



21世纪全国高等院校旅游管理类创新型应用人才培养规划教材

英语导游实务

Essentials for English-Speaking
Tourist Guide: Theory and Practice

唐 勇 编 著

- 拓展双语教学新型内容
- 英语导游能力全面提升
- 新增导游考试必备知识



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内 容 简 介

英语导游实务是旅游管理、酒店管理、会展与服务管理等专业的核心课程。本书致力于培养学生的英语导游服务与业务实践能力,本书可作为教材,也可作为英语导游的工作用书。将帮助学生较全面地了解并掌握英文导游员在带团过程中的业务流程、实务技能、必备知识等,为立志于考取国家旅游局导游资格证书的学生提供专业、系统、有效的指导和帮助。

本书的内容体系立足于国内导游证考试大纲及国外导游培训与考核标准,及时反映旅游及导游行业实践及动态,重点在导游英语专业词汇学习、导游词撰写、导游翻译练习(口笔译)方面有所突破,将知识习得、技能与能力培育融入教材内容中。主要包括如下内容:导游的历史、现状与未来,导游人员,导游工作内容,导游语言艺术,旅游事故的预防和处理,旅行和交际常识等。本书邀请外国专家审定了全书的英文部分,确保了语言的规范性、可读性及实用性。

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举报电话: 010-62752024 电子信箱: fd@pup.pku.edu.cn

编写人员名单

唐 勇 成都理工大学旅游与城乡规划学院

曾祥裕 四川大学南亚研究所

秦宏瑶 四川大学旅游学院

钟 洁 西南民族大学历史旅游学院

陆雪姗 四川大学锦城学院

崔佳春 成都理工大学旅游与城乡规划学院

陈 兴 成都理工大学旅游与城乡规划学院

余志勇 成都理工大学旅游与城乡规划学院

董 海 成都市导游服务公司

前言

随着旅游业的全面发展,政府、高校和导游行业都越来越重视导游业务的教学与培训,各类导游业务培训教材也大量上市。但现有导游培训教材还有一定的盲区。例如,大部分导游业务的图书均为汉语,而英文的导游读物又主要侧重于导游词撰写等。概言之,目前我国尚欠缺一部全面介绍导游业务的英文教材。

本书第一章为导论,介绍了本书编写目的、主要内容、编排体例、学习进度建议等。第二章为导游史话,介绍了导游职业的历史、现状与未来。第三章为导游概说,主要介绍导游人员的类型及主要工作内容等。第四章主要讨论了国内外对导游的考核与培训,重点介绍了我国的导游资格考试、年检制度等,实用性较强。第五章向读者介绍了规范管理导游行为的政策法规,是未来导游执业者的必读章节。第六章详细介绍了导游业务流程,是本书的一大重点。第七章探讨带团流程,侧重导游实务。第八章、第九章、第十章分别为讲解技巧、沟通技巧和团队管理,具体涉及导游语言艺术、旅游事故的预防和处理、交际与沟通技巧、时间管理等内容,具有重要参考价值。

本书的特色主要体现在四个方面。

第一,本书为英文为主、中文为辅的创新教材,其编写借鉴了国外教材的成功经验,同时参考了国内较成熟的做法,并结合了编者在相关教学活动与导游实践中遇到的具体思考,兼具国际视野和严谨学理。

第二,本书用英语较全面地介绍了英文导游业务的主要流程,弥补了英文导游业务教材的空白,旨在帮助读者以中英双语特别是英语熟悉导游业务,并为其进一步借鉴国际经验建立必要基础。

第三,本书体例较完备,知识面较为开阔。本书以导游业务为主干,编排了导游知识、国际旅游组织

概况、国家政策法规、导游实训案例、中国文化常识、中国历史概况等内容，具有较强的知识性，很多内容可直接用于组织导游词。

第四，本书特别注意帮助读者获得执业资格。为此，编者精心设计试题，特别侧重中高级英语导游考试的实战练习，为有意考取国家旅游局导游资格证书的学生提供专业、系统、有效的指导和帮助。

