

<<商务英语综合教程1>>

图书基本信息

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内容概要

《商务英语综合教程》是《高等学校商务英语系列教材》之一，本书为第1册，共有12个单元，每单元由Warm-up Activities, Intensive Reading, Extensive Reading, Reading & Writing四大部分组成，包括日常社交、习俗、文体娱乐、学习、个体发展、科技、宗教、政治、人类与环境等等多种社会文化情景以及所涉及的各方面常识。

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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章节摘录

1 The universities are schools of education , and schools of research. But the primary reason for their existence is not to be found either in the mere knowledge conveyed to the students or in the mere opportunities for research afforded to the members of the faculty.

2 The justification for a university is that it preserves the connection between knowledge and the zest of life , by uniting the young and the old in the imaginative consideration of learning. The university imparts information , but it imparts it imaginatively. At least , this is the function which it should perform for society. A university which fails in this respect has no reason for existence. This atmosphere of excitement , arising from imaginative consideration , transforms knowledge. A fact is no longer a bare fact : it is invested with all its possibilities. It is no longer a burden on the memory : it is energizing as the poet of our dreams , and as the architect of our purposes.

3 Imagination is not to be divorced from the facts : it is a way of illuminating the facts. It works by eliciting the general principles which apply to the facts , as they exist , and then by an intellectual survey of alternative possibilities which are consistent with those principles. It enables men to construct an intellectual vision of a new world , and it preserves the zest of life by the suggestion of satisfying purposes.

4 Youth is imaginative , and if the imagination be strengthened by discipline , this energy of imagination can in great measure be preserved through life. The tragedy of the world is that those who are imaginative have but slight experience , and those who are experienced have feeble imaginations. Fools act on imagination without knowledge ; pedants act on knowledge without imagination. The task of a university is to weld together imagination and experience.

5 These reflections upon the general functions of a university can be at once translated in terms of the particular functions of a business school. We need not flinch from the assertion that the main function of such a school is to produce men with a greater zest for business.

6 In a simpler world , business relations were simpler , being based on the

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