

Spoken English
for
Business
BOOK II

财经英语口语 2

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序

改革开放、科教兴国的决策英明果敢,全国上下一致拥护,这给我国的形势带来了全新的局面。国内各行各业生气勃勃,蒸蒸日上,对外交往和交流日益活跃,且多样化、多层次化。我国已经彻底告别了闭关锁国的时代,开始与国际接轨,融入国际大家庭之中。我们要了解世界,向他人他国学习,补己之不足,同时也宣传自己,让世界了解中国。

为此,学习、掌握和使用外语,特别是国际上通用的英语,是十分重要和必要的。这一点已经成为我们大家的共识。

必须指出,在现代社会中,由于生活节奏快,事物瞬息万变,为了争取快速有效地处理和解决问题,人们总是尽可能运用口语进行交际和交流。因而口语是我们学习语言的一项首要内容,也是学习语言的一个首要手段。学习一门语言,只有阅读而无听说能力,是很不全面的,这会大大限制我们对该语言的使用。

英语口语对各种类、各层次学校的学生均是一项非常重要的基本功,是大学英语专业学生必修的一门基本课程。经验告诉我们,学好英语,必须告别‘哑巴’英语和‘聋子’英语,强化口语,带动读、写、译等基本功的培养,推动英语学习的全面发展。

口语课的主要目的是指导和帮助学生训练和提高口头表达能力,帮助他们掌握各种交际技能,使他们在不同的情景和语境中能流利自如地表达和交流思想。

在课堂上学好英语口语,除了要有经过良好训练、技巧娴熟的教师外,还应有好的课本。从目前的情况看来,优秀的英语口语课本,应有计划、有步骤、有目的地安排课题,包含系统的有用知识和最新信息,使学生愿意学,并能容易、快捷地学到手。

湖南财经学院外语系编著的(李荣轩教授、杨柳副教授任主编)《财经英语口语》是编者根据财经英语口语的特点和目前国内形势的变化结合自己的丰富教学经验著成的。我在仔细阅读了该套课本并与类似口语课本对比后,认为该书有以下几个明显的特点,值得评介。

1. 内容针对性强,设置情景生动逼真

本书名为《财经英语口语》,专业性强。顾名思义,本书的侧重点是财经这一主题,涉及国际贸易、国际金融、保险、企业管理、会计、经济法、计算机等课题,并探讨世界经济发展概况、经济发展战略、经济热点等问题。内容所设情景场合真实生动,使读者有身临其境之感,学生学后对今后的工作和事业具有排练和排演作用。

2. 题材广泛,丰富多彩

全书分三册,包括 15 个单元,共 75 课。一、二两册中的每课课文以简短对话为中心,围绕主题,辅以其他项目。本书虽专业性较强,但也包括有社会生活、文娱体育、参观旅游、衣食住行等日常生活的各类题材。

3. 布局精巧,循序渐进

本书从学生的学习实际出发,精心组织和安排材料,由浅入深,由易到难,循序渐进,密切联系学生表达、交流思想的实际需要,诱发学生学习的兴趣。

4. 练习设计新颖多样,注重实用

要学好英语口语,关键是多练习、多实践。本书的每一课后面均附有多种多样的练习,配合和帮助对课文的复习巩固。其中有口译、对话、填空、回答、口头作文、正误选择、讨论、辩论等许多项目。内容的难度和分量均较适度。

鉴于以上几个优点,本书定将成为学习者的得力助手。赏读之后,欣然作此小小序言,敬向广大读者推荐。

廖世翘

2000 年 1 月 8 日

编 者 的 话

我国经济体制改革的深入和对外开放的扩大以及市场经济的日益成熟和完善向我们提出了培养既有很强的英语语言能力又具备专业知识的跨世纪复合人才的迫切要求。因此培养和提高财经类院校学生的财经英语的口头表达能力更显得尤为重要。为了适应这一需要,我们编写了《财经英语口语》一书,与上海外语教育出版社出版的《财经英语》配套使用,使其形成一个教材系列。本教程既可以做财经类院校学生的口语教材,亦可为从事经贸工作的同志提高口语表达能力之用。

本教程按照语言学习的规律,根据口语训练不同层次要求和口语能力培养的方向,分为三册。第一册围绕商务交际的各个方面进行基本口语训练,课文以简短对话为主,辅以重点回顾、功能练习和文化提示。第二册涉及国际贸易、国际金融、保险、企业管理、会计、经济法、计算机等财经专业的主干知识,课文以对话的形式介绍上述各个领域的专业知识并附有背景知识介绍。第三册从宏观层面探讨世界经济发展概况、经济发展战略、经济热点等问题,介绍世界经济组织的相关情况,引导学生就上述问题进行即席发言、自由辩论、限时演讲等口语方面的训练。

《财经英语口语》各册自成体系,又相互关联,循序渐进,各册之间,各单元之间形成横向扩展和纵向延伸的格局。各篇文章独立成篇而又服务于共同主题,便于读者融会贯通和进行操练。本教程围绕培养学生的英语口头表达能力这个中心精心设计了新颖多样、形式各异、内容适用、针对性强、易于操作的口语实践活动,诸如回答问题、分组讨论、自由辩论、限时演讲、角色表演等。通过开展这些形式多样、轻松有趣的口语实践训练,既拓展了学生用英

语思维的能力,又强化了学生的英语口语表达能力。此外,为了激发学生的想像力和开阔思路,我们还分别在辩论题和演讲题的后面附有正反双方的多条论据的提示。

承蒙廖世翘教授在百忙中仔细审阅本书并为之作序,特此向他表示由衷的感谢。

由于时间仓促,编者水平与经验有限,教材中不妥之处在所难免,希望广大读者批评指正。

编 者

2000 年 1 月

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UNIT **1**

INTERNATIONAL TRADE

国 际 贸 易

LESSON ONE

International Trade

国际贸易

I. Conversation

Mr Zhang works for a multinational company and today he comes to the Bank of China to open an account. He meets with his former classmate, Mr Lin, a staff member of the bank.

