

新时代大学商务英语系列教材
New Century College Business English

总主编：王正元

商务英语读写教程 4

主编：孙友义

主审：郑敏



BUSINESS ENGLISH

新时代大学商务英语课程建设工程项目



机械工业出版社
China Machine Press



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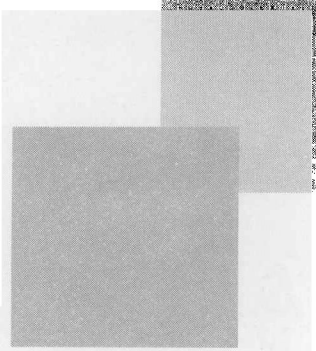
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序

PREFACE

伴随经济全球化和我国经济国际化的进程,国内外大中型企业、跨国公司 etc 对既懂商务又会英语的复合型人才的需求与日俱增,这也促进了我国高等教育商务英语专业的快速发展。目前,全国有 700 多所高等院校开设了外贸英语、商务英语等课程,工商管理、金融等商科专业也都开设了以商务为核心内容的英语课程,部分院校甚至设立了商务英语专业。近几年来,全国性的商务英语教学、学术研讨会频频召开。我国国际商务快速发展及人才市场对商务英语人才的强劲需求、外语就业市场人才多元化推动了英语专业教学改革和教材的建设,各院校都迫切需要一套能体现商务特色与人才培养规格相适应的新教材,以改变英语教材与人才培养和需求不相适应的状况。

商务英语属于专门用途英语,国外大学多将其归为 ESP (English for Special Purposes)。目前,我们国内这样系统的专业教材并不是很多。王正元教授领衔总主编、由全国 20 余所大学 40 余名英语教授、副教授、讲师历时两年多编写的这套“新时代大学商务英语系列教材”的出版是我国高等教育商务英语教材建设的一个新成果。

这套教材共 14 本,包括读写、视听说、写作、口译,涵盖了商务英语的基本主体课程,编著者基于“商务知识 + 英语能力 = 核心竞争力”的编写理念,力求在企业战略、市场营销、人力资源、企业文化、经营运作等商务语境中培养学生的英语交际能力。商务知识与英语能力相结合、商务语境与语言活动相结合、能力培养与就业需求相结合的编写思路使这套教材商务内容丰富,英语操练有的放矢,凸显了人才培养规格,给这套教材带来了亮点。

这套教材在内容安排上注重了语言的体验观、语用观,体现了商务英语的科学性、系统性、实用性及任务型教学法。这是一套适合高等院校商务英语专业和商科英语课程使用的教材。

同传统的英语语言文学比较起来,商务英语是我们这个时代经济发展催生的新事物,它必将在市场经济的强劲需求中茁壮成长。为更好地培养复合型人才,英语教材的建设任务是繁重的。这套教材需要在使用中逐步完善提高,以满足我国对外经济贸易、国际商务活动对英语人才的需要。

对外经济贸易大学副校长 博士生导师 徐子健

2008 年 10 月

前言

PREFACE

1. 本套教材编写的指导思想及目标

为了编写这套教材,我们反复学习了教育部高等学校英语教学大纲,访问了毕业生用人单位,举行了英语毕业生座谈会,广泛地听取了师生的意见。

高等学校英语专业《英语教学大纲》指出:“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以从事外国文学和语言学教学的研究工作,而大量需要的则是外语和其他相关学科——如外交、经贸、法律、新闻等结合的复合型人才,培养这种复合型外语及专业人才是社会主义市场经济对外语专业提高的要求,也是新时代的要求。”我们将这一精神作为我们这套教材编写的指导思想,并努力使这套教材达到这样的目标:

- 1) 教材内容要有较强的时代性、实用性、针对性、系统性。
- 2) 安排好商务英语专业知识、语言训练及文化背景知识。
- 3) 教材要有利于培养学生的英语思维力、创新力、语用能力。
- 4) 运用任务型的教学方法,为学生自己学习提供平台。

2. 本套教材编写的理念

努力使这套教材满足三个要求:全球化经济发展对人才规格的要求;学生就业求职的要求;商务英语专业学科建设的要求,突出“商务知识+英语能力=核心竞争力”的编写理念:

- 学习反映全新商务知识的英文语篇,掌握现代商务理念。
- 模拟走进商务语境,拓展国际商务视野。
- 结合案例商情,训练英语交际能力。
- 运用视、听、说先进教学手段,给学生带去体验学习英语的快乐。

3. 本套教材的特点

这套教材不同于以文学、文化为内容,以传授知识为主要目的的教材,而是以培养商务英语交际能力为目标的教材,教材编写突出以下特点:

