**教学大纲**

SJQU-QR-JW-033（A0）

**【综合英语4】**

**【Business English Comprehensive Course 4】**

一、基本信息

**课程代码：**【0020145】

**课程学分：**【6.0】

**面向专业：**【商英专科】

**课程性质：**【系级必修课】

**开课院系：**【职业技术学院应用外语系】

**使用教材：**

教材 【《新编商务英语综合教程4》（第2版），张逸主编，高等教育出版社，2017】

参考书目【《步入商界:商务英语初阶》，（英）约翰逊等编著，外语教学与研究出版社，2005】

【《新编剑桥商务英语（中级）》（第3版），（英）休斯编著，经济科学出版社出版，2008】

【《商务英语入门》(修订版)，任书梅等编著，外语教学与研究出版社，2013】

**课程网站网址：**

**https://mooc1-1.chaoxing.com/mycourse/teachercourse?moocId=208843956&clazzid=17915902&edit=true&v=0**

**先修课程：**【综合英语（3） **0020144（6）** 】

二、课程简介

商务《综合英语4》课程主要面向外国语学院商务英语专业专科二年级第二学期学生，为基础英语课程。该课程在基础英语教学的基础上，巩固、扩大学生的语法、词汇等语言知识，通过本课程的学习，了解经贸英语知识，并提高听、说、读、写、译方面的基本能力；掌握商务英语中的会话内容、基本词汇、专业术语、基本句型以及商务英语沟通技巧。培养学生在具体的商务工作环境中运用英语的实际能力，包括能够用英语建立及保持商务联系，能够用英语作为语言工具提供及获取商务信息，能够使用英语处理日常商务工作等。侧重培养学生的听说能力。

作为一门专业基础课，课程内容与商务活动紧密相连，侧重介绍与商务活动及日常业务相关的语言及语言技巧的运用。培养学生在各种商务活动及日常业务中英语语言的实际应用能力。这门课程还具有延伸性，与其他的商务英语专业课程的教学互相渗透，互相促进，互相支撑。

三、选课建议

《综合英语4》课程有别于语音、语法、听力、阅读等单项英语技能课，但又与这些课程相辅相成并有必要的重复。综合英语课所使用的材料是全国商务英语研究会推荐和精选的技能综合训练的教材。它的任务是传授系统的基础英语语言知识，培养英语基本的语言技能。选课前提是学生应具有扎实的语言基本功、初步的商务知识和一定的自主学习能力。

四、课程与专业毕业要求的关联性

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| 专业毕业要求 | 关联 |
| LO11：理解他人的观点，尊重他人的价值观，能在不同场合用书面或口头形式进行有效沟通。 | ● |
| LO21：学生能根据环境需要确定自己的学习目标，并主动地通过搜集信息、分析信息、讨论、实践、质疑、创造等方法来实现学习目标。 |  |
| LO31：掌握扎实的英语语言基础知识，培养扎实的语言基本功和听、说、读、写、译等语言应用能力。 | ● |
| LO32：掌握英语语言学、文学等相关知识，具备文学欣赏与文本分析能力。 |  |
| LO33：了解中西文化差异和跨文化的理论知识，具备较强的跨文化沟通能力。 |  |
| LO34：掌握商务实践知识，具有较强的外贸实务操作能力。 |  |
| LO41：遵守纪律、守信守责；具有耐挫折、抗压力的能力。 |  |
| LO51：同群体保持良好的合作关系，做集体中的积极成员；善于从多个维度思考问题，利用自己的知识与实践来提出新设想。 |  |
| LO61：具备一定的信息素养，并能在工作中应用信息技术解决问题。 |  |
| LO71：愿意服务他人、服务企业、服务社会；为人热忱，富于爱心，懂得感恩（“感恩、回报、爱心”为我校校训内容之一） | ● |
| LO81：具有初步的第二外语表达沟通能力,有国际竞争与合作意识。 |  |

备注：LO=learning outcomes（学习成果）

五、课程目标/课程预期学习成果（预期学习成果要可测量/能够证明）

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| --- | --- | --- | --- | --- |
| **序号** | **课程预期****学习成果** | **课程目标****（细化的预期学习成果）** | **教与学方式** | **评价方式** |
| 1 | LO112  | 应用书面或口头形式，阐释自己的观点，有效沟通。 | 教师设计各种语言运用活动，组织学生进行口头交际或书面表达。 | 口头展示或书面作品 |
| 2 | LO31 | L0311理解并掌握英语语法、词汇基本知识。 | 教师讲授理论知识，组织学生进行练习实践 | 词汇听写、作业、课堂测验 |
| L0312 掌握阅读方法，具备准确理解文章主旨、快速获取信息的能力。 | 教师讲授阅读技巧，组织学生进行阅读实践 | 课堂测验 |
| 3 | L0711 | 爱党爱国：了解祖国的优秀传统文化和革命历史，构建爱党爱国的理想信念。 | 教师推荐与启发，引导学生阅读中外文化和历史相关文献，整理并进行展示 | 读书报告或口头展示 |

