



普通高等教育“十一五”国家级规划教材
新世界商务英语系列教材

大学 外贸英语

(第三版)

College English for
International Business (3rd Edition)

陈庆柏 王景仙 编著



对外经济贸易大学出版社

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出版说明

“新世界商务英语系列教材”是对外经济贸易大学出版社与对外经济贸易大学、东北财经大学、广东外语外贸大学、上海财经大学、上海对外贸易学院等院校联手推出的一套面向不同层次、涵盖不同模块的商务英语系列立体化教材。

本套教材面向三个层次:研究生、本科生和高职高专学生。研究生层次的商务英语适用于全国各高等院校商务英语方向以及财经类专业的硕士研究生。整体思路贯彻《研究生英语教学大纲》和《考试大纲》,适应全国研究生英语教学发展的新要求。本套全国高等院校研究生商务英语系列教材由阅读教程、翻译教程、写作教程、听说教程以及配套多媒体课件组成。

本科层次的商务英语教材适用于全国各高等院校英语专业的商务英语方向和国际贸易、国际经济、国际工商管理等商科专业的学生。

高职高专层次的商务英语教材按照教学模式设置,包括语言技能教材和商务谈判、国际贸易实务、外贸英文制单、商务礼仪等商务知识核心教材。

针对本科层次商务英语教学模式和课程设置,商务英语方面的教材涵盖下述三大模块:语言技能、混合模块(语言技能+专业知识)、商务专业知识:

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商务翻译(英译汉)

商务翻译(汉译英)

国际经贸文章选读

商务英语阅读

商务英语写作

实用经贸英语口语

商务英语口译

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英语商务信函写作

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证券专业英语
银行专业英语
国际经济专业英语

国际营销专业英语
海关专业英语
国际投资专业英语
旅游管理专业英语

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商务广告(英文版)
进出口实务与操作(英文版)
商务谈判英语——语言技巧与商业习俗

国际商务礼仪
经济学导论(英文版)
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上述的每套子系列教材都自成体系,合在一起又形成有机的整体。本套教材不是封闭的,而是随着教学模式、课程设置和课时的变化,不断推出新的教材。对外经济贸易大学出版社旨在广泛调动社会智力资源,与时俱进、推陈出新,整合出一套不断更新、日趋完整的商务英语系列教材,以实现我们为广大读者提供服务的座右铭:“读经贸图书,做国际儒商”(Get versed in economic and commercial subjects, and succeed in the international business arena)。

编撰者们不仅具有丰富的语言教学经验,而且具备商务活动的实践经验,或者曾任驻外商务官职,或者获得工商管理、经济学等商科专业的硕士、博士学位。他们集教学经验和专业背景于一身,这是本套商务英语系列教材编撰质量的有力保证。

对外经济贸易大学出版社

2008年1月

对第三版的几点说明

- 一、第三版对第二版中错误和不足之处作了进一步订正与改进。
- 二、因使用者的要求,作为本教材引子和起“热身”作用的前三章已全部被反映当前世界经济危机和几个世界经济体如何采取应对措施的内容所取代。
- 三、在国际贸易理论的第二部分第十六章后加了多哈回合最新发展的辅课文。
- 四、在第三部分(实务 practices)中新加了第二十章出口运输和第二十一章出口保险。
- 五、囿于成书篇幅,已将第二版中部分辅课文删除。

希望经修订后的第三版能一如既往地受到有关使用者的关注,并借此机会再次对关心此教材成长的所有同志表示衷心感谢。

陈庆柏 王景仙
2010年7月于北京

对第二版的几点说明

第一版的“大学外贸英语”由于读者的鼓励,在不到三年的时间内印刷了六次。在此对广大读者表示衷心的感谢。

即将与大家见面的第二版与第一版的区别有两条:一、对第一版中的错误与不当之处作了修正;二、删掉了原书 139 ~ 145, 240 ~ 245 以及 320 ~ 327 页上的内容,增加了“中国与东盟峰会”、“多哈回合”等内容。

请读者注意:第一版主课文中的“New Words”、“Economic Terms”、“Useful Phrases and Idiomatic Expressions”和“Notes”都用下划线标出,区别不明显,改版后主课文“New Words”用粗体,“Economic Terms”用斜体,“Useful Phrases and Idiomatic Expressions”用下划线,“Notes”用右上标标出。

最后一点要提及的是:在修订第一版的过程中,我们得到了对外经济贸易大学刘俊咸和闫善明两位资深教授的帮助,借此机会我们一并向他们表示特别的感谢!

