

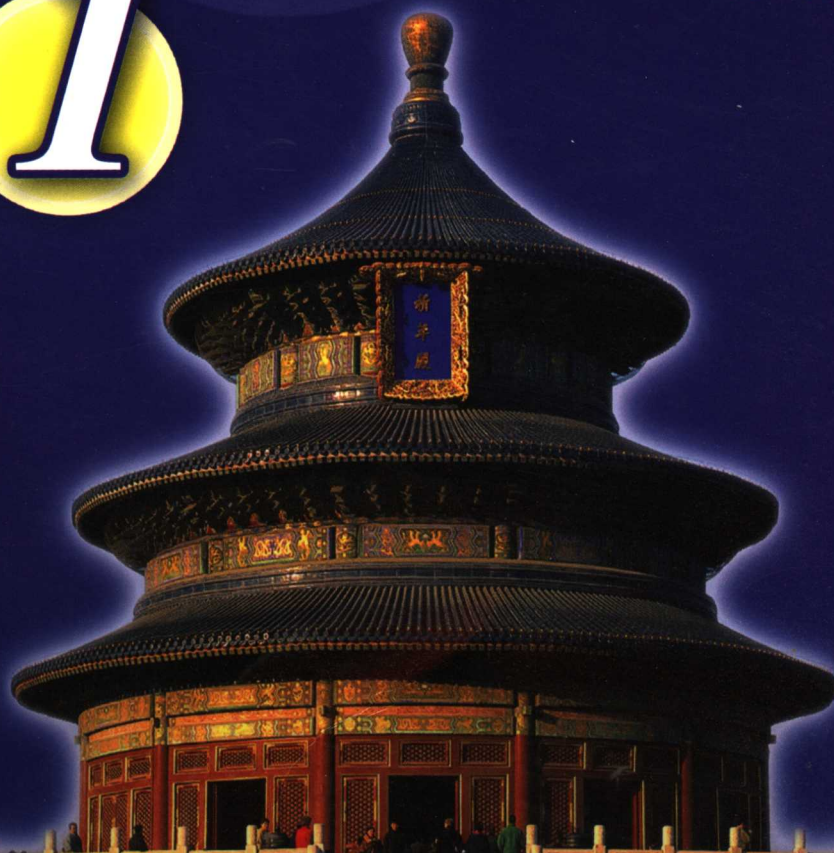
Tell Me More!

编著 (英) Andrew·Finch
(安德鲁·芬奇)
(韩) 朴熙本
(中) 韩霆一

任务型英语口语教程

主审 (中) 龚亚夫
(美) 海迪

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中国教育学会外语教学专业委员会推荐

任务型英语语言教学典范教材

Tell Me More!

Task-Based English Communication Activities

任务型英语口语教程

编著: (英) Andrew Finch

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编 著: (英) Andrew Finch (安德鲁·芬奇)
(韩) 朴熙本
(中) 韩霆一

总策划: 韩 波

责任编辑: 韩 波 姜伟娜

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序

近几年来,任务型语言教学越来越引起中小学教师们的关注,有关任务型教学的理论文章也发表了很多。但是如何设计任务型的活动,怎样将语法结构、功能、话题自然地结合,用于实际课堂教学之中,还需要精心设计的,可供教师模仿的,可操作的范例。

中国电力出版社世纪东方外语部从韩国引进的供初学者使用的英语教材 *Tell Me More!* 正是这样的一本系统的范例,这是一件让人十分高兴的事情。

此套教材遵循任务型语言教学 (Task-Based Language Teaching) 理念,融话题、交际功能和语言结构于一体,渗透了文化背景知识和学习策略,特别突出了真实生活情境下真实的语言任务,实现了学习者在用英语交流过程中对于生活的参与和体验,形成了一套循序渐进的、生活化的学习程序和详尽、科学、严格的自我评价体系。

此教材还为使用者提供了大量真实生活情景的学习活动。每一章节活动的设计都周密有序,次递推进,有条不紊,即从基本的、单向的、孤立的语法/词汇的活动逐步过渡到互动的、充满活力的、层次渐高的活动。这样就能适合各种水平的学习者,让不同层次的学习者各有所获,各有所得。

