



教育部高等学校商务英语专业教学协作组重点推荐



新国标应用型本科商务英语系列规划教材

总主编 王立非

商务英语综合教程

(高级)

An Integrated English Course for
International Business

(Higher)

主 编 王光林 吴宝康

副 主 编 徐中意

本册主编 祝慧敏 卢小军



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出版说明

2014 年伊始，国务院和相关部门针对现代职业教育改革开展了多次会议，引导普通本科高等学校转型发展，采取试点推动、示范引领等方式，引导一批普通本科高等学校向应用技术类型高等学校转型，重点举办职业教育。

截至 2016 年年底，全国有 300 多所高等院校开设了商务英语本科专业，其中多数院校属于应用型本科院校。《商务英语专业本科教学质量国家标准》也即将颁布。本套教材根据本标准着力打造，适用于全国应用型本科商务英语专业和财经类本科专业学生。

本套教材具有以下特色：

一、吸收二语习得和现代教育的最新理论，体现《商务英语专业本科教学质量国家标准》的最新要求。教材编写上注重提高学生的语言技能、让学生掌握相关的商务知识与实践技能，培养学生的跨文化交际能力、思辨与创新能力，以及自主学习能力。

二、秉承应用型本科教育“优化理论，突出实践”的理念。应用型本科教育注重技术但不能完全抛弃学术，其人才培养是学术性与职业性的有机统一，其基本特征是“本科底蕴+突出应用+专业特长”。体现在教材上，其强调“优化理论，突出实践”，优化理论基础，注重理论与专业技术的相关性，以培养目标与从业要求为依据对基础理论进行优化整合，介绍与专业相关的必要理论，重点强化行业知识的讲解；突出实践方面，强调教材的编排设计从教学目标到内容的组织，练习题的设计都环环相扣、注重培养学生的职业适应能力，突出实践教学的内涵。

三、贯彻“任务引领、项目导向”的指导思想。本套教材以“任务驱动”为理念，强化了教材的任务驱动效应，突出作业流程的可操作性；以真实企业业务经营为主线贯穿始终，从而保持教材内容前后的一致性和连续性；通过具体任务的设计和实施，使学生能够掌握业务技能。

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2018 年 1 月

序 言 | Foreword

自 2007 年教育部批准设立商务英语专业以来,我国的商务英语专业已经有了突飞猛进的发展,目前已经有 300 多所高校开设了商务英语本科专业。商务英语的开设促进了我国外语专业走跨学科、复合型人才培养的道路,促使我国的外语教育更加顺应国际、国内的发展需求,培养出更能适合国家发展需求的复合型外语人才。

1997 年,英国著名语言学家 David Crystal 在《作为全球语言的英语》(*English as a Global Language*)第一版序言中,开宗明义地点出了英语作为全球通用语言这一发展事实。Crystal 说道:“所有这一切都来得那么突然。放到 1950 年,如果有人把英语看作是一门世界语言,那还只是一个模模糊糊、虚无缥缈的理论假设。……50 年后,世界英语成了政治和文化现实。”^①在这么短的时间内,英语变成了世界通用语言,这确实不可思议,也难怪引发语言学家、历史学家和社会学家的众多思考,但是英语在当今全球的重要地位却是无法回避的事实。随着全球化的推进,英语在国际交往中的地位和影响日益显现,尤其是在国际经济贸易领域。英孚援引世界银行和联合国人类发展报告 2014 年的指数,列举了英语与经商便利度、英语与收入、英语与年轻人就业与培训、英语与生活品质之间的关系,指出了英语和经济、生活等方面的纽带关系。在《英孚英语熟练度指标 2014》第四版指标中,我看到除了亚、非、欧、美等地区的分析,还有一项地区特写:金砖国家,这实际上是对应了全球对新兴市场的关注和展望。在 2014 版中有这样一段分析:“尽管英语作为全球通用语言的地位日益得到认可,但教育系统和社会整体还需经历一段时间的适应期。职场英语需求旺盛,而许多国家正努力迎合这一需求。我们的研究显示,多数国家的成人英语熟练程度均有所提升,但一些国家在相关方面的投资并未带来回报。”根据英国贸易和投资办公室(UK Trade and Investment Office, UKTI)的统计,到 2030 年,93%的世界中产阶级将会生活在所谓的新兴市场。全球经济与跨文化沟通能力亟待加强。根据世界贸易组织(WTO)的研究,在全球创新 1000 强(Global 1000)中,70%的工作人员将会是英语为非母语(non-native English speakers)的工作人员。环球英语(Global English)2010 年对 152 个国家 26 000 名客户的调查显示,92%的雇员认为英语对他们的工作至关重要。根据麦肯锡(McKinsey Global Institute)的研究统计,“新兴市场国家只有 13%的大学生适合在跨国公司工作,其不适应的主要原因就是英语技能差”。美国教育部(The U.S. Department of Education)的研究指出,到了 21 世纪,在所

