

- 全国高等院校商务英语精品教材
- 全国商务英语研究会推荐教材

# 新编商务英语 (第二版)

## 综合教程 3

Business English (Second Edition)  
A Comprehensive Course

总主编 虞苏美 张春柏  
主 编 张 逸

Student's Book



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XINBIAN SHANGWU YINGYU ZONZHE JIAOCHENG

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# 第二版前言

《新编商务英语精读》出版后，作为一本结合培养外语能力和学习商务英语知识的教材，受到广大商务英语专业的师生和对商务英语有兴趣人员的欢迎。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修订，修订内容主要如下：

- ◆ 在《新编商务英语精读》(4册)基础上扩展为《新编商务英语(第二版)综合教程》(5册)，各册配有教学参考书。
- ◆ 更新了部分单元的主题和课文，使内容更加全面。
- ◆ 增加了听说训练，使教程涵盖了听、说、读、写、译各种技能的训练。
- ◆ 调整了部分练习，使编排更加合理。

本教材以主题单元和意念功能为大纲，注重交际能力的培养，设计了许多伙伴和小组活动，给学生营造各种话语环境，使他们能够把所学的知识应用于各种交际活动中，包括各种商务活动。

本书为整套教材的第1册，共10个单元，每单元由四大部分组成：导入(Lead-in)、阅读 I (Reading I)、阅读 II (Reading II)以及扩展性练习(Extended Activities)。单元以一个主题为中心，编排相关课文和练习。

导入(Lead-in)安排了听力理解和听写填空两项任务。听力理解部分包含若干听力任务。有关于语篇主旨的预听活动，有考查学生对语篇

主旨把握以及辨析细节能力的多项选择题，还有概括或补充单元主题内容的听写填空(Spot Dictation)。

阅读 I 包括阅读预习(Pre-reading)、课文(Text)、生词和词组(New Words and Expressions)、注释(Notes)、课文练习(Exercises)和后阅读活动(Post-reading)。阅读预习主要用于激发学生阅读课文的兴趣，将本主题的知识和学生所学过的相关知识进行沟通，同时为阅读课文做心理准备。课文长度为500字左右，生词和词组采用中英文双解，便于学生从英语理解词义。注释的范围包括语言难点和文化背景和知识，注释以英语为主，较难的地方加注中文。练习部分包括阅读理解、词汇练习等，以加强学习效果，使学生学会运用所学的语言知识。后阅读活动是一个交际性任务，旨在使学生将课文所学的内容融会贯通，用于各种交际活动。

阅读 II (Reading II) 是阅读 I 的补充和加强，由课文和练习组成。阅读 II 的课文的内容与阅读 I 课文相关，课文后配有注释、阅读理解、词汇理解等练习，以加深对课文的理解。此外另有翻译和完形填空。翻译练习主要复习阅读 I 和 II 所学的词语，同时学习翻译的技巧。完形填空的题材也与单元主题相关，此练习一方面使学生对主题有更多的了解，另一方面也是语言能力的训练，提高学生对英语的理解力和运用能力。

扩展性练习(Extended Activities) 包括:功能与结构(Function and Structure)、专项用法(Special Use)、实用阅读(Practical Reading)、词汇扩展(Additional Vocabulary)、商务世界(Business World)、幽默时光(Humor Time)等。功能与结构主要训练在各种情景中语言的运

用；专项用法侧重某类商务词汇的使用规范和语法知识的练习，比较实用；实用阅读是阅读各种商务实例的练习；词汇扩展是对单元主题有关词汇的进一步扩展；商务世界介绍商务和文化方面的小知识。这些练习对语言基本功进行深入的系统训练，并对商务知识作进一步的扩展。

本书的教学宜采用交际教学法，教师根据教学要求组织学生进行各种活动，鼓励学生用英语完成交际任务。有些练习没有标准答案，教师可视学生的具体情况给予评价。本教程的内容广泛，练习较多，教师可根据教学的具体情况，决定取舍，不必拘泥于一种模式，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。

本套教材的修订得到了华东师范大学和高等教育出版社的大力协助，在此致以衷心的感谢。

编者

2013年5月

于华东师范大学

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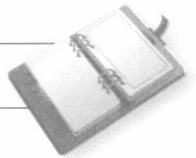


# Unit 1

## Men and Women



### Lead-in



#### >>>> Listening Comprehension Tasks

- ❶ Listen to Passage I for the first time and then write out questions, if there are any, about the part(s) you fail to understand. If you have no questions, just move on to Exercise II.

.....  
.....

