# 《商务英语综合教程3》课程教学大纲

# The Course Syllabus of Business English: An Integrated Course 3 (English)

## 一、课程基本信息（Basic Course Information）

课程代码：16056904

Course code: 16056904

课程名称：综合商务英语3

Course name: Business English: An Integrated Course 3

课程类别**：**专业基础课

Course type: Specialty course

学时：64

Periods: 64

学 分：4

Credits: 4

适用对象：商务英语专业学生

Target students: Undergraduates majoring in Business English

考核方式：考试

Assessment: Test

先修课程：综合商务英语1,综合商务英语2

Preparatory courses: Business English: An Integrated Course 1-2

## 二、课程简介

本课程是一门商务英语专业基础课程，着重打牢语言基本功，商务英语专业素质与人文素质并重。本课程强调语言、文化与商务三者的有机融合，培养学生的跨文化交际能力，同时兼顾同其他商务英语技能课程和商务专业课程的衔接。每单元紧扣社会热点话题，充分挖掘课程中蕴含的思政资源。在学习语言基本技能和商务通识的过程中，通过比较东西方文化等手段，取长补短，培养文化和制度自信，发挥专业课程对大学生价值观的积极引领作用。

Thisis a basic course for business English majors, focusing on the basic language skills, business English professional quality and humanistic quality. This course emphasizes the organic integration of language, culture and business, and cultivates students' cross-cultural communication skills, while taking into account the connection with other business English skills courses and business professional courses. Each unit is closely related to social hot topics, and fully excavates the ideological and political resources contained in the course. In the process of learning basic language skills and business general knowledge, by comparing eastern and western cultures and other means, learn from each other's strengths, cultivate cultural and institutional self-confidence, and give play to the positive guiding role of professional courses in the values ​​of college students.

## 三、课程性质与教学目的

在学完本课程之后，学生能够：

1. 掌握商务环境中经常使用的商业术语、词汇及其常用表达方式；

2. 学习各种文体的英语写作并掌握一定的写作技巧及修辞手法；

3. 能够将语言技能、商务知识及文化知识相结合，具备跨文化的商务沟通能力。

4. 了解并熟悉旅游、生态环境保护、社会关系、就业与社会保障、文学艺术等知识产业等方面的基础知识；

5. 了解不同国家的文化，尤其是商业文化及习俗，能批判性看待东西方文化差异，对自身的文化和制度有自信。

## 四、教学内容和要求

### Unit 1 For Whom the Bell Tolls

#### (1)目的与要求

By the end of the Unit, the students should be able to：

* Understand the main idea of the texts and establish the link among them;
* Understand the hot topics in environment protection around the world；
* Research on the key terms related to the Unit；
* Realize the importance of environment；
* Have a basic understanding of China’s environmental policies.

#### (2)教学内容

**The theme of the unit**: environment and sustainable development, Xi Jinping’s Development Philosophy

**The skills**:

Reading:reading for general ideas, specific information, impliedmeaning

Listening:listening for the gist and listening for specific information, listening and note-taking

Speaking:discussion, survey, presentation skills

Writing:using a comparison matrix as an outline

Business-oriented skills:case study, research

Study skills:word Formation

**Notions**: sustainable development; environmental protection; carbon emission; developed and developing countries

**Functions**:Expressing opinions, making comparisons

#### (3)思考与实践

Use the ideas from the three texts to conduct a research on disputes between developed and developing countries with regard to carbon emission.

#### (4)教学方法与手段

课堂讲授与多媒体教学

### Unit 2 Science and Technology Harnessed

#### (1)目的与要求

By the end of the Unit, the students should be able to：

* Understand the main ideas of the three texts and establish the linkamong them；
* Understand and use the words and expressions picked from the texts；
* Have a primary understanding of sci-tech issues；
* Know the opportunities and challenges China faces in science and technology

#### (2)教学内容

**The theme of the unit**:science and technology and corporate management

**The skills**:

Reading:reading for general ideas, specific information impliedmeaning

Speaking:discussion, oral report

Writing:narrative argument

Business-oriented skills:case study

Studyskills:hyphenation

**Notions**: science and technology; 5-G; corporate management; competition

**Functions**:Expressing opinions, providing suggestions, using narrative asargument

#### (3)思考与实践

Conduct a case study and evaluate the advantages and disadvantages of Huawei.

