

经济管理专业英语

(第二版)

*A Textbook of
College English in
Economics and Management*

戴贤远 主编

ENGLISH 



北京大学出版社

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IN
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再版前言

《经济管理专业英语》自 1994 年 7 月出版发行以来, 7 年里已经印刷了 4 次, 目前中国有几十所大学的教师, 使用这部教材教授经济管理领域各个专业的专业英语课程。

在过去的 7 年里, 全国各个大学的本科生和研究生的英语水平有了很大的提高, 国际上流行的经济管理领域的许多美国原文教科书也在中国出版发行了, 所以, 教师和学生在本和教与学的内容安排上, 有了更多的选择, 这是一件非常好的事情。

专业英语课程的主旨, 对于教师来说, 是教授英语; 对于学生来说, 是学习英语; 专业知识的讲授和学习, 只是这门课程的辅助部分。

《经济管理专业英语》这部教材在内容安排上, 7 年前全部选用了经济管理领域教科书中讨论基本概念的内容, 强调教学内容的延续性。这次再版所增加的阅读材料, 内容涉及的也都是经济管理领域中的一些基本概念。

专业英语课程的教学与公共英语的教学应该有很大的差异。专业英语课程有相对独立的要求。首先, 读懂课文是起码的要求。除了极个别难点, 对文中的句子和词的理解, 甚至不应该在课堂上提及。其次, 要重视培养翻译能力。翻译的标准不应该仅仅停留在是否能够译出, 而要强调译文格式的规范与文字的流畅。再次, 应该加强写作。通过对课文中文字的分析, 完成对一般写作和商业信函写作能力的培养。教学要关注素质培养, 要求学生根据语感行文和修改写作中的错误, 同时遵守语法规则。第四, 强调交流的过程。读与听、写与说均需完成双向交流的过

程。说和写时，别人要懂；读和听时，自己要懂。

《经济管理专业英语》的第二版增加了 8 篇阅读材料，强调阅读和理解的过程。阅读是英语学习中占第一位的工作，也是学生提高英语水平的一个最基本的手段。对于学习第二语言的人来说，读不懂就听不懂；不读或读得少，就不可能有相对永久性的词汇量，也不可能从根本上学到写作需要的各种知识和技能。汉语学习和英语学习的要领有一点是相通的：中文读得多，汉语就好；英文读得多，英语就好。至于人们时常谈及的语言学习环境的好坏，不过是指视听方面接触某种语言的机会的多寡。

在《经济管理专业英语》第二版出版发行之际，再次感谢美国的 Irwin/McGraw-Hill Publishing Companies 公司、Scott, Foreman and Company 公司、Prentice-Hall, Inc. 公司和 John Wiley and Sons, Inc. 公司为本教科书提供了重印版权许可；同时也感谢 Paul E. Sultan, John E. Weinrich, K. M. Hussain, Ronald M. Copeland, Peter H. Rushton, Christopher Jeffries, Donald Elliott, Dal Didia, Alisa Mosley, Geungu Yu, James R. Smith, Jean-Claude Assad, Richard L. Russell 和高一虹教授，感谢他们为国际学术与教学交流活动所做出的贡献。

戴贤远

2000 年 7 月于北京师范大学

PREFACE

If some people raise the question, what is the most difficult course for the Chinese students? There would be all kinds of answers given by different students at various stages of study, but eventually people would come to a similar conclusion: The most difficult course in China is English.

First, this course extends for a very long period, starting from either elementary school or middle school, ending with the last English class of graduate study.

Second, year after year, most students spend a lot of time on it. No one knows how many charming mornings are devoted to reading English, not to mention the total amount of time students spend studying through their school years.

Third, some students find, even after over ten years of study, that their listening and speaking are still behind those of a five-year-old American boy, while their writing, lags behind that of an eight-year-old.

For this reason, it is quite reasonable to think that English is really difficult. But, what are the key problems and how are they to be solved? In addition, of the four aspects of English study, namely, reading, listening, speaking and writing, which plays the most critical role? Lastly, when can we say a student has mastered English? It seems that the above problems are even tougher for students majoring in business administration which, compared

with mathematics, physics and engineering, covers an even broader scope.