六、课程内容

本课程6个学分, 在一个学期内开设, 每周6学时,共计96学时，其中第一到第六周为网上教学，学生在超星学习通线上自主学习，课时内师生在腾讯会议或微信上互动答疑，共36学时。

**第一单元 Advertisement**

**了解商务知识：**Advertisement; Ways of Advertising

**掌握语言点：**

— Key Words

I. expose, expenditure, heading, pervasive, channel, schedule, nuisance, poster, tempt, sponsor, sportswear, regulation, legislation, maximum, ensure;

II. benefit, flexibility, paste, scan, edit, slice, synchronize, mute, intrude

— Phrases

I．be exposed to, aim to/at, be subject to, limit to ;

II. turn upside down, transform into, open up, end up

— Word Study: aim, arrange, limit, subject, restrict

— Useful Structures: as well as, have the right to, make doing sth. easy

**运用交际技能：**

— Expressions: Persuasion

— Reading: Language of Advertising

— Basic Writing : Sentence Writing （Ⅰ）

**教学难点：**Grammar: -ing and -ed adjectives

**第二单元**Business Communication

**了解商务知识：** Business Communication; Letter Writing Strategy

**掌握语言点：**

— Key Words：

Ⅰ. fault, perspective, subconscious, deduce, widget, merit, infatuated, profoundly, admirable, self-evident, categorise, lure, prospect, premise, script, tragic；

Ⅱ. adapt, revise, draft, ignore, overestimate, chunk, digest, universal, preface, suit, stuffy

— Phrases

I. from sb.’s point of view, more often than not, in question, settle for, be familiar with, spring sth. upon sb., hold sb.’s attention, appeal to；

II. find fault with, save face, red flag

— Word Study: settle, suppose, convince, pursue, respond

— Useful Structures：far from sth./ doing sth., assuming, see ... as

**运用交际技能**

— Expressions：Expressions at the Post Office

— Reading： Leaflet： Swift Service

— Basic Writing: Sentence Writing （Ⅱ

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**教学难点：** Grammar：Troublesome Adjectives and Adverbs

**第三单元**Organizational Culture

**了解商务知识：**Organizational Culture

**掌握语言点：**

— Key Words

I. discourse, philosophy，verbally, superior, prize, diversity, sociability, span, overlap, discipline, factual, compelling, litigation；

II. distinctive, associate, presentation, assembly, egalitarian, alongside, divisiveness

— Phrases

I. address sb. as ... , be deferential to, work out, be consistent with；

II. a/one hell of a something

— Word Study: constitute, value, share, enhance, analyze

— Useful Structures: be sensitive to, with emphasis on ..., all but one

**运用交际技能：**

— Expressions: Expressing Curiosity & Asking for Information

— Reading: A Case Study： Are Two Managers Too Many?

— Basic Writing : Topic Sentences

**教学难点：**Grammar: Words or Expressions Denoting Frequency and Accuracy

**第四单元** Promotional Mix

**了解商务知识：**Promotional Mix

**掌握语言点：**

— Key Words

I. vary, scatter, brand loyal, disperse, physical, norm, commission, introductory, entice , exclusive , withdrawal

II. blend, representative , publicity

— Phrases

I. twice as important as , ,,turn to sb,on / by commission,entice somebody into doing something , prescribe (somebody) something (for something) , quit doing something, in action

II. be referred to as, be doomed to, introductory price, high-definition television, get to do,

— Word Study: available, stock, advance, supplement

— Useful Structures: help develop,as for sb / sth,as is the case with

**运用交际技能：**

— Expressions: Explanation

— Reading: Advertisements for Properties

— Basic Writing : Unity and Coherence

**教学难点：**Grammar: Position of Adjectives

**第六单元** Public Relations

**了解商务知识：**Public Relations; Methods for Public Relations

**掌握语言点：**

— Key Words

I. positive, hoax, victim, specialize, recommendation, strength, hospitality, convention, standard, briefing, video, demonstrate;

