

21 世纪 大 学 商 务 英 语 系 列

王关富 陈 洁 总主编
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Business English

21

世纪

第四册

大学商务英语综合教程

刘云腾 主编

教师参考书



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序 言

商务英语教学和研究发轫于20世纪50年代初,其发展始终与国家的经济社会发展,特别与改革开放的进程紧密相关。商务英语教学和研究人員始终关注经济社会发展的实际需求,不断提升商务英语教学和研究水平,多年来为我国融入经济全球化,为经济发展和改革开放事业培养了一大批既熟练掌握英语语言技能又通晓商务知识,能在国际商务舞台上开展跨语言、跨文化和跨学科交际活动的复合型英语人才。

商务英语学科在其发展过程中,有三个重大事件是具有里程碑意义的:1994年搭建了全国性的商务英语研讨平台;1998年中国高校国际商务英语研究会成立;2007年国家教育部批准在高校增设商务英语本科专业。近年来,商务英语教学和研究的规模迅速扩大,培养规格、教学内容和教学方法日益规范,学科建设水平逐步提升。据有关单位统计,到目前为止,全国已有近700所高等院校开设了商务英语方向的英语专业或商务英语课程。2006年以来,其中的7所高等院校已先后获得教育部批准试办商务英语本科专业。根据相关部门和机构的规划,今后5年获准开设商务英语本科专业的院校将增至50所左右。

为了更好地规范商务英语教学,有关专家和部门正加紧工作,《高等学校商务英语专业本科教学要求》呼之欲出。为了满足有关高等院校对商务英语综合性基础教材的急切需求,复旦大学出版社精心策划,适时组织编写了《21世纪大学商务英语综合教程》。

担任《21世纪大学商务英语综合教程》总主编的王关富教授、陈洁教授和总主审的林添湖教授以及彭青龙教授,长期关注商务英语学科建设,是我国商务英语教学和研究领域的核心专家。教材编写人员都是在对外经济贸易大学和上海对外贸易学院长期从事商务英语教学的教师。这些具备英语语言技能、国际商务知识和商务英语教学经验的复合型教师强强联合,为大家奉献了一套特色鲜明、质量可靠的商务英语综合性基础教材。

《21世纪大学商务英语综合教程》具有以下特点:(1)它是以前教育部《大学英语课程教学要求》和即将颁布的《高等学校商务英语专业本科教学要求》

为理论指导和编写依据的；(2) 在编写过程中充分考虑到了从高中到大学的英语教学的连贯性和递进性；(3) 整套教材遵循了“任务型教学”与“自主型学习”的教学理念与原则，重视外语教学的“输出”功能，重在培养学生的实际语言运用能力和在国际商务领域中的跨语言、跨文化、跨学科的交际能力；(4) 教材的各个环节体现了英语语言技能训练与国际商务专业知识学习的交叉与融合，并以英语语言技能训练为主、辅之以国际商务专业的基本知识与技能；(5) 教材充分体现了商务英语专业的学科交叉性、专业知识和技能的实用性以及教材在教学实践中的可操作性。

我深信，本套教材是商务英语教师的最佳选择之一，一定能提高我国商务英语的教学质量和效率。是为序。

中国高校国际商务英语研究会 副会长
教育部高等学院外语专业教学指导委员会 委员
上海对外贸易学院 副院长 叶兴国

2009年5月于上海

使用说明

中国的经济改革和对外开放,以及全球性的经济一体化,使我国经济和社会迅速全面融入世界体系之中,使商务英语在我国得到迅猛发展,尤其是在2007年3月商务英语作为独立本科专业获得教育部正式批准后,其发展更是如日中天、势不可当。因此,我们完全可以预见商务英语在我国的发展必将驶入更快车道、迈向更高层次。

但商务英语能否快速健康地发展,在很大程度上取决于几个关键因素,而教材建设就是其中之一,这是商务英语专业建设的重要一环,是商务英语复合型人才的基本保证。鉴于此,我们汇集了国内商务英语界的强势人才编写了这套《21世纪大学商务英语综合教程》。

