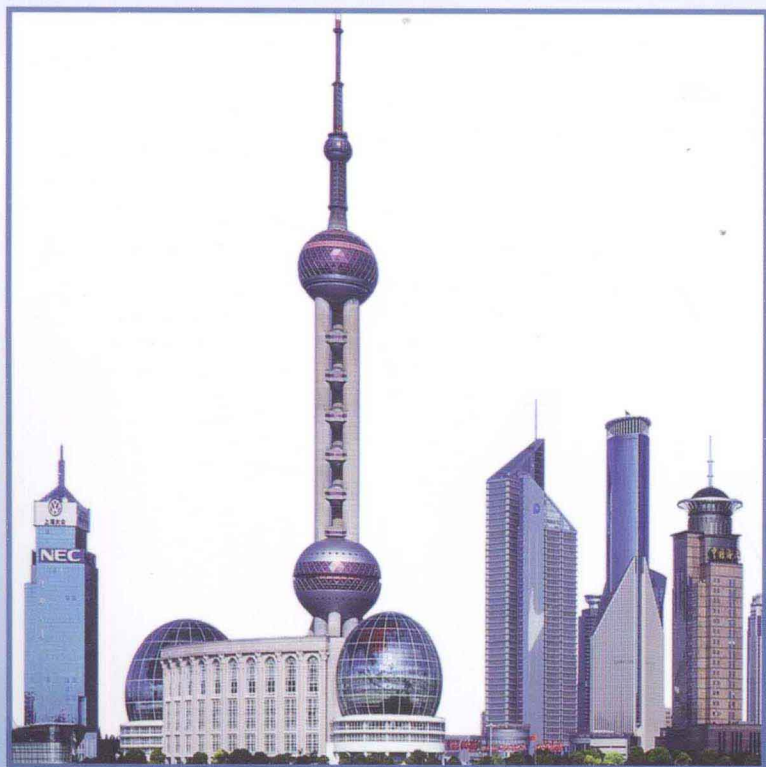


- ☐ 全国高等院校商务英语精品教材
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新编商务英语 (第二版)

综合教程 3 教学参考书

Business English (Second Edition)
A Comprehensive Course



总主编 虞苏美 张春柏
主 编 张 逸

Teacher's Book



高等教育出版社
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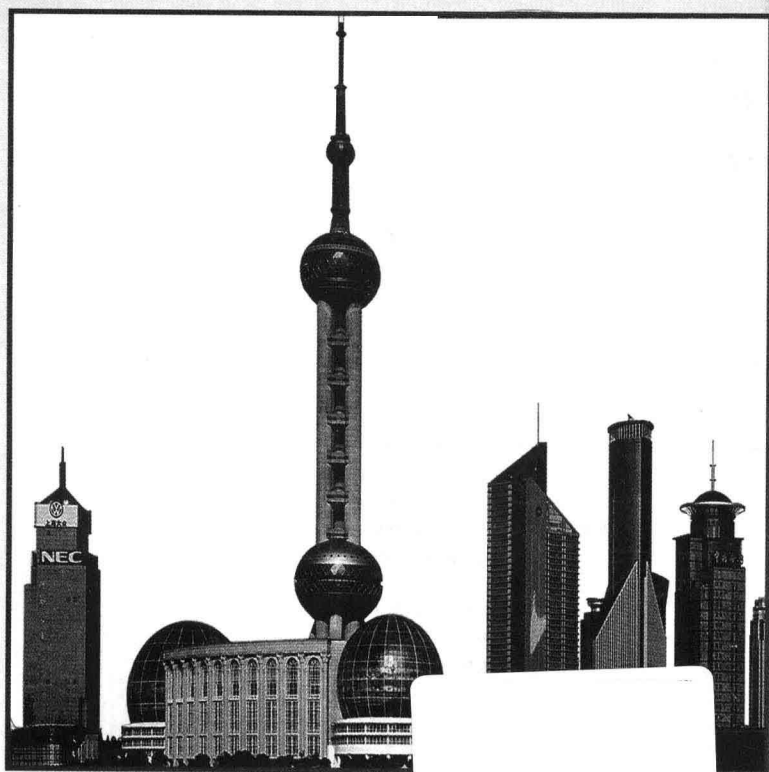
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高等教育出版社·北京
HIGHER EDUCATION PRESS BEIJING

图书在版编目 (C I P) 数据

新编商务英语(第二版)综合教程教学参考书.3/
虞苏美,张春柏主编;张逸分册主编.—2版.—北京:
高等教育出版社,2013.7
ISBN 978-7-04-036933-5

