



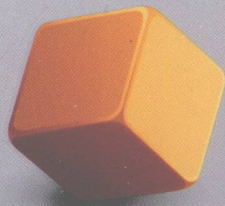
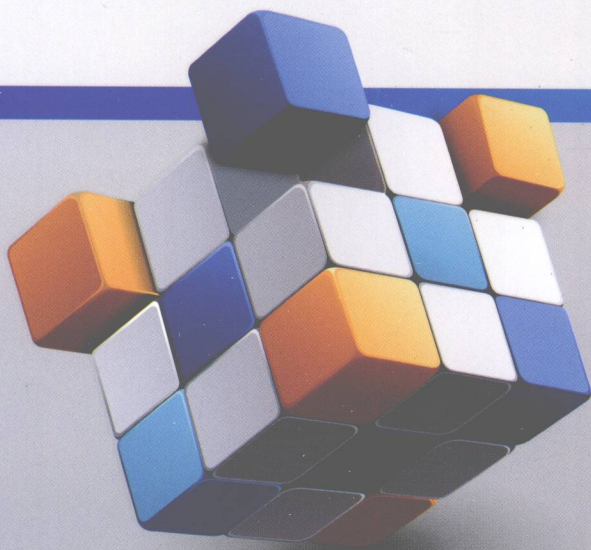
高职高专财经类专业规划教材
浙江省高校重点教材建设项目



外贸函电 (双语)

BUSINESS CORRESPONDENCE
(Bilingual Version)

孟建国 主编



中国财政经济出版社



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总 序

高职高专财经类专业规划教材是为了深入贯彻《教育部关于全面提高高等职业教育教学质量的若干意见》和《教育部、财政部关于实施国家示范性高等职业院校建设计划，加快高等职业教育改革与发展的意见》，满足高等职业院校财经类专业高素质技能型专门人才培养的需要而开发编写的。

一、课程改革调研与系统化设计

通过行业背景分析、人才需求调研、生源状况分析、召开校企合作专业建设委员会会议等方式，及时跟踪财经类各专业发展趋势和动态，参考《普通高等学校高职高专教育指导性专业目录专业简介》，依照职业标准和企业用人单位的岗位要求，我们确定了国际贸易专业的培养目标和所主要面向的职业岗位（群），在此基础上系统化设计课程体系，以充分满足高职高专院校培养国际贸易企业一线的业务人员和业务管理人员的教学需求。具体课程有：《国际贸易实务》、《国际贸易实务实训教程》、《报关实务》、《外贸会计》、《外贸函电（双语）》、《国际货运代理》等课程。

二、教材编写理念

本系列教材力求突出两大理念：一是校企合作开发，课证深度融合，充分体现职业性、实践性和开放性；二是从学做分离转向工学结合，促进综合素养提高，突出学生学习能力、实践能力、创新能力和就业能力培养。

三、教材特色与创新

本系列教材在编写上具有一定的特色和创新性，主要体现在以下几个方面：

1. 在教材内容的设计上注重以学生为本位，力求体现以业务流程引导教学流程，以知识模块整合培养综合应用能力，加强教材帮助学生将理论转化为能力的实训功能，推动以教师为主导、学生为主体的教学观念的转变和教学方法的改革。

2. 在教材体例设计上，结合学生将来就业去向以及从事该领域工作应具备的能力和职业要求来确定每门课程的教学目标和教学要求，然后对此进行分解形成细化的目标和要求，在此基础上架构教材的框架结构，对知识进行重组和序化。教材编写突破



传统体例，包含了知识要点、能力目标、情景模拟等栏目，并导入同步案例，章后有相关知识延伸、同步实训（包括理论部分题和实务训练题），既有利于教师组织教学，又便于学生自主学习。

3. 教学目标定位准确，教学内容与职业岗位充分对接。本系列教材在教学目标定位上，既关注学生专业能力的培养，又注重学生社会能力和方法能力的培养，既为培养学生胜任职业岗位能力服务，又为学生可持续发展奠定基础。教学内容与外贸业务员、报关员、报检员、外贸跟单员等岗位职业能力要求充分对接，强调岗位分工与协作，促进综合职业素养养成，将企业真实工作任务改造后作为学习任务，实现教学过程与工作过程的统一。教学内容的前后排序符合学生的认知规律。

