



普通高等教育“十一五”国家级规划教材
高职高专公共基础课规划教材

简明实用英语

第2版

(第一册)



◎ 崔秀敏 主编

CONCISE AND
PRACTICAL ENGLISH



机械工业出版社
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赠教学资源包

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主 编

崔秀敏

副主编

项新宝

胡智勇

参 编

崔秀香

高 洋

霍莉平

李俊芬

赵 婧

高小姣

范银刚

郭向辉

赵小娟



机械工业出版社

《简明实用英语》系列教材共三册,本书为第一册。全书共有10个单元,每个单元包括:Section I Listening and Speaking (听说训练)、Section II Intensive Reading (精读课文)、Section III Grammar (语法精讲)、Section IV Applied Writing (实用文体写作)、Section V Reading Practice (阅读训练)和Section VI Cultural Tips (文化点滴)等6个部分。

本次修订在保持教材内容完整性及实用性的前提下,将原《读写教程》与《听说教程》合二为一,调整了各单元模块顺序并更换了部分内容,在强调英语教学的科学性与连贯性的同时,更加注重提高学生的英语交际能力。

本书可作为高职高专公共英语教学的教材,也可作为其他高等院校学生的参考用书。

为方便教学,本书配备电子课件等教学资源。凡选用本书作为教材的教师均可登录机械工业出版社教材服务网 www.cmpedu.com 免费下载。如有问题请致信 cmpgaozhi@sina.com,或致电 010-88379375 联系营销人员。

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第2版前言

《简明实用英语》系列教材是一套供高职高专英语教学使用的教材。自2006年出版以来,因教材编写秉持实用性、针对性以及科学性的原则而受到广大读者的欢迎。为了更好地满足当前高职高专英语教学的需要,此次修订在保持教材内容完整性及实用性的前提下,主要进行了如下工作:

1. 将原《读写教程》与《听说教程》合二为一,对单元模块进行了重新排序,在保证内容完整性的同时更强调英语教学的科学性与连贯性。

2. 更换了一些难度较大、篇幅较长的课文,并对相应的课后习题和技能训练进行了调整。

3. 增补了对一些语言点的解释和注释。

4. 增加了涉及职场礼仪、企业文化的新内容,听说练习更加注重提高学生的英语交际能力。

《简明实用英语 第2版(第一册)》的起点词汇量为1000个。英语基础较弱的学生可以从第一册学起,而英语基础较强的学生可以从第二册学起。完成本教材第一、二册的学习,即可参加“高等学校英语应用能力考试(B级)”;完成本教材第二、三册的学习可以参加A级考试。

一、教材框架

《简明实用英语 第2版》每册共有10个单元,每个单元由6个部分组成:Section I Listening and Speaking (听说训练)、Section II Intensive Reading (精读课文)、Section III Grammar (语法精讲)、Section IV Applied Writing (实用文体写作)、Section V Reading Practice (阅读训练)和Section VI Cultural Tips (文化点滴)。

Section I Listening and Speaking 包括:

预热准备、听力训练和口语训练。预热准备(Tune In)内容包括辨音练习、听写填空和选择题等题型;听力训练(Listen On)结合本单元的交际主题列出常用功能句型,听录音、填空、填表格,并配有结合“高等学校英语应用能力考试”大纲和样题而设计的各种试题;口语训练(Speak Out)提供具

体情景进行仿真模拟口语训练，以提高口语表达能力。

Section II Intensive Reading 包括：

精读课文导读、精读选文和阅读课后练习。精读课文导读设置在每篇精读课文的开始，或概括精读课文内容，或围绕相关主题进行概述，旨在启发、引导学生进入课文学习；精读选文反映当代现实生活、西方文化传统、现代科技、体育娱乐、语言教学、学生校园文化等专题；阅读课后练习尽量紧贴《高等学校英语应用能力考试大纲》的题型。另外，在精读选文的右侧还同时设计了读中问题，目的是提醒学生带着问题阅读。

