

The Way Ahead

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任务型英语口语教程

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任务型英语语言教学典范教材

The Way Ahead

Integrated English Projects
with Student-centred Assessment

任务型英语口语教程 · 3

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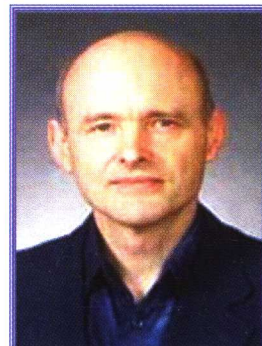
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The Authors

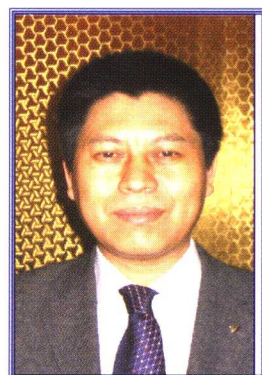
Dr. Andrew E. Finch

Dr. Finch, whose Ph.D. in Program Evaluation (Manchester University, UK), described and evaluated a task-based language program in Korea, is associate 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 to learn Wei-Chi. He has co-authored a number of interactive course books, incorporating multi-tasking and alternative assessment, in a learner-centred, task-based, holistic approach. These are available online at www.finchpark.com/books



Han Tingyi

Mr. Han Tingyi is the founder of Worry-Free English. He was an English language researcher in the China National Institute for Educational Research, and taught English for more than twenty years before becoming executive director 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.



Liu Yun

With a B.A. in English Literature, Liu Yun is the prize winner of many nationwide English speaking contests. She was the hostess of national English debating contests and some English TV programs. As an experienced English trainer, she is specialized in teaching oral-English related courses, including the speaking part of IELTS. She once taught at Beijing IELTS-School and Beijing New Oriental School.



序

近几年来,任务型语言教学越来越引起外语教学界的关注,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英语学习者使用的英语教材 *The Way Ahead* 正是此类范例,这是一件让人十分高兴的事情。

本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。有些活动是围绕词汇设计的,有些是为了语言的流利性而设计的,有些是为拓展相关的语言知识设计的,有些是直奔主题,为情景自身而设计的。每一章节的活动的活动设计也是周密有序,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。

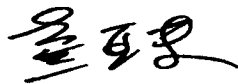
另外,该书的语言教学理念是互动的、以人为本的、以学生为中心的。它倡导课堂上自由的气氛和活泼的场面,鼓励学生自我控制,自我管理,自我活动,而教师的角色仅仅是充当整个活动的推进者和指导者,适时地对不同学习小组的活动给予判断和诱导,并提出个性化的建议和点拨,从而把学生从千篇一律、鹦鹉学舌、枯燥乏味的机械劳动中解脱出来。

本书更难能可贵的一个特色是鼓励学生参与到对每一课内容的评头论足中来。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和对课本内容的修改意见,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全部设计为对中国历史典故的介绍,如盘古开天地、三皇五帝、女娲补天、生肖、龙的传说和中国的农历以及中国的四大发明,并对中国传统文化有着深远影响的孔孟之道等传统礼学进行了介绍。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。

总之,《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



To the Students

Hello there, and welcome to *The Way Ahead*. This book is for you! It helps you to study English by *using* English in a number of interesting and exciting ways, for example, by making a News Broadcast, Performing a Drama, or by Holding an Election. These are *real* activities, which will show you how to use and improve your English skills, and how to plan your learning.

You are the most important person in this book. You are the person who knows the most about your English level and your learning needs. Therefore we want to help you look at those needs, and at how to satisfy them. We want to help you answer questions such as: “What do I need to learn?” “What is the best way to learn it?” “What are my weaknesses?” “What are my strengths?” “How can I improve?”