另外,该书的语言教学理念是互动的、以人为本的、以学生为中心的。它倡导课堂上自由的气氛和活泼的场面,鼓励学生自我控制,自我管理,自我活动,而教师的角色仅仅是充当整个活动的推进者和指导者,适时地对不同学习小组的活动给予判断和诱导,并提出个性化的建议和点拨,从而把学生从千篇一律、鹦鹉学舌、枯燥乏味的机械劳动中解脱出来。

本书更难能可贵的一个特色是鼓励学生参与到互动中学习英语。在学习中,学生可以自由表达自己的意愿,随心所欲地设计出更新的、符合自己需求的学习内容。这样的举措对于学生的自主学习和自我评价实在是非常有价值的,它对培养学生的独立思考和创造精神至关重要。

一般国外引进的图书,往往难以适应国内的实际情况,或内容过深、过难,或文化差异太大。而此书在改编中针对我国国情,特意将书中的“文化背景知识”(Cultural Page)全部设计为对中国传统节日的介绍,如春节、元宵、二月二、清明节、端午节,七夕、中秋、重阳、腊八等等,这样的安排非常有利于我国青少年加深对传统文化的了解和认知,加强爱国主义教育,增进民族自豪感。它们与“自由交谈”(Free Talk)中的话题,诸如朋友、家庭、家居、爱好、惯例、婚姻、食物、季节、奥运、科技等话题,相互呼应,既有传统的,又有现代的,既有民族的,又有国际的,可谓相辅相成,双向交流。

总之, *Tell Me More!* 《任务型英语口语教程》所贯穿的教育教学理念是全新的,是符合当今国际外语教学潮流和方向的,它与我国《全日制义务教育英语课程标准(实验稿)》(新课标)的精神是吻合的,也符合我国《基础教育改革纲要(试行)》的要求,值得我们尝试、实验和探索。

中国教育学会外语教学专业委员会理事长
人民教育出版社外语分社社长

2005年8月6日

前言

欢迎阅读《任务型英语口语教程》。此书是任务型英语口语教学系列丛书的第一本。这套丛书为不同年龄、不同水平的学生提供了提高英语口语交际能力的有效而轻松的方法，口语交际能力在如今信息科技发展和地球村的大环境下显得十分重要。

学习如何说好英语的有效途径之一就是张口说英语。我们通过实践进行学习，即使是英语初学者如果能获得锻炼机会也可以用英语交流。《任务型英语口语教程》在介绍这种新语言的基础上，通过为读者展现真实场景，确定真实生动的口语任务以加强学习效果。这样读者可以亲身体会用英语交流时出现的问题，同时也可以随着交际水平的提高来评价学习成就。

此书中每个章节都围绕一个现实生活中的口语交际场景展开，并且提供一些可在这个场景中运用的交际任务，其中有的任务针对词汇训练，有的针对流利程度，有的提出与之相关的语言点，还有的只是针对场景本身，没有特别强调语言。最后一章还囊括了一系列训练任务，以便师生随时参考、复习或开发新的训练任务。此章尤其适用于有空闲时间的学生，比如在等待其他学生完成练习的过程当中。

每个章节中的训练任务依次按照基础、单向、静止、语法、词汇等不同侧重点展开，互动程度、动态学习以及难度也随之逐渐增强。对于那些在履行初级任务时遇到困难的学生而言，在此阶段要不失时机地去掌握新语法、词汇、句子结构或短语，在时间上不要强求一律，要让他们充分理解训练活动的内容，而且要尽可能多花时间来练习。对于可以顺利完成初级任务的学生而言，进一步的训练任务可以扩展其对目标语言的应用能力。

《任务型英语口语教程》中的语言是直接通过互动的、以学生为中心的方式讲给学生听的示例部分（例如：如何实施任务）本身就是一项理解任务，以此显示熟练程度和学习需求。能够独立看懂提示并完成任务的学生不但展现了良好的阅读理解能力，而且有助于老师腾出手来帮助那些需要即时指导的学生。

这种训练方法为课堂教学提供了一定程度的自由氛围，由此体现出丛书的另一个目标，那就是鼓励学生独立完成任务，并逐渐养成自主学习的习惯。因此，还要鼓励学生主动进行书中下面的训练任务，或者让他们自创练习项目作为探究式训练。应该允许那些较轻松地完成初级任务的学生这样做。作为引导者的教师从千篇一律的教学负担中解脱出来之后，可以针对不同水平的学生群体选择最恰当的教学内容，并且给予更加因势制宜的建议与指导。

