

# 《高级职业英语教师参考书》

## 图书基本信息

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# 《高级职业英语教师参考书》

## 前言

《高级职业英语》是一套专门针对高职高专学生实际需求而编写的英语系列教材。其编写历经两年之久，经过广泛调查研究，获得了大量客观可靠的数据和访谈笔录，并在此基础上进行了科学的定量和定性分析。其编写理念是在对用人单位、毕业生、在校生和教师及教学管理部门进行调查的基础上，采取“能力倒推”的方法，即根据调查统计结果筛选出毕业生实际工作岗位所涉及的岗位英语技能点，再根据目标工作岗位群的特征，将这些技能点按照语言教学的客观规律进行科学的编排和语言精加工，整合成具有共性特征的技能模块，从而形成教材的主要架构。本系列教材依据教育部颁布的《关于全面提高高等职业教育教学质量的若干意见》，遵循“面向社会，针对岗位，强化能力，促进发展”的宗旨，坚持“能力本位、任务驱动、行动导向、教学做一体化”的教学模式和以岗位技能为主线，以职场活动为情景的编写原则，构建“基于工作过程的项目导向”的内容体系，紧扣岗位需求，做到“学中做，做中学”，以“学以致用”、“学以致用”、突出技能训练、全面提高学生完成岗位工作能力为目的。本系列教材形式新颖，按照听说模块、读写模块和拓展模块分册编写，具有较强的针对性和实用性，为学生通过本教材的学习，掌握职场生存和发展必需的英语基本技能提供了可靠的保障。本系列教材吸收国内外优秀教材的编写经验，由外籍专家对语言审定把关，是一套专为高职高专院校非英语专业公共英语教学量身打造的综合英语系列教材。《高级职业英语》系列教材共三级，每级由《听说教程》、《读写教程》、《拓展教程》以及《教师参考书》组成，同时增加了《预备教程》，可供入学水平较低的使用者选用。本系列教材每单元围绕同一职业岗位技能展开训练，每个教程既相对独立，又相互联系和互为补充，从而形成一个有机的整体。《高级职业英语教师参考书2》是与《听说教程2》、《读写教程2》和《拓展教程2》相配套使用的辅导用书，内容包括：各教程教法提示、《读写教程2》的练习答案、课文翻译和课文注释、《听说教程2》的录音稿和练习答案、《拓展教程2》的练习答案和课文翻译。《教师参考书2》仍然保持各个教程的架构，按照《读写教程2》、《听说教程2》和《拓展教程2》的顺序编排。

# 《高级职业英语教师参考书》

## 内容概要

《高级职业英语教师参考书2》依据教育部颁布的《关于全面提高高等职业教育教学质量的若干意见》，遵循“面向社会，针对岗位，强化能力，促进发展”的宗旨，坚持“能力本位、任务驱动、行动导向、教学做一体化”的教学模式和以岗位技能为主线，以职场活动为情景的编写原则，构建“基于工作过程的项目导向”的内容体系，紧扣岗位需求，做到“学中做，做中学”，以“学以致用”、“学以管用”、突出技能训练、全面提高学生完成岗位工作能力为目的。

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What ? Based on the considerations and concepts mentioned above , this Extended Book sets two purposes : to offer further reading about the career skills in each unit so as to supply more relevant and meaningful language input —— it is the amount of reading that matters in the long run! —— and to supply systematic training in phonetics ( grammar training is offered in Reading & Writing ) and reading skills , two aspects that function systematically as gap-suppliers throughout the entire series. In addition , the Career Previewing section offers bilingual reading to develop the students cultural awareness related to their future careers. Consequently , this Extended Book differs totally from the so-called extended books of other series of textbooks and is therefore , an indispensable component of Advanced Career English series. It also functions as a transition to autonomous learning.

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