



高等职业教育  
商务英语类课程规划教材

# CENTURY BUSINESS ENGLISH

## 世纪商务英语

综合教程 V  
(学生用书)

新世纪高职教材编委会组编

总主编 陈威 栗景妆 主编 潘月洲 李义华



大连理工大学出版社



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# 总序

《世纪商务英语》是新世纪高职教材编委会富有积极的进取精神的一次大胆尝试。

由大连理工大学出版社组织推动的新世纪高职教材编委会,是一个由全国 100 余所志同道合的优秀高职院校组成的高职教材建设者联盟。编委会走过的历程,见证了我们的与众不同;编委会是迄今为止第一个完全按照市场原则来长期进行高职教材建设运作的大型组织。从编委会诞生的第一天起,我们就选择了以高职教材的特色建设为己任。这不仅是由于我们拥有对高职教育未来发展的更为贴近实际的认识,也由于我们拥有一整套完全属于自己的切实可行的关于教材建设的创新理念、创新组织形式与创新运作方式,更由于我们一直以来对高职教材品牌、特色与创新的始终如一的执著追求和坚忍不拔的长期努力。

在编委会的所有经历中,关于教材建设理念的独到解释非常值得一提。这一理念可简述如下:所谓教材建设,就是建立在教学实践基础上的教材的不断深化、不断完善的过程。在编委会的整个教材建设过程中,这一理念不仅已成为我们的核心指导原则,而且它的深受高职教学单位欢迎的结果,也鼓舞了我们实现任何高职教材特色建设的勇气。

然而,高职英语教材特色建设的情形则有所不同。就其实用性而言,高职与非高职的英语教育并无本质区别,加之我国高职教育发展的历史尚短,高职英语优秀人才的累积也略显不足,因而,许多早期高职英语教材的编写,宁可倚重非高职院校的英语教师参与,有其积极的意义。但是,按照我们教材建设的上述理念,如果不能以高职一线教师为主体来实施高职英语教材建设的具体运作,就根本无法实现完全适合高职教学需要的英语教材建设预期。

这的确是一个两难选择。事实上,编委会要建设自己品牌的高职英语教材的想法由来已久。但我们也深知完全依靠一直很少涉足英语教材建设的高职一线教师来完成这一重任的艰难程度。因此,我们并没有从一开始就贸然地启动这个项目,而是选择在较好地实现了足够数量的非英语类高职教材特色建设的经验累积,若干专业英语类相关教材建设的成功尝试,以及对公共英语相关项目的具有积极意义的探索和准备之后,才开始尝试涉足这个领域的。

尽管我们在推进高职英语教材建设的过程中遇到了诸多困难,但终能如愿以偿,在很大程度上也有赖于我们的一些具有重要指导意义的体悟。编委会有一句名言:我们相信用心与努力胜过相信经验与资历。编委会有一个信条:在目标一致基础上达成的共识优于任何情况下的一己之见。这些在非英语类高职教材建设中屡试不爽的成功做法,在高职英语教材建设的过程中也得到了同样的印证。

我们欣喜地看到:由于我们付出的辛勤努力,我们的关于教材建设的上述理念,也

正在英语教材建设中显现其非凡魅力。在我们高职一线教师所立足的英语教学实践这个基础之上,由我们自己培育出来的一株幼苗正在茁壮成长。我们现在或许还不能做到足够完美,但是,我们始终坚信:我们会比任何人都更加清楚地知道自己需要什么,只要我们坚定不移地朝着既定目标不懈努力,就一定会越做越好。

我们已经跨越了起跑线。我们绝不会放松前进的脚步。我们正在推出的包括《综合教程》、《听说教程》、《口语教程》与《阅读教程》、《函电与单证》、《写作训练》等在内的高职商务英语系列教材——《世纪商务英语》必将伴随着赞誉的鼓励与批评的鞭策,日臻完善,走向成熟。

耕耘过后,我们期待着在一个有足够创新精神的编委会的土壤里成长出更多更优秀的高职商务英语教育人才,期待着收获一个更好更切合高职商务英语教学实际的教材品牌。

新世纪高职教材编委会

2004年6月

# 前言

《世纪商务英语——综合教程(I-V)》是新世纪高职教材编委会组织编写的商务英语类课程规划教材之一。

这是一套完全由高职英语教学一线教师编写的高职商务英语教材。在编写本系列教程的过程中,我们充分考虑了高职学生的英语基础和程度,最大限度地使教材与学生的基础相适应,与实际需要相吻合,缩小了高职英语教材与高职英语教学实际的差距。