丛书的进一步目标是鼓励学生有创意地理解课程内容，设计出改进教学内容的或适合个人学习目标的新方法。培养这种理念是自主学习、自我评价的有效途径，同时也有助于学生树立独立的见解。正因为如此，很多训练任务可以（也应该）通过不同的方式实施，无论难易程度如何，对任意训练任务的探究（复习），都意味着学生可以寻求新方法完成学习任务。

总之，感谢您选择了《任务型英语口语教程》。但愿它能够为广大师生提供在任务型教学模式下提高互动交流技能的既有效又轻松的体验，也希望这些训练轰动可以为执行者提供源源不断的信心、激励、动力、信息、乐趣和进步。

《任务型英语口语教程》（中文版）由韩文原版结合中国的文化习俗改编，同样体现出对读者文化差异的重视。

本书鼓励学生深入了解自己的文化，并流畅地介绍给来到本国的客人，而非仅能展现目标语言国家的文化。

愿健康、和平永相随！

安德鲁·芬奇 博士

2005年5月

Preface

Welcome to *Tell Me More!*, the first of a series of Task-Based Conversation English Books. These books offer students of varying ages and levels an enjoyable method of acquiring and developing the oral communication skills that are so important in these days of information technology and the global village.

A good way to learn how to speak English is to speak English! We learn by doing, and even basic level language-learners can communicate in English if they are given the opportunity. Thus, *Tell Me More!*, in addition to introducing new language, maximizes learning by presenting learners with authentic language tasks in real-life settings. In this way, learners can experience the problems of communicating in English first-hand, and can evaluate their success by the level of communication achieved.

Each Chapter of *Tell Me More!* takes a situation in which communication occurs in real-life, and presents a number of activities which use that situation. Some activities are designed around vocabulary, some around fluency, some suggest relevant language, and others simply focus on the situation itself, with no linguistic emphasis. The final, *Extra* chapter contains a number of activities that teachers and learners can turn to at any time either to review learning, or to explore some new activities. This chapter is particularly useful for students who have time on their hands (e.g. when waiting for others to finish).

The activities in each chapter follow a sequence which starts with basic, one-way, static, grammar/vocabulary activities, and which gradually becomes more interactive, dynamic and demanding. For learners who find early tasks difficult, this is the time to learn new grammar, lexis, structures or phrases, and they should be allowed to spend as much time as they need on these activities. For those who experience little or no trouble with the early activities, the later activities are there to take them further, and to extend their use of the target language.

The language in *Tell Me More!* speaks directly to the students, in an interactive, student-centered manner. Instructions (e.g. on how to perform an activity) are comprehension tasks in themselves, and indicate proficiency levels and learning needs. Students who read the instructions and perform the tasks without asking for help, will not only be demonstrating comprehension, but will also be enabling the teacher to assist others who need immediate help and counseling.

Preface (continued)

This approach assumes a degree of freedom in the classroom which reflects another aim of this series - to encourage the students to work by themselves, and to set out on the road to autonomous learning. Students should therefore be encouraged to turn the page, and move on to another task, or to take on some sort of project-activity as a follow-up. Those who feel more comfortable working at basic tasks however, should also be allowed to do so. The teacher, as facilitator and counselor, can then judge what input is appropriate for different groups, and is able to offer more personalized advice and tuition, having been freed from the burden of presenting the same lesson content to everyone.

A further aim of this series is to encourage students to participate creatively in interpretation of lesson content, and to devise new ways in which that content can be improved or adapted for their own purposes. The fostering of such an attitude is a valuable step towards autonomy and self-assessment, as well as helping learners to value their own ideas more. Because of this, many activities can be (and should be) performed in a variety of ways, and a useful follow-up (or review) for any activity (however basic) is to suggest that the students find another way of performing it.

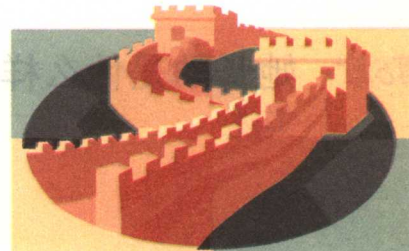
In conclusion, thank you for choosing *Tell Me More!*. I hope it offers teachers and students a rewarding and enjoyable experience in developing interactive communication skills in a Task-Based fashion, and that the activities will encourage, stimulate, motivate, inform, amuse, and extend those who use them.

