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现代商务英语 综合教程 (第5册)

主编 卢 欣 陈 蔚

 中国人民大学出版社





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自 20 世纪 90 年代以来,经济全球化逐渐渗透到社会生活的方方面面,而随着我国加入 WTO 后与国际接轨程度的进一步加深,对于具有良好的英语语言技能同时精通商务知识的复合型人才之需要日益凸显。当今,商务英语的范畴已延伸到与商务有关的所有领域,包括营销、管理、贸易、金融、法律、电子商务和跨文化交际等,构成了具有自己特色的完整的商务英语体系。

从培养目标上看,商务英语课程的教学目的不仅仅是了解有关领域的基本知识,更重要的是能够灵活运用英语进行有效的商务沟通,处理国际商务中的实际问题。这种变化和概念的更新给商务英语教学在内容和质量上都提出了更高的要求,这是传统的大学英语教学所不能达到的。教育部《关于外语专业面向 21 世纪本科教育改革的若干意见》中也明确指出:“从根本上来讲,外语是一种技能,一种载体;只有当外语与某一被载体相结合,才能形成专业。过去常见的是外语与文学、外语与语言学的结合。应该看到,即使在社会主义市场经济的条件下,我国高校仍肩负着为国家培养外国语言文学学科领域的研究人员的任务。同时,我们也应当清醒地面对这样一个现实,即我国每年仅需要少量外语与文学、外语与语言学相结合的专业人才从事外国文学和语言学的教学和研究工作,而大量需要的则是外语与其他有关学科——如外交、经贸、法律、新闻等——结合的复合型人才,培养这种复合型的外语专业人才是社会主义市场经济对外语专业教育提出的要求,也是新时代的需求。”适应这一要求,我们设计了这套系列教材。

一、编写宗旨

《现代商务英语综合教程》的编写宗旨是:在遵循现代外语教学理念基础上,强调外语在商务领域中的应用,注重为学生创造商务环境,全面培养学生的英语综合应用能力,使他们在今后的工作中能用英语有效地进行口头和书面商务沟通。

二、编写原则和教材特色

与以往相互独立而处于割裂状态的商务英语听说、商务英语阅读、商务英语翻译、商务英语写作的教材设计理念不同,本系列教材将听、说、读、写、译技能的培养融入每一个章节的商务活动中,围绕同一个商务主题,通过形式多样的活动,全面培养学生的语言综合运用能力。在借鉴国外原版教材设计理念的基础上,结合中国学生的实际需要,集知识性与趣味性于一体。教材体例安排新颖,语言真实地道,风格清新活泼,练习灵活多样,摒弃沉闷枯燥的说教,将真实的商务世界带进课堂,有助于学生轻松地体验商务英语学习的快乐。



