

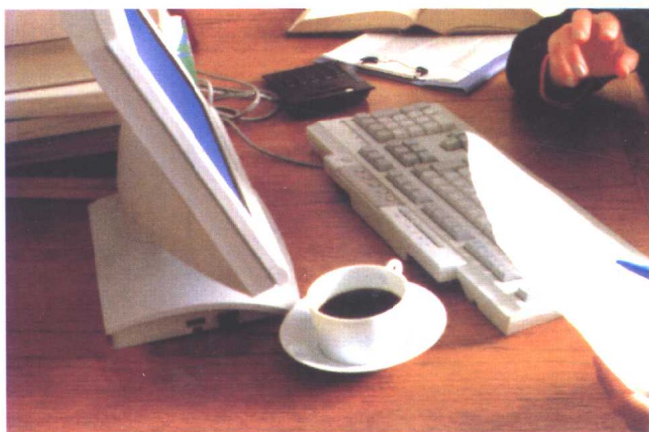
高等学校商务英语系列教材

翟象俊  
Peter Shen(美国) 主审

# 商务英语综合教程

第1册

*Business English Integrated Course I*



- 总主编 杨翠萍
- 主 编 谢丹焰
- 副主编 印丕杰



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·北 京·

## 内 容 简 介

《商务英语综合教程》是《高等学校商务英语系列教材》之一，本册有 15 个单元，每单元有 Reading I, Reading II, Extension, Supplementary Reading 四大部分组成，并配有相应的磁带。

本书选材新颖，内容丰富，专业面广，难度适宜，趣味性强，可供高等学校经贸英语专业的学生及相应水平的商务工作者与英语爱好者学习使用。

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## 前 言

《商务英语综合教程》是一套针对高校经贸英语专业的学生及相应水平的商务工作者与英语爱好者而编写的基础课系列教材之一。本教材突破了传统的教材模式，综合考虑了高校经贸英语专业学生的特点，以现代外语教育对教材的意义和功能的更新理念为依托，力求以人为本，以任务为路径，以交际为目的，把经贸知识的传授和英语技能的培养有机地结合起来。本教材以循序渐进的方式，通过内容丰富、专业面广、难度适宜、饶有趣味的商务材料，帮助学生了解商务英语独特的语言现象和文体风格，促使学生积极参与商务应用文阅读、商务英语写作、商务口译及笔译等实践活动，切实掌握英语语言的基本技能。鉴于学生在高年级还需分门别类地学习有关商务方面的专业课程，所以，本教材在课文选材上力戒过深过细，旨在帮助学生掌握专业基础知识，培养新的思维方式，拓宽视野，了解商务新动向，获取新知识。

本教材从学生的实际水平出发，以全国高校英语教学指导委员会制定的“专业英语基础阶段教学大纲”为基准，扩大输入量，进一步巩固、深化语言基础，提高语言运用能力。全套教材体现了如下特点。

1. 丰富性。本书为学生提供了许多商务方面的阅读材料，内容涵盖经济、贸易、金融、企业管理、商业文化、信息技术、旅游等各个领域。所选材料均摘自 20 世纪 90 年代以来的报刊、杂志、专业书籍及因特网，因而材料新颖，体裁各异，语言地道，趣味性强。其中，相当一部分材料具有强烈的时代气息和前瞻性。

2. 多样性。本教材在听、说、读、写、译各方面均精心设计了形式多样的练习。主要包括双人讨论、角色扮演、小组讨论、模拟活动、辩论、口头汇报、调查问卷、口译等课堂活动以及各种书面练习。丰富多样的练习活动为学生提供了更多提高听、说、读、写、译等各项技能的机会，可以增强学生学习语言的兴趣。

3. 真实性。本教材选用了大量来自公共媒体、公共场所和公务往来的真实语言材料。其中相当一部分数据、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、公司或因特网，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。

4. 实践性。本教材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，以期达到学以致用的教学目的。为了确保实践活动的顺利进行，有些练习提供了必要的关键词或范例。此外，本教材还针对各项练习提供了较为详细的参考答案，以便于任课教师操作及英语自学者参考。书末附有总词汇表及习语和词组表，供学生在学习时查询。