This book uses a “**Project**” framework. This means that while you are doing a Project, you have the freedom to decide how to study and what to study. When you are preparing for a Project, you will find language problems that you want to solve. (e.g. “My speaking is not clear enough – people can’t understand me.”) You can then talk to your teacher and to ask for advice. The book has been designed to help *you* think about your learning, but the teacher is also there to guide you, so please ask for help whenever you need it.

You will perform a number of Projects during the course of this book. Have a good time, and take “time out” to think about your learning skills at the end of each one: “How is it going?” “Am I improving?” “What help do I need?” You will also make a “Speaking-Journal” of your thoughts and ideas. Add to this at any time, and play it back to yourself when you are walking to school, riding on the bus, or just relaxing. You will be surprised how interesting it can be to hear yourself talking!

Finally, language-learning should be fun (even if it is hard work!), so I hope that you will enjoy this chance to make your own Projects, and to perform them in front of your classmates.

Health and peace to you all!

Andrew Finch
Han Tingyi
Liu Yun

致 学 生

欢迎使用《任务型英语口语教程·3》*The Way Ahead*。本书可以通过多种有趣的途径来帮助你学习英语。例如，通过制作新闻报道、表演戏剧或者举行选举等仿真训练活动为你们展示如何使用英语、提高英语水平以及如何制订学习计划等。

对于本书来说你是最重要的人。因为你最了解自己的英语水平和学习需求，因此，笔者需要帮助你审查这些需求以及寻找满足这些需求的方法。笔者试图为你解答如下问题：“我需要学些什么？”“学习的最佳方法是什么？”“我的不足之处是什么？”“我的强项是什么？”“如何提高自己的英语水平？”

The Way Ahead 采用了项目式的编写框架。这就意味着当你进行一个项目时，你拥有决定学习方法和学习内容的自由。当你为一个项目做准备工作时，你就可以发现亟待解决的语言问题。（例如，“我说英语不够清楚，别人很难听懂我的话。”）然后你可以与老师交流，询问其意见。此书旨在帮助你对自己的英语学习进行一番思考，但同时，老师会也对你进行指导，可以随时请教。

此书为你设计了一些列练习项目。在每个练习结束时利用空闲时间想一想自己的口语技能：“英语学习进展情况如何？”“我的英语口语是在提高吗？”你也可以将自己的想法记录下来，并且随时添加新内容，在上学路上，在公共汽车上或在闲暇时光听一听，你会惊奇地发现听自己说英语是很有趣的体验。

总之，语言学习是愉快的过程（即使需要付出努力）。但愿你们能够设计出自己独特的训练项目并在同学面前表演出来。

愿健康快乐永相随！



安德鲁·芬奇

韩震一

刘 芸

我们要做些什么？我们需要些什么？

The Way Ahead 让我们做些什么？为什么要这么做？我们需要些什么？本书旨在帮助你通过设计和表演练习项目来提高英语口语水平。你会在真实场景中应用英语。在此过程中，通过制作自己的录像和录音剪辑，你会感受到自己的进步。

学习项目列表

第一部分	第二部分
项目 1 新闻	项目 5 求职申请
项目 2 脱口秀	项目 6 商业广告
项目 3 演讲	项目 7 会议
项目 4 戏剧	项目 8 选举

本书侧重练习，在进行每一个项目时都用得到，内容包括：① 集体讨论；② 做笔记；③ 写出自己在项目中的角色；④ 写出自己需要做些什么；⑤ 收集信息（采访、问卷调查）；⑥ 项目评估；⑦ 自我评价。将每个项目整理到文件夹里也是一个不错的主意。你可以将课本、铅笔、钢笔、尺子和橡皮等放入文件夹。此外，还需要准备一盘空白磁带用来制作口语录音剪辑。

项目安排

每个项目包括两个安排计划

第一个称作“**开放项目计划**”，内容大致如下：

说明

准备工作（角色选择及任务分配）

数据收集（调查，采访，问卷，研究）

数据安排（编辑，拟草稿）

排练

表演

评估



"What will we do?" "What do we need?"

