

高职高专“十一五”规划教材



总主编◎何兆熊 本册主编◎吴 慧

Contemporary
Business English An Integrated Course

当代商务英语

综合教程 2

教师用书



华东师范大学出版社

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使用说明

本书为“当代商务英语系列教材”(Contemporary Business English)精读教材第二册的教师用书。我们编写本书是为了给采用本教材的兄弟院校教师提供参考,而不希望因此限制使用教师的创造性教学实践。本书亦可为自学者提供某些便利。我们同样也希望他们不要对本书产生依赖。

需要特别说明的是:配套的练习与测试用书是本教材的重要组成部分,教师应将其与教材结合使用,以达到最佳的教学效果。

关于本套综合教程的编写原则,在学生用书的前言中已有详细说明。这里仅就第二册的使用作一些具体补充。

教学目的

关于本册的教学目的,我们强调:

1. 既立足于丰富学生的语言知识,积极介绍新的语言现象,又要把重点放在帮助学生复习、巩固、消化和提升已学的知识上。
2. 既要强调语言形式的训练,又要提供较多的活用语言的“语境”,以帮助学生熟练掌握所学语言并提高在交际过程中正确运用语言的能力。
3. 既要继续提高学生的阅读理解能力,又要进一步加强听、说训练,以保证学生听、说、读、写技能更加均衡地发展。
4. 既要着重语言技能的训练,又要努力扩大学生的知识面,帮助他们养成良好的学习习惯,提高思考问题、分析问题、讨论问题、归纳总结问题和独立解决问题的能力以及不同文化间交流与合作的能力。

基本框架

本书第二册共 16 单元,每周一单元,供一学期使用。每单元均有五个组成部分:课前预习、课文 A 及课文的注释和词汇表、练习(见练习与测试配套用书)、语言在用、课文 B。为保证本套教材实现预期的意图,我们对课文的选编和各项练习的设计都作了认真考虑。除口语活动任务外,使用者可依次完成各项任务,尽量不要删减或跳跃。

课前预习

本册十分强调课前预习,因为这既有利于培养学生学习的主动性和积极性,也有助于确保教师的指导取得最佳效果。我们对预习主要有以下要求:

1. 要求学生通过初读了解课文大意和课文中的内容理解难点。
2. 要求学生借助词汇表、注释以及工具书,自主解决难点,加深对课文的理解,并找到需要教师指点的问题所在。
3. 通过重点查找指定的语言现象,学习工具书的使用方法。
4. 通过听课文录音和重点段的朗读,改进语音、语调和朗读技巧。

5. 要求学生在预习中组成对话伙伴,互相切磋,共同操练。

课文 A

正课文是书中的核心。关于课文的处理,我们建议:

1. 课文要讲透,要对各种语言现象有中肯的解释。在此基础上还要使学生能够真正欣赏原文。

2. 讲透课文不等于漫无边际、毫无节制。新的语言现象处理到什么程度,要根据学生的水平和本阶段的教学目的而定。一些条件已成熟的语言点需要认真归纳操练,而有的则点到为止,留待日后详述。

3. 讲解课文时不要满堂灌,并不是讲得越多越好,而是必须落实到学生的“练”上。因此必须强调师生互动,强调学生的主动性和参与性。教师对课文讲解的快与慢的节奏要心中有数,灵活掌握。

4. 对语言理论的介绍要尽量简洁,讲求实效。本书基本采用归纳法,多数情况下由学生通过练习自己领悟其中规律。

注释

课文注释原则从简。除课文、作者背景外,只包括一些语法词汇方面的必要讲解。注释中不含课文内容方面的理解。我们认为作为商务英语专业教材,课文的理解更多需要学生通过工具书及课堂讨论来实现。

词汇表

为逐步培养学生使用英语释义的词典,本书词汇表采用部分英语释义,部分中英对照,部分提供中文翻译的做法。每课生词大约为 50 个左右。生词标准参考 Longman 词典 (Longman Dictionary of Contemporary English) 来确定是否单列词条。词义仅限于本课实际使用中的词义。派生词在构词法介绍后一般不再作为生词处理。

