



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

(第三册)



◎ 崔秀敏 主编

**CONCISE AND
PRACTICAL ENGLISH**



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赠教学资源包

普通高等教育“十一五”国家级规划教材

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《简明实用英语》系列教材共三册,本书为第三册。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。

本书可作为高等职业教育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等职业教育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等职业教育英语教学的需要,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1,000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，目的是为了提高自己的阅读技能，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优选，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，负责全书的框架的总体设计、编写和书稿的审定工作；项新宇（Unit 2 读写部分）、胡智勇（Unit 3）任副主编；参加编写的还有崔秀香（Unit 5, Mid-term Test, Final Test）、高洋（Unit 1 读写部分）、霍莉平（Unit 6 听说部分）、李俊芬（Unit 7）、赵嬭（Unit 9）、祝胜凯（Unit 8）、范银刚（Unit 1 听说部分，Unit 2 听说部分，Unit 4，Unit 6 读写部分）、郭向辉（Unit 10）。

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

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Unit One

Food and Health

▶ Towering genius disdains a beaten path. It seeks regions hitherto unexplored.

— Abraham Lincoln

卓越的天才不屑走旁人走过的路，他寻找迄今未开垦的地区。

——亚伯拉罕·林肯



Section I Listening and Speaking

■ Schedules

Tune In



Task 1

Directions: *There are 5 recorded dialogues. After each dialogue, there is a recorded question. The dialogues and questions will be spoken twice. When you hear a question, you should decide on the correct answer from the 4 choices marked A, B, C and D.*

1. A. The weather.
B. About the hotel.
C. The plane fare and the plane time.
D. About Qingdao.
2. A. Work on a report.
B. Attend a meeting.
C. See a film.
D. Read a book.
3. A. Arrange a meeting.
B. Visit a factory.
C. Plan a schedule.
D. Run a factory.
4. A. Catch a cold.
B. Sit next to the bus stop.
C. Take bus.
D. Set a timetable.
5. A. The time for the report is OK for him.
B. He wants to change the report from 7:00 to 9:00.
C. The report is excellent.

D. The man wants to make appointment.



Task 2

Directions: *Listen to the dialogue twice and fill in the blanks with the missing words, then have a role-play with your partner.*

A: What's the _____?

B: Well, the office hours are from 8 a. m. to 6 p. m.

A: Do you _____?

B: On Saturday _____ from 9 a. m. to 4 p. m. , but on Sunday _____.

A: What's about the lunch time?

B: It _____, from 12 to 1 p. m. We usually _____ at 11 in the morning and 4 in the afternoon.

..... Listen On



Task 1

Warming Up — Patterns Learning

Starter

Responses

☆ What time is convenient for you?

☆ I'll be free all day along.

☆ What time do you think is best for me to see him?

☆ He is available only on Friday.

☆ What about tomorrow 4 p. m. ?

☆ That's fine with me.

☆ I wonder whether we could make an arrangement to meet sometime next week?

☆ Any day next week will do.

☆ May I expect you at four?

☆ I'll look out for you at about four.

☆ Shall we fix the date for the interview?

☆ I couldn't make it this month.

☆ I've drawn up a schedule for you.

☆ Good. Let me listen to your schedule first.

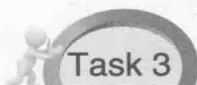


Task 2

Directions: *Listen to the dialogue twice and choose the best answer to the following questions.*

1. A. International trade.
- B. International business.
- C. International relations.
- D. International affairs.

2. A. Yes.
B. No.
C. Maybe.
D. Not mentioned.
3. A. Wednesday afternoon.
B. Friday afternoon.
C. Some time on Wednesday.
D. Some time on Friday.
4. A. Probably by car.
B. Probably by bus.
C. Probably by his own car.
D. Not mentioned.
5. A. At the gate.
B. In Miss Xu's room.
C. In Mr. Smith's room.
D. Downstairs.



