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ASY

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总主编：葛宝祥 王利民
主 编：雷沛华

ENJOYABLE

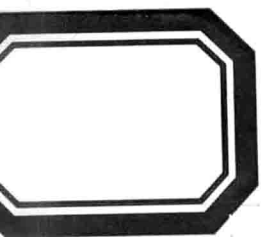
EFFECTIVE

教师用书
Teacher's Book

E 英语教程

College English

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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g e E n g l i s h

主 审：刘世生

总主编：葛宝祥 王利民

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

E 英语教程(1)教师用书 / 葛宝祥, 王利民主编; 雷沛华分册主编; 袁晶等编. —
北京: 外语教学与研究出版社, 2013.8
ISBN 978-7-5135-3552-6

I. ① E… II. ①葛… ②王… ③雷… ④袁… III. ①英语—高等学校—教学参考资料
IV. ① H31

中国版本图书馆 CIP 数据核字 (2013) 第 205795 号

出版人 蔡剑峰
项目负责 赵春梅
责任编辑 牛亚敏 张 奥
装帧设计 郭 子
出版发行 外语教学与研究出版社
社 址 北京市西三环北路 19 号 (100089)
网 址 <http://www.fltrp.com>
印 刷 北京京科印刷有限公司
开 本 889×1194 1/16
印 张 8.5
版 次 2013 年 8 月第 1 版 2013 年 8 月第 1 次印刷
书 号 ISBN 978-7-5135-3552-6
定 价 29.90 元

购书咨询: (010)88819929 电子信箱: club@fltrp.com
如有印刷、装订质量问题, 请与出版社联系
联系电话: (010)61207896 电子信箱: zhijian@fltrp.com
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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，学用相成。

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实际需求，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。

学生用书

学生用书每级八个单元，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，培养学生在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，帮助学生学得重要的语法规则，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。

教师用书

教师用书基于学生用书的单元和板块划分，提供全面、丰富的教学资源，旨在为教师授课提供最大便利。

听说： 提供全部听力材料的脚本和练习答案。针对较难的语音练习提供详细的分析讲解；针对不同类型的口语活动提供Reference for oral work、Sample conversation或参考答案。此外，还就部分课堂活动提供针对性的教学建议和指导，辅助教师更好地展开课堂活动，提升课堂效果。

阅读： 提供对于理解文章具有辅助作用的Background information，帮助教师丰富教学内容。此外，针对每篇文章提供Detailed study of the passage，就文章涉及的语言、词汇难点等进行详细讲解。提供所有练习的答案，并就开放式讨论题及口语活动提供不同角度的参考答案，以拓宽学生思路。

语法： 针对所有练习提供答案。

写作： 针对所有练习提供答案。此外，还针对学生用书上部分可拓展内容提供更为深入的补充讲解。

文化： 针对客观练习提供答案，并增加拓展文化信息。此外，针对开放式讨论题提供不同角度的参考答案，以拓宽学生思路。

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Landon Spearman（美）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8月

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1

U N I T

Listening and speaking

Pronunciation and listening skills

Scripts

- 1 I'm just not used to this kind of heat.
- 2 It's a big ship.
- 3 Bring the forks here, please.
- 4 Don't worry, it's just a bat.
- 5 That's a good boy.
- 6 He sent me a toy as a birthday gift.
- 7 Look at the clouds over there.
- 8 Let me collect the papers.

Keys

1 heat 2 ship 3 forks 4 bat 5 boy 6 toy 7 clouds 8 collect

Tips

Distinguishing confusing pronunciations

英语语音中存在很多易混淆的元音，如 /ɪ/ 和 /i:/, /ɒ/ 和 /ɔ:/, /e/ 和 /æ/, /ɔɪ/ 和 /aɪ/; 辅音也存在此现象，如 /l/ 和 /r/。