I. ①新… II. ①虞… ②张… ③张… III. ①商务-
英语-高等职业教育-教学参考资料 IV. ①H31

中国版本图书馆 CIP 数据核字(2013)第 146204 号

策划编辑 陈锡鏖 王雪婷

责任编辑 王雪婷

封面设计 顾凌芝

责任印制 赵义民

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100120
印 刷 北京鑫海金澳胶印有限公司
开 本 850mm×1168mm 1/16
印 张 26.25
字 数 586 千字
购书热线 010-58581118
咨询电话 400-810-0598

网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>

版 次 2007 年 11 月第 1 版
2013 年 7 月第 2 版
印 次 2013 年 7 月第 1 次印刷
定 价 56.00 元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

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物 料 号 36933-00

第二版前言

《新编商务英语精读》出版后,承蒙广大师生厚爱,在全国多所大专院校使用。随着时代的发展和商务英语教学的深入,也暴露了一些缺陷,如部分材料陈旧,部分单元选题不当,缺少听力练习等。针对这些缺陷,此次对全书进行了一次全面修订,在《新编商务英语精读》基础上扩展为《新编商务英语综合教程》,教师用书也随之进行了修订,根据新的学生用书作了相应的修改和调整。

如何编写一本教师喜欢的教师用书?我们认为一本好的教师用书应在五方面给予教师指导:

1. 策略性指导。
2. 引导性指导。
3. 程序性指导。
4. 教学活动补充或拓展材料。
5. 参考答案。

策略性指导是对课堂教学的策略加以说明;引导性指导是为课堂教学提供一些引导性的参考资料;程序性指导是对课堂教学的过程有明确的指导;教学活动补充或拓展材料是对本单元的课堂教学提供补充或扩展活动的教学材料,以便进一步就本单元的教学内容展开深入的教学活动。参考答案是教师用书必不可少的,有助于减轻教师负担。本教程的策略性指导体现在本书的“用法说明”,对教材主要内容作了宏观指导,对教学法和教学模式进行了说明,这些策略性指导对全书的教学理念和方法作了概括性的提示,同时在全书中每单元的“教学目的”、扩展活动的部分注释以及部分教学提示也对教学策略给予了足够的指导;引导性指导体现在提供每单元的背景知识、语言点知识及丰富的例句。在学习语言和商务知识并重的主题单元教学大纲中,背景知识使教师能够为学生提供更多的输入,使学生在学语言知识的同时,学习商务知识。语言知识的讲解是教学的重点,语言知识之于交际如同砖瓦之于建筑,没有语言知识,交际是一句空话。同时学生学习语言需要有语境,大量的例句既为教师减轻备课的负担,又为学生提供了大量的语境。因此教师用书在词语解释和语法运用方面下了很大功

夫,提供了详尽的语言点知识和丰富的例句,教师还可利用这些例句编写课堂练习。程序性指导体现在导入和扩展活动的注释以及每单元的教学提示(Teaching Tips)。课堂教学是教材的活化,从这个意义上说,每一位教师都能创造性地运用教材,使之适应自己的学生。作为教材的编写者,对教材的使用有自己的看法,为此我们提供一些可操作的教学提示,供教师参考。这些提示是我们的教学心得,是从课堂实践中得来的,因此具有较强的可操作性。教学活动补充或拓展材料为课堂活动提供丰富的素材。在强调语言交际功能的今天,丰富多彩的课堂活动是语言教学的必须,教师往往苦于找不到合适的课堂活动素材,教师用书在这方面为教师准备了不少素材,供教师在开展课堂活动时选用。练习答案是教师用书必不可少的,本教程在原有的基础上进行了修订,增加了导入(Lead-in)部分的听力材料原文和练习答案,供教师参考。但由于语言的复杂性,书中的不少答案不是唯一正确的答案。又由于课堂活动的随机性,不可能有所谓的正确答案。因此教书用书中提供的答案有些只是一个参考答案。

修订后的教师用书第三册的每个单元设置六大板块:一、教学目的(Teaching Aim)列出本单元的重点;二、导入(Lead-in)增加了听力材料原文、练习答案,以及听写答案;三、背景知识(Background Information)为教师提供相关的背景材料;四、语言文化重点(Language and Culture Focus)为阅读 I 和 II 的课文提供详细的注释和词汇、语法方面的知识;为扩展性练习(Extended Activities)中的功能与结构(Function and Structure)提供文化和交际方面的注释;为专项用法(Special Use)提供详细的讲解和例句;为实用阅读(Practical Reading)提供阅读技能方面的注释;五、教学提示(Teaching Tips)提出一些教学的建议以及提供进一步开展课堂活动的素材;六、练习答案(Key)。