《商务英语综合教程》共计 4 册，每册配有相应的音带，分 2 个学年，4 个学期使用。本册为第 1 册，共 15 个单元，每单元由四大部分组成：阅读 I (Reading I)、阅读 II (Reading II)、扩展性练习 (Extension) 以及大学英语四、六级补充阅读练习 (Supplementary Read-

ing)。每单元围绕一个主题，精心安排了与主题密切相关的课文和练习。

阅读 I 包括读前准备活动 (Pre-reading Task) 和课文 (Text)。其中课文部分包括生词 (Word List)、习语和词组 (Idioms & Expressions)、专有名词 (Proper Nouns)、课文注释 (Notes to the Text) 以及课文练习 (Exercises)。读前准备活动为双人讨论与主题相关的问题，以激发学生的学习兴趣，引导学生进入单元主题，为阅读课文做好心理准备。生词、习语和词组、专有名词采用中英文双解，便于学生学习。课文注释包括语言难点、专有名词、术语和相关的文化背景知识。课文练习包括阅读理解 (Comprehension)、词汇 (Vocabulary) 和翻译 (Translation) 练习。其中，阅读理解含课文内容提问和课文结构分析，在检查学生对课文理解程度的同时，加强其篇章分析、概括、归纳等综合能力的提高。词汇练习针对课文中的重点词汇及词组设计，要求学生反复操练，重点掌握。翻译练习含单句翻译与段落翻译，注重活学活用，逐步增强学生的翻译技能。

阅读 II 是对阅读 I 的补充和强化，包括听写 (Dictation)、课文 (Text) 和读后活动 (Post-reading Task) 三部分。其中课文部分包括生词 (Word List)、习语和词组 (Idioms & Expressions)、专有名词 (Proper Nouns)、课文注释 (Notes to the Text) 以及课文练习 (Exercises)。听写练习围绕主题设计。课文练习除了阅读理解 (Comprehension Checkup) 和词汇 (Vocabulary) 练习外，还包括完型填空 (Cloze) 或语篇改错 (Proof-reading)。读后活动是在对阅读 I 和阅读 II 两篇课文的学习和一系列的 language 操练之后所设计的灵活多变的交际任务，是一项进一步提高学生语言运用能力的实践活动。

扩展性练习包括构词法 (Word Formation)、专项用法 (Special Usage)、实用阅读 (Practical Reading) 和写作策略 (Writing Strategy)。其中，构词法涉及常用的前缀、后缀、复合法、词性转换等。专项用法练习针对一些重要的、但同时又是学生掌握困难的语法点进行单项训练。实用阅读针对一些商务上的数据、图表、案例、商务文书等应用性较强的资料进行阅读训练，旨在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。写作策略从基础写作知识入手，逐步过渡到各类商务文体的写作，注重学生提高逻辑思维与处理实际问题的能力。

另外，本教材还兼顾了高校经贸英语专业学生今后的就业需求，将专业基础教学同大学英语四、六级英语教学有机结合，补充了大学英语四、六级阅读练习。练习采用了大学英语四、六级最新题型，由浅入深，帮助学生在基础语言学习阶段熟悉大学英语四、六级考试相关题型，以顺利通过全国高校大学英语四、六级水平测试。

《商务英语综合教程》的编写博采众长，力求新颖。本教材宜采用融合中外多种教学法之长处的折中主义教学法。建议每 8 课时处理一个单元，教师可根据各校具体情况灵活增删。

《商务英语综合教程》由在国内外外语界享有盛名的复旦大学翟象俊教授和美国哈佛大学 Peter Shen 博士共同审阅。从体系的形成到具体编写，他们都给予了极大的指导，并提出了许多宝贵的意见和建议。本套教材由华东师范大学主持编写，联合同济大学、华东理工大学及上海海运学院的教师共同编写了第 1 册。在编写过程中，国内外外语教学专家的教学理论和方法给予了我们很多的启示，院领导对我们的工作也给予了多方面的支持和关心。北方交通大学出版社和清华大学出版社的领导和编辑同志在书出版前仔细编审，精心设计，在此一并表示衷心的感谢。

本教材从内容到形式有许多大胆的尝试，难免有不妥之处，欢迎外语界专家、同仁及使用本教材的师生批评指正。

编者  
于华东师范大学  
2003年1月

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# Unit 1 Work

## Reading I

### Pre-reading Task

#### Questions for pair work

1. What job do you like best? Why?
2. Why do people work?
3. What do you think of college students' taking part-time jobs in their spare time?
4. Do you prefer to be an employee or an employer?
5. What do you think of the employment prospect for college students?

