

Welcome to China!

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任务型英语口语教程

主审 (中) 龚亚夫
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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

Welcome to China!

Task-Based Tourism English

任务型英语口语教程·2

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中国电力出版社

www.sjdf.com.cn

图书在版编目 (CIP) 数据

任务型英语口语教程·2, Welcome To China / (英) 芬奇 (Finch, A.), (韩) 朴熙本,
(中) 韩霆一等编著.

北京: 中国电力出版社, 2006.10

任务型英语语言教学典范教材学生用书

ISBN 7-5083-4785-4

I. 任... II. ①芬...②朴...③韩... III. 英语—口语—教材 IV. H319.4

中国版本图书馆 CIP 数据核字 (2006) 第 109622 号

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Published in the People's Republic of China by China Electric Power Press.

<http://www.finchpark.com/books/twa>

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总 策 划: 韩 波

责任编辑: 刘 芸

出版发行: 中国电力出版社

社 址: 北京市西城区三里河路 6 号 (100044)

网 址: <http://www.sjdf.com.cn>

印 刷: 北京博图彩色印刷有限公司

开 本: 210 mm × 297 mm

印 张: 14.25

字 数: 360 千字

版 次: 2006 年 9 月第 1 版 2006 年 9 月第 1 次印刷

书 号: ISBN 7-5083-4785-4

定 价: 39.80 元

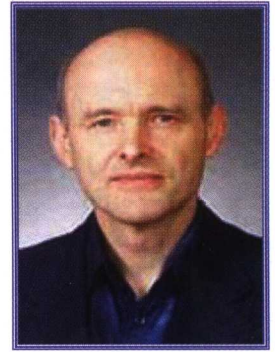
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序

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,并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《任务型英语口语教程》。正是这样的一套系统的范例,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)的理念,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、有条不紊的,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。

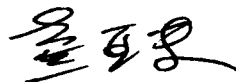
另外,该书的语言教学理念是互动的、以人为本的、以学生为中心的。它倡导课堂上自由的气氛和活泼的场面,鼓励学生自我控制、自我管理、自我活动,而教师的角色仅仅是充当整个活动的推进者和指导者,适时地对不同学习小组的活动给予判断和诱导,并提出个性化的建议和点拨,从而把学生从千篇一律、鹦鹉学舌、枯燥乏味的机械劳动中解脱出来。

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”(Cultural Page)全部设计为对中国文化的介绍,如风土人情、历史名胜、历史典故等等,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,从而也使达到用英语表达中国人的思想、感情,使学生有一种成就感。它们与“自由交谈”(Free Talk)中的话题,诸如休闲、教育、采访、体育运动、文化艺术等话题相互呼应,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,《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

欢迎使用《任务型英语口语教程·2》*Welcome to China!* 本书为提高学生旅游英语交际能力提供了既轻松又有效的系统性学习方法,在当今信息科技高速发展和地球村的大背景下,这些技能是极其重要的。而积极提高语言能力,需要通过以学生为中心的任务型方式来实现:

- ◆ **任务真实:** 紧扣真实场景,强调角色扮演等主动学习活动;
- ◆ **团队合作:** 在学习中各司其职,强化责任意识,关注社会与他人;
- ◆ **互动交流:** 通过各种任务活动学以致用;
- ◆ **高效输入:** 注重有效的语言输入,如:语法,词汇,结构等;
- ◆ **情智共进:** 调动非智力因素,如:自信,动机,独立,自尊;
- ◆ **积极思维:** 更高层次的问题解决型、评论分析型思考;
- ◆ **个性展现:** 与学生自身密切相关的语言学习;
- ◆ **自主评价:** 以学生为中心的自评与互评,表现及学习效果。

《任务型英语口语教程·2》旨在为学生提供真实场景中的任务活动来开拓这条充满挑战的道路。学生可以亲身体会、运用旅游英语去解决交流时遇到的困难。运用旅游英语交流会遇到一些典型的问题,这些问题会出现在导游、旅行社、宾馆职员和游客之间的交流过程中。信息和想法需要传达,而且必需寻找有效途径传达。此书就是针对这些问题模拟真实旅游场景提供训练任务的。

