

国际人才 英语教程

Going
Global

顾问：孙有中 Serguei Raskalei

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中 级 Intermediate

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

编写背景

随着世界经济的飞速发展，“全球化”概念已被越来越多的人所熟知。市场竞争日益激烈、国际分工逐步专业化等一系列特点给各国政治、经济、教育、社会及文化等各个方面以及相关人才的培养带来了巨大的变化和挑战。

为应对全球化带来的挑战，优化人才培养方案，早在2010年，《国家中长期教育改革和发展规划纲要（2010-2020年）》就指出要“培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才”。为了更好地满足国家对于人才培养的要求，大量学者对国际化人才需要具备的能力展开了深入的调查和研究。其中，沟通能力、思辨能力、分析问题和解决问题能力、跨文化交际能力等被视为国际人才应具备的核心能力。

《国际人才英语教程》以国家对于人才的新需求为指导，以人才核心能力培养为目标，以“产出导向”教学法和“体验式学习”理念为教材设计理念，结合普通本科高校的教学实际而编写，为院校人才培养提供支持，为教师和学生提供优质教学资源。

编写依据

《国际人才英语教程》认真贯彻《国家中长期教育改革和发展规划纲要（2010-2020年）》精神，基于我国大学英语教学实际，依据先进的教学理念，通过科学的教学流程设计、教学活动设计以及多媒介的教学支持资源，有效应对大学英语教学改革所带来的挑战，全面支持大学英语教学，培养人才核心能力，提升人文素养，以满足国家对于人才培养的要求。

《国际人才英语教程》以国家对于国际人才的培养目标为指导，旨在培养人才核心能力。教材以培养学生运用英语完成各类任务的核心能力为最终目标，将其分解为沟通能力、分析问题与解决问题的能力、跨文化理解与表达能力、思辨能力。教材以真实的职场情境和活动为载体，将人才核心能力培养融入其中，使学生在了解情境和完成活动的过程中逐步实现相关能力的发展与提升。

《国际人才英语教程》全面实践“产出导向”教学法，实现学以致用。教材体现“学习中心”、“学用一体”、“全人教学”的教学理念，以“输出驱动”、“输入促成”和“选择性学习”的外语教学假设为指导，采用“驱动 (Motivating) — 促成 (Enabling) — 评价 (Assessing)” 教学流程，培养学生的语言综合应用能力。

《国际人才英语教程》践行“体验式学习”理念，注重学生的深度参与，强调学生自我的感悟和发现。“体验式学习”强调知识和技能与学生的互动与联系，注重为学生提供真实或模拟的环境和活动，让学生在充分的参与中获得经验、感受、觉悟并进行交流和分享，然后通过反思进行总结，并提升为理论或成果，最后将理论或成果投入到应用实践中，使学生通过体验获得成长性的发展。

> 以产出为导向，实现学以致用

教材遵循“产出导向”教学法设计，通过设定职场情境明确产出任务和学习目标，帮助学生了解自身不足，激发学习动力；在学习过程中，教材提供不同形式的输入，从内容组织、语篇结构、语言技巧、交际策略等方面为学生提供有效补足，并通过科学的练习设计引导学生进行选择学习，最终实现学以致用。

> 代入职场角色，体验真实职场情境

教材每级设定为不同的职场情境，代入不同人物角色，并以视频的形式呈现职场任务，使学生浸入到职场情境中，从外在环境和内在心境两个方面感知职场情境以及所需要学习的技能。学生通过完成各种活动参与并体验任务完成流程，从而发现、学习和掌握完成职场任务所需要的思辨能力、组织能力等多元能力。另外，教材力求还原真实职场任务，使学生感知自己正处在真实的语言运用空间中，在一个真实的任务完成过程中获得对语言的深刻体验，加深对语言的理解和应用。

> 聚焦能力素养，培养国际人才

教材精心设计产出任务，合理设置活动形式与顺序，配合技巧和策略讲解，帮助学生提升沟通能力、分析问题与解决问题能力、跨文化交际能力以及思辨能力。另外，教材每单元设置独立板块，呈现与单元主题相关的素材，内容丰富多样，囊括人文、社科等各个领域，展现多元化，帮助学生拓展视野，提升人文素养。

> 契合“国才考试”，实现教学与评测的有效结合

教材每个级别与“国才考试”各级别相对应，教材设计遵循“国才考试”聚焦职场的设计理念，从职场任务着手，通过完成一系列活动，帮助学生完成任务，体验真实职场。另外，通过任务设计、难度控制以及能力聚焦与“国才考试”的对应，为学生提供明确的学习目标，提升学习积极性，从而便于教师开展教学活动，有效提升教学质量。

