

大学英语选修课系列教材

陈仲利 总主编

**Practical** Business English  
Comprehensive

沈素萍◎主编

# 实用商务英语

## 综合教程



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大 学 英 语 选 修 课 系 列 教 材

总主编 陈仲利

# Practical Business English Comprehensive

## 实用商务英语综合教程

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# 总 序

教育部颁布的《大学英语课程教学要求》对我国大学生英语的听、说、读、写、译等能力均提出了三个层次的要求，并在全国兴起了实用性大学英语教学改革与实践的浪潮。为进一步完善大学英语教学改革的成果，努力提高学生的英语实用能力，南开大学、天津大学、北京化工大学、北京航空航天大学、北京科技大学、北京邮电大学、对外经济贸易大学、广东工业大学、哈尔滨商业大学等国内重点高校的英语教师通力合作，编写了“大学英语选修课系列教材”。本套教材包括《高级英语口语教程》、《科技英语阅读教程》、《高级英语阅读教程》、《实用翻译技能集成》、《英美报刊深度阅读》、《高级英语写作教程》、《实用商务英语综合教程》、《英语视听说教程》和《当代英美社会文化新编》等九本教材。本系列教材应用了最新的英语教学理念，吸收了最新的英语教学成果，符合我国大学英语教学改革的最新要求，并体现了四、六级考试改革后的新精神，所有编写内容均为各参编院校多年使用过的优秀素材，具有良好的教学效果和广泛的使用基础。

“大学英语选修课系列教材”主要特点如下：

1. 选材广泛，内容丰富。本系列教材所选材料均来自国内外原版报纸、杂志、教材、论著、会议论文、实用文件和一些权威网站，语言真实准确、地道优美；内容涉及视听说、口语、阅读、翻译、写作、文化、商务和科技英语等多个领域，适合不同专业学生对英语学习的需求。本系列教材选材注重原汁原味，力图使学生在浩瀚的知识海洋中多方汲取营养，以满足实用性英语教学的需求。如《高级英语阅读教程》的文章大多是近年来有关社会热点问题，并且大都是学生所关心和感兴趣的新闻报道，趣味性、实效性较强；另外，文章内容涉及生活的方方面面，集知识性、科普性、娱乐性于一体，有利于培养学生的学习兴趣。

2. 注重语言综合技能的训练，实用性较强。通过精心选编的课文和悉心设计的多种实践和交际活动，从多渠道、多层面、多角度向学生输入大量有效语言信息，吸引学生参加多种多样、生动活泼的语言实践和交际活动，进行大量的“交互式”的语言输入(input)和输出(output)。如《英语视听说教程》、《高级英语口语教程》强调各种微技能的培养和训练，结合具体生活环境和主题，突出听说实践能力的培养；《实用翻译技能集成》围绕实例，阐明方法和技巧，强调翻译实践，培养动手能力。每一章围绕各种翻译技巧，梳理分析，深入浅出，将翻译理论技能和实践训练有机地结合起来。

3. 编写严谨，精细实用。本系列教材均按照由浅入深、循序渐进的原则系统而连贯地编写完成。《实用商务英语综合教程》、《科技英语阅读教程》各自在内容上互相渗透，融会



贯通，有机地成为一体。同时，每册又各具特色，风格迥异。

4. 知识全面，题型多样。为适应改革后的四、六级考试新模式，《高级英语写作教程》一方面向学生们介绍了各类议论、说明、记叙文体；另一方面，又详细阐明了各类应用文体，从而有效地提高了学生的英语写作实践能力。另外，《高级英语阅读教程》中增加了选词填空题、快速阅读、补全句子、简答等新题型。

5. 本系列教材在传播语言知识的同时，更注重英美语言文化知识的学习。《英美报刊深度阅读》和《当代英美社会文化新编》系统介绍了英美报刊文学的特点和社会文化概况，使学生更加深入地了解英美社会面貌，激发英语学习兴趣，并大幅度提高自身的跨文化交际能力。

