

# 现代国际营销英语

Modern English For International Marketing

刘法公 项玲 编著



国防工业出版社

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专门用途英语(ESP)系列·

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·北京·

## 内 容 简 介

现代国际营销英语是现代国际营销领域的专业语言,也是专门用途英语的一个重要分支,其句法、词法、语体等均有特色。掌握现代国际营销英语是从事国际营销和研究专门用途英语的前提。本书向读者提供纯正的国际营销英语语料,配上口语训练题和书面语言练习题,边学边练,逐步提高营销英语水平。读者在学习国际营销英语的同时也掌握许多国际营销的理论和策略,了解营销学的精要,为将来从事国际营销及其有关工作打下英语技能和专业技能两个基础。

全书共分13个单元,主要涉及“新产品开发策略”、“国际产品规划与开发”、“营销规划与渠道”、“B2B市场”、“服务、非盈利营销与社会”、“广告宣传与公共关系”、“人员推销与销售管理”、“网上营销与新媒体”、“直销、会展与交易会”、“营销与社会”、“服务营销”等内容。本书适于作高等院校英语、外贸英语、商务英语、国际营销、国际贸易、国际经济管理等专业英语教材,也是从事国际营销的人员提高英语水平的重要参考书。

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# 前 言

国际营销英语是专门用途英语(ESP, English for Specific Purposes)的重要分支,是在国际营销学科范围内所使用的专业英语,因其有独特的词汇、句法、结构和文体等,普通英语学习和使用者必须经过专门学习和研究,才能掌握并运用国际营销英语。掌握国际营销英语是从事国际商务工作和研究营销英语语言的重要基础。

《现代国际营销英语》作为专门用途英语系列丛书之一,把国际营销这一特殊行业所使用的语言系统化地提供给读者,使读者通过阅读、分析、辨析、理解、记忆等语言学习过程逐步掌握国际营销行业英语,获得用英语从事国际营销的交际能力。同时,本书也使读者在国际营销英语的语境中比较系统地学习到市场营销学的所有基本概念和重要论题,获取一些如何使企业在激烈的国际市场竞争中生存与发展的技巧,懂得如何使企业更好地满足消费者或用户的需要与欲望,从而为读者日后从事国际营销工作做准备。

现代国际营销英语,作为专门用途英语系列课程之一,不同于用英语讲授国际营销专业课,两者属性不同。用英语讲授国际营销专业课,性质上属于营销专业课的范畴,讲授的是该专业严密、完整、系统的理论知识,以传播专业知识为目的,英语只是一种教学语言而已。现代国际营销英语的课程重点在学习、分析、掌握国际营销行业英语的特点、句法规律和术语表达法,是语言课,以传授与营销专业有关的英语语言知识和技能为目的,并不过深、过细地探究系统的营销专业知识。

中国是世界经济发展动力源,也是 WTO 重要成员国,生产与营销的各方面都与世界接轨。这个事实迫切要求我国高校把英语专业的学生培养成既有扎实的英语基本功,又熟练掌握从事实际工作所需的商贸英语,还熟悉特定商贸行业一般知识的复合型人才。《现代国际营销英语》的编写与出版是培养英语专业复合型人才的需要,对推动中国对外经济的发展和更好地利用 WTO 的良好契机为中国的经济服务,将发挥重要作用。

与同类教材相比,本书在编写上特色显著,重点突出,主要表现在:

1. 把国际营销的主要领域用原汁原味的营销英语分编成 13 个单元,以点带面,侧重实用。收录部分重要的专业术语,并以黑体突出,显示与普通英语的表达差异。

2. 每单元集中讨论一个专题,讨论中穿插理解问题,供师生课堂英语口语交流。概念中有理论;分析中有实例,重点突出;层次分明,论述与描写均体现该专题的英语风格和词语表达特色。

3. 每单元分三大部分,即课文、理解题、练习,每单元有二至三组练习题穿插于课文中间,边学边练,学练结合。每组练习集中复习刚学过的内容,专业知识与英语语言技能训练相结合。

4. 本书采用现代国际营销英语编写,具有很强的时代感和国际通用性。书后附有专业术语表,便于读者重点查阅。

本书由浙江工商大学刘法公教授与项玲老师合作编著。刘法公教授负责全书的设计、文字统稿,分工编写 1、4、5、7、8、9、12、13 单元和专业术语表;项玲老师负责分工编写 2、3、6、10、11 单元。本书的编写与出版得到浙江工商大学的大力支持,莫莉莉教授为本书的部分章节提供了重要资料,在此表示衷心的感谢。国防工业出版社为出版此书倾注了大量精力和热心,一并致谢。

