

《商务英语精读》教学大纲

课程名称：商务英语精读

英文名称：Business English Intensive Reading

课程/教学模块编号

适用专业：高职高专商务英语专业

学 分： 10

学 时： 216

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审核时间：2019年12月

一、课程/教学模块性质与任务

(一) 教程/教学模块性质与目标：

1. 性质：《商务英语精读》是一门以语言技能为主，商务技能为辅的融实践性、交际性为一体的语言课程。是一门培养学生英语能力，熟悉各种商务活动和了解相关商务知识的基础课程，是商务英语专业的基础课程和主干课程。

2. 目的：通过本课程的学习，加强听，说，读，写等方面的语言知识的训练，熟悉商务英语的交际表达方式，接触真是语言材料，了解各种商务活动场景，积累相关的商务知识，系统掌握商务英语的基本词汇，提高商务英语语言水平和交际能力，实现毕业后在生活和对外商贸活动中正确的英语表达。

(二) 先导（或先行）课程/教学模块：大学英语 英语视听说

(三) 后续课程/教学模块：商务英语泛读

二、教学目的与基本要求

本课程/教学模块的具体要求是：

专业知识：全面、系统地认识和掌握英语语言知识和商务知识。

专业技能：培养学生英语语言能力和商务英语的表达交际能力。

职业素质：通过英语语言的系统和全面的学习，使学生具备能轻松应对各种日常交际活动和商务活动的职业素质。

三、教学条件：

多媒体课室，多媒体课件，投影仪。

四、教学基本要求：

（一）理论知识目标

本课程的任务是以大量而真实的语言素材为载体，突出讲授了在特定的商务环境中如何运用英语来说明事务、处理文书、解决问题。是学生了解商务活动各个方面的基础知识，熟悉接待顾客、公司自我介绍、商务合作洽谈、交易会参展、各种商务通讯（如电话、传真、书信等）等中的基本流程与规范；

（二）能力（技能）目标

培养学生基本商务技能，如产品介绍、产品订购、酒店住房预订等；

（三）素质目标

使学生掌握用于国际商务活动中的基本英语词汇、句型和惯用表达法，做到能用英语流利地进行日常商务交流，能进行电报、备忘录、商务计划、请柬、便条等基础的商务写作、能阅读产品目录、广告、商务报告、商务图表等基础的商务英语材料。

五、教学主要内容、要点和课时安排

（一） 总述

本课程/教学模块为商务英语专业学生的专业基础课。其中理论课时120 实践课时

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各教学环节（含主要实践环节）的课时安排（单位：学时）：

第一学期

章节	主要内容	学时分配	
	《新编商务英语综合教程》第一册	理论	实践
Unit 1	Essentials of Business 商务的本质 1. Cognitive Information(认知信息): Basic Concept of Business 2. Language Focus(内容重点) — Key Words: I. production, manufacture, service, merchandise, trade, land, labor, capital, entrepreneurship, distribute, accomplish, perform, go bankrupt, creditor, venture, profit; — Phrases: I. relate ... to/with, be extracted ... from, be responsible for, make ... of value, look for,	8	7

	<p>decide on, up to, refer to, pay for, distribute ... to/among;</p> <p>— Word Study: risk, perform, replace, limit, share</p> <p>— Useful Structures: V+ ing as subjective</p> <p>— Grammar: Countable and Uncountable Nouns</p> <p>3. Communicative Skills (交际技能)</p> <p>— Expressions: Expressions of “Meeting People”</p> <p>— Reading: Timetables</p>		
Unit 2	<p>Marketing 市场营销</p> <p>1. Cognitive Information (认知信息) : Basic Concept of Marketing</p> <p>2. Language Focus (内容重点)</p> <p>— Key Words: I. market potential, feasibility, feasible/viable, assess, stand (<i>n.</i>), trade fair, exhibit, sample, prospective customer, publicity, representative, brochure, booklet, catalogue, press conference, promote, range, model, display, campaign, launch, order, delivery, replacement, spare part, after-sales service, component, service (<i>v.</i>), machinery, client;</p> <p>— Phrases: I. in other words, hand out, make up, for short, know as;</p> <p>— Word Study: maintain, project, fit, launch, range</p> <p>— Useful Structures: to see if/what</p> <p>— Grammar: Numerical Expressions (1)</p> <p>3. Communicative Skills(交际技能)</p> <p>— Expressions: Expressions of “Introducing People”</p> <p>— Reading: Price List</p>	8	7
Unit 3	<p>Career 职业</p> <p>1. Cognitive Information (认知信息) : Career Development</p> <p>2. Language Focus (内容重点)</p> <p>— Key Words: I. career, nanny, adore, part-time, full-time, delicious, wear, uniform, phase, row;</p> <p>— Phrases: I. get on with, at the time, go through, follow in one’s footsteps, apply for, make it up with, for long, take after, make a decision, bring up, turn out, think of;</p> <p>— Word Study: adore, realize, row, turn, spend</p> <p>— Useful Structures: V + Oi + Od (double object construction)</p> <p>— Vocabulary & Grammar: Describing One’s Appearance</p> <p>3. Communicative Skills (交际技能)</p> <p>— Expressions: Expressing and Responding to “Thanks”</p> <p>— Reading: Business Cards</p>	8	7
Unit 4	<p>Jobs and Occupations 工作和职业</p> <p>1. Cognitive Information (认知信息): Jobs and</p>	8	7