教师是教学成功与否的关键,教师用书只是一个工具,希望教师能各显神通,创造性地运用这个工具,在教学中取得成绩。同时也希望广大教师不吝赐教,对本书提出宝贵的意见。

编 者

2013年5月

于华东师范大学

第二版使用说明

本教材共分5册,每册有10个单元,每个单元都紧扣一个商务主题展开:

导入 (Lead-in) 部分安排了听力理解和听写填空两项任务。听力理解部分包含passage或dialogue一至两篇,设有若干练习,题型为多项选择 (Multiple-choice Questions)、填空 (Blank Filling) 或配对 (Matching),以考查学生对语篇主旨的把握和细节的辨析。在操作时建议教师先做练习1,然后将Difficult Words and Expressions讲解一遍,以扫除语言障碍;接着做练习2、3。听写练习(Spot Dictaion)的内容紧密围绕单元主题,旨在提高学生手、耳并用的能力,可以安排在Post-reading活动之前或Reading II之前进行,以检验学生对Reading I课文的掌握和作为Reading II的热身。

阅读 I (Reading I) 的读前准备活动 (Pre-reading) 设两项任务。Brainstorming 部分,全班学生通过自由讨论的形式,复习与单元主题相关的内容。Pairwork部分,由学生双人结对,讨论与单元主题相关的若干问题,旨在引导学生进入单元主题,进一步激发学生学习课文 (Text) 的兴趣。教师可在学生讨论的基础上,作相应的点拨和总结;也可邀请部分学生对其讨论的结果作简短的陈述和介绍。读前准备活动的目的为:将单元主题的内容和学生以前获取的相关消息进行链接和沟通,为课文的学习做好心理准备。教师可视学生的实际情况对读前活动作适当的调整。

阅读 I (Reading I) 后配有丰富的练习题。练习 I 的目的为检查并加深学生对课文的理解。在处理练习 I 时,教师应注意引导学生用自己的话来回答问题,培养学生的分析、归纳和口头表达的能力,而不是生搬硬套原文。在校对练习 II 时,教师应要求学生援引课文内容,作一定的说明,提高学生对篇章的综合理解能力。练习 III 至 V 的目的为:加深学生对本课词汇的理解并提高学生对重点词汇的灵活运用能力。练习 III 要求学生在对课文理解和熟悉的基础上,用课文中所学的词汇完成句子。因此,不要把该练习当作单纯的词汇练习使用。练习 IV 针对课文的重点词组设计,教师要引导学生举一反三,掌握这些词组的正确使用方法,并对句中的个别难点予以解释。练习 VI 为词汇替换练习,进一步帮助学生巩固所学的词汇。原书中每

课5个基本词汇学习的练习已放入光盘,教师可在课堂将基本词的不同词义,不同词性,不同用法,以及相关词和各种搭配予以介绍,引导学生举一反三,自己操练,连词成句,掌握这些词的用法。也可以让学生在练习中自己归纳领会这些词汇的不同用法,最后由教师总结归纳。

读后活动(Post-reading)系综合性的课堂交际活动,教师可视学生的实际语言运用能力和对单元主题的熟悉程度对活动要求进行适当的调整,合理安排活动的时间(如有些对专业知识的了解要求较高的活动,可安排在完成阅读Ⅱ后进行)。该项任务旨在使学生将课文中所学的内容和相关商务实践有机结合,融会贯通,灵活运用于各种交际活动。

阅读Ⅱ(ReadingⅡ)系对阅读Ⅰ的补充和强化,以帮助学生进一步了解与单元主题相关的知识并相应地提高其语言技能,对该部分的内容教师不必精讲,只需针对学生的理解难点作一些点拨即可。针对阅读Ⅱ课文的理解,设有阅读理解(Comprehension)、讨论题(Discussion Questions)和词汇练习(Vocabulary)三项练习。教师可根据教学的具体情况,决定取舍,有些课文和练习可由学生自主学习或作为第二课堂的活动材料。