由于编者水平所限,疏漏之处实属难免,恳请学界同仁及读者不吝指正。

作 者  
2007 年 12 月

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### Appendix Glossary

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# Unit 1

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## Introduction

### Overview 1.0

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In some way, we are all involved with or affected by marketing practices. **Marketing** is an exciting, dynamic, and contemporary field. It influences us each day in both our roles as providers of goods and services and as consumers. As goods and service providers, we make such marketing-related decisions as choosing who our customers are, what goods and services to offer, where to sell our goods and services, what features to emphasize in advertising, and what prices to charge.

Marketing-related activities are not confined to industrial firms or to people who are called “**marketers**”. These activities are used by all types of companies and individuals. For example, a certified public accounting firm must specify its client base; the services to offer; the locations of offices; whether to advertise through newspapers, magazines, TV, direct mailings, and so on; and the fees to be charged.

In our role as consumers, the **marketing practices** of goods and service providers impact on many of the decisions made by our parents, spouses, other family members, friends and associates, and us. Marketing practices are in play when we are born, for example, what doctor our parents select, the style of baby furniture they buy; while we grow, for example, our parents’ purchase of a bicycle, our choice of a college; while we conduct our everyday life, for example, our use of a particular brand of toothpaste, the purchase of a desk lamp; and when we retire. For almost any goods and

service we buy, the marketing process affects the assortment of models and styles in the marketplace, where we stop, the availability of knowledgeable sales personnel, the prices we pay, and other factors.



#### Activities for Comprehension

- (1) All of us are involved in marketing, why?
- (2) Please try to give your understanding of the word “marketer”.
- (3) Explain the sentence “Marketing practices are in play when we are born”.
- (4) Marketing is everywhere in our life. Do you agree? Why?

## 1.1 What Is Marketing All About?

If to define marketing, most people, even some business managers, would say that marketing means selling or advertising. It is true that these are important parts of marketing. However, marketing is much more than selling and advertising. It is too narrow to define marketing as “selling and advertising” while the definition by one authority as “the creation and delivery of a standard of living” is too broad. The first definition is *micro-level* definition. It focuses on activities performed by an individual organization. The second is a *macro-level* definition. It focuses on the economic welfare of a whole society.

What view is correct? Is marketing a set of activities done by individual firms or organizations? Or is it a social process? The answer is that *marketing is both a set of activities performed by organizations and a social process*. In other words, marketing exists at both the micro and macro levels. Therefore we will use two definitions of marketing—one for micro-marketing and another for macro-marketing. The first looks at customers and organizations that serve them. The second takes a broad view of our whole production-distribution system.

**Micro-marketing** is the performance of activities that seek to accomplish an organization’s objectives by anticipating customer or client needs and directing a flow of need-satisfying goods and services from producer to customer or client. This definition applies to both profit and non-profit organizations. Profit is the objective for most business firms. Customers or clients may be individual customers, business firms, nonprofit organizations, government agencies, or even foreign nations. While most customers and clients

pay for the goods and services they receive, others may receive them free of charge or at a reduced cost through private or government support.

Though it is all known that micro-marketing isn't just selling and advertising, many executives still think it is. They feel that the job of marketing is to "get rid of" whatever the company happens to produce. This idea is not correct. In fact, the aim of marketing is to identify customers' needs and meet those needs so well that the product (goods and/or services) almost "sells itself". If the whole marketing job has been done well, the customer doesn't need persuading. He should be ready to buy.

Marketing should begin with **potential customer** needs, not with the production process. Marketing should try to anticipate needs. Then marketing, rather than production, should determine what goods and services are to be developed, including decisions about product design and packaging; prices or fees; credit and collection policies; use of middlemen; transporting and storing policies; and after the sale, installation, warranty, and perhaps even disposal policies.

This does not mean that marketing should try to take over production, accounting, and financial activities. Rather, it means that marketing, by interpreting customers' needs, should provide direction for these activities and try to coordinate them. After all, the purpose of a business or nonprofit organization is to satisfy customer or client needs. It is not to supply goods and services that are convenient to produce and might sell or be accepted free.



