

Career Express Business English

职通商务英语

Teacher's Manual

教师参考书

1

◎ 总主编 贺雪娟
◎ 主 编 王 敏 郇 帅



高等教育出版社
HIGHER EDUCATION PRESS



Zhitong Shangwu Yingyu Jiaoshi Cankao shu

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HIGHER EDUCATION PRESS BEIJING

图书在版编目 (CIP) 数据

职通商务英语教师参考书. 1 / 贺雪娟主编; 王敏, 邬帅分册主编. —北京: 高等教育出版社, 2010.8
ISBN 978-7-04-029615-0

I. ①职… II. ①贺… ②王… ③邬… III. ①商务 - 英语 - 高等学校: 技术学校 - 教学参考资料 IV. ①H31

中国版本图书馆 CIP 数据核字 (2010) 第 149441 号

策划编辑 闵 阅 责任编辑 康冬婷 封面设计 于 涛
版式设计 孙 伟 责任校对 康冬婷 责任印制 朱学忠

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100120

购书热线 010-58581118
咨询电话 400-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>

经 销 蓝色畅想图书发行有限公司
印 刷 北京信彩瑞禾印刷厂

网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
畅想教育 <http://www.widedu.com>

开 本 850 × 1168 1/16
印 张 14.25
字 数 355 000

版 次 2010 年 8 月第 1 版
印 次 2010 年 8 月第 1 次印刷
定 价 35.00 元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

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物料号 29615-00

前言

随着经济全球化的进一步发展,我国与世界各国的经济合作日益深入,国际商贸交往日益频繁。在对国际化商贸人才需求日益增加的同时,社会对高素质商贸人才的英语应用能力的要求愈来愈高,进而对商务英语教学的载体——商务英语教材的编写也提出了更高的要求。《商务英语综合教程》系列教材旨在提高学习者的商务英语语言交际技巧,培养其熟练掌握英语、通晓商务知识、熟悉国际商务环境、善于跨文化交际的能力,以满足现代社会对商贸人才的需求。

商贸职业岗位群人才培养目标分析表

职业岗位群	主要工作岗位	人才培养目标
国际商务从业人员	进出口贸易,国际物流,国际金融,服务外包等岗位	培养熟练运用商务英语专业技能从事国际商务工作的应用型人才
涉外企业管理人员	涉外企业生产、销售、管理等岗位	培养以英语语言为工具在涉外企业从事生产、销售、管理工作的一线人才
涉外服务从业人员	外事接待、涉外旅游等岗位	培养能熟练运用英语从事外事接待、涉外旅游服务等服务三产一线的专门人才

《职通商务英语综合教程》将商务专业知识和跨文化商务交际能力与英语语言运用技能结合在一起,以学生为中心、以商务为环境、以商贸岗位任务为路径、以商务交际为目的,由浅入深,循序渐进,通过对学生听、说、读、写、译等基本技能的全面训练,培养学生通晓商务技能,掌握英语知识,以及在未来岗位中完成商务任务和商务交际的能力。

《职通商务英语综合教程》系列教材目标:

课程总目标

培养学习者在商务场景中使用英语语言知识和商务知识的技能,使学习者能够完成具体商务任务,成为适应社会需要的应用型涉外商务工作者。

商务知识与技能

使学习者了解和领悟商务活动中需要的知识,掌握商务活动中需要的技能,并灵活运用于商务实践。

语言知识与技能

使学习者通晓商务英语语言知识与技能,完成商务交际任务。

一、《商务英语综合教程》系列教材特点:

1. 分析岗位,设计系统

《职通商务英语综合教程》是在分析商贸职业人才培养目标,解构职业岗位的基础上,针对行业、企业对商贸高素质人才的要求完成单元主题及框架结构的设计的。设计系

统新颖, 适合高职高专经贸商务类学生使用。

2. 选材真实, 突出实用

本套教材选材真实, 编写组成员耗时一个多月, 远赴国外著名大学, 外贸机构现场选材。所有素材均采用真实事件、真实人物、真实案例, 内容涉及企业管理、国际贸易、金融证券、商务礼仪等。通过大量真实、生动的素材, 营造真实商务活动情境, 满足学习者对商务英语学习的实际需求。