- 1) 商务知识的实用性。本套教材内容包括了商务背景、市场营销、战略管理、国际贸易、金融常识、人力资源、企业文化、企业案例等商务实用知识。
- 2) 语言学习的认知性。本套教材各课的 Reading 部分,根据不同的语篇采取了语篇视点、认知参照点、框架、图式等分析方法对课文分析作了提示,以培养学生的语篇分析能力

和快速获得信息的能力。

3) 完成任务的体验性。教材安排了以案例 (Case) 或话题 (Topic) 为内容的讨论或演练, 让学生在商务交际中体验和完成某项商务任务。

4) 商务知识的可延伸性。教材在内容安排上注重商务知识的延伸, 注重商务、语言、文化、行动的结合及文本引申讨论。

我们在编写这套教材时, 还兼顾了这样一些关系: 商务知识与英语能力的关系; 完成任务与英语专业四、六级考试的关系; 英语基础与商务知识的关系。精读课每个单元都安排了听、说、读、写、译项目, 每个项目都给出了要点提示, 并提炼出语法聚焦, 尽量使这套教材充分体现: 以商务知识为载体、以培养英语交际能力为目的、坚持以市场需求为导向、以培养创造力为宗旨、重视英语专业四、六级考试规格。

4. 本套教材的构成及使用建议

本套教材共 14 本, 包括:

精读课: 商务英语读写教程 1-8 册

视听课: 商务英语视听说教程 1-4 册

商务口译: 商务英语口译教程

商务写作: 商务英语写作教程

本套教材使用建议:

年 级	一年级		二年级		三年级		四年级	
学 期	上	下	上	下	上	下	上	下
读写教程	1	2	3	4	5	6	7	8
视听说	1	2	3	4				
商务口译							√	√
商务写作					√	√		

本套教材是集体科研和多所院校合作的成果, 北京外国语大学、广东外语外贸大学、东北财经大学、上海财经学院、天津外国语学院、北京工商大学、广州大学、辽宁大学、天津商业大学、兰州商学院、哈尔滨工程大学、大连海事大学、哈尔滨商业大学、河北经贸大学、沈阳师范大学、燕山大学等高校几十名教授、专家、教师参加了本套教材的编写工作, 付出了艰辛的劳动。

本套教材的编写还得到了许多同事和朋友的大力帮助, 10 余名美国、英国、加拿大外籍语言专家分别审读了各册书稿, 辽宁大学张东辉老师、燕山大学姜炼老师为本套教材中的视听说教程做了大量高难度的视频、音频处理工作, 对外经贸大学副校长、博士生导师徐子健教授为本套教材写了序言, 我对大家的工作和帮助深表感谢。

“新时代大学商务英语系列教材”编委会的全体成员为这套教材付出了汗水和艰辛, 但教材中一定还有很多不足, 欢迎批评指正。我们愿乘商务英语发展的东风, 和大家一起, 筚路蓝缕, 以启山林, 推动大学商务英语教材建设。

总主编 王正元

2008 年 5 月

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Unit 1



The World Trade Organization

Objectives

- | | |
|----------------------|--|
| ▶ Listening | Identifying Numbers |
| ▶ Reading | Discourse Coherence |
| ▶ Vocabulary | Words and Expressions Related to the WTO |
| ▶ Speaking Skills | Discussion and Oral Presentation |
| ▶ Grammar Focus | Present Participle Used as Adverbial |
| ▶ Translation Drills | Amplification |
| ▶ Writing Drills | Writing Exposition by Illustration |

Listening

Text A

on page
301

A Warm up the words and phrases before listening to the recording of Text A.

the GATT the General Agreement on Tariffs and Trade 关贸总协定

facilitation /fə'sili'teɪʃn/ *n.* the condition of being made easy (or easier); act of assisting or making easier the progress or improvement of something 简化

rationale /ˌræʃə'næl/ *n.* the fundamental reason or reasons serving to account for something 基本原因

the MFN most-favored nation 最惠国

the Uruguay Round of the GATT 关贸总协定乌拉圭回合

multilateral /ˌmʌltɪ'lætərəl/ *adj.* involving more than two nations or parties 多边的、多国的

anti-dumping /ˌæti'dʌmpɪŋ/ *n.* intention to discourage importation and sale of foreign-made goods at prices substantially below domestic prices for the same items 反倾销

the GATS the General Agreement on Trade in Services 服务贸易总协议

intellectual /ˌɪntɪ'lektʃuəl/ *adj.* of or relating to the intellect 知识的

patent /'peɪtənt/ *n.* the exclusive right granted by a government to an inventor to manufacture, use, or sell an invention for a certain number of years 专利

accession /ək'seʃən/ *n.* access; admittance 准入

ratify /'rætɪfaɪ/ *v.* to confirm by expressing consent, approval, or formal sanction 认可

national /'næʃənl/ *n.* a citizen of a particular nation 国民

arena /ə'ri:nə/ *n.* a place or scene where forces contend or events unfold 舞台

• Answer keys
on page 311

B Listen to the tape and fill in the blanks with information you hear in Text A.