What will we do in this book? Why? What do we need? The aim of this book is to help you develop your Spoken English skills, by making and performing projects. If you speak in English at every stage, you will be **using** English in **real** situations, and best of all, you will be able to see your improvement, as you make videos and cassette tapes of your efforts.

These are the projects that we will study, design and perform:

Part 1	Part 2
<i>Project 1: News</i>	<i>Project 5: Job Applications</i>
<i>Project 2: Chat-Shows</i>	<i>Project 6: Commercials</i>
<i>Project 3: Presentations</i>	<i>Project 7: Meetings</i>
<i>Project 4: Dramas</i>	<i>Project 8: Elections</i>

This book is a workbook. You need to take it to every lesson, since you will use it during the projects: i) brainstorming ideas; ii) making notes; iii) writing about your role in the project; iv) writing about what you need to do; v) collecting information (interviews, questionnaires); vi) evaluating the projects; and vii) assessing your progress. It is also a good idea to have a **folder** for your project work. In the folder you can carry **this book** and the many other things that you will need, such as a **pencil**, a **pen**, a **ruler**, and an **eraser**. You also need a **blank cassette tape**. This is because an extra individual project is to make a **Speaking Journal** of your opinions and ideas during the course.

Project Schedule

Each Project has **two schedules**.

The first of these is an **Open Project Schedule**, which follows a general plan:

- ☐ Introduction
- ☐ Preparation (choosing of roles and responsibilities)
- ☐ Data collection (surveys, interviews, questionnaires, research)
- ☐ Data arrangement (editing, drafting)
- ☐ Rehearsal
- ☐ Performance
- ☐ Assessment



Alternative Schedule

The second schedule is the **Alternative Schedule**. This helps you get started, if you don't know how to make your own project. You can do the Alternative Schedule activities as long as you like, and perform them at the end of the Unit as a project. When you feel ready to make your own project, you can use the Open Project Schedule (previous page). You can start your project work at any time (ask the teacher for help and advice), but remember to participate fully and speak in English in **every part of the project**, so that your language skills can improve.

Warm-up

The first item in each Alternative Schedule is a Warm-up activity, which 'sets the scene'. These activities are usually simple games, which focus on the lesson-content, and are useful starting points.

Project Activities

These activities appear in the Alternative Schedule for every Unit. They are 'tasks' that take you into the Project itself. If you want to do only these tasks until you feel more confident, that's OK.

Brainstorming

Brainstorming is an important part of decision-making. Once you are familiar with this idea, you should find that it is a useful tool for your project-work.

My Role: Report Sheet

There are worksheets in every Unit. This one helps you to think about your role, the things that you have to do, and the results you want to achieve.

My notes

This worksheet helps you to make notes on the project, as well as checking your goals and learning plans. Please use it often!

Feedback Sheets: Self-assessment

"What worked well?" "What didn't work?" "What would I change if I did this again?" "What was my learning problem?" "What do I need to improve?" "What do I need to work on next?" This sheet offers a time for thought at the end of the Project. At this time, you are invited to think about your English achievements, and to make plans for future study and development.

How is my Learning? Self-assessment

This sheet appears at the end of the book and allows you to make a chart of your progress after each project. You can use this chart to talk about your learning with the teacher, when you meet during the Evaluation Sessions.

How was the Project? Peer-assessment

This sheet also appears at the end of the book and allows you to evaluate the performances (and improvements) of your group and of the other groups.