- ❷ Listen to Passage I for the second time with your focus on the questions you have raised (if there are any) and then decide whether the sentences you hear are True or False. Write T for True and F for False. If it is false, please make corrections accordingly.

1.

Correction: .....

2.

Correction: .....

3.

Correction: .....

4.

Correction: .....

5.

Correction: .....

III Listen to Passage II for the first time and then write out questions, if there are any, about the part(s) you fail to understand. If you have no questions, just move on to Exercise IV.

.....

.....

IV Listen to Passage II for the second time with your focus on the questions you have raised (if there are any) and then complete the following exercises. You can take notes while listening.

1. Match the characteristics of Men's and Women's brains in Column B with the items in Column A.

Column A	Column B
Men: .....	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
Women: .....	

2. Fill in the form about the psychological distinctions between men and women.

Men	Women
Men grasp a situation as ..... and think .....	Women think ....., relying on ..... and nuances.
Men are builders and ..... They take ..... and experiment.	Women select the ..... and pass it over to .....
Men are more ..... in thoughts and .....	Women are more willing to ..... suggested by others.
Men are more ..... with their own performance.	Women's ..... is lower and tends to criticize .....
Men's sources of satisfaction are from .....	Women's satisfaction is from .....
Men have a pronounced need to .....	Women think ..... are the most important.
Men get sick ..... as often as women.	Women are ..... about their health.

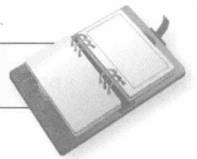
## >>> Spot Dictation

The term *sexism*, also ..... gender ..... or ..... discrimination, is most often used ..... discrimination ..... women. Sexist ..... are frequently based on ..... in traditional ..... of ..... For example, ..... are defined as ..... and ....., while ..... are defined as ..... and .....

In this regard, males ..... to ..... positions of ....., ..... females ..... to be ..... helpers and ..... to show their .....

..... is not just a ..... of ..... attitudes, but is ..... many societal institutions. A recent study of American ..... showed there is a ..... in education that ..... boys ..... girls. The bias is ..... and ....., but it is there ....., and it is ..... the lives of ..... schoolchildren every year. From ..... to ..... courses, teachers ..... to call on ..... in class ..... on ..... students. This ..... has a great ..... on the ....., for ....., those students who become ..... classroom ..... develop more ..... and ..... higher .....

## Reading I



## >>> Pre-reading

① Brainstorming: Work with your partner and write out words or expressions about human beings.

Human Body	Disposition	Mind	Emotion
head	selfish	clever	love

II Pairwork: Discuss the following questions with your partner.

1. What kind of person are you?
  - Do you like to be the center of attention?
  - Do you prefer to be on your own?
  - Do you always hope to be the leader of a group?
  - Do you care a lot what others think of you?
  - Are you confident of yourself?
  - Are you bossy, sensitive ...?

...

Find out more about yourself.
2. What is the difference between men and women?
3. What is the advantage/ disadvantage of being a man?
4. What is the advantage/disadvantage of being a woman?
5. Do you agree that women are a “weak sex”?

>>>>> **Text**

### Men and Women

- 1 Today most people — certainly most men — quote physical differences between the sexes as evidence of barriers to athletic equality. Because of these differences, women are said to be more suited to some sports than others — and unfit to compete directly with men in any contact sport.
- 2 As for muscle mass, women do indeed, according to some studies, have roughly half the muscle



mass of men. And men are, on average, a third stronger than women. Most women are in poor physical condition. Were they given the opportunities men have to keep fit, the strength gap would narrow considerably. The petite build of many top women gymnasts belies their extraordinary strength. Muriel Davis Grossfeld, the 1960 US Olympic gymnast, is just over five feet tall. Yet fitness tests at the University of Illinois revealed that she was as strong as the average male college athlete. So strength is relative, often misleading and frequently irrelevant in comparison to skill.