目前,国内高校商务英语专业或方向基础阶段的英语教学基本上还是采用传统的教材,即以纯语言文学的内容作为载体。但商务英语作为独立的本科专业后,基础阶段的英语教学究竟应该如何进行呢?我们认为商务英语专业应有别于作为专业方向的商务英语,更应有别于传统的英语专业,基础阶段就应让学生逐渐接触到商务英语的词汇、表达法和相关的专业信息。而要很好地实现这一目标,编写基础商务英语专业的教材势在必行。不过,基础商务英语教材的编写必须做到在展现其特色的同时,一定要保持传统英语专业中英语语言学习的要求和目标,确保商务英语专业的学生掌握好英语语言的基本功。为此,我们在编写这套教材的过程中特别重视以下几点:

- ☆ 以教育部颁发的《大学英语课程教学要求》为指导,力求使《21世纪大学商务英语综合教程》符合其教学要求,同时又体现商务英语专业本身的特点,为商务英语复合型人才的培养奠定基础。
- ☆ 与高中阶段的英语学习具有连贯性和递进性。编者认真研读了高中阶段的英语教材,并认真把握其内容和思路,使本套教材与高中英语教材有一个比较合理的衔接,以有利于新生更快适应大学的商务英语学习。
- ☆ 交际法和功能法有机结合。对商务英语专业的学生来说,最重要的是语言运用技能和沟通能力的培养。因此,交际法在商务英语的教学中至关重要。功能法也十分重要,它是实现上述目的的手段,即通过系统

的语言功能的学习使学生具有更强的语言运用能力,达到更好的交际沟通目的。

- ☆ 语言技能与专业知识学习相结合,以语言技能为主、专业知识为辅。课文材料涉及商务背景与知识,但难度要有控制,有个循序渐进过程。选材力求精练、典型、可读性强。结合课程内容尽量多地为学生提供交流和练习的机会,在虚拟的商务环境中强化学生的语言技能,提高文化素质和跨文化意识。
- ☆ 在编写过程中,编者充分考虑到了以下两个变化:新入校学生的英语水平在不断提高;商务日新月异的变化。因此此教材的编写充分体现了这两者的变化,使教材的质量有了可靠保证,并力争使商务英语在成为独立本科专业后编写的第一套基础商务英语教材得到商务英语界专家、师生和社会的认可,在国内起到示范作用,具有权威性和推广价值。

《21世纪大学商务英语综合教程》共四册,这是其中的第四册,使用对象为商务英语专业或方向的本科生,使用时间为第二学年第二学期。我们希望通过本教材的学习,有效训练学生听、说、读、写、译等英语语言技能,为下一步更深入地学习商务英语打下坚实的基础。

本册共分品牌战略、目标管理、决策机制、物流等10个单元,每个单元为一个专题,从不同的视角循序渐进,点面结合。每一单元包括以下四部分内容: *Part One Lead-in Activities*, *Part Two Knowledge-based Learning*, *Part Three Task-based Learning*, *Part Four General Learning*。这四部分内容是我们全体编写人员共同谋划、精心设计的,目的是让学生比较娴熟地掌握商务英语语言的各项技能,初步接触和了解商务中的方方面面,更重要的是让他们在虚拟的商务环境中逐步培养交流与沟通的能力。

- ☆ *Lead-in Activities*(导入部分)是本书的亮点,选取了与主题紧密相关的商务领域真实的视频材料,为后面的正文内容作铺垫,其目的有三:1) 激发学生对各单元主题的兴趣;2) 训练学生的听说能力;3) 潜移默化地增强学生对商务环境和知识的了解。这部分的教学形式较为活泼,可以采取课堂提问、小组讨论等形式不断地重视视频内容,加深学生对该视频的理解。导入部分一般需要15分钟左右。
- ☆ *Knowledge-based Learning*(知识学习部分)和 *Task-based Learning*(任务操练部分)则是本书的重点,为教材的正文部分。*Knowledge-based Learning*为每个单元的主体,主要是通过课文形式(Text A)讲解该单元的商务主题。内容包括:课文、生词、重要短语、专业术语、课文注释、语法聚焦、练习和名言小贴士等。重要短语是商务英语中的常用短

