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ASY

主 审：刘世生
总主编：葛宝祥 王利民
主 编：李正栓

ENJOYABLE

EFFECTIVE

E 英语教程

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

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

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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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Vocabulary
pages 171-197

Grammar	Writing	Culture express
Infinitives	Descriptive essays	Sustainable and green Stadium of London Olympic Games
Gerunds	Narrative essays	Winners in talent shows
Present participles	Expository essays	Wedding traditions in Asia
Past participles	Argumentative essays	Psychological counseling in America
Nominative absolute structures	Finding and narrowing down a topic	Why do the English dislike the French?
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Subject-verb agreement (II)	Writing an outline	Eiffel Tower—The most visited world landmark!
Comparative structures	Revising an essay	The Juilliard School

1

UNIT

Listening and speaking

Distinguishing stress patterns in sentences

Expressing happiness

Reading

Passage A Luv 2 txt

Passage B Are humans or technology
breaking Olympic records?

Grammar: Infinitives

Writing: Descriptive essays

Culture express: Sustainable and green Stadium
of London Olympic Games



Listening and speaking

Pronunciation and listening skills

Listen to some sentences and put them into corresponding columns according to their stress patterns.

Tips

一般说来，在朗读英语句子时重要的词要重读，不重要的词不重读。也可以说，句子中实词重读，虚词不重读。重读单词中的重读音节一般要重读。这样每个句子就有了自己的重读和非重读音节，轻重高低，形成起伏，也形成了英语动听的节奏。

Come here.	I'd rather.	Look out.	Have a try.
I'd like to.	What did you do?	Ring me up.	Sing us a song.
Leave it alone.	All right.	Try again.	Of course not.

● ● (句子中有两个音节，两个音节都重读)	● ● ● (句子中有三个音节，第一和第三个音节重读)	● ● ● (句子中有三个音节，第二个音节重读)	● ● ● ● (句子中有四个音节，第一和第四个音节重读)
Work hard. _____ _____ _____	Do it now. _____ _____ _____	I think so. _____ _____ _____	Send him away. _____ _____ _____

Conversations

Conversation 1

1 Listen to a conversation and check (✓) the correct answers to complete the following sentences.

- Jason is telling Lily a piece of good news by (making a telephone call / speaking to her face to face).
- The smartphone Jason has got for Lily is (difficult / easy) to use.
- The smartphone is (the best one Lily has ever seen / just the kind Lily wanted).

Word tips

pick up 买; 买到
 smartphone *n.* 智能手机
 stunning *adj.* 极漂亮的
 fantastic *adj.* 太好了
 app *n.* 应用程序

2 Listen again and check (✓) the statements that are mentioned about the smartphone.

- 1 It's a new kind of smartphone.
- 2 It has many features.
- 3 It's a videophone (可视电话).
- 4 It can record videos.
- 5 It is Bluetooth compatible.
- 6 It can be used as an e-book reader.
- 7 It allows you to download apps.
- 8 It can be used as a navigation (导航) device.

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

SITUATION 1

A tells B cheerfully that he / she has just picked up a new kind of laptop for B. B expresses his / her happiness.

SITUATION 2

A tells B that he / she has got B a ticket for the concert of B's favorite singer. B expresses his / her happiness.

GUIDED CONVERSATION

A: Greet B and tell B a piece of good news.

B: Show surprise and gladness.

A: Tell B more details.

B: Express happiness.

A: Give responses.

B: Show thanks.

EXPRESSING HAPPINESS

Great / Fantastic / Good / Marvelous / Terrific / Wonderful!

That's the best thing / news I've ever heard.

I can't tell you how delighted I'm about it.

You've made my day.



FUNCTIONAL LANGUAGE

Conversation 2

Word tips

pay off 取得成功; 奏效

pumped up *adj.* 热情高涨的

competitive *adj.* 竞争的;
比赛的

intense *adj.* 紧张的

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

- 1 John is overjoyed because his team has won the game.
- 2 John thinks they did their best though they had not been well prepared.
- 3 John's coach gave each player a very detailed training plan.

2 Listen again and check (✓) the reasons why John's team won the game.

- 1 All the players in John's team were pumped up.
- 2 They had good teamwork.
- 3 The players were well prepared for the game.
- 4 They knew the weak points of their rival team very well.
- 5 John's teammates were in their best competitive form ever.
- 6 Their coach was more experienced than the coach of their rival team.

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

SITUATION 1

A tells B that B's soccer team won the qualification to compete in the national championship.

SITUATION 2

A tells B that B has performed very well in the school singing competition and won the first prize.

