

商务沟通与管理

BUSINESS ENGLISH COMMUNICATION AND MANAGEMENT

MBA英语教程

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MBA 英语教程

Business English Communication and Management

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序 言

交通大学是国内最早建立管理学科的院校之一,早在 1903 年就设立了商科专业,至今已有 100 年了。100 年来,学校的管理学科获得了巨大的发展,培养了一大批杰出的人才,形成了完整的学科体系。尤其是 1984 年恢复学院以后,依托交大传统优势的工程学科和扎实宽厚的数理学科基础,使学院获得了迅速发展。目前,已形成了包括本科生、硕士、博士、博士后及 MBA、EMBA 等完整的培养体系,涉及的专业有:企业管理、人力资源管理、会计学、金融学、技术经济、国际贸易、旅游管理、管理科学与工程、农业经济管理,2002 年在校学生有:本科 1800 人,硕士 300 人,博士 360 人,MBA 1200 人,EMBA 300 人。无论在培养人数,还是在教学质量上均在国内名列前茅,是我国重要的管理人才培养基地。


上海交大管理学院现在有 152 位教师,其中教授 42 人(含博导 23 人),副教授 73 人。在管理学科创办百年之际,我们集多年的教学经验,整理出版了三套教材丛书,包括:本科生基本课程教材丛书 23 种;研究生专业课程教材丛书 10 种;MBA 核心课程教材丛书 12 种。这三套书均由富有教学经验的教授、博导任主编,并由相应的教学梯队人员共同参与编写,教材初稿形成后经过各教材编写小组的试用,在汲取各方面的意见后予以修改定稿。再正式出版。

我们出版这三套丛书的目的是,吸取国际管理学发展的最新成果,结合我国经济管理实际,按照管理学各学科发展的客观规律,形成各具特色的教材,以适应不同层次的教学需要。

我国的 MBA 教育自 1991 年开始试办,至今已有 12 年了。12 年来各试办学校均积累了不少经验,编写了不少教材,这些教材风格迥异,各具特色,对于促进 MBA 教育的健康发展起到了很重要的作用。

上海交大的 MBA 教育这几年走了一条“以规范保质量,以质量创品牌,以品牌求发展”的路子,学院在形成规范、实行规范、巩固规范方面花了很大力气,各 MBA 教学小组,力求按国际先进的教学要求统一大纲、统一教材、统一进度、统一考核,使教学质量得到有效的保证。在这过程中也涌现了一批教学态度严谨、深受学生欢迎的名牌教授。这些教授对教学精益求精,对学生谆谆教诲,对事业兢兢业业,他们的教学经验和治学态度是交大管理学院的一大财富,是交大管理学院进一步发展的重要基础。因此,把他们的经验总结出来,尤其是把体现交大管理学院 MBA“国际化、前瞻性、实践型”的特色反映出来,不仅会有利于交大管理学院 MBA 教学的进一步规范,也可以提供给各兄弟院校在教学中作参考,为中国 MBA 的发展做贡献。

我院这套 MBA 核心课程教材丛书,由上海交大安泰管理学院院长王方华教授任总策划人,对丛书的构架、风格、内容、要求做全面的精心策划,并挑选各相关课程的资深教授任各本书的主编,对各本书实行主编负责制。由主编对全书进行设计和组织编写,并由主编总纂,最后经丛书总策划人审阅通过后出版。我们这套丛书从 2000 年立项起动,历时 3 年时间,将在 2003 年内陆续出版。这套丛书的出版是对上海交大管理学科诞生 100 周年的一个纪念,也是开创 21 世纪未来的一个起点。我们将沿着已经开辟的航道不断前进,永不停息。