Section III Grammar 包括：

语法条目的复习和精讲，旨在全面系统地对语法知识进行梳理和归纳。帮助学生复习、巩固和扩展语法知识。

Section IV Applied Writing 包括：

实用英语应用文写作，教材中不仅给出了范文，而且在配套电子课件中详细解释了每一项写作内容的格式、常用功能句型及同步写作练习答案。

Section V Reading Practice 包括：

泛读选文 Passage 1 和快速阅读 Passage 2，目的是为了学生的阅读技能，扩大他们的词汇量。

Section VI Cultural Tips 包括：

涉及西方文化的趣文，扩大学生视野，提高学习英语的兴趣。

二、词汇的处理

1. 本教材选文中的 New Words 是以《高职高专教育英语课程教学基本要求》为依据。凡《基本要求》所要求的 A、B 级词汇，均作为纲内生词处理，分别用■代表二级词汇、★代表三级词汇、▲代表四级词汇、⊙代表超纲词汇、* 代表专有词汇。第一册生词表中凡是没有标注任何符号的词汇均属于 1000 起点单词和一级词汇；第二册中二级词汇作为生词列出，但不再标注符号标志，三级词汇、四级词汇、超纲词汇、专有词汇均标注符号标志；第三册中三级词汇作为生词列出，但不再标注符号标志，四级词汇、超纲词汇、专有词汇均标注符号标志。

2. 完成第一、二册词汇学习后，词汇量可以达到 B 级教学要求（2500 个词汇）；完成第二、三册词汇学习后，词汇量可以达到 A 级教学要求（3400 个词汇）。

3. 所有生词表中的生词均列出了汉语注释，释义以在本单元的用法为首选，并列举出一两个常用的重要含义。本教程第一册仅给出了汉语注释，希望

学生顺利过渡；第二、三册除了给出汉语释义外，均列出了英文解释，因为查阅英文释义也是学习英语的重要途径之一。

4. Proper Names 标注了课文中出现的专有人名、地点、事件等。

5. 课后练习 Vocabulary and Structure 重点针对本单元精读选文中出现的重点单词、句型结构等。目的是结合所学课文，加强词汇的使用和练习，以达到帮助学生掌握词汇（词汇变形）的目的。题型包括选择题、词汇变形填空题、替换生词、改写句子等。这些均是考试大纲所列出的有关词汇的样题。

三、语法处理

教材框架中 Section III Grammar 部分是根据“语法结构表”，针对学生在语法学习方面存在的问题而专门设定的，旨在全面系统地对英语语法知识进行梳理和归纳，帮助学生复习，巩固和扩展语法知识。编写中注意做到全面系统、重点突出、简明扼要、解说文字简洁明了、讲练结合。本教程第一、二册主要讲解基础语法知识，第三册结合实用能力测试，重点列举考点。

四、语言应用能力

本系列教材根据《基本要求》中“语言技能表”的要求，提供了为提高学生语言技能的阅读、翻译、写作等习题。习题的设计以考试大纲和样题为依据，一方面为达到巩固所学内容的目的，另一方面帮助学生适应 A、B 级考试题型。另外，从第二册开始，每单元增加了 Practical Reading（实用文体阅读），其阅读内容涉及传真、观光旅行、询价信、商务广告、求职广告等，目的也是为了提高学生的英语阅读能力，并为学生参加“高等学校英语应用能力考试”做准备。

本书由崔秀敏任主编，负责全书框架的总体设计、编写和书稿的审定工作；项新宇（Unit 2）、胡智勇（Unit 3 读写部分）任副主编；参加编写的还有崔秀香（Unit 5 听说部分，Mid-term Test, Final Test）、高洋（Unit 1）、霍莉平（Unit 6）、李俊芬（Unit 7 读写部分）、赵墙（Unit 9 读写部分）、高小姣（Unit 4）、范银刚（Unit 3 听说部分，Unit 7 听说部分，Unit 8, Unit 9 听说部分，Unit 10 读写部分）、郭向辉（Unit 10 听说部分）、赵小娟（Unit 5 读写部分）。