6. 本系列教材综合了国内外同类教材的优点，兼顾了不同层次学生的需求，既体现了教育部有关大学英语教学改革的新精神，又满足了实用性英语教学的客观需要。同时，这些编者都是富有教学经验的一线教师，本系列教材是他们多年教学成果的结晶。

7. 本系列教材适用范围广泛。不仅是大学本科生高级英语选修教材，亦可作为广大同学备考英语六级和报考研究生的参考用书，同时，也是英语专业学生或广大英语爱好者提高英语水平的良师益友。

总主编 陈仲利

2009年2月

## 前 言

《实用商务英语综合教程》是“大学英语选修课系列教材”中的一本。本书针对已有一定英语基础的大学三、四年级本科生而编写，目的是在商务情景和背景下发展学生商务知识的同时，进一步培养学生的英语听、说、读、写语言知识的综合应用能力，以提高学生的英语交际表达能力。我们在编写过程中，力求精确把握课程定位，掌握区别于基础英语课程和商务专业课程的尺度。

本书是对外经济贸易大学编写组教师通过教学实践归纳、借鉴国外商务英语教材的特点编写而成，其中阎彬老师在总结策划全新的编写模式中做出了很大的贡献。首先，选材上主体突出。本书定位在一个比较宽泛的商务领域，选择与所有商务活动相关的管理学概念为基础，使学生通过学习相关案例来理解在开展商务活动中人文环境背景知识对商务交流活动的影响，同时还选择了由浅显的商务知识逐步深入到比较专业的会计知识、公司并购的法律知识以及涉及经济、金融领域方面的知识，以此来提高学生的商务知识水平。

其次，本书注重语言综合应用能力，强调语篇层面上的学习，避免过去过于侧重词汇和句子的做法，用不同形式的丰富多彩的练习来训练和提高学生的英语语言综合应用能力。每一单元都涉及一个与商务活动相关的主题，围绕这个主题进行延展，组织听、说、读、写的各项训练。听力训练主要是对话（电话、会议、谈判）和讲话（产品推介、公司介绍等），学生可以总结大意，选择填空或完形填空；口语训练包括讨论、角色扮演、案例分析；阅读注重趣味性和实用性，涵盖阅读图表、会计报告等；写作从简到难，从MEMO开始到图表分析到商务函电。

此外，我们强调认知的过程、学习的过程，而不局限于学习的结果，本着以学生学习动机为出发点，兼顾语言技能和商务知识，关注商务情景下的语言综合应用能力。以学生的听、说、读、写一系列练习贯穿始终，形式活泼有趣，使学生成为学习与认知的主体，同时不忽略教师的指导和引导作用，体现和提倡了“学以致用”和“在用中学”的教学理念。

主编 沈素萍

2009年1月于美国哈佛园

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# Human Resource Management

## Part One

### I. Warming-up discussion

- (1) What is Human Resource Management?
- (2) Do you think the HRM is an important department of an organization? Why?
- (3) What are the responsibilities of HR department?

### II. Reading

#### The Basics About Human Resource Management

Human resources are the people that staff and operate an organization. Human Resource Management can therefore be defined as the management of an organization's human capital.

Human Resource Management is the organizational function that deals with issues that relate to people such as the recruitment, management, and the direction of staff who work in an organization.

Effective human resource management enhances organizational performance by improving employee's opportunities to be effective and productive. It involves the productive use of people in achieving the organization's objectives as well as satisfying individual employee needs.

The purpose of good human resource management is to:

- create meaningful jobs linked to the organization's mission;
- maintain the right mix of people with the knowledge, skills, and abilities to accomplish the work required;
- provide a structure that helps staff be effective at their work;
- provide fair and consistent treatment of staff;
- provide staff with on-going feedback about their performance;
- foster an organizational culture that supports and motivates staff;
- create a positive work environment;
- help retain effective staff members;
- help staff and the organization to manage change effectively.