三、主要内容

《现代商务英语综合教程》系列教材共分为6册，每册的各个章节之间具有一定的内在关联性。每章内容如下：

1. Background Case: 每章以一个言简意赅的案例形式导入，案例与本章的内容直接相关，且贴近社会经济生活、商务活动实际。围绕每一个案例，提出兼顾趣味性、知识性和思考性的讨论问题，以此引起学生进一步学习的兴趣。
2. Listening: 每章的听力部分由两个不同类型的听力任务组成，包括新闻、对话、访谈、电话录音、短文、电影剪辑等多种形式，配有灵活多样的听力练习。
3. Reading: 围绕本章的主题选取原汁原味、可读性强、丰富多彩的商务篇章，深入浅出地介绍一些当代的商务理念、商务惯例、商务文化及背景，将学生引入真实的商务世界。练习形式多样，包括着眼于篇章结构的框架分析、针对相关商务词汇的训练、侧重商务知识及内容的理解和应用等，使学生在掌握语言技能的同时，了解现代国际商务的现状，同时提高学生的语言水平和商务交际能力。
4. Translation: 对于母语非英语的学生而言，翻译总是第二语言习得过程中必不可少的环节和技能。通过英汉、汉英的翻译练习，学生将逐渐地建立起两种语言之间的关联，从而实现两种语言间的融会贯通。围绕本章的商务主题设计的翻译练习，不仅有助于学生培养和提高翻译技能，而且有助于学生巩固和掌握有关的商务知识，为说和写两方面的应用奠定基础。
5. Speaking: 模拟商务情景，通过开放式对话、命题场景对话、辩论、课堂讨论、个人演讲或展示、案例分析、角色扮演等多种形式展开由个人或团队完成的口头语言输出，提高学生分析、解决问题和商务沟通的能力。
6. Writing: 本系列教材中的写作练习侧重与商务活动有关的应用性写作，每章的写作任务根据该章的商务主题设定。学生将有机会练习写作特定情境下的各种商务文件，诸如电话记录、商务信函、传真、电子邮件、备忘录、通知、通告、日程安排、广告文案、会议记录、公司简介、简历、商务单证、意向书、商务报告、调查问卷、产品说明书、合同或协议等，为将来进入真实的商务世界做好充分的准备。
7. Additional Reading: 为丰富学习内容，扩展相关商务知识，每章最后还附有一篇围绕本章主题的补充阅读文章，供学生课外阅读使用。

四、使用对象与使用方法

《现代商务英语综合教程》系列教材内容由浅入深，由普通商务常识逐渐过渡到专业性较强的商务知识，语言水平也由易到难，适用对象为大学一至三年级的学生。本书为《现代商务英语综合教程》第5册。全教程共12章，按照每周4~6学时设计。使用时各校可根据教学目标和条件结合学生的需要，灵活选择每一章的教学内容。为方便使用，《现代商务英语综合教程》系列教材还配有教参和PPT课件。

为保证教材质量，《现代商务英语综合教程》系列教材由美籍专家 Jane Martens 女士进行审校。

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CHAPTER

1

Basics of International Trade



Keynote

International trade has flourished over the years due to the many benefits it has offered to different countries across the globe. International trade is the exchange of services, goods, and capital among various countries and regions, without much hindrance. The international trade accounts for a good part of a country's gross domestic product. It is also one of the important sources of revenue for a developing country.



Background Case

China Ranks 2nd with 8.8% of World's Exports by 2007

China's share in world's exports reached 8.8 percent by 2007, making it the world's second largest exporter, trailing only Germany, said the National Bureau of Statistics (NBS) on Tuesday.

According to a statement released on NBS website, China's foreign trade has been growing at an average annual rate of 17.4 percent to 2,173.7 billion U.S. dollars from 20.6 billion U.S. dollars since 1978 when its reform and opening-up began.

With persistent government efforts to boost foreign trade and encourage investment, China's exports rose from 9.8 billion U.S. dollars to 1,217.8 billion dollars during the period, and imports gained from 10.9 billion dollars to 956 billion dollars, said the statement.

China endeavored to accelerate its participation of the globalization process, especially after it joined the World Trade Organization (WTO) in December, 2001, said the statement.

The move had opened China into one of the most rapid developments in history. Five years from 2002, China's exports and imports surged at an annual rate of 28.5 percent, breaking the 1-trillion-dollar mark by 2004 and overpassing 2 trillion U.S. dollars by 2007.

suspend /səs'pend/ v. to render temporarily ineffective 延缓





4. Questions and Answers



- (1) Please describe the functions of World Trade Organization.
- (2) Why was the sixth round of talk called Kennedy Round?
- (3) On what condition can we conclude that a country is dumping?
- (4) What is the relationship between GATT and WTO?



