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ASY

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总主编：葛宝祥 王利民
主 编：郭遂红

ENJOYABLE

EFFECTIVE

E 英语教程

College English

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INJOYABLE

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《综合训练》。与每级教材配套的还有《教师用书》、学习光盘和教学课件。

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。

综合训练

紧密结合学生用书编写，通过灵活多样的练习形式帮助学生巩固学生用书重点语言知识，在反复操练中实现语言知识的灵活应用。

每级包含八个单元，每单元有以下板块：

词汇与结构： 提供多种练习，针对词义、词的用法、构词法、句式结构等方面进行训练。

翻译： 结合学生用书语言点进行汉译英、英译汉的训练。

语法： 结合学生用书语法点进行巩固训练。

阅读理解： 提供两篇和单元主题相近的阅读文章，并配以形式多样的练习，考查学生阅读理解的能力。三、四册在此基础上还提供一篇长篇阅读的文章及练习。

此外，每四个单元后提供一套**综合测试题**，帮助学生检测阶段性学习效果。

三、四册在巩固学生用书所学知识的基础上，结合大学英语四级考试题型，加入语篇填空（Banked Cloze）及长篇阅读（Skimming and Scanning）练习，帮助学生提高应试能力。

四、编写团队

《E英语教程》学生用书分册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》综合训练分册由国内多所高校的一线教师合作编写。

《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3月

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Vocabulary

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Grammar	Writing	Culture express
The present simple tense & the past simple tense	Topic sentences	Attitudes to work
The present continuous tense & the past continuous tense	Supporting sentences & concluding sentences	Symbolic meanings of animals
The present perfect tense & the past perfect tense	Developing a paragraph by time	Famous architecture in the world
The future simple tense & the future-in-the-past tense	Developing a paragraph by process	Musical instruments
The future perfect tense	Developing a paragraph by space	Life of senior citizens
The passive voice	Developing a paragraph by example	Famous musical classics
Emphatic sentences	Developing a paragraph by comparison & contrast	The differences in American and Chinese consuming habits
Tag questions	Developing a paragraph by cause & effect	Gardening in Japan

1

U N I T

Listening and speaking

Pronouncing fricatives properly
Expressing satisfaction
Expressing dissatisfaction

