



普通高等教育“十五”国家级规划教材

面向 21 世纪 课 程 教 材

高等学校旅游管理专业课程教材

旅游管理专业英语

English Course for Tourism Management

段 开 成



高等教育出版社
HIGHER EDUCATION PRESS

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内容简介

本书是面向 21 世纪高等学校旅游管理专业系列教材之一,是教育部“高等教育面向 21 世纪教学内容和课程体系改革计划”的研究成果,同时也是“十五”国家级规划教材。

本书共分 15 课,每课由课文、翻译与写作练习、企业案例、术语解析、企管精英小传及参考文献 6 部分组成;为给旅游管理专业学生在专业英语方面进一步深造和学习用英语开设的管理类课程打下坚实基础,选材除包括旅游管理的重要课题和宏观旅游问题外,还有管理的基础理论;本书还提供了文献阅读理解、专业问题研讨、中英互译、案例分析等多种旅游英语技能操练。

本书除作为高校教材外,也可供有一定英语基础的旅游业中高级管理人员培训及自学之用。

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总 前 言

当代旅游业已经发展为世界上规模最大和发展势头最强劲的产业,旅游业发展之快,产业带动力之强,使许多国家和地区都纷纷把旅游业作为经济发展的重点产业和先导产业。伴随着全球经济的不断发展,人们收入和闲暇时间的增多,交通和通讯技术的不断进步,以及冷战结束后政治隔障的消除等因素,全球旅游产业的规模正加速扩大,参加旅游的人数还将继续增加。据世界旅游组织预测:到2010年,全球旅游者将达到100亿人次,其中国际旅游者将达到10亿人次;到2020年,全球旅游者将达到160亿人次,其中国际旅游者将达到16亿人次。大众化旅游时代的到来,使旅游日益成为现代人类社会主要的生活方式和经济社会活动,旅游业也以其强劲的发展势头而成为全球经济产业中最具活力的“朝阳产业”。

在近二十年的发展历程中,中国旅游业取得了令人瞩目的成就,由传统的接待事业一跃转变为国民经济新的增长点,并由过去单一的观光型旅游发展成为集观光、度假、商务、会展、研修等多功能为一体的复合型旅游。中国旅游业的综合实力已被列为世界第五。按照世界旅游组织的预测:到2020年,中国将成为世界第一大旅游接待国和第四大旅游出境国。专家们预测:“21世纪,中国将成为世界主要的旅游中心。”中国旅游业持续高速的增长,既依托于旅游教育整体水平的提高,也有力地推动了旅游教育的迅速发展。截止到2001年,全国高等旅游院校和已开办旅游专业的院校已发展到200多所,形成了培训、职高、大专、本科、硕士、博士层次完备的旅游教育体系,教育服务旅游、旅游促进教育的旅游与教育互促相长的格局已经形成。然而,瞬息万变的旅游活动实践和丰富多样的旅游形式,对与之相配套的旅游教育教材提出了新的要求,更新教材体系,丰富时代内容,注入新的成分,就成为旅游高等教育教材建设的当务之急,因而也成为2001年3月在海南大学召开的“新世纪高等学校旅游管理专业教育与发展

战略研讨会”的重要议题之一。

这次会议由面向 21 世纪旅游管理专业课程体系和教学内容改革与实践项目组、高等学校工商管理教学指导委员会(旅游管理专业组)、教育部高教司和国家旅游局人教司联合召开。为了保证旅游管理专业人才培养的基本规格,为了给该专业提高教学质量提供课程和教材支撑,会议在项目研究的基础上,审议确定了 7 门课程作为旅游管理专业的主干课程,并面向全国遴选主编,组编了与主干课程对应的教材。这 7 门主干课程教材是:《旅游学概论》、《旅游经济学》、《旅游市场营销学》、《旅游心理学》、《旅游规划与开发》、《旅行社管理》、《饭店管理》。同时,为拓展教学内容,适应旅游专业对其他专业课程教材的需求,高等教育出版社在前期调研的基础上,依托工商管理教学指导委员会,在教育部高教司的支持下,组织编写了非主干课程的 7 门其他专业课程教材供旅游专业选用。它们是:《旅游法教程》、《旅游管理信息系统》、《旅游管理专业英语》、《前台与客房管理》、《餐饮管理》、《旅游行政管理》、《导游业务》。这 14 本系列教材后来又经过立项评审,大部分被列为“十五”规划国家级教材。这套系列教材在总体策划和编写中突出了系统性、创新性、实用性三大特色。系统性,指系列教材较全面、系统地反映现代旅游的最新发展状况,多角度透视旅游这一特殊的社会现象和经济现象;创新性,指系列教材既注重历史内容的沉淀又关注当代旅游研究的最新成果,把普及与提高、理论及实践有机融合起来,突出教材的时代性;实用性,指系列教材具有较强的可读性和自学指导性,既有学理分析,又有案例剖析,注重方法的训练和技能的培养。因而,较适合于旅游高等院校、旅游研究机构、高等职业教育、自学考试的人员作为教材,也适合于旅游行业管理、旅游职业培训使用,对理论研究、学历教育、职业培训以及实际工作都具有实用性和参考价值。

参与此套系列旅游教材编写的单位有:南开大学、中国旅游学院、浙江大学、西安交通大学、湖北大学、云南大学、上海大学、北京旅游学院、暨南大学、海南大学、安徽师范大学、广州财贸管理干部学院等院校。在教材编写过程中,邀请了中国旅游教育界知名的教授和专家对此套教材进行了严格的审定。借此对支持和参与这套系列教材编、审工作的专家、学者表示感谢。

此套系列教材于 2002 年秋出版发行,欢迎全国有关院校师生和专业人士选用,并提出宝贵意见,以便逐步完善。

面向 21 世纪旅游管理专业课程体系和教学内容改革与实践项目组
教育部高等学校工商管理教学指导委员会(旅游管理专业组)