练习

课文处理之后,学生应该认真复习并准备完成各类练习。本书练习分为三大部分:口头与书面表达实践,词汇练习和语法练习。词汇练习和语法练习放在练习与测试配套用书中。这些练习既紧密结合课文,又体现基础阶段对应第二册教材所涵盖的系统训练要求。

1. 口头与书面表达实践:口语练习是围绕课文内容设计的一套问答题。题目有大有小。其目的主要是通过问答训练学生的听说能力,帮助他们消化所学语言材料,熟悉基本词汇和句型。教师在问题中要自觉糅合学生已学的语言,进行滚动式操练。在“短兵相接”的问答以后,再由学生按大题目进行连贯讲话,复述课文。这套练习要不惜多花时间,特别是开始阶段,一定要让学生养成开口说的习惯。我们认为练习连贯讲话和复述课文也有助于增强学生语言活用和逻辑思维的能力。为了让学生开口说,教师也可以每 2 个课时拿出前 20 分钟让学生进行“free talk”。

在课文问答及复述的基础上,根据课文的特点,还可以组织一些简单的讨论或戏剧表演,以提高学生的学习兴趣。

书面练习(笔头练习)在本册中基本上属于复述性质,重点放在语法、拼写、格式及基本句型、词汇方面。每周必须进行听写训练,作为随堂测试。有些词汇和语法练习也可以书面操练进行。为让学生勤于动笔,我们还可鼓励学生用英语记日记或周记。

2. 词汇练习:这是本书练习中的重点之一。练习所针对的是英语词汇的主要特点和中国

学生面临的特殊难点。我们的目的是通过这些练习向学生系统介绍一些习惯用语、常用短语和搭配,常用短语动词,常用及易错用的单词,主要的动词使用模式,一词多义现象,构词法,同义词,反义词及同义词辨析使用等;并帮助学生扩大词汇量,熟练掌握这些词和短语的形式以及词义和用法。

在词汇练习中我们尽量体现以下原则:1)练习中的“语境”力求真实自然、典型实用;题材力求广泛、多样、贴近生活;内容力求积极健康、符合教材整体对文化内涵的标准。2)循序渐进、细水长流。以上各项练习内容在第二册书中进一步深化。3)练习的具体设计尽量做到符合学生水平、难易适中,但同时也包括一些较难的部分,以满足部分学生的需求。4)练习的方法包括机械、半机械及比较灵活等不同类型,各类型有合理的比例,防止侧重语言训练而忘记语言交际的目的,或侧重思想表达而造成语言失控的现象。5)尽量把学生放在主动地位,启发学生进行自主观察、归纳总结和练习。6)第二册适当控制翻译练习的使用,以便在一段时间内让学生摆脱对母语的依赖。

3. 语法练习:这是本册书中的另一个重点。我们设计语法练习的依据是对学生入学时语言水平的评估。我们认为学生入学时已具备英语语法的基本知识,因此在语法项目的选择及编排上不必再拘泥于传统的模式或过分强调语法的基本知识。但另一方面,我们估计到学生离真正能运用这些知识进行交流还相去甚远,因此本册书在语法方面的教学任务不能局限于复习、巩固和扩展语法知识,而更应通过练习盘活或“内化”这些知识,使之成为交际的技能。

本册语法练习每课设计1—3项,其中包括理解性练习和产出性练习两大类。每课中一般有一个理解性练习。其目的是启发学生对本课中出现频率较高、同时又属于中国学生运用难点的语法现象进行分析、观察和思考,从中找到规律,为日后进一步掌握该知识点打下基础。其余属产出性练习,它们主要是围绕时态、语态、基本句型等重要语法项目进行反复操练。另外,考虑到介词、冠词、不定代词等变化的复杂性和贯穿性强的特点,本册也对此配有一定的复习和巩固练习。至于练习方式,我们力求有单句,也有篇章段落,有单项,也有综合,以期取得一箭双雕的效果。