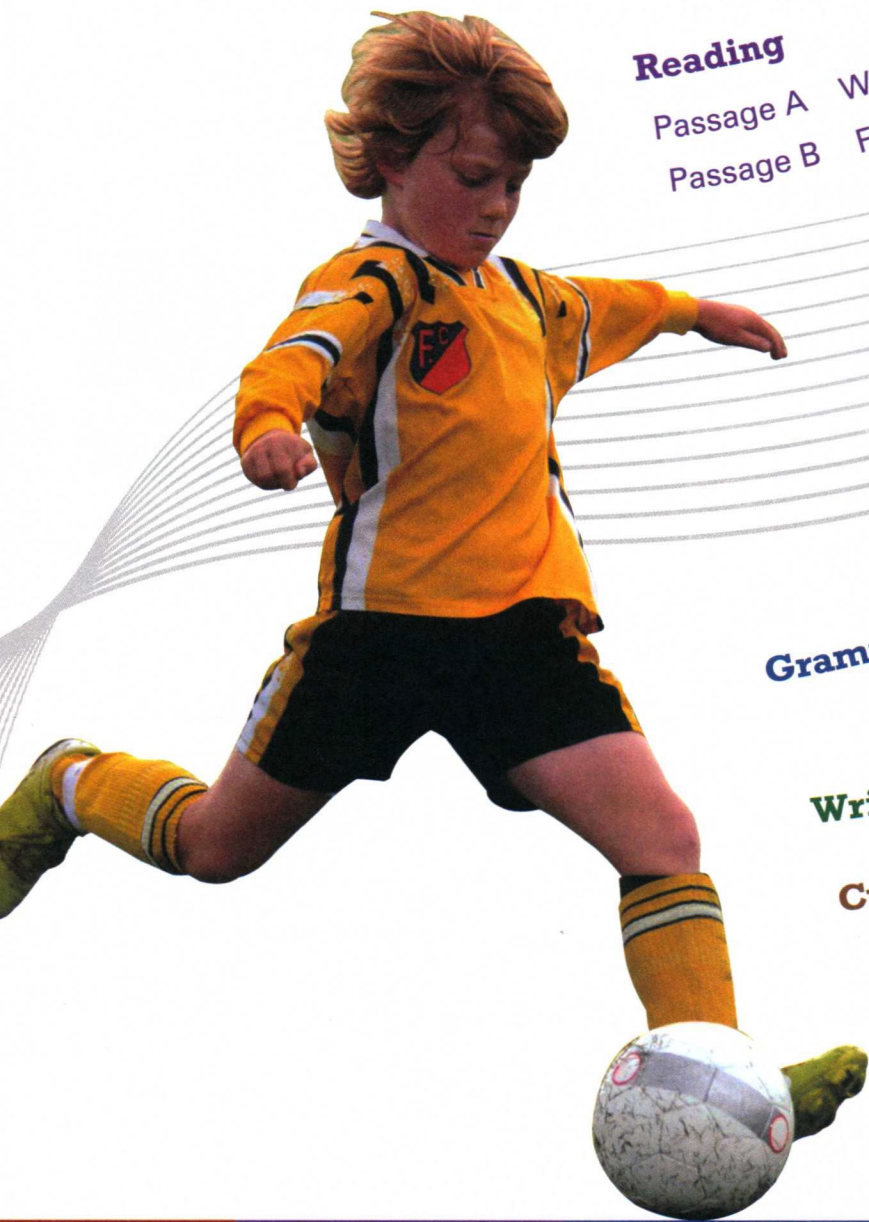
Reading

Passage A When I grow up
Passage B Football—the game of life

Grammar: The present simple tense & the past simple tense

Writing: Topic sentences

Culture express: Attitudes to work



Listening and speaking

Pronunciation and listening skills

Tips

发 /f/ 和 /v/ 这两个摩擦音时，上齿应接触下唇。发 /θ/ 和 /ð/ 这两个摩擦音时，舌尖应置于上下齿之间。发 /s/ 和 /z/ 这两个摩擦音时，舌尖应抵齿龈。另外，因为 /v/、/ð/ 和 /z/ 这三个音是浊辅音，读时声带应振动。

The pronunciations of the fricatives (摩擦音) in each group are difficult to distinguish. Listen carefully and check (✓) the words you hear. Then read these words and try to make clear their differences.

- | | |
|---------------|-------------------|
| 1 few—view | 2 safe—save |
| 3 fine—vine | 4 bath—bathe |
| 5 rice—rise | 6 bus—buzz |
| 7 sick—thick | 8 sing—thing |
| 9 mouse—mouth | 10 breeze—breathe |



Conversations

Conversation 1

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

What do you know about Jason?

- He is 1) _____ with his work as usual.
- He works in one of the world's 2) _____ companies, which is quite demanding.
- He's been working in this company for 3) _____ years.
- He gets a lot of 4) _____ at work.

Word tips

demanding *adj.* 要求高的
colleague *n.* 同事
open-minded *adj.* 开明的
complain *v.* 抱怨

2 Listen again and check (✓) the reasons why Jason feels satisfied with his present job.

- 1** He has a big office.
- 2** He is well-paid.
- 3** His boss is open-minded.
- 4** His colleagues are helpful.
- 5** His job provides good opportunities for promotion.
- 6** There is not much pressure at his work.

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

SITUATION 1

B had dinner last night in the restaurant that A had recommended. Now they are talking about the restaurant and B expresses his / her satisfaction with everything there.

SITUATION 2

A and B are talking about a painting A has just finished. B feels quite satisfied with the painting.

GUIDED CONVERSATION

A: Ask for B's opinion about the restaurant / painting.

B: Speak highly of the restaurant / painting.

A: Ask why B feels satisfied with the restaurant / painting.

B: Give reasons for your satisfaction.

A: Show agreement / thanks.

EXPRESSING SATISFACTION

I'm satisfied / content with...

I'm really pleased / delighted with...

I'm so happy with...

I'm glad to see...

... is good / satisfactory / satisfying.

I like... very much.

I enjoy... very much.

FUNCTIONAL LANGUAGE



Conversation 2

Word tips

fed up *adj.* 厌烦的; 不满的
 stressed out *adj.* 焦虑紧张的
 promotion *n.* 晋升; 提升
 pick on 故意刁难
 dwell on 老是想
 positive *adj.* 积极的

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

- 1** Jack isn't satisfied with his present work.
 2 The sales goal is always possible for Jack to achieve.
 3 Miss Green enjoys picking on Jack.