Activity 2

1. Warm up by reading the following words and phrases before listening to the dialogue.

alternative /ɔ:l'tə:nətiv/ *n.* one of a number of things from which only one can be chosen 二

中择一，可供选择的办法、事物

arena /ə'ri:nə/ *n.* a particular environment or walk of life 竞技场，舞台

minimize /'minimaiz/ *v.* to make small or insignificant 将……减到最少

foothold /'futhəʊld/ *n.* an initial accomplishment that opens the way for further developments 立足处

outlay /'autlei/ *n.* the act of spending or disbursing money 费用，经费，支出

patent /'peɪtənt, 'pætənt/ *n.* a document granting an inventor sole rights to an invention 专利权，执照，专利品

scarce /skeəs/ *adj.* deficient in quantity or number compared with the demand 缺乏的，不足的，稀有的

legitimate /li'dʒɪtɪmit/ *adj.* authorized, sanctioned by, or in accordance with law 合法的，合理的，正统的

to capitalize on 利用

substantially /səb'stænʃ(ə)li/ *adv.* to a great extent or degree 充分地

access /'ækses/ *n.* means or right of using, reaching, or obtaining 使用、接近或获取的方法或权利

justify /'dʒʌstɪfaɪ/ *v.* to show to be reasonable or provide adequate ground for 证明……是正当的

2. Do the exercises to review the vocabulary.

- (1) An international trading system, built on free trade principles, was considered as a(n) _____ to the protectionist global trade regime.
 - A. incentive
 - B. approach
 - C. alternative
 - D. barrier
- (2) The increase in world trade should result in more efficient use of the world's _____ resources, and in higher standards of living.

-  3. Listen to the dialogue. Then write the words you hear in the correct blank.

Peter: Exactly, and there are more reasons. It may enable the company to utilize the (4) skills of a local partner. It allows the marketer to gain access to a partner's local distribution system. If the wholly-owned activities are prohibited, the company can





seek to enter a market by joint ventures.

Joyce: The last one is to manufacture within the foreign country. This strategy is employed only when demand (5) the investment involved.

Peter: Yeah, we can manufacture locally to capitalize on low-cost labor, avoid high import taxes, reduce high costs of transportation to market and gain access to raw materials.



Reading

Free Trade

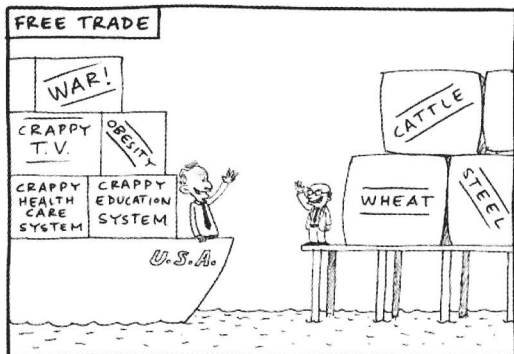
[1] For more than two centuries economists have steadfastly promoted free trade among nations as the best trade policy. Despite this intellectual barrage, many “practical” men and women continue to view the case for free trade skeptically, as an abstract argument made by ivory tower economists with, at most, one foot on terra firma. These practical people “know” that our vital industries must be protected from foreign competition.

[2] The divergence between economists’ beliefs and those of (even well-educated) men and women on the street seems to arise in making the leap from individuals to nations. In running

our personal affairs, virtually all of us exploit the advantages of free trade and comparative advantage without thinking twice. For example, many of us have our shirts laundered at professional cleaners rather than wash and iron them ourselves. Anyone who advised us to “protect” ourselves from the “unfair competition” of low-paid laundry workers by doing our own washing would be thought looney. Common sense tells us to make use of companies that specialize in such work, paying them with money we earn doing something we do better. We understand intuitively that cutting ourselves off from specialists can only lower our standard of living.

[3] Adam Smith’s insight was that precisely the same logic applies to nations. Here is how he put it in 1776:

It is the maxim of every prudent master of a family, never to attempt to make at home what it will cost him more to make than to buy... If a foreign country can supply us with a commodity cheaper than we ourselves



can make it, better buy it of them with some part of the produce of our own industry, employed in a way in which we have some advantage.

