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ASY

主 审：刘世生
总主编：葛宝祥 王利民
主 编：张舍茹

ENJOYABLE

EFFECTIVE

E 英语教程

College English

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ASY

ENJOYABLE

AFFECTIVE

E 英语教程

C o l l e g e E n g l i s h

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前言

《E英语教程》是一套专门为艺体类院校和综合性大学艺体专业学生设计编写的大学英语基础教材，历经三年多的策划、调研、编写与试用，现正式出版，与全国高校广大师生见面。

一、编写依据

以艺体专业学生为教学对象。教材针对艺体专业学生的生源特点、学习规律和教学需要，依据《大学英语课程教学要求》中“分类指导，因材施教”的教育理念，基于艺体专业学生的英语基础、认知风格和学习策略，确定了“易学”、“艺思”、“益用”的编写思路，精心筛选鲜活生动、富有时代气息、贴近学生专业兴趣诉求的素材，有效控制内容难度和生词率，设计活泼生动、注重引导和实效的练习和活动，使英语学习成为 easy、enjoyable、effective 的过程，令学生学习英语不再有畏难情绪，乐在学中，学以致用。

以《大学英语课程教学要求》中“一般要求”为教学目标。教材借助丰富多样的素材、灵活实用的练习和丰富的教学资源，使学生能听懂日常英语谈话，能够就艺体专业话题和日常话题用英语进行简单交谈，能读懂一般性题材英文文章以及难度略低的艺体专业类文章，能完成一般性写作。

体现语言学习、专业学习、通识教育三者并重的编写理念。教材主张以英语语言知识传授为导引，语言技能训练为基础，以专业知识激发英语学习兴趣，以英语学习提升人文素养，将语言学习、专业学习和通识教育有机结合，使学生在提升语言能力的同时拓宽专业视野，提升人文素养。

二、教材特色

《E英语教程》的编写充分借鉴我国大学英语教学改革成果，汲取先进教学理论和教学方法，并结合了艺体专业英语教学与学习的需求以及艺体专业学生的专业特点，在知识体系、主题内容、练习活动、技能讲解、版式设计等方面呈现以下特色：

知识体系：从艺体专业英语教学实际出发，各单元设计了听说、阅读、语法、写作和文化板块，构成完整的知识体系。知识分布点面结合，由易到难，渐次增强，旨在帮助学生提高语言综合应用能力。

主题内容: 全书主题丰富, 视角多元, 选材贴近学生学习和生活的各个方面, 并充分考虑艺体专业学生的学习兴趣和 专业需求, 注重信息性、时代性和趣味性。语言输入地道鲜活, 形式多样。

练习活动: 练习设计基于艺体专业学生的英语基础, 循序渐进, 操作性强。通过系统实用、形式活泼的knowledge-based, skill-based, task-based, topic-based的专项训练与综合训练形式, 有效关联语言学习和专业学习, 引导学生积极参与、创新思考、学以致用。

技能讲解: 教材关注艺体专业学生的认知风格和学习策略, 注重语言技能与学习技巧讲解, 讲求方法引导, 并结合实例分析与专项练习, 帮助学生掌握有效的学习方法, 全面提升语言技能。

版式设计: 版式设计全面考虑艺体专业学生的学习习惯与审美情趣。新颖的版式设计有效突出学习重点, 体现学习流程。同时将艺术设计原理与教材内容有机结合, 创建轻松学习环境, 激发学生学习兴趣。

三、教材体系与结构

《E 英语教程》按照《大学英语课程教学要求》中的“一般要求”的教学目标, 分四个级别设计编写, 供两个学年使用。每一级别均包括学生用书与教师用书。与每级教材配套的还有学习光盘和教学课件。

教材每级八个单元, 每单元包括听说、阅读、语法、写作、文化五个板块。各板块内容依据学习目标各有侧重, 同时又有所呼应。

听说: 听说结合, 情景真实, 强化功能训练

- 通过专项训练帮助学生强化和巩固基本语音和听力技能, 打好基础, 轻松听懂, 自信表达。
- 口语活动提供日常生活场景和艺体专业相关场景两种选择, 帮助学生培养真实情境下的交际能力。
- 输入与输出结合, 提供必要的语言输入支持和方法引导, 强化语言的转化应用能力, 引导学生从学习模仿逐步实现自由表达。