《国际人才英语教程》包含三个级别——初级、中级、高级，难度与“国才考试”各级别相对应。教材每个级别设定为不同的职场情境，每级包含四个职场任务，共分八个单元，每两个单元完成一个职场任务。单元内板块设计体现任务完成流程，通过信息获取、技巧构建两个层面培养学生的沟通能力、分析问题与解决问题能力、跨文化交际能力以及思辨能力，并在任务实践环节通过步骤引导，帮助学生综合运用所学内容，完成产出任务。

为创建移动式、立体化学习环境，教材中的教学视频以二维码形式呈现，学生扫描二维码即可观看。教材配套数字课程，为学生提供多项在线学习服务，支持学生进行自主学习。另外，为更好地帮助教师开展教学，教材提供立体化教学支持，包括教师用书、助教课件、数字课程等。教师用书、助教课件与数字课程之间相互支持。数字课程依托“U校园智慧教学云平台”，为教师教学管理、共享资源、交流信息提供支持，帮助教师打造线上线下立体化的教学环境，满足新型教学模式的需求。

《国际人才英语教程》编写团队成员来自西南交通大学、大连外国语大学、北京外国语大学。权威的编写团队，为本系列教材在创新落实有效性、实用性等方面奠定了坚实的基础。同时，北京外国语大学孙有中教授和联合国日内瓦办事处原人事司司长Dr. Serguei Raskalei担任本系列教材的顾问，在教材编写和修改定稿的过程中，参与审定并给予了专业的指导。

随着高校大学英语教学改革的不断深入，高校人才培养与国家人才需求的结合日渐紧密。我们相信在我们的共同努力下，院校定能培养出具有国际视野、通晓国际规则、能够站在国际舞台上进行交流沟通并展示中国实力的国际人才。我们同时也希望，在教材使用过程中，能够得到更多院校师生的反馈意见与建议，以便我们不断完善教材，提供全面教学支持。

编写说明

《国际人才英语教程》以国家对于国际人才的需求为指导，以人才核心能力培养为目标，以“产出导向”教学法和“体验式学习”理念为教材设计理念，结合普通本科高校的教学实际而编写，为院校人才培养提供支持，为教师和学生提供优质教学资源。

教材结构

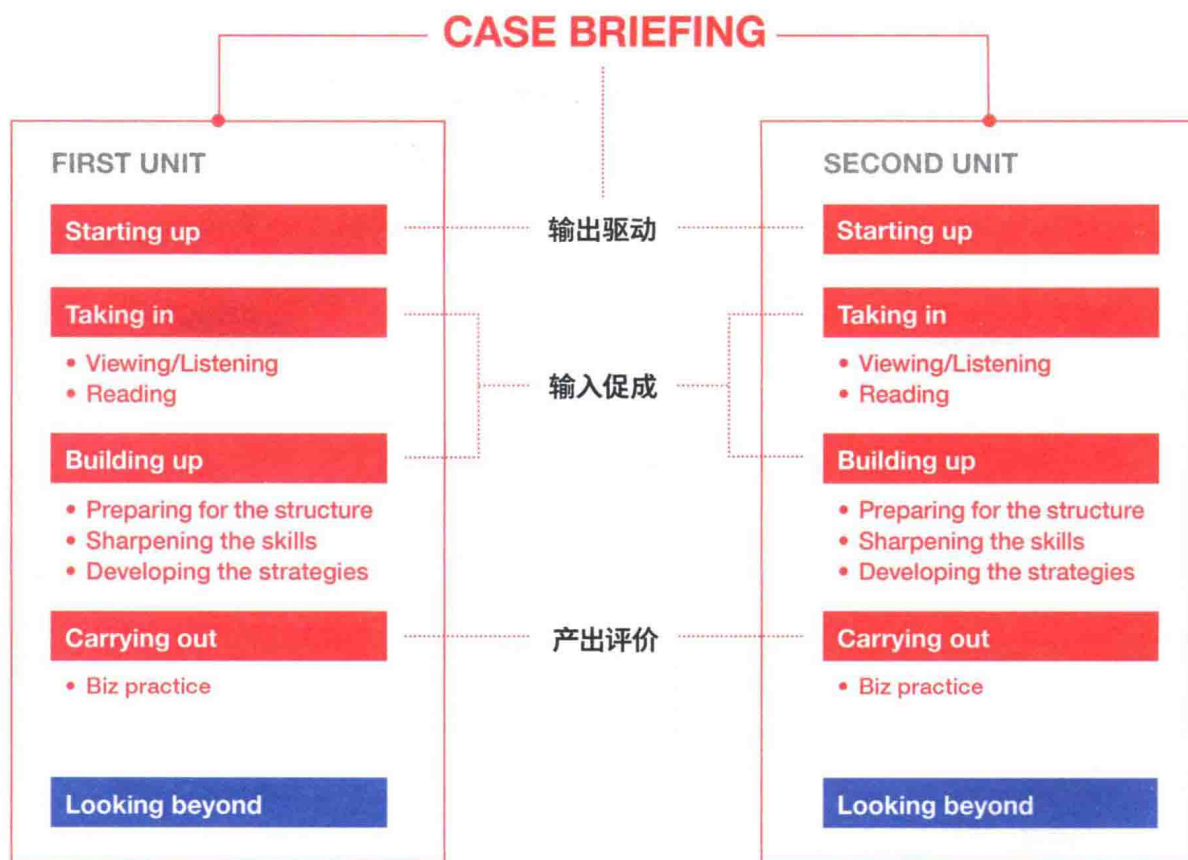
《国际人才英语教程》包含三个级别——初级、中级、高级，基于“体验式学习”理念，教材每个级别设定为不同的行业和不同的职场情境：