^① David Crystal. *English as a global language* (second edition). Cambridge University Press, 2003.

有的新型工作中，约有 60% 的工作需要各种技能，而现有劳动力中只有 20% 能够胜任，因为到了现代社会，交际是生存的重要技能，而他们大多欠缺。而网络和数字技术的发展又给我们的传统教学模式提出了新的机遇和挑战。

2001 年 12 月 11 日，我国正式加入世界贸易组织（WTO），成为其第 143 个成员。这同时意味着我们正式进入国际经济贸易的轨道。据商务部网站统计，2016 年 1—9 月，我国新设立外商投资企业 21 292 家，而海关信息网（www.haiguan.info）给出的《2015 年我国经济形势综述及进出口贸易形势分析报告（年度报告）》则预计 2016 年我国进出口贸易总值 25 万亿元，同比增长 1.9%。所有这些数字都为我们的人才培养模式提供了借鉴和参考的依据。为了顺应国家的经济发展和大量的社会需求，教育部出台了《高等学校商务英语专业本科教学质量国家标准》，明确指出商务英语专业旨在培养具备扎实的英语基本功，宽阔的国际视野和较高的人文素养，掌握语言学、经济学、管理学、法学（国际商法）等相关基础理论与知识，熟悉国际商务的通行规则和惯例，具备英语应用能力、商务实践能力、跨文化交流能力、思辨与创新能力、自主学习能力，能够从事国际商务工作的复合型、应用型人才。按照全球贸易理论专家希尔^①的说法，在新的全球贸易理论中，国际贸易涉及社会发展的方方面面，包括全球化意识、全球经济、全球贸易、全球市场、国别差异、政治制度、经济制度、法律制度、文化差异、伦理道德、国际贸易理论、外国直接投资、跨文化管理、国际货币体系，等等。在《大战略：文学、经纶和世界秩序》一书的后记里，希尔还指出，在现代国际社会，国家及其现代政体就是一个文学王国，人类的境况以及面临的重大问题都在这个王国里得到了最大展现^②。他的观点其实辩证地谈到了国际贸易和人文底蕴的关系，值得我们商务英语专业的师生去思考。

本套“商务英语综合教程”根据商务英语新的国家标准，由上海对外经贸大学、浙江越秀外国语学院、上海商学院、上海海关学院、厦门工学院部分教师参加编写。这些教师有的在海外获得博士学位，具有扎实的理论研究功底和丰富的教学经验。

本套教材适应全国高校商务英语本科专业、财经类本科英语专业学生使用。

孔子说“学而不思则罔，思而不学则殆”。我们希望这套教材能给学生带来新的理念和新的思辨能力培养路径。

王光林
2018 年 1 月

① Charles W. L. Hill. Global Business Today (9 edition). New York: McGraw-Hill Education, 2016.

② Charles W. L. Hill. Grand Strategies: Literature, Statecraft, and World Order. New Haven & London: Yale University Press, 2010.