下面是这几组易混音的具体区别：

/ɪ/ 和 /i:/

/i:/ 是长元音，发音时嘴唇略扁，舌尖抵下齿龈，但不要抵得太紧。

/ɪ/ 是短元音，发音时嘴角微微比发 /i:/ 时收小一点，舌尖靠近下齿龈。

如：beat—bit ease—is leave—live peak—pick

/ɒ/ 和 /ɔ:/

发 /ɒ/ 时，上下唇和上下齿自然张开，双唇略圆，但不突出，肌肉松弛，发音短促而有力。

发 /ɔ:/ 时，在 /ɒ/ 的口形上，将双唇收圆，并向前突出，舌后部抬起，舌身后缩，肌肉紧张，发长音。

如：pot—port fox—forks shot—short spot—sport

/e/ 和 /æ/

发 /e/ 时，口略开，不扁唇，舌尖抵下齿龈，舌前部稍抬起。要注意这个音是个短音，一定要发得急促，不能拖泥带水。

发 /æ/ 时，口形要比发 /e/ 时更开，嘴角尽量拉向两边，成扁平形，舌尖抵下齿龈。

如：bet—bat guess—gas mess—mass merry—marry

/ɔɪ/ 和 /aɪ/

发 /ɔɪ/ 时，舌头从 /ɒ/ 的位置开始向 /ɪ/ 的位置滑动，在接近 /ɪ/ 时停止，唇形从圆唇变为扁唇，前音长而强，后音短而弱。

发 /aɪ/ 时，先发 /a/ 的音，然后再滑向 /ɪ/。发 /a/ 时，舌尖抵下齿龈，嘴张大，重读、长读后，过渡到轻读、短读的 /ɪ/。发这个双元音的关键是要把 /a/ 音发饱满，还要注意口形从开到合的动作。

如：boy—buy toil—tile foil—file toy—tie

/l/ 和 /r/

发 /l/ 时，口腔微微张开，舌尖抵上齿龈，但舌尖后部稍稍抬起，振动声带，气流从舌头两侧流出。

发 /r/ 时，双唇张开并微微掀起，舌尖卷起停在口腔中央，不要贴任何部位，气流通过舌尖和齿龈形成轻微摩擦，同时振动声带发声。

如：led—red light—right life—rife load—road

Conversations

Conversation 1

Scripts

Li Ming: Hi! Are you new here?

Jane: Yes. I am an overseas student.

Li Ming: I'm Li Ming. It's very nice to meet you here.

Jane: I'm Jane. Nice to meet you, too!

Li Ming: Hi, Jane, I guess you're from Britain.

Jane: Right! But, how could you know?

Li Ming: Your accent. Welcome to China!

Jane: Thank you!

Li Ming: What are you studying?

Jane: My major is Chinese Martial Arts. What about you?

Li Ming: I'm studying oil painting at the Department of Art.

Keys

1

Column A	Column B
boy	China
	Sweden
girl	Britain
	Canada

2

1 T 2 T 3 F

3 Sample conversations

SITUATION 1

Linda: Hi! I'm Linda. Nice to meet you!

David: Nice to meet you too, Linda. I'm David. Just call me Dave.

Linda: OK, Dave. I'm a freshman here. What about you?

David: Me too.

Linda: What's your major?

David: I major in Computer Science, and you?

Linda: Sport Science. Do you often come to the English corner?

David: Yes, I do. I come here every week. How about you?

Linda: This is my first time to be here. I really enjoy it.

David: Great! Hope to see you again.

SITUATION 2

Jack: Hello! I'm Jack. Nice to meet you!

Robert: Nice to meet you too, Jack! I'm Robert, but you can call me Rob.

Jack: OK, Rob. What are you studying?

Robert: I am studying painting. What about you?

Jack: Design. I'm studying graphic design here.

Robert: That's great! We are from the same school. I'm very interested in Western art.

Jack: Same here. That's why I come here for this lecture.

Reference for oral work

1 Useful expressions for greeting:

1) When people meet for the first time, they could say:

How do you do?

Nice to meet you!

2) When they greet people they know, they could use:

How have you been?

How's it going?

How's everything?

2 Useful expressions for talking about majors:

—What's your major?

—I major in...

—What are you studying?

—I'm studying...

—What do you study in this university?

—I study... / I'm a(n)... student.

Conversation 2**Scripts**

Mary: Hi, John! How are you doing?

John: Not bad. How about you, Mary?

Mary: Fine, thank you. John, this is my friend Rose. She's studying music here.

John: How do you do, Rose?

Rose: How do you do, John? It's a pleasure to meet you.

John: Pleased to meet you, too. Mary has told me a lot about you. I've been looking forward to seeing you.

Rose: Same here.

Mary: John, there's a concert on campus this evening. Would you like to go with us?

John: I'd love to, but I've already made plans.

Mary: That's too bad!