3. 设计新颖, 注重操作

本教程根据商务英语课程和高职高专学生特点, 在教材设计中充分考虑教学法, 运用行动导向教育理念和ISAS (Information Search and Analysis Skills) 等新的教学观念和手段, 注重语言的交际功能和商务知识的应用, 遵循“输入—内化—输出”的学习规律, 强调教与学的紧密结合。

4. 三位一体, 凸显完美

本套教材由综合教程、教师参考书、拓展教程三部分组成。教师用书提供了各单元的课堂教学设计、课文分析、语法讲解、写作技巧、练习答案以及大量商务背景资料; 拓展教程由词汇、语法、阅读、写作及商务技能几部分组成, 供学生课后进行巩固及拓展性练习。

5. 配套齐全, 便于使用

本套教材配有电子教案、MP3录音、网络资源等相关教学资源, 提供教学各环节所需要的素材, 定期更新, 还配套有《职通商务英语听说教程》, 便于使用者同步学习。

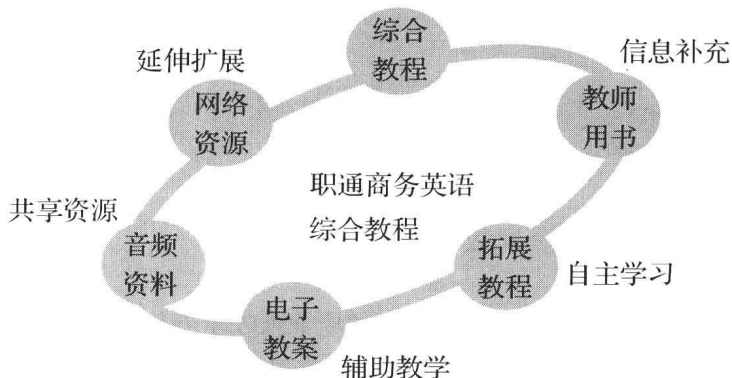
6. 循序渐进, 强化阶段

本套教材共分为4册, 内容从基本商务概念、理论到具体商务操作流程以及实际案例分析, 便于学习者循序渐进地完成各阶段商务英语知识的学习, 更具目的性和科学性。

二、《职通商务英语综合教程》系列教材的结构:

《职通商务英语综合教程》系列教材共分4册, 第一册、第二册旨在培养学生的词汇、语法、语用技能、跨文化交际能力和普通商务知识; 第三册围绕国际商务及国际贸易流程设计单元主题, 进一步培养学生的语言实际运用能力及专业商务知识; 第四册为具体商务案例的学习与分析。

《职通商务英语综合教程》系列教材构成图



《职通商务英语综合教程》配备MP3录音，每册均分10个教学单元和3个复习单元，各教学单元体例统一，都由以下5个模块构成：

- 学习目标（语言技能、语法要点、词汇、商务交际）
- 任务导入（小组讨论、问题回答、意见陈述、热身练习等）
- 精读课文（导语、阅读前任务、课文、注释、阅读理解任务）
- 语言要点（词汇与语法学习/商务技巧及练习、商务翻译练习）
- 商务交际（商务写作、商务听说、商务礼仪与交际）

《职通商务英语教师参考书》摆脱了传统的教参编排方式，力求从教师角度出发，做到信息丰富，设计合理，使用方便。

《职通商务英语拓展教程》是《综合教程》的完美补充，从方便学生自学的角度出发，提供了与单元主题相关的自测习题，可作为课后练习来检测学生的学习效果，部分内容还可作为课堂教学的补充。