作为高职英语教学的一线教师,我们深知教材体系、难度对教学效果的影响,也体会到“满堂灌”所带来的不良效果,更耳闻目睹许多人苦学多年却说不出地道的英语,写不出完整标准的句子,译不出简单的对话、文章的现实。因此,本系列教程在编写过程中,始终把这样的编写理念,即以“实用为主,够用为度”,融知识性、科学性、趣味性、可读性、实用性为一体,让学生“学一点,会一点,用一点”,“学用结合,为用而学”,努力构建更为实用合理的英语教学模式,使学生学习时有兴趣,学习后有成就感,循序渐进地提高听、说、读、写、译各项能力。

《世纪商务英语——综合教程(I-V)》突出了以下特点:

**1. 基础与专业兼顾** 本系列教程共分5册,第一、二册侧重基础英语,第三、四、五册侧重专业英语。基础部分侧重语法、词汇的学习,选材范围偏重文化、娱乐、休闲话题;而专业部分则偏重商务知识的学习,选材范围涉及经济活动的各个方面。

**2. 实用与考试兼顾** 本系列教程从选材内容到训练内容都从实用角度出发,选材内容与学生生活及社会生活息息相关;训练过程侧重学生听、说、读、写、译实用技能的培养。第三、四、五册的语法、词汇、写作训练紧贴现行全国大学英语等级考试的要求,有助于学生在提高英语实际交际能力的基础上,顺利地通过相关等级考试。

**3. 拿来与创新兼顾** 本系列教程从版式设计到训练类型均在博取众长基础上有所创新。如:在训练内容的名称上,以往教材有“exercises”,而本系列教程则把它改为“I can do it.”这样做不仅有助于增强学生自信心,而且具体训练形式与内容也有很多独具匠心之处。

**4. 知识性与趣味性兼顾** 本系列教程从选材内容到训练内容都力求从知识的角度出发,突出选材的真实性、科学性、时代性、趣味性和多样性。通过生动有趣的故事、报道、介绍、文章、材料等各种体裁题材,体现知识、理论、原理和道理,使学生既感到轻松愉快,又能有效获取知识。

**5. 科学性与可读性兼顾** 在选材时,我们特别注重科学性与可读性的关系,既不失其科学的严谨性,又要考虑到学生学习心理方面的要求,力求将科学原理用浅显易懂的方式表现出来,使教材的内容具有可读性,教师愿意教,学生愿意学。

**6. 文化教育与语言教学兼顾** 我们在选材时,非常注重培养学生的“跨文化意识”,注意语言材料和文化内容的融合,注意中西文化的对比,使学生在在学习语言的同时,了解文化差异,多角度、多纬度地获取西方文化的精髓。

《世纪商务英语——综合教程》每册由12单元、4大模块组成。各单元包括:

**1. 开篇图片** 每单元开篇有一幅描绘此单元主要内容场景或语言材料的图片。学生可通过图片的浏览预测该单元的内容,以此调动学生的主观能动性。

**2. 听力理解** 用听写填空的方式对主课文的内容和核心知识点进行导入,使学生对该单元将要学习的内容有一个概括性的了解。

**3.课堂阅读** 本教程打破先教课文后进行语言训练的传统模式,把语言能力的提高作为英语教学训练的归结。通过限时阅读理解的方式,在每单元进行精读学习之前,进行泛读学习和训练,阅读文章并完成阅读理解选择题。短文内容与课文相关,以此扩展学生的相关知识,训练学生的阅读理解能力,为课文的学习做好相关铺垫,同时也为提高阅读理解能力,进行技能、技巧、经验的学习和积累。

**4.课文学习** 该模块是各单元的主课文,在选材方面,我们更多地强调语言与知识信息的融合,打破传统的为学习语言而人造材料的教材编写模式,以最能激发学生学习兴趣的题材将文化、科学、信息体现出来。

**5.我能做到** 该模块主要对课文的重难点进行反复多次的操练,增加重现率,巩固所学知识,包括 Read and think, Read and develop, Read and write, Read and translate, Read and speak 等部分,以此训练提高学生的听、说、读、写、译能力。