### Text

## The Gift of Self-esteem

Lillian was a young French Canadian girl who grew up in the farming community of River Canard, Ontario. At the age of 16, her father thought "Lill" had had enough schooling, and she was forced to drop out of school to contribute to the family income. In 1922, with English as her second language and limited education and skills, the future didn't look bright for Lill.

5 Her father, Eugene Bezaire, was a stern man who rarely took no for an answer and never accepted excuses. He demanded that Lill find a job. But her limitations left her with little confidence and low self-esteem, and she didn't know what work she could do.

10 With small hope of gaining employment, she would still ride the bus daily into the "big cities" of Windsor or Detroit. But she couldn't muster the courage to respond to a Help Wanted ad; she couldn't even bring herself to knock on a door. Each day she would just ride to the city, walk aimlessly about and at dusk return home. Her father would ask, "Any luck today, Lill?"

"No... no luck today, Dad." she would respond meekly.

15 As the days passed, Lill continued to ride and her father continued to ask about her job-hunting. The questions became more demanding, and Lill knew she would soon have to knock on a door.

On one of her trips, Lill saw a sign at the Carhartt Overall Company in downtown Detroit. "HELP WANTED," the sign said, "SECRETARIAL APPLY WITHIN."

She walked up the long flight of stairs to the Carhartt Company offices. Cautiously, Lill knocked on her very first door. She was met by the office manager, Margaret Costello. In her



20 broken English, Lill told her she was interested in the secretarial position, falsely stating that she was 19. Margaret knew something wasn't right, but decided to give the girl a chance.



She guided Lill through the old business office of the Carhartt Company. With rows and rows of people seated at rows and rows of typewriters and adding machines, Lill felt as if a hundred pairs of eyes were staring at her. With her chin on her chest and her eyes staring down, the reluctant farm girl followed Margaret to the back of the somber room. Margaret sat her down at a typewriter and said, "Lill, let's see how good you really are."

She directed Lill to type a single letter, and then left. Lill looked at the clock and saw that it was 11:40 A.M.. Everyone would be leaving for lunch at noon. She figured that she could slip away in the crowd then. But she knew she should at least attempt the letter.

30 On her first try, she got through one line. It had five words, and she made four mistakes. She pulled the paper out and threw it away. The clock now read 11:45. "At noon," she said to herself, "I'll move out with the crowd, and they will never see me again."

On her second attempt, Lill got through a full paragraph, but still made many mistakes. Again she pulled out the paper, threw it out and started over. This time she completed the letter, but her work was still strewn with errors. She looked at the clock: 11:55 — five minutes to freedom.

Just then, the door at one end of the office opened and Margaret walked in. She came directly over to Lill, putting one hand on the desk and the other on the girl's shoulder. She read the letter and paused. Then she said, "Lill, you're doing good work!"

Lill was stunned. She looked at the letter, then up at Margaret. With those simple words of encouragement, her desire to escape vanished and her confidence began to grow. She thought, "Well, if she thinks it's good, then it must be good. I think I'll stay!"

Lill did stay at Carhartt Overall Company for 51 years, through two world wars and a

Depression, through 11 presidents and six prime ministers — all because someone had the insight to give a shy and uncertain young girl the gift of self-esteem when she knocked on the door.