《商务英语综合教程》电子教案是课堂教学的重要辅助资料。每册分为10个单元，每单元分为一个主页面和三个教学板块，结构清晰。便于教师操作，图文并茂的形式，也有利于激发学生的学习热情。

《职通商务英语》系列教材由长沙民政职业技术学院应用外语系主任贺雪娟教授担任总主编。《职通商务英语教师参考书1》的主编为长沙民政职业技术学院的王敏、邬帅，参与编写此书的其他编者包括郭定芹、付检新、李颖、王荣宁、戴卓、崔彪、李琰、杨帅、赵宇。大连理工大学的孔庆炎教授担任了《职通商务英语》系列教材的总主审。外籍专家Hal·J·Mettes先生以及Caroline·J·Mettes女士也参与了《职通商务英语教师参考书1》的审稿工作。

本套教材在内容设计和材料选取上均做了不少新的尝试，编者真诚地希望使用本套教材的学生和教师能对教材的不足之处提出宝贵意见，以便我们今后加以完善。

编者
2010年6月

教参使用说明

一、编写说明

《职通商务英语教师参考书》是为《职通商务英语综合教程》配备的教学资源，共分为4册。每册分为10个单元，供一个学期使用。

《职通商务英语综合教程》摆脱了传统的教参编排方式，力求从教师角度出发，做到资源丰富，设计合理，使用方便。首先，通过教学计划表化解了单元教学目标，协助教师编排教学进度和完成教学设计，并对每一个教学步骤都给出了详细的指导和建议。提供了各个教学活动及所有练习的参考答案、听力活动的录音原文、课文语言点分析、语法要点讲解、商务写作指导等。针对各单元主题，教师用书还提供了充分和详实的商务知识、跨文化沟通、商务交际等相关背景资料，能完全满足教师在教学过程中对相关商务知识的了解需求，真正达到了熟悉教参即可上课的目的。

二、使用说明

《商务英语综合教程》教师用书每单元分为教学目标（Teaching Objectives）、教学建议（Suggested Teaching Schedule）、背景知识（Background Information）、教学指导（Lecturing Hints）、拓展资源库（Resource Data）5个部分。

1. 教学目标（Teaching Objectives）

该部分规定了各单元教学应达到的目标，包括商务知识与商务交际技能、英语语言知识与语言运用能力。

2. 教学建议（Suggested Teaching Schedule）

该部分提供了各单元的教学计划表，对各单元的课时与教学进度安排、教学内容组织与课堂教学设计提出了指导性建议。授课教师可根据课时总量及学生实际情况，作适当调整。

3. 背景知识（Background Information）

该部分提供了大量与本单元主题紧密相关的商务背景知识材料，从多个角度对本单元商务主题进行介绍，节省了教师备课过程中资料收集的时间与精力。

4. 教学指导（Lecturing Hints）

该部分为教师课堂教学提供了清晰实用的指导。

☆ 任务导入（Lead-in）

提供了以小组讨论、回答问题、发表意见、完成练习等形式的1—3个与本单元主题相关的任务，方便教师引导和激发学生对课堂学习的兴趣。

☆ 课文阅读（Reading）

方便教师指导学生准确理解课文，掌握重要语言点和相关商务知识。课文分析部分对难句、长句及重要词汇给出了分析、中文解释与例句。

☆ 语言要点（Language Focus）

提供了词汇（Vocabulary）、语法（Grammar）和翻译（Translation）三个方面的重点，方便教师指导学生掌握本单元英语语言要点，通过相关练习提高学生将所学语言知识应用于商务实践的能力。