[4] Spain, South Korea, and a variety of other countries manufacture shoes more cheaply than America can. They offer them for sale to us. Shall we buy them, as we buy the services of laundry workers, with money we earn doing things we do well—like writing computer software and growing wheat? Or shall we keep “cheap foreign shoes” out and purchase more expensive American shoes instead? It is pretty clear that the nation as a whole must be worse off if foreign shoes are kept out—even though the American shoe industry will be better off.

[5] Most people accept this argument. But they worry about what happens if another country—say, China—can make everything, or almost everything, cheaper than we can. Will free trade with China then lead to unemployment for American workers, who will find themselves unable to compete with cheaper Chinese labor? The answer, which was provided by David Ricardo in 1810, is no. To see why, let us once again appeal to our personal affairs.

[6] Some lawyers are better typists than their secretaries. Should such a lawyer fire his secretary and do his own typing? Not likely. Though the lawyer may be better than the secretary at both arguing cases and typing, he will fare better by concentrating his energies on the practice of law and leaving the typing to a secretary. Such specialization not only

makes the economy more efficient but also gives both lawyer and secretary productive work to do.

[7] The same idea applies to nations. Suppose the Chinese could manufacture everything more cheaply than we can—which is certainly not true. Even in this worst-case scenario, there will of necessity be some industries in which China has an overwhelming cost advantage (say, toys) and others in which its cost advantage is slight (say, computers). Under free trade the United States will produce most of the computers, China will produce most of the toys, and the two nations will trade. The two countries, taken together, will get both products cheaper than if each produced them at home to meet all of its domestic needs. And, what is also important, workers in both countries will have jobs.

[8] Americans should appreciate the benefits of free trade more than most people, for we inhabit the greatest free-trade zone in the world. Michigan manufactures cars; New York provides banking; Texas pumps oil and gas. The fifty states trade freely with one another, and that helps them all enjoy great prosperity. Indeed, one reason why the United States did so much better economically than Europe for more than two centuries is that America had free movement of goods and services while the European countries “protected” themselves from their neighbors. To appreciate the magnitudes involved, try to imagine how much your personal standard of living would suffer if

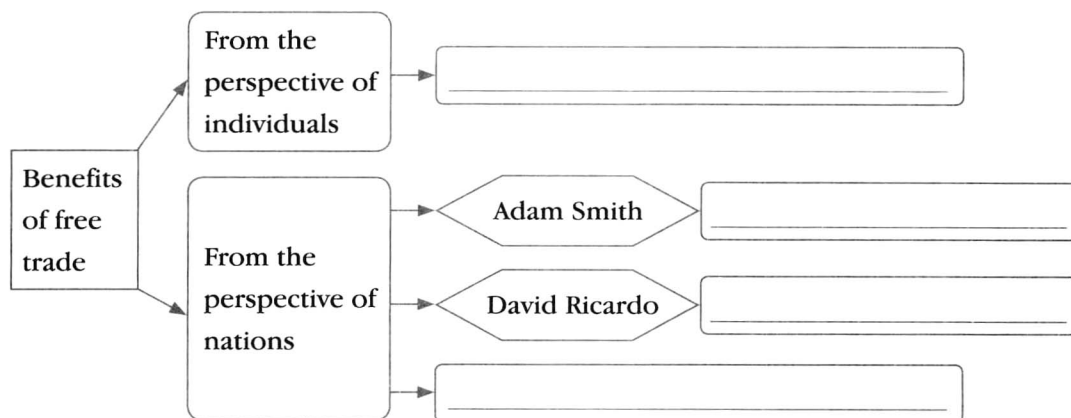


you were not allowed to buy any goods or services that originated outside your home state.

Source: Adapted from "Free Trade", by Alan S. Blinder, <http://www.econlib.org/library/Enc/FreeTrade.html>

Structure

1. Read the article and complete the chart.



2. Read the passage again and answer the following questions.

(1) How did Adam Smith apply the same logic of common sense to nations?

(2) Why is a lawyer not likely to fire his secretary even though the former is a better typist than the latter?

(3) What is the fundamental difference between Adam Smith's insight and David Ricardo's theory?
