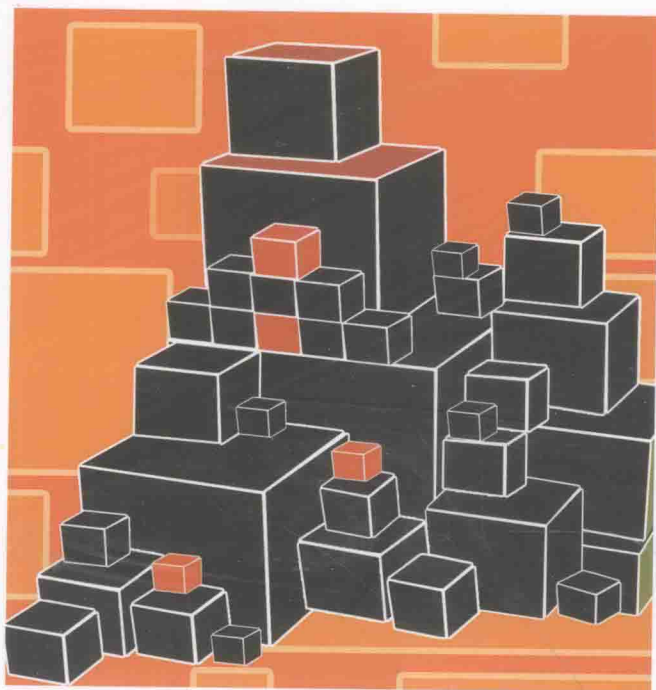




全国高等院校基于工作过程的校企合作系列教材



**A** Practical Training Coursebook  
for Business English Interpretation

# 经贸英语口语译 实训教程

主 编 陈 贞 曾元胜  
企业顾问 黄焕雯 林瑞勤



对外经济贸易大学出版社  
University of International Business and Economics Press



全国高等院校基于工作过程的校企合作系列教材

# 经贸英语口语译实训教程

**A Practical Training Coursebook for  
Business English Interpretation**

主    编  陈  贞  曾元胜  
副 主 编  方艾若  梁玉涓  李璐璐  
参    编  赵  惠  肖高华  欧阳悦  
企业顾问  黄焕雯  林瑞勤

对外经济贸易大学出版社  
中国·北京

**图书在版编目 (CIP) 数据**

经贸英语口语译实训教程 / 陈贞, 曾元胜主编. —北京: 对外经济贸易大学出版社, 2015  
全国高等院校基于工作过程的校企合作系列教材  
ISBN 978-7-5663-1232-7

I. ①经… II. ①陈… ②曾… III. ①贸易-英语-口语-高等学校-教材 IV. ①H319.9

中国版本图书馆 CIP 数据核字 (2014) 第 272478 号

© 2015 年 对外经济贸易大学出版社出版发行

版权所有 翻印必究

**经贸英语口语译实训教程**  
**A Practical Training Coursebook for**  
**Business English Interpretation**

陈 贞 曾元胜 主编  
责任编辑: 胡小平 郑 芳

---

对外经济贸易大学出版社  
北京市朝阳区惠新东街 10 号 邮政编码: 100029  
邮购电话: 010-64492338 发行部电话: 010-64492342  
网址: <http://www.uibep.com> E-mail: [uibep@126.com](mailto:uibep@126.com)

---

北京市山华苑印刷有限责任公司印装 新华书店北京发行所发行  
成品尺寸: 185mm×260mm 18.25 印张 421 千字  
2015 年 3 月北京第 1 版 2015 年 3 月第 1 次印刷

---

ISBN 978-7-5663-1232-7  
印数: 0 001-3 000 册 定价: 39.00 元 (含光盘)

# 出版说明

教育部〔2006〕16号文中提出：“要积极推行与生产劳动和社会实践相结合的学习模式，把工学结合作为高等职业教育人才培养模式改革的重要切入点，带动专业调整与建设，引导课程设置、教学内容和教学方法改革。”与之相对应的课程开发方式和课程内容的改革模式是“与行业企业共同开发紧密结合生产实际的实训教材，并确保优质教材进课堂”。“全国高等院校基于工作过程的校企合作系列教材”正是对外经济贸易大学出版社在高等职业教育课程建设领域的最新研究成果。