阅读: 题材广泛, 内容鲜活, 练习注重实效

- 每单元包含一篇通识主题文章和一篇艺体主题文章, 引导学生通过阅读提升人文素养, 拓展专业视角。
- 练习形式多样、注重实效, 提供必要的知识讲解和范例, 兼顾基础夯实和方法引导。
- 结合每单元艺体主题, 设计形式多样的口语活动, 培养学生专业场景中的交际能力。

语法：点拨要点，以点带面，夯实语言基础

- 通过简明扼要的方式对语法知识进行系统梳理和要点精讲，帮助学生习得重要的语法规则，并通过专项练习使学生触类旁通，学用相成，巩固语法基础。

写作：遣词造句，谋篇布局，讲求循序渐进

- 遵循由句子到段落、由段落到篇章，由结构到文体的顺序，由浅入深，依次递进。通过写作技巧讲解，范文模仿练习，逐步提高学生写作水平，打好写作基本功。

文化：缤纷主题，多元视角，引导文化比较

- 通过丰富多样的主题和活泼生动的形式呈现异域文化风貌，传授文化知识，并引导学生结合本土文化进行文化对比与探究，增强跨文化交际意识和能力。

四、编写团队

《E英语教程》系列的主审为刘世生老师，总主编为葛宝祥和王利民老师。

《E英语教程》系列在策划和编写的过程中得到了国内多位一线教师的指导和帮助，教材中凝聚了他们的经验、创意和智慧。外籍教师Michael Laverne Easling（美）、Sue Kay（英）和Simon Jon Jacobson（英）以及张艳莲老师参与了教材部分内容的改写和审稿工作，对于提高教材质量帮助很大，在此一并表示感谢。

《E英语教程》编委会

2013年7月

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Listening and speaking

Listening for weak forms of certain words
Asking about certainty
Expressing certainty / uncertainty

1

UNIT

Reading

Passage A Youth basketball: Ten life lessons to teach your team

Passage B One stray kick



Grammar: Inverted sentences

Writing: Notices and posters

Culture express: Famous figures and their inspirational stories

Listening and speaking

Pronunciation and listening skills

Tips

英语中有一些常用的单音节词有强读和弱读两种形式的读音。如: *from* 的强读形式为 /frɒm/, 弱读形式为 /frəm/; *as* 的强读形式为 /æz/, 弱读形式为 /əz/。在连贯的语句中, 这些词一般会被弱读。

Read the following sentences after the recording. Pay attention to the pronunciation of the underlined words.

- 1 He told us a story.
- 2 It's a fine day but rather cold.
- 3 Let's have some ham and eggs.
- 4 I learned it from the book.
- 5 He is as old as you.
- 6 I wrote him a letter.
- 7 He got a lot of money from his uncle.
- 8 Have you had some bread?



Conversations

Conversation 1

1 Listen to a conversation and complete the following sentences with what you hear.

- 1 I think it will be Dan. He is now the world's _____.
- 2 Are you sure he will beat Lee? I think it's _____.
- 3 But, you know, Lee is also a great player. I think it's _____.
- 4 Anyway, I'm _____ Dan will win.

2 Listen again and choose the best way to complete each of the following sentences.

- 1 There will be a match between Super Dan and Lee Chongwei _____.
A tomorrow night B tonight C on Tuesday night

Word tips

badminton *n.* 羽毛球 (运动)

Lee Chongwei 李宗伟 (马来西亚羽毛球运动员)

beat *v.* 打败; 战胜

Grand Slam 大满贯; 全胜

too close to call 势均力敌

It's a deal! 成交!

- 2 Lin Dan is the only player in badminton history to have won all _____ major titles.
A seven B eight C nine
- 3 The man and the woman agree to bet _____ on the result of the match.
A 100 yuan B 200 yuan C 300 yuan

- 3 Role-play a conversation in pairs according to one of the following situations. You may refer to the Functional Language.

SITUATION 1

A and B are discussing who will be elected new president of the Students' Union.

SITUATION 2

A and B are watching a tennis match and discussing who will be the winner, Federer or Nadal.

GUIDED CONVERSATION

A: Ask B's opinion about who will be elected new president of the Students' Union / who will be the winner, Federer or Nadal.

B: Make a prediction.

A: Ask why B thinks so.

B: Give your reason.

A: Show your uncertainty about that.

B: Say you are sure about your prediction.

ASKING ABOUT CERTAINTY

Are you sure / certain that...?

Is it certain that...?

Can the news be true that...?

