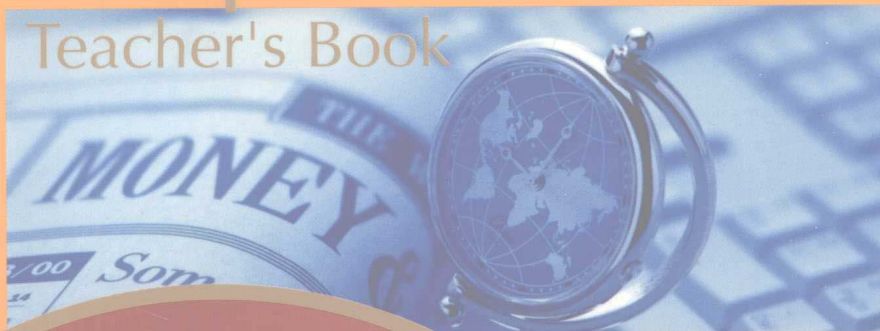


□ 全国高等院校商务英语精品教材

Business English

A Comprehensive Course

Teacher's Book



总主编 蔡 芸 副总主编 唐桂民

商务英语 综合教程 教学参考书

1&2

主编 林 洁

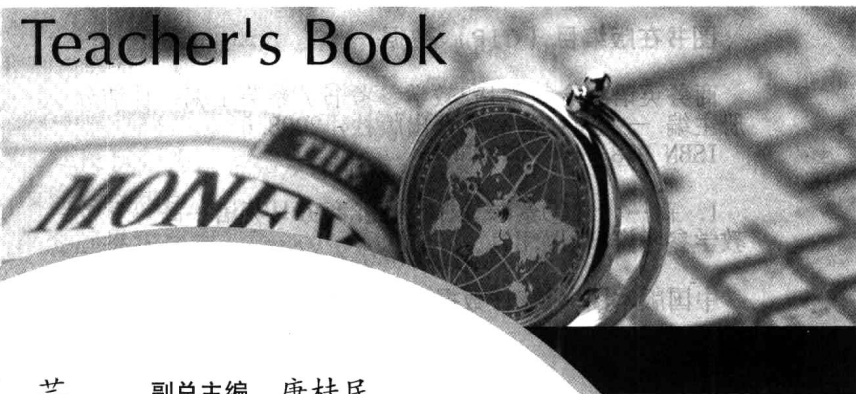
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College Life



Intensive Reading

Universities and Their Function

1. But the **primary reason for** their existence is not to be found either in the mere knowledge conveyed to the students or in the mere opportunities for research afforded to the members of the faculty. (Para. 1)

Note that *reason* is used with the preposition *for* instead of *of*. *Conveyed* and *afforded* function as an attribute (定语) in the sentence. When referring to a state or past action, a past participle (过去分词) can function as an attribute, equal to an attributive clause (定语从句).

E.g. a) What's the language **spoken (that is spoken)** in that area?

b) The man **injured (who was injured)** in the car crash was taken to hospital immediately.

Pay attention to the following cases:

c) What do you think of the proposal **being discussed** at the meeting? (an on-going action)

d) They hope the two new products **to be launched** next month will enjoy a good market. (a future action)

2. This atmosphere of excitement, **arising from imaginative consideration**, transforms knowledge. (Para. 2)

Arising from imaginative consideration functions as an attribute, equal to a non-restrictive attributive clause: *which arises from imaginative consideration*.

E.g. The White Swan Hotel, **lying on the Pearl River**, is regarded as one of the best five-star hotels in China. (*which lies on the Pearl River*)

3. ... it is **invested with all its possibilities** (Para. 2)

Note that *invest* here does not mean to put the money or effort into sth in order to gain a return. Rather, it means to make sb/sth seem to have a particular quality.

E.g. His words were **invested with too much importance**.

4. Imagination is not to be divorced from the facts ... (Para. 3)

1) *Be to do sth* in this sentence means *must or should do sth*.

E.g. You are to submit your annual report to the board of directors as soon as possible.
Be to do sth is also used to say what is arranged to happen or what happened later.

E.g. a) The sports meet is to be held on April 15.

b) They were to regret what they had done.

2) *Divorce* here means to cut off or separate.

E.g. a) We thought that his idea was completely divorced from reality.

b) The government servants are warned not to be divorced from the broad masses.