《任务型英语口语教程·2》中的每一章均设计了一个真实的交流场景,而且提供一系列在此场景中的语言训练活动。这些训练活动根据不同难度设置,因此,每位学生都能找到适合自己水平的练习。其中一些训练针对词汇而设计,一些围绕流利程度设计,一些涉及相关的语言点(如语法等),还有一些则采取综合设计(阅读、写作、听力和口语)。

本书所提供的所有练习是在气氛友好、以学生为中心的学习环境中进行的。因此,其侧重点在于团结协作(团队任务),学习意识(学会如何学习),自尊自强(情智共进)以及个性展现(个人对于学习和评价的责任心)。

本书以中国文化活动为中心线索。这是因为旅游英语涉及将本国文化介绍给外国游客的内容。学生对于本国文化习俗的学习至关重要,只有如此他们才能向外国宾客作出流畅的描述。

在每一章节中,任务型学习法为学生展示了不同形式的训练活动。这些训练的难度随着学习的进展逐步加深。另外,每个训练活动可供不同水平的学生以多种方式进行。因此,《任务型英语口语教程·2》适用于各层次教学。切记,每个学生有不同的学习方式和学习需求,此书帮助学生按需要完成学习过程。对于较高英语水平的学生来说,进一步的训练会促使他们提高语言技能,而水平相对低的学生可以利用初级训练掌握新的词语、语法结构和短语。

课文内容是与学生的直接对话,且所使用的语言具有针对性,反映了对互动及以学生为中心教学的重视程度。书中的提示部分本身其实也有交流的功能,它们为教师因人制宜的施教提示了应该向需要指导的学生给予什么样的参考意见;对于那些执行任务时无需帮助的学生来说,则可加深理解。

本书的另一个目标就是鼓励学生独立学习,并且向自主学习的目标靠近。第二章讲述了“学习技巧”,并且协助学生评价自己当前的学习方法。教师扮演了一个推动者和引导者的角色,他们帮助学生寻找最佳的学习方法。教学以小组为单位开展,学生在小组里可以学到更多东西。

感谢您选择了本书。但愿使用《任务型英语口语教程·2》对于学生和教师而言都能收获回报并体验愉快,也希望它对所有读者都可以起到鼓励、激励、指导和开阔眼界的作用。

安德鲁·芬奇
朴熙本
韩震一
刘 芸

Preface



Welcome to *Task-based Tourism English*!

This book offers a structured approach to the enjoyable and effective development of Tourism English communication skills, which are so important in these days of information technology and the global village.

Language skills are developed in this book in a student-centred, task-based manner, focusing on a number of factors:

authenticity: real-life situational learning, role-plays;

collaboration: inter-personal responsibility, social awareness;

communication and interaction: learning by doing;

effective linguistic input: grammar, vocabulary, structure;

emotional management: confidence, motivation, independence, self-esteem;

higher-order thinking skills: problem-solving, critical thinking;

personal meaning: language-learning that is seen as relevant by the students;

student-centred assessment: performance assessment, self/peer-assessment.

Welcome to *China!* sets out on this challenging path by presenting students with tasks which use authentic materials in real-life settings. This allows them to experience the problems of communicating using Tourism-English at first-hand.

Tourism-English typically involves communication problems, in which meaning needs to be negotiated and transferred between the tour guide, travel agent, hotel clerk, and the tourists. Information or opinions must be transferred and participants must find effective ways of doing this. Activities in this book therefore simulate authentic Tourism-English situations.

Each Chapter of *Welcome to China!* takes a situation in which communication occurs in real-life, and presents a number of activities which use that situation.

These activities are structured according to difficulty, so that every student can find an appropriate learning task. Some activities are designed around vocabulary, some around fluency, some suggest relevant language (grammar, etc.), and others take an integrated approach (reading, writing, listening, and speaking).

All the activities in this book are meant to be performed in a non-threatening, student-centred learning environment. The focus is therefore on collaboration (group work), awareness of learning (learning how to learn), self-esteem (emotional management), and personal accountability (individual responsibility for learning and assessment).

