

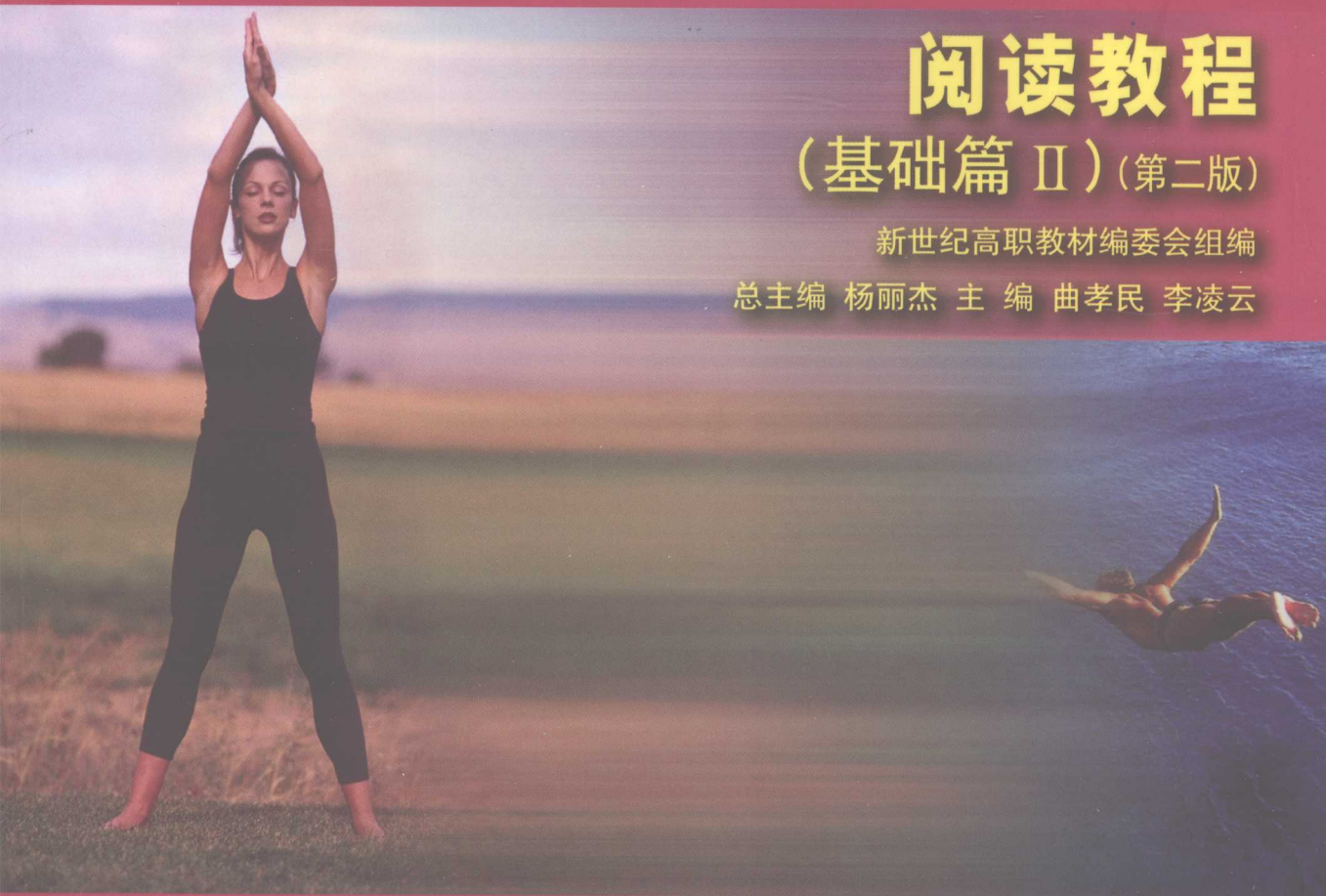


高等职业教育
商务英语类课程规划教材

CENTURY BUSINESS ENGLISH 世纪商务英语

阅读教程 (基础篇 II) (第二版)

新世纪高职教材编委会组编
总主编 杨丽杰 主编 曲孝民 李凌云



大连理工大学出版社



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总序

《世纪商务英语》是新世纪高职教材编委会富有积极的进取精神的一次大胆尝试。

由大连理工大学出版社组织推动的新世纪高职教材编委会，是一个由全国100余所志同道合的优秀高职院校组成的高职教材建设者联盟。编委会走过的历程，见证了我们的与众不同：编委会是迄今为止第一个完全按照市场原则来长期进行高职教材建设运作的大型组织。从编委会诞生的第一天起，我们就选择了以高职教材的特色建设为己任。这不仅是由于我们拥有对高职教育未来发展的更为贴近实际的认识，也由于我们拥有一整套完全属于自己的切实可行的关于教材建设的创新理念、创新组织形式与创新运作方式，更由于我们一直以来对高职教材品牌、特色与创新的始终如一的执著追求和坚忍不拔的长期努力。