陈庆柏 王景仙

2007 年 1 月

(四)

前言

(一)

我国综合国力的日益增强和未来国内市场的更加开放为中国今后的对外经贸大发展提供了难得的机遇与更加广阔的空间。可以肯定,在未来的岁月里将有越来越多的外国企业来中国开展业务和投资办厂。中国也会有越来越多的企业(包括民营企业)走出国门进行涉外经贸活动,参与国际合作。

为适应这一新的形势,中国经贸类院校的教学模式必须有一根本变革。其传统的“一条腿走路”或“两张皮分家”(知识传授与相应外语相分离)的教学模式必须改变。否则,我们就跟不上时代前进的步伐,培养不出能与其他国家(包括象印度这样的发展中国家)同类院校进行有力竞争的国际复合型外贸人才。

(二)

作为一名高校英语老师,几十年来,我为改变传统教学方法作了很多努力。1981年从美国斯坦福大学学习回国后我率先在对外经贸大学用英文讲授“国际商法”,并在此后的若干年内用英文编写出版了多本适合我国双语教学的商法和金融专业的教科书(详见作者简介)。这次修订印刷的《大学外贸英语》(第三版)就是其中的一本。

(三)

《大学外贸英语》(第三版)一书共由两大模块组成。

第一大模块(主课文)的内容有国际贸易理论与实务的方方面面。其中包括:当前席卷全球的世界经济危机以及一些主要国家为此所采取的紧急应对措施,传统现代贸易理论介绍,政府对国际贸易的干预,常用的贸易政策及其工具,世界和地区经济一体化,汇率与国际贸易,国际收支,国际投资与跨国公司,关贸总协定, WTO 及其相关规则,多次进行的多边贸易谈判,多哈回合的最新进展,贸易方式,常用贸易术语,贸易融资,出口商品的运输与保险;第二大模块(辅课文)是近 30 篇从英美著名报刊精选的能与第一部分进行互动并能起到加深对其理解的经贸文章。

(四)

与其他同类外贸英语教材相比,《大学外贸英语》(第三版)有以下两个十分明显的特点:

1. 新颖性

为使母语非英语的中国学生能做到外贸知识的丰富和相应外贸英语水平同步提高,在本书每课侧重讲授外贸知识的主课文后不仅有语言业务难点注释,还配有英汉对译,释义(paraphrasing),习惯表达法练习和与主课文相呼应的辅课文。这在一般同类外贸英语教材中是少见的。当然,新颖性还体现在第三版内容与时俱进上。第二版前三章主辅课文的过时内容已全部更新为对当代经济危机的研究以及在此次危机中世界主要经济大国所采取的应对措施和表现,也包括对多哈回合最新进展的总结。

2. 复合性

该书的此特点体现在三个方面:一是它将对外经贸大学传统的两门课《国际贸易理论与实务》和《英美报刊经贸文章选读》有机地融为一体;二是它将传授外贸知识的语言载体由汉语变为英语,使学生在吸收外贸知识的同时学到相应的外贸英语;三是此教材有侧重国际贸易知识传授的主课文与侧重外贸英语学习的辅课文之间的紧密互动。有了这样的特点,该书无疑有助于改进过去专业知识与英语教学“两张皮分家”或“一条腿走路”的教学模式。

(五)

用英语讲专业课是新中国高教史上的一个新生事物。编写朝此目标迈进的适合中国国情(英语是非母语)的此类教材也是一个新生事物。刚开始,困难一定不少,尤其是语言上的困难在所难免,但随着我国英语总体水平的不断提高,只要我们有百折不挠的精神,直接用英语教授与国际经贸、法律有关课程的美好愿望终有一天会圆满实现。