与词汇练习相同,语法练习的设计同样力求做到有典型的语境和地道的英文,同时有利于扩大学生的知识面。

在词汇和语法练习中,我们都用到少量的生词,对于这些生词,建议教师不作要求。

语言在用(Language in Use)

这部分以商务语境的语言运用为主线展开,关注当代语言运用的新用法、新话题,这是本教材的重要创新点。在编写形式上主要采用语篇练习方式,形式活泼,内容新颖、实用。

(1) 听力部分。本册主要是经典段落听读、诵读练习,教学中可以根据学生情况使用。

(2) (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。

课文 B

本册书每课之后均附有一篇副课文。它们全部是商务题材,本册偏重商务知识,目的是增加语言材料的输入并提高学生的学习兴趣。但为减轻学生负担,教师一般可不再予以处理。考试也不必再作要求。

课时安排

我们建议每单元大致用 6—8 课时,具体可作如下安排:

课前预习的检查 0.5—1 课时

课文的语言处理 3—4 课时

课文练习与语言在用部分练习 2 课时

每课的测验 0.5 课时

教师可根据学生的水平,对以上安排作适当的调整。

考核方式

考核可根据学生的课堂参与和表现、课后书面作业、每课的测验、期中考试和期末考试进行。期末考试可分为口试、笔试。口试以课文内容的理解和掌握为原则,考查口语表达能力;笔试考查课文的语言项目和对未读过的与课文难易相仿的文章的理解。口试、笔试成绩总体上可以按如下比例:

课堂参与和表现 10%

课后作业和每周测验 20%

期中考试 30%

期末考试 40%

本册教师用书在编写中疏漏之处在所难免,请教师在使用中指正。本册承外籍专家 John Parker 审定,在此表示衷心感谢。

(本教材的网站、课件将于 2008 年全部上线开通。有关教材使用意见、教学服务支持方面的信息可与教材项目责任编辑李恒平老师联系,电子邮件 hppli@sina.com。)

编 者

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目 录

使用说明	1
Unit 1	1
Unit 2	15
Unit 3	29
Unit 4	41
Unit 5	52
Unit 6	62
Unit 7	75
Unit 8	85
Unit 9	98
Unit 10	108
Unit 11	127
Unit 12	142
Unit 13	155
Unit 14	169
Unit 15	184
Unit 16	197

Unit 1



Text A



The Bright Student and the Dull Student

Task-based Learning

Pre-class Task 2

Choose the statement that best explains your understanding of the text.

1. b) 2. a) 3. c) 4. d) 5. c)

Pre-class Task 3

Words and expressions to be explained through their context or with the help of a dictionary.

get in touch with (Para. 1): to have the latest information, knowledge, and understanding about something

dull (Para. 1): slow to learn or understand

urge (Para. 1): an instinctive motive

puzzle (Para. 2): a difficult problem

figure out (Para. 2): to find the solution to (a problem or question)

be willing to (Para. 3): would like to

on the basis of (Para. 3): because of a particular fact or situation

reasonable (Para. 3): showing reason or sound judgment

unpredictable (Para. 3): unknown in advance

In-class Task 1

Read the text a third time for a better understanding. Explain in your own words the following sentences taken from the text.