《世纪商务英语——综合教程(I~V)》由辽阳职业技术学院陈威、广西国际商务职业技术学院粟景妆负责统筹,任总主编。

《世纪商务英语——综合教程V》由南京工业职业技术学院潘月洲、李义华任主编,上海商学院钱丽华、南京工业职业技术学院丁辉关、辽宁对外经济贸易职业技术学院金艳英任副主编。上海商学院李爱芬、江苏海事职业技术学院高美娟参与了编写。具体分工如下:李爱芬(Unit 1),丁辉关(Unit 2, Unit 8),钱丽华(Unit 3, Unit 4),潘月洲(Unit 5, Unit 6),潘月洲、丁辉关(Unit 7),金艳英(Unit 9, Unit 10),高美娟(Unit 11, Unit 12)。全书由潘月洲、李义华、丁辉关统稿、审稿。

本系列教程在编写过程中参考了大量的国内外有关资料,得到了许多学界前辈、同行及外籍教师的热心帮助和指导,尤其是得到了加拿大籍专家 Mark Gregory Hennenfent 的全程参与,在此一并致谢。

由于我们对高职商务英语教材建设的尝试刚刚开始,还需要有一个不断提高的过程,加之编写时间仓促以及编者水平有限,难免存在错误和不当之处,恳请各相关高职院校在使用本教材的过程中给予关注,并将改进意见及时反馈给我们,以便在下次修订时完善。

所有意见、建议请寄往:gzjckfb@163.com      gzjy@dutp.cn

联系电话:0411-84707604 13352244668

编者

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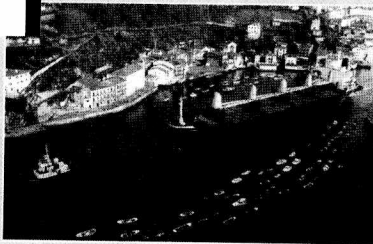
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# Unit 1

## International Business

# Listening



Listen to the following passage twice and fill in the blanks with what you hear on the tape. Then score yourself.

**New Words:** govern oversee vulnerable gain

## World Trade Rules Lock the Poor in Poverty

International trade is governed by a set of rules agreed by governments and (1) \_\_\_\_\_ by the World Trade Organization (WTO). Of (2) \_\_\_\_\_ international trade does need rules—but they should (3) \_\_\_\_\_ rules that prevent the rich and (4) \_\_\_\_\_ nations from using their economic power (5) \_\_\_\_\_ against poor and vulnerable nations. However the (6) \_\_\_\_\_ WTO trade rules are unjust and don't work for the poor. (7) \_\_\_\_\_ trade rules are made by countries; it is (8) \_\_\_\_\_ that do the trading. And the companies of the richest countries have been able to make most of the (9) \_\_\_\_\_ from international trade, often at the (10) \_\_\_\_\_ of developing countries.

(103 words)

Score: \_\_\_\_\_

# In-class reading



Read the passage below and choose the best answer to each of the questions within 15 minutes. Then score yourself.

## Time Orientation in Business

1 Americans are clock watchers. They live by schedules and *deadlines* and *thrive* on being prompt for meetings and “*efficient*” in conducting business. In many parts of the world people arrive late for appointments, and business is *preceded* by hours of social rapport. In such places, people in a rush are occasionally thought to be *arrogant* and *untrustworthy*.

*n.* 最终期限 / *v.* 兴旺, 繁荣 / *adj.* 有效率的, 能干的  
*v.* 领先 (于), 在……之前  
*adj.* 傲慢的, 自大的 / *adj.* 不能信赖的, 靠不住的

2 In the United States, a high value is placed on time. If someone waited outside an office for half an hour or so beyond the appointed time, it would be seen as a signal of his or her lack of importance. In the Middle East, a businessperson may keep a visitor waiting for a long time. But once the host begins the meeting, it may last as long as required to conduct the business at hand. Of course, others with later appointments on the same day also must wait their turn. Americans are also deadline-oriented. If a deadline is mentioned to an Arab, however, it is like waving a red flag in front of a bull. Forcing the Arab to make a quick decision may very well cost you the deal.

3 Western cultures view time as a resource that is not to be wasted. The efficient use of time is *emphasized* in such phrases as “Time is money” and “Time is enemy”. In contrast, Eastern cultures view time as unlimited and unending. In America, meetings sometimes begin with phrases such as “Let’s get started” and “Let’s *dispense* with the *preliminaries*”. In Japan, casual conversation *precedes* business matters, because the Japanese are generally more interested than Americans in getting to know the people involved in the *transaction*. Furthermore, it is important to the Japanese that *consensus* be reached and any misunderstandings be cleared up before *proceeding* to any problems that may *surface* in *negotiations*.