项目评价

我的项目评价：自我评价

此表格在书的末尾，用以协助你作自我评价。把项目自我评价记录下来是十分有用的，因为它会帮助你思考自己的学习情况。一定要表现出诚恳与自信。将分数告诉老师。看看你自己给出的分数是否和老师打出的分数一致。

录音剪辑

将自己在学习过程中的想法录下来是很有必要的。

家庭作业

每一章都有家庭作业，旨在通过自学提高英语技能。一些作业要求你就学习技能、决策等填写调查问卷，这同样是很重要的。

评估讨论

四次评估讨论是谈论自己语言水平和学习计划的好机会。犹如学习“路标”，评估讨论协助你展示学习状况，也提供了与老师交流自己的学习目标和收获。

学习资源库

资源库内附有学习资料：

第一部分为有用的单词和短语。（一些训练项目要求你参考此部分内容。）

第二部分包含课堂听写练习和家庭作业的参考答案。

第三部分包括自我评价、小组评价和分数表。

第四部分为词汇表。

末页为出勤表，请将自己上课的出勤情况记录下来。

祝大家学习进步！



My Project Assessment

My Project Assessment: Self-Assessment

This sheet also appears at the end of the book and allows you to evaluate your progress. Filling in YOUR assessment of yourself is a very useful thing to do at the end of each project, because it helps you to think about your learning and your efforts in and out of class. Be honest and trust yourself. Talk to the teacher about grades. How do your marks match the teacher's marks?

Cassette Journal (Speaking Journal)

An oral record of your thoughts and ideas about the course of study and your improvement can be a very useful learning tool. During this course you will make a cassette tape (or MP3 file) of your ideas, and you can add extra things whenever you want to.

Homework

Every project has a number of homework assignments in the Alternative Schedule. These are designed to help you to develop your English language skills through self-study. Some homework assignments also ask you to fill in questionnaires about learning skills and strategies. These are very helpful ways of thinking about learning, and your teacher will be happy to talk to you about them.

Evaluation Sessions

These evaluation sessions, which occur four times, are opportunities for you to talk about your language skills and study plans. They are learning 'landmarks' – helping you to look at your present learning situation. They also help you to talk to the teacher about your goals and achievements.

Study Bank

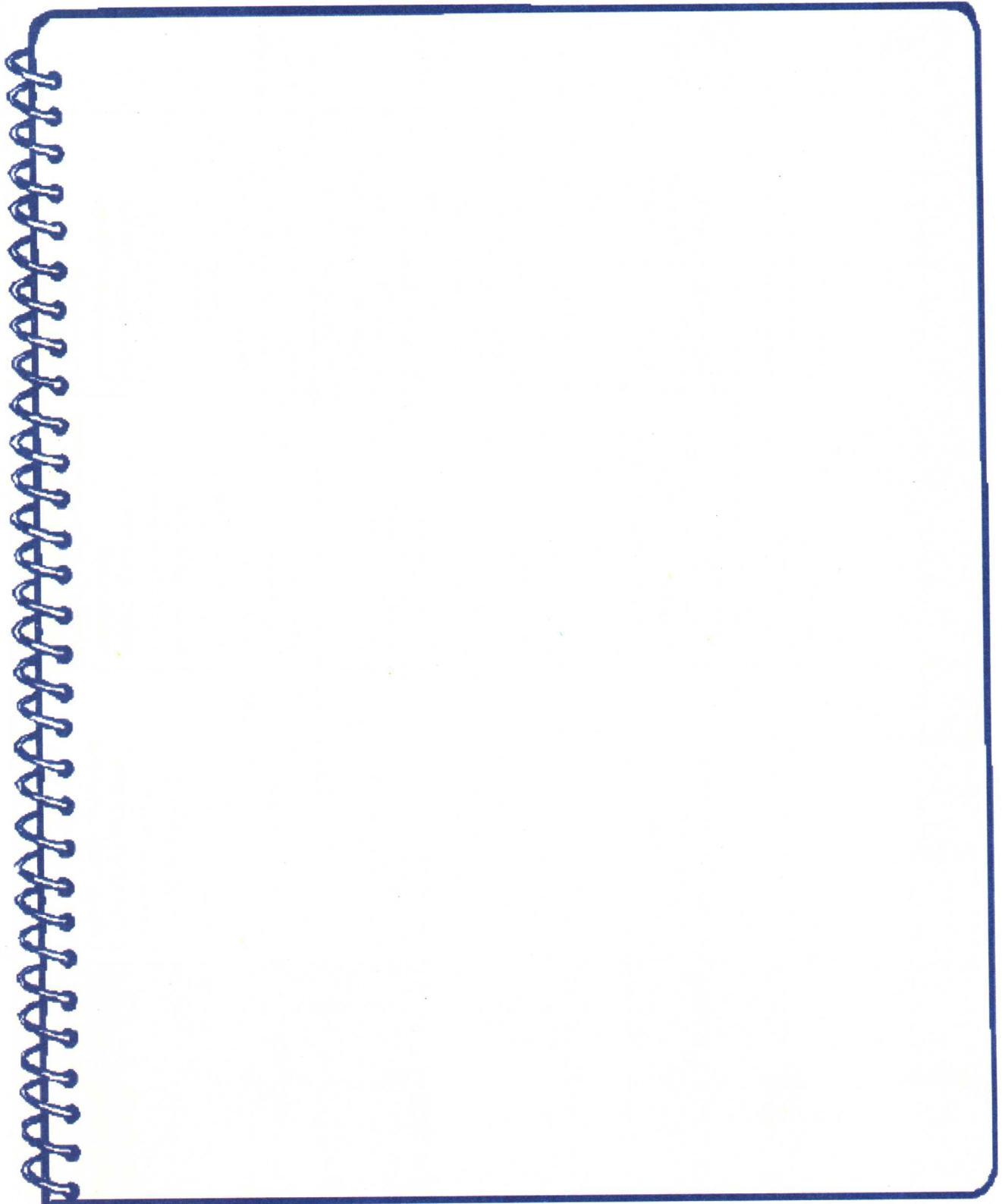
At the end of the book are some study resources to help you:

1. The first part of the Study Bank contains lots of helpful words and phrases. Some project activities ask you to look at this section.
2. The second part of the Study Bank contains the texts of the class-dictation exercises and the homework listening exercises.
3. The third part is about evaluation. You can find the self-assessment, peer-assessment and evaluation sheets here. Please use them at the end of every project!
4. The fourth part is a Dictionary. Most of the words in this book are in the Dictionary. You can also add any other words you need. This is **your** resource!
5. The final page is an attendance sheet. **Please record your attendance, lateness and absence, as well as the reason for being late or absent.** This will help you think about your studies and your goals.

Have a good time. Best wishes with your projects!

My Learning Strategy Notes

- ☐ Make notes on this page about the learning strategies in the following Introduction Section.
- ☐ These can be about anything.
- ☐ This page is to help you organize your learning.



Part 1

Introduction 1

Learning to speak a foreign language can be difficult, confusing, worrying and frustrating. In this book we will try to make your language learning as positive and effective as possible by studying through Projects.

Before we start, we need to think about our levels and our learning needs. This Introductory Unit helps us to do this. We will examine our present situation, so that we can decide how to improve, and what to learn. We will also look at how to organize our study time, so that our study can be as effective as possible.

If we start good habits now, we will have positive results later!

Introduction - Schedule

	Warm-up	Content	Homework
Lesson 1	Introductions	Can I have your # ? How to get the most ...?	Check the phone #s and email addresses of everybody in the class. Do the Learning Goals questionnaire.
Lesson 2	Who wants to...?	Skills Sheet Learning Project	Make a phone call (in English) to the next person on the phone list.
Lesson 3	Hi!	Time Management Marriage Contract Appointments	Weekly Planner Semester Planner
Lesson 4	Classroom English	Call My Bluff Learning Contract	Measure of Autonomy

Learning Goals



Do this activity with a classmate.

Exchange books and ask your partner the questions on this page.