II. labor union, politician, feature, corporate, survey, lobby, vote, expansion

— Phrases

I. follow up on, take action, take to, place emphasis on, look to, roll out, treat ．．． to;

II. keep up with

— Word Study: fake, integrate, emphasis, release, recommend

— Useful Structures: fall under the umbrella of ．．．, more than twice as likely, roll out the red carpet for ．．．, serve the needs of ．．．

**运用交际技能：**

— Expressions: Expressions at a Hotel

— Reading: Hotel Brochures

— Basic Writing : Telephone Messages

**教学难点：**Grammar: The Use of Pronouns

**第七单元** Working As a Secretary

**了解商务知识：**Working As a Secretary

**掌握语言点：**

— Key Words

I. assertiveness, cautiousness, critically, succinctly, discretion, lengthy, prioritization, superiors,

II. minutes, correlate, workload, proactive, quarterly, agenda, occurrence, dictate

— Phrases

I. professional demeanor, a considerable amount of, taking the initiative, focused on, is privy to, require her to,move through, have a strong eye for, be respectful of, follow through, be dedicated to, committed member, keep in the forefront of her mind

II. goes beyond, long gone are the days when…, top ranking executive, assuming that

— Word Study: imperative, scheduling, commitment,

— Useful Structures: require doing,keep it confidential,more than one,be proficient in,

**运用交际技能：**

— Expressions: Receiving Guests

— Reading: the Communicative Processes

— Basic Writing : Notes

**教学难点：**Grammar: Direct and Indirect speech; Affirmative Sentences

**第十单元** Insurance

**了解商务知识：**Insurance

**掌握语言点：**

— Key Words

I. liability,predictable, ingest, ,benefits assuring,accumulate,entire,

II. speculation,gambling, involved,geographically, ,catastrophe,clients,tornad,

statistically,fraction,measurable,sentimental,spouse,executive,offset ,soar,illustrate,

alternative

— Phrases

I. insurable risks,mutual companies,physical damage , ,cluttered aisles, ,group coverage,in case of their premature death,term insurance,face amount,the insured ,savings and investments,In contrast,whole life insurance, ,Endowment policies,saving-oriented

II. principle of indemnity, insurability of the risk, affordable coverage, insured hazard , actual monetary value, become incapacitated., be intimately tied to, cover their expected payouts, in relation to, cost-effective, be better off, shift the risk.

—Word Study. insurers, insurance, policies, policyholder, premiums, beneficiary, cover, coverage, actuary, claim

— Useful Structures: be held responsible for, account for, be entitled to,

in the event of,

**运用交际技能：**

— Expressions: Conversational strategies

— Reading: Insurance Form

— Basic Writing :Fax

**教学难点：**Grammar: Direct and Indirect speech ;Review

七、课内实验名称及基本要求（选填，适用于课内实验）

列出课程实验的名称、学时数、实验类型（演示型、验证型、设计型、综合型）及每个实验的内容简述。

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| --- | --- | --- | --- | --- | --- |
| 序号 | 实验名称 | 主要内容 | 实验时数 | 实验类型 | 备注 |
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八、实践环节各阶段名称及基本要求（选填，适用于集中实践、实习、毕业设计等）

列出实践环节各阶段的名称、实践的天数或周数及每个阶段的内容简述。

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 序号 | 各阶段名称 | 实践主要内容 | 天数/周数 | 备注 |
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 九、评价方式与成绩

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| 总评构成（1+X） | 评价方式 | 占比 |
| 1 | 期终考试 | 55% |
| X1 | 课堂测验I（词汇、语法、翻译、阅读等） | 15% |
| X2 | 课堂测验II（词汇、语法、翻译、阅读等） | 15% |
| X3 | 小组讨论、课堂口语展示、读书报告等 | 15% |

“1”一般为总结性评价, “X”为过程性评价，“X”的次数一般不少于3次，无论是“1”、还是“X”，都可以是纸笔测试，也可以是表现性评价。与能力本位相适应的课程评价方式，较少采用纸笔测试，较多采用表现性评价。

常用的评价方式有：课堂展示、口头报告、论文、日志、反思、调查报告、个人项目报告、小组项目报告、实验报告、读书报告、作品（选集）、口试、课堂小测验、期终闭卷考、期终开卷考、工作现场评估、自我评估、同辈评估等等。**一般课外扩展阅读的检查评价应该成为“X”中的一部分。**

同一门课程由多个教师共同授课的，由课程组共同讨论决定X的内容、次数及比例。

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