2002 年 10 月

前言

本教材旨在为我国 MBA 学生及相关专业学员提供一套以阅读为中心、有机地结合各种技能、进行商务英语沟通的指导性学习材料。

本教材的指导思想是：

- ☐ 以学生为中心，由教师通过设计的各项任务引导他们进入学习状态，充分利用他们的已有知识和经验，又使他们认识到差距，鼓励他们在课堂内外沟通，在交往中学习，从而达到较好的学习效果；
- ☐ 以阅读英语文献为中心，有机地结合听、说、读、写活动，同时发展学生根据个人专业需求查寻文献资料的能力、与同学用英语讨论商务专业问题及总结归纳的能力、用英语进行演示商务内容的能力、用英语写作规范商务类文章的能力；
- ☐ 以内容为基础，按主题编排材料，给学生提供用商务英语和专业英语进行交流的机会，除了按顺序逐课教学之外，教师和学生可以按照需要灵活选用其中的内容，也可补充文章深入对某主题的最新热点讨论；
- ☐ 语言点学习突出三个方面，一是重点学习同一语义域中的词汇，二是重点学习某作者或某文献所采用的语言特点，如同义词(组)、反义词(组)、语篇连接方式、预测的表达、讽刺的语气等，三是重点学习文化与语言的关系，如分析商务英语中的新词、地名替代国家或政府的现象、隐喻的认知模式等；
- ☐ 以多样化原则指导选材和设计，即来源多样化、主题多样化、涉及的地区多样化、文章格式多样化、教学重点多样化、课堂练习多样化，目的在于缩小课堂与真实商务世界的距离、提高学生的学习兴趣；
- ☐ 给予教师和学生充分的自由度，如对教学单元的前后调动、对开放式问题的讨论、对材料的更新等都提供了方便，教材中安排了两套自测题，也有助于学生自主了解部分学习效果。

本教材共有十四单元，除了第一单元为引导单元外，每单元均涉及一个沟通主题，引用两篇特点迥异的语言材料，即课文。每一单元的首页简要说明该单元的学习要点。围绕每篇语言材料，安排的课堂内外活动大致包括：

- ☐ 阅读前的主题讨论
- ☐ 主题和材料的背景分析
- ☐ 课文阅读中对主题内容的理解与分析
- ☐ 课文阅读中对语言点的理解与分析
- ☐ 课文阅读中对商务英语或专业英语沟通方式的讨论
- ☐ 阅读后对学习点的单项或综合运用

本教材所选用的文章源自国外的报纸期刊,其所反映的国外不同的政治、文化、经济背景,有利于读者更加客观深刻地认识国际局势,以便在未来的国际商务活动中把握好自己的方向。

本教材的课堂活动设计依据了教学材料的主题内容和语言风格,所以每课活动方式有所同,也有所不同,并不拘泥于千篇一律的格式。而且练习的说明文字使学生对课堂活动的目的有清楚的了解,从而帮助学生有意识地提高自己的学习技巧。

在总主编王方华院长及 MBA 办的大力支持下,本教材已在上海交通大学安泰管理学院实际使用,作为管理学院进行商务英语教学改革的一个方面,得到了学生们的普遍欢迎和一致好评。除了 MBA 学生外,使用本教材的还有国际商务专业的高年级本科生和研究生。在本次出版前,虽进行了更新,但还是保留了相当一部分经典内容。

致谢

参与使用本教材上海交通大学管理学院教师除了本教材正副主编兼作者徐云珠教授和隋妍副教授外,还有周伟民老师,王漫天老师,戴芳老师和陈幼平副教授,他们都对教材提出了十分宝贵的意见。

本教材编写曾受到上海交通大学教授、督导、大学英语四、六级考试委员会考试中心(2)主任、教育部高等学校英语应用能力考试委员会负责人刘鸿章教授的关心与指教。

同时,这项工作还得到了商界人士的大力支持,这里特别要提到中国船舶工业总公司副总经理李柱石先生、新加坡发展银行上海分行许东辉经理,及上海交通大学安泰管理学院商务英语教学试点班 M0012092 班的全体在职学员,他们对本教材的选题、编排以及其他许多方面提供了支持和帮助。

编作者在此谨向上述各位表示真诚的感谢。

另外,还特别要感谢上海交通大学出版社的编辑及上海交通大学安泰管理学院 MBA 办公室的俞国梅女士,没有他们的积极努力,这本教材是不可能完成的。

限于我们的水平,书中定有不当之处,祈请读者不吝指正。

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Introductory Unit

Learning Awareness

To learn

- **to think about the learning purposes of Reading English for Business (REB).**
- **to think about the learning strategies for REB.**
- **to understand some language features of Business English.**

Pre-reading work

- What do you know about Harvard University?
- What do you know about Harvard Business Review?
- Read the title of the text and guess the meaning of *lead*.

Text **What's Your *Lead*?**

Nan Stone

1 HBR's primary editorial goal is to give every reader of every issue at least one "a-ha!" reading experience. The lead article in this issue, "Exploiting the Virtual Value Chain," by Jeffrey F. Rayport and John J. Sviokla, provided that experience for me. As one who tends to draft her letters on a yellow pad with a 29-cent pencil, I still find forays into the electronic world a somewhat exotic undertaking—notwithstanding my enthusiasm for HBR's own home page on the Web.

2 But learning something new that one can apply in the business world is what HBR is all about. And as I absorbed the concept of a virtual value chain, I was reminded of something I heard on a recent trip to California, when I had breakfast with several subscribers. As we discussed HBR over our never-empty coffee cups, one executive described his reading of HBR's challenging articles as a kind of mental aerobics that stretched his thinking and exercised his mind.