教材每个级别设计不同的主角人物，根据主角人物在工作中所遇到的真实职场任务设计职场情境。另外，教材主角人物设计遵循职业发展规律，职位逐级递增，从初级分册的刚入职的管理培训生，到中级分册的产品经理，再到高级分册的会展部主任；通过主角人物职位的变化，带领学生了解不同职位需要不同的核心能力来完成不同的职场任务，在实践中跟随主角人物成长。

— 单元结构

《国际人才英语教程》每级包含四个职场任务，共分为八个单元。根据任务完成的关键环节，每两个单元完成一个职场任务。教材在单元板块设计上，遵循“产出导向”教学法，体现“驱动—促成—评价”的教学流程，每个职场任务以Case briefing展开，根据关键环节，分为两个单元，每个单元包含Starting up, Taking in, Building up, Carrying out, Looking beyond五个板块。Case briefing和Starting up为“驱动”环节，呈现职场情境，明确产出任务和学习目标，激发学习动力。Taking in和Building up为“促成”环节，通过信息获取、技巧构建两个层面的输入，培养学生沟通能力、分析问题与解决问题能力、跨文化交际能力以及思辨能力。Carrying out为“评价”环节，通过步骤引导，综合运用所学内容，实现产出。Looking beyond为视野拓展板块，通过提供与单元主题相关的、不同形式的素材，在培养学生核心能力的同时，提升人文素养。单元结构具体如下：



Case briefing

Who will be on the show?

Case briefing

Chen Ming is working on the film when... "Culture Focus" focusing on folk culture... "Global Address" a virtual interview... "Case Briefing" a case study... "Case Briefing" a case study... "Case Briefing" a case study...

1. Watch the video clip and complete Chen Ming's notes.

2. Prepare a case plan.

3. Discuss the plan with your partner.

4. Present your plan to the class.

5. Discuss the plan with your partner.

6. Present your plan to the class.

7. Discuss the plan with your partner.

8. Present your plan to the class.

9. Discuss the plan with your partner.

10. Present your plan to the class.

Case briefing

情境介绍

以视频的形式呈现真实职场情境，代入人物角色，分析待完成的职场任务的关键环节，从而激发学生的学习兴趣。学生扫描二维码，即可观看视频。

Starting up

Propose a new guest

Introduce the show to the new guest

Starting up

Starting up

Proposing someone as a customer service... Introducing the show to the new guest...

1. Get information about a person from various sources.

2. Get familiar with the structure of a program introduction.

3. Write a short introduction for a person.

4. Write a short introduction for a person.

5. Write a short introduction for a person.

6. Write a short introduction for a person.

7. Write a short introduction for a person.

8. Write a short introduction for a person.

9. Write a short introduction for a person.

10. Write a short introduction for a person.

Starting up

任务描述

根据职场情境提炼单元主题，明确单元学习目标和单元产出任务。

Taking in

Viewing

Watch the video clip and complete the following questions.