One of the most important resources that an organization has is its people as it is through them that the organization's vision is realized.

Supporting and taking care of staff will better equip them to meet customer needs and in turn motivate staff to take care of their organization.

Competent staff who are happy with their work and their workplace are more productive and are more likely to stay with the organization longer. Committed staff can provide loyalty, long term sustainability and program success.

Organizations that are socially aware and not only support employee rights but endorse them whole heartedly, will gain a reputation as an employer of choice and have less difficulty attracting good staff.

Human resource management responsibilities cover the following areas:

### **Job analysis/Work design**

This defines a job in terms of its specific tasks and responsibilities including the qualifications and skills needed to perform within the role successfully.

### **Human resource planning**

This process involves the analysis of matching the number of appropriately qualified staff to allocated positions and the consideration of staffing levels to meet projected demand. Decisions to add, reduce or reallocate staff are made accordingly.

### **Recruitment**

Recruitment is the process of finding and attracting qualified applicants for vacancies within an organization.

### **Selection**

This involves choosing someone based on merit, who is most likely to perform successfully in the position. Written applications, interviews and reference checking are the traditional methods used to select staff. However, other creative strategies can include presentations and written exercises relevant to the job.

### **Performance appraisal**

Performance management is the process of defining employee performance expectations, measuring, evaluating and recording performance relative to those expectations and providing feedback.

Performance appraisals are primarily focused on the achievement and development of skills. The process provides an opportunity for the recognition of an employee's achievements and identification of career goals.

### **Training and development**

Training and development facilitates employee learning of job related skills and activities





## 2. Explain the meaning of the following terms.

(1) Job analysis

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(2) Recruitment

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(3) Performance appraisal

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(4) Employee motivation

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(5) Mentoring

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## 3. Match the verbs in the left column with the noun phrases in the right column.

Verbs	Nouns or noun phrases
① enhance	a. objectives
② staff	b. needs
③ create	c. jobs
④ provide	d. an organization
⑤ satisfy	e. a reputation
⑥ foster	f. employees
⑦ achieve	g. a feedback
⑧ motivate	h. performance
⑨ gain	i. an organization culture

## III. Listening

Over the past few years Frank Mulligan has written a lot about Recruitment Process

Outsourcing (RPO), and its arrival in China, but based on some small amount of feedback there are still many people who remain unconvinced. In the following passage, you are going to hear the same author talk more about this topic: why should we consider RPO as a solution in the management of an organization?

**1. Listen to the passage and answer the following questions.**

- (1) What are the reasons mentioned in the passage to explain why you should consider RPO as a solution?

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- (2) If you don't go to RPO as a solution, there are other means to solve the recruitment problems in your company. Some of them are mentioned here. What are they? Compared with RPO, what are their disadvantages?

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- (3) How do you think of the reasons mentioned above? Do you think they are convincing?

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**2. Fill in the blanks with the words you hear in the passage.**

Massive skills \_\_\_\_\_ ① \_\_\_\_\_ will continue in China for at least another 5 years. RPO companies specialize in the \_\_\_\_\_ ② \_\_\_\_\_ process and aggregate the knowledge from a wide variety of \_\_\_\_\_ ③ \_\_\_\_\_. This is \_\_\_\_\_ ④ \_\_\_\_\_ to replicate inhouse.

RPO is proven to \_\_\_\_\_ ⑤ \_\_\_\_\_ money but for most HRMs in China this does not seem to be the \_\_\_\_\_ ⑥ \_\_\_\_\_ reason for choosing this method. The main reason was the RPO's ability to \_\_\_\_\_ ⑦ \_\_\_\_\_ and screen \_\_\_\_\_ ⑧ \_\_\_\_\_ candidates.