前言 | Preface

本册教材是“商务英语综合教程系列教材”的第四册，主要供商务英语专业及英语专业大三学生学习使用，亦可作为商务管理、经贸类专业学生的商务英语教材，还适宜作为大学英语选修课教材。

本系列教材的编写思路源自前沿的“商务英语”精品课程教学理念与教学实践，以商务活动开展的流程及所需商务技能设计教学任务与练习，目的是培养学生的商务英语应用能力、商务专业实践能力和综合职业能力；以案例分析与综合性任务培养学生的批判性思维能力、自主学习能力、团队合作能力与创新创业能力。本系列教材的特色体现在六个方面：1. 应用性（以就业为导向：培养创新创业能力）；2. 前沿性（最新的资讯：跟上时代的步伐）；3. 跨学科（题材的多样性：积累相关领域的商务知识）；4. 国际化（编写模式国际化：培养全球化的视野）；5. 合作学习（项目式的任务编排：培养团队合作能力）；6. 问题意识（以问题为导向的任务编排：培养各项商务技能）。

《商务英语综合教程（高级）》侧重专门用途商务英语，选题涉及：人力资源管理、市场营销、国际贸易、银行、国际货运及代理、数字化经济或贸易等方面。选材力求通过提供真实、生动的素材，使学生在掌握语言技能的同时，了解现代国际商务的现状。全书共分为12个单元，每2个单元围绕一个专门的商务主题进行相关语言和技能的学习和训练。

考虑到本册教材主题的侧重点转向专门用途英语，为便于教学，本册在体例上与前三册相比做了些调整。每个单元以 **Starting Up** 模块开始与主题相关的话题导入教学。导入设计活动形式力求体现任务式、多样化，如讨论、听说、填空、搭配、小运算等。第二模块 **Reading** 中的素材多来源于近年报刊、网络刊发的文章，具有时效性，语言精练、鲜活，练习形式灵活、丰富，包括词义搭配、回答问题、理解选择、正误判断及术语解释等。第三模块 **Highlights** 包括单元主题相关的商务词汇、听力、写作、翻译等语言技能的训练。鉴于学生参加“商务英语”（4级）考证的需求，编者把考证中商务知识与翻译部分中的商务用语英译汉及释义、商务短语汉译英融入了该模块的练习设计中，充分体现语言训练、商务知识与考证相结合的特色。第四模块 **Business Skills** 根据本册教材的相关主题，以问题为导向，精选出与主题相关的职场技能。如人力资源管理中选取绩效考评，填写评议表作为相关技能，并设计相关合作任务，让学习者对绩效考评程序等有所了解，并通过填评议表、写评议意见获得相关技能的训练。第五部分为 **Case Study**，学生通过案例分析学习相关商务专业知识，训练个案分析能力、批判性思维能力、商务专业实践能力。

同时，本书配套的练习题参考答案、听力材料和教学课件等教学资源，教师可登录 www.uibep.com 下载。

本册教材由上海商学院祝慧敏教授、上海交通大学卢小军博士担任主编；上海商学院王元媛老师、上海工商外国语职业学院李冠群老师、上海工艺美术职业学院孙金丹老师担任副主编。在此特别感谢“商务英语综合教程系列教材”主编王光林教授和吴宝康教授的统筹安排与悉心指导。

由于编写时间紧迫，书中错误难免，希望大家在使用过程中多提宝贵意见。

祝慧敏
上海商学院
2018年2月

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Unit 1

Performance Appraisal



OVERVIEW

□ Starting Up

□ Reading

Introduction to Performance Appraisal

□ Highlights

Performance Appraisal Terms & Exam Practice

□ Business Skills

Filling Out Performance Appraisal Form

□ Case Study

The Xerox Experience

Starting Up

A. Choose the sentence halves from a, b, c, d listed below.

1. The main aim of the evaluation system is _____.
2. The main aim of the feedback system is _____.

3. One of the best ways to appreciate the purposes of performance appraisal is_____.
4. From the organization's viewpoint, one of the most important reasons for having a system of performance appraisal is_____.
- to establish and uphold the principle of accountability
 - to look at it from the different viewpoints of the main stakeholders: the employee and the organization
 - to inform the employee about the quality of his or her performance
 - to identify the performance gap (if any)