3 Rayport and Sviokla stretched my thinking. The arguments and analyses in "Exploiting the Virtual Value Chain" are complex. But by the time I had finished the article, the skepticism with which I'd greeted the authors' opening sentence—"Every business today competes in two worlds: a physical world of resources that managers can see and touch and a virtual world made of information"—had slowly but surely given way.

4 As I worked through the concept of the marketspace versus the marketplace, I learned a great deal that I hadn't known before about the value of information and about ways to participate in electronic commerce. Even more important, I began to see how readers in all sorts of businesses could take this kind of learning and use it as a catalyst for innovative thinking. We at HBR believe that the majority of our readers will be able to apply the precepts of the virtual value chain in their own industries.

5 But although we chose "Exploiting the Virtual Value Chain" for the lead article this time, we know—because you tell us—that any article in a

given issue may be the lead for you. The editors' choice may indeed be the one that you find the most valuable. Then again, it may not.

6 Your lead article from this issue may be Norman R. Augustine's humorous advice on turning around a crisis, or it may be our World View article showing how a Polish shipyard managed a restructuring challenge probably worse than any you will ever face. Your lead article may be the interview with British Airways' Sir Colin Marshall on the topic of customer service or Thomas O. Jones and W. Earl Sasser, Jr.'s research on the limitations of customer satisfaction surveys.

7 Your lead article will be the one that best illuminates your own organization's opportunities, needs, and concerns. That is why we make sure that each issue contains articles on a variety of business and management topics. To start, scan our hallmark table-of-contents cover. Then turn to "In This Issue," our colorful two-page overview. You may only have time to read your personal lead article and the executive summaries we include at the back so that the busiest manager can keep current. No matter how busy you are, HBR's invigorating mental aerobics can help keep you at the top of your game.

Notes

1. **Nan Stone**: the editor's name. Nan 南, Anna 或 Anne 的昵称。
2. **Harvard University**: one of the oldest universities in America. It was set up in 1836. It is located in Cambridge, Boston, Massachusetts. Its first name was Cambridge College. In 1839 the College changed its name to Harvard after an English Puritan minister John Harvard, because he had donated all his books and half of his property to the College. Then at the end of the 19th century it changed its name again, to Harvard University.
There are many famous colleges, schools and institutes in Harvard University, which cover subjects such as theology, arts and science, law, education, business administration, public administration, engineering, applied physics, design and architecture, dentistry, public health, medicine.
The most famous president of Harvard was Charles William Eliot (1834—1926) who was at his post from 1869 to 1909.
3. **Harvard Business Review**: published by Harvard Graduate School of Business Education. It is a bimonthly journal, which includes lead articles, books in review, case study reports and etc. Its first issue was published in 1922.

While-reading work

Subject focus

Answer the general questions after skimming the following text.

- a. Explain the meaning of *lead article*?
- b. What is the main goal of the journal HBR?
- c. Why did the editor choose Rayport's & Sviokla's article for the lead article of this issue?

Language focus

1. *Understanding the meaning of words and phrases in context—indicate the meaning of the following words and phrases in the text.*

Paragraph 1:

- that experience (1st sentence)
- one (3rd sentence)
- yellow pad, 29-cent pencil (3rd sentence)
- foray (3rd sentence)
- exotic undertaking (3rd sentence)

Paragraph 2:

- never-empty coffee cups (2nd sentence)
- aerobics (2nd sentence)

Paragraph 3:

- skepticism (3rd sentence)

Paragraph 4:

- marketspace (1st sentence)
- catalyst (2nd sentence)
- precept (3rd sentence)

Paragraphs 5 & 6:

- may be, may not

Paragraph 7:

- hallmark (3rd sentence)
- keep current (4th sentence)
- invigorating (5th sentence)
- help keep you at the top of the game (5th sentence)

2. *Language features.*

- a. **Antonymous words and phrases**—give examples of the pairs of words which form contrasts.
- b. **Tone**—make comments on the tone used by the editor to her readers.
- c. **Metaphor**—give examples of the metaphoric use of words and phrases from the text.
- d. **Coherence**—explain how the paragraphs are linked.
- e. **Symbolism**—give examples to show symbolic meaning attributed to physical objects.

Further work

- Try to explain why the teacher has selected this text to start the reading course.
- Read a recent issue of HBR and find your lead article in it. Describe the features of the article which have aroused your interest.

Unit One

Sino-US Economic and Trade Relations

To learn

- **to understand and use interview language for business**
- **to express one's opinions**
- **to understand the meaning of words and phrases in context**
- **to use vocabulary items in the field of trade relations**
- **to differentiate viewpoints from facts**