## Part Two

### I. Reading

#### An Overall New Approach to Human Resource Development

The insight most commonly expressed during the interviews with 80,000 great managers challenges traditional human resource management and development beliefs. Thousands of great

managers stated variations on this belief: “People don’t change that much. Don’t waste time trying to put in what was left out. Try to draw out what was left in. That is hard enough.”

The implications of this insight for training and performance development are profound. This insight encourages building on what people can already do well instead of trying to “fix” weaker talents and abilities. The traditional performance improvement process identifies specific, average or below performance areas. Suggestions for improvement, either verbal or in a formal appraisal process, focus on developing these weaknesses.

What great managers do instead, is to assess each individual’s talents and skills. They then provide training, coaching, and development opportunities that will help the person increase these skills. They compensate for or manage around weaknesses.

As an example, if I employ a person who lacks people skills, a diverse group of staff members can form a customer service team that includes him. Other employees with excellent people skills make his weakness less evident. And, the organization is able to capitalize on his product knowledge when dealing with product quality issues.

Does this mean that great managers never help people improve their inadequate skills, knowledge, or methods? No, but they shift their emphasis to human resource development in areas in which the employee already has talent, knowledge, and skills.

Buckingham and Coffman identify four twists on conventional approaches which further define the differences in tactics espoused by great managers.

### **1. Select people based on talent.**

During the Gallup interviews, great managers stated that they selected staff members based on talent, rather than experience, education, or intelligence. Gallup defined “talents” by studying the talents needed to achieve in 150 distinct roles. Talents identified are: striving (examples: drive for achievement, need for expertise, drive to put beliefs in action), thinking (examples: focus, discipline, personal responsibility), and relating (examples: empathy, attentiveness to individual differences, ability to persuade, taking charge).

### **2. When setting expectations for employees, establish the right outcomes.**

According to the book, *First, Break All The Rules: What the World’s Greatest Managers Do Differently*, great managers assist each individual to establish goals and objectives that are congruent with the needs of the organization. They help each employee define the expected outcomes, what success will look like upon completion. Then, they get out of the way.

In my experience, most work is performed by people who are not under the constant supervision of a manager. Given this fact, it makes sense to let the employee determine the right path to walk to accomplish her objectives. She will undoubtedly choose the one that draws upon her unique talents and ability to contribute to performance. The manager will want to establish the critical path and the check points for feedback, but to micromanage the employee is a mistake. The

manager will drive himself crazy and lose good people who feel he doesn't trust them.

**3. When motivating an individual, focus on strengths.**

Great managers appreciate the diversity of the people in their work group, state Buckingham and Coffman. They recognize that "helping people become more of who they already are," since each person has unique strengths, will best support their success.

They focus on an individual's strengths and manage around his weaknesses. They find out what motivates each staff member and try to provide more of it in his work environment. As an example, if challenge is what your staff person craves, make sure he always has one tough, challenging assignment. If your staff member prefers routine, send more repetitive work in his direction. If he enjoys solving problems for people, he may excel in front-line service.

**4. Find the right job fit for each person.**

A manager's job is not to help every individual he employs grow. His job is improving performance. To do this, he has to identify whether each employee is in the right role. Additionally, he needs to work with each person to determine what "growing in his role," and thus his ability to contribute to performance within the organization, means.

For some people, this may mean reaching for a promotion; for others, it means expanding the current job. Traditionally, people felt the only growth in the work place was "up" the promotional ladder. This is no longer true, and I doubt if it was ever best practice thinking.

As a Human Resources professional, if you can assist the managers and supervisors in your organization to understand and apply these concepts, you'll help create a successful organization of strong, talented contributing people. And, isn't that the type of workplace you'd like for yourself as well?

**II. Reading comprehension**

(1) What is the traditional method to improve performance in human resource management?

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(2) What does the new approach to human resource management emphasize?

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(3) What does "select people based on talent" mean?

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(4) What kind of talents is identified?

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(5) What do great managers do to ensure the right outcomes?

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(6) How do great managers motivate their employees?