*v.* 强调, 着重

*v.* 分发, 分配 / *n.* 初步的行动、事件、措施等

*n.* 交易, 事务

*n.* 一致同意

*v.* 进行, 继续下去 / *v.* (使……) 呈现, 出现 *n.* 商议, 谈判

4 Many cultures value relationships. Europeans and Asians place a high regard on long-term relationships rather than on short-term gains, which *runs counter* to what most Americans *perceive*. *Excessive* emphasis on speed and time may give the impression that the transaction is more important than the person. This is a *fundamental* error in professional judgment in many regions of the world.

违反, 背道而驰 / *v.* 察觉, 感到, 认识到  
*adj.* 过多的, 额外的  
*adj.* 基础的, 基本的

(366 words)

Score: \_\_\_\_\_

## Comprehension check

Choose the best answer for each of the following statements.

1. In many countries, those who are late for appointments \_\_\_\_\_.

- A. are thought to be arrogant and untrustworthy in most cases
- B. are not thought to be arrogant and untrustworthy in most cases
- C. are looked down upon by others in most cases
- D. are considered self-important in most cases

2. The phrase "social rapport" in line 4, Para. 1 most likely refers to \_\_\_\_\_.

- A. different social culture
- B. difficult social problems
- C. harmonious social relationship
- D. intensive social surveys

3. It can be inferred from Para. 2 that \_\_\_\_\_.

- A. it's fairly easy to have the Arabs make quick decisions
- B. one has to spend a lot of money persuading an Arab to make a quick decision
- C. one may lose his business opportunity if he wants to make an Arab decide something quickly
- D. one may take a great deal of trouble to make an Arab decide something quickly

4. Which of the following is the reason why the Japanese appreciate a good relationship in negotiations?

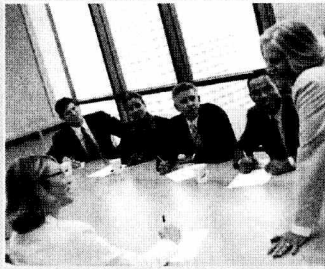
- A. Businessmen are on good terms.
- B. Being friendly is one of their moral principles.
- C. Good relationship might remove obstacles in negotiations.
- D. The Japanese prefer to leave a good impression on others.

5. The author's purpose in writing this passage is \_\_\_\_\_.

- A. to point out that speed and time is the most important factor in doing business
- B. to tell us that social culture differs from one country to another
- C. to remind us that westerners and easterners view time in business differently
- D. to propose that we pay special attention to relationships while doing business



# Text



*The World Trade Organization (WTO) is the only international organization dealing with the global rules of trade between nations. Its main function is to ensure that trade flows as smoothly, predictably and freely as possible. However, is it working as people expected?*

## What's Wrong with World Trade?

1 The most important globalization issue is international trade. Worth around US\$7 trillion each year, trade dominates the international agendas of most countries. Put simply, trade is the everyday activity of buying and selling goods and services—something that we are all involved in. International trade could be a massive help to poor countries, enabling them to sell what they make and buy what they need. But today the global trade system is mostly working for the rich.

### **Global trade rules put big business first**

2 About two thirds of world trade is accounted for by 500 large corporations. Three companies account for 83% of world trade in cocoa; six companies control 85% of world grain trade; and three companies account for around 80% of world banana sales.

3 The unjust trade rules created by WTO agreements are often the result of close relationships between negotiators from the most powerful countries in the WTO and business lobby groups. These relationships ensure that government trade negotiators focus primarily on the gains that trade rules will bring the corporations, and not on whether the rules are in the wider public interest. For example in agriculture, companies were involved in designing the WTO trade rules from the very beginning of the negotiating process. Some commentators claim that one US firm which controls half of global trade in grains, actually wrote the first draft of the US government's negotiating position on agriculture before the last round of trade talks.

### **Global trade rules are not democratic**

4 On paper, world trade rules are agreed that all the 139 WTO members must agree every new rule. In theory, this should be ultra-democratic. In practice, however, the important decisions are taken by the European Union, the USA, Japan and Canada. It is their consensus that counts; less powerful nations can

take-it-or-leave-it!

5 To make matters worse, many developing countries have found themselves overwhelmed by the expense and bureaucracy of endless WTO negotiations. Over half of the poorest countries in the WTO have no representation in Geneva where WTO HQ is located. These countries have a total population of 81 million people who have effectively no voice at the WTO. Those developing countries that are represented in Geneva often have only one person responsible for all the WTO negotiations, where there can be more than 40 meetings a week. The US has 250 negotiators in Geneva; Bangladesh has one.