#### (4)教学方法与手段

课堂讲授与多媒体教学

### Unit 3 Home! Sweet Home!

#### (1)目的与要求

By the end of the Unit, the students should be able to：

* Understand the main idea of the three texts and establish the link among them;
* Understand and use the expressions picked from the texts;
* Have a primary understanding of different child-rearing philosophies;
* Research on different family values in Chinese and Western cultures.

#### (2)教学内容

**The theme of the unit**: Family and Career

**The skills**:

Reading:reading for general ideas, specific information impliedmeaning

Listening:listening for the gist, listening for specific information, listening and note-taking

Speaking:discussion, survey, presentation skills

Writing:Metonymy and Synecdoche

Business-oriented skills:case study, research

Study skills:abbreviation

**Notions**: child-rearing; family values

**Functions**:how to translate long sentences

#### (3)思考与实践

Use the ideas from the three texts to conduct a research on different family values between Chinese and Western cultures.

#### (4)教学方法与手段

课堂讲授与多媒体教学

### Unit 4 You Can Make Your Life a Bed of Roses

#### (1)目的与要求

By the end of the Unit, the students should be able to：

* Understand the main ideas of the three texts and establish the linkamong them；
* Research on the key terms related to the Unit；
* Understand and use the words and expressions picked from the texts；
* Apply the principles in the texts to a case study.

#### (2)教学内容

**The theme of the unit**: Understanding the true meanings of adversity and happiness of life

**The skills**:

Reading:reading for general ideas, specific information, impliedmeaning

Listening:listening for the gist and listening for specific information, listening and note-taking

Speaking:discussion, survey, presentation skills

Writing:practice writing topic sentences

Business-oriented skills:case study, research

Study skills:word Formation

**Notions**: Psychology, adversity and happiness, unemployment;capitalism

**Functions**:Expressing opinions, making comparisons, giving suggestions

#### (3)思考与实践

Conduct a survey of how the lives of people in the disaster areas have changed through the psychological intervention

#### (4)教学方法与手段

课堂讲授与多媒体教学

### Unit 5 Welfare Is the Better Part of Well-being

#### (1)目的与要求

By the end of the Unit, the students should be able to：

* Understand the main ideas of the three texts and establish the linkamong them;
* Have a primary understanding of the cinema as an industry and cinephilia;
* Research on the key terms related to the Unit;
* Realize the role of distribution in the filmmaking process;
* Understand and use the expressions picked from the texts;
* Apply the principles in the texts to a business scenario, and give a report on the results of a case study.

#### (2)教学内容

**The theme of the unit**: welfare system

**The skills**:

Reading:reading for general ideas, specific information, impliedmeaning

Listening:listening for the gist and listening for specific information, listening and note-taking

Speaking:discussion, survey, presentation skills

Writing:practice narration

Business-oriented skills:case study, research

Study skills:understanding newspaper headlines

**Notions**: budget, deficit, employment, labor union, pension, from cradle to grave

**Functions**:Expressing opinions, describing process, making comparisons

#### (3)思考与实践

Use the ideas from the three texts to conduct a research on China’s medicare system.

#### (4)教学方法与手段

课堂讲授与多媒体教学

### Unit 6 Can Art Be Commercialized?

#### (1)目的与要求

By the end of the Unit, the students should be able to：

* Understand the main ideas of the three texts and establish the linkamong them;
* Read critically and evaluate the arguments of the texts；
* Use digital resources to search for academic publications；
* Realize the interaction between art and social backgrounds and the consequent development of artistic notions；
* Understand and use the expressions picked from the texts；
* Do a group research and write the report in a formal academic style.

#### (2)教学内容

**The theme of the unit**: Art

**The skills**:

Reading:reading critically

Writing: formal academic writing

Listening:music appreciation

Speaking:discussion, presenting one's own opinions

Writing:formal academic writing

Business-oriented skills:evaluating commercial and artisticachievements

Study skills:use of electronic databases

**Notions**: Art, music commerce, artistic theory, gallery, dealer, photography, portrait

**Functions**:Evaluating arguments, expressing opinions, researching throughelectronic databases

#### (3)思考与实践

Use skills and ideas from the three texts to do research and analyze the commercial and artistic values of China’s kongfu movies.