B. What are the benefits of performance appraisal? Discuss it with your partner and write down the possible answers.

C. From the employee's viewpoint, what are the purposes of performance appraisal? Discuss it with your partner.

D. Complete the description of employee's evaluation with expressions from the box.

clash	tension	priorities	balanced	process	recoil from
anxiety and distress	legitimate	objectively	serve the needs of		

Though often understated or even denied, evaluation is a 1) _____ and major objective of performance appraisal.

But the need to evaluate (i.e., to judge) is also an ongoing source of 2) _____, since evaluative and developmental 3) _____ appear to frequently 4) _____. Yet at its most basic level, performance appraisal is the 5) _____ of examining and evaluating the performance of an individual.

Though organizations have a clear right—some would say a duty—to conduct such evaluations of performance, many still 6) _____ the idea. To them, the explicit process of judgment can be dehumanizing and demoralizing and a source of 7) _____ to employees.

It is said by some that performance appraisal cannot 8) _____ evaluation and development at the same time; it must be one or the other.

But there may be an acceptable middle ground, where the need to evaluate employees 9) _____, and the need to encourage and develop them, can be 10) _____.

Reading

A. Match the words and phrases with their definitions.

1. subordinate	a. the official or formal assessment of the strengths and weaknesses of someone or something
2. appraisal	b. a punishment that someone is given for doing something which is against a law or rule
3. empirical	c. a person who supervises activities or people, especially workers or students
4. supervisor	d. someone who has a less important position than you in the organization that you both work for
5. penalty	e. relying on practical experience rather than theories

B. Read the article below quickly and answer the following questions.

1. What is the original function of performance appraisal?
2. Apart from pay rates, what are the issues that can have a major influence on employee performance?
3. When did the general model of performance appraisal begin?

Introduction to Performance Appraisal

The history of performance appraisal is quite brief. Its roots in the early 20th century can be traced to Taylor's pioneering Time and Motion studies. But this is not very helpful, for the same may be said about almost everything in the field of modern human resources management.

As a distinct and formal management procedure used in the evaluation of work performance, appraisal really dates from the time of the Second World War, about seventy years ago.

Yet in a broader sense, the practice of performance appraisal is an ancient art. In the scale of things historical, it might well lay claim to being the world's second oldest profession!

The hardwired human inclination to judge can cause big problems in the workplace. Without a structured system of appraisal, there is little if any chance of ensuring that such

judgments will be accurate, fair and useful.

Performance appraisal began as an attempt to rationally correlate rewards and outcomes. That is, appraisal was used to decide whether or not the salary or wage of an individual employee was justified.

The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order.

Little consideration, if any, was given to the developmental possibilities of appraisal. It was felt that a cut in pay, or a rise, should provide the only required impetus for an employee to either improve or continue to perform well.

Sometimes this basic system succeeded in getting the results that were intended; but more often than not, it failed.

For example, early motivational researchers were aware that different people with roughly equal work abilities could be paid the same amount of money and yet have quite different levels of motivation and performance.

These observations were confirmed in empirical studies. Pay rates were important, yes; but they were not the only element that had an impact on employee performance. It was found that other issues, such as morale and self-esteem, could also have a major influence.

As a result, the traditional emphasis on reward outcomes was progressively rejected. In the 1950s in the United States, the potential usefulness of appraisal as tool for motivation and development was gradually recognized. The general model of performance appraisal, as it is known today, began from that time.

Modern Performance Appraisal

Performance appraisal may be defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development.

In many organizations—but not all—appraisal results are used, either directly or indirectly, to help determine reward outcomes. That is, the appraisal results are used to identify the better performing employees who should get the majority of available merit pay increases, bonuses, and promotions.