EXPRESSING CERTAINTY / UNCERTAINTY

I'm pretty sure.

I'm (not) certain / sure of / about...

I can't be certain / sure of / about...

It's hard to say.

FUNCTIONAL LANGUAGE**Conversation 2**

- 1 Listen to a conversation and decide whether the following statements are true (T) or false (F).

- 1 Lisa has applied for her visa to go study in Britain.
- 2 Lisa is certain that she will get the visa.

Word tips

visa *n.* 签证
application *n.* 申请书; 申请
financial status 经济状况
grant *v.* 给予; 准予
embassy *n.* 大使馆

- 3 Lisa has presented all the required documents, including those relating to her financial status and her education.
- 4 The man wishes Lisa good luck.

2 Listen again and choose the best way to complete each of the following sentences.

- 1 Lisa has handed in her application form _____ ago, and she's going for an interview _____.
- A two weeks, this week
B three weeks, next week
C two weeks, next week
- 2 Lisa is applying for a _____.
- A tourist visa B student visa C work visa
- 3 Lisa is not confident about getting the visa because _____.
- A her documents are not well-prepared
B she was asked to wait for a long time
C the embassy is very strict about the student visa

3 Role-play a conversation according to one of the following situations. You may refer to the Functional Language.

SITUATION 1

A is worrying about his / her CET-4 exam. B tells him / her to take it easy.

SITUATION 2

A is worrying about whether he / she can pass the piano test. B tells him / her to have confidence.

GUIDED CONVERSATION

A: Say you are worried about the result of the CET-4 exam / the piano test.

B: Ask A to take it easy.

A: Say you are uncertain whether you can pass it.

B: Say A will pass the exam / piano test without any doubt.

A: Express your uncertainty again.

B: Ask A to be confident.

FUNCTIONAL LANGUAGE

ASKING ABOUT CERTAINTY

Are you sure / certain about that?

Do you really think so?

Is it true that...?

EXPRESSING CERTAINTY / UNCERTAINTY

Sure enough.

Yes, it's clear to everyone.

I can / can't say for certain / sure.

Maybe.

Passage

1 Listen to a passage and choose the best way to complete each of the following sentences.

- The modern Paralympics were born in _____ in _____.
A Rome, 1948 B Rome, 1960 C London, 1960
- Sir Ludwig Guttmann used sports as part of the _____ for his patients.
A medical therapy B spiritual therapy C athletic therapy
- Today, athletes from _____ different disability groups take part in the Paralympics.
A five B six C seven

2 Listen again and decide whether the following statements are true (T) or false (F).

- 1 Sir Ludwig Guttmann organized sports competitions in the U.S. for the World War II veterans with spinal injuries.
- 2 In 1948, the Olympics were held in London.
- 3 The Paralympics are usually hosted by the host city of the Olympics.
- 4 The Paralympics emphasize the participants' athletic achievements instead of their individual disability.
- 5 The number of athletes participating in the Paralympics has increased from 600 in 1960 to over 4,000 in 2012.

3 Work in groups to make a brief introduction to a sports competition. Do some research before class if needed.

Word tips

Sir Ludwig Guttmann 路德维格·古特曼爵士(英国神经外科医生,残奥会创始人)
veteran *n.* 退伍军人
spinal *adj.* 脊柱的; 脊髓的
therapy *n.* 疗法; 治疗
the Paralympics *n.* 残奥会
oblige *v.* 使(某人)负有义务
elite *adj.* 精英的
participant *n.* 参与者; 参加者
dramatically *adv.* 巨大地

You can introduce the sports competition from the following aspects:

- when and how it started
- its purpose
- its development over recent years
- famous athletes in this field



Reading

Overview

Winning and losing are a part of sports just as success and failure are a part of life.