本书在编写过程中参考了国内外的论著、词典、教材和期刊。由于篇幅所限，不能一一注明出处，在此深表歉意，并向作者表示谢意。

由于编者水平有限，书中难免有不妥和疏漏之处，望广大读者批评指正。

编者



Contents

第2版前言

Unit One Foreign Language Learning

Section I	Listening and Speaking	Greeting	2
Section II	Intensive Reading	The Study of English	6
Section III	Grammar	The Article (冠词)	13
Section IV	Applied Writing	English Letter and Envelope (英文书信和信封) ...	15
Section V	Reading Practice		18
Passage 1	Active Reading		18
Passage 2	Helping Remember New Words		21
Section VI	Cultural Tips	Informal and Formal Greetings	24

Unit Two College Life

Section I	Listening and Speaking	Introduction	26
Section II	Intensive Reading	Save Money for College on My Own	29
Section III	Grammar	Plural of Nouns (名词复数)	36
Section IV	Applied Writing	Calling Card (名片)	37
Section V	Reading Practice		38
Passage 1	So Much to Learn		38
Passage 2	What Makes a Teacher?		40
Section VI	Cultural Tips	Different Kinds of Introductions	42

Unit Three Western Holidays

Section I	Listening and Speaking	Invitation	46
Section II	Intensive Reading	The History of Thanksgiving Day	49

Section III	Grammar	The Pronoun (代词)	56
Section IV	Applied Writing	Greeting Card (贺卡)	58
Section V	Reading Practice		59
	Passage 1	Valentine Traditions and Customs	59
	Passage 2	Santa Claus: The True Story	61
Section VI	Cultural Tips	Should I pay for the dinner?	63

Unit Four Famous Persons

Section I	Listening and Speaking	Making Requests	66
Section II	Intensive Reading	Jules Verne	71
Section III	Grammar	The Numeral (数词)	77
Section IV	Applied Writing	Note and Asking-for Leave (便条和请假条)	79
Section V	Reading Practice		81
	Passage 1	Bill Gates — A Story of Success	81
	Passage 2	Bill Gates' 11 Rules	83
Section VI	Cultural Tips	Cars	85

Unit Five Studying Abroad

Section I	Listening and Speaking	Advice and Suggestions	88
Section II	Intensive Reading	Experience of Studying Abroad	92
Section III	Grammar	The Preposition and Conjunction (介词和连词)	99
Section IV	Applied Writing	Fax (传真)	102
Section V	Reading Practice		104
	Passage 1	My First Time in China	104
	Passage 2	A Letter to Wang Mei	105
Section VI	Cultural Tips	Table Manners	107

Mid-term Test		108
---------------	--	-----

Unit Six Generation Gap

Section I	Listening and Speaking	Compliments and Apologies	120
Section II	Intensive Reading	The Breach	124

Section III	Grammar	The Comparative Degree of Adjective and Adverb (形容词和副词的比较级)	132
Section IV	Applied Writing	E-mail (电子邮件)	135
Section V	Reading Practice		136
	Passage 1	Generation Gap	136
	Passage 2	It Gets Easier... and then They Leave!	137
Section VI	Cultural Tips	Compliments and Apologies	139

Unit Seven Friendship and Love

Section I	Listening and Speaking	Campus	142
Section II	Intensive Reading	Friendship in Different Cultures	146
Section III	Grammar	The Verb (动词)	152
Section IV	Applied Writing	Diploma (毕业证书)	154
Section V	Reading Practice		155
	Passage 1	My Doctor, My Sister, An Encounter with an Angel	155
	Passage 2	Second Chance	158
Section VI	Cultural Tips	University Motto	160

Unit Eight Time

Section I	Listening and Speaking	Taking Bus	162
Section II	Intensive Reading	How Americans View Time	166
Section III	Grammar	The Sense of the Passive Voice (被动语态的时态形式)	172
Section IV	Applied Writing	Weather Forecast (天气预报)	175
Section V	Reading Practice		176
	Passage 1	The Value of Time	176
	Passage 2	Value Your Time	178
Section VI	Cultural Tips	Traffic Warnings	179