Cultural activities about China are at the heart of this book. This is because Tourism English involves explaining the culture of one's own country to visitors from abroad. It is vital that students learn about their own country, customs and culture, so that they can describe them to visitors from other races and locations.

Task-Based learning presents the students with a number of varied, structured activities in each chapter. These activities become more difficult and challenging as the chapter progresses. On the other hand, each activity can be used in many different ways by different levels of students. In this way, *Welcome to China!* is ideal for the multi-level classroom. Remembering that every student has different learning styles and learning needs, this book allows them to learn WHAT they need to learn, WHEN they need to learn it. For the higher-level students who experience little or no trouble with the beginning activities in each chapter, the following activities take them further, and challenge them to develop their language skills. For the lower-level students, who are not familiar with the content of the chapter, the beginning activities give them the opportunity to learn new words, structures and phrases.

The text speaks directly to the students, and uses language appropriate to their level, reflecting the importance given to an interactive and student-centred approach. Instructions in the book (e.g. on how to perform an activity) are communication tasks in themselves (comprehension tests), and indicate learning levels for the teacher. Students who perform 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 counselling.

Another aim of this book is to encourage students to work by themselves, and to set out on the road to autonomous learning. Chapter 2 actually deals with "Study Skills," and helps students to evaluate the way they currently approach learning. The role of the teacher is one of facilitator and counsellor, helping students to find the best ways to learn. The group format is excellent for this purpose, since students learn more in groups than individually.

Thank you for choosing this book. We hope that it will be a rewarding and enjoyable experience for teachers and students alike, and that the contents will encourage, stimulate, motivate, inform, amuse, and extend all those who use them.



Andrew Finch
Heebon Park Finch
Han Tingyi
Liu Yun

To the Teacher

Welcome to China! is designed for students who need to perform the target language in real-life, Tourism-English contexts. Use of a language is a skill, and like other skills (e.g. playing a musical instrument, or swimming) it needs regular exercise and reinforcement. This book therefore aims to provide language activities which require students to communicate with each other (in English) in real-life situations.

The approach taken in this book is one of collaborative, student-centred, interactive group-work. In this way, affective growth and social growth can be fostered, in addition to linguistic growth. Notional, functional and structural linguistic aims have been suggested for Chapters, within the overall context providing practice in integrated performance skills (reading, listening, speaking and writing). A number of the structural aims appear more than once. This is intentional, and is aimed at giving students chances to review, re-learn, and re-try various communication strategies, in a cyclic approach to learning.

Form-focused aspects are also important in this book, and various opportunities arise to practice vocabulary, phrases and tenses, though these are not the ultimate goal of any particular Chapter. Instead, it is hoped that students will be encouraged to develop their skills and abilities in the transferring of (tourism-related) information and opinions, using the target language as the medium for this communication.

Instructions for the activities are directed to the students at their level of proficiency, and do not need teacher-explanation. Groups who comprehend the instructions will perform the activity, while those who do not understand will ask the teacher for help. This approach allows groups to proceed at their own speed, learning what is appropriate for them to learn, and performing the activities in ways that are appropriate for them.

Promoting fluency in use of English can be done not only through the performance of language tasks and activities, but also through the negotiation of these activities. Situations in which students discuss *how to perform* an activity are great chances for authentic use of English, since they require the use of questioning/answering, agreeing/disagreeing, explaining, giving opinions, and expressing comprehension/incomprehension. The discussion of how to perform the activity thus becomes in itself a communication activity.

Evaluation of linguistic success depends on the amount of communication achieved. If students carry out the language task (e.g. information retrieval, information transfer, opinion transfer, etc.) with full comprehension on the part of every participant, then they have been successful. If participants experience difficulties in understanding, then a communication "error" has occurred and can be addressed. From this point of view, errors are "failures to communicate," and learning becomes a matter of finding strategies to communicate effectively and appropriately.