针对商务英语专业学生在以后工作实践中经常会运用到听写、翻译等技能,阅读Ⅱ部分还特别设计了其他几项练习:翻译练习(Translation)——复习阅读Ⅰ和阅读Ⅱ中出现的重点词语,同时掌握一定的翻译技巧;完形填空(Cloze)的内容也与单元主题相关,该练习既能使学生对单元主题有更多的了解,也能训练其语言的运用能力。

扩展性练习(Extended Activities)主要对课文的内容提供进一步的知识和语言练习。功能与结构(Function and Structure)系统介绍一些日常生活或商务情景下常用的表达方式,并在充分的语言输入和操练基础上,辅之以灵活多样的交际任务,进一步提高学生的口语交际能力,在日后各种工作场景下均能轻松应对,教师可根据教学需求安排一些课堂教学活动开展交际任务;专项用法(Special Use)主要目的是帮助学生复习一些重要的语法和词汇用法知识,教师可根据学生的水平和教学需求进行讲解和操练;实用阅读(Practical Reading)采用商务往来中使用的真实语言材料,如数据、图表、案例、文函、广告等,实用性强,旨在帮助学生更好掌握语言基础知识并熟悉商务活动的真实场景;词汇扩展(Additional Vocabulary)进一步扩充学生对和主题相关的词汇的扩充,教师可鼓励学生在课外阅读中注意积累相关词汇,提高其学习的兴趣和自学的能力;商务世界(Business World)介绍商务和文化活动方面的小知识,旨在开阔学生的眼界,教师可鼓励学生多利用报

刊、杂志、专业书籍和因特网等资源,发掘相关材料,互相交流,进一步拓展知识面,提高学习的主动性。

本书的教学建议以交际法为主,充分发挥结对学习和小组学习的作用,在任务和交际中学习英语。教师可根据教学实际,利用本教程提供的内容丰富、专业面广、趣味性强的商务材料开展灵活多样的英语课堂和课外活动,帮助学生掌握英语语言的基础知识,培养学生商务实践的基本技能。商务英语教学是一项艰巨的任务,在教学中一定要发挥学生的主动性,提高学生的学习兴趣,精讲多练,课堂内外相结合,定能使学习效果事半功倍。

编 者

2013年5月

于华东师范大学

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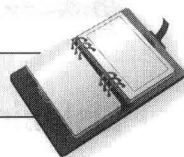
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Unit 1

Men and Women

Teaching Aim (教学目的)



1. Cognitive Information (认知信息) : Difference between Men and Women

Nouns about a human body

2. Language Focus (内容重点)

— **Key Words:** I. equality, contact, muscle mass, belie, capacity, aggressive, instinct, endurance, attain, vital, exhale, respiration, orientation, reference, distract, stimulus, tolerance, fatigue; II. identical, zip, cute, decorate, nurture, mammal, symbolize, anticipate, horizontal, stripe, adolescence, incorporate, indicator, fasten, preference, enlarge, bulky, angularity, tight, hose, suppress, conceal, constitute, attribute, flatter, divert, qualification, guarantee, prosperity, maternity, contour, curve.

— **Phrases:** I. keep fit, in comparison to, put up with, take on, in order, have an edge, draw the line, have a lot to do with, in top form, keep one's eye on, point of reference, pick ... out of, result from, on the part of, even ... out, make a/no difference; II. in recognition of, attach to, call attention to, by means of, center interest on.

— **Useful Structures:** be unfit to do,

were/had + subj. ... subjunctive conditional clause

As is pointed out earlier, ...

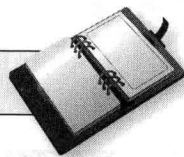
3. Communicative Skills (交际技能)

— **Expressions:** Expressing comparisons and generalizations

— **Reading:** Pie Graphs

4. Special Use (专项用法): Subject and Verb Agreement (3)

Lead-in (导入)



>>>> Listening Comprehension Tasks

Difficult Words and Expressions

- discrimination: treating a person or group differently (usually worse) than others 歧视
- notion: idea of belief; concept 观念; 信念; 概念
- bias: prejudice 偏见
- chartered accountant: 注册会计师
- embed: to fix something deeply and firmly 将某物深而牢地固定于
- analyst: a person skilled in making analyses 分析家
- interaction: a mutual action 相互作用
- hemisphere: half of a sphere 半球
- verbal: of or relating to or formed from words in general 言语的
- intuition: instinctive knowing (without the use of rational processes) 直觉
- spatial: of or concerning space 空间的
- nuance: subtle difference in meaning, colour, feeling etc. (意义、颜色、感觉等的) 细微差异
- appraisal: (act of) appraising sb./sth.; valuation 评价; 评定
- prosperity: a state of being successful or rich 成功; 富足
- pronounced: very noticeable 非常明显的

Passage Script

Passage I

Sex Discrimination at Work Hits Men Too

Sex discrimination is common in certain professions but it affects men as well as women, according to a research which challenges the traditional notion that women are the only victims of sexism in job applications.