4. 课证深度融合。本系列教材教学内容外贸跟单员证书、报关员资格证书、外贸业务员证书、国际货运代理从业资格证书等职业资格证书考试内容相融合，通过本课程学习后可以考取相关职业资格证书。

5. 持续改进。本系列教材仅仅是我们面向企业、面向社会，在职业化和专业化两个方面对教材进行改革的初步尝试，在课程设置和教材编写方面，还可能存在这样或那样的问题，我们会不断汲取教学实践和社会各界的反馈意见，经过修订完善，把本系列教材打造成经得起时间和实践检验的高水平、有特色的精品教材。

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2011年6月

编者说明

高职高专教育倡导“以服务为宗旨，以就业为导向，以产学研结合为过程，以培养实际操作能力为核心”，采用工学结合的培养模式，实现培养技术、生产、管理和一线高级技能人才的目标。为了适应这一培养目标，本教材借鉴了国内外外贸英语函电结构与体系，紧密结合我国外贸业务的实际，通过大量案例系统介绍了外贸业务活动中各种商务英语相关句型和常见表达方式以及信函格式与结构等，并借助外贸活动的工作情景，将相关商务活动的口语表述展现在外贸活动过程中，使得学生学习有的放矢，学以致用，从而提高学生的商务外贸业务工作能力。本教材在编写中突出了应用为主，够用为宜，贴近实际，有助于培养学生尽快掌握技能，成为应用型、复合型、外向型的外贸人才。

本教材按照外贸实务发展过程排列，共分十四个单元。每个单元主要包括背景知识介绍、案例分析、课文、范例、生词、短语和习语、相关词汇和短语、参考表达和课后练习。本教材编写的特点：一是在编写的每个章节、每个部分明确工作任务，将外贸英语函电的工作任务定位为外贸英语函电表达，并将此任务分解到整个工作单元和工作过程；二是将外贸英语函电表达这一任务融入学习过程，将工作情景表达表现在教学情景中；三是将职业资格融入考核标准，每章都通过案例分析，启发引导学生去思考和研习所学的内容。教材的编写融英语语言与外贸实务于一体，融函电与商务于一体，融思考与动手于一体，融案例分析与问题解决于一体，融教材习题与口头、书面表达于一体，凸现了显性能力与隐性能力培养的结合。

本教材由教育部高等学校高职高专英语类专业指导委员会委员、浙江经贸职业技术学院沈银珍教授担任主审。硕士生导师、嘉兴职业技术学院副教授孟建国担任主编，负责本书大纲的编写、总体框架的设计、全书的统稿及第一到第八单元的编写。王星远（浙江工贸职业技术学院）担任副主编，负责第十单元到十四单元的编写，与浙江经贸职业技术学院廖雄英和嘉兴职业技术学院王家庆老师共同编写了第九单元。参加本教材电子教案制作的有：浙江工贸职业技术学院朱杨琼，浙江金华职业技术学院朱佩珍、吴亚琴，嘉兴职业技术学院顾晓栋、李佳、项捷、傅永红、刘振飞，绍兴职业技术学院郑亚娣、郑运权，广东河源职业技术学院朱建等。主编对每课内容、词汇表等进行了勘校。杭州师范大学博士生导师殷企平教授、复旦大学博士生导师康志峰教



外贸函电（双语）.....

