



总主编◎何兆熊 本册主编◎吕 乐

Contemporary
Business English An Integrated Course

当代商务英语

综合教程 3

练习与测试



华东师范大学出版社

Contemporary Business English

Contemporary
Business English

当代商务英语

综合教程 3

李 颖 主编

中国商务出版社

练习与测试

高职高专“十一五”规划教材

Contemporary
Business English An Integrated Course

当代商务英语

综合教程 3

总 主 编 何兆熊

本册主编 吕 乐

编 者 陈剑虹 张 旻 郑 莹

胡 漫 熊淑慧 吕 乐



华东师范大学出版社

图书在版编目(CIP)数据

当代商务英语综合教程 3 练习与测试/吕乐主编.
—上海:华东师范大学出版社,2008
高职高专“十一五”规划教材
ISBN 978-7-5617-6151-9

I. 当… II. 吕… III. 商务—英语—高等学校:
技术学校—习题 IV. H319.6

中国版本图书馆 CIP 数据核字(2008)第 094270 号

高职高专“十一五”规划教材

当代商务英语综合教程 3·练习与测试

总 主 编 何兆熊
本册主编 吕 乐
责任编辑 李恒平
审读编辑 李恒平 丁 川
责任校对 王秀娥
装帧设计 新月创意

出版发行 华东师范大学出版社
社 址 上海市中山北路 3663 号 邮编 200062
电话总机 021-62450163 转各部门 行政传真 021-62572105
客服电话 021-62865537(兼传真)
门市(邮购)电话 021-62869887
门市地址 上海市中山北路 3663 号华东师范大学校内先锋路口
网 址 www.ecnupress.com.cn

印 刷 者 常熟文化印刷有限公司
开 本 787×1092 16 开
印 张 5.5
字 数 108 千字
版 次 2008 年 9 月第一版
印 次 2008 年 9 月第一次
印 数 5100
书 号 ISBN 978-7-5617-6151-9/H·395
定 价 14.00 元

出 版 人 朱杰人

(如发现本版图书有印订质量问题,请寄回本社客服中心调换或电话 021-62865537 联系)

编者说明

《当代商务英语综合教程》第一至四册为基础阶段精读教材,供高职高专商务英语专业或应用英语专业学生使用,也可供程度相当的自学者使用。

英语语言基础在商务英语教学中的重要地位和作用是显而易见的。在经济全球化浪潮的冲击下,各种涉外工作对外语人才特别是商务英语人才的要求越来越高。这也对教学和教材编写提出了更高的要求。由于高职高专商务英语教学研究起步较晚等多方面原因,出现了相关教材跟不上形势的情况,甚至出现用《大学英语》代替“商务英语综合”或“精读”教学的极端个案。针对这些状况,我们编写本系列教材,希望能对解决这些问题做出我们微薄的贡献。

本教程以高等职业技术学院、独立本科院校商务英语专业学生入学水平的中等程度为起点,即在学习本教程之前,学生已掌握基本的英语语音和语法知识,能认知1900个左右的英语单词(掌握其中1200个),并在听、说、读、写等方面受过初步训练。在学完本教程后,力争做到:中上等水平的学生在英语语言知识和语言的实际运用能力方面,可以达到商务英语中高级、高等学校英语专业第四级结束时的水平,能够从事一般商务英语工作;中等水平的学生能够达到商务英语中级、大学英语六级水平,能够从事使用英语的相关商务工作。

本教程的编写指导思想是全面打好学生英语基础,以课文为中心,由浅入深,循序渐进,进行语音、语法、词汇等基础知识的综合教学;对学生的听、说、读、写、译等基本技能进行全面的训练,培养学生准确运用所学知识进行语言交际的能力。

教材的质量关系到国家人才的培养。为了编写出高质量的教材,本教程编写者怀着强烈的质量意识,踏踏实实、一丝不苟地工作,在整体编写中遵循如下理念:

丰富而实用的选材。精读教材课文的核心地位为英语教学学者所公认,因此我们在选材上付出的努力最多。本教程的所有课文力求内容丰富,题材各异,主题贴近生活与商务实际,视角触及面广,关注实用性。实用性体现在既选取语言优美的范文,又选取与商务相关的可读性强的短文。此外,选材的真实性是我们对实用性最好的注解之一。本教程充分利用了国外教材和相关读物以及互联网的丰富资源,其中相当部分数据、图表、商务文件、信函、产品说明书、广告、公告、通知及案例等均来自一些企业、公司或网络,并配有相当数量的练习或交际任务,旨在努力创造条件为学生提供真实的语言输入和输出机会,使学生真切地掌握相应的英语语言基础知识,熟悉商务实践的技能、策略以及相关的现实商务活动的真实场景,从而可以使学生真切地掌握相应的英语及商务实践的技能。

精心而系统的练习。练习设计的重要性不亚于课文。丰富多样的练习活动能体现各种技能训练的要求,可为学生提供更多提高听、说、读、写、译等各项技能的机会,极大地增强学生学习语言的兴趣。本教程特别突出对学生语言交际能力的培养,强调教学过程中的互动性,为学生提供了诸多在现实生活中灵活运用英语语言的场合、情景及任务等,以期达到学以致用、学以致用的教学目的。

结构清晰、易于教学。教程形式活泼多样,与众不同,图文并茂,互动性强。每册教材的侧重点不同,但注意系统性和独立性的有机结合。本系列教程可成套使用,亦可根据使用者的实际情况选择使用;既适合高职商务英语专业的学生,也适用于对商务活动感兴趣的人士。

教材编写中我们还考虑了高职商务英语教学的特点,注意教材与高职教学多方面的需要相适应,考虑两个兼顾问题。一是实用与考试兼顾。本系列教程从选材内容到训练内容都从实用角度出发,选材内容与学生生活及社会生活息息相关;训练过程侧重学生听、说、读、写、译实用技能的培养。各册的语法、词汇、写作训练紧贴现行相关语言考试的要求,有助于学生在提高英语实际交际能力的同时,能顺利地通过大学四、六级英语考试、英语等级考试、英语专业四级等相关语言类考试。二是认知水平、系统性与可读性兼顾。在选材时,我们特别注重科学性与可读性的关系,既不失其科学的严谨性,又要考虑到学生学习心理方面的要求,力求将商务知识用浅显易懂的方式表现出来,使教材的内容具有可读性,教师愿意教,学生愿意学。

此外,与本综合教程配套使用的还有听说教程(1—4)和阅读教程(1—2)。商务英语实践性较强的听说训练均放在听说教材中;听说教程的主题与剑桥商务英语证书(BEC)以及全国商务英语认证考试紧密衔接,有助于学习者通过这些考试。商务英语阅读技能培养与实用文体阅读技巧训练这部分主要放在阅读(泛读)教材中:通过对一些商务上的数据、图表、案例、商务文书等应用性极强的材料进行全面的阅读训练,能增强学生的商务阅读能力,以适应日后所从事的各种商务实践活动。

本教程共分4册,即每学期一册。第一、二册在学生原有基础上,系统安排语音、语法等基础语言知识,其内容主要参考《高等学校英语专业基础阶段教学大纲》所列项目;第三、四册在巩固基本功的基础上,进一步加强语言实际运用能力的培养。每课授课时间可根据教学对象的水平和专业课程总体安排等情况,由教师酌定。每课内容构成如下:

- 精读课文(课文、注释、生词表、课文理解练习、与课文相关的口语活动)
- 课文练习(词汇练习、与课文相关的语法练习,本部分另见练习与测试 workbook)
- 语言在用(听力、语法练习、商务英语综合练习)
- 职业技能(第二至四册)
- 商务文体阅读课文

各部分的编写思路和使用中应注意的问题,分别说明如下:

1. Text A 精读课文

(1) 鉴于学生入学水平不同,我们对课文的起点难度作了适当控制。为便于学生朗读与背诵,课文长度第一册每课一般为400—600字;第二册每课一般为500—800字;第三册每课一般为700—1000字;第四册每课一般为900—1400字。课文的题材内容,第一、二册以英语国家日常生活、商务活动、社会情况、百科知识、文学故事等题材为主;第三册以后,适当增加经济、科技、政治、文化等方面的内容。文体类型包括小说、散文、小品文、戏剧、传记等多种体裁,其中以叙事体为主。