### Word List

- |                                  |   |
|----------------------------------|---|
| 1. self-esteem /ˌselfɪ'sti:m/    | <i>n.</i> pride in oneself; self-respect 自尊(心)  |
| 2. schooling /'sku:lɪŋ/          | <i>n.</i> instruction or training given at school 学校教育  |
| 3. stern /stɜ:n/                 | <i>a.</i> hard, harsh, or severe in manner or character; unyielding 严厉的, 苛刻的  |
| 4. limitation /lɪmɪ'teɪʃ(ə)n/    | <i>n.</i> the act of limiting or the state of being limited; a restriction; a defect 限制, 局限性  |
| 5. muster /'mʌstə(r)/            | <i>vt.</i> to gain something by drawing it from within oneself; summon up(自本身)激发, 激起; 鼓起(勇气等)   |
| 6. respond /rɪ'spɒnd/            | <i>vi.</i> to make a reply; answer 回答, 答复   |
| 7. aimlessly /'eɪmlɪslɪ/         | <i>ad.</i> without any clear purpose or direction 漫无目的地, 无目标地   |
| 8. dusk /dʌsk/                   | <i>n.</i> the darker stage of twilight, especially in the evening 薄暮, 黄昏  |
| 9. meekly /'mi:kli/              | <i>ad.</i> (of people or behavior) gently and uncomplainingly; submissively(人或行为)温顺地, 顺服地   |
| 10. demanding /dɪ'mɑ:ndɪŋ/       | <i>a.</i> (of a task) needing a lot of patience, skill, effort, etc. (指任务等)需要很大耐性、技巧、努力等的   |
| 11. downtown /'daʊntaʊn/         | <i>a.</i> of, relating to, or located downtown 闹市区的   |
| 12. secretarial /ˌsekrə'teərɪəl/ | <i>a.</i> (of) a person employed to handle correspondence, keep files, and do clerical work for another person or an organization 秘书(的) |
| 13. cautiously /'kɔ:ʃəsli/       | <i>ad.</i> with caution; carefully 慎重地  |
| 14. broken /'brʊkən/             | <i>a.</i> discontinuous; interrupted 不连续的; 中断的  |
| 15. falsely /'fɔ:lsli/           | <i>ad.</i> not genuinely, unreal 虚伪地, 不实地   |
| 16. seat /si:t/                  | <i>vt.</i> to cause or help to sit 使坐; 帮助...坐   |
| 17. reluctant /rɪ'lʌktənt/       | <i>a.</i> unwilling; disinclined 不情愿的   |
| 18. somber /'sɒmbə(r)/           | <i>a.</i> dark; gloomy 昏暗的  |
| 19. figure /'fɪgə(r)/            | <i>vt.</i> to consider; believe 认为, 以为  |
| 20. slip /slɪp/                  | <i>vi.</i> to go somewhere quietly or quickly without being noticed 悄悄或匆匆到某处, 溜走  |
| 21. strew /stri:/                | <i>vt.</i> to spread here and there; scatter 点缀, 撒满   |
| 22. stun /stʌn/                  | <i>vt.</i> to stupefy, as with the emotional impact of an experience; astound 使目瞪口呆, 使大吃一惊  |
| 23. depression /dɪ'pref(ə)n/     | <i>n.</i> a period of drastic decline in a national or international  |



- economy, characterized by decreasing business activity, falling prices, and unemployment 萧条
24. prime minister /ˌpraɪmˈmɪnɪstə(r)/ *n.* the chief minister and leader of the government in certain countries 首相, 总理
25. insight /ˈɪnsaɪt/ *n.* the capacity to discern the true nature of a situation; penetration 洞察力
26. uncertain /ˌʌnˈsɜ:t(ə)n/ *a.* hesitant or tentative 犹豫; 迟疑不决

### Idioms & Expressions

1. drop out to stop attending or taking part 不参加, 退出
2. stare at to look directly and fixedly, often with a wide-eyed gaze 凝视, 盯住
3. get through to finish 干完(工作等), 完成
4. pull out to remove (sth.) by pulling 拔出; 抽出
5. start over to begin again as before or as at the beginning 重新开始; 从头做起

### Proper Nouns

1. Lillian /ˈlɪlɪən/ 莉莲
2. Eugene Bezaire /juːˈdʒɪ:n biˈzæə/ 尤金·比扎尔
3. Ontario /ɔnˈteərɪəʊ/ a province of east-central Canada 安大略省(加拿大)
4. Windsor /ˈwɪnzə(r)/ a city of southeast Ontario, Canada, on the Detroit River 温泽(加拿大)
5. Detroit /dɪˈtrɔɪt/ a city of southeast Michigan opposite Windsor, Ontario, on the Detroit River 底特律(美国密歇根州东南部港市)
6. Margaret Costello /ˈmɑ:ɡrɪt kɒsˈteləʊ/ 玛格丽特·科斯特洛

### Notes to the Text

1. who rarely took no for an answer: who rarely accepted a negative answer.
2. bring herself to knock on a door: force herself to knock on a door.
3. adding machines: machines with the function of addition. 加法机, 算术计算机
4. Depression: Here it refers to the world-wide drastic economic decline which lasted from 1929 to the early 1930s.