Now, let's start to explore the solutions to the above problems.

What is the scope of *College English in Economics and Management*? Strictly speaking, a fixed boundary is absolutely out of the question, yet we may say the eight foundation courses in an MBA program are the basic areas covered. They are: microeconomics, macroeconomics, statistics for decision making, management information system, operations management, marketing, managerial finance, and organizational behavior management. The first eight parts of this textbook are targeted for these fields. Since *College English in Economics and Management* closely relates to money and banking, managerial strategy, international marketing, international economics as well as international business, texts related to these areas make up the last six parts. There is also an appendix entitled business writings in the back of this textbook. It is necessary to supply such an appendix for those students who will frequently use English as a basic tool in their work after graduation.

What are the biggest problems for Chinese students to learn English? My previous experience with high school students, undergraduate students, and graduate students tells me that none of them would exclude the obstacle of "learning words by heart." The other barrier would be "speaking." Poor pronunciation (actually it is a matter of accent in most cases) by the students is a source of embarrassment making them reluctant to speak. Writing in English is a skill seldom used in school and in future. Thus, people have ignored this toughest area.

Now that the problems are presented, how are we to solve them?

It is well known and broadly agreed that the first one or two thousand English words are kept in a beginner's mind through forced memorization. Yet all the students taking the class of College English in Economics and Management have passed this phase. Can a person keep in mind an additional five or six thousand words with the same method? Definitely not, especially for the last two or three thousand words in eight thousand common English words. The common failure of most undergraduate students and some graduate students in this stage has proved it.

The late professor Xiliang Xu, one of the best professors in his time in the Department of Western Languages and Literature of Peking University, once said, "It is not necessary to force words into a learner's memory on purpose, for many of the words kept in memory by enforcement simply wouldn't last long. Some disappear in just a couple of weeks. Words held in mind through reading are most stable." The reason is quite simple, but few people really understand it.

Here I would like to present a straightforward example. The first day on campus for a freshman is always exciting, yet he knows nobody. It seems to him that all the faces are strange. Afterwards, in classrooms or cafeterias, on athletic fields or with groups involved in arts and sports, he continues to meet people and continues to make acquaintances. First there are faces, then there are names. Day after day, he comes to know these people very well. No one has asked him to learn these people by heart on purpose, so how can he keep them in mind? It is the same with words. A word on page one may be new for people at first glance. But on the third page, if the word is met again, people will remember either the first or the last part of it. Till page eight, its pronunciation seems already familiar. On the fifteenth or twentieth page, if the word continues to

show up, people even know how to use it. One thing needs to be mentioned—a student should never stop using a dictionary. Just like a person meeting a student on campus, without asking who she is, he will never know her name unless he obtains information from other sources. To learn more words, people have to read more. The more one reads, the more opportunities one has to meet words. A person who never visits sports team or an art group probably will never know people there. A person who does not read books in a certain field, will never learn the specialized vocabulary.

There are approximately six thousand English words which can be seen anywhere, including books, newspapers, magazines, and periodicals. The remaining two thousand words, though also called common words based on the theory of eight thousand common English words, might be found only once in every thirty pages. If one takes eight to nine encounters with a word to master it, the amount of reading required is quite clear. According to the general experience of people, it is impossible for a person to learn these words without a great deal of reading, while rote memorization is definitely not on the road leading to success.

Many students are still troubled by pronunciation in the stage of learning *College English in Economics and Management* due to the deep impression on the students by the high quality tapes. However, there are so many examples in the world which remind people of reconsidering the standard of "Spoken English". Actually this is a game theory of "pronunciation vs. accent". Why are some Chinese students with TOEFL scores over 600 not able to understand a Middle Eastern professor's simple greetings when they just arrive in the United States? Why are some very good Chinese professors in the Department of English not able to understand completely the black people's dialogues in the movie *ROOTS*? Why do announcers of

English radio stations in different countries speak with different voices? Why do businessmen from the Middle East, Far East, or Europe all speak different kinds of English? The answer lies in their different accents. When people start to learn *College English in Economics and Management*, they should have a brand new concept, that is—when the words come to an end, if the speaker has been understood, then the communication is complete. As to the voice of speaker, it will surely be blocked or affected to a certain extent by native accent. People just need not be bashful about it.