(2) 每课课文后列有该课生词表,每册后列有该册总词汇表。第一册后附有学生在习本教程前应掌握的1200个词汇及应认知的740个词汇,这些词汇所列出的含义一般不再视为生词。第一、二册全部生词采用英文、中文注释,均标注音标(少数符合读音规则的单音节生词,不标注);第三册开始逐渐减少中文释义。生词的中文释义力求先交代原意,再注出该词在本课中的准确含义。每册均保留4—6个学生虽已见过但是意义或用法却是新的生词由学生自己查找工具书(使用英英词典),以培养学生自学习惯和独立工作的能力。课文中出现的常用搭配和习惯用法,一般单列成项,并加以注释。

(3) 课文注释与理解。第一部分为课文注释,第二部分为课文理解检查题。课文注释内容包括作者简介和文章出处以及语言难点和有关背景知识。课文理解检查题主要是多项选择题,供学生预习时参考,教师讲课时可据此对学生预习情况进行检查。

(4) 口语实践练习。包括两个方面:一是就课文内容相互问答和围绕课文进行简单对话或专题讨论;二是在课文题材范围内模拟交际活动。

2. Additional Tasks 课文练习

(1) 词汇练习。首先是借助构词法,大力扩充词汇。其次是通过介词搭配、习惯用语、短语动词、动词用法模式、同义词、一词多义等操练,打下扎实的语言基础。特别地,我们还强调掌握构成短语能力强的基本动词(phrasal verb)的使用,如take, make, do等动词的用法。

(2) 翻译练习。含汉译英与英译汉两种形式,目的是提升学生对语言的掌握和运用能力,注重活学活用,逐步增强学生的翻译技能。

(3) 写作练习。写作实践第三至四册以创造性写作和实用商务文体写作为主,熟悉各种写作技巧及方法(了解基本的修辞方法)。重视写作训练是本教程的重要特色之一。

3. Language in Use 语言在用

(1) 听力部分。语音:在系统整理、巩固、加深已学语音知识的基础上,着重训练学生在语流中运用语音语调知识和朗读技巧。语感:第二、三、四册主要是通过朗读或背诵名篇名段,进一步提高学生在语流中运用语音知识和朗读技巧的能力。这一部分也充分体现了我们重视文化内涵和人文价值的思路,希望通过潜移默化的影响来培养和提升学生高尚的情操。

(2) 语法部分。这部分的语法着重于帮助学生了解并巩固在商务语境下的语言表达,它与课文练习中的语法难点练习各有侧重。本部分采用教学语法的思路,以篇章为主,每

课只出现语法练习,不出现讲解。有关讲解条目统一编为语法参考,放在书末。

(3) (商务)语言综合练习部分。本部分是在语篇层次上的综合练习,是教材中最有特色的亮点。所选的小文章短小精悍,材料新颖,体裁各异,语言地道,趣味性强;相当一部分材料具有强烈的时代气息和前瞻性,练习形式活泼多样。

4. Career Skills 职业技能

职业技能板块从第二册起开始出现,涵盖了商务场合中表达和沟通的各种基本职业技能训练。

5. Text B 商务文体阅读

本部分商务阅读选文注重难度适合,文章主要选取国外同类教材、商务报刊及与商务报道相关的短文,以叙事性和描述性文体为主。第二至四册,以商务英语活动的核心主题为主线,涵盖商务语境的各个重要方面,涉及工作所需要的多个学科的知识,如:国际贸易、涉外会计、市场营销、证券投资、电子商务、经济、金融、企业管理、商业文化、信息技术、旅游等。

为了方便教师使用,本教程配备了较为详尽的教师用书。每单元的教师用书由两部分组成:第一部分是 Text explanations,该部分按课文内容的顺序把课文分为若干部分,每一部分包括 Analysis 和 Language work,为教师提供了进入课文教学时引导性的问题、讲解词汇时所需要的例句;第二部分是 Key to exercises,在必要之处我们对所给答案作了简单的解释。我们的意图是把教师用书变成一本十分实用、使用方便的教学参考书。