Tell Me More! (Chinese version) has been edited from the original Korean version, and has the same aim of being culturally sensitive to the students who use it. Rather than presenting the “target” culture, this book encourages students to investigate their own culture, and to be ready to explain it to visitors to their country.

Health and peace to you all.

Andrew Finch, Ph.D.

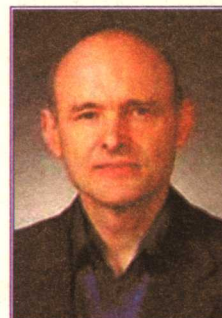
May 2004



The Authors

Dr. Andrew E. Finch

Dr. Finch, whose Ph.D. in Program Evaluation (Manchester University 2000), described and evaluated a task-based language program in Korea, is assistant professor of English Education at Kyungpook National University. Andrew was born in Wales and educated in England, where he had various middle school teaching positions before going to Korea (1989) to learn Wei-Chi. He has co-authored a number of interactive course books, incorporating multi-tasking and alternative assessment in a learner-centred, holistic approach. These are available online at www.finchpark.com/books.



Heebon Park-Finch

Ms. Park-Finch is studying for a Ph.D. in English Literature at Kyungpook National University. She attended the English Language Program at the University of Pennsylvania in 1997, returning to Daegu to write English TV program scripts for Daegu MBC and to participate on the Gyeongju World Culture EXPO Organizing Committee (1997-1999, 2003) as International Coordinator and Official Interpreter. She has also done various translation (simultaneous and consecutive) and MC assignments for seminars, international symposiums and international business meetings. Heebon's approach to life is summed up in the phrase:

"A good life is one inspired by love and guided by knowledge."



Han Tingyi

Mr. Han Tingyi is the founder of Worry-Free English. He was an English Language Teaching researcher in the China National Institute for Educational Research, and taught English for more than twenty years before becoming executive editor of *China's Foreign Trade* sponsored by the China Council for the Promotion of International Trade and the China Chamber of International Commerce. He served as English editor of the Encyclopedia of China Publishing House and Knowledge Publishing House. He has a good mastery of English language teaching, and has keen eyes for English language teaching books.



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词汇表 Words used in this book (English - Chinese)

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Free Talking: Food
Culture Page: Double Seventh Night

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Chapter 11
What happened next?
Story-telling

Input: Reporting events
Review: Past tense
Recycle: Sequencing gambits
Wh ...? questions
Free Talking: Olympics
Culture Page: Kitchen God day

Chapter 12
Who's calling?
Phone conversations

Input: Telephone language
Invitation language
Recycle: Agreeing and disagreeing
Would you ...?
Self-assessment sheet
Free Talking: Technology

Extra Activities
Extra Activities

Recycle: Location: prepositions
Descriptions
Comprehension gambits
Giving instructions
Free Talking: Seasons and Religion

Glossary
Words used in this book (English – Chinese)

My English Ability - 20 Questions

- Exchange books with your partner.
- Interview your partner. (Ask the questions below.)
- Put a check (✓) for your partner's answer.

A = Yes, I can do this without any problems. (Easy)
B = Yes, I can do this after some thought. (OK)
C = I'm not sure if I can do this. (I don't know.)
D = I don't think I can do this. (Difficult)
E = No, I can't do this. (Impossible)

