



大学金砖英语数字化系列教材

# 大学金砖英语

## 视听说教程 1(通用)

总主编 王正元  
主 编 白塔娜  
马瑞香

College  
Golden Brick English  
Viewing, Listening & Speaking  
(General Course)

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## College Golden Brick English Viewing, Listening & Speaking 1 (General Course)

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# 编写说明

经过国内外二十余所大学的一百五十余名中、外英语教师的共同努力，我们完成了这套《大学金砖英语数字化系列教材》的编写以及教辅资源的开发和建设工作。

这套教材包括二十四本纸质教材和配套教辅资源“金砖英语在线”，工作量很大，为此，全体工作人员付出了艰巨的劳动。在此谨向这套教材编写学术委员会的专家、领衔主编的各位教授、参加编写和技术开发的全体教师，以及帮助出版本套教材的对外经济贸易大学出版社的领导和编辑，表示衷心的感谢。

## 一、编写依据

我们在组织编写这套教材前后，反复学习了教育部颁发的《大学英语课程教学要求》，在几所大学召开了英语教师和学生座谈会，就“你们喜欢什么样的大学英语教材”听取了师生的意见，并以《大学英语课程教学要求》为依据，组织编写了这套教材。

## 二、编写理念

我们在编写这套教材时，坚持满足“不同层次要求”和“个性化要求”两个基本理念；充分考虑了大学生英语“一般要求”、“较高要求”、“更高要求”的水平差异性及其不同专业人才对英语需求的个性，在教材设计上注意突出以下特点：

1. 满足“一般要求”、“较高要求”、“更高要求”的层级特点；
2. 满足“理工”、“医学”、“农林”、“社科”不同学科需求内容个性化特点；
3. 可以在线自主学习的数字化特点。

## 三、教材构成

这套《大学金砖英语数字化系列教材》由纸质教材和配套教辅资源“金砖英语在线”（[www.goldenenglishedu.cn](http://www.goldenenglishedu.cn)）两个部分构成。纸质教材按读者对象分为“理工”、“医学”、“农林”、“社科”四大类。

读写教程		视听说教程	
1-2 册	通用（1-2 学期）	1-2 册	通用（1-2 学期）
3-4 册	理工（3-4 学期）	3-4 册	理工（3-4 学期）
3-4 册	医学（3-4 学期）	3-4 册	医学（3-4 学期）
3-4 册	农林（3-4 学期）	3-4 册	农林（3-4 学期）
3-4 册	社科（3-4 学期）	3-4 册	社科（3-4 学期）

#### 四、教材文本

为了保证语言鲜活、地道、时尚,本套教材“视听说”全部文本由美国教师 Jeff Engell, Morgan Matens, Greg Hall 执笔编写;“读写教程”部分文本除了由上述美国教师所写外,另一部分由中方编者选编、改写。一、二册教材内容和文本侧重于通用的共性,三、四册教材文本内容侧重于专业个性。本教材所用的所有文本语言地道、规范、生动、时代性强。

#### 五、编写团队

本套教材的编写得到了胡壮麟教授为主任的教材编写学术委员会各位专家的悉心指导,并获得了主编委员会二十余位教授的大力支持。来自吉林大学、东北大学、中国医科大学、华中科技大学、北京大学医学部等二十余所高校的有丰富教学经验的中、外英语教师,共计一百五十余人参加了本套数字化系列教材编写工作。

#### 六、感谢

本套教材的音频、视频录制得到了下列单位的帮助和支持:

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秦皇岛港务局魔笛音乐工作室

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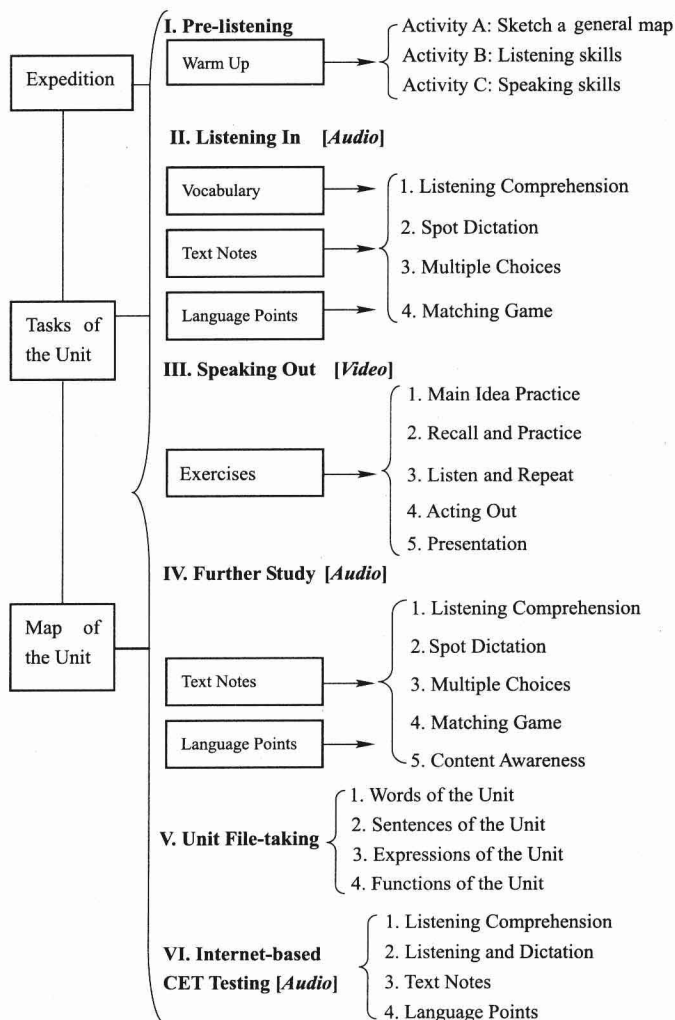
总主编 王正元

# 前言

《大学金砖英语视听说教程》是以《大学英语课程要求》为指导，以大学生为读者对象，以满足不同层次、个性化需求为理念编写的一套教材。

本套视听说教程包括通用（1-2 册）、理工（3-4 册）、医学（3-4 册）、农林（3-4 册）和社科（3-4 册），共十本，每本十个单元。通用教材每个单元包括 3 个音频和 1 个视频。

## 1. 通用教材单元结构



## 2. 教材文本及 Video & Audio 的录制

本套视听说教材文本语言生动、活泼, 具有当代美语口语特点, 同时在内容上又能满足大学生专业发展个性化需求。本套教材文本全部聘请美国外教执笔写作。第 1、2 册为通用教材, 文本内容以日常口语、社会、文化内容为主。第 3、4 册分别为理工类、医学类、农林类和社科类, 其内容以各类的专业知识为主。本套教材的全部音频、视频都由美籍教师录制, 语音纯正, 语言标准、生动。

## 3. 使用建议

(1) 这套视听说教材在编写时, 考虑到大学一年级学生有过级考试的需求, 我们编写的《视听说》第 1 册、第 2 册为通用型, 供大一的两个学期使用; 第 3 册、第 4 册分别为“理工”、“医学”、“农林”、“社科”四类, 为个性型, 可分别供给个性化需求的院校大学英语教学使用。

大学金砖英语视听说教程

1 册 (通用)	各类大学生	1 学期
2 册 (通用)	各类大学生	2 学期
3 册 (理工)	理工院校	3 学期
4 册 (理工)	理工院校	4 学期
3 册 (医学)	医药院校	3 学期
4 册 (医学)	医药院校	4 学期
3 册 (农林)	农林院校	3 学期
4 册 (农林)	农林院校	4 学期
3 册 (社科)	社科院校	3 学期
4 册 (社科)	社科院校	4 学期

(2) 第 1、2 册配有相应的《教学参考用书》; 第 3、4 册不配参考书, 书中附有 Scripts & Answer Keys, 以方便学生使用, 降低购书成本。