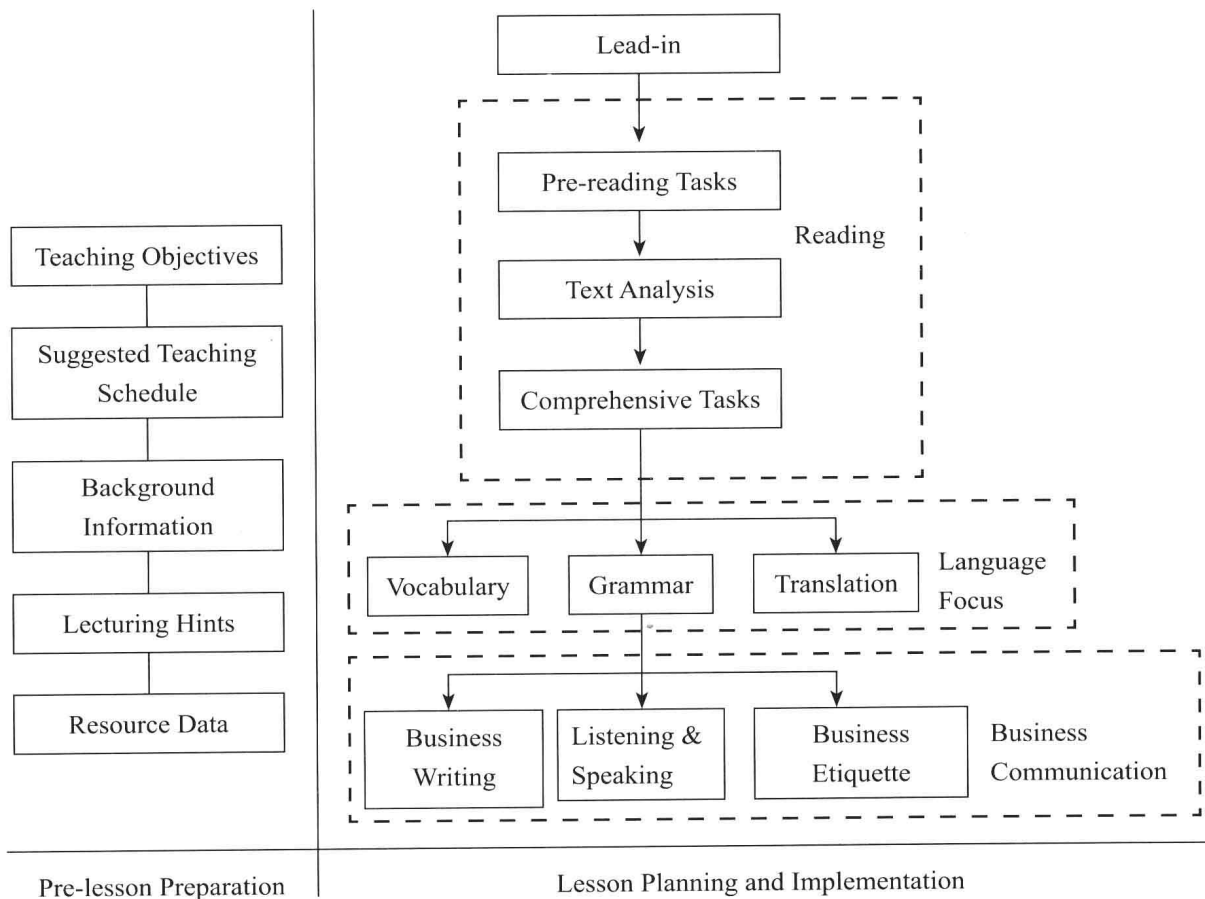
☆ 商务交际 (Business Communication)

提供了商务写作 (Business Writing)、听说 (Listening & Speaking) 和商务礼仪 (Business Etiquette) 三个模块。商务写作模块通过常见商务应用文的格式及写作要点的介绍, 方便教师指导学生掌握商务写作技能; 听说模块提供了听力材料录音文本及会话中常用表达方式, 方便教师训练学生在真实商务环境中的语言交际能力, 商务礼仪模块提供了商务礼仪知识、文化差异知识或跨文化交际技能, 方便教师帮助学生了解商务交际中所需的知识和技能。