2 Listen again and match the people in Column A with the information in Column B.

Column A	Column B
Jack	wants to increase sales.
Jane	feels a bit fed up.
Miss Green	managed to find some time to jog.

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

SITUATION 1

A is telling B that he / she is disappointed with the living conditions of the dorm.

SITUATION 2

A is telling B that he / she is dissatisfied with his / her own performance in the basketball game this afternoon.

GUIDED CONVERSATION

- A:** Show dissatisfaction with the dorm / performance in the basketball game.
B: Ask for the reason.
A: Tell B the reason.
B: Encourage A to be positive / confident.
A: Show thanks.

FUNCTIONAL LANGUAGE

EXPRESSING DISSATISFACTION

I'm displeased / discontented / dissatisfied / disappointed with...
 I'm really disappointed.
 I don't really like...
 Sorry, but... is not satisfactory.
 ... is not very nice / good enough.



Passage

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

- 1 Different people have different ideal jobs because everyone has his own interest.
- 2 The speaker has decided to become a teacher partly because he can earn a lot of money.
- 3 To the speaker, being a teacher can make him improve with the students.

2 Listen again and answer the following questions by filling in the blanks with what you hear.

- 1 For how many reasons does the speaker choose to be a teacher?
_____.
- 2 What can the two long vacations offer the speaker?
They could offer him a(n) _____ for reflection, research, and writing.
- 3 What kind of opportunity does the job of teaching provide for the speaker?
The opportunity to motivate himself to keep on _____.

3 Work in pairs to do the following activities.

1 Match the jobs with the following pictures.

A scientist

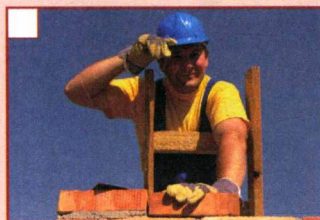
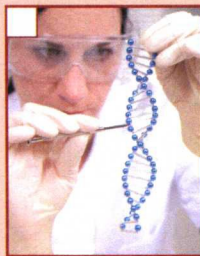
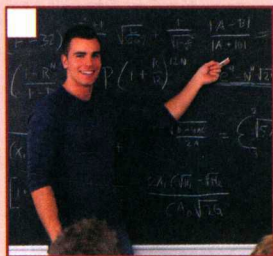
B worker

C singer

D teacher

E reporter

F football player



- 2 What's your ideal job? Describe it to your partner.
- 3 List three reasons for your choice.

Word tips

ideal *adj.* 理想的

academic *adj.* 学业的

calendar *n.* 日程表

vacation *n.* 假期

reflection *n.* 深思

motivate *v.* 激励; 驱使

Reading

Overview

We may often be asked by others: What do you want to be when you grow up? What is your dream? The answer is likely to be different at each stage of our life because we are growing and changing all the time. But what is the eternal pursuit of life? On the way to finding the answer, we work hard for our goals, we cooperate with and rely on others, and we learn to appreciate both success and failure, just like in a football game. After going through all these experiences, we might come to the conclusion: Whatever path we may follow in life, happiness is the ultimate destination.

Passage A

Pre-reading

1 Match the interest areas in the left column with the possible careers in the right column.

If you are interested in...	then you might like to be a(n)...
law	singer / dancer / composer
sports	flight attendant (航空服务员) / tour guide
music	programmer / network engineer / software engineer
computers	athlete / personal trainer / bodyguard
traveling	judge / policeman / lawyer

2 Work in groups to discuss the following questions.

- 1 What did you dream to be when you were young? And how about now?
- 2 Do you think you can realize your dream? Why or why not?

In kindergarten, my class was asked, "What do you want to be when you grow up?" Crayons danced across sheets of paper to illustrate our dream jobs. Our drawings were hung in the hallway for our parents to see at Back to School Night. I remember looking down the line and seeing pictures of ballet dancers dancing, firefighters putting out a big fire, and spacemen leaping across the moon—jobs that were seen as typical dreams of five-year-olds.

