

<<商务英语读写教程8>>

图书基本信息

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作者：王正元 总主编；方笑君 分册主编

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内容概要

伴随着经济全球化和我国经济国际化的进程，国内外大中型企业、跨国公司 etc 对既懂商务又会英语的复合型人才的需求与日俱增，这也促进了我国高等教育商务英语专业的快速发展。

目前，全国有700多所高等院校开设了外贸英语、商务英语等课程，工商管理、金融等商科专业也都开设了以商务为核心内容的英语课程，部分院校甚至设立了商务英语专业。

近几年来，全国性的商务英语教学、学术研讨会频频召开。

我国国际商务的快速发展、人才市场对商务英语人才的强劲需求以及外语就业市场人才多元化推动了英语专业的教学改革和教材建设，各院校都迫切需要一套能体现商务特色与人才培养规格相适应的新教材，以改变英语教材与人才培养和需求不相适应的状况。

商务英语属于专门用途英语，国外大学多将其归为ESP(English for special Purposes)。

目前，我们国内这样系统的专业教材并不是很多。

王正元教授领衔总主编、由全国20余所大学40余名英语教授、副教授、讲师历时两年多编写的这套“新时代大学商务英语系列教材”是我国高等教育商务英语教材建设的一个新成果。

这套教材共14本，包括读写、视听说、写作、口译，涵盖了商务英语的基本主体课程。

编者基于“商务知识+英语能力=核心竞争力”的编写理念，力求在企业战略、市场营销、人力资源、企业文化、经营运作等商务语境中培养学生的英语交际能力。

商务知识与英语能力相结合、商务语境与语言活动相结合、能力培养与就业需求相结合的编写思路使这套教材商务内容丰富，英语操练有的放矢，凸显了人才培养规格，给这套教材带来了亮点。

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章节摘录

[6] In 1985, the Patent Policy was changed to a Presidential Policy, and responsibility for administration of the patent program was moved to the President. At the same time, the Office of the President asked Peat Marwick to assess PRCO operations and make recommendations for improvements. This was partly in response to ongoing campus and Laboratory dissatisfaction with service provided by that unit. Even at that time, decentralization was seen as a possible solution to the shortcomings of PTCO. The report, dated December, 1985, made several recommendations about ways to improve and professionalize the management of PTCO. The report also contained a discussion of several different approaches to administering the patent program: remaining with the status quo, investing more resources in PrCO, using an outside patent management organization, and decentralizing implementation to the campuses and Laboratories. The report made no recommendation among these alternatives. The Peat Marwick discussion of decentralization was retained again in 1987 to provide a further review of PTCO operations and recommend further improvements as dissatisfaction with the unit's services continued to be expressed within the University community.

[7] In 1989, the University responded to continued requests for more campus and Laboratory-oriented services and attempted to address the unique needs of the individual campuses and Laboratories regarding technology transfer. Peat Marwick assisted the University in developing three alternative models for campus / Laboratory involvement. Each campus or Laboratory was given the opportunity to adopt the model best suited to its individual needs. Berkeley and UCLA and the three Laboratories elected full delegation of licensing authority. Davis, Irvine, San Diego, and San Francisco followed an intermediate model, establishing a Technology Liaison Officer to coordinate with the PrCO. Santa Barbara, Santa Cruz, and Riverside followed the full service model. These adjustments in relationships and responsibilities have not turned out to be final end points, but rather steps in a longer process, as many campuses have now expressed an interest in a more refined analysis and response to their local needs.

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