在编委会的所有经历中，关于教材建设理念的独到解释非常值得一提。这一理念可简述如下：所谓教材建设，就是建立在教学实践基础上的教材的不断深化、不断完善的过程。在编委会的整个教材建设过程中，这一理念不仅已成为我们的核心指导原则，而且它的深受高职教学单位欢迎的结果，也鼓舞了我们实现任何高职教材特色建设的勇气。

然而，高职英语教材特色建设的情形则有所不同。就其实用性而言，高职与非高职的英语教育并无本质区别，加之我国高职教育发展的历史尚短，高职英语优秀人才的累积也略显不足，因而，许多早期高职英语教材的编写，宁可倚重非高职院校的英语教师参与，有其积极的意义。但是，按照我们教材建设的上述理念，如果不能以高职一线教师为主体来实施高职英语教材建设的具体运作，就根本无法实现完全适合高职教学需要的英语教材建设预期。

这的确是一个两难选择。事实上，编委会要建设自己品牌的高职英语教材的想法由来已久。但我们也深知完全依靠一直很少涉足英语教材建设的高职一线教师来完成这一重任的艰难程度。因此，我们并没有从一开始就贸然地启动这个项目，而是选择在较好地实现了足够数量的非英语类高职教材特色建设的经验累积，若干专业英语类相关教材建设的成功尝试，以及对公共英语相关项目的具有积极意义的探索和准备之后，才开始尝试涉足这个领域的。

尽管我们在推进高职英语教材建设的过程中遇到了诸多困难，但终能如愿以偿，在很大程度上也有赖于我们的一些具有重要指导意义的体悟。编委会有一句名言：我们相信心与努力胜过相信经验与资历。编委会有一个信条：在目标一致基础上达成的共识优于任何情况下的一己之见。这些在非英语类高职教材建设中屡试不爽的成功做法，在高职英语教材建设的过程中也得到了同样的印证。

我们欣喜地看到：由于我们付出的辛勤努力，我们的关于教材建设的上述理念，也正在英语教材建设中显现其非凡魅力。在我们高职一线教师所立足的英语教学实践这个基础之上，由我们自己培育出来的一株幼苗正在茁壮成长。我们现在或许还不能做到足够完美，但是，我们始终坚信：我们会比任何人都更加清楚地知道自己需要什么，只要我们坚定不移地朝着既定目标不懈努力，就一定会越做越好。

我们已经跨越了起跑线。我们绝不会放松前进的脚步。我们正在推出的包括《综合教程》、《听说教程》、《口语教程》、《阅读教程》、《函电与单证》、《写作训练》、《翻译教程》及《语音教程》等在内的高职商务英语系列教材——《世纪商务英语》必将伴随着赞誉的鼓励与批评的鞭策，日臻完善，走向成熟。

耕耘过后，我们期待着在一个有足够创新精神的编委会的土壤里成长出更多更优秀的高职商务英语教育人才，期待着收获一个更好更切合高职商务英语教学实际的教材品牌。

新世纪高职教材编委会

2004年6月

前言

《世纪商务英语——阅读教程》(基础篇 I~II)是新世纪高职教材编委会组编的商务英语类课程规划教材之一。

这是一套完全由高职商务英语教学一线教师编写的高职商务英语阅读教材。旨在通过由浅入深、循序渐进的阅读训练使学生能把所学的知识运用于日常交际活动和一般商务活动中。本系列教程根据高职商务英语教学的特点,将语言能力培养、文化背景知识和商务知识融于一体。选材时兼顾了信息性、知识性、趣味性和实用性的统一;编写时较好地把握了阅读技巧与商务知识的并重。

《世纪商务英语——阅读教程》(基础篇 II)共 12 个单元;每单元 4 个部分:阅读技巧点津、阅读技能开发、阅读训练和实用阅读。

阅读技巧点津 (Reading Skill Focus)

本部分循序渐进地介绍了几种常用的阅读技巧,包括长难句子的阅读、略读、查读、句段预测、推断以及商务文献的阅读方法等等。阅读技巧点津有助于学生克服阅读障碍,提高阅读速度,增强阅读理解能力。