2002 年 4 月

前 言

《旅游管理专业英语教程》是为旅游管理专业以及管理类其他专业本科高年级学生和研究生编写的专业英语教材。本教材也可供有一定英语基础的旅游业中高级管理人员培训以及旅游英语爱好者自学之用。

本教材共分 15 课,每课由 6 部分组成:课文、翻译与写作练习、企业案例补充读物、术语解析、企业管理精英小传以及参考文献。

考虑到新世纪、新环境对大学生的要求、教育部关于用英语开设专业课的指示以及本科生的实际英语水平,本教材在选材范围、阅读数量和难度方面都比以往的教材有所增加和提高。

本教材课文选材范围较宽,既有管理学基础理论,如管理理论的沿革、决策、战略管理、领导艺术、动机研究、人际交流,又有旅游管理的重要课题,如餐饮管理、饭店管理、旅行社管理,更有宏观的旅游经济、旅游市场营销、国际金融管理、管理信息系统以及商务研究方法等。

为了充分调动学生的学习积极性和主动性,本教材提供了各种旅游英语学习技能操练:文献阅读理解、专业问题研讨、中英文献互译、企业案例分析、专业术语深究、成功人士经历欣赏等。

本教材充分体现了旅游管理专业英语的学术性和专业性,为旅游管理专业本科学生和研究生在专业英语方面进一步深造和学习用英语开设的管理类专业课打下坚实的基础。

希望采用本教材的教师能够采用以学生为主的交际教学方法,充分发挥学生的主观能动性,让学生多读、多想、多问、多讲、多做,以便全面提高学生的英语运用水平,培养出新世纪旅游业高级管理人才。

本教材在编写过程中,参阅了大量的管理专业教材与著作(详见参考文献),并得到高等教育出版社的大力支持和帮助,在此表示衷心的感谢。

由于工作繁忙,水平有限,书中难免有不当与疏漏之处,希望同行与读者批评指正。

编者

2002年2月

于深圳华侨城暨南大学中旅学院

Preface

English Course for Tourism Management is intended for senior college students and postgraduate students majoring in tourism management. Before they take this course, the students should have a good command of English language and have studied the courses in management, marketing, international finance, management information system, etc. as well as tourism management courses. This textbook can also be used as a self-study material by those senior managers who have commanded the basic English language skills.

This course book consists of 15 lessons with each lesson divided into six parts: text of management literature with notes, vocabulary, comprehension questions, and discussion questions; exercises of translation and writing; further reading of case studies of well known enterprises; explanation of important terms in management; profiles of famous entrepreneurs and scholars; and reference books.

Text of Management Literature

1. There are 15 texts of about 2,000 words adapted from authentic literature or college textbooks used in American or British universities. These texts cover a wide range of topics in management in general, and tourism management in particular. These texts are not intended as intensive reading materials, but rather to provide the background information needed for the students to engage in the discussion activities and to appreciate the case study and profile materials as well as preparation for translation and writing exercises. Since the students should be familiar with the content of these texts, the texts pose some challenges in their technical language and length.

2. Notes at the end of the texts offer fairly detailed explanation, rather than simple definition of the technical terms and encyclopedic items. Reading these notes and browsing the websites provided can hopefully help students not only to understand the texts, but also to use the notes and the information from the websites in their discussions and oral presentations.
3. Vocabulary section lists the key language points of the text, and offers a simple definition of the meaning of the words as used in the text, rather than an exhaustive dictionary definition. Actually students are encouraged to consult their dictionary while reading the text. The vocabulary section should be ignored by senior college students. At most it should be used for comparison purpose only, i. e. with the meanings you find in your own dictionary.
4. Comprehension questions are relatively simple objective questions, designed to check students' basic understanding of the text. Those students who find them too difficult shouldn't use this textbook.
5. Discussion questions are, to the author, the most interesting and important part of this textbook, for they are designed to stimulate students' interests in the subject and to further explore the topic in the other parts of the textbook.

Exercises of Translation and Writing

1. Translation consists of two passages of English-Chinese and Chinese-English translation exercises respectively, which are designed to familiarize the students with the subject in both English and Chinese.
2. Writing is a brief summary of about 400 words on the important points of the text with a view to further strengthening the students' English command of key points of the subject.

Further Reading

There are altogether 15 case studies of well known enterprises from transportation, hospitality, and entertainment, to finance, computer, and catering, which offer the students an important point of combining theory with practice, and a fresh look at the first class enterprises in the world to see how they did it.

Terms

At the end of the case study material, two technical terms are provided with detailed explanation, which covers management, economics, finance, computer sci-

ence as well as tourism management. The knowledge and understanding of these terms will surely help to make the students professional in their future careers.

Profile

In this section, altogether 15 personages are introduced with pleasure to the students. They come from various fields of business and scholarship. The stories of these successful people integrate very well with the literature in the text and the businesses in the case study, enabling the students to have a panoramic view of the topic under discussion.

References

At the end of each lesson, two books are introduced as references for students to further explore the subject.

A student-centered, and task-based communicative approach is recommended to both teachers and students in using this book. First of all, please do not use this textbook as an intensive reading book, i. e. the teacher should not try to explain everything in detail. Secondly, both teachers and students should pay more attention to the discussion questions by organizing group discussions and class presentation on the basis of these questions. Actually teachers and students can design their own discussion questions, not only on the text but also about the case study and profile materials. Thirdly, students should make full use of their knowledge already learned in the courses in management, economics, finance, etc. Finally, teachers should be a helper and guide to students' learning by themselves. It is hoped that students will not only get English proficiency and professional knowledge out of this book, but also enlightenment and enjoyment out of it.

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