#### Activities for Comprehension

- (1) Marketing means selling or advertising. Is this point true or false?
- (2) Why do we say "the creation and delivery of a standard of living" is a *macrolevel* definition of marketing?
- (3) How to understand "marketing exists at both the micro and macro levels. "?
- (4) According to the text above, please tell whether the following statements are true or false.
  - A. Customers or clients must be individual persons.
  - B. The aim of marketing is to sell whatever the company happens to produce.
  - C. "The product (goods and/or services) almost 'sells itself'" means that the customer is forced to buy the product.
  - D. Marketing should determine what goods and services are to be developed.
  - E. The purpose of a business or nonprofit organization is to satisfy customer or client needs only.
- (5) What does "goods and services that might sell or be accepted free" mean?

### 1.1.1 The Concept of Exchange

The concept of **exchange** is related to marketing. Exchange is one of three ways in which a person can satisfy a want. Suppose you want some clothes. You can sew them, knit them, or otherwise produce the clothes yourself. Or you can offer something of value (money, service, other products) to another person who will voluntarily exchange the clothes for what you offer. It is only the third type of transfer that we call an exchange in the sense that marketing is taking place.

Within the context of our definition of marketing, for an exchange to occur the following conditions must exist:

(1) Two or more social units (people or organizations) must be involved. If you are totally self-sufficient in some area, there is no exchange and hence no marketing.

(2) The parties must be involved voluntarily, and each must have wants to be satisfied.

(3) Each party must have something of value to contribute in the exchange, and each party must believe it will benefit from the exchange.

(4) The parties must be able to communicate with each other. Assume that you want a new sweater and a clothing store has sweaters for sale. But if you and the store are not aware of each other—you are not communicating—then there will be no exchange.

Marketing encompasses all of the activities involved in anticipating, managing, and satisfying demand through the exchange process. Such activities include environmental analysis and marketing research, consumer analysis, product planning, distribution planning, promotion planning, price planning, international marketing, and market management.

### Exercises I

#### 1. Give the Chinese equivalents to the following English terms.

environmental analysis _____	marketing research _____
consumer analysis _____	distribution planning _____
promotion planning _____	exchange process _____
disposal policies _____	satisfy wants _____

#### 2. Give the English terms to the following Chinese.

宏观营销 _____	微观营销 _____
中间人 _____	潜在客户 _____
营销活动 _____	营销学 _____



营销观念\_\_\_\_\_

分销计划\_\_\_\_\_

交换\_\_\_\_\_

**3. Fill in the blanks with proper prepositions given.**

Imagine a small village \_\_\_\_\_ (*with, of, for, at*) five families—each \_\_\_\_\_ (*with, in, of, over*) a special skill for producing some need-satisfying product. After meeting basic needs, each family decides to specialize. It's easier \_\_\_\_\_ (*to, from, for, under*) one family to make two pots and another to make two baskets than \_\_\_\_\_ (*to, against, before, for*) each one to make one pot and one basket. Specialization makes labor more efficient and more productive. It can increase the total amount of form utility created.

If these five families each specialize \_\_\_\_\_ (*in, with, on, for*) one product, they will have to trade \_\_\_\_\_ (*through, with, for, among*) each other. It will take the five families 10 separate exchanges to obtain some of each product. If the families live \_\_\_\_\_ (*from, on, near, beside*) each other, the exchange process is relatively simple. But if they are far apart, travel back and forth will take time. Who will do the travelling, and when?

**4. Reading Comprehension. Choose one of the A, B, C, D after you read the following passage.**

**Should A College Be Marketing-Oriented?**

Have you ever been closed out of a class taught by a popular professor and been forced to take another professor's class or delay taking that course for a semester? Have you ever taken a course that you feel has little impact on your career or life-long educational goals?

In theory, a college or university with a total commitment to its students would not let the preceding occur. Such a college would:

- ◇ Allow students to opt for pass/fail grades in most courses.
- ◇ Give students high flexibility in choosing the courses to complete their degrees.
- ◇ Have no class-size limits for popular faculty members and courses.
- ◇ Give transfer credits for courses at other schools in a liberal manner.
- ◇ Use student course and teacher evaluations as important inputs in annual faculty evaluations.
- ◇ Offer new courses for students based on their suggestions.
- ◇ Specify the name of the faculty member teaching every course prior to registration.
- ◇ Allow student input in important decisions affecting them.

However, although most colleges and universities have some level of marketing orientation, almost none have a pure marketing orientation. Many faculty and administrators believe that there should be rigorous course requirements, that pass/fail grading reduces student motivation, that class-size limits are necessary to foster good learning environment, that transfer credits should be limited, that students can observe only one aspect of teaching performance—communication skills—and not others. They also often believe that students may be unable to make the best possible decisions about their education.