本教程第一至四册的主编分别为上海工商外国语(职业)学院的陈明娟副教授、上海金融学院的吴慧副教授、上海理工大学的吕乐教授和上海立信会计学院的陈雪翎教授。青岛职业技术学院的李永生教授负责编写第一至二册“语言在用”部分的语法练习。美籍商务英语教学专家 John Parker 审定教程所有英文部分。参加本教程第三册编写工作的有(按姓氏笔划顺序)吕乐、陈剑虹、张旸、郑莹、胡漫、熊淑慧等老师。

本教程在编写过程中得到常玉田教授(对外经济贸易大学)、邹为诚教授(华东师范大学)、陈洁教授(上海对外贸易学院商务英语学院)、王大伟教授(上海海事大学)、张武保副教授(广东外语外贸大学商务英语学院)、井升华教授(商务英语专家)等多位英语界和商务英语教学界专家的支持,在此一并对他们表示衷心的感谢。

何兆熊

2008年6月

目 录

Unit 1

Text A	Spotlight on Copenhagen	1
--------	-------------------------------	---

Unit 2

Text A	A Coke and a Smile	6
--------	--------------------------	---

Unit 3

Text A	The Rich Man and the Poor Man	11
--------	-------------------------------------	----

Unit 4

Text A	The Power of a Blue Box	15
--------	-------------------------------	----

Unit 5

Text A	The Value of Time	19
--------	-------------------------	----

Unit 6

Text A	Delight	24
--------	---------------	----

Unit 7

Text A	Only Children: Finding the Middle Ground Between Lonely and Lionized	28
--------	---	----

Unit 8

Text A	British Pub Culture	33
--------	---------------------------	----

Unit 9

Text A	Home	38
--------	------------	----

Unit 10

Text A	My Bank Account	43
--------	-----------------------	----

Unit 11

Text A	Leave Your Hat On, but Lose the Jeans	48
--------	---	----

Unit 12

Text A	One Man Talking	53
--------	-----------------------	----

Unit 13

Text A	Heard on the Street	58
--------	---------------------------	----

Unit 14

Text A	I Know Why the Caged Bird Sings	63
--------	---------------------------------------	----

Unit 15

Text A	Flowers in the Sky	68
--------	--------------------------	----

Unit 16

Text A	Black Horse	73
--------	-------------------	----

Text A



Spotlight on Copenhagen

Vocabulary

Additional Tasks

1. Word Formation: conversion.

1) Study the following sentences taken from the text and pay attention to the italicized words. These words are nouns used as verbs or converted to verbs.

- (1) Completed in the mid-18th century, it still *houses* the royal family. (Para.4)
- (2) The curious yet majestic-looking spire ahead *tops* the oldest stock exchange in Europe, built in 1619. (Para.7)
- (3) But they do know how to *party*, especially during holidays. (Para.9)

2) Now complete each of the following sentences using a word from the given list in its correct form.

book	bridge	carpet	chair	corner
cushion	distance	house	pride	showcase

- (1) I have long _____ myself on being a good teacher.
- (2) The flower girls _____ the floor with rose petals before the bride's entrance.
- (3) The parents are trying to _____ the generation gap with their children.
- (4) She will _____ the math department next semester.
- (5) I would be glad to _____ you for the weekend.
- (6) Mr. Chen has _____ a reservation at a hotel.
- (7) The politicians will _____ themselves from the controversial issues.
- (8) Don't try to _____ your spouse.
- (9) The real estate company is _____ many new houses in the newspaper.

(10) Nothing can _____ the sorrow of her mother's death.

2. Recast each of the following sentences, replacing the underlined part with an expression from the paragraph indicated at the end of the sentence.

(1) Professor Cooper is looking for an assistant who can help her with the translation of the novel. (Para.2)

_____.

(2) Look at these pictures I took when traveling in Africa and you can have some ideas of African jungles. (Para.2)

_____.

(3) The antique tea sets are not for sale; they are just displayed as decoration. (Para.4)

_____.

(4) The graveyard has been robbed and we only find a few articles that are left of a burial ground of a woman in the royal family in the Tang Dynasty. (Para.5)

_____.

(5) Peace Hotel, dating back to 1929, is known as the most famous hotel in China. It is ideally located in the prime downtown Shanghai — at the end of Nanjing Road, right on the Bund. (Para.5)

_____.

(6) The respondents for the questionnaire survey are made up of all age groups, ranging from 18 to 75 distributed in 30 cities. (Para.7)

_____.

(7) Jennifer makes herself outstanding by getting all A's in her courses. She's going to MIT to study Biological Engineering. (Para.9)

_____.

(8) On my last trip to New York, I went to see a Broadway Show, *Okalahoma* after visiting the Metropolitan Museum of Art. (Para.10)

_____.

3. Tick out the item that explains the meaning of "take in" used in each sentence from the given choices. Translate the word or phrase into Chinese and write it down in the brackets.