由于水平所限,书中缺点错误肯定难免,恳请读者多提宝贵意见,使之日臻完善。

陈庆柏

2009年1月于北京

Preface

Strive for a New Breakthrough in Teaching Business English

Definition and Importance

Traditionally the term Business English was and perhaps is still used to mean the English language relating to trade across the national border in goods or commodities. But this definition is a bit too narrow, because in today's world of commodity-economies, business involves not just buying and selling of goods, but also financing instruments like securities, and all sorts of services such as banking, consulting, insurance, accounting, auditing, training and counseling. Therefore, today, when we say Business English it refers to a variety of specialized English or English for Special Purposes (ESPs). There are foreign trade English, banking English, insurance English, securities English, scientific and technological English, and legal English or more precisely the English language of law, to name just a few. With China's entry into WTO and globalization of the world's economies, Business English of these types is getting increasingly important and useful to us. Lacking a mastery of them, it will be extremely difficult, if not totally impossible, for our college and university graduates to play a due or good role in the unprecedentedly competitive business world and international cooperation.

From the linguistic point of view, the teaching of Business English (not teaching business in English) has some other important roles to perform, such as helping the students to review and consolidate their basic English and preparing them for taking professional English courses when they enter the third or fourth academic year.

Overview of China's Business English Teaching

The development of Business English teaching in China has undergone basically two stages. The first stage began immediately after 1949 when New China was

founded. During this period ending in 1979, very little Business English was taught at colleges or universities as a separate course. The second stage started in the 1980's. During these two decades or so, especially in the last few years, more and more colleges and universities started to compile Business English textbooks and to teach their students different kinds of business English, including foreign trade English, scientific and technological English, banking English or financial English, the English language of law, etc.

What is even more inspiring is the fact that a few better-known universities in China, on the basis of teaching business English, have added to their curriculum professional English courses like economics, accounting, international trade, business law, chemistry, physics, etc. As a result, university students' general level of business English has been considerably heightened. Such progress is attributable to the efforts made mainly by reform-minded teachers who went to universities in the U. S. and the U. K. for further study and then returned to China in the early 1980's to render better services to their motherland.

Despite such fast progress made over the years, frankly speaking, Chinese universities remain less advanced or even backward in terms of business English teaching, as compared with other non-English speaking countries in Asia and continental Europe. I was told in Thailand there is a university where all core business courses are taught in English.

Further examples can easily be given as follows revealing our backwardness in teaching business English in China:

(1) A overwhelming majority of high-ranking officials and CEOs bring interpreters with them when visiting abroad or receiving and negotiating with foreign partners at home.

(2) Most of the world-class athletes have tremendous trouble in communicating with their foreign counterparts either in oral or written English.

(3) A large number of professional schools or departments at universities find themselves unable to offer various kinds of business English courses, and teach general English courses only to their students who do not major in English.

(4) In universities that are able to offer business English courses, the total time (36hrs) set aside for them is too little or insufficient.

(5) In many a university, including those few prestigious ones with ambition to become first-rate universities in the world, the proportion of professional courses taught in English to their curriculums is insignificantly small as compared with the norm of 20% in non-English speaking countries.

(6) Over 90% of textbooks on business-related subjects such as international trade, money and banking, international finance, insurance, economics and law designed for undergraduates at universities are written in Chinese, often with a big amount of translation of imported textbooks from either the U. S. or the U. K.

All in all, Chinese universities are lagging behind in the teaching of business English, in the turning out of competent graduates for international competition, and in the compilation of professional English course-textbooks for undergraduates, let alone MBA or PhD students.

Reasons for China's Backwardness in Teaching Business English

A number of factors account for the backwardness mentioned above. First and foremost, we lack a brigade of qualified teaching staff strong both in English and in profession. A large number of professors are nationally well-known, being tutors for MBA and PhD students and have had a lot of academic papers and books published, but they are more often than not written in Chinese. Undoubtedly, there are some professors who can teach business English and professional courses in English, yet they are very few in number, far from being able to meet the growing needs of today's increasingly competitive business world where the world economies and regional economies are getting increasingly integrated with and interdependent on one another. Besides, from 1949 to 2000, little emphasis had been put by authorities concerned on the teaching of business English for students of professional schools or departments. What was emphasized was and still is general English. For example, a student majoring in economics, law or medicine must pass CET4 and CET6 without being required to take exams in English relating to their majors. Consequently these graduates often find themselves unable to carry out business negotiations. Finally, English learning is a continuous process and a time-consuming task for Chinese

students, because their mother-tongue bears very little resemblance to the English language in terms of pronunciation and intonation, and grammar.