1. The smart student is interested in life and facts, and he hopes to study it, accept it and indulge himself into it. (Para. 1)

2. He holds the principle that there are several possible ways of achieving something. (Para. 1)
3. Others are usually not supposed to help him with the problem he is engaged in with efforts, since he does not want to be deprived of (getting) the chance to solve the problem himself. (Para. 2)
4. Regardless of any possible bad results, he will set a boat to some unknown sea and make a research of unfamiliar regions. (Para. 3)

In-class Task 3

3. 1) Yes. The bright student is patient, curious about life and reality, and willing to go ahead on the basis of incomplete understanding and information. The dull student is impatient, far less curious in what goes on, and goes ahead only when he thinks he knows exactly where he stands and what is ahead of him.
- 2) There is more than one way to skin a cat, i. e. there are several possible ways of achieving something.
- 3) He regards uncertainty and failure a threat instead of a challenge or an opportunity.
- 4) Of course the bright one. Bright students are enthusiastic and passionate to everything around them. They always keep trying even though they are confronted with obstacles. Moreover, the bright students work hard since they are eager to resolve puzzles themselves.
- 5) I learnt that there are several distinct differences between the bright students and dull students. The bright students are more patient, curious about life and reality and always stick to what they believe in till they achieve it. While the dull students are usually passive to life, and they do not like challenge which they regard only as threat. To realize one's personal ideals, it's essential for him to be a bright student.

Text Explanations

Background Knowledge

Moby Dick: A novel written by Herman Melville (1819 – 1891), an American novelist, short story writer, essayist, and poet. His earliest novels were bestsellers, but his popularity declined precipitously only a few years later. By the time of his death he had been almost completely forgotten, but his longest novel, *Moby-Dick* — largely considered a failure during his lifetime, and most responsible for Melville's fall from favor with the reading public — was rediscovered in the 20th century as one of the chief literary masterpieces of both American and world literature.

The Summary of the Passage

The author of the text makes a clear distinction between the bright student and the dull student. The first paragraph states the fact that the bright student tends to be curious and active in life while the dull student is just the opposite. In the second paragraph, the writer further states some other striking features of the bright student and the dull student. Some more facts are added in the third paragraph, which make people realize what leads to the success of the bright student and what leads to the failure of the dull student.

Language Points

Paragraph 1

Analysis

The first paragraph states the fact that the bright student tends to be curious and active in life while the dull student is just the opposite.

Strong points of bright students:

- 1) be curious about life and reality;
- 2) be eager to get in touch with life and reality and embrace it;
- 3) be good at linking themselves with life and reality;
- 4) have a good communication with life and reality;
- 5) be inclined to try things out.

Weak points of dull students:

- 1) be less curious about life and reality;
- 2) have less interest in realistic life;
- 3) be inclined to live in worlds of fantasy;
- 4) be afraid to try at all;
- 5) once fail, they will fail forever.

He lives by the maxim that there is more than one way to skin a cat. (Paragraph 1) — He lives by the principle that there are several ways of achieving something.

Question

Could you please list some other strong points and weak points of bright students and dull students?

The answer will be given in the second paragraph.

1. The bright student is curious about life and reality, eager to get in touch with it, embrace it, and unite himself with it.

curious: interested in things and eager to learn as much as possible about them 好奇的;
好求知的

【例句】 A curious child is a teacher's delight. 老师喜欢有求知欲的孩子。

I'm curious about the book she's supposed to be writing. 我对据说她在写的那本书感到好奇。

【搭配】 be curious about 对……感到很好奇

【扩展】 curiously *ad.* 好奇地; curiosity *n.* 好奇心, 求知欲

【辨析】 curious inquisitive snoop

curious 大多数通常指有强烈的求知欲望,但它也表示对他人事物的过度兴趣; inquisitive 常用于指过分的好奇并问许多问题; snoop 指的是私下的打探,例如, The snoop neighbor watched our activities all day. 喜欢窥探的邻居整天注视着我们的一举一动。

embrace: to accept something enthusiastically 欣然接受

【例句】 She embraced his offer to help her with her English. 她欣然接受他帮她学习英文的提议。

They do not practice democracy although they claim to embrace modernity. 他们虽然声称接受了现代化,行事的作风却毫不民主。

2. There is no wall, no barrier between him and life.

barrier: anything that prevents people from being together or understanding each other 障碍