5. Youth is imaginative, and if the imagination be strengthened by discipline... (Para. 4)

1) In clauses of condition or concession, sometimes a root verb is used to express a strong mood.

E.g. a) This, if the news be true, is a very serious matter.

b) Though everyone laughs at you, we will not.

2) Note that *imagination* has three corresponding adjective forms: *imaginable*, *imaginary* and *imaginative*, which are different in usage and meaning.

(1) *Imaginable* means *conceivable*. (可想象的, 想象得到的)

E.g. This is the only solution imaginable.

(2) *Imaginary* means *existing only in one's mind or imagination*. (想象中的, 幻想的, 虚构的)

E.g. The equator is an imaginary line around the middle of the earth.

(3) *Imaginative* means *having or showing new and exciting ideas*. (富于想象力的)

E.g. He is an imaginative writer.

6. These reflections upon the general functions of a university can be at once translated in terms of the particular functions of a business school. (Para. 5)

Translate here means *to explain or interpret*.

E.g. His silence can be translated as a protest.

7. We need not flinch from the assertion that the main function of such a school is to produce men with a greater zest for business. (Para. 5)

Note that *that* introduces an appositive clause (同位语从句) instead of a relative clause. The difference between an appositive clause and a relative/restrictive clause is that the former is the content of the noun it modifies while the latter specifies the noun it modifies.

E.g. a) Have you ever heard the news that he's going abroad for further studies?

b) The news he told me yesterday is not true.

c) They express the hope that they will acquire the private company.

d) There is little possibility that they will succeed.

8. Today business organization requires an imaginative *grasp* of the psychologies of populations engaged in differing modes of occupation ... (Para. 6)

Here, *grasp* means *understanding* or *comprehension*.

E.g. He has a good grasp of this subject. (This sentence is the same as He has a good command/mastery of this subject.)

9. It requires an imaginative understanding of laws of *political economy*, not merely *in the abstract*, but also with the power to construe them in terms of the particular circumstances of a concrete business. (Para. 6)

1) Note that the English equivalent of (政治经济学) is *political economy* rather than *political economics*.

2) *In the abstract* means *in a general way, without referring to a particular real person, thing or situation.* (抽象地)

E.g. Legal questions seldom exist in the abstract; they are based on real cases.

10. The universities have trained the intellectual pioneers of our civilization — the priests, the lawyers, *the statesmen*, the doctors, the men of science, and *the men of letters*. (Para. 8)

1) *Statesman* differs from *politician* in that the latter is often used in a derogatory sense, and mentioned in jokes as being people that we cannot trust.

2) *Man of letters* refers to a man who is devoted to literary or scholarly pursuits. (文人, 学者)

11. In modern times this difficulty has even increased in its possibilities for *evil*. (Para. 9)

Evil here is used as a noun, meaning that *which causes harm, misfortune, or destruction*. *Possibilities for evil* means 产生弊端的可能性.

12. Its students thus pass into their period of technical *apprenticeship* with their imaginations already practiced in connecting details with general principles. (Para. 10)

“-ship” is noun suffix with several meanings:

- 1) The state or quality of: *friendship, hardship, courtship*;
- 2) The position or profession of: *professorship, scholarship, citizenship*;
- 3) The whole group of: *membership, leadership, readership*;
- 4) The art or skill of: *leadership, horsemanship*.

13. Hence, *instead of a drudgery* issuing in a blind rule of thumb, the properly trained man has some hope of obtaining an imagination disciplined by detailed facts and by necessary habits. (Para. 10)

1) *Instead of* means *in place of, rather than*.

E.g. a) Could you please attend the meeting instead of me tomorrow?

b) Instead of taking the plane, he took the ship.

2) *Work, labor, drudgery and job* are synonyms. They refer to physical or mental effort expended to produce or accomplish sth.

(1) *Work* is the most widely applicable; it can refer both to the activity and the output of persons, machines, and the forces of nature.

E.g. a) It takes a lot of work to build a house.

b) What time do you get home from work?

c) Erosion is the work of wind, water, and time.

(2) *Labor* usually implies human work, especially of a hard physical or intellectual nature.

E.g. He couldn't tolerate the hard physical labor in the countryside.

(3) *Drudgery* suggests dull, wearisome, or monotonous work.