Task 3

Directions: *Listen to a dialogue three times and write down your answer in no more than 3 words.*

Phrases and Liaisons

regular customer 回头客
section manager 部门经理
extra work 额外工作

1. When is the conversation taking place?
The conversation is taking place _____.
2. When is Susan to meet Jack?
Susan is to meet Jack _____.
3. What does Susan ask Massa to do?
Susan asks Massa to _____ next week.

4. When do you think Susan will meet Massa?

Probably _____.

5. Why can't Susan meet Massa this week?

Because she is quite _____.

Task 4

Directions: *Listen to a short passage three times and write down your answer in no more than 3 words.*

Key Words

opportunity /ˌɒpə'tju:niti/ *n.* 机会; 时机

zone /zəʊn/ *n.* 地域; 地区

investment /in'vestmənt/ *n.* 投资

sightseeing /'saitsi:ɪŋ/ *n.* 观光; 游览

1. What's the speaker doing now?

The speaker is talking about _____ in the coming days.

2. When will they have a trip to the Economic & Technical Development Zone?

On _____, they will visit the Economic & Technical Development Zone.

3. What will they do on the first day afternoon?

They will have _____.

4. What will the relevant leaders do?

They will _____ on the investment environment and merchant financing.

5. In what way can they solve the problem if they encounter in the following days?

They should not hesitate to _____ of their problems.

Speak Out

Task 1

Role-play

Directions: *Talk about what is shown below. Give your presentation in the class.*

Schedule for a Sales Manager's Marketing Visit

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

Date	Time	Place	Event
18th June	10:00 a. m.	Exhibition Center	Trade Fair
	12:30 p. m.	Garden Hotel	Dinner with senior partners/discuss further cooperation
	3:00 p. m.	Brand Office	Report to the branch manager
	5:30 p. m.	Hong Kong Airport	Flight home

Task 2

Translate

 Directions: *With the help of the Chinese given in the brackets, translate the dialogue orally.*

A: I'd like to discuss the schedule with you first.

B: OK.

A: We are told that (您将在此逗留 5 天) _____.

B: Yes, that's right.

A: So in the first three days (我们为您安排了一些商务活动) _____.

Then we'll show you around the city in the last two days. This is the schedule for you.

B: Let me see.

A: (这样行吗) _____?

B: Well, I think it's possible.

A: So that's settled. As for the dinner party tonight, our driver Mr. Zhang (在今晚 6 点来接您) _____.

B: Thank you very much.

A: It's my pleasure.

Section II Intensive Reading

Preview

In Chinese cuisine culture, dining alone is usually thought to be a misery. People prefer to dine together because communal dining has many advantages. It is not only a means, a channel or a process, it is society itself.

 Text
On Communal Dining

In Chinese culture, dining alone is usually thought to be a misery if not a severe punishment. Chinese phrases describing such a phenomenon are exceptionally few. "I just grabbed a quick, casual bite" is the most typical answer a man would provide to dismiss a polite inquiry with, after he has finished eating alone. In Chinese society, people love to communicate over food and drink, so much so that they seem unable to develop a sense of fellowship otherwise. For them, communal dining is not only a means, a channel or a process, it is society itself.

The tragic effect of eating a Chinese meal alone is largely determined by the types of its ingredients and the manner of cooking and serving it, and to a lesser degree by such less important factors as the shape and size of the dining table. The structure of the main food, too, reinforces the collectivist nature of Chinese cuisine. Our kitchen appliances, whether used over an open fire or a secret fire, are designed essentially to produce a meal for a group rather than an individual. Even nowadays, when the Chinese dining habit is beginning to be reformed, the focus is, after all, on the advocacy for having the Chinese meal in a Western fashion — eating from one's own plate rather than everyone picking food from the same plate — mainly for hygienic reasons based on an idea of "Chinese substance dressed in Western form".

Despite the vastness of Chinese territory and the diversity of Chinese cuisine, Chinese people, be they from the farthest north or the extreme south of the country, all embrace the idea of gathering around the same hot pot with a dozen pairs of chopsticks thrust into it all at once to pick

Q1 *How much do people love communal dining in Chinese society?*

Q2 *Why do Chinese people embrace the idea of gathering around the same hot pot to dine, no matter where you are from?*