### **Global trade rules are not free trade**

6 Supporters of the WTO, such as the Prime Minister, promote existing trade rules as free trade which is not restricted by government taxes (called tariffs), limits (called quotas) or bans on particular goods. They claim that free trade benefits both the world economy and poor countries. For example, the Department of Trade & Industry says that free trade is a key contributor to economic prosperity, growth, the creation of new jobs throughout the world, poverty elimination and technological advance.

7 Over the last 50 years, trade has indeed become freer as many governments have opened their economies to foreign trade and investment. At the end of World War II, the average tariff (import or export tax) imposed on goods crossing national borders was 40%; now the average is around 4%. However, free trade is not necessarily fair trade. At the end of the last round of trade talks in 1994, it was predicted that Africa would lose \$300 ~ \$600 million per year from the agreement.

8 More importantly, in reality rich countries only tend to support free trade when they are likely to gain. So while the WTO demands that poor countries remove every possible trade barrier, northern countries keep high import taxes on agriculture and textiles, areas in which poor countries are most competitive. Overall, northern countries retain trade barriers that cost developing countries US\$700 billion a year in lost income. This is some fourteen times the amount that poor countries receive in aid. Recently the most powerful trading nations failed to agree trade access (i.e. no tariffs and quotas) for all exports from the world's 48 poorest countries.

## **Words and Expressions**

<b>globalization</b> /gləʊbəlaɪ'zeɪʃ(ə)n/ ..... <i>n.</i>	全球化,全球性
<b>lobby</b> /'lɒbi/ ..... <i>n.</i>	游说团;投票厅
<b>negotiator</b> /ni'gəʊʃieɪtə/ ..... <i>n.</i>	谈判人员
<b>commentator</b> /'kɒmentetɪə(r)/ ..... <i>n.</i>	评论员,讲解员

<b>ultra-democratic</b> /ʌltrə'deməkrætɪk/.....	<i>adj.</i> 非常民主的,极端民主的
<b>bureaucracy</b> /bjʊə'rɒkrəsi/ .....	<i>n.</i> 官僚,官僚作风,官僚机构
<b>tariff</b> /'tærɪf/ .....	<i>n.</i> 关税
<b>overwhelm</b> /,əʊvə'welm/ .....	<i>v.</i> 压倒,制服
<b>quota</b> /'kwɒtə/ .....	<i>n.</i> 配额,限额
<b>ban</b> /bæn/ .....	<i>n.</i> 禁令,禁止
<b>contributor</b> /kən'trɪbjʊ(:)tə/ .....	<i>n.</i> 贡献者,捐助者
<b>elimination</b> /i,lɪmɪ'neɪʃ(ə)n/ .....	<i>n.</i> 排除,消除
<b>barrier</b> /'bæriə/ .....	<i>n.</i> 壁垒,障碍物
<b>competitive</b> /kəm'petətɪv/ .....	<i>adj.</i> 竞争的
<b>retain</b> /rɪ'teɪn/ .....	<i>v.</i> 保持,保留
<b>access</b> /'æksɛs/ .....	<i>n.</i> 进入,通路,入门
<b>account for</b> .....	占;说明
<b>focus on</b> .....	集中
<b>impose on</b> .....	强加于;征税

## Notes

### I. Background Introduction

**The World Trade Organization (WTO)** is located in Geneva, Switzerland. It was established in January 1995 and created by Uruguay Round negotiations (1986-1994). As at April 2004, it had 147 countries or regions in its membership, with 600 secretariat staff. Supachai Panitchpakdi is currently the head.

### II. Special Terms

1. lobby group (试图说服当权者支持某项活动的)游说集团
2. free trade 自由贸易
3. trade barrier 贸易壁垒
4. the last round of trade talks 最后一轮贸易谈判
5. the European Union 欧洲联盟
6. Geneva 日内瓦(瑞士西南部城市)
7. WTO HQ WTO 总部 (HQ 是 headquarters 的缩写)
8. Bangladesh 孟加拉国

### III. Difficult Sentences/Phrases

1. About two thirds of world trade *is accounted for* by 500 large corporations.  
500 个大公司约占世界贸易额的三分之二。  
*account for* 此处意为“占”，而不是“解释,说明”。如：  
Farmers *account for* the overwhelming majority of the rural population.  
cf. His illness *accounts for* his absence.
2. ...many developing countries have *found themselves overwhelmed* by the