授、浙江金融职业技术学院院长盛健教授，上海师范大学博士生导师李兆国教授对本书的编写提出了许多宝贵意见。

本教材可供各高职高专院校作为教材之用，也可供从事相关专业的在职人员作为参考书使用。

本教材系浙江省高等教育重点建设教材项目《外贸函电（双语）》（Z1G209311）建设成果。又系 2010 年浙江省社会联研究课题“基于 ESP 需求分析理论和‘工学结合’视阈下的高职大学英语改革与内涵建设”（2010B140-L 主持人孟建国）研究建设项目成果之一。此教材还是教育部高等学校高职高专英语类专业教学指导委员会第三届全国高职高专英语类专业教学改革重点课题“浙江省高职高专大学英语改革与 ESP 课程内涵建设研究”研究成果之一。

本教材配有 PPT 课件以及配套练习答案，请需要的师生登陆教育分社网站：<http://edu.cfeph.cn> 或课程网站 <http://kc.jxvtc.net/wmyy/> 免费下载。

由于编写经验和水平有限，教材中难免存在不足，敬请读者谅解并不吝赐教。

编 者

2011 年 6 月

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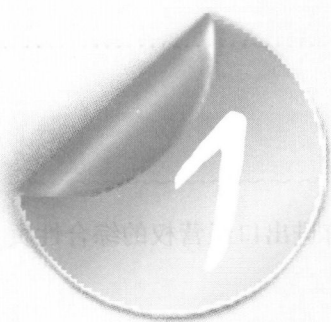
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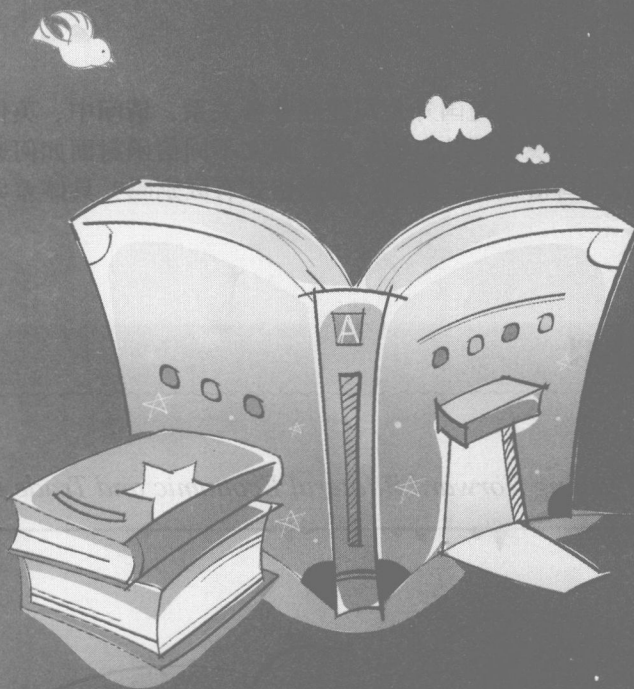
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Unit One

Layout of Business Letter



目的与
要求

本单元主要介绍商务书信写作的基本知识。在对外贸易中，商务书信的格式要求十分严格，它代表一个公司的形象和实力。本章的教学目的是使学生了解国际书信写作的格式，掌握英、美，特别是中英文中不同的写作方法和风格。



背景介绍

金立贸易有限公司成立于1980年,是经国家批准的具有进出口经营权的综合性贸易公司。

Case 1

金立公司拟邀请哈佛大学Johnson教授来中国新疆乌鲁木齐的博格达宾馆参加公司成立60周年的庆典。市场部经理去函真诚邀请教授来参加庆典。请以市场部经理的身份完成此信的写作。

Case 2

金立贸易有限公司欲与国外公司建立业务关系,请问中、英信函封面书写格式有区别吗?具体差异表现在哪几方面?中、英文不同信函封面如何避免出现错误?中、英文信函书面的书写格式有区别吗?表达格式有区别吗?具体差异与区别表现在哪几方面?

情景模拟

Dialogue 1 Pushing Forward Bilateral Economic and Trade Relations

Mr. John Turner (T), a high-level official of US Department of Commerce, meets Miss Li Jia (L), manager of ABB Foreign Trade Company. They are now talking about the present Sino-US trade relationship.

L: Hello, Mr. Turner. What a happy surprise to meet you so soon!

T: Last time I promised to discuss trade relations with officials from China's Ministry of Commerce.