阅读技能开发 (Reading Skill Development)分为引例和技巧训练两部分:

1. 引例(Guided Practice) 为增强学生对阅读技巧的理解,本部分为学生提供了恰当的范例。

2. 技巧训练(Let's Try) 本部分选配了与阅读技巧点津部分主题相关的句子或段落,目的是为学生提供具有针对性的实训,使学生有效地掌握阅读技巧。

阅读训练 (Reading Practice)

1. 本部分包括 12 个与商务相关的主题,每个主题由三篇文章组成。文章涉及经济、管理、文化、IT 等多种主题,选材力求新颖时尚,并兼顾了知识性和趣味性。

2. 每篇文章都给出了统计数字和建议阅读时间,以便学生对阅读速度做自我检测。

实用阅读 (Reading for Survival)

本部分选择的材料与学生的日常生活及未来的商务活动密切相关,如:天气预报、产品介绍、支票、商用图表等等。通过阅读这部分实用材料,学生可以熟悉和掌握未来商务工作环境下的实用英语,也可以激发学生学习英语的兴趣。

《世纪商务英语——阅读教程》(基础篇 II)由辽宁经济职业技术学院曲孝民和渤海船舶职业学院李凌云任主编,温州职业技术学院李永宁、辽宁经济职业技术学院郇英华、沈阳工程学院刘岩任副主编。参加编写的还有渤海船舶职业学院张爽和温州职业技术学院王细娇。具体编写分工如下:曲孝民、刘岩、郇英华 Unit1~6,李凌云、张爽 Unit7~10,李永宁、王细娇 Unit11~12。

《世纪商务英语——阅读教程》(基础篇 II)由曲孝民负责统筹书稿。本教材在编写过程中参考了大量国内和国外的最新资料,得到了基础篇总主编杨丽杰老师的支持以及许多学界同仁的热心帮助和指导。在此,对他们的帮助和指导表示感谢。

由于我们对高职商务英语教材建设的尝试刚刚开始,需要有一个不断提高的过程,加之编写时间仓促以及编者水平有限,难免存在错误和不当之处,恳请各相关高职院校

在使用本教材的过程中给予关注,并将改进意见及时反馈给我们,以便在下次修订时完善。

所有意见、建议请寄往:gzjckfb@163.com

联系电话:0411-84707604 13352244668

编者
2005年2月

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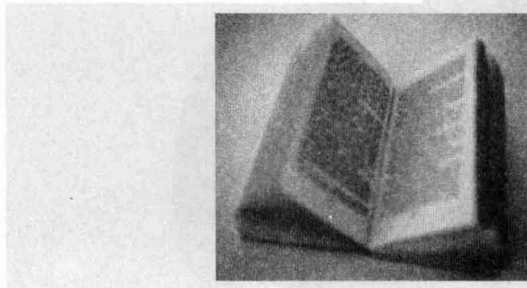
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Unit 1

Lifestyles

Reading Skill Focus

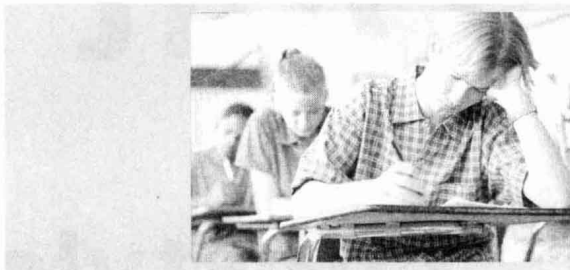


Reading Long Sentences(阅读长句)

Sentences are basic components of a passage. Only when we have a clear and correct idea of the meaning of the sentence can we correctly understand the whole passage. That is to say, whether you can correctly understand the sentence will surely and directly affect the understanding of the passage. And the difficulties we always meet with while reading do not only include the difficulties of new words but also those of structures. Sometimes there is no new word in a sentence, but you can't understand it. Complex sentence structure may cause you to misunderstand it.

When you meet with a long sentence with very complex structure, you should find the stem of the long sentence. It will undoubtedly make us correctly understand the meaning; hence it will help a lot while reading. Some typical long sentences which may cause misunderstanding are as follows:

Reading Skill Development



A. Guided Practice

Sample 1

Robert Fulton once wrote, "The mechanic should sit down

among levers, screws, wedges, wheels, etc., like a poet among the letters of the alphabet, considering them as an exhibition of his thoughts, in which a new arrangement transmits a new idea. ”

罗博特·富尔顿曾经写道,机械工坐在杠杆、螺丝、楔、轮子等周围时,应像诗人对待字母表中的每个字母一样,把它们作为自己思路的展示,每一个新的字母组合都传递一个新思想。

该句的主干为:Robert Fulton once wrote, “The mechanic should sit down..., like a..., considering them as..., in which a...”