语和表达,专业术语则主要是涉及商务的重要概念;课文注释是对主课文中的一些长句和难句进行必要的解析并提供译文,以利于学生的准确理解;主课文后练习形式有:术语与定义配对、短语填空、句子回填、语法训练和翻译等;商务英语语言特色是就商务英语中一些典型的语言现象进行讲解,后面配有相应的练习,使学生能进一步巩固所学的语言知识,并能在实际的交际中熟练运用;名言和小贴士旨在提供与课文主题有关的一些思想火花。本部分需要学生进行重点学习,不但要通过课文学习有关该主题的新知识,而且需要运用从导入部分已获得的信息进行知识点的阐释和问题回答。本部分对知识的讲解以深、透为主,不仅在教师参考书上提供了大量的相关信息,而且在课文后补充了较多的专业词汇,以拓展学生的视野,加深其对该主题的理解。对主课文、背景知识、专业词汇的解释等大约需要2至3个学时。同时知识学习部分还配有形式丰富的练习,不仅检验学生在该单元所学习的专业术语,同时拓展他们对一般词汇的学习和应用能力。这一部分的练习大约需要1个学时。

☆ *Task-based Learning* (任务操练部分)由一篇短小精悍(通常为500字左右)并与主题相关的商务案例开始。内容有课文和练习,练习以问题讨论、小组交流和活动为主,主要目的是提高学生口头表达、语言运用和人际沟通能力。本部分并不只注重对知识的灌输,而是专注于对商务概念的运用。对于该案例的学习既可以主旨学习为主,也可以主旨和语言习兼顾(既让学生了解案例的意思,同时又学习相关的语言点)。本部分的案例一般都会涉及Text A中所学习的概念和知识,同时也会出现新的概念供学生学习。编者还设计了多种与案例相关的练习,让学生进行操练,使其在实际操作中加深对概念的理解。本部分旨在帮助学生巩固和运用相关的商务知识。对本部分的学习大约需要2个学时。

☆ 最后一个部分,即 *General Learning* (拓展学习部分)的目的是帮助学生巩固和提高四、六级的阅读理解和纠错技能,因此所选的课文主题较为广泛,但大多与商务相关,并设有相关的阅读理解和词汇练习。本部分可以作为学生的课后练习,因此课上讲解并不需要花太多时间,一般10至15分钟左右。

为方便教师的教学、提高教学效果与质量,我们还推出了本教材的配套材料,包括视频、多媒体课件和教师参考书。在教师用书每单元的最后,编者都设计了较多的补充操作练习,教师在结束单元内容之前,可选一两个练习布置

给学生独立完成,从而整体检验学生对该单元商务知识的学习情况。这一过程大约需要 15 分钟左右。

综上所述,本套教材每个单元的学习大约需要 6 到 8 个课时,教师可根据本校英语的课时量随机进行调整。

商务英语的教学要抓住两点一线,两点就是商务知识和商务英语技能,一线则是教学全过程体现商务知识与英语技能的并进。在教学中,教师要充分运用现代教学理念,以教师为主导,以学生为主体,大力提倡合作式和发现式学习方法,充分利用启发式和讨论式的教学形式,调动学生的学习积极性和主动性,在课堂上创造一种虚拟的商务环境和浓厚的语言交流氛围,使学生能初步熟悉和了解相关商务知识和背景,培养学生语言应用能力和人际沟通能力,并进而引导学生理论联系实际,培养其分析问题和解决问题的能力。

本教材在编写过程中,中国国际商务英语研究会会长、对外经济贸易大学校长陈准民教授非常关心和支持并给予了具体的指导,同时也得到了国内商务英语界众多专家和学者的关注和认可,更得到许多院校师生的期待和厚爱。对此我们深表感谢。我们还要感谢复旦大学出版社的大力支持,尤其是倪琴芬和唐敏对此套教材自始至终的参与、指导和协调。没有他们的付出与贡献,此套教材的出版难以想象。当然,由于各种原因,教材中难免会有疏漏和不足,我们热忱欢迎商务英语界专家和同仁,尤其是使用此教材的师生,提出批评意见和建议,以便今后改进。