1. What are my long-term goals?	<ul style="list-style-type: none"> • Become a teacher • Become rich • Become famous • Have a family 	<ul style="list-style-type: none"> • Help sick people • Speak a foreign language • Start a business • Study abroad 	<ul style="list-style-type: none"> • Travel abroad • Work hard • Work abroad • Write a book
2. What are my short-term goals?	<ul style="list-style-type: none"> • Be punctual • Do research • Get a job • Get good grades 	<ul style="list-style-type: none"> • Get married • Graduate from College • Learn computer skills • Live by myself 	<ul style="list-style-type: none"> • Make a study plan • Make lots of friends • Study regularly • Help my parents
3. What language do I need to reach these goals?	<ul style="list-style-type: none"> • Business-English • Communication • Description • Explanation • Finding information • Giving advice • Giving an interview • Giving information • Giving invitations • Giving lectures • Hospital-English 	<ul style="list-style-type: none"> • International Trade • Interview-English • Introducing people • Listening to lectures • Making a speech • Making a summary • Making notes • Negotiating • News-English • Persuading people • Presentation-English 	<ul style="list-style-type: none"> • Public Speaking • Reporting news stories • Resumé-writing • Talking about myself • Teaching • Telephone-English • Telling stories • Writing about myself • Writing business letters • Writing memos • Writing reports
4. What are my problems?	<ul style="list-style-type: none"> • Computer skills • Examinations • Homework • Language level • Money • Stress 	<ul style="list-style-type: none"> • Asking for help • Late for classes • Making a Study plan • Not enough confidence • Not enough sleep • Not enough study 	<ul style="list-style-type: none"> • Not enough time • Organizing study time • Planning assignments • Time to relax • Understanding the teacher • Visiting the teacher
5. How can I solve these problems?			
6. Do I plan my study each day? Yes/No	7. Do I make a weekly study plan? Yes/No	8. Do I make a semester study plan? Yes/No	





































Can I have your number?

The teacher will give everyone a number.

Ask everyone for his/her name, phone number and email address.

Write the names next to the correct numbers. (Speak in English!)

What's your name? What's your phone number? What's your email address? Where do you live?
How do you spell it? One more time, please. What did you say? @ is called "at".

01 Name	02 Name	03 Name
		
		
04 Name	05 Name	06 Name
		
		
07 Name	08 Name	09 Name
		
		
10 Name	11 Name	12 Name
		
		
13 Name	14 Name	15 Name
		
		
16 Name	17 Name	18 Name
		
		

“How to get the most out of this book?”

Do this activity with a partner.

Make questions and write the answers in **YOUR PARTNER'S BOOK**.

“Hi! How do you feel about your <i>speaking skills</i> ?”		<i>Poor</i>	<i>Ok</i>	<i>Great</i>
“I need to think about my level of English now.”	My <i>speaking skills</i> in English are ...			
	My <i>listening skills</i> in English are ...			
	My <i>reading skills</i> in English are ...			
	My <i>writing skills</i> in English are ...			
	My <i>communication skills</i> in English are ...			
	My <i>pronunciation skills</i> in English are ...			
	My <i>vocabulary skills</i> in English are ...			
	My <i>learning skills</i> in English are ...			
	My <i>attitude in class</i> is ...			
	My <i>participation in class</i> is ...			
My <i>homework</i> is ...				
“Hi there! Do you ever ... ?”		<i>Yes</i>	<i>Sometimes</i>	<i>No</i>
“I need to think about WHEN I use English.”	... come to lessons on time?			
	... speak in Chinese in class?			
	... ask for help from the teacher?			
	... ask for help from other students?			
	... study English at home?			
	... watch TV programs in English?			
	... watch movies in English?			
	... read magazines in English?			
	... read books in English?			
	... talk to native speakers in English?			
	... talk to friends in English?			
	... talk to the teacher in his/her office?			
	... send an email to the teacher?			
“Excuse me. Do you need English for ... ?”		<i>Yes</i>	<i>Maybe</i>	<i>No</i>
“I need to think about my English needs.”	... studying your major?			
	... using the computer?			
	... travel?			
	... your future job?			
	... talking to foreigners?			
	... studying abroad?			
	... email penpals?			