	<p>Occupations</p> <p>2. Language Focus (内容重点)</p> <p>— Key Words: I. trait, initiative, personality, realm, inherit, bestow, disloyal, quit, loyalty, recipient, patron, job security, job hopping, mobility, qualify, root, personnel, challenge, seniority, bounce;</p> <p>— Phrases: I. get ahead, on the basis of, lead to, move upwards, by and large, better oneself, deal with, bring in, back and forth;</p> <p>— Word Study: involve, content, advance, present, initiative</p> <p>— Useful Structures: keep doing sth.</p> <p>— Vocabulary: Words of Job Application</p> <p>3. Communicative Skills (交际技能)</p> <p>— Expressions: Describing One's Occupation</p> <p>— Reading: Job Advertisements</p>		
Unit 5	<p>Eating Habits 饮食习惯</p> <p>1. Cognitive Information (认知信息): American and British Eating Habits; Food and Nutrition</p> <p>2. Language Focus (内容重点)</p> <p>— Key Words: I. selection, available, nutrition, purchase, quantity, skip, consequence, consume, compile, awareness, fat, carbohydrate, fiber, cereal;</p> <p>— Phrases: I. be responsible for, eat out, on the average, be a threat to, in a / the (adj.) mood for, rich in, a variety of</p> <p>— Word Study: taste, rush, contain, lose, choose</p> <p>— Useful Structures: used to ...no longer...</p> <p>— Grammar: Degrees of Adjectives and Adverbs</p> <p>3. Communicative Skills (交际技能)</p> <p>— Expressions: Ordering a Meal</p> <p>— Reading: Menus</p>	8	8
合计		40	32

第二学期

章节	主要内容	学时分配	
	《新编商务英语综合教程》第一册	理论	实践
Unit 6	<p>Different people</p> <p>1. Cognitive Information: <i>The Culture of Different People</i></p> <p>2. Language Focus</p> <p>— Key Words: I. value <i>n.& v.</i>, belief, unconscious, affect, fairness, preferential, treatment, performance, disharmony, excel, caste, race, prohibit, individualism, assignment, routinely, saw, switch, knob, pervasive, estimate, construction, virtue, mildly, statement, superior; II. reserve, self-discipline,</p>	8	7

	<p>plate, pass, toe, atmosphere, bridge, appreciation, contempt, understatement, tone, Briton, frustrating, motto, interpret, non-verbal, swallow, dissatisfaction, counterpart, hostile, defensive, effect, imitate, hurry, appreciate, amorous</p> <p>— Phrases: I. call for, base ... on, be linked to, in contrast, from top to bottom, defer to, end with; II. a sense of togetherness, make a scene, queue for, make a chat about, take an interest in, get used to</p> <p>— Useful Structures: get sth. done as + <i>adv.</i> +as possible read between the lines be likely/unlikely to inf.</p>		
Unit 7	<p>Body Language</p> <p>1. Cognitive Information(认知信息): Cultural Differences of Body Language</p> <p>2. Language Focus (内容重点)</p> <p>— Key Words: I. appoint, despite, easygoing, relax, carefree, gesture, signify, customary, etiquette, impact, circumstance solution, lean, deject, intent, indifference, impatient, terminate, breath, sigh, relief, posture, subtle, stake, negotiation, vital, hostile; II. apart, protrude, flex, arc, fortify, interrogate, suspicious, awkward, insulting</p> <p>— Phrases: I. be guilty of, be appointed to, prior to, lack of, go away, resort to, stake one's claim; II. measure off, hold up, point at, at arm's length, take ... to be ..., on guard, to be the opposite to, in public, cause offence to</p> <p>— Useful Structure: It is noted/unlucky that ... It is normal/common/vital (for sb.) to ..., a sign of relief if he were to inf. ..., it would inf. ...</p> <p>— Grammar: Numerical Expressions (II)</p> <p>3. Communicative Skills (交际技能)</p> <p>— Expressions: Making Invitations</p> <p>— Reading: Program Schedule</p>	8	7
Unit 8	<p>Manners</p> <p>1. Cognitive Information (认知信息) : Different Manners in Different Cultures</p> <p>2. Language Focus (内容重点)</p> <p>— Key Words: I. global village, arrange, community, guidebook, corresponding, custom, behave, feed, sleeve, executive, signal, ease, sole, height, exceed, deal, essential, bow, causal, illustrate, cool, reserved, impersonal, geographical link, wink, clasp; II. present, gymnastic ability, challenge, content, process, entertain,</p>	8	7

