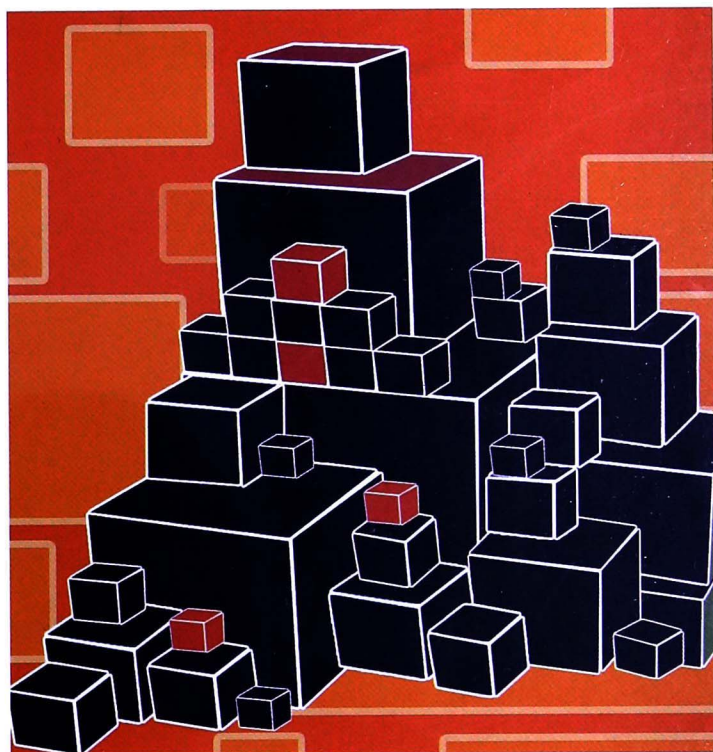




全国高等院校基于工作过程的校企合作系列教材



I nternational Trade Practice

国际贸易实务 (双语版)

主 编 许 进 杨楚欣
企业顾问 陈代明 文新华



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国际贸易实务（双语版）

International Trade Practice

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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“为完成一件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
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
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
商务谈判实务（英文版）

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>）。

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2013年1月

前 言

随着中国与世界日益频繁的经济互动，市场越来越需要既具有扎实专业知识又掌握娴熟外语语言技能的复合型人才。为增强学生直接使用英语从事国际贸易活动和业务的能力，我们历时两年多特别编撰《国际贸易实务（双语版）》教材，以适合高职高专商务英语专业（国贸方向）和经贸类专业进行国际贸易实务学习和实操训练的需要。本教材为学生在英语语言环境中学习国际贸易知识和操作实务提供系统的信息及训练任务，培养学生达到较为熟练和规范地使用英语进行一般进出口业务开发、业务磋商、合同及单证缮制和合同履行等国际贸易操作的能力。

本教材的编撰有以下特点：

一、以工作过程为导向的组织设计

打破国际贸易实务教材以专业知识或模块为主要结构特征的传统教材编写模式，以工作过程为导向组织教材整体结构和各章节内容。教学主体内容的设计以特定的一般进出口贸易活动为主线，以某新成立的公司从开办进出口业务开始到进行市场准备、业务磋商、签订合同以及合同履行为案例导向，将整个工作过程贯穿教学始终，力求从各方面较为真实地再现整个贸易活动过程。

二、项目引导，任务驱动

教材的重点章节以几个大的工作项目作为教学引导，每个项目又分有若干个子任务，分步骤地呈现在单元教学内容中，使得学生对各章节的学习和训练目的更加明确，提高学习的兴趣和教学的直观性；促进教师在实施课程教学时形成以学生为中心，教学做合一、理论与实施合一、工学合一的教学模式，充分体现“做中学、学中做”的教学理念。

三、简明实用，易于操作

根据高职高专教育课程教学基本要求，遵循“实用为主、够用为度”的原则，针对高职高专学生的英语语言基础、学习能力和认知特点选择和编撰典型、实用的专业知识，尽量避免使用结构复杂和生词多的语句，针对重点、难点设有标注、解释或中文评注，易于学生理解掌握；同时注意任务训练的设计易于教学操作。

四、理实一体，课证融合

教材内容和形式体现基本理论知识学习和实务技能训练并重的原则，力争使学生通过各单元的学习和训练了解国际贸易业务流程、领会任务要点和操作方法，最终完成相应的工作任务；同时教材的内容和相关训练比较全面地融合了外贸业务员、跟单员、单证员等相关职业资格证书对知识、技能和素质的要求。