编者

2010 年 8 月 20 日

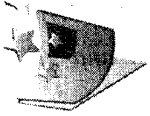
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Unit 1

Establishing Brand Strategy



Learning Objectives

1. Knowledge-based learning objectives

In this unit, students will learn:

- ◆ what brand strategy is
- ◆ how to establish a competitive brand strategy
- ◆ how to achieve branding success
- ◆ why brand strategy is important to a company
- ◆ what emotional connections a brand can create
- ◆ some basic concepts about brand strategy

2. Task-based learning objectives

After learning this unit, students will be able to:

- ◆ summarize the features of a company's brand strategy
- ◆ compare the brand strategies of different companies
- ◆ associate a company's ad campaign with its brand strategy
- ◆ explore the relationship between a company's brand and its culture



Part One Lead-in Activities

1. Before watching the videos, think of the following questions, and give a brief answer to each of them.

1) What world famous brands do you know? Which one do you like best? Why?

Teaching Tips: *Students may talk about any famous brands they know and give their reasons for brand preference.*

2) How can a company establish a strong brand?

Teaching Tips: *The instructor may ask students to brainstorm for the approaches a company can use to establish its brand, and then summarize their answers. Or the instructor may introduce the following steps to students:*

A. Determine your “hype”

Call it what you like. It is your unique selling proposition, or your point of differentiation, the thing that makes your customers remember you — and come back to you.

B. Live up to your hype

Once you’ve determined your hype, make sure you live up to it in every aspect of your business.

C. Ensure consistency in your image, logo and communication

This falls into the realms of traditional branding — where your logo and colours suit your corporate image. You need to ensure that this is consistent with your hype. Ensure that the look and feel of all your communication — whether on your website or through newsletters — reflects what you are trying to convey about your business. You don’t need fancy images if you want to convey that you offer the cheapest prices around town.

D. Harness the power of word-of-mouth marketing

If you get the first three right, you can let your customers do the rest of the work for you. When you deliver on your promises consistently, customer referrals will bring in more business. While some elements of this are certainly out of your control, there are things you can do. For example, ask customers for testimonials and feature them prominently on your website or newsletters.

Acknowledge and thank customers who have referred new business to you.

3) What is brand loyalty? What brands are you loyal to?

Teaching Tips: *The instructor may ask some students to speak out their*

understanding of brand loyalty and then summarize their ideas as follows:

Brand loyalty is a measure of the degree to which a buyer recognizes, prefers and insists upon a particular brand; brand loyalty results from continued satisfaction with a product considered important and gives rise to repeat purchases of products with little thought but with high-involvement.

And then the instructor may ask students about their own brand loyalty and inquire about the reason.

2. Watch the videos and complete the following exercises.

1) Identify the following statements according to Video 1. If the statement is true, put "T" in the brackets; if it is false, put "F" in the brackets.

- (1) (T) Companies cannot control the ways consumers talk about their brands.
- (2) (T) According to Joel, as people will circulate brands among themselves, brands are very important to companies.
- (3) (F) In fact, many companies don't want people to talk about their brands.
- (4) (F) The sentence "You want consumers to hijack your brand" means many companies want people to copy their brands.
- (5) (T) It's not the company, but the consumers who really own the brand.

Script 1:

What yelp is, it's 2.7 million people every month talking about brands that they like or dislike, and you have no control over it. It's reviews, it's restaurant reviews, it's business reviews, it's flower reviews, it's food reviews and it's people talking about your products and services in your age group, telling other people whether or not they should use it.

"Look, the fact is you don't want people not talking about your brand. It's just the opposite. You want people to have a dialogue about your brand and in fact, this is what people always get a little bit concerned about. You want consumers to hijack your brand. You want them to take your brand over."

One of the things that you want to keep in mind that's really popular is what's called consumer-generated media. This is media that your, your customers, your clients, your prospects generate on their own about your brand. Do you really think if someone puts a video about your brand on the Internet that you consume? You don't own your brand. They own your brand.

2) Fill in the blanks in the following passage according to Video 2.

Script 2:

Anchor: Welcome to the program, ladies.

Susan/Carol: Thanks, Susan.