E.g. He couldn't endure the drudgery of the farm.

(4) *Job* is a regular activity performed in exchange for payment, especially as one's trade, occupation, or profession. Note that *job* is a countable noun while the other three are uncountable nouns.

E.g. His job is to handle complaints from customers.



Reading and Writing

The College Experience

1. **To a great extent, you will be *on your own*.** (Para. 1)

This sentence means *To a great extent, you will rely/depend on your own efforts.*

2. **... but generally you must *take the initiative* and seek them out** (Para. 1)

Take the initiative means *to seize the power or opportunity to gain an advantage.* (采取主动)

E.g. The government is taking the initiative to try to resolve the dispute.

3. **For a rich full life he or she should *make the most of* the opportunities at hand.** (Para. 3)

Make the most of means *to gain as much advantage, enjoyment, etc. as one can from sb / sth.* (充分利用, 尽情享受)

E.g. You should make the most of the visit to Europe.

4. **I hope that you have *gathered* by now that going to college means a lot more than earning a grade. (Para. 4)**

Here, *gather* is used to mean *to believe or understand that sth is true because of information or evidence one has*. (理解, 认为, 推断)

E.g. I *gather* a decision has not been reached.

5. **... who have invested their pennies, *dimes* and dollars ... (Para. 4)**

Dime refers to a coin of the U.S. worth ten cents

The coins of the U.S. include: penny (1 cent), nickel (5 cents), dime and quarter (25 cents).

6. ***Putting it bluntly*, college is a place to be greedy — take all you can get and then some more. (Para. 4)**

Putting it bluntly functions as an independent element, meaning *expressing or stating in a frank way*.

7. **I talk to far too many students going to school just to get the *credentials* to “get a job”. (Para. 5)**

Credentials generally means *a certificate, letter, or experience that qualifies sb to do sth*. Here it is used to refer to a diploma or a degree.

8. **By taking the in-depth approach you will be exploring many of the *disciplines* you will enjoy the rest of your life. (Para. 5)**

Here, *discipline* means *a subject that people study or taught, especially in a university*. (学科)

9. **The agony of just *getting by* will eventually tear one asunder. (Para. 6)**

Get by means *to manage to live or do a particular thing using the money, knowledge, equipment, etc. that one has*. (勉强应付)

E.g. How can you *get by* on such a small salary?

10. **Thus, as you stand on the *threshold* of your college career, *commit yourself* and stand by that commitment. (Para. 6)**

1) *On the threshold of* is often used figuratively to mean *the point just before a new situation, period of life, etc. begins*.

2) *Commit oneself* has two meanings:

(1) *to promise sincerely that one will definitely do sth, keep to an agreement or arrangement, etc.* (承诺);

(2) *to give an opinion or make a decision openly so that it is then difficult to change it* (表态)

E.g. a) *Once you have committed to this course of action there is no going back.*

b) *You don't have to commit yourself now, just think about it.*

11. From the first day in class, discipline yourself to make learning *fun*, not a chore, and to get the most from the educational opportunities open to you. (Para. 6)

Note that *fun* is different from *funny* in that the former means *amusing or enjoyable* while the latter means *making one laugh*.

E.g. a) There are lots of fun things for kids to do in children's parks.

b) This funny story made everyone have a good laugh.

Learning to Learn



Intensive Reading

Live and Learn

1. Her eyelids sagged **from** lack of sleep. (Para. 2)

Here, *from* can be used after some verbs and nouns to introduce the cause of something.

E.g. a) The problem simply resulted from a difference of opinion.

b) We all got a tremendous amount of pleasure from your visit.

c) You could die from a cut like that.

d) It was reported in 1990 that more than nine million Britons would suffer from abnormal anxiety and fears at some time in their lives.

2. ... but Teresa's exams were always impeccable, **her essays longer than required, and her math problems rewritten to ensure neatness.** (Para. 2)

1) Ellipsis (省略) is found in this compound sentence: the *were* after *essays* in the second sentence and the one after *problems* in the third sentence are omitted. As a rhetorical device, ellipsis refers to the omission from a sentence of words which are normally needed to complete the grammatical construction or meaning. Ordinary English grammar normally calls for the omission of certain elements, especially when they might otherwise be repeated from a previous occurrence in the same sentence.