#### (4)教学方法与手段

课堂讲授与多媒体教学

### Unit 7 You Reap What You Peddle

#### (1)目的与要求

By the end of the Unit, the students should be able to：

* Understand the main ideas of the three texts and establish the linkamong them；
* Understand and use the expressions picked from the texts；
* Have a primary understanding of public relations and its application in commerce；
* Have a clear idea of the several approaches of opening an article；
* Provide suggestions and solutions to real life situation；
* Conduct a case study based on the understanding of the key business concepts, and present the case study report orally.

#### (2)教学内容

**The theme of the unit**: Public relations and its application in commerce

**The skills**:

Reading:reading for general ideas, specific information, impliedmeaning

Listening:listening for the gist and listening for specific information, listening and note-taking

Speaking:discussion, oral report

Writing:howto begin an article

Business-oriented skills:case study, research

Study skills:spelling differences between American and British English

**Notions**: Public relations, spin, lobbyism, corporate social responsibility

**Functions**:Expressing opinions, describing tendency, making comparisons

#### (3)思考与实践

Use the ideas from the three texts to conduct a research on China’s PR industry.

#### (4)教学方法与手段

课堂讲授与多媒体教学

### Unit 8 When Literature Meets Business

#### (1)目的与要求

By the end of the Unit, the students should be able to：

* Understand the meaning of the Literature of Knowledge and the Literature of Power as defined in the text, and the main features which distinguish the one from the other;
* Understand the main idea of each text and establish the link among them；
* Be familiar with the rhetoric devices the author adopts to illustrate the different functions of the two different types of literature；
* Research on the key terms related to the Unit；
* Understand and use the expressions picked from the texts；
* Give two more examples of the Literature of Knowledge and the Literature of Power respectively.

#### (2)教学内容

**The theme of the unit**: The functions of literature in a commercialized world

**The skills**:

Reading:reading for general ideas, specific information, impliedmeaning, textual analysis

Speaking:discussion, survey, presentation skills

Writing:metaphor

Literary skills:research

Business-oriented skills:case study, research

Study skills:vocabulary

**Notions**: The literature of knowledge, the literature of power, poeticknowledge, scientific knowledge

**Functions**:Expressing opinions, describing tendency, making comparisons

#### (3)思考与实践

Conduct a research on different types of genres of literature and their history respectively.

#### (4)教学方法与手段

课堂讲授与多媒体教学

## 五、各教学环节学时分配

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| --- | --- | --- | --- | --- | --- | --- |
| **教学环节****教学时数****课程内容** | **讲****课** | **习****题****课** | **讨****论****课** | **实验** | **其他教学环节** | **小****计** |
| Unit 1 For Whom the Bell Tolls | 4 | 2 | 1 |  | 1 | 8 |
| Unit 2 Science and Technology Harnessed | 4 | 2 | 1 |  | 1 | 8 |
| Unit 3 Home! Sweet Home! | 4 | 2 | 1 |  | 1 | 8 |
| Unit 4 You Can Make Your Life a Bed of Roses | 4 | 2 | 1 |  | 1 | 8 |
| Unit 5 Welfare is the Better Part of Well-being | 4 | 2 | 1 |  | 1 | 8 |
| Unit 6 Can Art Be Commercialized? | 4 | 2 | 1 |  | 1 | 8 |
| Unit 7 You Reap What You Peddle  | 4 | 2 | 1 |  | 1 | 8 |
| Unit 8 When Literature Meets Business | 4 | 2 | 1 |  | 1 | 8 |
| 合计 | 32 | 16 | 8 |  | 8 | 64 |

## 六、推荐教材和教学参考资源

1. 《商务英语综合教程3》(第二版)学生用书，王立非（主编），上海外语教育出版社，2018；

2. 《商务英语综合教程3》（第二版）教师用书，王立非（主编），上海外语教育出版社，2018；

3.《习近平谈治国理政》卷三，外文出版社，2020年6月.

4. Xi Jinping: The Governance of China,Volume III，外文出版社，2020年6月；

5. 《现代英语语法》，赵俊英，商务印书馆，2006年9月；

6. 《英语常用词疑难用法手册》，陈用仪, 浙江大学出版社， 2010年6月；

7. A Comprehensive Grammar of the English Language, Randolph Quirk et al,Longman Group Limited, 1985；

8. Longman Grammar of Spoken and Written English, Douglas Biber, Stig Johansson, Geoffrey Leech & Edward Finegan, Longman Group Limited,1999；

9. www.the freedictionary.com

## 七、其他说明

授课老师可以根据各章节有侧重点进行授课，可根据实际情况调整授课学时分配。

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