L: Yes, you said that. It's very important to keep good Sino-US trade relations.

T: That's right.

L: I think the United States has got economic profits from the bilateral trade.

T: In fact, it's mutually beneficial to strengthen US-Sino economic and trade ties.

L: I agree. The bilateral trade has been developing rapidly these years.

T: Quite true! But Americans are worried about the trade imbalance between the two countries.

L: In my opinion, the United States benefits from Sino-US trade more than China.

T: I'm afraid I can't agree with you.

L: You see, US exports to China have created nearly 400 000 jobs for the United States. Because US consumers can enjoy good and cheap Chinese commodities, they have lowered living costs and improved the quality of life.

T: What do you say about the US trade deficit to China?

L: It was mainly caused by the decline of the competitiveness of American products.

T: Can you give me more reasons?

L: Sure. Perhaps a key reason lies in the different statistical methods used by the two countries.

T: Can you prove it?

L: Of course. The United States regards Chinese commodities transited to the country through Hong Kong or another third party all as imports from China, but it doesn't count the US commodities transited to China by way of Hong Kong.

T: Any more reasons?

L: Yes. While computing trade deficits with China, the US side only counts commodity trade, but excludes service trade; and ...

T: Oh, that's enough. I think there is indeed some trade surplus on the Chinese side.

L: Even if that is the case, the problem should be resolved by seeking balance in development.

T: I think so. The present US-Sino relationship is full of vitality.

L: Right. The two countries have recently made fresh headway in exchanges and cooperation in all fields.

T: Therefore, we should continue to have constructive talks on shared interests and ...

L: And work more closely to push forward bilateral economic and trade relations.



Dialogue 2 Trade Relations Promise Broad Prospects

Mr. Yang Qiang (Y) is Manager of International Department, Shanghai Trading Company. Ms Janet Hopper (H) is Sales Manager of Global Business Company, London. Mr. Yang is talking over the phone with her, hoping to establish trade and cooperative relations.

Y: Good morning. Could I speak to Ms. Hopper?

H: This is Hopper speaking. Who's calling, please?

Y: Yang Qiang from Shanghai Trading Company. I got your phone number from the Bank of China, London Branch.

H: Good morning, Mr. Yang. What can I do for you?

Y: We learned that you import lots of Chinese products each year.

H: Yes?

Y: Our company is a leading exporter of Chinese products. I hope we can make deals with each other.

H: Great! China is a very large export market. Many of your products are sold well in different parts of the world.

Y: That's right. Our company has been in business since 1956 and has much experience in providing quality products for markets.

H: I'm inclined to believe you, but I'd like to know more details about your company.

Y: That's easy. You can get information about our business reputation and finances from the Bank of China, Shanghai Branch.

H: Well, I'd love to offer you an opportunity to establish trade relations with your company.

Y: Oh, thank you very much, Ms. Hopper. Could you tell me what products you're interested in?

H: Mm..., that depends. Do you have a catalog or something that tells me about your present business?

Y: Yes. I'll send you a catalog and some samples as soon as possible.

H: Ok, but don't forget to send us the price list for our reference.

Y: May I have your mailing address?

H: Yes. Janet Hopper, Sales Department, Global Business Company, 28 Sunny Road, London.

Y: Thank you. I'm certain that with our joint efforts business between us will be developed to our mutual benefit.

H: I hope so. With our sincere cooperation, trade relations between us will promise broad prospects!

3 内容简介

商务书信大体上分为三种类型:

- (1) 建立商务贸易行为。
- (2) 建立商务或贸易信誉。
- (3) 提供商务或贸易资讯。

为了使你的信函能产生预期效果,你必须了解客户的需要,并清楚表达你要表达的想法与意愿。

Business communication is concerned with the successful exchange of messages that support the goal of buying and selling goods or other services. There are many forms being used in communication. It includes letters, telegrams, telexes, cables and electronic correspondence. But it is clearly seen that business letter is still the main carrier of business communication. So it is of the very importance for students of business communication to master the skills of reading and writing a good business letter that presents ideas interestingly