Keys**1**

1 N 2 Y 3 Y 4 Y

2

1 doing 2 music 3 pleasure 4 seeing 5 concert 6 plans

3 Sample conversations**SITUATION 1**

Jenny: Hello, Professor Brown.

Brown: Hello, Jenny.

Jenny: Professor Brown, may I introduce my friend Kim to you? Kim, I'd like you to meet Professor Brown.

Kim: Nice to meet you, Professor Brown.

Brown: Nice to meet you too. What's your major, Kim?

Kim: I major in Computer Science. Jenny often tells me how much she enjoys your class.

Brown: Thank you.

Jenny: Professor Brown, Kim and I are going to a concert of modern Chinese music. Would you like to join us?

Brown: I'd like to, but I have to go to my office to prepare for a lecture.

Jenny: What a pity!

SITUATION 2

Nick: Hello, Mr. Smith. How are you doing?

Smith: Fine, thanks. How about you?

Nick: The same as ever. Carol, I'd like you to meet Mr. Smith, my piano teacher. Mr. Smith, this is my friend Carol.

Carol: Nice to meet you, Mr. Smith.

Smith: Nice to meet you too. What do you study here?

Carol: I study art history here. Nick often tells me how much he enjoys you playing the piano.

Smith: Thank you. I appreciate it.

Nick: Mr. Smith, Carol and I are on our way to the cafeteria now. Would you like to go with us?

Smith: Sure. Let's go!

Passage**Scripts**

Hi! Nice to meet you all! I am John Willie, and my Chinese name is Zhang Weili. I come from a happy family in the U.S.A. My father teaches law at Boston College, and my mother is a part-time editor. I also have an elder brother, and he now works in a computer company.

As for myself, I like sports very much. In my spare time, I enjoy swimming and jogging. What's more, I like music, especially modern music. I'm a member of the school band and I play the drums.

When I was young I learned that China is a great country with a long history. Since then, I've been very interested in Chinese culture. That's also why I am here at Peking University learning Chinese. I want to know more about this beautiful country and look forward to making many new Chinese friends.

Keys**1**

1 the U.S.A. 2 swimming 3 the drums 4 Chinese

2**Column A**

John's father

John's mother

John's elder brother

Column B

is a part-time editor

works in a computer company

teaches law at Boston College

3

Hello! Nice to meet you all! My name is Jerry and I'm from Qingdao. Qingdao is a very beautiful coastal city. There are three members in my family—my father, my mother, and I. My father is a doctor, and my mother is a newspaper reporter. I like swimming. In summer, whenever I am free, I will go swimming in the sea. I felt very excited when I entered this university. The campus is very beautiful. My teachers and classmates are very nice. I really enjoy staying here.

Reference for oral work

1 Greet everybody.

See Page 4.

2 Tell your name and where you are from.

I'm... and I'm from... / My name is... I come from...

3 Tell what you know about your hometown.

It's famous / well-known for...

It's... hours away from... by train / bus / high-speed rail / air.

It's in the central / northeast / southeast / northwest / southwest part of...

4 Introduce your family members.

My father / mother is / works as a receptionist / businessman / cashier / flight attendant / bank teller / hotel manager / chef / salesman / computer programmer / newspaper reporter.

5 Talk about your hobbies.

When I'm not studying / When I have free time, I like...

In my free time, I usually...

I enjoy / like / love reading comic books / listening to pop music / playing cards.

6 Say how you feel when you enter the university.

I felt excited / surprised / fresh / lonely / disappointed...

Teaching tips

1 Share with the students the above expressions.**2** Have the students sit in circles of five or six. One of the students begins by saying "My name's..." or "I'm..." and then introduces himself / herself. The next student on the right retells the first student's introduction and then starts to introduce himself / herself. The third student follows the steps. Play until the last student finishes his / her self-introduction.