本系列教材适用于全国高职高专院校英语专业的商务/应用/外贸/旅游等英语方向以及国际贸易、国际商务或财经类专业的学生；同时适用于全国各高等院校应用型本科英语专业的商务英语方向和国际贸易、国际经济、国际商务及国际工商管理等商科专业的学生。

本系列教材主要呈现以下特点：

## 1. 体现“基于工作过程”

在我国高等职业教育新一轮课程改革中，我们学习、引进并发展了德国职业教育的一种新的课程模式——基于工作过程的课程模式，指“为完成一项工作任务并获得工作成果而进行的一个完整的工作程序”建立起来的课程体系。

## 2. 突出“校企合作”

课程体系的“校企合作”以教师和企业人员参与为主体，是“校企合作，工学结合”的人才培养模式发展的必然产物，旨在提高学生的综合能力，尤其是实践能力和就业能力，实现学校教学与工作实践的零距离。

“全国高等院校基于工作过程的校企合作系列教材”的课程方案与传统的课程方案相比，它打破了高等职业教育学科系统化的课程体系，在分析典型职业活动工作过程的前提下，按照工作过程中的需要来设计课程，以突出工作过程在课程框架中的主线地位，整合优化了理论知识与实践活动。教材编写过程中，教师结合自身的教学实践、调研论证和外贸专家对工作岗位的实际要求来安排课程结构和内容，形成了具有特色的基于工作过程的校企合作系列教材体系。

本套教材涵盖三大模块：语言技能类、专业英语类、专业知识类。作者都是本专业的“双师型”教师，不仅具有丰富的语言教学经验，而且具备企业第一线的工作经历，主持或参与过多项国家或省市级相关科研项目，这为本套教材的编写质量提供了有力的保证。

### 语言技能类

商务英语听说

实用商务英语口语教程

国际商务英语口语实训

致用商务英语阅读（上册）

致用商务英语阅读（下册）

外贸函电与单证实训教程

商务英语函电

旅游英语写作实训教程

商务翻译实务

商务英语口译

经贸英语口语实训教程

英语语法实训教程

### 专业英语类

外贸交际英语

会展实务英语

酒店实务英语

商务礼仪实务英语

外事接待实务英语

中英文酒店服务实训教程

旅游英语口语

旅游实务英语

中英文导游实训教程

### 专业知识类

外贸跟单实务

外贸单证实务

进出口报关实务

报检实务

国际市场营销实务

涉外企业管理实务

生产物流运作实务

集装箱运输实务

国际贸易实务（双语版）

国际货运代理实务

国际商务单证实务

跨文化交际技巧——如何与西方人交往

商务英语谈判

值得注意的是，本系列教材不是封闭的，它随着教学模式和课程设置的变化，将不断推出新的内容，以丰富整个体系。

同时，本套教材均配有辅导用书（练习册）或 PPT 课件等立体化教学资源，供教师教学参考（下载网址：<http://www.uibep.com>）。

对外经济贸易大学出版社

2015 年 1 月

# 前言

随着我国对外贸易和交流的发展,我国外贸英语人才严重短缺,据 2010 年底中国教育在线不完全统计,外贸英语人才总体需求达 180 万人。特别是,既具备扎实双语功底、又通晓国际经贸知识和规范的口译人才更是匮乏。因此,在社会发展新形势下,探索和研究基于工作过程的外贸英语口语译实训教学,对高职高专院校经贸类口译人才培养,具有重要的理论和应用价值。

而目前职业教育课程内容和编排多无法跳出本科教学学科知识体系的束缚。在这一传统观念指导下的课程教学,远远无法满足职业工作的需要。2006 年教育部 16 号文特别提出要把“工学结合作为高职教育人才培养模式改革的重要切入点”。而基于工作过程的课程思路,正是以基于职业情境中的具体行动过程为参照,将陈述性知识和过程性知识整合、理论知识和实践知识整合,以学生为行动的主体,让学生在一种尽量真实的工作环境中学习相关知识,实现与社会职业岗位的无缝对接。