【例句】 Intolerance is a barrier to understanding. 偏狭是理解的一大障碍。

The driver jumped a horse over a barrier. 骑手骑马跳过障碍。

【搭配】 language barrier 语言障碍; artificial barrier 人为的障碍; cross the barrier of... 越过……的障碍,突破……的障碍; place a barrier 安置障碍; remove a barrier between 拆除在……中间的障碍

3. The dull student is far less curious, far less interested in what goes on and what is real, more inclined to live in worlds of fantasy.

inclined: tending or wanting to do something 趋向于;有可能

【例句】 Generally speaking, I'm inclined to agree with you. 总的来说,我比较同意你的观点。

The car is inclined to stall when it's cold outside. 这辆车天冷时可能会熄火。

【搭配】 be inclined to do sth. 倾向于做某事

【扩展】 incline *v.* 倾向于; inclination *n.* 趋势;意向

fantasy: a pleasant situation that you enjoy thinking about, but which is unlikely to happen, or the activity of thinking itself 幻梦;空想

【例句】 He is unable to divorce fantasy from reality. 他不能将幻想与现实分开。

Stop looking for the perfect job. It's just a fantasy. 别想找十全十美的工作了,那简直是幻想。

【扩展】 fantastic *adj.* 极好的,荒诞的; fantastical *adj.* 奇异的,荒唐的; fantastically *adv.* 惊人的,奇异的

4. He lives by the maxim that there is more than one way to skin a cat.

live by: to continue to be alive by 靠……生活

【例句】Lovers live by love, as larks live by leeks. 情侣靠爱情生活,正像云雀靠韭菜生活一样。

Man cannot live by bread alone. 人不能单靠面包生活。

【搭配】live with 忍受,顺应; live up to 遵从……生活或行动,符合,不辜负; live down 洗心革面; live on 以……为生; live a lie 过虚伪的生活

maxim: a brief statement of a general truth, principle or rule for behavior 格言

【例句】This maxim has been done to death. 这个格言重复得太多了,简直令人发腻。

A maxim can be adopted as a guide to one's conduct. 座右铭能够指导人的行为。

5. It takes a good deal of urging to get him to try even once; if that try fails, he is through.

through: having no more use, value, or potential; washed up 不再有用途、价值或潜力的; 废弃了的

【例句】That swimmer is through as an athlete. 这个游泳选手已不能再当运动员了。

That's it! Simon and I are through. 就这样了! 我和西蒙的关系完了。

Paragraph 2

Analysis

In the second paragraph, the writer further states some other striking features of the bright student and the dull student.

Strong points of bright students:

- 1) active and independent
- 2) optimistic
- 3) patient and tolerant

Weak points of dull students:

- 1) passive and lazy
- 2) pessimistic
- 3) impatient

Question

What are the qualities of bright students that you admire?

The qualities listed above.

6. This may annoy him, but he can wait. Very often, he does not want to be told how to do the problem or solve the puzzle he has struggled with, because he does not want to be cheated out the chance to figure it out for himself in the future.

annoy: to make someone angry 使生气; 使烦恼

【例句】The sound of footsteps on the bare floor annoyed the downstairs neighbors. 楼

上地板的脚步声吵得楼下住户心烦。

It was not what he said that annoyed me but the way he said it. 惹恼我的不是他说什么而是他说话的方式。

【扩展】annoyance *n.* 烦扰,令人略感烦恼的事物; annoyed *adj.* 感到烦恼的; annoying *adj.* 令人感到心烦的

【辨析】annoy irritate bother provoke

annoy 指用超过某人耐性的行为引起某人轻微的不安; irritate 意思相近但程度上强一些; bother 表示烦人的干扰,例如, Hasn't he bothered them enough with his phone calls? 难道他的电话声对别人的干扰还不够吗?; provoke 指强烈地故意煽动使人愤怒,例如, Her behavior was enough to provoke an angel. 她的行为足以让天使发怒。

figure out: to solve or discover 解决,发现

【例句】Let's figure out a way to help. 让我们来找出帮忙的办法吧。

Can you figure out this puzzle? 你能找到谜底吗?