- 3 Other so-called disadvantages women have to put up with are smaller hearts, higher pulse rates, smaller lung capacity, lower aggressive instincts, bad spatial orientation, and more body fat — all of which supposedly combine to give them less endurance.
- 4 First of all, taking on this impressive list in order, women's smaller hearts can work relatively harder than men's without any ill effects. At the Penn State conference, medical researchers reported that a pulse of 200 could be attained without risk in a fifteen-year-old girl, while adult women athletes can reach 180 easily during exertion — about 20 beats faster than a man.
- 5 Going on to the lungs, we find that the average adult male has a 30 per cent greater “aerobic capacity” or “vital capacity” (the volume of air that can be exhaled from the lungs after breathing in deeply) than the average woman. This is partly because men, being bigger, have bigger lungs, partly because the statistics are arranged to favor men. There have been no large-scale studies done on female respiration.
- 6 As for aggression, men apparently do have a natural edge here. Studies of infant male primates and little boys indicate that males play rougher and show a greater preference for bruising physical contact than do female apes and little girls. On the other hand, little boys are encouraged from infancy to be aggressive and little girls are punished for displays of aggressiveness; so it's hard to know where to draw the line.
- 7 Most women have more body fat than men. And where fat exists, muscle obviously doesn't. Conditioning has a lot to do with this, of course, but even physically active women do have more fat than men. In some areas of athletics — endurance swimming, for instance — a little extra fat can be an advantage, providing warmth and buoyancy. But when a woman is in top form, the extra fat doesn't affect her performance at all, in any sport.

- 8 Another difference between the sexes is spatial orientation. Men are supposedly better at orienting themselves in space — at “keeping their eye on the ball”, using their own physical position as a reference point to activity around them.
- 9 Women tend to use peripheral objects as points of reference and are easily distracted by visual stimuli. Men, for instance, can pick a figure out of a complex pattern more readily than women. Perhaps, it has been suggested, this is like prehistoric times when life depended on a man’s ability to keep his eye on a deer running in the bushes. More likely, it’s a psychological difference, resulting from greater self-confidence on the part of men.
- 10 When it comes to endurance, men, because of their greater strength and lung capacity, supposedly become exhausted less quickly than women. “Look at all the male long-distance runners that women haven’t begun to catch up to,” we’re often told. But there are many more men than women running marathons, and in the Olympics women haven’t been allowed to run more than 1,500 meters until recently, so this evidence is only relative. Furthermore, women have greater tolerance for fatigue, which tends to even things out.
- 11 It seems clear from these examples that differences in reaction time, muscle mass, bones, hearts, lungs, endurance, strength, spatial orientation, and body fat — when they exist — don’t necessarily make much of a difference where relative performance is concerned.

### New Words and Expressions

- |                                  |           |  |
|----------------------------------|-----------|--|
| 1. <b>barrier</b> /'bæriə/       | <i>n.</i> | something placed in the way 障碍   |
| 2. <b>equality</b> /'i:kwəli:ti/ | <i>n.</i> | the state of being equal 平等  |
| 3. <b>unfit</b> /ʌn'fi:t/        | <i>a.</i> | not suitable 不合适   |
| 4. <b>contact</b> /'kɒntækt/     | <i>n.</i> | a state in which two people touch each other<br>(躯体)接触                         |
| 5. <b>petite</b> /pə'ti:t/       | <i>a.</i> | (a woman) being short and slender 娇小的  |
| 6. <b>build</b> /bɪld/           | <i>n.</i> | shape and size (of human body) 体格  |
| 7. <b>gymnast</b> /'dʒɪmnæst/    | <i>n.</i> | a person who is good at doing skilled and<br>controlled bodily exercises 体操运动员 |
| 8. <b>belie</b> /br'laɪ/         | <i>v.</i> | to give a wrong or false idea of (sth.) 给人假象                                   |

9. pulse /pʌls/ *n.* the regular beat of one's heart 脉搏
10. rate /reɪt/ *n.* frequency 频率
11. capacity /kə'pæsɪtɪ/ *n.* ability to hold things 容量
12. aggressive /ə'ɡresɪv/ *a.* determining to succeed 有进取心的  
*n.* aggression *n.* 进取心
13. instinct /ɪn'stɪŋkt/ *n.* a natural tendency to do something 本能
14. spatial /'speɪʃəl/ *a.* concerning space 空间的
15. endurance /ɪn'dʒʊərəns/ *n.* physical or mental strength to continue doing something under difficulties or pain 忍耐
16. attain /ə'teɪn/ *v.* to gain as an objective; achieve 达到; 取得
17. exertion /ɪɡ'zɜ:ʃən/ *n.* a great effort 极大的努力
18. aerobic /εə'rəʊbɪk/ *a.* taking in oxygen 有氧的
19. vital /'vaɪtl/ *a.* necessary for keeping alive, very important 生命必需的; 极其重要的
20. exhale /eks'heɪl/ *v.* to breathe air out of one's lungs 呼气
21. favor /'feɪvə/ *v.* to show a preference for (sb./sth.) 偏爱
22. respiration /,respɪ'reɪʃən/ *n.* breathing 呼吸
23. primate /'praɪmeɪt/ *n.* a member of the most developed group of mammals 灵长类(动物)
24. buoyancy /'bɔɪənsɪ/ *n.* tendency to float 浮力
25. orientation /,ɔɪɪən'teɪʃən/ *n.* an ability to find out one's position in space 定向
26. reference /'refərəns/ *n.* relation or connection with somebody or something 参照
27. peripheral /pə'rɪfərəl/ *a.* of secondary or minor importance 次要的
28. distract /dɪ'strækt/ *v.* to take one's mind off something 分散注意力
29. stimulus /'stɪmjʊ:ləs/ *n.* a thing that produces a reaction in living things 刺激(物)
30. prehistoric /prɪ'hɪstɔɪk/ *a.* of a time before recorded history 史前的
31. tolerance /'tɒlərəns/ *n.* the ability to stand pain or hardship, etc. 忍耐
32. fatigue /fə'ti:g/ *n.* great tiredness 极度的疲劳