正是基于这一思路,《经贸英语口语译实训教程》孕育而生。本教材旨在以外经贸工作中涉及的各个工作环节为教学主要内容,重点放在大量操练实训上,使学生通过反复操练实训,培养在外经贸往来中的口译能力,为毕业后从事实际工作打下基础。课程设计以实际工作过程为导向,着力提高学生的专业能力、方法能力和行动能力,即综合职业能力。

本教材具体特色如下:

1. “实用为主、够用为度”。跳出本科教材难、精、深的学科知识编排体制,严格遵循高职高专教育理念,尊重高职学生的实际学习基础,真正从“实用为主、够用为度”的原则出发,以学生今后职业生涯中可能从事的外贸公司口译员的角度,编撰其工作中可能涉及到的 12 项工作任务。打破一般本科口译教材中以外交、政治等学生难以接触的题材为主的编写惯例,让学生能够学以致用。

2. 工学结合的任务导向型设计,具有鲜明的时代和地域特色。教材中的公司背景为广州某电子产品生产企业,贯穿本书的 12 个工作任务,都为该企业口译员工作中可能涉及的口译工作任务,使学生能够在实训环节中始终通过角色扮演方式参与到口译实战演练中。12 个工作任务按照实际工作中可能发生的顺序进行编排,学生通过 12 个单元的系统实训环节,今后可以胜任经贸专职口译员的工作任务。

3. 口译知识技能与口译任务环环相扣,真正体现“教、学、做一体化”立体化教材

设计。针对部分高职口译教材为有别于本科教材,仅重视实训内容的编排,忽视口译知识技能的培养这一现状,本教材在重视基于工作任务的实训项目编排体制的同时,同样重视口译知识与技能与工作任务的紧密配合。在横向单元立体化构建上(即各个单元之间),参考深圳职业技术学院口译教学的“3P 模式理念”,将实训步骤划分为“译前准备(Preparing)”、“现场口译(Performing)”和“译后评估(Packaging)”三个阶段。其中“现场口译(Performing)”阶段又根据“听入解码”、“短期记忆”、“编码输出”、“任务协调”四个模块,设计了短期记忆、公开演讲、口译笔记、数字口译、转换技巧、长句翻译、视译、临场应变共 8 个技巧的训练。而每个技巧的编排都与该单元的工作任务紧密结合,如产品推介单元配合公共演讲训练,商务谈判单元讲解数字口译技巧,使学生不仅能顺利完成工作任务,而且掌握工作任务中的口译知识与技能,真正体现“教、学、做一体化”。在纵向单元立体化构建上(即每一个单元中)设计了“知识链接”、“口译技能”、“口译实战”三大模块,体现由知识到能力到素质,由易到难、循序渐进的立体化教材设计思路。

经过近十个月的酝酿,《经贸英语口语译实训教程》终于瓜熟蒂落了。在此要特别感谢中国对外贸易经济合作企业协会给予我们承担此次课题的机会。感谢课题组主要负责人曾元胜主任对我的支持与信任,让我负责此教程的主要编写工作。感谢参与课题组的梁玉娟、方艾若、赵惠、肖高华、李璐璐、欧阳悦等老师对本教程的大力支持,他们各自负责了两个章节的部分编撰和翻译工作。此外,方艾若老师还负责了本书全部思维导图的绘制。特别需要指出的是,本书第三章的编写得到了校企合作单位广州盛华信息有限公司的大力支持,人事部黄焕雯经理和林瑞勤副经理提供了大量企业一线的实用素材,在此一并表示衷心的感谢。

