you look after them.

e.g. My sister *tends* her baby carefully.

II Phrases and expressions

take risks: to decide to do something even though you know it may have bad results

e.g. Parents should never *take risks* of leaving children alone at home.

take responsibility for: agree to be in charge of something or someone

e.g. As adults, we should *take responsibility* for our future.

III Test yourself

Fill in the blanks with appropriate words from the box. Change their forms if necessary.

realistic	responsibility	tend	perform	talent
determination	discipline	improve	involve	criticize

- 1) More than 100 colleges were _____ in the competition.
- 2) Susan was in the bedroom _____ her baby.
- 3) The choir will _____ in the theater tomorrow.
- 4) His latest book shows great _____ in creative writing.
- 5) No one has the _____ to succeed like her.
- 6) Group work teaches respect, _____ and cooperation.
- 7) My piano teacher says I have _____ a lot.
- 8) Tom does nothing but _____ and complain all the time.
- 9) It's parents' _____ to keep their children safe.
- 10) It's not _____ to finish so much work within one month!

Section 2 Extra materials

I Extra materials for SMART

Paul J. Meyer describes the characteristics of S.M.A.R.T. goals like this in his book 'Attitude is Everything'.

① Specific

The criterion stresses the need for a specific goal rather than a general one. This means the goal is clear and unambiguous. To make goals specific, they must tell a team exactly what's expected, why it's important, who's involved, where it's going to happen and which attributes are important. A specific goal will usually answer the five 'W' questions:

What: What do I want to accomplish?

Why: Specific reasons, purposes or benefits of accomplishing the goal.

Who: Who is involved?

Where: Identify a location.

Which: Identify requirements and constraints.

② Measurable

The second criterion stresses the need for concrete criteria for measuring progress toward the attainment of the goal. The thought behind this is that if a goal is not measurable it is not possible to know whether a team is making progress toward successful completion. Measuring progress is supposed to help a team stay on track, reach its target dates and experience the exhilaration of achievement that spurs it on to continued efforts required to reach the ultimate goal. A measurable goal will usually answer questions such as:

How much?

How many?

How will I know when it is accomplished?

Indicators should be quantifiable.

③ Attainable

The third criterion stresses the importance of goals that are realistic and also attainable. The goals are neither out of reach nor below standard performance. When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills and financial capacity to reach them. The theory states that an attainable goal may cause goal-setters to identify previously overlooked opportunities to bring themselves closer to the achievement of their goals. An attainable goal will usually answer the question 'How'?

How can the goal be accomplished?

How realistic is the goal based on other constraints?

④ Relevant

The fourth criterion stresses the importance of choosing goals that matter. A bank manager's goal to 'make 50 peanut butter and jelly sandwiches by 2p.m.' may be specific, measurable, attainable and time-bound but lacks relevance. Many times you will need support to accomplish a goal: resources, a champion voice, someone to knock down obstacles. Goals that are relevant to your boss, your team, your organization will receive that needed support.

Relevant goals (when met) drive the team, department and organization forward. A relevant goal can answer 'yes' to these questions:

Does this seem worthwhile?

Is this the right time?

Does this match our other efforts/needs?

Are you the right person?

Is it applicable in the current socio-economic environment?

⑤ Time-bound

The fifth criterion stresses the importance of grounding goals within a time-frame, giving them a target date. A commitment to a deadline helps a team focus their efforts on completion of the goal on or before the due date. This part of the SMART goal criteria is intended to prevent goals from being overtaken by the day-to-day crises that invariably arise in an organization. A time-bound goal is intended to establish a sense of urgency.

A time-bound goal will usually answer the questions:

When?

What can I do six months from now?

What can I do six weeks from now?

What can I do today?

II Script for U1L1A3 of Student's Book 1

Hello everyone. Do you like your new school? Hope you do. Are you ready to learn? Yes? I'm here to tell you about your English course. We have designed it specially for you.

I know many of you have had a difficult time with English, and some of you may be bored with it already. But, things are going to change, because this course is different.

Our past students have told us about the kinds of things they *did* enjoy in class, and we have included as many of these as we can.

Some of you may think you won't need English at all. You are wrong. On many occasions, in fact, we do need to use English, for example, you may need to receive foreign guests at a trade fair, a sports meet, a tourist resort, a restaurant and many other occasions.

You'll believe me when you see how this man serves his customer at a restaurant around the corner.

...

You may need to write emails in English, visit foreign websites, take job interviews. You will have many opportunities to travel abroad, too. You'll find English extremely useful.

You may be interested in English songs, movies, magazines, soap operas.... Without English, you can't expect to appreciate the charm of another culture. And very soon you will find it necessary to help your own kids with their English! Don't disappoint them. In one word, there are a lot of chances to use English.

This course is supposed to help you do all these things in English.