(1) He got near to see what was happening and *took in* the situation at a glance.

- a. understood b. accepted c. attended d. received
()
- (2) It is too late to *take in* their party now.
a. prepare b. watch c. talk about d. attend
()
- (3) I will have the waist of my skirt *taken in* by the tailor.
a. cut open b. made smaller c. washed d. made larger
()
- (4) Some of them have a feeling that they have been *taken in* by their boss.
a. cheated b. praised c. suspected d. misunderstood
()
- (5) You can *take in* some of the notable architectural monuments of the city in your tour program.
a. include b. draw c. introduce d. visit
()

4. Complete the sentences with the following verbal phrases in their proper forms.

see about	see after	see off	see out	see red	see through	see to
-----------	-----------	---------	---------	---------	-------------	--------

- (1) Heatbroken Lamps wanted to _____ his career at Stamford Bridge.
- (2) When he went to Europe, Mr. Jenkins left his son to _____ the business.
- (3) Eriksson will _____ to the airport.
- (4) We can't give you an answer now, but we'll _____ it.
- (5) When I think it all over I go crazy, I _____.
- (6) Can you _____ getting me on July 5th flight to Hong Kong?
- (7) We can _____ all your tricks and schemes, so you needn't think you can pull the wool over our eyes.
- (8) _____ the chores, will you?
- (9) We'll _____ you _____ until you finish your college education. I _____ the project _____ and then resigned.

5. Synonyms and antonyms.

Below is a list of words taken from the text. Try to find the right word(s) for each item.

fairy tale (Para.1)	fantasy (Para.2)	twilight (Para.2)
walk (Para.3)	hurry (Para.4)	stroll (Para.4)
magnificent (Para.6)	curious (Para.7)	majestic (Para.7)
charming (Para.8)	peaceful (Para.9)	ideal (Para.9)
expensive (Para.10)	beautiful (Para.10)	

(1) Pick out two adjectives that are antonyms of “modest”.

(2) Pick out two nouns that are synonyms of “fable”.

(3) Pick out two adjectives that are synonyms of “attractive”.

(4) Pick out a noun that is a synonym of both “dusk” and “down”.

(5) Pick out two adjectives that are antonyms of “noisy” and “imperfect”.

(6) Pick out two adjectives that are synonyms of “strange” and “costly”.

(7) Pick out two verbs that are synonymous with each other.

(8) Pick out two verbs that are antonymous with each other.

6. Examine the meanings and uses of “remain” and “spotlight” in the sentences below. Consult the dictionary for other possible ways of using these words, and then make sentences after the models.

Spotlight on Copenhagen (title)

(spotlight + on + *n.*)

Churches and castles are almost all that *remain* of the original city. (Para.5)

(to remain + of + *n.*)

Other possible uses of “remain” and “spotlight”.

remain:

spotlight:

7. Put the following into English, using the words and expressions given in the brackets.

(1) 本周时装界尤为引人瞩目。(spotlight)

(2) 那口钟放在那搁板上已经有些年头了。(sit)

(3) 每支自来水笔装在一个精致的盒子里。(house)

(4) 几世纪来,竹笛已与日本人的生活紧密联系在一起。(entwine)

(5) 科学家想研究出治疗这种疾病的方法。(in search of)

(6) 音乐会后她一直在大厅徘徊,希望能见一见明星。(linger)

8. Fill in the missing words.

Todd was working at his gas station (加油站) at night when he heard over the radio that a