5. 拓展资源库 (Resource Data)

该部分提供了与本单元主题相关的拓展性材料, 供教师在教学中深入阐述商务知识点并扩大学生的知识面。

《职通商务英语教师参考书》结构示意图



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Unit

1

Business Kaleidoscope

Teaching Objectives

By the end of this unit, students will

- ☐ Gain a basic knowledge about business
- ☐ Be familiar with the format of an English letter
- ☐ Use present simple tense
- ☐ Be able to express their ideas about online shopping



Suggested Teaching Schedule

Time Schedule	Class Content	Homework
Sections I-II	Lead-in Students discuss different business activities and differentiate between goods-producing and service-providing businesses. Reading Allow students a few minutes to go through the text and finish the comprehension tasks. Explain the key language points.	Extended Book reading
Section III	Vocabulary Students finish the vocabulary task and are offered more information about these key words.	Extended Book vocabulary, grammar

	<p>Grammar Teacher explains the present simple tense with examples; students finish exercises.</p> <p>Translation Students finish the translation task.</p>	and translation
Sections IV-VI	<p>Writing Students discuss how to write a letter. Teacher provides more information and asks students to write a business letter according to the model.</p> <p>Listening Students finish the listening task.</p> <p>Communication Skills Students study the sentence patterns together.</p> <p>Speaking Students study the sample dialogue and practice it.</p>	Extended Book oral practice

Background Information

1 The History of Business

One of the first people to describe business processes was Adam Smith in his famous (1776) example of a pin factory. Inspired by an article in Diderot's Encyclopedia, Smith described the production of a pin in the following way:

"One man draws out the wire, another straightens it, a third cuts it, a fourth points it, a fifth grinds it at the top for receiving the head. To make the head requires two or three distinct operations: to put it on is a particular business, to whiten the pins is another... and the important business of making a pin is, in this manner, divided into about eighteen distinct operations, which in some manufactories are all performed by distinct hands, though in others the same man will sometimes perform two or three of them."

2 The Meaning of Business

A business is an organization that provides goods and services to others who want or need them. While many people think of business careers, they often think of jobs in large wealthy corporations. Many business-related careers, however, exist in small businesses, non-profit organizations, government agencies, and educational settings. Besides, a degree in business isn't needed for you to obtain many of these positions. In short, every sector of an economy needs people with strong overall skills that can be applied to business tasks.

3 Scope of Business

There are a wide variety of career areas that exist in business settings. Some of these include:

- Accounting
- Administrative management
- Business management
- Finance
- Human resources
- Information systems
- Insurance
- Marketing
- Operations management
- Public relations
- Purchasing / merchandising
- Retail management
- Sales, etc.

4 Business Resources

Resources are needed by businesses to produce goods and services. The four main groups of resources are land, labor, capital and enterprise.

1. Land

Land refers to natural resources, such as rivers, forests, minerals and oil. Land is needed to grow crops or build factories to produce goods to meet customers' needs and wants.

2. Labor

Labor refers to the efforts of the people involved in the production of goods and services. Farmers, receptionists, tour guides, chefs, bus drivers, engineers and teachers form part of the labor force.

3. Capital

Capital refers to buildings, equipment and machinery used to manufacture goods and services.

- Fixed capital — This includes machinery, factories, equipment, new technology, buildings, computers, and other goods that are designed to increase the productive potential of the economy for future years. Nowadays, many consider computer software to be a form of fixed capital and it is counted as such in the National Income and Product Accounts of the United States and other countries. This type of capital does not change due to the production of the goods.
- Working capital — This includes the stocks of finished and semi-finished goods that will be economically consumed in the near future or will be made into a finished consumer goods in the near future. These are often called inventories. The phrase “working capital” has also been used to refer to liquid assets (money) needed for immediate expenses linked to the production process (to pay salaries, invoices, taxes, interests ...) Either way, the amount or nature of this type of capital usually changes during the production process.
- Financial capital — This is simply the amount of money the initiator of the business has invested in it. “Financial capital” often refers to his or her net worth tied up in the business (assets minus liabilities) but the phrase often includes money borrowed from others.
- Human capital — Contemporary analysis distinguishes tangible, physical, or nonhuman