	<p>counterpart, energy, formality, offend, admire</p> <p>— Phrases: I. on time, allow... for, give advice on, get to understand sth./sb., roll up, take off, get down to, regard as, take it easy, of its own; II. get...wrong, other than, chew over, on business, pick up, side by side with, get into difficulties, make/break a deal</p> <p>— Useful Structures: V -ing used as adverbial of attendant circumstance (伴随情况状语) on doing sth., ... the more... the less... be worth the effort</p> <p>— Grammar: Simple Present and Past Tenses of Verbs Consolation and Encouragement”</p> <p>— Reading: Bar Graphs</p> <p>3. Communicative Skills (交际技能)</p> <p>— Expressions: Asking for, Giving, and Refusing to Give Permissions</p> <p>— Reading: Comparing Different Cultures</p>		
Unit 9	<p>Telephone Calls</p> <p>1. Cognitive Information (认知信息) : Making a Telephone Call; Phone Call Etiquette</p> <p>2. Language Focus (内容重点)</p> <p>— Key Words: I. address, horrid, instrument, clamor, spoil, justifiable, rude, canned music, indignity, office hour, time zones, handle, lurk, ignore, tax, accusation, connection, consideration, confront, surrender, party, offense, bother; II. adequate, antique, surcharge, alternative, booth, fade, patience, telecommunication, readout, dial, expire, switch, guess work, token, code, capacity, efficiency, assign, deposit</p> <p>— Phrases: I. devote ... to, shut up, put ... on hold, subject ... to, suspect ... of, get out of, in agreement with, at the mention of, be confronted with; II. scratch off, be similar to, in exchange for</p> <p>— Useful Structures: <i>conj.</i> + V-ing phrase without + V-ing phrase be a must</p> <p>— Grammar: Perfect Tenses of Verbs</p> <p>3. Communicative Skills (交际技能)</p> <p>— Expressions: Making Telephone Calls</p> <p>— Reading: Yellow Pages</p>	8	7
Unit 10	<p>Air Travel</p> <p>1. Cognitive Information (认知信息) : Air Travel</p>	8	7

	Reserving Flight Tickets 2. Language Focus (内容重点) — Key Words: I. determine, stroll, justice, reward, punish, ulcer, to the bone, round, guy, abuse, wimp, saunter, fuss, crush, conspiracy, ultimate, counter, hurry, tumble, guts, snap; II. reservation, available, opening, book, supersaver, tentatively, penalize, fare, rate — Phrases: I. take off, to the bone, pay off, make a fuss, on board, on top of, show up, make it, out of breath, in advance, argue over; II. as for, be eligible for, prior to — Useful Structures: be about to do do sth. three/...times no matter how/whether/what etc. have the guts (to do) so long as... what if... — Grammar: Continuous and Perfect Continuous Tenses of Verbs 3. Communicative Skills (交际技能) — Expressions: Booking Flight Tickets — Reading: Flight Schedule		
合计		40	32

第三学期

章节	主要内容	学时分配	
	《新编商务英语综合教程》第二册	理论	实践
Unit 1	Sports and Business 1. Cognitive Information (认知信息): Business in Sports 2. Language Focus (内容重点) — Key Words: I. giant, revenue, athlete, retain, track, contribute, fit, logo, innovative, boom, reinforce, presence, principle, implement, strategy, endorse, gear, champion; II. loom, horizon, trendy, gym, rugged, sink, fancy, inextricable, pitch, transfer, hiking — Phrases: I. move on, put sth. into practice, capitalize on, contribute to, name after, impose on, contract out, a fair share of, cash in, at the heart of, in turn, dream of, close to; II. roll in, prop up, call in, associate with, set out, put out, freshen up (with) — Useful Structures: worth (of) n. while doing	8	7