Exercises

**Comprehension**

**1. Questions for comprehension**

- 1) When was Lillian born according to the text?
- 2) Was Lillian reluctant to drop out of school at the age of 16?
- 3) Why didn't Lillian say "no" to her father when she did not believe her own ability to find a job?
- 4) Why couldn't Lillian muster the courage to respond to a Help Wanted ad?
- 5) Was Lillian willing to knock on the very first door?
- 6) Did Lillian speak English fluently when she talked to Margaret during the interview?
- 7) What was the usual lunchtime for the employees at the Carhartt Company?
- 8) Was Lillian confident that she would get the job when she was asked to type a letter?
- 9) How long did it take Lillian to type the letter?
- 10) Why did Lillian decide to stay at the Carhartt Overall Company?

**2. Text Analysis**

Do the following exercises and compare your answers with your partner's. The text can be divided into four parts. Now put down the paragraph numbers of each part and then give its main idea. The first one has been done for you.

Parts	Paragraphs	Main ideas
Part One	Para 1	A brief introduction to Lill's educational background.
Part Two	Para(s) _____	_____
Part Three	Para(s) _____	_____
Part Four	Para(s) _____	_____

**Vocabulary**

**1. Fill in the blanks with the proper forms of the words and phrases given below.**

pull out	muster	stare at	slip	respond
stun	drop out	strew	start over	get through

- 1) The young employee was \_\_\_\_\_ by the sudden news that he had been promoted to be the regional manager.
- 2) As Italy is \_\_\_\_\_ thick with the remains of Roman buildings, tourists around the world flood there each year.



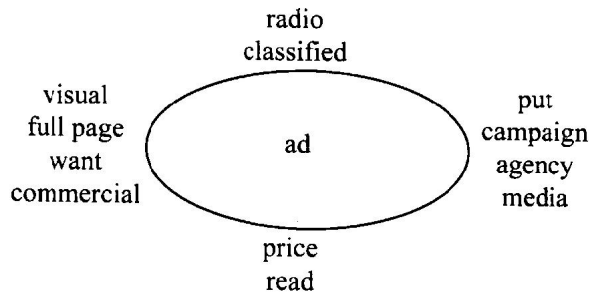
- 3) Mary \_\_\_\_\_ out of the meeting hall without being noticed.
- 4) The large sale this month showed clearly that consumers \_\_\_\_\_ warmly to our sales promotions.
- 5) Jane, the marketing engineer of our company, had been working on the new sales strategy for quite a long time and at last \_\_\_\_\_ it \_\_\_\_\_ before the required time.
- 6) He \_\_\_\_\_ a sales contract from the drawer and handed it to me.
- 7) Being unwilling to withdraw from the market here, this sports wear company will be \_\_\_\_\_ next month, trying to rebuild its image in this region.
- 8) The secretary was \_\_\_\_\_ up her strength for the challenge to work under a strict department manager.
- 9) He stopped and \_\_\_\_\_ the suit bearing a world-famous brand, trying to make out whether it was a real one.
- 10) Finding there are so many children \_\_\_\_\_ of school simply because of lack of money, this multinational corporation decided to set a foundation to help the children from the poor families in China.

**2. Rewrite the following italicized parts by using the appropriate words and expressions from the text.**

- 1) I was *shocked* by the news that ten joint ventures became bankrupt in the town last year.
- 2) An interviewer should take the nervousness of the interviewee into consideration; it is not right to refuse one only because he or she *does not speak English fluently* due to nervousness.
- 3) Seeing her boss was *not willing* to discuss her plan any more, Elizabeth made her leave sensibly.
- 4) One requirement our employee must meet is that he or she should *have received education at school* for no less than 13 years.
- 5) He got a scholarship to Harvard University but *left it without finishing his studies* a year later.
- 6) The self-assumed (自称的) foreign investor was finally found out to be a deceiver living in a narrow, *dark* room.
- 7) Believing that they can become rich all of a sudden, many migrants flood into cities like New York *without a purpose*.
- 8) The boss was not satisfied with our work and asked us to *begin doing it again*.
- 9) The bank should make a loan to small businesses *with great care*.
- 10) The businessman *replied* negatively to a question raised by the reporter.