capital goods from other forms of capital such as human capital. Human capital is embodied in a human being and is acquired through education and training, whether formal or on the job. Human capital is important in modern economic theory. Education is a key element in explaining economic growth over time (see growth accounting).

- Intellectual capital — A more recent coinage is intellectual capital, used especially as to information technology, recorded music, or written material. This intellectual property is protected by copyrights, patents, and trademarks. This view posits a new Information Age, which changes the roles and nature of land, labor, and capital. During the Information Age (circa 1971—1991), the Knowledge Age (circa 1991 to 2002), and the Intangible Economy Age (2002—present), many see the primary factors of production as having become less concrete. These factors of production are now seen as knowledge, collaboration, process-engagement, and time quality.

4. Enterprise

Enterprise refers to the use of business resources to produce goods and services, and earn profits. An entrepreneur is a person who takes risks to start and run his own business. Some entrepreneurs own small businesses while others run large firms.

5. Entrepreneurship

Entrepreneurship is a factor of production. In markets, entrepreneurs combine the other factors of production, land, labor, and capital in order to make a profit. Often these entrepreneurs are seen as innovators, developing new ways to produce new products. In a planned economy, central planners decide how land, labor, and capital should be used to provide for maximum benefit for all citizens. Of course, just as with market entrepreneurs, the benefits may mostly accrue to the entrepreneurs themselves.

The word has been used in other ways. The sociologist C • Wright Mills refers to “new entrepreneurs” who work within and between corporate and government bureaucracies in new and different ways. Others (such as those practicing public choice theory) refer to “political entrepreneurs”, i.e., politicians and other actors.

Much controversy rages about the benefits produced by entrepreneurship. But the real issue is about how well they operate in serving the public. This concerns such issues as the relative importance of market failure and government failure.

5 Business Operations

Business operations are those ongoing recurring activities involved in the running of a business for the purpose of producing value for the stakeholders. They are contrasted with project management, and consist of business processes. The outcome of business operations is the harvesting of value from assets owned by a business. Assets can be either physical or intangible. An example of value derived from a physical asset like a building is rent. An example of value derived from an intangible asset like an idea is a royalty. The effort involved in “harvesting” this value is what constitutes business operations.

Business operations encompass three fundamental management imperatives that collectively aim to maximize value harvested from business assets (this has often been referred to as “sweating the assets”):

- Generate recurring income.
- Increase the value of the business assets.
- Secure the income and value of the business.

6 Objectives of Business

Businesses must achieve their objectives to remain in operation. Lists of business objectives generally include such factors as:

- Survival, growth & social responsibilities — Survival is an obvious objective and growth is another objective because business does not stand still. In recent years, meeting social responsibilities has been recognized as an important objective of business.
- Profit — The profit objective plays the major role in business. Successful business organizations earn a profit because their goods & services effectively meet customers’ needs & demands. Profit rewards a business enterprise.

7 Features of Business

There are different features of business from above description as follows:

- Sale or transfer of goods for value — One of the basic features of business is that it involves sale or transfer of goods & services for value.
- Dealing in goods & services — This implies dealing in goods & services like bread, cloth, watches, delivery, etc.
- Recurrence of dealings — Business involves recurring or repeated transactions of selling & purchasing.
- Profit motive — Profit motive is the biggest & most powerful stimulus for running a business. Business involves production & purchase of goods & services with the motive of selling them at a profit.
- Risk involved — Business is also risky. Profit depends upon the degree of risk involved. The business is rewarded in terms of profit for his / her risk bearing capacity.