综上，本书最大的特点是帮助学生在学理、业务、国际视野、执业资格能力上获得全面提升。

本书的编写参阅了大量的中英文教材、专著和论文，在此谨向作者表示衷心感谢！北京大学出版社为本书出版提供了极为宝贵的支持，在此一并致谢。

本书是英语导游业务教材上的一次全新尝试，编者水平有限，时间紧凑，不足之处在所难免，敬请广大读者批评指正，以利于本书的修订完善。对读者惠赐意见，编者特预致谢忱！

编 者

2013 年 8 月

Preface

In recent decades, there has been a considerable increase in the number of training manuals for tourist guide on the market. However, those works with insufficient attention to the growing literature outside of China, which made us determined in our research.

In traditional Chinese philosophy, there is always a tension between “knowing” versus “doing”. To achieve this, the author should, as a Chinese expression says, “have one’s knowledge integrated to one’s doing”. As both teachers and professionals in the field of tourism studies, we are striving to fulfill our duty. In this book, we intend to write about the essential knowledge and skills for an English-speaking tourist guide, not in Chinese, but in English. Textbooks of this kind should not simply be a translation work of its Chinese version, or selection of works in English. It should be a picture completing itself, rather than an inventory of names in the literature.

In his preface to *Fortress Besieged*, CH’IEN Chung-Shu states that while he was writing his book, it was a time of great grief and disruption, during which he thought several times of giving up, and he was to finish the book through the accumulation of many small moments. If the great man’s deep sorrow contributes to his masterpiece, our idleness inspires us to put bits and ends, or ideas, thoughts and experiences together to write this book. This book is the result of many long hours and the dedication of many people, taking about three years to collate. It is quite an interesting and challenging task. In preparing this work, we had tried to use our judgment in selecting what we considered important and relevant from a variety

of interdisciplinary sources. Thanks to the time we spent writing and referencing from volumes of books, papers and sources either in Chinese or in English, we finally finished it. Primarily, this book aims to assist our students as a tourist guide training course in English. Catering to this intention, we tried to use a succinct and simple English to write. We hope we have succeeded.

We are very excited about writing this book, and hope it will add to the valuable collection in the discipline as first of its kind helping students equipped with global vision. This book serves no more than an introduction to the fundamental knowledge and basic skills in tour guiding. If the reader wishes to learn more about this subject, we would suggest him or her referring to the bibliography listed in this book.

This work is supported by the China Scholarship Council and the Key Teachers Development Fellowship for Scientific Research at Chengdu University of Technology (CDUT). We are grateful to the support, while noting that they are not responsible for the views expressed here. We would like to thank students from the Dept. of Tourism Development and Management, College of Tourism and Urban-rural Planning, CDUT, for their most helpful comments on earlier drafts of the book. Our sincere thanks also goes to Mr. Jean Vuillemain, lecturer from EHU-CDUT collaborative Education Programme, and Sarah Tynen from University of Colorado at boulder who proofread the work and made it more readable while Mr. Mo Yu from Peking University Press provides us with great suggestions.

As the saying goes “tourism knows no border and life is a journey for us to explore”, wish you a successful professional career in tour guiding!