However, there are two points in pronunciation which are very important: One is to avoid making mistakes in stress; the other is not to emphasize consonants, because either of the two cases would make a word sound distorted and disrupt communication.

So far, what we have discussed are just some ordinary problems, such as how to keep words in mind or how to get rid of shyness. Besides these, there are also some problems at higher levels as people study *College English in Economics and Management*. One of them is translation. This textbook is concerned with economics, business and management. Some sentences in the texts are very tricky in terms of the combination of reading, understanding and translating. On the one hand, the problem is caused by different customs in language expressions; on the other hand, it is caused by the art of language. When we say a sentence is difficult, we mean the kind of long sentence employing a different style of expression. As to the way leading to the solution, Mr. Lei Fu, a famous late translator, explained long ago. Although he was well known as the greatest master in the translations of literary works, his ideas can still help students learning *College English in Economics and Management*. Besides the concepts presented in this textbook, coping with the art of language is equally important.

Two paragraphs of words by Mr. Lei Fu are very important:

“In terms of the effect, in translation, as well as in copying a painting, one should catch the spirit of the words rather than the words themselves. As to the practice, to translate is much more difficult than to copy.” (Lei Fu, “Preface for Retranslation,” *Le Pere Goriot*, 1951.)

“If people think translation should not be plain, then it is necessary to assume that a good work of translation done in Chinese by the author, would contain the spirit and expression of the original work, and the integration and fluency of translation, then are all well taken care of. Phrases won't distort the original spirit of the words and the spirit won't bother phrases either.” (Lei Fu, “Preface for Retranslation,” *Le Pere Goriot*, 1951.)

Guided by Mr. Lei Fu's words, if students cut off the long English sentences and separate the subordinate clauses, prepositional objects, and appositives, and at the same time, use commas and semicolons to make the sentences translated into several very short subsentences, it will make the work of translation much easier.

Having solved the key problem in learning *College English in Economics and Management*, let's shift to other discussions on reading, listening, speaking and writing.

People learn their native language through the environment around them, either through others' talking or through the reflection of objects. The function of words in books ranks the last in the process of the formation of concepts in the native language. However, a second language is a totally different story, especially for Chinese students learning English. By and large, Chinese students learn English through their reaction to the words in books. Hence,

the process of reaction in speaking, such as “object—Chinese—English”, and the process of reaction in listening noted as “English—Chinese—object” widely exist among students. From this point of view, reading and writing compose the most important two factors in learning English. For a given sentence, if a Chinese student cannot catch the meaning through reading, then he cannot understand it through listening either. As to the ability of expression, if a Chinese student cannot write it, then he cannot express it through speaking either. Speaking obviously requires an even faster speed of reaction than writing.

The final question is: when can a student's English be considered adequate?

An absolute answer to this question is that there never is an end to studying; an objective answer lies in the needs and requirements in one's work; and the general standard used to evaluate a Chinese student's English states that if the process of translation in reading, listening, writing and speaking disappears from one's mind, his (or her) English is fine. What is worth mentioning here is that although the process of translation no longer exists in one's brain, the process of word selection is still there, but all in English. By that time, the considerations of grammar are thoroughly excluded. Reading and listening are nothing but a process of catching meaning.

The above are the contents of the textbook and a discussion of the methods of learning *College English in Economics and Management*. I hope it will be helpful for the students who will use this book. Meanwhile, suggestions and criticisms concerning this textbook are surely welcome. In addition, the completion of this textbook greatly relied on the assistance of others. First, I would like to appreciate my most respected professor Dr. Paul E. Sultan for his contributions to the texts and for his patient work in editing part of

the Key Terms and Concepts. Appreciation also goes to John E. Weinrich, K. M. Hussain, Ronald M. Copeland, Peter H. Rushton, and Yihong Gao. Furthermore, I would like to express my appreciation to Richard D. Irwin, Inc., Scott, Foreman and Company, Prentice-Hall, Inc., John Wiley and Sons, Inc., and McGraw-Hill Book Company for their permission to reprint passages. Students and graduate students of Beijing Normal University made a lot of suggestions and comments in my classes, here I would also like to express my sincere appreciation to them.