五、双语编撰，教材创新。

双语教学能促进掌握国际贸易操作实务的同时培养运用英语进行工作交流的能

力，包括书面交流、口头磋商以及阅读国贸专业书籍的能力。而目前国际贸易实务的双语教材偏少，适合高职高专使用的双语教材更是凤毛麟角。本教材设计立意新，强调密切结合语言和实务，提供与典型任务相关的知识和材料以及实用多样的训练；使之成为简明易懂、技能培养要求高的专业教材，将有效地帮助学生理解复杂的专业知识，提高其学习能力。

六、校企合作，实力雄厚

本教材的主要编撰者来自国家示范性和骨干高职院校的双师型教师以及职场一线专家，他们既具有较为扎实的商贸英语专业水平又具有多年的国际贸易实操经验，从而能针对工作岗位新的实际要求，遵循职业针对性、岗位实用性、实践可操作性原则，优化实训课程结构和内容，是一本典型的校企合作开发特色教材。

各章及小节的内容设计

共六大章，各 chapters 包含若干小节，每个章节以工作项目和任务进行导入，然后按小节进行以下环节和内容的编排：

1. 标题 (Title)：章节的各级标题都设双语标注。
2. 教学目标/学习目标 (Learning Objectives)：包括各章节的知识和技能目标；目标设定具体，有操作性且可检测。
3. 关键词和重要术语 (Key Terms and Expressions)：帮助学习者了解各章节的重点和要点。
4. 子项目及任务引导 (Lead-in Program & Tasks)：就本节涉及的重点内容进行案例教学导入，明确教学目标；子任务贯穿相关章节的主体内容，以明确的任务或问题形式出现；每个小节或章节的教学以完成子项目和相关任务作为阶段性目标。
5. 主体内容 (Body)：选择实用、必需的内容进行内容主体编撰；语言在准确的基础上尽量明了、简练，易于理解；重点词、句、要点用黑体标注，并就生词给出中文旁注，便于阅读理解。
6. 图表 (Figures)：针对重要信息、技能要点、实操流程、单证样本等设计和选用了丰富的图表信息，使得教学内容更加直观、简明而生动，易于学生掌握。
7. 注释 (Notes)：以知识和技能点为单位，对各小节的内容进行必要的注释（框图内），注释的内容根据具体情况分为单词和词组的解释、重点和难点的解释、长/难句的翻译，或者对章节重难点的归纳和补充说明。
8. 练习 (Exercises)：根据各章节的学习目标和重难点来确定练习的内容和形式。

本教材由许进和杨楚欣担任主编，王丽担任副主编，吴轶群、鲁琦、姚缸、肖宁参编，各章节撰稿任务情况如下：许进编写第 1 章和第 2 章；杨楚欣编写第 4 章的第 7 节、第 5 章的第 2、3、5、6 节；王丽编写第 5 章的第 3、4 节和第 6 章；鲁琦编写第 3 章；吴轶群编写第 4 章的第 5 节和第 5 章的第 1 节；姚缸编写第 4 章的第 4、5 节；肖宁编写第 4 章的第 1、2、3 节。陈代明（国际商务师）和文新华（湖南东捷进出口有限公司副总经理）对教材的整体结构和内容框架提出了建设性的意见。加拿大籍专家 Chris Knight 对本书的部分内容提出了修改意见。

在编写过程中，我们参考了有关专家、学者的著作和教材的内容，参用了相关网站的信息和数据，在此表示感谢。由于编者水平和经验有限，书中难免有疏漏和不足之处。恳求同行专家和广大读者提出宝贵意见，以便今后进一步修订、完善。

编者
2013年1月

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Chapter One

Overview

Section 1 Introduction to International Trade

国际贸易简介



Learning Objectives

After completing this section, you should be able

- to explain the reasons and importance of engaging in international trade
- to tell the differences between domestic and international trade
- to distinguish the major categories of international trade and their features

Key Terms and Expressions

export, import, absolute advantage, comparative advantage, visible goods, invisible goods, general trade, processing trade, trade in service, direct trade, indirect trade, entrepot trade, transit trade

1.1 International Trade and Its Importance 国际贸易及其重要性

International trade, also called foreign trade or world trade, is the exchange of capital, goods and services between organizations and countries across national boundaries, involving the use of two or more currencies. In most countries it represents a significant share of **gross domestic product (GDP)**. It concerns import and export trade operations, and includes the purchase and sale of both **visible and invisible goods**.

International trade has a long history and grew rapidly with the development of transportation and communication technologies developed especially during the industrial revolution. Recently, thanks to the **unprecedented** (*adj.* 史无前例的, 空前的) development of techniques and services in all trade-related fields as well as the great improvement in trade-related laws, regulations and conventions, international trade is growing even faster and

involving even more countries. As one of the most important economic activities today, it plays a more and more important role in the development of a nation's economy and in the **acceleration** (*n.* 加速, 促进) of globalization worldwide.