	<p>sth. with a ... percent market share</p> <p>3. Communicative Skills (交际技能)</p> <p>— Expressions: Expressions of “Complimenting”</p> <p>— Reading: Catalogues</p> <p>4. Special Use (专项用法) : The Future Expressions</p>		
Unit 3	<p>Fashion</p> <p>1. Cognitive Information (认知信息): Fashion</p> <p>2. Language Focus (内容重点)</p> <p>— Key Words: I. fashion, interior, fad, classify, identify (with), compete, originate, imitate, celebrity, mature, adopt, mod, appeal (to), disapprove (of), dye, artificial, fabric, affordable; II. tailor, capitalism, proliferation, outlet, globalize, source, warehouse, textile, fur, apparel, enable, participant, journalism, editorial, critique, guideline, commentary, blog, profound, taste, found, feature, dedicate, coverage, merge.</p> <p>— Phrases: I. speak of, be concerned with, hand down, trickle down, base ... on, in a way, rather than, in addition; II. custom made, on order, seek after</p> <p>— Useful Structures: in ... sense (in its broad sense) more than (more than simply imitating ...) come to be in the eye of</p> <p>3. Communicative Skills (交际技能)</p> <p>— Expressions: Expressions of “Concern, Consolation and Encouragement”</p> <p>— Reading: Bar Graphs</p> <p>4. Special Use (专项用法): Words Used to Describe Clothing</p>	8	7
Unit 4	<p>Consumer Satisfaction</p> <p>1. Cognitive Information (认知信息) : Consumer Satisfaction</p> <p>2. Language Focus (内容重点)</p> <p>— Key Words: I. bargain, trick, extort, silly, innocent, novelty, whereupon, rush, breathtaking, impertinence, plead, outrage, sane, trifle, extravagant, loo, sticky; II. persuade, rational, checkout, counter, thought-out, vulnerable, economy, dependability, convenience, rock (music) , nutritious, package, intelligent</p> <p>— Phrases: I. to start with, might as well, for the sake of, in one’s defense, as though, for one’s life time, pile up, fall for, serve sb. right, all the same; II. go beyond sth., at other times, for pleasure</p> <p>— Useful Structures: I feel certain that ... It will sell well. even though ...</p>	8	7

	<p>do a good job</p> <p>3. Communicative Skills (交际技能) — Expressions: Expressions of “Complaining” — Practical Reading: Advertisements of Bargains</p> <p>4. Special Use (专项用法): Subjunctive Mood of Verbs (1)</p>		
Unit 6	<p>Human Resource Management</p> <p>1. Cognitive Information (认知信息): Fashion 2. Language Focus (内容重点) — Key Words: I. fashion, interior, fad, classify, identify (with), compete, originate, imitate, celebrity, mature, adopt, mod, appeal (to), disapprove (of), dye, artificial, fabric, affordable; II. tailor, capitalism, proliferation, outlet, globalize, source, warehouse, textile, fur, apparel, enable, participant, journalism, editorial, critique, guideline, commentary, blog, profound, taste, found, feature, dedicate, coverage, merge. — Phrases: I. speak of, be concerned with, hand down, trickle down, base ... on, in a way, rather than, in addition; II. custom made, on order, seek after — Useful Structures: in ... sense (in its broad sense) more than (more than simply imitating ...) come to be, in the eye of</p> <p>3. Communicative Skills (交际技能) — Expressions: Expressions of “Concern, Consolation and Encouragement” — Reading: Bar Graphs</p> <p>4. Special Use (专项用法): Words Used to Describe Clothing</p>	8	7
Unit 9	<p>Successful Businessmen</p> <p>1. Cognitive Information (认知信息): Qualities for a Successful Businessmen 2. Language Focus (内容重点) — Key Words: I. drive, maximize, depression, introvert, discipline, aspiration, hierarchy, ritual, via, suite, isolate; II. theme, charisma(tic), peak, decline, dimensions, incredible, generate, villa, reform, civic, prod, citizenry, peer — Phrases: I. turn around, put ... on paper, by training, by nature, be fascinated with / by, slow down, thrive on; II. well connected, adapt to, take on, dozens of, make contribution to — Useful Structures: be big/keen/weak on discipline ,be out, By comparison with . . . ,by age (40)</p> <p>3. Communicative Skills (交际技能) — Expressions: Agreeing and Disagreeing — Reading: Economic Status</p> <p>4. Special Use (专项用法): Describing Character</p>	8	8