Reading

Passage A

Detailed study of the passage

- 1 It's going to be strange and new to him for a while, so I wish you would sort of treat him gently.
 - 1) "be going to + 动词原形" 这一结构表示某事即将发生。
e.g. *It's going to rain soon.*
 - 2) wish: v. to want sth. to happen although it is unlikely 但愿; 希望
wish 后面的宾语从句需用虚拟语气, 表示不太可能发生的事。
e.g. *I wish I could fly.*
- 2 You see, up to now, he's been king of the roost and boss of the backyard.
 - 1) 在 up to now 为状语的句子中, 谓语动词一般用现在完成时, 表示从过去某时到现在这一段时间里已发生的事。
e.g. *Up to now, the work has been easy.*
 - 2) king of the roost 和 boss of the backyard 在这里是比喻用法。
- 3 This morning, he's going to walk down the front steps, wave his hand to me, and start on his great adventure that will probably include wars, tragedies, and sorrows.
 - 1) wave 的常见搭配有:
 - (1) wave to / at: 朝……挥手
e.g. *Wave to your father to say goodbye.*
He waved at us.
 - (2) wave (sb.) goodbye: (向……) 挥手告别
e.g. *My son came out to wave me goodbye.*
 - 2) start on: to begin (doing) sth. 开始(做)某事
e.g. *You'd better start on your homework.*
 - 3) probably: adv. very likely, almost certainly 很有可能
e.g. *It will probably rain today.*
- 4 It takes faith, love, and courage to live his life in the world he has to live in.
句首的 it 在此句中是形式主语, 并无实际意义, 只是为了满足语法上的需要, 避免句子头重脚轻, 它代替的是该句的真正主语 to live his life in the world he has to live in. 这种现象在英语中很常见。
e.g. *It is necessary to tell his father everything.*
- 5 So, I wish you would take him by his young hand and teach him the things he needs to know.
英语中用在身体部位名词前的介词, 有些与汉语是相同的, 但有些与汉语却截然不同。下面列举一些常见的用在身体部位名词前的介词。
 - 1) in
in 用在表示身体部位内部或身体表面较软的部位的名词前面。
e.g. *The cake melts in the mouth.*
He hit me in the stomach.

2) on

on 用在表示身体部位表面的名词前面。

e.g. *The man beat the boy on the head.*

He laid a hand on my shoulder.

3) by

by 常与动词 take, seize, catch, lead 等连用, 表示拉、扯、抓住身体某部位。

e.g. *The man caught / seized the thief by the arm.*

6 Teach him that for every bad man, there is a hero; that for every irresponsible politician, there is a devoted leader; that for every enemy there is a friend.

该句中有三个 that 引导的从句, 它们是并列关系, 都是 teach 的直接宾语。值得注意的是, 该句中后面的两个 that 不可省略。

7 Teach him the wonders of books.

Give him quiet time to wonder at the eternal mystery of birds in the sky, bees in the sun, and flowers on the green hill.

wonder: *n.* sth. or sb. that is very surprising, beautiful, amazing, etc. 奇迹; 奇观

e.g. *The Grand Canyon is one of the natural wonders of the world.*

v. (~ at) to admire sb. or sth. and feel surprised by how beautiful or unusual they are 对……感到惊讶

e.g. *It's hard not to wonder at the miracle of a computer.*

8 Teach him gently, World, but don't spoil him, because only the test of fire makes fine steel.

Only the test of fire makes fine steel 是一句谚语, 意思是“烈火出真金”。

Translation

一位母亲写给世界的信

亲爱的世界:

今天, 我的儿子就要开始上学读书了。在一段时间里, 他将对此感到陌生和新鲜, 所以, 我希望你能对他温柔一些。你知道, 直到现在, 他还一直都是家中的宠儿。我一直都陪伴在他身边, 为他疗伤, 给他安慰。但是现在, 情况就要不同了。

今天早晨, 他将走下屋前的台阶, 朝我挥手道别, 开始踏上他伟大的历险之旅, 其间可能会有争斗、不幸和忧伤。要在他必须生存的世界里生活, 需要信念、爱和勇气。

因此, 世界, 我希望你能牵着他的小手, 教给他必须知道的事情。

请教导他, 但尽量温柔一些。

教他知道, 有一个恶棍, 就有一个英雄; 有一个不负责任的政客, 就有一个富于奉献精神的领袖; 有一个敌人, 就有一个朋友。

教他领略书籍的奇妙魅力。

给他时间静想世间永恒不变的奥秘: 空中的飞鸟, 阳光下的蜜蜂和青山上的花朵。

教他知道失败远比欺骗更值得尊重。

教他要坚信自己的信念, 哪怕别人都予以否定。

教他以最高的价格付出自己的力量和智慧, 但永远不要将良心和灵魂标价出卖。

教他对疯狂制造麻烦的人视而不见, 但只要他认为对的, 就要奋起抗争。