编 者

2015 年 1 月

# Contents

Page 页码	Unit Title 单元标题	Training Skill 训练技能	Training Module 训练模块	Phase 阶段
1	Unit 1 Business Meeting 商务会议	Interpretation Preparation 口译准备	Preparing Training 译前准备训练	P1: Preparing 译前准备
35	Unit 2 Business Exhibition 商务会展	Active Listening 积极听入	Decoding Training 听入解码训练	P2: Performing 现场口译
55	Unit 3 Telephone Communication 电话沟通	Short-term Memory 短期记忆	Memorizing Training 短期记忆训练	
81	Unit 4 Product Introduction 产品推介	Public Speaking 公众演讲	Encoding Training 编码输出训练	
101	Unit 5 Hosting Foreign Clients 外商接洽	Note Taking (1): Principles 口译笔记(1): 原则		
123	Unit 6 Company Profile 公司简介	Note Taking (2): Symbols and Abbreviations 口译笔记(2): 符号和缩写		
147	Unit 7 Business Negotiation 商务谈判	Figures Interpreting 数字口译		
171	Unit 8 Packing & Shipment 包装与运输	E-C Translation: Conversion Skills 英汉转换技巧		
193	Unit 9 Insurance & Claim 保险与索赔	C-E Translation: Long Sentences Translation 长句翻译		
213	Unit 10 Business Travel 商务旅行	Sight Interpreting 视译	Coordinating Training 任务协调训练	
235	Unit 11 Business Investment 商务投资	Coping Skills 临场应变技巧		
255	Unit 12 Ceremonial Speeches 礼仪致辞	Quality Assessment 质量评估	Packaging Training 译后总结训练	P3: Packaging 译 后总结
271	Appendix: Scripts for Situational Interpreting 附录: 情景口译原文			
283	References 参考文献			



# Unit 1

## Business Meeting

### Training Objectives

#### I. Knowledge Objectives

After learning this unit, you will be able to know:	<ul style="list-style-type: none"><li>✓ The role of a business meeting</li><li>✓ The flowchart of a business meeting</li><li>✓ The classification of business meetings</li><li>✓ The differences of the words in describing meetings</li><li>✓ The must quality of a conference interpreter</li></ul>
---	---

#### II. Skill Objectives

After learning this unit, you will be able to master:	<ul style="list-style-type: none"><li>✓ The 3P model for interpretation</li><li>✓ How to do long-term preparation for interpretation</li><li>✓ How to do short-term preparation for interpretation</li></ul>
---	--

#### III. Quality Objectives

After learning this unit, you will be able to cope with:	<ul style="list-style-type: none"><li>✓ The business meeting interpretation</li></ul>
--	---

### Training Steps



#### I. Preparing

##### 1. Knowledge Linkage

(1) Role of a business meeting	<ul style="list-style-type: none"><li>✓ Information-giving</li></ul>
--------------------------------	--

	<ul style="list-style-type: none"> <li>✓ Problem-solving</li> <li>✓ Brainstorming</li> <li>✓ Decision-making</li> </ul>		
<p><b>(2) Flowchart of a business meeting</b>  <b>(See the table in the right column)</b></p>	<p style="text-align: center;"><b>Meeting Flowchart</b></p> <pre> graph TD     A[Open the meeting] --&gt; B[Introduction]     B --&gt; C[Explain the purpose of the meeting]     C --&gt; D[Present the agenda]     D --&gt; E[Move to the first point on the agenda]     E --&gt; F[Hand over to another person]     F --&gt; G[Bring people into discussion]     G --&gt; H[Ask for repetition and clarification]     H --&gt; I[Paraphrase]     I --&gt; J[Summarize]     J --&gt; K[Move to the next point]     K --&gt; L[Close the meeting]     K --&gt; F </pre>		
<p><b>(3) Common classification of business meetings</b></p>	<ul style="list-style-type: none"> <li>✓ Formal business meeting <ul style="list-style-type: none"> <li>➤ annual meeting</li> <li>➤ extraordinary general meeting</li> <li>➤ board meeting</li> <li>➤ committee meeting</li> <li>➤ executive meeting, etc.</li> </ul> </li> <li>✓ Informal business meeting <ul style="list-style-type: none"> <li>➤ sectoral meeting</li> <li>➤ managerial talks</li> <li>➤ briefing</li> <li>➤ progress meeting</li> <li>➤ work meeting</li> </ul> </li> </ul>		
<p><b>(4) Have a try</b>  <b>(What are the differences of the words in the right column in describing meetings?)</b></p>	<p>Meeting</p> <p>Congress</p> <p>Lecture</p> <p>Colloquium</p> <p>Session</p> <p>Party</p> <p>Gathering</p>	<p>Conference</p> <p>Convention</p> <p>Seminar</p> <p>Panel Discussion</p> <p>Exposition</p> <p>Banquet</p>	<p>Symposium</p> <p>Forum</p> <p>Workshop</p> <p>Assembly</p> <p>Summit</p> <p>Buffet</p>