合计		40	32

六、建议教法:

(一) 专业知识模块

1. 商务的本质

教学目标: 了解商务的本质, 重点掌握与商务英语有关的基本词汇。

重点: 词汇和语法

难点: 词汇

建议教法: 课堂讲授为主。

2. 市场营销

教学目标: 了解市场营销的基本概念, 掌握与市场营销有关的英语词汇

重点: 词汇和数词的用法

难点: 分组做出一个市场营销项目

建议教法: 课堂讲授与分组练习相结合

3. 职业

教学目标: 使学生了解各式各样的职业, 促使学生展望自己的职业发展, 规划自己今后职业的发展道路。同时熟悉相关职业的英语表达

重点: 词汇。

难点: 掌握如何正确表述一个人的外貌特征。

建议教法: 课堂讲授为主, 学生讨论为辅

4. 工作和职业

教学目标: 使学生认知工作和职业的共同之处与不同之处, 熟练掌握相关的英语词汇

重点: 词汇

难点: 如何填写一个工作申请表

建议教法: 课堂讲授、分组讨论和案例分析法。

4. 饮食习惯

教学目标: 使学生认知不同国家和文化下的饮食习惯的共同之处与不同之处, 熟练掌

握相关的英语词汇

重点：词汇

难点：如何填写菜谱

建议教法：课堂讲授、分组讨论和案例分析法。

(二) 专业技能模块

1. 不同的人

教学目标：了解在不同文化背景下人际交往的不同

重点：词汇

难点：人际交往英语词汇

建议教法：课堂讲授为主

2. 肢体语言

教学目标：掌握肢体语言的概念，分析不同肢体语言表达不同的含义

重点：词汇和语法

难点：如何解读不同肢体语言

建议教法：案例分析和小组讨论

3. 礼仪

教学目标：掌握礼仪的概念

重点：词汇与语法。

难点：理解什么才是真正的得体的礼仪

建议教法：课堂讲授为主

(三) 职业素质模块

1. 消费者满意度

教学目标：了解消费者满意度的概念，掌握相关的英语词汇

重点：词汇和动词的用法。

难点：如何展开一次成功的消费心理调查。

建议教法：课堂讲授和场景模拟

在教学过程中，应该充分利用教材，精讲多练，讲解语言点，提高对长句，难句的翻

译技巧，提问推进话题，收集相关语言，扩大词汇量，分析段落层次或逻辑关系，帮助记忆关键词和难句，设置与课文相关的多种讨论题，培养学生口语能力，参与意识和创新思维。完成习题之外，提供机会让学生讲英语，复述课文；促使学生多读课文，熟记词汇，明白语法，模仿语言，表达思想，创新学习。

七、作业设计

本门课程主要目的是使学生在校期间能了解并掌握饭店餐饮部门的基本业务流程及管理的基本方法，并训练学生具备实际操作能力和分析问题、解决问题的能力。为了加强学生的理解能力和提高其实际操作水平，作业设计可采用任务完成和场景对话的模式，以培养学生运用所学解决实际问题的能力；并结合课程进度和内容，设计针对性的翻译练习，以提高学生的英语运用能力。

八、考核方法：

本课程为考试课。

考核内容包含形成性考核和终结性考核，分别考核学生的专业知识，专业技能和职业素质。形成性考核主要考察学生平时作业、课堂表现、考勤情况、自主学习等方面；终结性考核即期末卷面考试，主要考查学生对商务英语精读词汇的掌握和理解，侧重考察学生运用所学过的知识分析问题和解决问题的能力。

考核分数结构：

课堂表现及作业	40%
期末考试	60%

学生只有在考试中得到60%的分数方可通过本科目的考核评估。

如学生在考试中得到的分数低于60%，将会有一次补考机会。

如学生在补考中仍没得到60%的分数，则该生需重修本课程/教学模块。

九、教材与教学参考书

建议教材：《新编商务英语综合教程 1》，虞苏美、张春柏主编，高等教育出版社，2011.12 ISBN 9787040329803

《新编商务英语 综合教程 2》，虞苏美、张春柏主编，高等教育出版社，2011.12 ISBN 9787040345148

参考书：

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