该句之所以难理解是由于有省略现象。1)介词短语 like...中出现了较多的省略, 补全以后是 like a poet who sits among the letters...。2) considering...是现在分词短语做状语。这个状语可以放在句首,也可以放在句尾。一般来说较长的状语置于句尾,较短的置于句首,为的是使句子看上去显得简洁一些。

Sample 2

This trend began during the Second World War, when several governments came to the conclusion that the specific demands that a government wants to make of its scientific establishment cannot generally be foreseen in detail.

这种趋势始于第二次世界大战期间,当时几个国家的政府得出结论:政府向科研机构提出的具体要求通常是无法详尽预见的。

该句的主干为:This trend began during..., when..., that...

这个句子的主句是 This trend began,其余的成分都是起修饰和限定作用。在分析长难句时一定要找出句子的主干,关键是确定句子的主语和谓语,只有这样才不会被众多的修饰成分所迷惑。when 引导的是时间状语从句。第一个 that 引导的是修饰 conclusion 的同位语从句,第二个 that 引导的是修饰 demands 的定语从句,that 是 make 的宾语,从句的主语是 a government。

Sample 3

We live in a society in which the medicinal and social use of substances (drugs) is pervasive: an aspirin to quiet a headache, some wine to be sociable, coffee to get going in the morning, a cigarette for the nerves.

在我们生活的社会里,物质(药品)被广泛地运用于社交和医疗:服用阿司匹林来缓解头疼,喝酒来应酬,早晨喝咖啡来提神,吸烟来镇定情绪等。

该句的主干为:We live in a society in which...use of substances is pervasive...

此句句子虽长,但是结构并不复杂,可以从冒号开始分为两个部分。理解的时候要有意识地把两部分分开,各个击破。in which 引导了一个定语从句。该从句的分句谓语动词是 is,是因为在这个从句中主语是 use,而不是 substances。

Sample 4

The Aswan Dam, for example stopped the Nile flooding but deprived Egypt of the fertile silt that floods left—all in return for a giant reservoir of disease which is now so full of silt that it barely generates electricity.

以阿斯旺大坝为例,它挡住了尼罗河的洪水,但也使埃及失去了被洪水淤泥所覆盖的肥沃土壤,换回来的却是一个病态的大水库。现在水库积满泥沙,几乎不能用于发电了。

该句的主干为:The Aswan Dam, ...stopped the Nile flooding but ...

for example 是个插入结构,不是句子的主要成分。but 后面省略了 the Aswan Dam。

B. Let's Try

Practice 1

At the food center, next to the air base, our reporters watched as hundreds of refugee men and women pushed to get the rice, flour, oil and milk that were given only to the poorest of the 465,000 refugees living in camps like this all along the coast.

Match Column A with the phrasal verbs in Column B according to the meaning of the sentences.

A	B
The rice, flour, oil and milk	pushed to get the rice.
The poorest refugees	watched.

The refugee men and women	were all along the coast.
The food center	were given to the poorest refugees.
The camps	were living in camps like this.
Our reporters	was next to the air base.

Practice 2

Marcus grows up in a miserable environment since his mother Fiona, working hard to support him, often gets sadly emotional and cries from time to time.

Choose the main idea expressed in this sentence.

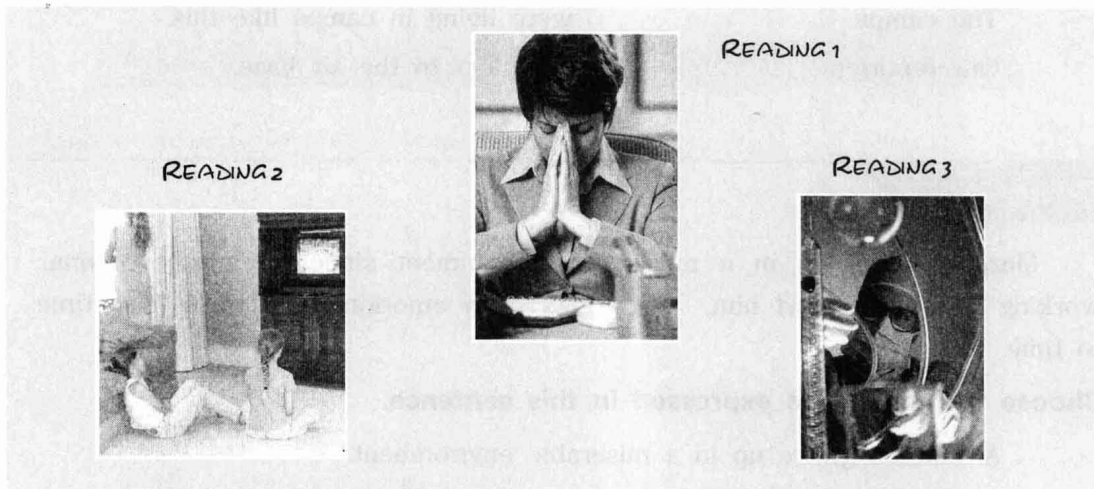
- A. Marcus grows up in a miserable environment.
- B. Marcus's mother works hard to support him.
- C. Marcus often gets sadly emotional.
- D. Marcus's mother cries from time to time.