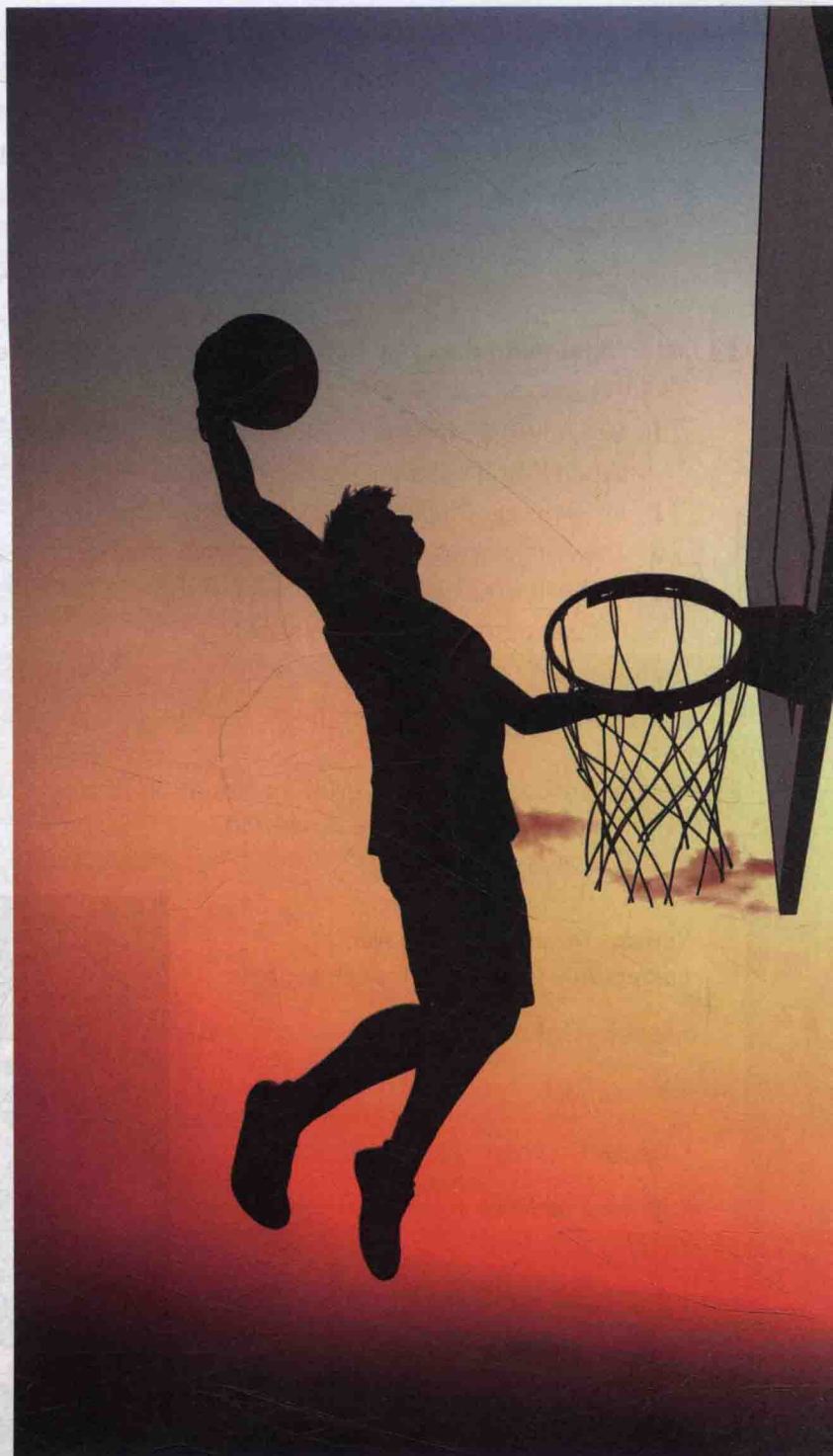
Though everyone wants to be a winner, either on the playing field or in life, the road to success is never smooth. It is paved with challenges, hardships, and misunderstandings. Every now and then you may be knocked off balance. The reason why some people can rise to the occasion while others fail is not only because they have superior ability, knowledge, or talent. It is their mental strength that helps them go through difficulties and achieve success.

Passage A

Pre-reading

Work in groups to discuss the following questions.

- 1 If you were a basketball coach, what would you teach your players besides basketball skills?
- 2 If you were a basketball player, what would you expect to learn from your coach?



Youth basketball:

Ten life lessons to teach your team

“None of this is really about football... What I hope we’re doing is sending kids into life who know that every day means something,” noted High School Football Coach of the Year Roger Barta.

Barta’s coaching philosophy has not only passed on a lot of wisdom to his players, but has also produced results on the field. His teams have won eight Kansas state championships.

Youth sports provide a valuable **vehicle** for teaching life lessons. If you’re coaching a youth basketball team, you also have a wonderful opportunity to pass on some of your own wisdom to players. Look for opportunities throughout the season, during practices and games, to communicate important messages. Here are some samples for your **consideration**:

1. Hard work leads to success. When an individual player or a team as a whole puts in extra work and the results pay off on the court, what better time is there to communicate this message?