Researchers found significant evidence of a bias against men in jobs for chartered accountants and computer analysts, which are already considered more gender neutral than some. While women are being passed over for engineering jobs, men are even more likely to be turned away from secretarial posts. The study blames embedded ideas about what jobs men and women should do.

The economists sent off two fake applications for more than 400 jobs in the four professions. Each applicant had equal experience, qualifications and age profiling but one bore a man's name, the other a woman's. They found women were half as likely to be invited for an interview for an engineering job compared with men, and men were nearly four times less likely than women to get an interview for the secretarial posts. Men also faced significant bias in accountancy, where 30% of the workforce is already female, and in the computer analyst jobs, where one in five is a woman.

According to a report, the pay gap between men and women currently stands at 17.1%. It is expected to focus on the reason why women are far more likely to be in low-paid jobs. The report is expected to ask, for example, why female-dominated caring professions such as nursing and childcare, are paid much less than male-dominated construction jobs.

Jenny Watson, Chair of the Equal Opportunities Commission, said: "Discrimination does occur against men, and it's important to tackle the barriers. However, women still suffer most from inequalities."

Passage II

Scientists have come to accept that a few fundamental differences between men and women are biological. It turns out that men's and women's brains, for example, are not only different, but the way they use them differs too. Women have larger connections and more frequent interaction between their brain's left and right hemispheres. This accounts for women's ability to have better verbal skills and intuition. Men, on the other hand, have greater brain hemisphere separation, which explains their skills for abstract reasoning and visual-spatial intelligence.

Based on these biologically explained differences, some psychological distinctions between men and women can be established:

- Men grasp a situation as a whole and think globally, while women think locally, relying on details and nuances.
- Men are builders and creators. They take risks and experiment, while women select the most valuable knowledge and pass it over to the next generation.
- Men are more independent in their thoughts and actions, while women are more willing to follow the ideas suggested by others.
- Women's self-appraisal is lower than that of men. Women tend to criticize themselves, while men are more satisfied with their own performance.
- Men and women have different sources of satisfaction. For men it's career and prosperity, while women value family and kids.
- Men have a pronounced need to fulfil their goals, and women rank relationships with others first.
- Men get sick twice as often as women, although women tend to be more concerned about their health.

Key

II. 1. FALSE

Correction: Women still suffer more sexism in job applications compared with men.

2. TRUE

3. FALSE

Correction: The pay gap between men and women currently stands at 17.1%.

4. FALSE

Correction: Eighty percent of the computer analysts are men.

5. FALSE

Correction: Caring professions are paid much less than male-dominated construction jobs.

IV. 1.

Column A	Column B
Men: <u>b d e</u> Women: <u>a c f</u>	a. larger connections and more frequent interaction between brain's left and right hemisphere b. greater brain hemisphere separation c. better verbal skills d. better skills for abstract reasoning e. better visual-spatial intelligence f. better intuition

2.

Men	Women
Men grasp a situation as a whole and think globally.	Women think locally, relying on details and nuances.
Men are builders and creators. They take risks and experiment.	Women select the most valuable knowledge and pass it over to the next generation.
Men are more independent in thoughts and actions.	Women are more willing to follow the ideas suggested by others.
Men are more satisfied with their own performance.	Women's self-appraisal is lower and tends to criticize themselves.
Men's sources of satisfaction are from their career and prosperity.	Women's satisfaction is from family and kids.
Men have a pronounced need to fulfil their goals.	Women think relationships with others are the most important.
Men get sick twice as often as women.	Women are more concerned about their health.

>>>> Spot Dictation

The term *sexism*, also known as gender discrimination or sex discrimination, is most often used in relation to discrimination against women. Sexist attitudes are frequently based on beliefs in traditional stereotypes of sex role. For example, males are defined as ambitious and competitive, while females are defined as deferential and emotional. In this regard, males are encouraged to seek out positions of leadership, whereas females are expected to be supportive helpers and quick to show their feelings.