(1) _____ in Long Island had been broken into by an armed man who had killed the night

guard and got away with \$150,000. "One hundred and fifty thousand," Todd whistled. Here's a fellow who just walks into a bank and helps himself (2) _____ so much money. Todd thought of the difficulty with which he managed to get the amount of money he needed to start his gas station. So many papers to (3) _____, so much money to pay back. The news continued twenty minutes later. The gunman had (4) _____ a car for a ride, and then pushed out the driver. He was possibly heading for the Southern State Parkway in a white Ford. The license plate (车牌) number was LJR1939. The voice of the announcer continued: "(5) _____ out for white cars. Don't pick up strangers and all you folks in gas stations better not do service to a white Ford car." Todd stood up and tried to see out into the cold night. It was dark but Todd (6) _____ the Southern State Parkway was out there. Just then, Todd saw the headlights coming at him and a car pulled in for gas. There it was, a white Ford. He saw the (7) _____, LJR1939. "What should I do?" Todd had to make a quick decision. "Yes, sir?" Todd asked while making up his mind for sure. "Fill her up," the man said sounding like any other driver. When the tank (油箱) was full, Todd quickly turned round and pointed a gun at the man. "Hands up and get out!"

Writing

Additional Tasks

Write a descriptive passage of no more than 120 words on the topic of *A City I Like*. At least eight of the words below should be used in your writing.

landmark

in search of

get a feel for

dream-like

explore

magnificent

modest

peaceful

fun

take in

A City I Like

Text A



A Coke and a Smile

Vocabulary

Additional Tasks

1. Word Formation: compounding.

1) Study the following sentences taken from the text and pay attention to the italicized words.

- (1) I know now that the man who sat with me on the old wooden stairs that hot summer night over *thirty-five years* ago was not a tall man. (Para. 1)
- (2) But to a *five-year-old*, he was a giant. (Para. 1)
- (3) *Cherry-scented* smoke from Grampy's pipe kept the hungry mosquitoes at bay while gray, wispy swirls danced around our heads. (Para. 2)
- (4) My grandfather was *baby-sitting* while my mother, father and grandmother went out. (Para. 3)
- (5) I walked directly to the big old *red-and-white* dispenser. (Para. 13)

All the compounds in the above sentences share the same form: word + word, but they fulfill different grammatical functions.

2) Fill in the blank in each sentence with a hyphenated compound taken from the box in its appropriate form.

(adjective):	weather-beaten	poverty-stricken	red-carpeted	well-adjusted
(noun):	make-up	pick-me-up	spoil-sport	job-hop
(verb):	chain-smoke	window-shop		

- (1) Anyone who eats too much or _____ cheap cigars is, the doctors say, risking his health.

- (2) They argue that the membership of the Council does not reflect the racial _____ of the city.
- (3) The minister was given the _____ treatment.
- (4) Holding out his work-gnarled hands, the old fisherman with a _____ face started to tell us about the hardship of his life on the sea.
- (5) What a _____ he is! He is always pouring cold water on our plans.
- (6) A rolling stone gathers no moss, so frequent _____ will do you no good.
- (7) It is traditional around here to drink brandy with coffee as a morning _____.
- (8) We cannot afford those clothes in the shop; we are just _____.
- (9) His family could not understand how this quiet, _____ man could have been driven to this terrible deed.
- (10) There are few jobs for the peasants who have flooded into the cities from the _____ countryside in search of work.

2. You are given a list of expressions taken out of the text. The paragraphs from which the words are taken are indicated. Complete the sentences with the expressions in their proper forms.

at the very least (Para. 1)	side by side (Para. 1)	let go of (Para. 11)
look up and down (Para. 11)	now and again (Para. 2)	dream comes true (Para. 15)
make it (Para. 11)	take one's breath away (Para. 10)	a mound of (Para. 8)

- (1) The two buildings, standing _____, totally block the view of the sea from the hotel.
- (2) You may not like him, but you can _____ give him some encouragement. He is in need of help.
- (3) Commercials pop up _____ during the show. That's why I never like watching films on TV.
- (4) On my office desk, there is always _____ business letters for me to deal with. I am desperate for an assistant who can relieve me of this labor.
- (5) The original pictures painted by the unknown ancient artists on the cave wall _____ . I wondered how they could possibly do that at that time.
- (6) We _____ all the shelves in the English textbook section in the library, only to find a copy of the textbook we were looking for with the most important pages missing.
- (7) What is lost is lost. Look into the future and _____ yesterday.
- (8) Everybody thought there was not much chance for him to enter the college, but he finally _____.
- (9) If I could have my _____, these are things I would