Practice 3

Analyze the structure of the following sentences and then put them into Chinese.

1. New ways of organizing the workplace — re-engineering and downsizing — are only one contribution to the overall productivity of an economy, which is driven by many other factors such as joint investment in equipment and machinery, new technology, and investment in education and training.
2. His colleague, Michael Beer, says that too many companies have applied re-engineering in a mechanistic fashion, chopping out costs without giving sufficient thought to long-term profitability.
3. Actually, it isn't because it assumes that there is an agreed account of human rights, which is something the world does not have.
4. New forms of thought as well as new subjects for thought must arise in the future as they have arisen in the past, giving rise to new standards of elegance.

Reading Practice



READING 2

READING 1

READING 3

Suggested Reading Time [6 MIN]

Reading 1

Anxiety, Depression: It Must Be Sunday

1 **S**unday night is an uneasy time for systems **analyst** Tom Santos. With the weekend drawing to a close, the 38-year-old man finds himself thinking more and more about the next day at work. The feeling peaks right after dinner when he gets the sense that “this is your final meal before you have to go back to prison.” Santos enjoys his work. But on Sunday nights he always starts to think about solutions to specific problems and has a hard time sleeping.

2 He isn't alone. Call it Sunday-night **syndrome**: the anxiety or depression workers feel as the weekend winds down and Monday **looms**.

3 The back-to-work blues aren't new. However, mental health and human resources **professionals** say that they have noticed a sharp rise in depression and stress among workers over the past two years as the economy soured and joblessness ratcheted up. Although the unemployment rate dropped, job holders still remain nervous. They feel burdened as employers cut staff and demand more from the remaining workers.

4 These harried workers often feel as if the weekend is over by Saturday night. People start having to **contend** with things to prepare for work on Sunday: ironing their shirts, getting their dry

沮丧的情绪

恶化
加剧

受折磨的

cleaning, putting gas in their cars. They feel that even their personal time is getting eaten up by the job.

5 Sunday-night depression is “much more common than people realize,” said Dr. Harry Sobel, a clinical psychologist.

6 The weekend’s close, Sobel said, can **elicit** “a normal mood change because play and fun is ending.” But some individuals experience “more serious **symptoms**—jitters, fears, and **fantasies** of things going wrong.” He added that “prior conditioning”, a result of high school or college patterns where the individual left work till Sunday night and then panicked as time ran out, can continue to **engender** feelings of stress at the same time every week.

7 Sobel himself is not **immune**. “I had this syndrome my entire life. I had it in high school. I hate Sundays,” he said.

8 Common symptoms can include anxiety, moodiness and problems with sleep. Professional help might be **warranted** for workers who encounter physical symptoms, such as difficulty in sleeping, appetite changes or trouble concentrating at work on Monday morning.

9 Also employers can improve employee **loyalty** and productivity by allowing **restorative** pauses such as full lunch-hour breaks.

10 Experts said exercising, yoga, and getting together with friends help to minimize the stresses in one’s work and personal life. Workers can also minimize **impending dread** by building in more fun during the week, especially Monday. You should make sure that Monday nights are frequently a time that you meet friends, build in romance ... Make Monday night a good night.

(444 words)

紧张不安
事发前产生条件
反射的现象

Comprehension Check

Tell whether each of the following statements is true(√) or false(×) according to the text.

1. () Tom Santos feels uneasy on Sunday nights because he dislikes his work.
2. () Many people suffer from the uneasy feelings on Sunday nights.
3. () People often feel pressure from their work.
4. () Economy and employment are reasons for employees to feel anxious on Sunday nights.
5. () That employees’ overwork at weekends is a reason for their anxiety.