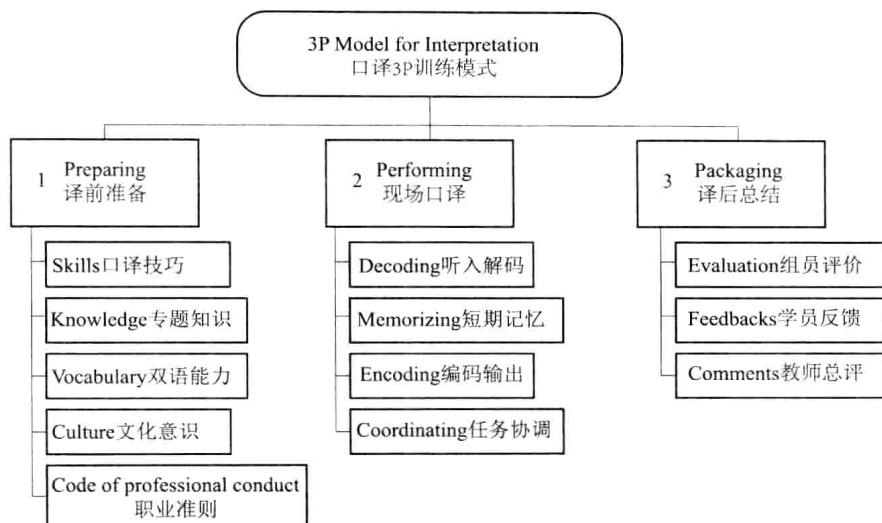


<p><b>(5) Qualifications of the conference interpreter</b></p>	<ul style="list-style-type: none"> <li>✓ A good bilingual conversion ability           <ul style="list-style-type: none"> <li>➤ Interpreters must have complete mastery of their working languages, including an excellent command of their native language.</li> <li>➤ They need an immediate grasp of their passive languages and a well-developed capacity to express themselves in their own language.</li> </ul> </li> <li>✓ A good level of general education</li> <li>✓ A lively and flexible intellect</li> <li>✓ Analytic capacity</li> <li>✓ The ability to put themselves in the minds of the people for whom they are interpreting</li> <li>✓ A good mind</li> <li>✓ A good physical quality           <ul style="list-style-type: none"> <li>➤ be able to concentrate</li> <li>➤ have a good memory</li> <li>➤ have a pleasant voice and good diction</li> <li>➤ be physically and mentally robust</li> </ul> </li> <li>✓ To be willing to travel           <ul style="list-style-type: none"> <li>➤ Interpreters need to be willing to travel, since their work often takes them a long way from home.</li> </ul> </li> <li>✓ Rigor professionalism           <ul style="list-style-type: none"> <li>➤ A professional conference interpreter is always well-prepared, is never late (even if the conference participants are).</li> </ul> </li> <li>✓ Confidentiality           <p>Whether they are freelance or staff, interpreters always have to deliver. They have to keep the information confidential, not only in terms of getting the message across, but also in their everyday professional practice.</p> </li> </ul>
--	---