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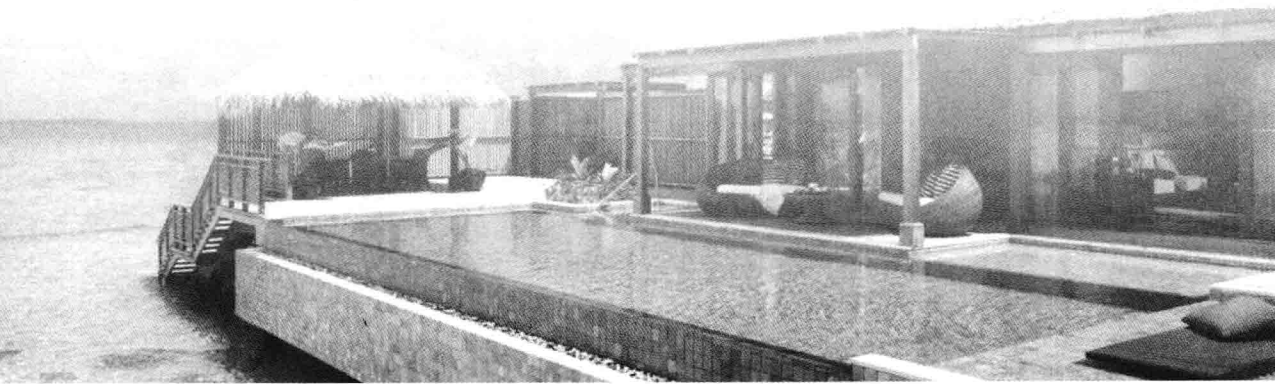
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Opening Case

The president of the World Federation of Tourist Guide Associations (WFTGA), Ros Newlands, collected her Order of the British Empire (OBE) from a Snowy Buckingham Palace on Friday 17 December 2010. She was awarded the OBE for services to the tourism industry.

Ros has been a Scottish Blue Badge Tourist Guide since 1983. In addition to this and her global role in WFTGA, she is also a course director for the two-year Scottish Tourist Guide Training Course at the University of Edinburgh. In a recent press release, Ros states, “qualified tourist guides are ambassadors for their home countries and are often the only people that visitors really talk to and engage with. It is a great honor for a professional tourist guide to be recognized in this way.”

(Source: Guidelines International@I, Issue No. 15, December 2010.)

1. Why Ros Newlands was awarded her Order of the British Empire (OBE) from a Snowy Buckingham Palace?
2. Do you agree with the statement that qualified tourist guides are ambassadors for their home countries?

Introduction

The purpose of this introductory chapter is to provide an overview of the textbook's structure and contents before you really start this course. In doing so, it explains why we have this textbook, and how you should learn this course.



1.1 Textbook at a Glance

Why a textbook on “*Essentials for English-Speaking Tourist Guide: Theory and Practice*”? There are many reasons, and I would like to boil them down into 2:

Early since 1979 when China opened its door to the outside world, millions of international tourists rush to China, and they do need professional tourist guide with excellent language and guiding skills. Nevertheless, the “Opinions of the State Council on Accelerating the Development of Tourism Industry” (State Council Order No. 41 [2009]) states that China will take efforts to make tourism industry a strategic backbone industry of the national economy and make it a more satisfactory modern service industry to the people. Without doubt, tourist guides in China play a vital role in realizing the goal of making tourism industry more satisfactory for tourists at home and abroad. As teachers in tourism and experienced tourist guides, we feel it our duty and honor to write this textbook to help those who are willing to be an excellent English-speaking tourist guide and who are on the way to do so. All the above may serve as macro-motives for the creation of this textbook.

The other, still more immediate purpose is to develop in students’ knowledge and skills required in their future career as a tourist guide. During the past 10 years or so, textbooks on knowledge and skills in tour guiding were mainly written in Chinese. To train the future tourist guide in English is definitely a great challenge for both students and teachers, and that primarily calls for a well-arranged textbook written in English with necessary references or information in Chinese to help them find the way to achieve the goal.

Knowledge Links [1-1]

《国务院关于加快发展旅游业的意见》(国发[2009]41号,以下简称《意见》)于2009年12月1日正式发布。《意见》从贯彻落实科学发展观的高度,提出了加快发展旅游业的新任务、新要求、新内涵,对旅游业提出了全新的定位,指出了把旅游业培育成国民经济的战略性新兴产业和人民群众更加满意的现代服务业的宏伟目标,并就新时期旅游业发展进行了全面部署,明确了具体的发展目标。