Founded in 1, the World Trade Organization (WTO) is one of the youngest of the international organizations. It is the successor to the General Agreement on Tariffs and Trade (GATT), which was established in 2, in the wake of World War II. The WTO adopted rules from the last round of negotiations under the GATT — known also as the Uruguay Round — which began in 3 and concluded in 4 with the establishment of the WTO. By 11 January, 2007, the WTO has 5 member nations, which are responsible for 6 of world trade. China officially became a member of the WTO on 7 December 8, after accession negotiations which lasted 9 years and 10 months, the longest ever experienced by any member of the WTO.

C Listen to Text A again and answer the following questions:

1. What is MFN?
2. What is the purpose of the WTO?
3. Why were intellectual property rights addressed in the establishment of the WTO regulations?
4. Can the local laws of a member country of the WTO contradict WTO rules and regulations?

D Communication Tasks.

Make a presentation introducing the WTO using information from Text A and some additional information given below:

The WTO at a Glance

Location:	Geneva, Switzerland
Established:	1 January, 1995
Created by:	Uruguay Round negotiations (1986-1994)
Membership:	150 countries on 11 January, 2007
Budget:	175 million Swiss francs for 2006
Secretariat staff:	635
Head:	Pascal Lamy (Director-General)
Functions:	• Administering WTO trade agreements • Forum for trade negotiations • Handling trade disputes • Monitoring national trade policies • Technical assistance and training for developing countries • Cooperation with other international organizations
WTO Website:	http://www.wto.org

Reading► **Discourse
coherence**

Discourse coherence involves the construction of a coherent mental representation of the situations described by the text. In understanding an argumentative text, a key issue is to build mental representations of the underlying structure, which generally involves claim and evidence relations comprising the argument. Analyze Text B and try to figure out such relations.

Teacher's Tips

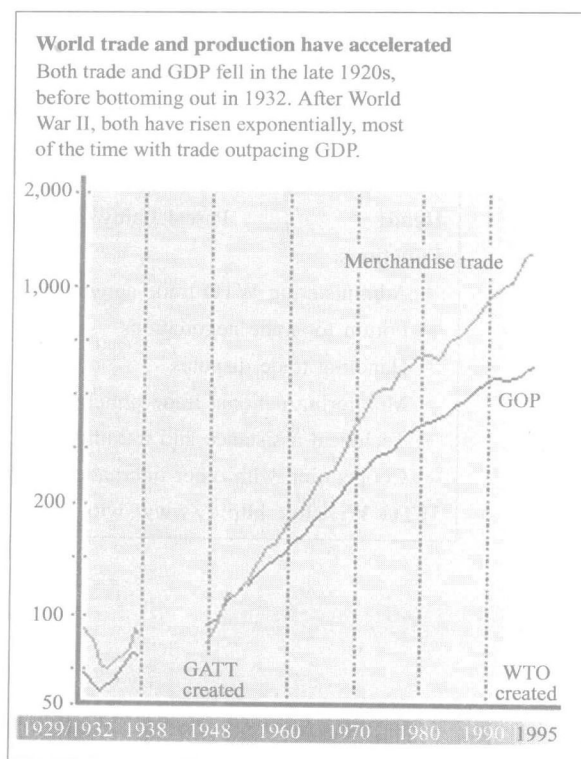
The Case for Open Trade**Text B****Reading Notes**

WORLD TRADE
ORGANIZATION



[1] The economic case for an open trading system based on multilaterally agreed rules is simple enough and rests largely on commercial common sense. But it is also supported by evidence: the experience of world trade and economic growth since World War II. Tariffs on industrial products have fallen steeply and now average less than 5% in industrial countries. During the first 25 years after the war, world economic growth averaged about

5% per year, a high rate that was partly the result of lower trade barriers. World trade grew even faster, averaging about 8% during the period.



[2] The data show a definite statistical link between freer trade and economic growth. Economic theory points to strong reasons for the link. All countries, including the poorest, have assets — human, industrial, natural, financial — which they can employ to produce goods and services for their domestic markets or to compete overseas. Economics tells us that we can benefit when these goods and services are traded. Simply put, the principle of “comparative advantage” says that countries prosper first by taking advantage of their assets in order to concentrate on what they can produce best, and then by trading these products for products that other countries produce best.