## 2. Interpretation Skill: Interpretation Preparation (口译准备)

### (1) 3P Training Model for Interpretation

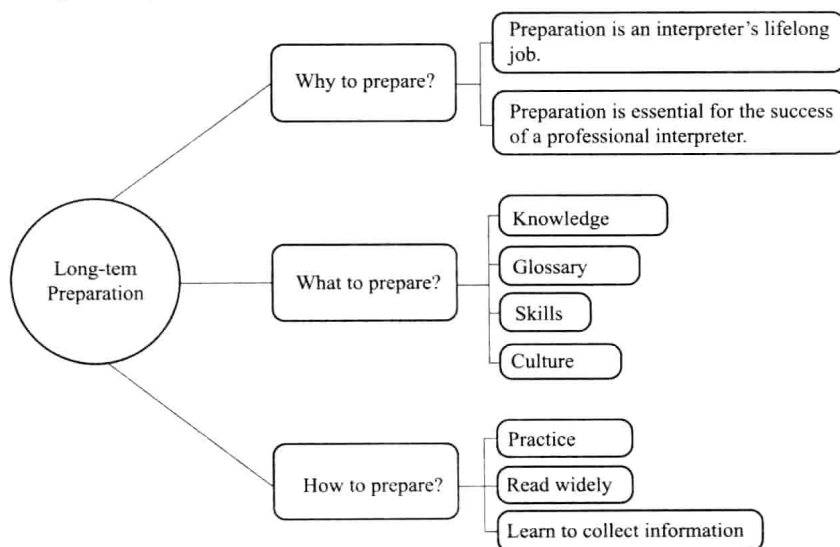
Interpretation is a kind of oral translation; that is to say, the interpretation is an oral communication process which requires the interpreter to convert the source language (oral or written) into target language fluently, accurately and quickly. According to the 3P model of interpretation process (Liu Jiangzhu, 2009), namely Preparing (P1), Performing (P2) and Packaging (P3), can be employed in training class. You may refer to the following graph for more detail.



## (2) Long-term Preparation

Interpretation is an impromptu one-time translation activity. As situations or tasks are always different for interpreters, a good interpreter should be fully prepared before interpretation. To some extent, preparation is a lifelong job for interpreter, which is essential for the success of a professional interpreter. Preparation can be classified into two categories according to the time duration: long-term preparation & short-time preparation.

Long-term preparation is the daily knowledge accumulation and skill training to be a successful interpreter, including good bilingual skills, large vocabulary and encyclopedic knowledge storage and good career quality.



## (3) Short-term Preparation

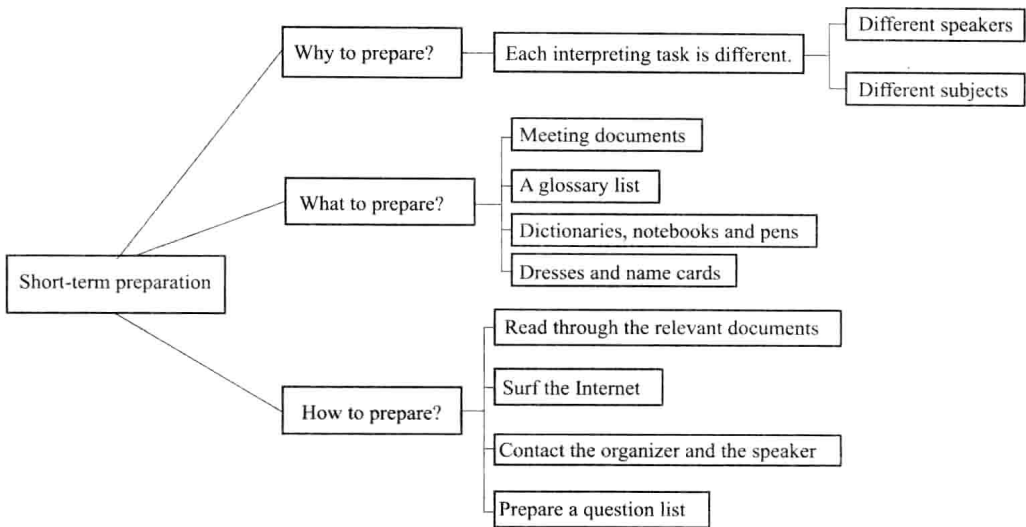
Short-term preparation is the preparation done after the interpreter taking the task, including:

**Term:** the terminology and the proper nouns which may be used in the interpreting task;

**Topic knowledge:** the knowledge of related topic in the interpretation;

**Culture knowledge:** an idea of the culture background, language characteristic, customs and culture conflicts between different speakers;

**In-site preparation:** the adjustment and preparation on the spot, including the equipment adjustment, psychological preparation and so on.