Unit Nine Computer and Life

Section I	Listening and Speaking	Travel by Train	182
Section II	Intensive Reading	E-mail and Shop Online	186

Section III Grammar	Direct Speech and Indirect Speech (直接引语和间接引语)	191
Section IV Applied Writing	Poster (海报)	194
Section V Reading Practice		194
Passage 1 Artificial Speech		194
Passage 2 Welcome to the Web!		196
Section VI Cultural Tips	High-speed Rail in China	198

Unit Ten Life

Section I Listening and Speaking	Weather and Climate	202
Section II Intensive Reading	A Payment Greater Than Money	206
Section III Grammar	Modal Verbs (情态动词)	212
Section IV Applied Writing	Invitation Card and Letter (请柬)	213
Section V Reading Practice		215
Passage 1 A Story to Live By		215
Passage 2 Happy New You!		217
Section VI Cultural Tips	El Nino	219

Final Test		220
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参考文献		230
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Unit One

Foreign Language Learning

► Advance with the times.

与时俱进。

Section I Listening and Speaking

■ Greetings

Tune In



Task 1

Directions: You will hear one word read from each group. Underline the letter beside the word you hear.

- | | | | |
|-------------|----------|----------|---------|
| 1. A. seat | B. sit | C. set | D. sat |
| 2. A. bait | B. bet | C. bite | D. bit |
| 3. A. big | B. pig | C. dig | D. beat |
| 4. A. sin | B. shin | C. thing | D. chin |
| 5. A. fan | B. fine | C. vein | D. wine |
| 6. A. rain | B. train | C. three | D. real |
| 7. A. pair | B. bear | C. beer | D. pier |
| 8. A. jam | B. game | C. ram | D. lamb |
| 9. A. vase | B. force | C. bus | D. boss |
| 10. A. mood | B. mop | C. more | D. moon |



Task 2

Directions: In this part you will hear 10 sentences twice. Listen carefully and fill in the blanks.

- _____ the world is!
- _____ meeting you here.
- I'm glad to _____ to meet you.
- _____ for some time.
- How's _____?
- _____ see you here!
- I didn't realize _____.
- How's it going? _____, what about you?

9. It's nice to meet you. _____.

10. Hello, my name is Alice. _____?

Listen On

Task 1

Warming Up — Patterns Learning

Greetings	Responses
1. Good morning/afternoon/evening!	Good morning/afternoon/evening!
2. Hello, Mr. Li.	Hello, Mr. Wang.
3. How are you?	Fine/Not bad.
4. How do you do!	How do you do!
5. How nice to see you!	Yes, it's been quite a while.
6. How have you been?	Pretty good.
7. What's new?	Nothing.
8. What a pleasant surprise!	Yes, how are you?

Task 2

Directions: In this part you will hear a dialogue twice. Listen carefully and fill in the blanks.

Key Words

age /eidʒ/ n. 年龄; 使用年限

enjoy /indʒɔɪ/ vt. 享受……的乐趣; 欣赏; 喜爱 v. 满意

wonderful /'wʌndəfʊl/ adj. 令人惊奇的; 奇妙的; 令人愉快的

Mike: Hello, Grace, _____. Where have you been?

Grace: I've been away in Shanghai for the last month. Glad to see you again.
_____?

Mike: Very well, thank you. Did you enjoy your stay there?

Grace: Yes, _____.



Task 3

Directions: In this part you will hear a dialogue twice. Listen carefully and mark T (true) or F (false).

Key Words

computer /kəm'pjutə/ n. 计算机

company /'kʌmpəni/ n. 公司

fancy /'fænsi/ adj. 奇特的; 异样的 vt. 想象; 设想

congratulation /kənɪgrætju'leɪʃən/ n. 祝词; 贺辞

Useful Expressions

Fancy meeting you here!

What a surprise!

How's everything going?

Congratulations!

look forward to doing sth.