【搭配】figure in 包括,包含; figure on 依靠,计划

7. To him, an unanswered question is not a challenge or an opportunity, but a threat.

challenge: something needing great mental or physical effort in order to be done successfully and which therefore tests a person's ability 挑战

【例句】I liked the speed and challenge of racing. 我喜欢赛车的速度和挑战。

The White House has to face yet another foreign policy challenge. 白宫不得不面临外交政策的又一挑战。

【搭配】face/meet/rise to a challenge 迎接挑战; refuse a challenge 拒绝挑战; receive a challenge 接受挑战; issue a challenge 发出挑战; public challenge 公开的挑战; fierce challenge 激烈的挑战

【扩展】challenging *adj.* 引起挑战性兴趣的

8. ... and by a mysterious coincidence, so did she.

mysterious: strange or unknown or having not yet been explained or understood 奇异的; 难以理解的

【例句】The mysterious sound made my flesh creep. 那神秘的声音吓得我毛骨悚然。

The most wonderful experience we can have is the mysterious one. 体验神秘是最美妙的。

【扩展】mysteriously *adv.* 神秘地; mystery *n.* 神秘的事物, 谜

coincidence: an occasion when two or more similar things happen at the same time, especially in a way that is unlikely and surprising 巧合

【例句】My mother is called Anna, and by a funny coincidence my wife's mother is also called Anna. 我母亲叫安娜, 有意思的是碰巧我岳母也叫安娜。

It can't be a coincidence that four jewelry stores were robbed in one night. 一夜之间, 四家珠宝店遭到抢劫, 这不可能是巧合。

【搭配】by coincidence 碰巧; be sheer/pure coincidence 纯属巧合; not a coincidence/

more than coincidence 并非/不只是巧合

【扩展】coincident *adj.* 同时存在的,同时发生的;coincidental *adj.* 巧合的,碰巧的

Paragraph 3

Analysis

Some more facts are added in the third paragraph, which make people realize what leads to the success of the bright student and what leads to the failure of the dull student.

The striking difference between bright students and dull students: bright students are full of adventurous spirit, while dull students are lacking in such spirit.

Question

Ask students to list some qualities of bright students and give some comments on them.

9. He will take risks, sail uncharted seas, and explore when the landscape is dim, the landmarks few, the light poor.

uncharted: an uncharted place or situation is completely new and therefore has never been described before 图上未标明的;陌生的;不熟悉的

【例句】The nation's geopolitical strategy is yet uncharted. 该国的地缘政治的策略还不被人所知。

In 1925, Picasso began to explore an uncharted world. 1925年,毕加索开始探索尚未被描绘的世界。

landscape: a view or picture of the countryside, or the art of making such pictures 风景;景色;风景画

【例句】The landscape unfolded in front of me. 风景展现在我的眼前。

She dominated the intellectual landscape of Paris. 她对巴黎知识界的整体情况起决定性的影响。

dim: faintly outlined; indistinct 模糊的;没有鲜明轮廓的

【例句】The dim outline of a large building loomed up out of the mist. 一幢大型建筑物朦胧的轮廓在雾霭中隐现出来。

My glazed eyes wandered over the dim and misty landscape. 我迟钝的眼睛扫视着朦胧迷茫的景色。

【搭配】a dim future 不乐观的前途;a dim light 昏暗的光线;dim recollection/awareness 模糊的记忆/意识;take a dim view of 不赞成(某事)

landmark: a building or place that is easily recognized, especially one which you can use to judge where you are 界标;陆标

【例句】The discovery of penicillin is a landmark in the history of medicine. 青霉素的发现是医学史上的里程碑。

The Hudson Building was once the largest retail store in the world, and was also a landmark of Detroit. 哈德逊大厦曾经是世界上最大的零售商店,也是底

特律市的地标。

【搭配】 a historic landmark 历史的里程碑; a national landmark 国家地表标志;
landmark navigation 地标导航