By the same token, appraisal results are used to identify the poorer performers who may require some form of counseling, or in extreme cases, demotion, dismissal or decreases in pay. (Organizations need to be aware of laws in their country that might restrict their capacity to

dismiss employees or decrease pay.)

Whether this is an appropriate use of performance appraisal—the assignment and justification of rewards and penalties—is a very uncertain and contentious matter.

Controversy

Few issues in management stir up more controversy than performance appraisal. There are many commentators, including psychometricians who have expressed doubts about the validity and reliability of the performance appraisal process. Some have even suggested that the process is so flawed it may be impossible to rectify.

But there are also informed advocates of performance appraisal which will be viewed as the most crucial aspect of organizational life.

Between the extremes are various schools of belief. While all endorse the use of performance appraisal, there are many opinions on how and when to apply it.

There are those, for instance, who believe that performance appraisal has many important employee development uses, but scorn any attempt to link the process to reward outcomes—such as pay rises and promotions.

This group believes that the linkage to reward outcomes reduces or eliminates the developmental value of appraisals. Rather than an opportunity for constructive review and encouragement, the reward-linked process is perceived as judgmental, punitive and harrowing.

For example, how many people would gladly admit their work problems if, at the same time, they knew that their next pay rise or a much-wanted promotion was riding on an appraisal result? Very likely, in that situation, many people would deny or downplay their weaknesses.

Nor is the desire to distort or deny the truth confined to the person being appraised. Many appraisers feel uncomfortable with the combined role of judge and executioner.

Such reluctance is not difficult to understand. Appraisers often know their appraisees well, and are typically in a direct subordinate-supervisor relationship. They work together on a daily basis and may, at times, mix socially. Suggesting that a subordinate needs to brush up on certain work skills is one thing; giving an appraisal result that has the direct effect of negating a promotion is another.

The result can be resentment and serious morale damage, leading to workplace disruption, soured relationships and productivity declines.

On the other hand, there is a strong rival argument which claims that performance appraisal must unequivocally be linked to reward outcomes.

The advocates of this approach say that organizations must have a process by which rewards—which are not an unlimited resource—may be openly and fairly distributed to those most deserving on the basis of merit, effort and results.

There is a critical need for remunerative justice in organizations. Performance appraisal—whatever its practical flaws—is the only process available to help achieve fair, decent and consistent reward outcomes.

It has also been claimed that appraisees themselves are inclined to believe that appraisal results should be linked directly to reward outcomes—and are suspicious and disappointed when told this is not the case. Rather than feeling relieved, appraisees may suspect that they are not being told the whole truth, or that the appraisal process is a sham and waste of time.

Performance Appraisal and Pay

Research has reported that appraisees seem to have greater acceptance of the appraisal process, and feel more satisfied with it, when the process is directly linked to rewards. Such findings are a serious challenge to those who feel that appraisal results and reward outcomes must be strictly isolated from each other.

There is also a group who argues that the evaluation of employees for reward purposes, and frank communication with them about their performance, are part of the basic responsibilities of management. The practice of not discussing reward issues while appraising performance is, say critics, based on inconsistent and muddled ideas of motivation.

(1,178 words, adapted from <http://www.performance-appraisal.com/intro.htm>)

C. Read the article again and choose the correct answer from a, b, c, d.

- Which of the following is NOT the purpose of performance appraisal?
 - Identifying weaknesses and strengths.
 - Identifying opportunities for improvement.
 - Identifying opportunities for skills development.
 - Proving the validity and reliability of the performance appraisal process.
- Which of the following is NOT TRUE regarding performance appraisal?
 - If an employee's performance is found to be less than ideal, a cut in pay will follow.
 - The practice of performance appraisal is a modern art with a history of 70 years.
 - Appraisal results are used to identify the poor performers who may require some form of counseling.
 - This basic appraisal system often failed to get the results that were intended.
- If employees knew that an appraisal result would affect their next pay rise or promotion, they very likely would _____.
 - admit their weaknesses
 - sour the relationships with colleagues