1. The two speakers knew each other before. ()
2. Mr. Smith has lived in Shanghai for at least one month. ()
3. The two speakers didn't expect they would meet in Shanghai. ()
4. Mr. Smith is working for a new company. ()
5. The first speaker will visit the new company one day. ()



Task 4

Directions: In this part you will hear 10 short dialogues once. Listen carefully and decide on the correct answer from the 4 choices A, B, C and D given below.

1. A. To attend a lecture. B. To write a letter.
C. To attend a meeting. D. To intend to do a lecture.
2. A. A writer. B. A hair-stylist.
C. A designer. D. A professor.
3. A. By bus. B. By plane.
C. By taxi. D. By ship.

4. A. Three years. B. Seven years.
C. Seven months. D. Three months.
5. A. In a hotel. B. In a restaurant.
C. At the airport. D. In the office.
6. A. Old colleagues. B. Old friends.
C. They don't know each other at all. D. Old classmates.
7. A. A pair of shoes, a coat and gloves. B. Shoes and coat.
C. Coat and gloves. D. Shoes and gloves.
8. A. Nothing. B. Catch a cold.
C. Catch the flu. D. She didn't mention it.
9. A. Marcel is a good hairdresser. B. Mary is Marcel's regular customer.
C. They are talking about hairdresser. D. Mary is very smart.
10. A. They are good friends.
B. They haven't seen each other for a long time.
C. The man changed a lot.
D. The man doesn't like to meet the woman.

Speak Out

Task 1

Listen and Repeat

Directions: *Listen to the conversation carefully and complete it orally by responding to what you have heard on the tape.*

Task 2

Role-play

Directions: *Here are more situations. Work with your partner and make more conversations.*

1. You see your classmates after the Spring Festival.
2. You happen to meet your English teacher in the school cafeteria at breakfast time.

Section II Intensive Reading

Preview

Many English learners are puzzled about how to learn English well. The writer's one-year English learning experience teaches us: We cannot learn English well without watching out for particular expression of native speakers.

Text

The Study of English

It is over a year now since I began studying. I am glad to say that I am getting on well with it.

First of all, I know clearly what I study English for. A year ago, although I was interested in the language, I wasn't clear about its usefulness. I think I have a better idea of that now. To know what is going on outside our country, to tell our friend abroad what is going on in China, to help the oppressed people for freedom and happiness — to do all this, a good command of foreign languages is necessary.

So the problem now is not why I should study English, but how to get the best result in the shortest possible time.

I find English very interesting but quite difficult. How hard I have been trying to get every sound right, to spell every word correctly and to speak the little English I know! The Party has always stressed the importance of laying a solid foundation in everything we do, and in language study perhaps more than in anything else, a good beginning is half the battle.

Q1 Why does the author study English?

Q2 What is the author going to do in order to use English effectively both as a tool and as a weapon?

A year's study has taught me that we cannot learn English well without watching out for idiomatic ways of saying things. When I began learning English, I thought all I had to do was to memorize individual words. English words, it seemed to me, had exact equal words in Chinese, and so, to express one's ideas in English, it was just a matter of putting the words together according to the rules of grammar. When I was taught to say "I see a book on the desk" and "I am going to see a friend", I thought I had learned everything about the word "see". I did not realize that we do not "see" but "read" a book or a newspaper until one day my teacher caught me out. My interest was aroused and since then I have always been on my guard against such stupid mistakes. I have learned the difference between *after* and *since*, between *find* and *look for*, between *wear* and *put on*. I have also learned to absorb whole sentences without trying to translate them word by word into Chinese. All this makes me see that besides a good training in pronunciation, spelling, handwriting and basic grammar, one has to pay close attention to English idioms in order to learn the language faster and use it better.

However, this is just a beginning, and there is still a long, long way to go. I am fully prepared for more hard work. I must speak and write English more, both in and out of class. I must listen and read more. Some day I am going to read Shakespeare and Bernard Shaw and Dickens and Mark Twain — all in the original! And I shall read English books in science, history, geography, and in everything that will help me to know a lot more about man's past and present. They will teach me to use English effectively both as a tool and as a weapon.