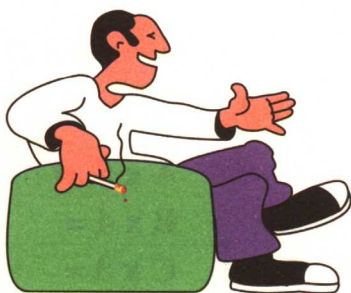
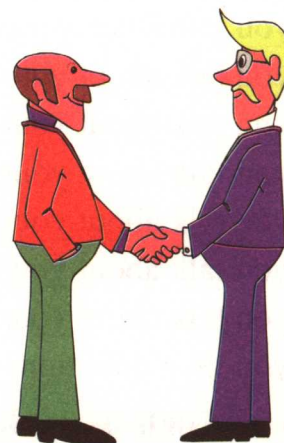
If you meet an English Native-Speaker in China ...		A	B	C	D	E
1	Can you greet him/her in English?					
2	Can you introduce yourself in English?					
3	Can you talk about your family in English?					
4	Can you talk about your school in English?					
5	Can you talk about your hobbies in English?					
6	Can you talk about your room in English?					
7	Can you talk about your hometown in English?					
8	Can you talk about your country in English?					
9	Can you give directions to him/her in English?					
If you visit an English-speaking country ...		A	B	C	D	E
10	Can you ask for directions in English?					
11	Can you buy a train ticket or a bus ticket?					
12	Can you buy food in a grocery?					
13	Can you buy clothes in a department store?					
14	Can you order a meal in a restaurant?					
15	Can you reserve a room in a hotel?					
16	Can you ask for information on the phone?					
17	Can you use a post office or a bank?					
18	Can you talk to native speakers?					
19	Can you read a newspaper?					
20	Can you understand road signs?					
<ul style="list-style-type: none"> • Exchange books with your partner again. • Now make your score: ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ ⇒ • This score is to help you see your improvement later. • We will study these topics in this book. • And then we will ask these questions again, at the end. 		A x 5 =				
		B x 4 =				
		C x 3 =				
		D x 2 =				
		E x 1 =				
		TOTAL =		/100		

Chapter 1

Hi, there!

Keywords for this Unit:

Good morning.
Good afternoon.
How do you do?
How are you?
Nice to meet you.
Glad to meet you.
What's your name?
What's your address?
What's your phone number?
What's your email address?
How old are you?
Where do you live?
What do you do?
What are your hobbies?








Excuse me?
How do you say it in English?
How do you spell it?
I don't know.
I don't understand.
One more time, please.
Pardon me?
What did you say?
What does it mean?

My Address Book

- 1) Ask your partner for his/her name.
- 2) Ask your partner for his/her address.
- 3) Ask your partner for his/her phone number.
- 4) Ask your partner for his/her email address.
- 5) Ask eleven other people.



Sample language: What's your name? What's your address? Where do you live? What's your phone number? What's your email address? How do you spell it? How do you say @ in English?

Name: _____		Name: _____
Address: _____		Address: _____
Tel: _____		Tel: _____
Email: _____		Email: _____
Name: _____		Name: _____
Address: _____		Address: _____
Tel: _____		Tel: _____
Email: _____		Email: _____
Name: _____		Name: _____
Address: _____		Address: _____
Tel: _____		Tel: _____
Email: _____		Email: _____
Name: _____		Name: _____
Address: _____		Address: _____
Tel: _____		Tel: _____
Email: _____		Email: _____
Name: _____		Name: _____
Address: _____		Address: _____
Tel: _____		Tel: _____
Email: _____		Email: _____
Name: _____		Name: _____
Address: _____		Address: _____
Tel: _____		Tel: _____
Email: _____		Email: _____

Do you walk to school?

* Ask your partner the questions on this page.

- | | |
|---------------------------------------|--|
| If he/she says: <i>Yes, I do.</i> | - Write his/her name. |
| If he/she says: <i>Yes, I have.</i> | - Write his/her name. |
| If he/she says: <i>Yes, I can.</i> | - Write his/her name. |
| If he/she says: <i>No, I don't.</i> | - Don't write anything! Ask the next question. |
| If he/she says: <i>No, I haven't.</i> | - Don't write anything! Ask the next question. |
| If he/she says: <i>No, I can't.</i> | - Don't write anything! Ask the next question. |

* Ask other people the questions on this page.

Questions	People who say Yes.		
Do you walk to school each day?			
Do you come to school by bus?			
Do you live in an apartment?			
Do you come from Shanghai?			
Do you?			
Do you like Chinese food?			
Do you like Hong Kong movies?			
Do you like pop music?			
Do you like ballads?			
Do you like reading?			
Do you like mountain hiking?			
Do you like jazz?			
Do you like?			
Have you been to Beijing?			
Have you been abroad?			
Have you been on a boat?			
Have you seen a UFO?			
Have you?			
Can you play the piano?			
Can you swim?			
Can you drive a car?			
Can you cook anything?			
Can you?			
Can you?			