\* \* \* \* \*

- |  |  |
|--|--|
| 1. keep fit                            | to remain healthy 保持健康   |
| 2. in comparison to                    | compared with 比较   |
| 3. put up with                         | to suffer or bear patiently 忍受   |
| 4. take on                             | to begin to deal with 开始处理   |
| 5. in order                            | (arrange things) one after another systematically 按次序                  |
| 6. have an edge                        | to have an advantage 有优势   |
| 7. draw the line                       | to set a limit 划定界限; to tell the exact difference (between ...) 区分     |
| 8. have a lot to do with               | to be greatly related to 与……密切相关                                       |
| 9. in top form                         | in the best physical conditions 处于最佳状态                                 |
| 10. pick ... out of                    | to recognize (sb./sth.) among a group 在……中找出……                         |
| 11. result from                        | to be caused by 由……而引起   |
| 12. on the part of                     | as far as (sth./sb.) is concerned 就……而言                                |
| 13. catch up to/with                   | to overtake 赶上   |
| 14. tend to do                         | to have a natural likelihood of doing (sth.) 倾向于做……                    |
| 15. even ... out                       | to make equal 使……平均  |
| 16. go on to do (sth.)                 | to do (sth.) else (after one has finished doing sth.) (做好某事后)接着做另一件事   |
| 17. keep one's eye on (sth.)           | to keep one's attention to (sth.) around sb. 留神                        |
| 18. point of reference                 | something which one uses to help one understand a situation 参照标准; 参照依据 |
| 19. make a/no difference (to sb./sth.) | to have an/no effect (on sb./sth.) 有些/没有……影响                           |

## Notes

1. athletic equality: the state of being equally strong at sports
2. contact sport: any of the sports in which the participants tend to have violent physical contacts with each other, such as in American football or rugby



3. Men are, on average, a third stronger than women: It is generally true that a man's strength is about one third stronger than that of a woman. For example, if a woman can lift 30 kilograms, a man can lift 40 kilograms.
4. University of Illinois: University of Illinois is an institution of higher learning with a relatively long history. It was established in 1867. Illinois (伊利诺州) is one of the 50 states of USA, located in the central part of the country.
5. So strength is relative, often ... in comparison to skill: In sports, people often have the wrong opinion that strength is the only factor to win the game, but this is a misconception. The importance of strength in sports is limited and sometimes skill is much more important than strength.
6. spatial orientation: an ability to find out one's position, size and shapes in a certain place 空间定向能力
7. ... taking on this impressive list in order: beginning to deal with this striking list one by one
8. Penn State Conference: a conference held in the State of Pennsylvania (宾夕法尼亚州)
9. aerobic capacity: vital capacity 肺活量
10. play rougher: to play in a more violent and aggressive way
11. Where fat exists, muscle obviously doesn't: If a person has more fat, he/she may have less muscle.
12. Conditioning has a lot to do with this: Training has much effect on body fat.  
conditioning: the way in which people are trained
13. Women tend to use peripheral objects as points of reference: Women are likely to use objects of minor or less importance as something to help them understand a situation. For example, if a woman walks into a room, she may notice all people around, but if a man walks into a room, he may identify the important people immediately.
14. Women haven't been allowed to run ... until recently: It was not until 1975 that women were allowed to take part in the 1,500-meter run in the Olympic Games.
15. reaction time: the time needed to make a prompt response

## Exercises

- ① Read the text carefully again and discuss the following questions.
  1. Why do most people think that women are unfit to compete with men in any contact sport?
  2. What is quoted as evidence of barriers to athletic equality?
  3. Who is Muriel Davis Grossfeld?
  4. What did fitness tests at the University of Illinois reveal?
  5. What disadvantages are mentioned in the text which supposedly combine to give women less endurance?