1. What is the main purpose of the program?

2. What is the main purpose of the program?

3. What is the main purpose of the program?

4. What is the main purpose of the program?

5. What is the main purpose of the program?

6. What is the main purpose of the program?

7. What is the main purpose of the program?

8. What is the main purpose of the program?

9. What is the main purpose of the program?

10. What is the main purpose of the program?

Taking in

信息获取

提供多元形式输入，包括Viewing/Listening和Reading两个部分，内容与单元产出任务紧密相关，配合一系列活动，使学生在完成活动的过程中，有选择性地学习对完成产出任务有帮助的内容信息。

> Viewing/Listening

以视频或音频形式提供内容输入，根据不同的单元产出任务提供不同体裁的视频输入，包括名人访谈、用户调研、会议讨论、上下级沟通、商务拜访、商务展示等。学生扫描二维码，即可观看视频。

> Reading

以文本形式提供内容输入，根据不同的单元产出任务提供不同体裁的文本输入，包括公司简介、名人介绍、用户调研反馈、调研报告、商务策划书、会议纪要、商务邮件、项目策划书等。

Taking in

Reading

Welcome booklet (drafted)

1. Read the welcome booklet drafted by Chen Ming.

2. Read the welcome booklet drafted by Chen Ming.

3. Read the welcome booklet drafted by Chen Ming.

4. Read the welcome booklet drafted by Chen Ming.

5. Read the welcome booklet drafted by Chen Ming.

6. Read the welcome booklet drafted by Chen Ming.

7. Read the welcome booklet drafted by Chen Ming.

8. Read the welcome booklet drafted by Chen Ming.

9. Read the welcome booklet drafted by Chen Ming.

10. Read the welcome booklet drafted by Chen Ming.

Building up

技能构建

包括Preparing for the structure, Sharpening the skills and Developing the strategies三个部分, 从语篇结构、语言技巧、交际策略三个层面提供完成单元产出任务所需要的语篇技巧。以活动为主, 配以技巧和策略讲解, 帮助学生构建完成单元产出任务所必需的技巧和策略, 提升沟通能力、分析问题和解决问题能力、思辨能力、跨文化交际能力。

> Preparing for the structure

语篇结构部分: 提供与单元产出任务体裁一致的样例, 配以活动引导学生分析样例的语篇结构, 学生可通过学习样例、完成活动来掌握单元产出任务的语篇结构。

> Sharpening the skills

语言技巧部分: 提供完成单元产出任务所需要的书面表达技巧或口头表达技巧。以活动为主, 配以语言技巧讲解, 学生通过完成活动探究和发现技巧, 再通过语言技巧讲解对所学技巧进行总结和反思, 最终内化为自身的语言技巧, 提升语言应用能力, 为完成单元产出任务做好语言方面的准备。

> Developing the strategies

交际策略部分: 从沟通交流层面为学生提供策略输入。以活动为主, 配以交际策略讲解, 学生通过完成活动探究和发现交际策略, 再通过交际策略讲解进行总结和反思, 培养交际能力, 提升单元产出任务的沟通效果和交际质量。

Building up

Preparing for the structure

How getting information into a comparison structure. One likely choice is to present the information in a comparison structure. The following sample is a comparison report between the structure of a professional email and the structure of a presentation.

Structure of a professional email

Work in pairs and discuss the following question.
What would you expect to be the structure of a presentation?

The following is a professional email about Wang Zhiguo. Work in pairs and label each part with the appropriate structure.

Structure of a presentation

Work in pairs and discuss the following question.
What would you expect to be the structure of a presentation?

Building up

Preparing for the structure


How getting information into a comparison structure. One likely choice is to present the information in a comparison structure. The following sample is a comparison report between the structure of a professional email and the structure of a presentation.

Two structures of a comparison report

Work in pairs and discuss the following questions.

1. What features would you expect to see in a comparison report between the two structures?

2. How would you structure your comparison report to do a good job?



Sharpening the skills

Writing supporting details: figures and examples

Work in pairs and choose the appropriate supporting details for the following statements.

1. Wang Zhiguo is a well-known in the field of AI and robotics. He is a pioneer in the field of AI and robotics. He is a pioneer in the field of AI and robotics. He is a pioneer in the field of AI and robotics.

2. Wang Zhiguo is a well-known in the field of AI and robotics. He is a pioneer in the field of AI and robotics. He is a pioneer in the field of AI and robotics. He is a pioneer in the field of AI and robotics.