It is the same case with China which is the 2nd largest country in the world by GDP. High growth of exports and imports has been an important factor in making Chinese economy dynamic. Table 1.1 shows the leading exporters and importers in world merchandise trade in 2011, from which we can see clearly China has played the leading role in the international trade.

Figure 1-1-1 Leading exporters and importers in world merchandise trade, 2011 (billion dollars and percentage)

Rank	Exporters	Value	Share	Rank	Importers	Value	Share
1	China	1,898	10.4	1	United States	2,266	12.3
2	United States	1,480	8.1	2	China	1,743	9.5
3	Germany	1,472	8.1	3	Germany	1,254	6.8
4	Japan	823	4.5	4	Japan	855	4.6
5	Netherlands	661	3.6	5	France	714	3.9
6	France	596	3.3	6	United Kingdom	638	3.5
7	Korea	555	3.0	7	Netherlands	599	3.2
8	Italy	523	2.9	8	Italy	557	3.0
9	Russian Federation	522	2.9	9	Korea	524	2.8
10	Belgium	477	2.6	10	Hong Kong, China	511	2.8

Table 1.2 figures out the percentage of exports of Chinese export to GDP from 2005 to 2010 which tells a great importance of exports to our GDP during the period although there were ups and downs on the ratio.

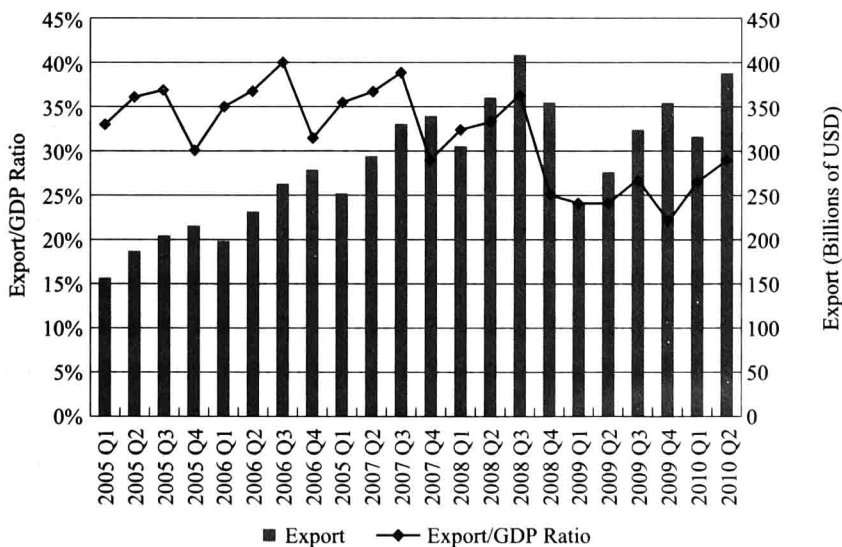


Figure 1-1-2 China Export/GDP Ratio (2005~2010 Q2)

Sources: China National Bureau of Statistics, China Customs Statistics, People's Bank of China

Notes

1. **gross domestic product (GDP)** 国内生产总值, 是指从国民生产总值中扣除国外净要素收入(即本国居民在国外所获之产值和收入减去外国公民在本国所得之产值和收入后的差额)后的产品和劳务价值的总和。
2. **visible and invisible goods** 有形的和无形的商品。由此可分为有形贸易(visible trade)或产品贸易(merchandise trade)和无形贸易(invisible trade)或服务贸易(trade in service)。

☞ Warming-up Discussion:

1. Suppose there were two kinds of goods, beef and potatoes; and only two people, a rancher (牧牛人), who can only produce beef, and a farmer, who can only produce potatoes, what should they do to make both sides have roast beef and French fries?
2. According to your understanding, what are the reasons for international trade?

1.2 Rationale for International Trade 国际贸易的根由

The fundamental reason for foreign trade is quite simple: Some nations are better at producing certain things than others. This means that they will all be economically better off if they specialize in what they do best and exchange a portion of what they produce for the goods of other nations who also specialize in what they do best.

Primarily, when a nation has the products that exceed its domestic demand, it may consider exchanging them for something else with another nation. However, when international trade has developed to its present stage, the reasons for nations to trade with one another are far beyond the **surplus** (*adj.* 剩余的) products. Resource reasons, economic reasons, political reasons and many other reasons are all responsible for the **boom** (*n.* 繁荣) in international trade.

1.2.1 Resource reasons 资源原因

The **uneven distribution** of resources around the world is one of the basic reasons why nations begin and continue to trade with each other.