Anchor: Now, I know that a lot of small businesses, when they think about branding, their eyes glaze over (1) and well, I even heard someone say that they think of branding in terms of cows. Susan, how do you respond to (2) that?

Susan: That's pretty funny. That's a great question, too. You get a lot of that. In fact, when we first started our workshops, we, we decorated the environment (3) with branding irons and haybells. We really kind of got people a little freaked out (4) because they didn't know where they were getting into. But branding is really very similar to the process that the cattle ranchers use in the commercial environment. When they branded the cow, they had a specific mark (5) that meant something specific. So we defined branding as a way of developing a perception (6), a perception that eventually lives in the minds of its market and its employees. So the company is, when they do something we call branding, or branding process, they're, they're are working at creating a specific perception and controlling that perception and managing it. So the same way the commercial rancher did. You know you've got a black angus, branding iron on the side of the cow. You know that the black angus is the meat that you want because of a specific experience (7) with that meat.

Carol: And that particular perception is dictated by the customer's experience, the experience that you leave with them. So more than you can create a strong emotional connection (8), create a trust, uh ... with your brand, with your customers, create a memorable (9) experience. That's what branding is really all about. A lot of people think of this just as a logo, or branding is marketing (10). But really it's creating and owning, a distinct perception in the minds of your market.

3) Watch Video 3. Then discuss with your team members about the brand strategy of HTC. Does the commercial move you? Why?

Teaching Tips: *The instructor may play the commercial first and ask students to discuss among themselves the emotional connections the HTC brand tries to establish, and then ask some groups to talk about their feelings about this ad.*

Script 3:

You are different from you.
And you are trying to forget about work,
Or you are working late again.
And you missed your kids,
And you miss the waves.
And you can't believe what you just saw.
And you need to laugh,
And you need to cry,
And you just can't get out of your mind.
Or you just want to know if he is OK.
But you need a place to eat,
So you stop,
And listen to that band you saw that time.
You are at that place,
Where you want everyone to know you are almost there.
And you want to share,
And you want to think,
And you are trying to remember,
And you are trying to forget.
And you come to realize that you don't need to get a phone.
You need a phone that gets you, and you, and you.
And we are HTC.



Part Two Knowledge-based Learning

Text A

Reading Comprehension Questions

1. Why are businesses seeking new and more effective ways of increasing the influence of their brand strategy?

Because a strong brand strategy can increase the awareness of a company and its offerings in such a way that establishes strong feelings and reactions and a favorable view towards the company as a whole.

2. What kind of proposition must a company's brand make?

The proposition your brand strategy make must be very compelling, attractive and unique among competitive offerings. The proposition must also be consistently reinforced throughout all phases of an organization.

3. What does the author mean by saying that "Brand is the Alpha and Omega"?

By saying this, the author means that brand is the totality of one's company and its business. It includes the best and worst of its products and will be reflected by all employees and other aspects.

4. What does branding research include?

Branding research includes the research on the brand's strengths and weaknesses, the target audience and the competition. If possible, it should also be done on the brand's industry, its history, the status of the market and possibilities for future expansion.

5. How does a brand promise create emotional connections?

To create emotional connections with customers, a brand promise should be:

- 1) grounded in the brand's core values;
- 2) clearly relevant and engaging to your target market;
- 3) able to create some sort of positive emotional attachment beyond just being "good";
- 4) repeated internally and externally within your organization;
- 5) adaptable to the business climate;
- 6) continually reinforced.

Proper Nouns

1. **Scott White**: Scott White, president of Brand Identity Guru Inc., is a highly sought-after branding consultant and speaker. He has conducted hundreds of proprietary "Pump Up Your Brand" workshops to companies of every size from large multi-national public companies to one-and two-person shops.

2. **Sun Life Financial**: a leading international provider of protection and wealth accumulation products and services to individual and corporate customers. With offices in 24 countries serving millions of customers, we help people achieve financial peace of mind by providing sound financial solutions throughout their lifetimes.

The company was founded in 1865 and is headquartered in Toronto, Canada. Sun Life Financial Inc. is a public company and trades on the Toronto, New York and Philippine stock exchanges under ticker symbol SLF.