## II. Performing

### 1. Phrase Interpreting

<b>Study and interpret the following words or phrases into Chinese or English respectively.</b>	期待	attendee
	一手资料	under way
	成品	marketing strategy
	性能	market survey
	技术开发	brainstorm
	广交会	strength
	媒介	market penetration
	推介	effective
	现场演示	rely on
	潜在客户	promotion
	从……获益	considerably

### 2. Sentence Interpreting

Having a Meeting	Sample Sentences
<b>Having one's attention</b>	Attention / Silent / Order, please. Can / May I have your attention, please? Ladies and gentlemen, I need your attention.

<b>Opening the meeting</b>	<p>I declare the meeting open.</p> <p>I'm glad to see that you could all make it to this meeting. If we are all here, let's get started.</p> <p>Let's get started. We're here today to discuss ... First, let's go over the report from the last meeting.</p> <p>Well, let me begin with this PowerPoint presentation.</p> <p>I'd also like to introduce ... who recently joined our team.</p> <p>Thank you for having me, I'm looking forward to today's meeting.</p>
<b>Setting objectives</b>	<p>The aim/purpose of the meeting is to discuss the new market project.</p> <p>The reason why we are here is to discuss the possibility of opening a new market in that area.</p> <p>The agenda of the meeting is as follows.</p> <p>The first item on the agenda is Miss Brown's report of her feasibility study of the project.</p>
<b>Asking for opinions</b>	<p>How do you feel about this proposal?</p> <p>What's your view on this?</p> <p>Would you like to comment, Nora?</p> <p>Why don't you speak first, Tom?</p> <p>Is there anyone who'd like to say something?</p>
<b>Presenting opinions</b>	<p>Mr. Chairman, may I make a point here?</p> <p>I ask for the floor / to speak.</p> <p>As far as I see it, we have got two options.</p> <p>I'd just like to say / point out that we can't afford the time.</p> <p>In my opinion, it can't work at all.</p> <p>Could I just say something? I (really) feel that...</p> <p>In my opinion...</p> <p>The way I see things...</p> <p>If you ask me... I tend to think that...</p>
<b>Presenting alternatives</b>	<p>The way I see things, we need to....</p> <p>I suggest that we....</p> <p>We should...</p> <p>Why don't you...?</p> <p>How/What about...?</p> <p>I suggest/recommend that...</p>



<b>Controlling the subject</b>	<p>Can we come back to our subject?</p> <p>We've already discussed that. Let's not go over it again.</p> <p>Let's not jump too far ahead at this stage.</p> <p>Let's confine our discussion to the main issue today.</p> <p>I'm afraid we're straying a little from the point under discussion.</p>
<b>Asking for repetition and clarification</b>	<p>What do you mean by "flex-time schedule"?</p> <p>Could you be a little more specific?</p> <p>Could you give us further details?</p>
<b>Correcting misunderstanding</b>	<p>I don't think I quite made myself clear.</p> <p>That's not quite what I meant.</p>
<b>Interrupting</b>	<p>Sorry to interrupt, but I'd like to know if the others agree.</p> <p>Can I come in here?</p>
<b>Showing opinions of motion &amp; vote</b>	<p>I move that the proposal be withdrawn.</p> <p>Let's put it to the vote.</p> <p>I second the motion.</p> <p>I'm for / against it.</p> <p>I abstain / object.</p>
<b>Showing agreement / disagreement</b>	<p>I agree / disagree with you on this point.</p> <p>I'm afraid I don't see it like that.</p> <p>I go along/can't go along with you on that. Good point! I never thought about it that way before.</p> <p>I get your point.</p> <p>I see what you mean.</p> <p>Up to a point I agree with you, but...</p> <p>I'm afraid I can't agree with you. I think...</p> <p>I must admit I never thought about... that way before. I have to agree with...</p>
<b>Postponing</b>	<p>Can I come back to that later?</p> <p>Let's leave that until next week.</p>
<b>Paraphrasing</b>	<p>In other words, you prefer to have more meetings but shorter.</p> <p>So when you say "flex-time schedule", you mean we can choose what time to work ourselves.</p>
<b>Summing up</b>	<p>Let's summarize what we've said so far.</p> <p>Now let's have a look at what we have got so far.</p>
<b>Closing the meeting</b>	<p>Well, that seems to be all the time we have today.</p> <p>Unfortunately, we're running short of time. Well have to</p>