Of course, we cannot possibly expect to teach you all the English you might ever need. Who knows where you will be in 20 years' time?

To solve this problem, we've made it a point to help you learn strategies for learning, in other words, we will teach you how to 'fish', or how to learn English in an interesting way so that you'll be able to learn by yourselves when the course is over.

So, you see, this is a course that has been designed specially with YOU in mind.

Now, do you want to know what kind of materials and activities you are going to have? Well, it's a secret. I won't tell you. Find it out on your own.

And we also expect, you could share with us your views about the course, your comments, suggestions, worries, frustrations, happiness, achievements... whatever.

We are right here, waiting for you, always. With this program, you will find learning English is fun. Hurray! Hope you will have a brand-new start. Good luck.



UNIT 2

Starting relationships

Section 1 Words bank

I New words

Make a bubble chart, or some word cards to help you learn some of the important new words from this unit. If you have made your word cards already, you could try one or more of the activities listed at the end of Unit 2 in your Student's Book.

affectionate /ə'fekʃənət/ *a.* showing love

e.g. He is very *affectionate* towards his children.

awkward /'ɔ:kwəd/ *a.* embarrassing or inconvenient; caused by lack of social grace

e.g. I feel *awkward* to face so many strangers.

Starting relationships

boutique /bu:'ti:k/ *n.* a small shop within a larger store, that sells fashionable clothes and accessories or other goods

e.g. That *boutique* sells a good selection of dresses.

compliment /'kɒmplɪmənt/ *n.* If you pay someone a compliment, you tell them you admire or like something about them.

e.g. It's a great *compliment* to be asked to work with you.

cooperative /kəu'pərətɪv/ *a.* working together willingly for a common purpose

e.g. He was *cooperative* in helping us find the book.

etiquette /'etɪket/ *n.* the rules for polite behavior in a society or group

e.g. How well do you know the *etiquette* in this country?

jealous /'dʒeləs/ *adj.* feeling angry or unhappy because you wish you had something that somebody else has

e.g. My boyfriend is *jealous* over my past lover.

lobby /'lɒbi/ *n.* a large open area inside and near the entrance of a public building (such as a hotel or theater)

e.g. I'll meet you at the *lobby* at 3 p.m. .

mend /mend/ *v.* If you mend something that is broken, you repair or fix it.

e.g. Could you *mend* my bike for me?

misunderstanding /ˌmɪsʌndə'stændɪŋ/ *n.* a situation in which something is not understood correctly

e.g. There must be some *misunderstanding*. I asked for a small one but you gave me the big one.

offend /ə'fend/ *v.* to anger, annoy

e.g. She was *offended* by such a personal question.

positive /'pɒzətɪv/ *adj.* If someone is positive, they are confident and hopeful.

e.g. She is very *positive* about her new job.

prohibition /ˌprəʊhɪʒən/ *n.* prevention, forbidding the action of a person

e.g. The *prohibition* of smoking in public areas is well-received by the citizens.

receptionist /rɪ'sepʃənɪst/ *n.* a person employed to receive and assist callers, clients, etc., as in an office

e.g. She worked as a *receptionist* of the hotel.

religion /rɪ'lɪdʒən/ *n.* belief in a god or gods

e.g. People here enjoy a freedom of *religion*.

stretch /stretʃ/ *v.* When you stretch, you move part of your body as far away from you as you can.

e.g. Remember to *stretch* before swimming.

stuck /stʌk/ *adj.* unable to answer or understand something

e.g. I got *stuck* on the first question.

valuable /ˈvæljuəbəl/ *adj.* of great worth or very important

e.g. He gave me *valuable* advice as to how to finish the project.

taboo /tə'buː/ *n.* something that people avoid because it is not accepted as socially correct

e.g. Death is one of the great *taboos* in our culture.

II Phrases and expressions

get along (with sb.) (Am. E.), get on with (B.E.) If two or more people get along (get on with each other – B.E.), they have a friendly relationship.

e.g. Tom is very gentle and humble, so he *gets along with* his roommates.

Starting relationships

hang out (*informal*) to spend a lot of time in a place

e.g. Let's just *hang out* and have some fun.

follow suit (*idiom*) to follow the example of another

e.g. Father bowed his head and she *followed suit*.

III Test yourself

Did your memorization strategy work for you?

Fill in the blanks with appropriate words from the box. Change their forms if necessary.

get along	valuable	cooperative	follow suit	stuck
positive	awkward	mend	offend	hang out

- 1) We can just _____ and have a good time.
- 2) Although she has cancer, she still has a _____ attitude towards life.
- 3) The team members are very _____, so the project goes on smoothly.
- 4) This part-time job has given me _____ experience as a salesman.
- 5) Seeing his great success at business, other businessmen just _____.
- 6) Do you know how to _____ this broken chair?
- 7) She is very friendly and humble, so she can _____ with her classmates.
- 8) Do not take photos of a geisha (歌妓, 艺妓) without permission in Japan, which may _____ them.
- 9) If you are _____ on a difficult word, you can use an easy one.
- 10) I broke the _____ silence by asking about her school life.