《意见》被社会各界一致认为是一个具有里程碑意义的重要文件,是我国改革开放以来发展旅游业30年实践总结 and 全行业智慧的结晶,也是推动未来30年发展新格局的标志性新起点。

This textbook features a host of innovations and changes in both format and content, which makes it distinguished from a number of tourist guide- training textbooks on the bookshelf. Some were made as a result of feedback obtained from students, lecturers and professionals from tourism sector, in an effort to shape the textbook more user-friendly while maintaining the strengths for which it strives to achieve. Through all of these innovations and changes, however, a basic principle is to follow that “knowledge and skills are *dimensions* of each other, *interrelated* and *inseparable*”. Hopefully, this textbook will assist such an effort. In this textbook, primarily we strive to:

- Present the *profession* of tour guiding as knowledge and skills paired.
- Emphasize problem-solving tools and practical skills rather than *pat* answers.
- Focus on knowledge, principles, idea, thought and experience essential for being a professional tourist guide.
- Attach great importance on learning through experiencing by providing a framework or essential know-how for students to get to know the whole from *sampling* a part of the real field experiences, observation and practice.

- Finally and most fundamentally, make it act as a guidebook to help students prepare for the certified tourist guide examination in China and see their successful professional career in the future.

1.2 Structure of Each Chapter

Several features have been developed for this textbook to understand the material more easily and to help bring the tour guiding profession alive.

- **Learning Outcome** lists specific learning objectives at the beginning of each chapter to help students focus their efforts and alert them to the important concepts, knowledge or skills.
- **Opening Case** introduces the main topics of the chapter by discussing a related case.
- **Introduction** briefly pictures the chapter.
- **Text** is the major reading material for students to learn.
- **Knowledge Links** are sources or references either in Chinese or in English by providing related information to assist your learning.
- **Summary** provides a concise *synopsis* of the topic presented.
- **Choice Questions** are for reviewing what you have learned in the text. You need to correctly answer 3 of the 5 questions to pass.
- **Review Questions** test students' recall and understanding of the key points learned.
- **Group Discussion** is the self-conducted activity to discuss the debating cases or phenomenon in guiding practice or tourism industry.
- **Guiding Exercise** is the assignment for students to practice guiding skills.
- **Translation Exercise** provides opportunity for students to practice English to Chinese translation skills, or vice versa.

- **Case Study** is designed to help students have in-depth understanding of the chosen topic by discussing a selected case.
- **Further Reading** provides supplementary reading materials for students to further explore.
- **Key words and Phrases** are *highlighted*, and a list of them appears at the end of each text.

1.3 Level of the Textbook

This textbook is intended for junior or senior college students majoring in tourism management, or readers who are already tourist guides or who are aspiring to become a tourist guide whose English proficiency is above CET-4 or equivalent, while having good command of basic knowledge and skills required in travel and tourism industry.

1.4 Course Structure

This textbook contains ten chapters, which could be roughly divided into 3 parts.

Part one is an introduction to the course. Part two includes history of tourist guide, practical insight into tourist guide, and qualification and training for tourist guide, legal and ethical issues in tour guiding, and job description. Part

three discusses guiding techniques ranging from essential guiding steps, presentation techniques, and communication techniques to group management.

1.5 Teaching and Learning Strategies

This course is delivered through a combination of formal lectures, in-class discussions, case studies and presentations. The course consists of 10 weekly sessions, each session comprising of a 90 minute lecture twice a week.

After the lecturers introduce knowledge and skills, the tutorial activities are aimed at demonstrating the application of knowledge and skills in tour guiding practices. Please note that students are required to individually complete exercises, engage in self-directed study, and actively participate in and contribute to class discussions. There is *considerable* reading required, so if satisfactory progress is to be made, every student needs to come to class prepared.

1.6 Assessment Details

The assessment will take the form of a single end-of-semester paper exam, plus oral test. The paper exam will be either 1 hour long or 90 minutes. The oral test lasts about 15 minutes. It is to test student's guiding skills, including *commentary*, interpretation and Q&A.