2. It’s important to take chances because that’s how we grow and get better. Players at all levels can quickly fall into a pattern of using only the skills that they’re most comfortable with. Younger players might only **dribble** with their strong hand. Therefore, encourage your players to take chances and reward their efforts even if the result is less than **optimal**.

3. “Inch by inch, life is a **cinch**; yard by yard, life is hard.” Challenges are easier when taken in **bite-size chunks**. By getting a little better every day, the process is more comfortable than if you try to make a **drastic** improvement in one practice. It’s a good message for players to remember: Try their best at every practice.

4. Winning and losing with grace. In basketball as in life, players will not always come out on the winning side. Learning how to deal with one’s emotions immediately after losing a **close** game is an important experience for players, even if it doesn’t feel too good at the time. Players

Roger /'rɒdʒə/ Barta /'bɑ:tə/
罗杰·巴塔 (美国堪萨斯州一位
中学橄榄球教练)

pass on 把……传给 (其他人)
Kansas /'kænzəs/ 堪萨斯州
(美国州名)

vehicle /'vi:ɪkl/ *n.* 传播媒介;
工具

consideration /kən,sɪdə'reɪʃn/
n. 斟酌; 考虑

pay off 奏效; 取得成功

dribble /'drɪbl/ *v.* (足球、篮球等
运动中的) 运 (球), 带 (球)

optimal /'ɒptɪml/ *adj.* 最佳的

cinch /sɪntʃ/ *n.* 极容易的事

bite-size /'baɪt,sɑɪz/ *adj.* 很小的
(指容易快速理解或处理)

chunk /tʃʌŋk/ *n.* 块

drastic /'dræstɪk/ *adj.* 突然的;
激烈的

come out 结果是

close /klaʊs/ *adj.* 几乎平手
的; 势均力敌的

can also learn how **adjustments** made in practice after losses can have a positive impact on future games.

5. Don't quit. Whenever your team comes from behind and **secures** a victory, take the opportunity to reinforce this important message: Never quit.

6. The power and magic of teamwork—everyone makes a difference! The best team works together as a unit on **offense** and **defense**. It's not all about scoring and **rebounding**—every player finds a way to contribute.

7. Getting along within a group. When you are working with a group, there's usually going to be some people you get along with better than others. Maybe because of similar backgrounds or interests, players will make immediate connections with some and not with others. Basketball teams provide players opportunities to work together, even with those they may not necessarily like (at least at first).

8. Making good decisions. Recently a basketball expert said that when a player has the basketball, he's **frequently** making about 10 to 15 decisions in his head every 20 seconds. For example, should I pass, dribble or **shoot**? If I pass, who to? What kind of pass? How hard? Should I **fake** first? What should I do if I pass? The game of basketball forces players to make decisions. Some players learn from what the coaches say, and for others, it takes actual experience.

9. Preparing for and meeting challenges. How do you get ready for your **opponents**? Do you prepare a written plan, put in extra effort, and make the most of your practice time? If a coach makes the connections, it's easy for players to see that preparing for a **tough**, cross-town rival in basketball is similar to preparing for a tough math test. Both take a plan, extra effort, and commitment.

10. Working within a system requires adjustments. Most coaches will have at least a general set of rules for how the team should conduct their play on the court. These rules, along with the rules for the game of basketball, constitute a system for the players. Through the course of the season, players learn how to adjust their style of play to the system.

Lessons learned well at a young age stay with the players for life. Take advantage of your opportunity to have a positive influence on your players' lives. Because, it's not really about basketball.

adjustment /ə'dʒʌstmənt/

n. (行为、思想的)调整
secure /sɪ'kjʊə/ *v.* (尤指通过努力)获得; 得到

make a difference 有作用; 有影响

offense /'ɒfens/ *n.* 进攻

defense /'dɪfens/ *n.* 防守

rebound /rɪ'baʊnd/ *v.* 抢篮板球

not necessarily /,nesə'serəli/ 未必; 不一定

frequently /'fri:kwəntli/ *adv.* 频繁地; 经常地

shoot /ʃu:t/ *v.* 投(篮)

fake /feɪk/ *v.* 做假动作

opponent /ə'pəʊnənt/ *n.*

对手; 敌手

make the most of 最大程度地利用(某事物)

tough /tʌf/ *adj.* 坚强的; 顽强的

along with 与……一起