How to Catch Up

In order to cope with the new situation where China will be further open to the outside world, we must carry out new reforms in and follow new strategies for the teaching of business English. The new reforms and strategies should consist of two steps aimed at improving our business English teaching to keep pace with the world's progress. The first step is to extend the business-related English teaching project to every professional school or department of the existing universities, such as finance schools or departments, business schools, international economics departments, legal departments or law schools, management departments, insurance departments and accounting departments. The second step is to offer core professional courses in English to all the undergraduates of the aforesaid professional schools or departments, the earlier the better. The teaching of professional English courses is a more sophisticated stage than business English teaching, for in the former the focus is on imparting or disseminating professional knowledge in English to the students in a systematic manner. The day the two steps are successfully taken will be the day China comes to the forefront of non-English speaking countries in the field of teaching business English and teaching professional courses in English.

Carrying out the above 2-step strategy is no easy task because we need a whole and complete system which must consist of the following:

(1) We need a large batch of qualified university teachers endowed with both rich professional knowledge and a good command of English. To achieve this goal, China should keep exchanging university teachers of English, esp. younger ones with the U. S. and the U. K. or other English-speaking countries and set up special training centers to train them to teach business English and other professional English courses. Qualified teachers are the key to success in pushing China to the rank of advanced countries in teaching business English and professional courses in English.

(2) We need a whole set of English teaching materials suitable for Chinese students and situation. In this respect, we cannot entirely depend on importing

textbooks. We must compile them ourselves. Every coin has two sides. In spite of their advantages (with more matured, idiomatic and authentic English), imported textbooks or teaching materials have disadvantages as well. First, they are too expensive for Chinese students at large; second, the language can be a bit too sophisticated for students whose mother tongue is Chinese; third, there can be no Chinese equivalent of difficult terms and concepts; finally, those textbooks have little association with Chinese contexts. For the reasons above I am supportive of compiling our own English textbooks on the basis of imported teaching materials. By so doing, Chinese teachers can not only learn a great deal more and get themselves familiar with what they are going to teach, but also help avoid those disadvantages of imported textbooks.

(3) We need students with a considerably high English level. Many professional schools and departments fear that their students might have tremendous difficulties comprehending books written in professional English. To a large extent their fears are justified because since 1949 until 1980s all professional courses in our country had been taught to students in Chinese by Chinese teachers. To overcome such obstacles, some measures listed below can be taken:

- Intensify the teaching of English for those first- and second-year students of professional schools or departments. Such intensified training can take two forms. One is to train them as if they were majors of English in their first two years, or give them extra coaching on general English. The other is to enable them to master general English first and then learn business English. Business English teaching can serve the purposes of both paving the way for the students to follow professional English courses and brushing up their basic English.

- Put in place a stimulus or reward mechanism for improving our business English teaching performance. By "stimulus" I mean teachers who teach business English, especially those teaching professional English courses must be paid more than average teachers of English for the dual roles they play: improving the students' business English and at the same time imparting professional knowledge to the students. After all, English is not their mother tongue, and they must make greater efforts and spend much more time performing such an important task.

- Adopt correct policies. There must be a mandate from the Ministry of

Education to the effect that all students of professional schools and departments must pass a business English test related with their majors.

• Be equipped with a modern library or at least good reading rooms. Such a library or reading rooms should be filled mainly with contemporary professional business English textbooks, well-known western English magazines and newspapers such as the Economist, Business Week, Banker, Euro Currency, Financial Times, etc. Without plentiful modern English textbooks and periodicals available to the students and teachers, it is hard for them to improve their learning or teaching. Reading widely in English is definitely an important means to enrich one's knowledge, and an indispensable channel through which students and teachers get to know the world. In addition, a modern library or good reading rooms can also assist students and teachers in their scientific research and paper writing.

Conclusion

Yes, to date, China is still less advanced in teaching business English and professional English. Yes, quite a few universities are under great pressure in reaching the goal set by the Ministry of Education for teaching professional courses in bilingual languages, and meeting the challenges posed by the globalization of world economy, regional economic integration and China's accession to the WTO. But we Chinese teachers are intelligent and hard-working. So long as we have strong determination and our policy remains correct, we will soon be able to catch up with more advanced countries in the teaching of business English and professional courses in English. With unswerving efforts, our goal will be attained and must be attained!

Chen Qingbai

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