



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

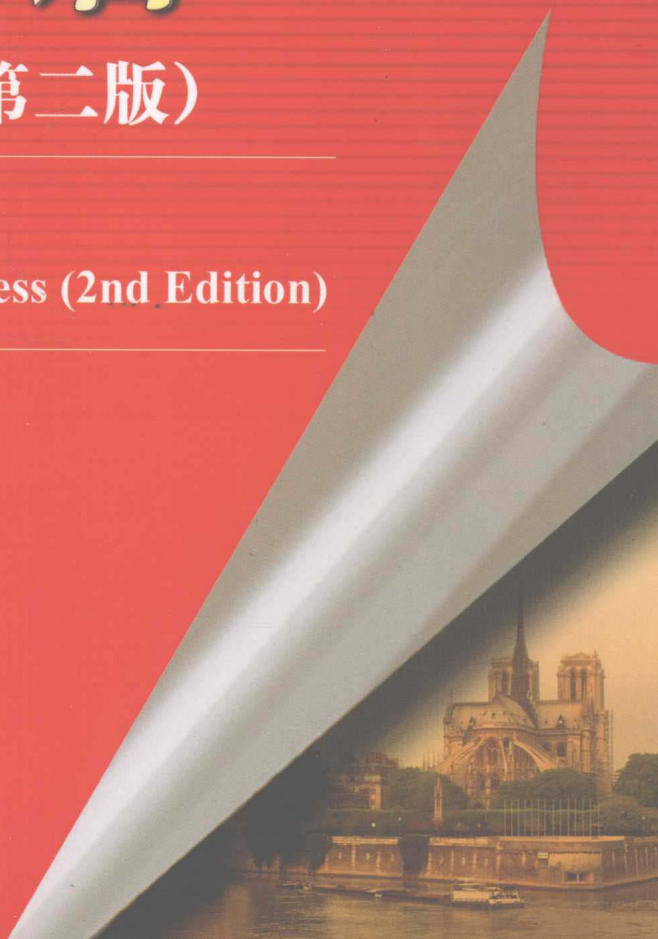
(第二版)

College English for
International Business (2nd Edition)

陈庆柏 王景仙 编著



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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6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“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贤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

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 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 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 their 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, and banking English or financial English, and 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) The 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, etc. 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.

A number of factors account for the backwardness mentioned above. First and foremost, we lack a brigade of qualified teaching staff strong both in profession and English. 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, unable 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 authority 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 sentence structure.

How to Catch Up

In order to cope with the new situation where China is further open to the outside world, we must carry out reforms in and follow new strategy for the teaching of business English. The reforms and strategy 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, etc. The second step is to offer core professional courses in English to all the undergraduates of the aforesaid professional schools or departments, and 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 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 all professional courses in our country have been given 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.

- Stimulate 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 perform: 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, key 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 English. With unswerving efforts, our goal will be attained and must be attained!

unswerving
Chen Qingbai

前 言

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经商,投资办厂,中国也会有越来越多的企业(包括民营企业)走出国门开展更多的涉外经贸活动,参与更多的国际合作。

为适应这一形势,中国经贸院校的教学模式必须有一个根本的改变。传统的“两张皮分家”(知识传授与相应外语相分离)的教学方法必须尽快结束,否则我们就会落后,就难以培养出能在我国外贸企业日趋激烈的国际合作与竞争中发挥推动作用的,能“两条腿”走路的高素质国际复合型人才。

数十年来,作为一名高校教师,我为实现上述目标作了很大努力。1981年从美国斯坦福大学学习归来后,我就率先用英文讲授“国际商法”,并在此后的若干年内用英文编写并翻译了多本能用于英语教学的经济法律和金融专业的教科书。(详见作者简介)。这本最近完成并出版的《大学外贸英语》就是其中的一本。

本书分为两大部分:一是国际贸易理论与实务,共19讲。所覆盖的核心内容有:最新世界经济前景展望,中美经济,主要国际贸易理论,政府对国际贸易的干预,贸易政策及其使用的工具,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,关贸总协定与WTO,多哈回合的任务与前景,贸易融资方式,常用贸易形式与国际贸易术语解释通则;第二部分为近30篇的经贸文章选读,全部精选于英美著名报刊,均出自于既有深厚英语文字功底,又懂国际经济贸易的各种专家学者之手。这些文章可帮助读者更好地理解有关专业知识和提高英语水平。

本书具有以下三个特点:

一、新颖性

本教材不仅有对传统贸易理论(重商主义,绝对优势,相对优势,赫-俄原理,里昂惕夫反论,产品生命周期说)的系统介绍与比较,还有对最新贸易理论——贸易万有引力模式的论述。另外,每一讲后的辅助阅读材料大都从2003年英美报刊中选取。它们所报道的都是当代经贸的热点问题,如:通货紧缩,弱势美元,新贸易保护主义,多哈回合,坎昆会议,大陆与香港的CEPA,SARS对经济的影响,地区经济

一体化,人民币是否升值,美国与欧盟贸易争端等。

二、复合型

要培养国际性复合型外贸人才,就必须有一套适合此目的复合型教材,将国际贸易知识传授与相应专业英语有机结合,有机融为一体的教材。在本书中作者就是这样安排的。它不仅包括重点放在系统介绍国际贸易理论与实务的19讲,还为每讲配有语言练习和以提高学生相应专业英语为目的的经贸文章。这些报刊经贸文章因语言点多,文体生动自然,涉及经贸领域内容广泛,分析问题透彻,加上许多重要经贸术语的双解,完全可当精读材料处理。学生只要认真学习最终一定会获得“一举两得”的效果,既丰富与国际贸易相关的知识,又提高英文水平。

三、前瞻性

该书的前瞻性体现在两方面。其一,从编写目的上讲,它的出现是以促进我国国际经贸专业院校的双语教学为出发点,不单纯是为了学习经贸英语;其二,此书无论从深度和广度上讲,都更加切合中国高校目前的教学特点和要求。

用英语讲专业课是新中国高教史上的一个新生事物。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与时俱进(现在幼儿园、中小学开始教英语),只要有百折不挠的精神,直接用英语教授与国际经贸、国际法律有关课程的美好愿望终有一天会实现。

由于水平所限,书中缺点错误肯定会有。恳请读者多提宝贵意见,以使之日臻完善。

陈庆柏

2007年1月于北京

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Part 1

Global Economic Picture