	<p>leave that to another time.</p> <p>Thank you very much... Right, it looks as though we've covered the main items. Is there any other business?</p> <p>Excellent. I'd like to thank...for coming to our meeting today and giving the presentation. The meeting is closed. I think we'd better leave that for another meeting.</p>
--	---

### 3. Field Interpreting

<b>(1) Situation lead-in</b>	<p>ABC company is a joint venture based in Guangzhou. Mr. Chen will act as an interpreter for an internal meeting. It is a not-easy-task for Mr. Chen as a new comer of the company.</p>
<b>(2) Group discussion</b>	
<b>Question 1:</b>	If you are Mr. Chen, can you list what and how you should prepare to fulfill this task?
<b>Question 2:</b>	If you are Mr. Chen, can you list what questions you will ask the secretary (or organizer) to prepare for the task?
<b>Question 3:</b>	If you are Mr. Chen, can you list what kind of question you will ask the speaker to prepare for the task?
<b>(3) Role play &amp; interpreting</b>	
<p>Work in groups and take turns to act as the interpreter, Mr. Chen; and the other students of your group will act as the participants of the meeting. While interpreting, the interpreter shouldn't look at the material. After six-minute preparation for it, you are asked to act out the dialogue and interpret in the front of the classroom. Your performance will be evaluated by yourself, your teacher and other groups and recorded as your regular grade.</p>	<p style="text-align: center;"><b>Introducing the attendees</b></p> <p><b>Vivian (Meeting Chairman):</b> If we are all here, let's get started. First of all, I'd like you to join me in welcoming Mr. Wang, our Southwest Area General Manager.</p> <p>王: 非常感谢邀请我, 我很期待参加今天的会议。</p> <p><b>Vivian:</b> Now, let me introduce the <b>attendees</b> for this meeting. Mr. Zhang, Southeast Area General Manager and next, Leon, our Marketing Manager.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>Beginning the meeting</b></p> <p><b>Vivian:</b> OK, I'd like to get things <b>under way</b>. We're here today to discuss our <b>marketing strategy</b> this year. First, let's study the report on <b>market survey</b> by Mr. Zhang then we'll try to <b>brainstorm</b> the new marketing strategy we should adopt this year. Right, Mr. Zhang, over to you.</p> <p>张: 谢谢。每个人都收到我们团队的报告了。我们已经</p>





收集并分析了去年同类产品的资料,我认为这是一手资料。

**Vivian:** That's good news. Tell in details.

**张:** 在国内有三个大生产商。除了我们,一个在黑龙江省,另一个在浙江省。他们虽是国有企业,然而他们都没有开发国际市场。

**Vivian:** It means that we are the first enterprise to have international market. How about their commodities?

**张:** 这是他们的产品说明书和一些成品。他们的产品性能和质量都达到了国际标准,但是他们的产品设计没有达到我们的水平,另外,从上世纪 90 年代起,他们就没组织过专业的技术开发了。



#### Discussing items

**Vivian:** Thank you, Mr. Zhang. According to your survey, it seems that we do have more advantages than other competitors. So we must know how things stand and do something to keep our lead. Leon, what's your suggestion on this point.

**Leon:** I think we'd better be clear about the **strengths**, weaknesses, opportunities and threats we have. It's obvious that our main competitive advantage is the quality of products.

**Vivian:** Then how do you analyze our weaknesses?

**Leon:** I think the main problem is that we have good products but we haven't achieved the sort of **market penetration** we should have. That's because our marketing is not as **effective** as our competitors'. We've **relied** too much **on** product quality, but not enough on **promotion**.

**Vivian:** I agree. So from now on, we have to put **considerably** more efforts into advertising.

**王:** 就这一点而言,我建议我们应该多参加一些交易会,比如说广交会。

**张:** 当然,没理由不去啊。交易会是建立和维护客户关系最有效的媒介之一。

**王:** 没错,而且这也是个推介新产品的好机会,我们可以通过现场演示挖掘潜在客户。