The main goal of *Welcome to China!* is to motivate students to learn, and the vehicle for doing this is form-focused interaction (FFI). It is expected that teachers will want to adapt and supplement the activities according to the needs of their students. Much of the linguistic input has therefore been left to the teachers. Suggestions about the classroom approach and methods can be found in the Teacher's Notes and the Teacher's Resources in the Teacher's Book.

Finally, if this book can be used as a springboard for enjoyable and effective teaching, learning, and follow-up activities (e.g. student-directed projects), then it will have succeeded in its goal.

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3 Page 33	The Travel Newsletter	Input: Recycle: Free Talking: Culture Page:	Newspaper Vocabulary Interviewing Newsletter Project Have you ever ... ? Modern China Travel in Henan
4 Page 47	Planning a Trip	Input: Review: Free Talking: Culture Page:	Likes/Dislikes/Wants Modals and Conditionals If I could ... If I were ... Wh Questions Travel Travel in Jiangsu
5 Page 61	Travel in China	Input: Review: Recycle: Free Talking: Culture Page:	Past Tense Giving Directions Modals and Conditionals Wh Questions Old and New Travel in Northeast China
6 Page 79	The Travel Agent	Input: Review: Recycle: Free Talking: Culture Page:	Use of the Passive Description of Places Location (Prepositions) Reporting Events/Experiences Holidays and Vacations Travel in Northwest China

Contents (Chapters 7 –12)

Chapter	Title	Function	Topics
7 Page 97	The Hotel	Input: Review: Recycle: Free Talking: Culture Page:	Asking for Information Do you have ... ? Did you ...? Self-Assessment Personal Information Descriptions People and Places Travel in Shandong
8 Page 112	The Restaurant	Input: Recycle: Free Talking: Culture Page:	Describing Chinese meals Ordering meals Restaurant language Self-Assessment Lifestyles Travel in Yunnan
9 Page 127	Olympics and Pastimes	Input: Review: Free Talking: Culture Page:	Sports/Pastimes — Vocabulary Giving Opinions/Advice Wh Questions, Preferences Sports Travel in Sichuan
10 Page 142	At the Doctor's	Input: Review: Recycle: Free Talking: Culture Page:	The Body — Vocabulary Expressing Emotions Making Appointments Adverbs Interview with the Doctor Medicine and Health Travel in Tibet
11 Page 159	Entertainment and Shopping	Input: Review: Recycle: Free Talking: Culture Page:	Entertainment — Vocabulary Agreement/Disagreement Shopping language Likes/Dislikes Comparatives Movies Hong Kong, Macao, Taiwan
12 Page 174	Cultural Identities	Input: Recycle: Free Talking: Culture Page:	Chinese Culture Descriptions Self-Assessment Cultural Identities Arts & Crafts Travel in Zhejiang
Page 189	Extra Conversation Activities		

Chapter 1

Welcome

Keywords and phrases for this Chapter:

Did you have a good time?

Good to be back!

Good to see you!

How was it?

I haven't seen you for ages!

Long time no see!

Welcome back!

Welcome!

What did you do?

What have you been doing?

What have you been up to?