GUIDED CONVERSATION

A: Tell B a piece of good news.

B: Show surprise and excitement.

A: Praise B for B's performance.

B: Tell A the reason why you performed well.

A: Give your wishes.

B: Show thanks and express happiness.

FUNCTIONAL LANGUAGE

EXPRESSING HAPPINESS

I'm so thrilled about it!

I'm really glad to hear the news.

I'm really very delighted / happy / pleased to...

It's great that all our efforts have finally paid off.

I feel great about...

I'm so happy for you!



Passage

1 Listen to a passage and complete the following table with what you hear.

Different opinions on Internet slang	
Positive opinion	Internet slang is cool and 1) _____, full of 2) _____ and intelligence. It makes 3) _____ easier and quicker.
Negative opinion	Internet slang will 4) _____ people's language ability. Also, it is hard to understand and not 5) _____ by many people, since the words might make people confused, even 6) _____ misunderstanding.
The speaker's opinion	The important thing is to use Internet slang with the right person in the right 7) _____.

Word tips

slang *n.* 俚语

CUL *abbrev.* (see you later) 待会儿见

F2T *abbrev.* (free to talk) 随便聊聊

GA *abbrev.* (go ahead) 继续; 向前

2 Listen again and check (✓) the correct answers to complete the following sentences.

- (Chatting online / Internet slang) is very popular among teenagers.
- The speaker's tone is (objective / subjective).
- Living in the Information Age, we'd better know Internet slang; otherwise we (may fall behind the times / will be ill-informed).

3 Work in groups to discuss the advantages and disadvantages of using Internet slang.

Advantages	Disadvantages
<ul style="list-style-type: none"> lovely and fashionable ... 	<ul style="list-style-type: none"> hard to understand ...

Reading

Overview

There is no doubt that technology has greatly changed our life by transforming the way we communicate, the way we travel, and the way we live. Major technological breakthroughs are being made in various fields, be it sports, biology, or space exploration. And we seem to be getting enormous benefits from the rapid development of technologies. But wait a second; are we missing out on anything? Does technology make us blind to the fact that we are losing something important? Maybe it is safe to say that technology is a double-edged sword; whether it makes the world better or worse depends on how its developer, the human race, applies it.



Luv 2 txt

You need to send a **text** to your mom to tell her your soccer practice is **canceled**. In an effort not to get caught, you reach very slowly, skillfully and one-handedly into your bag. Drawing your bright purple **cellphone** from the inside pocket, you are careful not to press any button that will reveal your **mission** to your teacher, who is talking at the front of the room. With the phone in your lap, you try not to look down as you type: "Soccer canceled! pick@2 thx."

Sent. You put it into your jacket pocket, fearing you will not be able to get it back in your bag without the teacher noticing. But wait... your **BFF** Lucy's hair looked **ridiculous** when you passed her in the hall on your way to the **washroom**. It would be **unthinkable** to wait until

text /tekst/ *n.* (手机的) 短信 *v.* (用手机) 给……发送短信

cancel /'kænsəl/ *v.* 取消

cellphone /'sel,fəʊn/ *n.* 移动电话; 手机

mission /'mɪʃn/ *n.* 任务; 使命

in / on sb.'s lap 在某人的大腿上

BFF *abbrev.* (best friend forever) 永远的最好的朋友

ridiculous /rɪ'dɪkjʊləs/ *adj.* 可笑的; 荒唐的

on sb.'s way 在路上; 在途中

washroom /'wɒʃrʊm/ *n.* 厕所

unthinkable /ʌn'θɪŋkəbl/ *adj.* 无法接受的; 想象不出的

Passage A

Pre-reading

Work in groups to discuss the following questions.

- 1 What instant messaging services do you usually use when you chat with your family, friends, etc.? Why do you prefer them?
- 2 Have you ever used network abbreviations such as GF (girlfriend), u (you), and thx (thanks) when chatting online? What other network abbreviations do you know?

lunch to tell her. Only a **horrible** friend would let her walk around with such an embarrassing **hairdo**! So, you repeat the **sneaky** process of texting: “Fix ur hair, it’s sticking?!!!!” Now, not only have you missed two whole possibly important minutes of your teacher’s **lecture**, but your spelling and vocabulary are getting worse and worse.

Can you understand the title of this article? Anyone who has ever texted or used **instant messaging** will be able to. Most **teens** love to text. Our English teachers, parents, and future **employers** would prefer we pay attention to our grammar, but in reality most of us don’t. There are times when we have to use proper grammar and times when we don’t. The problem is that the line between when to spellcheck and **proofread** and when to just type and send is becoming **unclear** and almost **invisible**.