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(7) What does "find the right job fit for each person" mean?

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### III. Vocabulary

1. Find the words in Column A below in the text and try to work out their meanings from the contexts in which they are used. Then match each word with the correct definition in Column B.

Column A	Column B
① insight	a. deep, intense or far-reaching
② challenge	b. use sth. to one's own advantage, profit from
③ implication	c. valuation, assessment
④ profound	d. deep understanding
⑤ appraisal	e. suitable, fitting
⑥ compensate	f. question the truth, rightness or validity of sth., dispute
⑦ capitalize	g. stimulate the interest, cause to want to do sth.
⑧ motivate	h. supervising or being supervised
⑨ congruent	i. thing that is suggested or implied, thing not openly stated
⑩ supervision	j. give sth. good to balance or lessen the bad effect of damage, loss, etc

**2. The following sentences are selected from the passage. Paraphrase them.**

- (1) People don't change that much. Don't waste time trying to put in what was left out. Try to draw out what was left in. That is hard enough.

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---

- (2) Suggestions for improvement, either verbal or in a formal appraisal process, focus on developing these weaknesses.

---

---

- (3) Given this fact, it makes sense to let the employee determine the right path to walk to accomplish her objectives. She will undoubtedly choose the one that draws upon her unique talents and ability to contribute to performance.

---

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**3. Translate the following sentences into Chinese.**

- (1) During the Gallup interviews, great managers stated that they selected staff members based on talent, rather than experience, education, or intelligence.

---

---

- (2) They recognize that "helping people become more of who they already are," since each person has unique strengths, will best support their success.

---

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- (3) Traditionally, people felt the only growth in the work place was "up" the promotional ladder. This is no longer true, and I doubt if it was ever best practice thinking.

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**IV. Summary writing**

In the above passage, you have read a new approach to human resource management. Try to summarize the main idea of this approach with 150 words in English.



## Part Three

### I. Case study

Training and Development (T&D) is an important responsibility of Human Resource Management. General Electronic Company (GE) and Motorola, the two well-known multinational company both based in the USA, are both very successful in training and developing their employees. The following two passages are about the training and development of employees in these two companies.

#### Reading 1:

#### T&D in GE

General Electric Company (GE) is one of the world's biggest conglomerates with a presence across 160 countries, 11 varied businesses and employee strength of around 307,000. One of the factors that contributed to the company's success is its ability to train and develop its multinational, diverse workforce in a successful manner.

GE was one of the first companies to establish a management development center to train and develop its employees. During the 1980s, this center put the company on a growth trajectory that very few corporations could match. It inspired many other renowned companies like Boeing Co., Home Depot and Toyota Motors to model their training centers on the one at GE. In the media, GE has been referred to as a "captain-of-industry university" or "the leadership factory" in recognition of its ability to produce exceptional leaders who went on to become CEOs at other Fortune 500 companies. Analysts acknowledged the fact that GE went far beyond imparting traditional training. It "nurtured talent" to bring out the latent potential in its employees through proper grooming.

The Work-Out Program that GE developed to train its employees created such an impact that later other companies began to approach GE to try and develop similar programs for their employees. GE businesses like GE Consumer and Industrial were certified by professional associations as authorized providers of education and training for their respective areas of expertise. GE spent around \$1 billion on in-house Training and Development (T&D) every year. In addition, GE invested over \$38 million annually for reimbursement of tuition fees for employees who enrolled for outside degree programs.

Although on-the-job-training had been used at GE since the 1920s, formal corporate training took shape during Ralph Cordiner's tenure as CEO. On taking up this position in 1950, Cordiner started restructuring the company, decentralizing it by breaking it up into various departments. He felt decentralization would make the company more manageable in times of rapid growth. As a result of decentralization, GE had more than 100 divisions where earlier there were just eight major units. A general manager was appointed for each division, to oversee the division's overall working.

As a result of the decentralized structure, the company faced another challenge. The new breed