8 Requisites of a Successful Business

Today, the business has become very competitive. It is said that, “Business has become a bed of thorns”. A businessperson has to give proper thought to this consideration in order to make his business a successful one. The important requisites for success in a modern business are listed as follows:

- A clear objective
- Planning
- Sound origination
- Market research capability

- Finance
- Proper plant location, layout & size
- Effective management
- Harmonious relations with the employees
- Risk taking capacity.

9 The Difference between Goods-Producing and Service-Producing Businesses

- Goods-producing business — DUNKIN DONUTS produces coffee and donuts. There is something tangible (that you can see, feel, touch, eat, or walk out of the store with it in your possession).
- Service-providing business — Certified Public Accountants produce a service by giving advice, and sometimes doing a person's taxes.
- Then there are combination businesses — An automaker produces cars and provides maintenance service.

10 The Nature of Competition

Businesses compete with one another to sell their goods and services to customers. There are two types of competition:

- Direct competition

The business sells the same or similar products as the competitor. Direct competition is common in businesses such as fast food restaurants and petrol companies. For example, Burger King is a direct competitor of McDonald's in the fast food business and Shell is a direct competitor of Caltex in the petrol business.

- Indirect competition

The business sells products that satisfy the same needs of customers as the competitor. However, the products fall under different categories. The video rental store is an indirect competitor of the cinema for customers who are movie lovers. For example, a video rental store is an indirect competitor of the Golden Village chain of cinemas.

It should also be noted that business and economic competition in most countries is often limited or restricted. Competition is often subject to legal restrictions. For example, competition may be legally prohibited, as in the case with a government monopoly or a government-granted monopoly. Tariffs, subsidies or other protectionist measures may also be instituted by government in order to prevent or reduce competition. Depending on the respective economic policy, pure competition is to a greater or lesser extent regulated by competition policy and competition law.

Competition between countries is quite subtle to detect, but is quite evident in the world economy. Countries compete to provide the best possible business environment for multinational corporations. Such competition is evident by the policies undertaken by these countries to educate the future workforce. For example, East Asian economies such as Singapore, Japan and South Korea tend to emphasize education by allocating a large portion of the budget to this sector, and by implementing programs such as gifted education.



Lecturing Hints

Section I Lead-in

1 Ask students to work in pairs and talk about business activities shown in the pictures.

Suggested answers:

- ① This picture shows a scene in a supermarket. As one of modern retail outlets, the supermarket plays an important role in the retailing business.
- ② This picture shows an assembly line in a car factory. Car-making is one of the most important sectors of the manufacturing business.
- ③ This picture shows that a hotel receptionist is receiving guests. Hotel reception is a vital part of hotel service.
- ④ This picture shows a cabin attendant providing drinks to passengers. Air transportation provides the service of transporting passengers and / or cargo using aircrafts, such as airplanes.
- ⑤ This picture shows a harvester gathering grain in the fields. Farming refers to grain growing, livestock raising and horticulture. Farming is a primary industry.
- ⑥ This picture shows a bank in operation. Banking is concerned with the business of providing financial services to consumers and businesses.
- ⑦ This picture shows a construction site. Building and construction refer to the process of adding a structure to real property. It is a secondary industry.
- ⑧ This picture shows a real estate agency. Real estate rental is concerned with renting or leasing real estate and providing related services.

2 Ask students to discuss in groups the differences between goods-producing and service-providing businesses and finish the classification task.

Suggested answers:

Goods-producing business

- | | |
|------------------------|--|
| bakery: | In a bakery, bread is baked for sale. |
| shoe factory: | A shoe factory makes boots and shoes. |
| oil plant: | An oil plant refines oil. |
| vegetable farm: | A vegetable farm produces vegetables, such as tomatoes, potatoes, carrots, eggplants, etc. |
| coal mine: | A coal mine is engaged in the extraction or removal of coal from the earth |