10. To give only one example, he will often read books he does not understand in the hope that after a while enough understanding will emerge to make it worthwhile to go on.

worthwhile: useful, important or beneficial enough to be a suitable reward for the money or time spent or the effort made 值得的

【例句】 I'd rather the money went to a worthwhile cause. 我宁愿把钱花在有价值的事上。

I don't think it worthwhile taking such trouble. 我想不值得费这么大的事。

11. While the bright student feels that the universe is, on the whole, a sensible, reasonable, and trustworthy place, the dull student feels that it is senseless, unpredictable, and unreliable.

on the whole: used to say that something is generally true 总的看来, 总体而言

【例句】 On the whole, life was much quieter after John left. 总的说来, 自从约翰离开之后, 生活变得平静多了。

This is a happy marriage, on the whole. 总的看来, 这是个幸福的结合。

【搭配】 as a whole 所有部分和方面都考虑到; 整个看来

sensible: having an awareness or understanding of a situation 明智的; 通情达理的

【例句】 Surely it would be sensible to get a second opinion. 多听取一种意见肯定是明智的。

I think that's a very sensible suggestion. 我看这是一个非常合理的建议。

【扩展】 sensibly *ad.* 明智地; sensibility *n.* 感觉力, 鉴赏力; senseless *adj.* 无意义的; sensitive *adj.* 敏感的

reasonable: governed by or being in accordance with reason or sound thinking 合理的; 适当的; 受理智或正确思维指导的

【例句】 It is reasonable to suppose that prices will come down soon. 认为价格很快会下降是有道理的。

They let a reasonable amount of time pass before visiting him again. 他们在过了一段适当的时间之后才再次去看他。

【扩展】 reason *v.* 推理, 分析; reasonably *adv.* 相当地, 合理地; reasoned *adj.* 经过缜密思考的, 理智的; reasoning *n.* 推理

unpredictable: difficult to foretell or foresee 难以预言或预见的

【例句】 Changes are unpredictable and come without warning. 变化莫测而且没有任何预示。

Human fortunes are as unpredictable as the weather. 天有不测风云, 人有旦夕祸福。

【搭配】 an unpredictable result 难以预料的结果; unpredictable temper 喜怒无常; unpredictable event 不可预测事件; unpredictable factor 不可预测因素

【扩展】predict *v.* 预测, 预知; predictable *adj.* 可预知的; unpredictability *n.* 不可预知性

unreliable: unable to be trusted or depended on 不可信赖的, 不可靠的

【例句】The car's becoming very unreliable. 这部汽车已经非常不牢靠了。

His sudden departure demonstrates that he's unreliable. 他突然离去表明他不可靠。

【扩展】reliable *adj.* 可靠的, 可信赖的; unreliability *n.* 不可靠性

Key to Exercises

Vocabulary

1. Word Formation

- 1) Fill out the table below, changing adjectives into verbs that end with the suffix “-fy”.

adjectives	verbs	adjectives	verbs
pure	purify	false	falsify
ample	amplify	electric	electrify
acid	acidify	horrible	horrify
pretty	prettify	identical	identify
humid	humidify	just	justify

- 2) Fill out the table below, changing the given adjectives into the opposite adjectives that begin with the prefix “ir-”.

adjectives	adjectives	adjectives	adjectives
rational	irrational	religious	irreligious
relevant	irrelevant	reversible	irreversible
reverent	irreverent	resistible	irresistible
responsible	irresponsible	resolute	irresolute
replaceable	irreplaceable	repressible	irrepressible

- 3) Complete the sentences based on the Chinese given in the brackets.

(1) irresistible (2) irrelevant (3) simplify (4) prettify (5) purify
(6) Irreplaceable (7) irrelevant (8) justified (9) irresponsible (10) amplify

2. Complete the sentences with the following expressions. Use the proper forms.

(1) get in touch with (2) on the basis of (3) try out (4) take risks