Climate conditions and terrain are very important for agricultural produce. **The difference in these factors enables some countries to grow certain plants and leaves other countries with the only choice to import the produce they consume.** For example, Canada has **nickel mines** (*n.* 镍矿) but is too cold to grow oranges. The United States has only a few small nickel mines but produces large crops of oranges. So the United States buys nickel from Canada and Canada buys oranges from the United States. Another example is that the US Great Plains states

have the ideal climate for raising wheat which has made the US a big wheat exporter.

Raw materials are scattered around the world in an uneven way so countries that do not have the resources must buy materials from countries that produce them. The Middle East, for instance, has rich oil reserves and is the main source of oil supply to the world. It has over 50% of the world total reserves and produces about 40% of the world total output. Over 2/3 of the oil that West Europe and Japan need is imported from the Middle East and the US oil military **consumption** (*n.* 消费, 开支) in Europe and Asia is largely purchased from that area.

1.2.2 Economic reasons 经济原因

In addition to getting the products they need countries also want to gain economically by trading with each other. It makes economic sense for a nation to specialize in certain activities and produce those goods for which it had the most advantages. **It is made possible by varied prices for the same commodity around the world reflecting the differences in the cost of production.**

◆ Absolute advantage 绝对优势

In his 1776 landmark book *The Wealth of Nations* Adam Smith argued that countries differ in their ability to produce goods efficiently. In his time the English were the world's most efficient textile manufacturers, while the French had the world's most efficient wine industry. The English had an *absolute advantage* in the production of textiles while the French had an *absolute advantage* in the production of wine. Thus a country has an absolute advantage in the production of a product when it is more efficient than any other country in producing it. By specializing in the production of goods in which each has an absolute advantage both countries benefit by engaging in trade.

◆ Comparative advantage 相对优势

David Ricardo took Adam Smith's theory one step further by exploring the theory of comparative advantage. International trade is mutually beneficial even when one nation is more efficient in the production of all goods, as long as there are differences in the relative costs of producing the various goods in the two potential nations. China, for example, is a labor intensive economy and has enjoyed a long history of textile production. Hence, it is able to produce large quantities of textile products at much lower cost than some other countries. In other words, it has the comparative advantage in the production of textile products and thus will benefit its economy by exporting these goods or exchanging these goods for the products of other nations.

Case Study

Michael Jordan is a good player, who may also be out of common run in other activities. He can finish mowing his own lawn within 2 hours which is faster than anyone else can do; however, he may earn US\$10,000 in 4 hours by doing a television commercial advertising for sports shoes. To compare, Jennife, who lives next door,

needs to spend 4 hours finishing the trimming of Jordan's lawn, or in the same 4 hours she could work at McDonald's to earn US\$20. Do you think Jordan should mow the lawn by himself? What do you think they should do to enable both sides to get the best economic benefits?

(迈克尔乔丹是一名优秀的运动员，他可能在其他活动中也出类拔萃。假设乔丹修剪自己的草坪比其他任何人都快，他可以用2小时能修剪完自己的草坪；但是用4小时时间，他可能拍一部运动鞋的电视商业广告而赚到1万美元；与他相比，住在隔壁的小姑娘詹妮弗要4小时才能修剪完乔丹家的草坪，在同样的4小时里她可以在麦当劳工作赚到20美元，请问，乔丹是否应该自己修剪草坪？你认为应该怎样才能使双方得到最好的经济效益？)

1.2.3 Political and other reasons 政治及其他原因

Political objectives can sometimes outweigh economic considerations between countries. One country might trade with another in order to support the latter's government which upholds the same **political doctrine** (政治主张，政治制度).

Why does a nation still need to import the same item from other nations even if it has enough of a particular item to meet its needs? This is largely because of the differences in tastes, preferences and **consumption patterns** (消费模式) to be satisfied. For example, the United States produces more automobiles than any other nations; it still imports large quantities of autos from Germany, Japan, and Sweden primarily because there is a market for different types of cars in the United States.

In summary, the development of trade between nations is attributed to the imbalance between nations in terms of natural resources, technology resources, human resources, cost of production, political strength, tastes, preferences and consumption patterns, etc.

Notes

1. uneven distribution of resources 资源的不均衡分布

uneven 不平坦的；不规则的，不一致的；(竞争等)不对等的；不均衡的；不公平的

2. The difference in these factors enables some countries to grow certain plants and leaves other countries with the only choice to import the produce they consume.

这些(气候和地理)因素的差异使得一些国家能生产某些品种的农作物而另一些国家如需消费就只能靠进口了。

3. It is made possible by varied prices for the same commodity around the world reflecting the differences in the cost of production. 世界各地同一种商品的不同价格可以反映出其生产成本的差异。