[3] In other words, liberal trade policies — policies that allow the unrestricted flow of goods and services — sharpen competition, motivate innovation and breed success. They multiply the rewards that result from producing the best products, with the best design, at the best price.

[4] But success in trade is not static. The ability to compete well in

particular products can shift from company to company when the market changes or new technologies make cheaper and better products possible. Producers are encouraged to adapt gradually and in a relatively painless way. They can focus on new products, find a new “niche” in their current area or expand into new areas.

[5] Experience shows that competitiveness can also shift between whole countries. A country that may have enjoyed an advantage because of lower labour costs or because it had good supplies of some natural resources, could also become uncompetitive in some goods or services as its economy develops. However, with the stimulus of an open economy, the country can move on to become competitive in some other goods or services. This is normally a gradual process.

[6] Nevertheless, the temptation to ward off the challenge of competitive imports is always present. And richer governments are more likely to yield to the siren call of protectionism, for short term political gain — through subsidies, complicated red tape, and hiding behind legitimate policy objectives such as environmental preservation or consumer protection as an excuse to protect producers.

[7] Protection ultimately leads to bloated, inefficient producers supplying consumers with outdated, unattractive products. In the end, factories close and jobs are lost despite the protection and subsidies. If other governments around the world pursue the same policies, markets contract and world economic activity is reduced. One of the objectives that governments bring to WTO negotiations is to prevent such a self-defeating and destructive drift into protectionism.

Comparative advantage

[8] This is arguably the single most powerful insight into economics.

[9] Suppose country A is better than country B at making automobiles, and country B is better than country A at making bread. It is obvious (the academics would say “trivial”) that both would benefit if A specialized in automobiles, B specialized in bread and they traded their products. That is a case of **absolute advantage**.

[10] But what if a country is bad at making everything? Will trade drive all producers out of business? The answer, according to Ricardo, is no. The reason is the principle of **comparative advantage**.

[11] It says, countries A and B still stand to benefit from trading with each other even if A is better than B at making everything. If A is much more

superior at making automobiles and only slightly superior at making bread, then A should still invest resources in what it does best — producing automobiles — and export the product to B. B should still invest in what it does best — making bread — and export that product to A, even if it is not as efficient as A. Both would still benefit from the trade. A country does not have to be best at anything to gain from trade. That is comparative advantage.

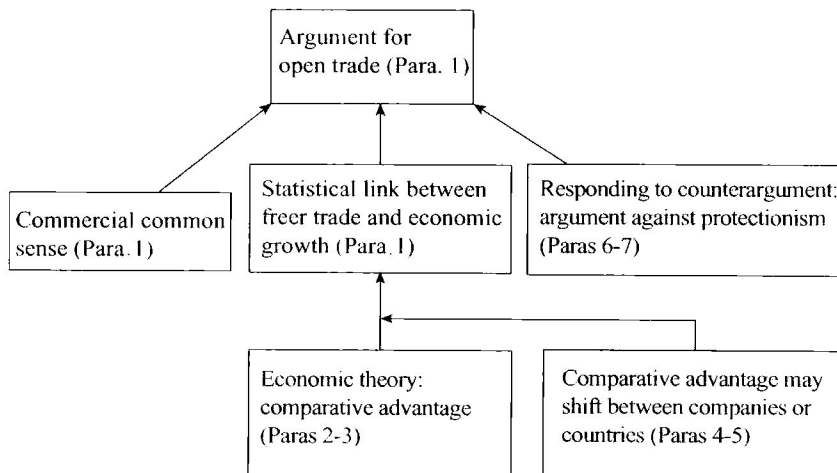
[12] The theory dates back to classical economist David Ricardo. It is one of the most widely accepted among economists. It is also one of the most misunderstood among non-economists because it is confused with absolute advantage.

[13] It is often claimed, for example, that some countries have no comparative advantage in anything. That is virtually impossible.

[14] Think about it...

(http://www.wto.org/english/thewto_e/whatis_e/tif_e/fact3_e.htm)

A Scan Paragraphs 1-7 of Text B to find out the claim and evidence relations in this part.



B The diagram above shows that the economic theory on comparative advantage is presented as the strongest evidence to support the argument for open trade. Read the second part of Text B (Paras 8-14) to see how this evidence is further explained and how this part is different from the first part in terms of style.

The first part of Text B is argumentation, whose purpose is to convince the reader of the advantages of open trade while the second part is exposition,