Mr Lin : Hi, there, Zhang. Oh, I'm very glad I run into you. We haven't seen each other even since we graduated from the college. What's up ?

Mr Zhang : Well, at the moment I'm running around like crazy trying to learn a lot about international trade because I've got a job in a transnational company.

Mr Lin : That's great. I'm also interested in it. Now please tell me what international trade is.

Mr Zhang : OK. International trade is business whose activities involve the crossing of national borders. It includes not only international trade and foreign manufacturing, but also the growing ser-

vice industry.

Mr Lin : So it includes all business transactions that involve two or more countries. Otherwise, it is domestic.

Mr Zhang : That's right. And such business relationship may be private or governmental. The transactions are mainly for profit.

Mr Lin : Higher sales mean higher profit. That's why international trade is so important that some nations rely crucially on it.

Mr Zhang : Quite right. That's the case with the large industrial nations. As for small industrial nations with only a few very specialized resources and a small range of products, they export in exchange for the many items they must import.

Mr Lin : How about the developing countries ?

Mr Zhang : Well, for developing countries, exports provide employment opportunities and earnings to pay for many foreign products that cannot presently be produced domestically and the advanced technology not available at home.

Mr Lin : So that's the role of the economic interdependence among countries in the world.

Mr Zhang : Oh, I'm afraid I must go now.

Mr Lin : Please drop in when you can. I'd like to keep in touch with you. Bye.

II. Background knowledge — international trade

International trade is business activities which cross na-

tional boundaries. It includes exports and imports as well as foreign investments which are summarized as part of balance of payments accounts.

III. Words and expressions

1. multinational /ˌmʌlti'næʃnəl/ *a*. 多国的, 跨国的
2. crucially /'kruːʃli/ *ad*. 决定性地, 严重地
3. interdependence /ˌɪntə'dɪpendəns/ *n*. 相互依赖

IV. Special terms and phrases

1. to run into somebody 偶然遇到某人
2. employment opportunities 就业机会
3. economic interdependence 经济上的相互依赖
4. economic goods 经济物品
5. economic services 有偿服务

V. Exercises

1. Oral interpretation

- 1) 扩大国际销售是企业从事国际贸易的一个主要动机。
- 2) 绝大部分企业靠提高其产品质量来扩大市场份额和增加利润。
- 3) 特别是二战以来, 国与国之间经济上相互依赖一直在增强。
- 4) 由于政治和军事上的原因, 前苏联在过去非常重视自给自足, 但俄罗斯现在也承认需要引进高技术以及外国资本。
- 5) A: 国际贸易与国内贸易有何不同呢?
B: 它们的区别在于前者须应付三种不同的环境因素。
A: 哪三种?

B : 国内、国外和国际环境。

A : 这样看来,从事国内贸易的公司只受国内环境的影响。

B : 情形并非如此,没有哪家国内贸易公司能完全摆脱国外或国际环境因素的影响。

2. Compose a dialogue on the following situation :

Wei Jianguo, director-general of the Africa and West Asia Department, announced ten trade and investment development centers will go into operation in Africa. He was interviewed by a correspondent on Sino-African trade. You may include the following in your dialogue.

Places : the 10 centers will be located in Egypt, Mali, Nigeria, Zambia, etc.

Purposes : trade, mineral exploitation, machinery, electronics, forestry.

Reasons : The African market has been controlled by the Europeans. The land is abundant in mineral deposits.

Significance : a breakthrough in Sino-African trade cooperation

3. Complete the following talk :

A : 美国的人力和自然资源非常丰富,并且能够生产出它所需的绝大部分产品。

B : Nevertheless the United States could not withdraw from world trade.

...

4. Additional exercise

Describe the relationship between international trade and our standard of living.

LESSON TWO

International Trade Theory

国际贸易理论

I. Conversation

Mr Ma has been engaged in international trade for many years but has got no idea about the development of trade theory. Mr Richard, a professor of international economics from Australia, is introducing Mr Ma to the theories of international trade.

Mr Richard : You told me that you've been engaged in international trade for many years. I'm sure you've already got a lot of business experience.

Mr Ma : Exactly. But one thing that troubles me is that I don't know the basis for trade and how gains from trade are generated. Would you mind introducing some of them ?

Mr Richard : Of course not. Let's begin with Adam Smith's Absolute Advantage. In order to make it clear, let's take the United States and Honduras for example. The United States is effi-

cient in growing wheat but inefficient in growing bananas and Honduras is efficient in cultivating bananas but inefficient in growing wheat. Is that right ?

Mr Ma : Absolutely. Please go on.

Mr Richard : Then, the United States has an absolute advantage over Honduras in growing wheat but a disadvantage in cultivating bananas. The United States would specialize in producing wheat and Honduras would gain by exchanging its bananas for U.S. wheat.

Mr Ma : I see. Any other theories ?

Mr Richard : Now let's move to David Ricardo's Comparative Advantage. To make it more interesting, let's also take the United States and Europe for instance. The United States is relatively more efficient than Europe in producing food and clothing. Therefore, the U.S. has an absolute advantage in both forms of products.

Mr Ma : Its efficiency in food production is greater. Consequently a great deal of clothing is imported from Europe into the United States.

Mr Richard : It's very clever of you. And also there are many new trade theories. If interested, we may discuss them later.

Mr Ma : All right. Let's get something to drink.

Mr Richard : Good idea !