**3. Which word in each group is the odd one out?**

- 1) dusk                      nightfall                      sunset                      dawn
- 2) inflation                      profit                      depression                      unemployment
- 3) inform                      answer                      reply                      respond
- 4) strict                      stern                      severe                      friendly
- 5) consider                      figure                      believe                      doubt

4. Use the words to write sentences with *ad*.

## 5. Use the given prompts to make sentences.

- 1) a. there be/ no effective action/ take/ oil price/ drop/ another new low point  
 b. it/ be/ seasonal trade/ it/ be/ quite natural/ its business/ begin/ drop off/ such/ time  
 c. news/ one/ our major rival bidder (投标人)/ suddenly/ drop out/ middle/ bidding/  
 confuse/ us
- 2) a. this company/ figure on/ open/ its first factory/ China/ 1986/ but/ it/ not permit/ that time  
 b. many/ attendant/ not figure out/ company/ next five-year/ expanding plan/ announce/ today/  
 meeting  
 c. as for/ why/ our company/ cut/ production/ drastically/ such/ midseason(旺季)/ I/ figure/  
 it/ like/ this
- 3) a. traveler/ air/ be/ careful/ weather/ flight/ delay/ cancel/ due/ bad weather  
 b. one thing/ worry/ Mary/ be/ she/ have/ climb/ four/ flight/ stair/ her new flat/ she/ move/  
 next month  
 c. according/ introduction/ this original industrial design/ spring/ flight of/ imagination/  
 experienced worker
- 4) a. it/ be/ former manager/ guide/ our company/ worst/ situation/ ever/ experience/ up to now  
 b. manufacturer/ in the end/ invariably/ guide/ need/ their/ consumer  
 c. this book/ piece/ advice/ workable method/ give/ guide/ inexperienced/ salesman
- 5) a. arrive/ factory/ inspector/ find/ there/ be/ no sign/ stop/ production/ reorganize (整顿)  
 b. manager/ make/ sign/ quarrel/ worker/ come/ his office  
 c. buyer/ fall down/ slippery/ floor/ hurt/ her leg/ shop/ complain/ she/ never see/ "Be  
 careful of the Floor"/ sign/ shop

**Translation**

Put the following passage into English, using the words and phrases given below.

limited	aimlessly	schooling	cautiously	slip
self-esteem	start over	falsely	strew	stem

Victory 贸易有限公司的老板 Hanson 没有受过多少教育, 因此总觉得自己是个文盲





(illiterate)。但是他自尊心很强,工作一丝不苟,从不漫无目标地生活。如果做错了事,他会从头再来直到正确为止,不轻易放过任何一次失误。由于 Hanson 对自己有正确的认识,又严格要求自己,他的一生充满了成功。

## Reading II

### Dictation

The following are some of the key words in the recording:  
contentment, material, civilization, conscious,  
intangible, crucial, psychological, well-being

.....

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.....

### Text

## How It Feels to Be Out of Work

Layoffs, unemployment and recession have always affected Walter Cronkite's tone of voice and the editorial page. And maybe they affected a neighborhood business or a friend's uncle. But these terms have always been just words, affecting someone else's world, like a passing ambulance. At least they were until a few weeks ago, when the ambulance came for me.

5 Even as I sat staring blankly at my supervisor, hearing, "I've got bad news: we're going to have to let you go," it all still seemed no more applicable to my daily life than a "60 Minutes" exposé. I kept waiting for the alternative — "but you can come back after a couple of months," or "you could take a salary cut, a different position," or even, "April fool." But none of these came. This was final. There was no mistake and no alternative.

10 The loss of a job is rejection, resulting in the same hurt feelings as if a friend had told you to "bug off". Only this "friend" filled up 40 to 60 (or more) hours of your week. Constant references to the staff as "family" only accentuate the feeling of desertion and deception. You picture yourself going home to your parents or spouse and being informed, "Your services as our daughter /my wife are no longer required. Pick up your baby pictures as you leave."

15 Each new affirmation of unemployment renews the pain: the first trip to the employment