

<<商务英语>>

图书基本信息

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作者：吴翠华 编

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## &lt;&lt;商务英语&gt;&gt;

## 前言

商务英语的使用对象是高职高专商务英语类专业的学生，也包含使用英语从事涉外商务活动的广大商务工作者，他们学习英语的主要目的是使用英语从事各自的业务活动，如口头涉外交际以及业务中需要处理的商务单据、商务报告等。

对于更加广泛的商务英语的使用群体来讲，传统的先打好英语语言基础再学习与商务活动相关的专业英语的思路显然不能满足人才市场的需求，全国高职高专英语教学指导委员会提出的“实用英语”受到了社会的肯定。

商务英语的教学目标是要培养学生实际使用英语去从事涉外商务活动的的能力，首先要突出听说交际，而文字书面交际是口头交际的支持，教学编排以听说训练为主导，加强表达，突出实用阅读和写作，教学内容要有针对性，既要针对市场需求，又要针对培养人才的类型和所要达到的培养目标。

《商务英语》涵盖商务活动的各个层面，力求将英语知识与业务技能紧密融合为一体，渗透实用场景下的语言交际，同时在案例分析、习题等环节中针对特定的涉外交际技能的培养，提供与单元主题紧密相关的商务函电写作训练、单证处理以及翻译等练习，讲练结合，讲为练，练为用，学以致用，切实加强学生的表达能力。

全书围绕一整套国际商务活动展开，以真实的商务情景为线索，涵盖迎接外商、宴请、安排行程、电话联系、召开会议等日常商务活动，又包括了建立业务关系、询盘、发盘、价格磋商、成交、支付、装运、理赔等主要业务环节，同时讨论了岗位与职业、营销、商展等与现代商务活动紧密相关的话题，通过形式多样的训练强化学生的听、说、读、写、译等基本技能。

《商务英语》在内容上注重实用性，反映当前的国际商务实践，选取最新、最具代表性的材料，突出实际语言应用能力的培养，满足用人单位、行业对人才的知识 and 技能要求。

在教学方法上注重灵活性、趣味性，适应高职高专学生的认知特点，突出实用性和针对性，紧扣“以实用为主，应用为目的”

的教学目标，使学生能活学活用商务英语。

强化听说训练是《商务英语》编排的另一个特点，每单元的听说环节首先呈现与主题相关的商务活动的会话，比如价格磋商、交易会等真实场景；其次进行听力训练，让学生完成在类似情景下的会话，熟练掌握相关表达；最后给定情景和任务，让学生自主进行角色扮演，达到听说训练的高潮。语言的学习就需要不断地模仿、开口表达自己的意愿，既满足学生强烈的表现欲望，又能活跃课堂气氛，收到良好的教学效果。

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## 内容概要

《商务英语》围绕一整套商务活动展开，以真实的商务情景为线索，涵盖迎接外商、宴请、安排行程、电话联系、召开会议等日常商务活动，包括建立业务关系、询盘、发盘、价格磋商、成交、支付、装运、理赔等主要业务环节，同时讨论了岗位与职业、商展等与现代商务活动紧密相关的话题，强化学生的听、说、读、写、译等基本技能。

《商务英语》共14个单元，每个单元围绕主题，采取任务型训练，通过5个教学模块——听说训练、实用阅读、案例分析、拓展阅读、文化沙龙来提高教学的灵活性和趣味性，强化学生英语基本功的培养。

《商务英语》既适用于高职高专商务英语专业的教学，也可作为相关经济贸易专业的专业英语教材，还可用作商界人士自学培训用书。

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## 章节摘录

**Focus on the Interests behind the Positions** After the parties in a negotiation have developed a relationship, the discussion of positions can begin. This stage of negotiating involves both sides setting forth what they want to achieve from the negotiations. From a sellers perspective, it may involve selling a certain number of digital cameras at X dollars per set. From the perspective of the purchaser, it may involve receiving a certain number of digital cameras within 3-months time at X minus \$ 50 per set. Once the positions have been clearly stated, the effective international negotiator will then look behind those positions for the underlying needs of the other party. But often the position of one side is in direct opposition to the position of the other side. If the negotiators focus just on the positions, it is unlikely that they will resolve or reconcile their differences. But by looking beyond the position to the basic needs that gave rise to those positions in the first place, it is likely that creative solutions can be found that will satisfy both parties. In the following example, a win-win solution was possible because the negotiators were able to concentrate on the needs behind the positions rather than on the positions themselves. The representative of a U.S. telecommunications firm had been negotiating with the communications representative from the Chinese government. After months of relationship building and discussing terms, the finalization of the agreement appeared to be in sight. But at the eleventh hour the Chinese representative raised an additional condition that took the American by surprise. The Chinese representative argued that since they were about to embark on a long term business relationship between friends, the U.S. firm should give its Chinese friends a special reduced price that it would not give to other customers. The problem with this request was that the U.S. firm had a strict policy of uniform pricing for all countries with which it did business.

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