E.g. a) He heard the whirr and click of machinery. (omission of the definite article)

b) I was forced to leave and give up my work at the hospital. (omission of the infinitive marker to)

c) I just pick up wood in a leisurely way, stack it and slowly rake the bark into heaps. (omission of the subject of a verb)

d) Knowledge didn't really advance, it only seemed to. (omission of the verb itself after to)

e) We must and will rectify the situation. (omission of the verb after an auxiliary verb)

f) The Master's degree is awarded by thirty-two departments, and the Ph.D. by thirty-three.

2) "-ness" is added to adjectives to form nouns which often refer to a state or

quality.

E.g. *aggressiveness, blindness, carelessness, emptiness, friendliness, sadness*

a) *There was a gentleness about his face.*

b) *He took advantage of my utter helplessness.*

3) **Synonyms:** *assure, ensure, insure*

These three verbs all mean *to make secure or certain* (保证).

(1) If you *assure* someone that sth is true or will happen, you tell them that it is definitely true or will happen, often in order to make them less worried. We often use such phrases as *I can assure you* or *let me assure you* in order to emphasize the truth of what we are saying.

E.g. a) *When you see your children cowering before an inchworm, acknowledge the fear while remaining calm yourself. Assure them of your protection and support.*

b) *She hastened to assure me that the report contained no critical comment on my department's performance.*

c) *Let me assure you / I can assure you that the children will be totally safe on this adventure holiday. No risks of any kind will be taken.*

(2) *Ensure* is subtly different from *assure* and people often confuse the two. If you *ensure* that sth happens, you make certain that it happens. A less formal equivalent of this verb in spoken English would be *make sure*.

E.g. a) *Ensure / Make sure that your working hours as well as your rate of pay are written into your contract.*

b) *I tried to ensure that everybody wore their life jackets the whole time that we were on the sailing boats, but not everybody carried out my instruction.*

In American English, *ensure* is sometimes spelt *insure*.

E.g. *I shall try to insure that you have a nice time while you are here.*

(3) *Insure* has another meaning. If you *insure* yourself or your property, you pay money to an insurance company so that if you become ill or if your property is stolen or damaged, the company will pay you a sum of money.

E.g. a) *We can insure your car against fire, theft and third party damage for as little as \$30 per month.*

b) *Make sure you remember to insure the digital camera and the mobile phones. They're not included under the house contents insurance.*

3. ... she was *more than* willing to sacrifice herself in the name of achievement. (Para. 2)

More than can be used to say that sth is true to a greater degree than is necessary or than average (极其, 不止是).

E.g. a) We're more than glad to have you with us.

b) He was more than angry about having to get up at 3 in the morning.

c) His report on girl students' participation in sports activities is more than a survey.

d) The Korean peninsula has seen more than enough bombs and missiles in the past 100 years.

4. In an extensive 1989 survey of college students *nationwide*, 72 percent of students reported that their primary *objective* in attending college *was to make more money upon graduation*. (Para. 3)

1) “-wide” combines with nouns to form adjectives or adverbs which indicate that sth exists or happens throughout the place or area that the noun refers to.

E.g. area-wide, city-wide, company-wide, industry-wide, society-wide, state-wide

a) The demonstration attracted worldwide media coverage.

b) Two students are planning to build a campus-wide electronic music library that will provide students, faculty and staff with on-demand access to recordings.

c) Countrywide, a total of 22 political parties are competing for the voters' allegiance.

2) The nouns *aim*, *goal* and *objective* all refer to what one intends to do or achieve (目的, 目标).

(1) *Goal* may suggest an idealistic or long-term purpose.

E.g. a) The college's goal was to raise ten million dollars for a new library.

b) It seemed quite likely that the year's ambitious economic goals would be reached.

(2) *Aim* stresses the direction one's efforts take in pursuit of an end.

E.g. a) The aim of most students is to graduate.

b) What's your aim in working so hard?

(3) *Objective* often implies that the end or goal can be reached.

E.g. a) The report outlines the committee's objectives.

b) His immediate objective is to learn to drive a car.

3) The structure *be to+infinitive* can be used when people discuss formal or official arrangements or to give formal instructions or orders.

E.g. a) The Prime Minister is to make a further visit to Devon next week.

b) We are to receive a pay rise in line with inflation in September.

c) You are not to leave this house without my permission. Is that clear?