My picture showed a stick figure with brown hair holding a bottle of orange juice over something like a counter. Underneath was my hardly readable handwriting: When I grow up, I want to work at the Market Basket because it would be fun to swipe orange juice across the scanner at the checkout counter. To this day

grow up 长大

crayon /'kreɪɒn/ *n.* 彩色蜡笔

sheet /ʃi:t/ *n.* 一张; 一片

illustrate /'ɪləstreɪt/ *v.* 说明; 阐明

hallway /'hɔ:lweɪ/ *n.* 走廊; 过道

ballet /'bæleɪ/ *n.* 芭蕾舞

firefighter /'faɪəfaɪtə/ *n.* 消防员

put out 扑灭; 熄灭

spaceman /'speɪsmæn/ *n.* 宇航员

leap /li:p/ *v.* 跳; 跳跃

stick figure *n.* 人物线条画

counter /'kaʊntə/ *n.* 柜台

underneath /,ʌndə'ni:θ/ *adv.* 在底下; 底下

readable /'ri:dəbl/ *adj.* 清晰的; 易于识读的

handwriting /'hændraɪtɪŋ/ *n.* 笔迹; 字迹

swipe /swaɪp/ *v.* 刷(卡、条形码等)

scanner /'skænə/ *n.* 扫描器; 扫描仪

checkout /'tʃekəʊt/ counter *n.* 付款处; 收银台



When I grow up

my parents won't let me forget that out of everything I could have wished to be, my five-year-old **self** wished to work at the local **grocery store**.

When we are young, questions of what we want to be when we grow up are common. Yet we are not expected to **respond** with an answer that is **likely** to come true. When we become teens, we are asked the very same question twice as often. The difference is that we are supposed to answer with **confidence**.

As **teenagers**, we are expected to know exactly what we want to be and how we are going to achieve that goal. Not all of us can be so sure. Even though I am in high school, I cannot answer **confidently**. But I don't consider that a

bad thing. How am I supposed to know what I will want to spend my time doing at age 40?

When I think about the future, I definitely don't see myself working at the Market Basket, but in reality, if that was what would make me happy, I would do it. So, the next time someone asks me what I want to be when I grow up, I will simply say "happy."

Happiness is a **destination** for everyone. We may want to take different **paths** in life, but we all want to be happy wherever we end up. Choose your path, but don't worry too much about whether your choice is right or not. Make a mistake or two and try new things. But always remember: If you're not happy, you're not at the end of your journey yet.

self /self/ *n.* 自己; 自我

grocery /'grəʊsəri/ store *n.* 食品杂货店

respond /rɪ'spɒnd/ *v.* 作出反应; 回应

likely /'laɪkli/ *adj.* 可能的

be supposed to do sth. 应该做某事; 被期望做某事

confidence /'kɒnfɪd(ə)ns/ *n.* 信心

teenager /'ti:n,eɪdʒə/ *n.* (年龄在13岁到19岁之间的) 青少年

even though 虽然; 尽管

confidently /'kɒnfɪd(ə)ntli/ *adv.* 有信心地

destination /,destɪ'neɪʃn/ *n.* 目的地; 终点

path /pɑ:θ/ *n.* (人生的) 发展路线, 轨迹

end up 最终到达

Comprehension

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

- 1 Which of the following is NOT mentioned as a typical dream of five-year-olds?
 - A Being ballet dancers.
 - B Being policemen.
 - C Being firefighters.
 - D Being spacemen.
- 2 Why did the writer want to work at a grocery store?
 - A Because it was common.
 - B Because it was likely to come true.
 - C Because it would be fun.
 - D Because it was well-paid.
- 3 What is the main idea of the passage?
 - A Whatever career one chooses, happiness is the real destination.
 - B One should always keep to his childhood dream.
 - C One should try different things to enrich his life.
 - D One can clearly know his dream only when he grows up.

2 Complete the following summary with words from the passage.

When asked about my 1) _____ in kindergarten, I drew a picture of a stick figure with brown hair holding a bottle of orange juice over a 2) _____, showing that I wanted to work at the Market Basket because it would be fun to 3) _____ orange juice across the scanner at the checkout counter. As a 4) _____, I am expected to know my exact dream and how I will 5) _____ that goal. However, I am not so 6) _____ about it even when I am in high school. With growing up, I gradually realize what I want is 7) _____ wherever I end up.

Vocabulary and structure

1 Compare each pair of words and complete the following sentences with the right one. Change the form if necessary.

1 reading, readable

The words and numbers in the table should be clearly _____.

I haven't had time to do much _____ lately.