(3) 师生可以充分利用支持本教材的“金砖英语在线”(www.goldenenglishedu.cn) 搜索获取相关英语学习资料。

《大学金砖英语数字化系列教材》编委会

# Contents

Unit	Expedition	Tasks	I. Pre-listening
<b>Unit 1</b> <b>College</b> <b>Study—</b> <b>Persever-</b> <b>ance</b>  Page 1	☆ What's your favorite university? ☆ What major would you like to specialize in? Why? ☆ What is your attitude towards life-long learning?	<ul style="list-style-type: none"> <li>● Understand the distinctive features of the University of Oxford.</li> <li>● Dabble in useful listening skills for numbers.</li> <li>● Express yourself more clearly with the help of exercises of recalling, repeating, acting out and presentation.</li> </ul>	<b>Activity A</b> Sketch a map of University of Oxford. <b>Activity B</b> Listening skills: narrative orders; numbers <b>Activity C</b> Speaking skills: greeting each other; asking for and offering help and suggestions; expressing oneself clearly; conveying one's major preference
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II. Listening In	III. Speaking Out	IV. Further Study	V. Unit File-taking	VI. Internet- based CET Testing
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Unit	Expedition	Tasks	I. Pre-listening
<b>Unit 3</b> <b>A Hero of His Time</b>  Page 49	<ul style="list-style-type: none"> <li>☆ What do you know about Mother Teresa? Do you think she is a hero?</li> <li>☆ Who is the hero of your time? What does he or she do?</li> <li>☆ What are the common characteristics of being a hero?</li> </ul>	<ul style="list-style-type: none"> <li>● Learn about giving a recognition speech.</li> <li>● Listen for content words and take notes with parallel structure.</li> <li>● Talk about dream and cultural difference.</li> </ul>	<p><b>Activity A</b> Sketch a general map of the recognition speech you heard.</p> <p><b>Activity B</b> Listening skills: content words; note-taking with parallel structure</p> <p><b>Activity C</b> Speaking skills: delivering a recognition speech; exchanging opinions about dream; discussing about culture exchange and cultural difference</p>
<b>Unit 4</b> <b>A Major Decision</b>  Page 71	<ul style="list-style-type: none"> <li>☆ Which major do you like most?</li> <li>☆ How did you choose your major? Based on your interest?</li> <li>☆ What kind of major do you think would be most or least promising?</li> </ul>	<ul style="list-style-type: none"> <li>● Learn about major and major preference.</li> <li>● Listen for sequence words.</li> <li>● Get to know how to consult and offer suggestions.</li> </ul>	<p><b>Activity A</b> Sketch a general map of Course Syllabus</p> <p><b>Activity B</b> Listening skills: sequence words; clue words</p> <p><b>Activity C</b> Speaking skills: aspects of syllabus; talking about major preference; consulting and offering suggestions</p>

II. Listening In	III. Speaking Out	IV. Further Study	V. Unit File-taking	VI. Internet- based CET Testing
<b>Proud Achievement</b> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Text Notes</li> <li>● Language Points</li> <li>● Exercises</li> </ul>	<b>We Will Be Rich</b> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Text Notes</li> <li>● Language Points</li> <li>● Exercises</li> </ul>	<b>Exchanging Cultures</b> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Text Notes</li> <li>● Language Points</li> <li>● Exercises</li> </ul>	<u>Words:</u> recognized, inspire <u>Sentences:</u> —Do you ever dream of...? —I had a chance to ... <u>Expressions:</u> —feel inspired to ... <u>Functions</u>	<b>Relationship</b> <ul style="list-style-type: none"> <li>● Listening Comprehension</li> <li>● Listening and Dictation</li> <li>● Text Notes</li> <li>● Language Points</li> </ul>
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Unit	Expedition	Tasks	I. Pre-listening
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<b>Unit 6</b> <b>How to Pay for It All</b>  Page 117	☆ How much you will pay in the college for one college year? ☆ Have you ever awarded any scholarships in university? Is it difficult to apply for? ☆ Do you use electronic banking? What are the advantages and disadvantages by using it?	<ul style="list-style-type: none"> <li>● Understand the general idea of You Must Pay and catch the details in the conversations.</li> <li>● Learn to talk about the factual problems.</li> <li>● Express yourself more clearly with the help of exercises of recalling, repeating, acting out and presentation.</li> </ul>	<b>Activity A</b> Sketch the main points of You Must Pay <b>Activity B</b> Listening skills: main points of reportage; clue words <b>Activity C</b> Speaking skills: talking about sth.; expressing oneself clearly; introducing sth. to others