Section 2 Making small talk

Situation: A young Chinese company member, Wang, meets the English CEO of a big international company. The CEO is expecting to meet Mr. Chang, Wang's boss. While waiting for Mr. Chang, Wang finds it necessary to strike up a conversation.

Unfortunately, Wang makes a 'mistake' in his small talk. Read their conversation below and find out what's inappropriate.

Wang: Hi. Nice to meet you. I'm Wang.
 CEO: How do you do?
 Wang: This is your first visit to China, isn't it?
 CEO: Yes, and I must say it's all very interesting. Have you been working for the company long?
 Wang: No. Umm, where do you come from?
 CEO: London. And you?
 Wang: My home town is in another province, but I have been living here for 10 years now. How long will you be with us?
 CEO: Three weeks.
 Wang: How much do you earn?
 CEO: Well, more than you, young man! Ah, here is Mr. Chang! Nice chatting with you.
 Wang: It is good to have met you, sir!

Section 3 Grammar in use

In this unit you used, or needed to use a lot of grammar you have learnt before, but you may still have problems with it. The following exercises help you better use the grammar you have already learnt.

(V1, V2, V3: refer to the first, second and third forms of a verb as given in a dictionary. e.g. go (V1), went (V2), gone (V3).)

Tense	Present simple	Past simple
Timelines (×, single event/ action)	Past → Now → Future × × × × × × × × × ×	Past Now Future × _____
Form	I/You/They/We+V1 He/She+V1s	I/You/They/We+V2 He/She+V2
Example	I have four periods of English classes per week, while she has six per week.	I missed my Mom's call last night.

Starting relationships

1. Complete the dialogue.

Mary: _____ usually _____ on weekends?

Wang: I normally do some part-time job.

Question: Is Wang talking about _____?

- A. one specific weekend
- B. weekends in general

2. Compare the following two descriptions of John and answer the question.

A. John lives in Longxiang Avenue, Longgang District, Shenzhen.

B. John lived in Longxiang Avenue, Longgang District, Shenzhen from 2008 to 2011.

Question: Which statement suggests John's address for now? _____.

Section 4 Extra materials

I Additional explanation for the greeting etiquette

A hongi is a traditional Māori greeting in New Zealand. It is done by pressing one's nose and forehead (at the same time) to another person at an encounter.

Hand-kissing is a gesture indicating courtesy, politeness, respect, admiration or even devotion by a man towards a woman. However, the lips do not actually touch the hand in modern tradition. The gesture is short, lasting less than a second. Hand-kissing has become rare and is mostly restricted to the conservative upper class or diplomats.

Cheek kissing is very common in Southern, Central and Eastern Europe, the Mediterranean, the Middle East and Latin America. It is not as common in English-speaking Canada and the United States, Asia and Northern Europe. However, there are some exceptions in the United States and Canada, including ethnic neighborhoods, such as Italian, French, or Hispanic neighborhoods, as well as Quebec, Louisiana and Miami.

Handshake is widely used and accepted in nearly all cultures.

Depending on culture, context and relationship, a **hug** can indicate familiarity, love, affection, friendship, brotherhood or sympathy. It is generally an indication that people are familiar with each other.

Bowing (also called stooping) is the act of lowering the torso and head as a social gesture in direction to another person or symbol. It is most prominent in Asian cultures but it is also typical of nobility and aristocracy in many countries and distinctively in Europe.

A **fist bump** is a gesture similar in meaning to a handshake or high five. A fist bump can also be a symbol of giving respect. It is commonly used in the United States in baseball as a form of celebration with teammates, and with opposition players at the end of a game.

The **Thai greeting** referred to as the 'Wai' consists of a slight bow, with the palms pressed together in a prayer-like fashion. It has its origin in the Indic Añjali Mudrā, like the Indian namasté and the Cambodian sampeah. The higher the hands are held in relation to the face and the lower the bow, the more respect or reverence the giver of the 'Wai' is showing. The 'Wai' is traditionally observed upon entering formally a house. After the visit is over, the visitor asks for permission to leave and repeats the salutation made upon entering. The 'Wai' is also common as a way to express gratitude or to apologize.

II Script for U2L1A1-1 of Student's Book 1

From *Notting Hill*

So, tell me, Anna, what do you do?

- I'm an actress. - Oh, splendid.

- What do you do?

- I'm actually in the stock market myself.

So...not really similar fields.

Though I have done the odd bit of amateur stuff.

P. G. Wodehouse. Farce, all that, you know.

'Careful there, vicar.'

(chuckling)

Always imagined it's a pretty tough job, though, acting. I mean, the wages are a