Xianyuan Dai
Beijing Normal University
August, 1993

前 言

如果有人问：在中国的学校里，哪一门课最难？虽然不同的学生在不同的学习阶段有各种各样的看法，但最后人们总会得出一个类似的、被大多数人认可的结论——最难的课是英文。首先，这门课年复一年延续的时间最长，起于中学甚至小学，结束在研究生的最后一堂专业英语课。其次，这门课花的时间最长。不知有多少人把多少年的早晨给了这门课，更不必说在这门课上花的时间了。再次，有些同学念完研究生后，听与说方面不及母语是英语的五岁的孩子，写则不及八岁孩子。这样看来，英语是难，可它难在哪儿呢？最重要的是，怎样才能解决这些困难呢？另外，读、听、说、写究竟哪个重要？最后，英语学到什么程度才算可以了呢？这些问题对于经济管理专业的学生似乎更难，因为这类专业涉及广泛，远非数学、物理或工程专业可比。

下面我们就来一一回答上面提出的问题。

经济管理专业英语的范围究竟有多广呢？严格地说，这范围没有清楚的界限。但是，MBA专业的八门基础课可以说是经济管理专业英语的基本范围，它们是：微观经济学、宏观经济学、决策统计分析、管理信息系统、生产管理、市场学、财务管理与组织行为学。本教科书正是以这个系统为基础编的。鉴于英语与国际货币和银行、国际营销、国际商业、国际经济、国际贸易的密切联系，本教科书延伸部分的课文均选自这几方面。为适应同学们毕业后实际工作的需要，本书的最后一部分是工作与商业信函的写作的格式，这是将来从事运用英语的工作的同学必不可少的知识。

英语究竟难在哪？据笔者接触的一届又一届的中学生、大学生和研究生来看，无一不说是背单词难。其次就是“说”，因为发音不好，所以也就不好意思说。英文写作因为用得少，所以这一真正的困难事儿不怎么被人提起。现在我们就来看看解决“背单词难”和“开口难”这两个问题的办法。

学英语最初的一两千个单词是要背的，并且是毫无疑问的，但是所有学专业英语课的同学统统已经过了这个阶段。另外的五六千常用词再靠背行吗？不行，特别是从五千到八千的那三千词靠背就更困难，绝大多数本科生和相当一部分研究生不能跃过这个阶段就是一个证明，这也是人们越学越说背单词难的原因。

已故北京大学西方语言文学系教授徐锡良教授说过，学英语不用背单词，因为背下来的词多数迟早会忘掉，而阅读留在记忆里的词是最牢固的。这道理很简单，只不过多数同学没认识到罢了。打个比方说，一个大学生刚入学，校园里的张张脸对他来说都是陌生的。以后，在教室里，在操场上，在文艺队、体育队和食堂里，不断地碰见同学，先是面孔，然后是名字，久了了解得更深。谁也没有有意背，为什么都记住了呢？词也一样，读第一页见到的很生，第三页再见到就记住个词头词尾的，第八页遇见这词发音也记住了，到第十五页、二十页，用法都会了。这里重要的是：阅读时一定不能懒得查字典，如同校园里碰见的人，你不打听，就不会知道他叫什么。想掌握单词，阅读量就一定要大，读得多，见词的机会和次数才多。不去文艺队、体育队，也就很少认识那里的人；不读某类书，也就不会那类词。英语有大约六千个词是随处可见的，其余两千说是常用词，也许读三十页书才碰到一次。如果一个人见五六次或八九次才能记住一个词的话，学会最后那两千常用词的阅读量是可想而知的。根据人们的经验，不读相当的书，这些词是学不到的，而“背”对绝大多数人来讲是徒劳的。