<b>II.</b> <b>Listening</b> <b>In</b>	<b>III.</b> <b>Speaking</b> <b>Out</b>	<b>IV.</b> <b>Further</b> <b>Study</b>	<b>V. Unit</b> <b>File-taking</b>	<b>VI. Internet-</b> <b>based CET</b> <b>Testing</b>
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<b>You Must Pay</b> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Text Notes</li> <li>● Language Points</li> <li>● Exercises</li> </ul>	<b>Scholarships</b> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Text Notes</li> <li>● Language Points</li> <li>● Exercises</li> </ul>	<b>Electronic Banking</b> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Text Notes</li> <li>● Language Points</li> <li>● Exercises</li> </ul>	<b>Words:</b> scholarship, transaction <b>Sentences:</b> —Do you have any recommendations for... <b>Expressions:</b> —be unsatisfied with sth. —be on the rise <b>Functions</b>	<b>Robbery</b> <ul style="list-style-type: none"> <li>● Listening Comprehension</li> <li>● Listening and Dictation</li> <li>● Text Notes</li> <li>● Language Points</li> </ul>

Unit	Expedition	Tasks	I. Pre-listening
<b>Unit 7</b> <b>A Winning Thesis</b>  Page 141	<ul style="list-style-type: none"> <li>☆ How can you make good use of your busy college time?</li> <li>☆ How do you think of thesis writing? What kind of thesis can be called a successful one?</li> <li>☆ Some people compare thesis writing process to a funnel. How do you understand this metaphor?</li> </ul>	<ul style="list-style-type: none"> <li>● Understand basic knowledge of thesis writing.</li> <li>● Focus on the oral English features in lecture.</li> <li>● Express yourself more clearly with the help of exercises of recalling, repeating, acting out and presentation.</li> </ul>	<p><b>Activity A</b> Sketch a general map of Making a Statement.</p> <p><b>Activity B</b> Listening skills: the features of oral English in a college professor's lecture; topic sentence</p> <p><b>Activity C</b> Speaking skills: talking about big academic topic; expressing panic and telling priority; ways of persuasion and taking advice</p>
<b>Unit 8</b> <b>Defending Your Work</b>  Page 165	<ul style="list-style-type: none"> <li>☆ Have you ever participated in an oral defense before?</li> <li>☆ How is an oral defense like either in your imagination or in real life? Is it peaceful or very fierce?</li> <li>☆ Why do people feel miserable when they cannot answer questions in their oral defenses?</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the distinctive features of news language.</li> <li>● Dabble in useful speaking skills for asking and providing advice.</li> <li>● Express yourself more clearly with the help of exercises of recalling, repeating, acting out and presentation.</li> </ul>	<p><b>Activity A</b> Sketch a general map of Defending a Bold Claim</p> <p><b>Activity B</b> Listening skills: the features of news language; the emphasis of reporting the news.</p> <p><b>Activity C</b> Speaking skills: broadcasting news; describing the main features of a thesis oral defense clearly; asking for and providing advice to others</p>

II. Listening In	III. Speaking Out	IV. Further Study	V. Unit File-taking	VI. Internet- based CET Testing
<b>Making A Statement</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Text Notes</li> <li>• Language Points</li> <li>• Exercises</li> </ul>	<b>Prioritizing Your Time</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Text Notes</li> <li>• Language Points</li> <li>• Exercises</li> </ul>	<b>Narrow Your Focus</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Text Notes</li> <li>• Language Points</li> <li>• Exercises</li> </ul>	<u>Words:</u> panic, prioritize <u>Sentences:</u> —My priority now is.... —Did you have a chance to... ? <u>Expressions:</u> —apply oneself to... —drift sb from... <u>Functions</u>	<b>Shopping</b> <ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Listening and Dictation</li> <li>• Text Notes</li> <li>• Language Points</li> </ul>
<b>Defending a Bold Claim</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Text Notes</li> <li>• Language Points</li> <li>• Exercises</li> </ul>	<b>How Did It Go?</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Text Notes</li> <li>• Language Points</li> <li>• Exercises</li> </ul>	<b>Don't Be Nervous</b> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Text Notes</li> <li>• Language Points</li> <li>• Exercises</li> </ul>	<u>Words:</u> defense, anticipation <u>Sentences:</u> —How did your defense go? —I would encourage you to... <u>Expressions:</u> —be responsible for —get combed through <u>Functions</u>	<b>Tumor Cells</b> <ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Listening and Dictation</li> <li>• Text Notes</li> <li>• Language Points</li> </ul>