The way we type **affects** the way we spell. Ever catch yourself writing the letter “u” instead of the word “you” in an essay for school? What about the letters “tho” instead of the word “though”? In a world where instant **satisfaction**

horrible /'hɒrəbl/ *adj.* 不友好的; 粗鲁的

hairdo /'heə,du:/ *n.* 发型

sneaky /'sni:ki/ *adj.* 偷偷摸摸的; 鬼鬼祟祟的

lecture /'lektʃə/ *n.* 讲课; 讲座; 演讲

instant /'ɪnstənt/ *messaging n.* 即时通讯

teen /ti:n/ *n.* 少年; 十几岁的孩子

employer /ɪm'plɔɪə/ *n.* 雇用者; 雇主

pay attention to sb. / sth. 注意; 留心

proofread /'pru:f,ri:d/ *v.* 校对

unclear /ʌn'kliə/ *adj.* 不清楚的

invisible /ɪn'vɪzəbl/ *adj.* 看不见的

affect /ə'fekt/ *v.* 影响

satisfaction /,sætɪs'fækʃn/ *n.* (对需要或需求的) 满足

is everything, we simply do not take the time to add the few **extra** letters. Although teens today will **eventually** become the ones who set the standards for spelling and grammar, our elders are the ones who are in **charge** now, and they look down on spelling and grammar **errors**. These errors can easily affect one’s grades or job opportunities.

Notice it or not, the words we choose, or rather don’t choose, when we use informal communication are of great importance. We almost never see a teen use **extensive** vocabulary taught by our teachers in a text message. Seldom do we see the word “**exultant**” for happy, “**sorrowful**” for sad, or “**ecstatic**” for glad in a text. We must **reawaken** this **vast** vocabulary of **obscure** and unused words if we expect to succeed in exams like the SAT that affect our future.

So, go ahead, work your fingers to the bone texting, but before you hit Send, think about what you have written. Consider your words and the way you’ve spelt them and maybe, just maybe, you will retype your message.

extra /'ekstrə/ *adj.* 额外的

eventually /ɪ'ventʃuəli/ *adv.* 终于; 最终

charge /tʃɑ:dʒ/ *n.* 主管; 负责

look down on sb. / sth. 轻视; 看不起

error /'erə/ *n.* 错误; 差错

extensive /ɪk'stensɪv/ *adj.* 大量的; 大规模的

exultant /ɪg'zʌltənt/ *adj.* (正式) 欢欣鼓舞的; 洋洋得意的

sorrowful /'sɒrəʊfl/ *adj.* (文) 悲伤的; 伤心的

ecstatic /ɪk'stætɪk/ *adj.* 欣喜若狂的

reawaken /,ri:ə'weɪkən/ *v.* 重新唤起

vast /vɑ:st/ *adj.* 巨大的; 庞大的

obscure /əb'skjʊə/ *adj.* 不清楚的; 难懂的

SAT (Scholastic Aptitude Test) 学业能力倾向测验 (美国高中生升读大学必须通过的一项考试)

work sb.’s fingers to the bone doing sth. 拼命干活; 努力工作

Comprehension

1 Match the six paragraphs of the passage with their main ideas.

- Paragraph 1 **A** A student sends a message to his friend because of her ridiculous hairdo.
- Paragraph 2 **B** Most teens don't pay attention to grammar while texting.
- Paragraph 3 **C** Teens should avoid spelling and grammar errors since they might affect the future of the teens.
- Paragraph 4 **D** Change the way you type and spell and do it now.
- Paragraph 5 **E** A student sends a message to his mom during the class.
- Paragraph 6 **F** The extensive vocabulary must be reawakened for the future of the teens.

2 Choose the best answer to each of the following questions.

- 1** Why does the student send a message to his mom in a sneaky way?
- A Because he fears that he may type wrong words.
 B Because he needs to pay extra attention to the wording.
 C Because he fears that he would get caught.
 D Because he doesn't want to disturb his teacher's lecture.
- 2** Who would prefer teens pay attention to grammar?
- A Their English teachers. B Their parents.
 C Their future employers. D All of the above.
- 3** Why are many teens' spelling and vocabulary getting worse and worse?
- A Because they are unwilling to take more time to study.
 B Because they often use abbreviations while texting.
 C Because they have lots of housework to do.
 D Because they rely too much on computers to correct their spelling.

Vocabulary and structure

1 Complete the following table with the words from the passage.

Words	Synonyms (同义词)	Words	Antonyms (反义词)
huge		clear	
mistake		employee	
finally		visible	
influence		formal	
call off		glad	