The be to+ infinitive structure is also frequently used in newspaper, radio and television reports to refer to future events. It expresses near certainty that what is forecast will happen.

E.g. a) A man is to appear in court later this morning charged with the murder of the footballer, Darren Gough.

b) The Ministry of Trade and Industry has announced that it is to move three thousand jobs out of the capital and relocate them in the North East.

In the *if*-clause in conditional sentences, be to+infinitive is often used to talk about preconditions for something to happen.

E.g. a) If we are to catch that train, we shall have to leave now.

b) If I were to increase my offer from five hundred to five hundred and fifty dollars, would you be interested in selling me your car then?

c) If we are to solve the world's pollution problems, we must address environmental issues now.

5. At Duke, economics is now the most popular major, attracting nearly 15 percent of undergraduates, while history majors comprise only 5 percent of the undergraduate population. (Para. 4)

1) Here *while* is used to balance two ideas that contrast with, but do not contradict, each other.

E.g. a) The soles are leather, while the uppers are canvas.

b) While I like all types of fish, my girlfriend always chooses meat dishes when we go out to eat.

2) *Comprise* means to be the parts of or members of (包含, 构成).

E.g. a) Women comprise a high proportion of part-time workers.

b) Did you know that bats comprise almost one quarter of all known mammal species?

c) The highly motivated young people who comprise the backbone of our military force.

Synonyms: *consist, comprise, constitute, or compose*

(1) To *consist of sth* is to be made up of it.

E.g. a) The programme consisted of two short plays.

b) Happiness may well consist primarily of an attitude toward time.

(2) To *comprise sth* has the same meaning, often implying that the whole is regarded from the point of view of its individual parts.

E.g. a) The program comprises two short plays. (i.e. the plays were chosen to make it up)

b) Knowledge, the object of knowledge and the knower are the three factors which motivate action; the senses, the work and the doer comprise the threefold basis of action.

(3) To *constitute sth* is to form a whole, especially of dissimilar components.

E.g. a) Wealth and health do not necessarily constitute happiness.

b) *The two powers which in my opinion constitute a wise man are those of bearing and forbearing.*

(4) To *compose* means the same, but implies that the components have sth in common.

E.g. a) *Water is composed of hydrogen and oxygen.*

b) *Half the world is composed of people who have something to say and can't, and the other half who have nothing to say and keep on saying it.*

A common mistake is to confuse *consist* and *comprise*, saying, for example: *The programme is comprised of two short plays.*

The traditional rule states that the whole *comprises* the parts and the parts *compose* the whole.

Incorrect: *The rock is comprised of three minerals.*

Correct: *The rock is composed of three minerals.*

Correct: *The rock comprises three minerals.*

Correct: *Three minerals compose the rock.*

If you are confused, just say, "The rock is made up of three minerals."

6. **Thirty years ago the situation was reversed, *with* economic and business administration majors together *constituting* 8.7 percent of undergraduates and almost 12 percent of undergraduates *declaring* themselves history majors. (Para. 4)**

The structure *with* + 名词词组 + 介词结构 / 现在分词 / 过去分词 is used to mention the position or appearance of someone or sth at the time that they do sth, or what someone else is doing at that time (表达某人或某物进行某一动作时的位置或外观, 或者说明别人同时在做什么).

E.g. a) *She lay with her head against the back of the seat.*

b) *He advanced into the room with both hands extended.*

c) *She walked back to the bus stop, with him following her.*

7. **And *given* the objectives of current college students, such *options* are attractive. (Para. 5)**

1) The word *given* can be a preposition and used in the following ways:

(1) *Given sth* means *to take sth into account*.

E.g. a) *Given the engine's condition, it is a wonder that it started.*

b) *Given the uncertainty, some politicians and activists are insisting on caution first, science second.*

c) *Given the fact that college students are independent and self-directed learners, we have provided a list of websites about English learning.*

(2) *Given + that clause* means *to take that fact into account*.

E.g. a) *This new intelligence is important, given that football viewers' watching habits are changing profoundly.*

b) *Given that nine out of ten consumers don't bother filling out the postcards, what can be done to boost response rates?*

2) **Synonyms:** *choice, alternative, option, preference, or selection*

These nouns denote the act, power, or right of choosing (选择).