

LÜYOUXUE

高等院校  
旅游专业系列教材

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# 旅游英语 (高级)

第二版

段开成 编著



南开大学出版社

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天津

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## 前 言

《旅游英语（高级）》是国内首本集旅游英语实用口语、旅游英语专业文献阅读、旅游管理专业英中文口笔翻译、旅游应用文写作于一体的综合性专业教材，适用于旅游管理专业高年级学生、旅游业管理人员、旅游英语自学人士。全书共分 21 课，每课均有中英交际文化对比、中英语言对比、中英口笔翻译技巧对比、英语写作知识等方面的介绍短文（详细情况请参见本教材的英文前言）。本教材力求做到基础与专业相结合、知识与技能相结合，介绍国际旅游新动态，全面提高学生旅游英语综合交际能力，培养旅游业跨世纪人才。

对于使用本教材的旅游管理专业本科英语教师，编者建议：切勿机械地采用传统的精读课或四、六级统考的教学方法来讲授本教材，而应根据本校旅游管理专业的培养目标、旅游业的实际发展状况、学生的英语水平以及对旅游业现状的了解程度和实际需要，来确定本教材的使用时间长度（一般应为一学年）；灵活地使用本教材，在教学中对本教材的各种内容进行适当的删减或增加，特别要增加一定量的听力练习，以弥补本教材的不足；采用以学生为主的交际教学方法，精讲多练，充分发挥学生的主观能动性，让学生多读、多想、多做，以全面提高学生的英语实际应用水平。

本书在写作过程中，参阅了大量的旅游管理专业教材和著作（详见参考文献），并得到南开大学出版社编辑同志，特别是孙淑岚同志的大力帮助和支持，以及南开大学旅游英语专家的认真审校，在此表示衷心的感谢。

由于时间仓促，水平有限，书中难免有不当与疏漏之处，希望同行与读者批评指正。

编者

1998 年 8 月

于深圳华侨城暨南大学中旅学院

## 再版前言

自本教材 1998 年出版以来，全球旅游业经历了巨大的变化，其间世界经济的持续低迷、“9·11”恐怖袭击、“非典”疫情等对旅游业的冲击更是超出人们的想像，被称为“完美风暴”。上个世纪末人们对旅游业这个朝阳产业的持续增长怀着美好的憧憬，而现在这似乎已经被“完美风暴”击碎。在此背景下修订本教材，编著者无意更新课文中涉及的旅游业的统计或预计数字，希望旅游管理专业学生能够保留对旅游业的美好憧憬。编著者此次修订保持了原有的体例，主要做了以下几件事情：

1. 改正了 98 版中的印刷错误；
2. 更新了原有注释的内容，增补了一些有关旅游企业、人物、景观介绍的注释；
3. 尽可能地提供有关网址，以便学生学会利用网络资源，自己更新相关知识。

本教材中阅读与翻译练习的参考答案，不便在教材中提供，以免影响教师授课效果。如确有需要，可用此电子邮件地址与编者联系：[duan\\_kc@sztc.edu.cn](mailto:duan_kc@sztc.edu.cn)。

编者

2003 年 7 月 10 日

于深圳华侨城暨南大学深圳旅游学院

## PREFACE

**TOURISM ENGLISH (Advanced)** is intended for junior and senior college students majoring in tourism management. Since most colleges require that tourism management students obtain CET Band 6 certificate upon graduation, students will have passed CET Band 4, or even Band 6 by the time they start the third year of their college study. These junior and senior college students are supposed to have a good command of the basic English knowledge and skills (including listening, speaking, reading, writing, and translating and interpreting). This textbook is designed to further increase the students' overall competence in English as it is used in the travel and tourism industry, including their ability and proficiency as required of the professionals in tourism to read and comprehend tourism literature, to engage in fluent and understandable oral English communication, to compose practical writing assignments, and to do written translation and oral interpretation between English and Chinese. This textbook can also be of great help to those self-taught and tourism professionals to further increase their English competence.

For the English majors, listening and speaking, reading, writing, translation, and interpretation are separate courses, but for tourism management majors it is impossible for the school to open so many English courses, especially during the last two years of their college life. The present textbook is designed to cover all these important skills of English study in a holistic way in each lesson focused on an important theme in tourism, while striving for the authenticity of the materials, and the practicality of the exercises. In following and studying the lessons of this textbook, the students can hopefully achieve overall English competence in English listening, speaking, reading, writing, translating and interpreting.

The textbook consists of 25 lessons with each lesson divided into 4 parts: tourism literature and reading comprehension, spoken English in tourism, translation and interpretation, and writing. It can be used in the tourism English course for junior or senior college tourism management majors in a span of two semesters.

### **Tourism literature and reading comprehension**

1. Text of about 2 000 words adapted from authentic tourism literature or college tourism textbooks used in American or British universities. It is not intended as a model essay for students to imitate, rather as an example of the literature one usually finds in the travel industry. Through reading the text, students can not only notice the linguistic features of the tourism literature, but also have an idea of the tourism development outside of China. And the text therefore provides materials for later discussion and serves as background information for spoken English, translation and writing.

2. Notes, which explain the special technical terms in the text, and may be encyclopedic as well as tourism-oriented.

3. Vocabulary, which lists the key language points of the text, briefly defining the meaning of the words as used in the text, rather than offering an exhaustive definition.

4. Comprehension Questions, which are designed to check student's comprehension of the text.

5. Discussion Questions, which are intended to stimulate students' interest in the subject and to further explore the subject.

### **Spoken English in Tourism**

1. Oral English Skills: This section briefly explains the functional skills as commonly used in the travel industry, such as greetings, request, invitation, etc.

2. Dialogues: It offers two or three dialogues as models for students to practice the functional skill explained previously.

3. Cultural Notes: It is intended to help students to be aware of and understand the social and cultural differences between West and China and how to deal with them in the cross-cultural communication.

### **Translation and Interpretation**

1. Translation Skills: It is a brief introduction of contrastive study of English and Chinese in terms of society, culture and language, and various techniques used in E-C and C-E translations.

2. Translation Exercises: It includes two passages of E-C and C-E translation exercises respectively, which are related to the subject matter of the text.

3. Interpretation Skills: It offers a brief account of the types, and techniques of interpretation between English and Chinese, and various requirements for the interpreters.

4. Interpretation Exercises: It includes two passages of E-C and C-E interpretation respectively, focused on the various subjects in the travel and tourism industry.

### **Writing**

1. Writing Genre and Method: This section briefly introduces various kinds of writing techniques and the commonly used types of practical writing in the travel and tourism industry.

2. Sample Writing: The sample is offered here to help students better understand the writing genre and technique introduced in the previous section, and set an example for students to follow in doing their writing assignments.

3. Writing Exercises: It gives students specific writing assignments with clear directions.

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