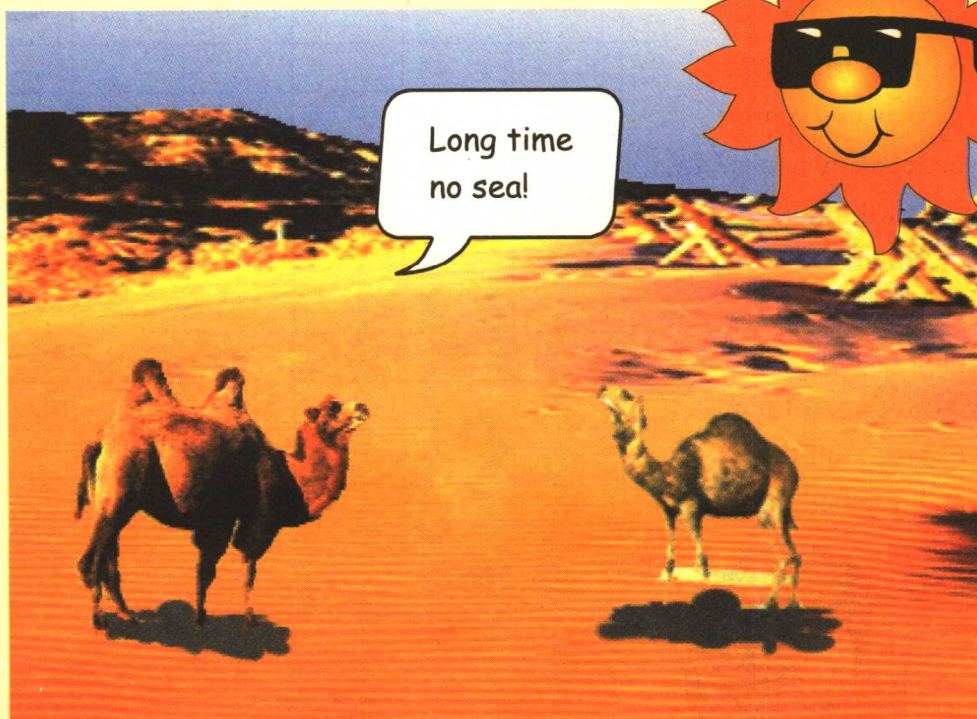
What's cooking?

What's new?

When did you get back?

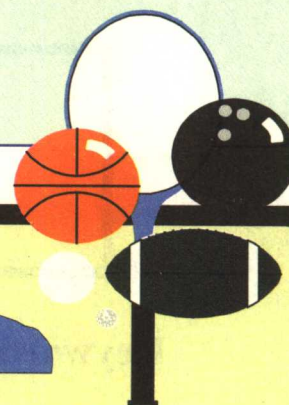
Where did you go?

Where have you been?



What did you do during the vacation?

1. Answer the questions for "Me" ("Yes" or "No").
2. Ask four other people (write their names).
3. Add the "Yes" answers (Total).



What did you do before coming to this course?

	Me	Name	Name	Name	Name	Total ("yes")
Did you go bowling?						
Did you go camping?						
Did you go cycling?						
Did you go fishing?						
Did you go to a park?						
Did you go to a mountain?						
Did you listen to music?						
Did you watch any movies?						
Did you watch TV?						
Did you meet friends?						
Did you play any sports?						
Did you read any books?						
Did you speak English?						
Did you study?						
Did you travel abroad?						
Did you travel in China?						
Did you work part-time?						
Did you work full-time?						
Did you do something else?						



Find Someone Who (1)

Groups of four people: Let's find out about people in this class.

Each person: Choose one set of questions (SETS 1 to 7).

Ask your first question to anyone in the class.

- ☐ If that person answers "Yes," write his/her name.
- ☐ If that person says "No," don't write anything.

Find a different "Yes" person for each question.

Report your results to your group members.



Here is some sample language you can use:

Were you born in province? Do you like homework? Can you swim? Do you play basketball?
Do you know what this picture is? Were you born in April? Have you ... ?

QUESTION SET 1:

Name

Find someone who was born in the same province as you.

(Were you born in ...?)

Find someone who likes homework. (Do you like ...?)

Find someone who can swim. (Can you ...?)

Find someone who plays the piano.

Find someone who knows what this is:

(Do you know what this is?)



QUESTION SET 2:

Name

Find someone who was not born in the same province as you.

(Were you born in ...?)

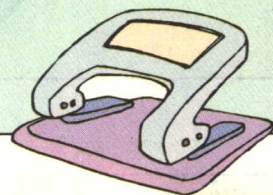
Find someone who likes Beijing Duck. (Do you like ...?)

Find someone who can ride a bicycle. (Can you ...?)

Find someone who plays computer games.

Find someone who knows what this is:

(Do you know what this is?)



QUESTION SET 3:

Name

Find someone who was born in May. (Were you born ...?)

Find someone who likes ice-cream. (Do you ...?)

Find someone who cannot play ping-pong. (Can you ...?)

Find someone who listens to classical music.

Find someone who knows what this is:

(Do you know what this is?)