Sexism is not just a matter of individual attitudes, but is built into many societal institutions. A recent study of American public schools showed there is a cultural bias in education that favors boys over girls. The bias is unintentional and unconscious, but it is there nevertheless, and it is influencing the lives of millions of schoolchildren every year. From nursery schools to postgraduate courses, teachers were shown to call on males in class far more than on female students. This behaviour has a great impact on the learning process, for in general, those students who become active classroom participants develop more positive attitudes and go on to higher achievement.

Difficult Words and Expressions

gender: sex; A person's gender is the fact that they are male or female. 性别

【例句】 Women are sometimes denied opportunities solely because of their gender.

妇女有时仅仅因为性别而无法获得种种机会。

sexism: the belief that the members of one sex, usually women, are less intelligent or less capable than those of the other sex and need not be treated equally. 性别歧视

【例句】 Groups like ours are committed to eradicating racism and sexism.

一些像我们这样的团体致力于消除种族歧视和性别歧视。

stereotype: a fixed general image or set of characteristics that a lot of people believe represent a particular type of person or thing. 模式化的形象(或特征); 固定印象

【例句】 Many men feel their body shape doesn't live up to the stereotype of the ideal man.

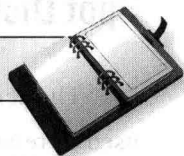
很多男人都觉得自己的体形不符合人们心目中惯有的理想男性形象。

deferential: polite and respectful (towards someone else) 恭敬的

【例句】 The traditional requirement for Asian women is submissive and deferential to men.

亚洲传统要求妇女对男人顺从和恭敬。

Background Information (背景知识)



1. Gender Discrimination

Gender discrimination is discrimination based on gender. This is considered a form of prejudice and is illegal in most countries. Discrimination based on gender is often based on the gender stereotypes promoted by a particular society. For instance, in the United States media, men are often depicted as physically stronger than women, while women are depicted as being physically weaker, more emotional and more sensitive than men.

2. Gender Role

Gender role refers to the pattern of masculine or feminine behavior of an individual that is defined by a particular culture and that is largely determined by a child's upbringing. Most researchers recognize that the concrete behavior of individuals is a consequence of both socially enforced rules and values, and individual disposition, whether genetic, unconscious, or conscious. Gender roles can influence all kinds of behavior, such as choice of clothing, choice of work and personal relationships. The traditional feminine role is an *expressive* one, whereas the masculine role is *instrumental*. Expressive activities of the woman fulfill

“internal” functions, for example, to strengthen the ties between members of the family. The man, on the other hand, performed the “external” functions of a family, such as providing monetary support. The process through which the individual learns and accepts roles is called *socialization*. Socialization works by encouraging wanted and discouraging unwanted behavior. Families, schools, and the media make it clear to the child what behavioral norms the child is expected to follow.

3. Gender roles: Nature or Nurture?

Traditional theories of gender usually assume that one's gender identity, and hence one's gender role, is a natural given. For example, it is often claimed in Western and other societies that women are naturally more fit to look after children. The current trend in Western societies toward men and women sharing similar occupations, responsibilities and jobs suggests that the sex one is born with does not directly determine one's abilities. While there are differences in average capabilities of various kinds (E.g., physical strength) between the sexes, the capabilities of some members of one sex will fall within the range of capabilities needed for tasks conventionally assigned to the other sex. Women in most societies are more likely to end up in the role of homemaker. It has been suggested by scientists that biology plays a role in this, while other scientists argue that it is the result of socially constructed gender roles (as well as economic pressures). Many scientists and feminists believe that gender behavioral differences occur because of both factors.

4. Female Gender Role

Most feminists argue that traditional gender roles are oppressive for women. They assume that the female gender role was constructed as an opposite to an ideal male role, and helps to perpetuate (使永存) patriarchy (父权制). For approximately the last 100 years women have been fighting for the same rights of men and were able to make changes to the traditionally accepted feminine gender role. Numerous studies and statistics show that even though the situation for women has improved during the last century, discrimination is still widespread: Women earn a smaller percentage of aggregate income (总收入) than men, occupy lower-ranking job positions than men and do most of the housekeeping work. Women who choose to pursue careers and higher education are often accused of “trying to become a man” and “abandoning their children” if they pursue anything outside the role of mother, mistress, and maid. In recent times, the female gender role is dichotomized (被分成[两个部分]) into either being a “stay at home-mother” or a “career woman”. In reality, women usually face a double burden: The need to balance job and childcare deprives women of spare time. Whereas the majority of men with university educations have a career as well as a family, only 50 percent of academic women have children. When feminism