3. Wang Zhiguo is a well-known in the field of AI and robotics. He is a pioneer in the field of AI and robotics. He is a pioneer in the field of AI and robotics. He is a pioneer in the field of AI and robotics.

4. Wang Zhiguo is a well-known in the field of AI and robotics. He is a pioneer in the field of AI and robotics. He is a pioneer in the field of AI and robotics. He is a pioneer in the field of AI and robotics.

Sharpening the skills

Supporting details in a comparison report

Supporting details in a comparison report are used to provide evidence for the comparison. The following sample is a comparison report between the structure of a professional email and the structure of a presentation.

Figures

Figures provide information in a comparison report. They are used to provide evidence for the comparison. The following sample is a comparison report between the structure of a professional email and the structure of a presentation.

Examples

Examples are used to provide evidence for the comparison. The following sample is a comparison report between the structure of a professional email and the structure of a presentation.

Choosing proper language style

Work in pairs. Read the sample email in 'Preparing for the structure' again and choose the following questions.

1. What is the style of the email? Formal, semi-formal or informal?

2. What words and phrases are used to show the writer's attitude towards the recipient of the email?

3. How does the writer use language to show his/her attitude?

Developing the strategies

Using format correctly for different information

Discuss format options. Discuss the following questions. What is a good format for the following information? Discuss the following questions. What is a good format for the following information? Discuss the following questions. What is a good format for the following information?

1. A letter to a friend.

2. A letter to a friend.

3. A letter to a friend.

4. A letter to a friend.

5. A letter to a friend.

6. A letter to a friend.

7. A letter to a friend.

8. A letter to a friend.

9. A letter to a friend.

10. A letter to a friend.

Developing the strategies

Using format correctly for different information

Discuss format options. Discuss the following questions. What is a good format for the following information? Discuss the following questions. What is a good format for the following information? Discuss the following questions. What is a good format for the following information?

1. A letter to a friend.

2. A letter to a friend.

3. A letter to a friend.

4. A letter to a friend.

5. A letter to a friend.

6. A letter to a friend.

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Developing the strategies

Planning agenda items beforehand

Work in pairs and discuss the following question.
What preparation has Wang Zhiguo done for creating the meeting agenda in 'Preparing for the structure'?

Match the following items with their purposes for creating the meeting agenda in 'Preparing for the structure'.

Item	Purpose
1. Contact Wang Zhiguo	A. To make sure the agenda is clear and easy to follow
2. Contact Wang Zhiguo	B. To make sure the agenda is clear and easy to follow
3. Contact Wang Zhiguo	C. To make sure the agenda is clear and easy to follow
4. Contact Wang Zhiguo	D. To make sure the agenda is clear and easy to follow
5. Contact Wang Zhiguo	E. To make sure the agenda is clear and easy to follow
6. Contact Wang Zhiguo	F. To make sure the agenda is clear and easy to follow
7. Contact Wang Zhiguo	G. To make sure the agenda is clear and easy to follow
8. Contact Wang Zhiguo	H. To make sure the agenda is clear and easy to follow
9. Contact Wang Zhiguo	I. To make sure the agenda is clear and easy to follow
10. Contact Wang Zhiguo	J. To make sure the agenda is clear and easy to follow

Work in pairs and discuss the following question.
What is a good format for the agenda? What preparation has Wang Zhiguo done for creating the meeting agenda in 'Preparing for the structure'?

Developing the strategies

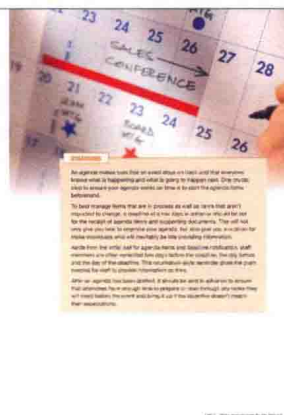
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TECHNOLOGY

GTech, founded in 2015 in America, is a newly established scientific and technical company. Its main business activities focus not only on developing intelligent robots by applying advanced technologies like AI and VR, but also on researching the implementation of these advanced technologies. Although GTech is a new company, it has great potential for further growth.



Amy Li



Product manager in the product design team. She is responsible for the chip design and development of intelligent robots. She also needs to participate in and make presentations at some industry conferences.



Wang Wei



Senior product manager in the product design team. He is Amy's colleague.



John Peters



Chief technology officer (CTO) of GTech. He is Wang Wei and Amy's supervisor, and the leader of the whole product design and technical R&D team. He is mainly in charge of the technical development of intelligent robots.