多数同学到了学专业英语的时候仍被发音困扰，因为播音员和教学音带的声音确实是太好了。但是，世界各地实在是有很多

的例子可以让人们重新从实用角度来看“说”，这实际上也是一个“发音”与“口音”的对阵。为什么“托福”考600多分的同学刚到美国时听不懂中东教授的简单问候？为什么有些英语系的教授听不懂电影《根》里美国南方黑人的对白？为什么不同国家的英语广播员的声音全都不一样？为什么生意场上中东人、远东人、欧洲人操各种各样的英语？问题全都在口音。所以，当同学们开始学专业英语时，对于“说”要有一个全新的概念——话说出来；如果对方听懂了，这个交流也就完成了。至于说话的声音，它永远要受口音或乡音的制约，大可不必为此不好意思。

发音只有两点最重要：一是重音错不得，二是清辅音不能读重了，因为重音错了或是清辅音读重了，会使词听起来面目全非，听话的人也就听不懂说话人的意思。

上面讲的道理解决了同学们记单词的困难和不好意思开口的问题，但这都是一般性问题。除了上述学专业英语的一些一般层次的问题以外，专业英语还有高一层次的问题，那就是翻译。本书是经济管理方面的专业英语教程，同学在阅读、理解和翻译课文时，有些句子和概念很难译，除了语言习惯外，也有语言艺术在里面。说到难翻译的句子，不外乎是一些中英文表达方式大不相同的长句子。至于解决的办法，著名翻译家傅雷早有表述。他虽是翻译文艺作品的，但他的论述对经济管理专业英语的翻译方法也是有指导意义的。因为经济管理专业英语的翻译中，除了严格的概念表述外，语言的处理是很重要的一部分。

傅雷先生有两段话是很重要的：

以效果而论，翻译应当像临画一样，所求的不在形似而在神似。以实际工作而论，翻译比临画更难。

倘若认为译文标准不应当如是平易，则不妨假定理想的译文仿佛是原作者的中文写作。那么原文的意义与精神，译文的流畅与完整，都可以兼筹并顾，不至于再有以辞害意，或以意害辞的了。（傅雷，《高老头》重译本序，1951）

领会了傅雷先生的话，再把经济管理专业英语里的长句子中的从句、介词宾语及同位语部分分别断开，在中文中以逗号和分号断开长句来写短句，翻译中的困难就会大大减少了。

解决了经济管理专业英语中的主要困难，再来谈谈抓重点的问题，也就是读、听、说、写哪一个最重要。

人的母语是从环境中学来的，或是学别人讲话，或是从景物反应到词或话，最后才是从书本上的文字中学。但第二语言则不是，尤其是中国学生学英语，多数是对书上的文字发生反应后学到的。因此，说的过程中的“景物—中文—英文”的反应过程及听的过程中的“英文—中文—景物”反应过程是普遍存在的。由此而言，读和写对中国同学的英语学习来说是第一位的，因为读不懂也就听不懂；不会写也就不会说，况且听和说对反应速度的要求要比读与写高得多。

余下的最后一个是：英语学到什么程度就算行了呢？

就这个问题来讲，绝对的回答是学无止境，相对的回答是要看工作需要，而一般的衡量标准是：在一个人读、听、写、说的过程中，如果翻译的过程在他的反应过程中消失了，他的英语也就很好了。值得提一句的是，尽管翻译的过程在脑子里消失了，说和写的时候，词语选择的过程还是存在的，不过都是英文词罢了；读和听那时当然只是抓意思，不会再有语法方面的考虑。

以上是关于经济管理专业英语的内容及学习方法的讨论，希望能对使用本书学习这门课的同学有所帮助。书中如有谬误，待以后改进。另外，本教科书的编写工作得到了国际上一些教授和出版公司的大力协助，编者在此表示感谢。感谢我最崇敬的 Paul E. Sultan 教授为本教科书提供课文并校阅部分注释；感谢 John E. Weinrich, K. M. Hussain, Ronald M. Copeland, Peter H. Rushton 及高一虹博士为本教科书撰写、提供课文或是校阅注释；感谢美国 Richard D. Irwin, Inc. 公司, Prentice-Hall, Inc. 公司, Scott, Foresman, and Company 公司, John Wiley and Sons, Inc. 公司和 McGraw-Hill Book Company 公司为本教