



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)

教学参考书

总主编 王正元

主 编 陈鸣芬

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

1



对外经济贸易大学出版社

University of International Business and Economics Press



大学金砖英语数字化系列教材

总主编 王正元

# 大学金砖英语视听说教程 1

(通用)

教学参考书

## **College Golden Brick English Viewing, Listening & Speaking 1**

(General Course)

**Reference Book**

主 编 陈鸣芬

副主编 马金凤 毛春洲 白丽芳

对外经济贸易大学出版社

中国·北京

图书在版编目 (CIP) 数据

大学金砖英语视听说教程教学参考书: 通用. 1 /  
陈鸣芬主编. —北京: 对外经济贸易大学出版社, 2012  
大学金砖英语数字化系列教材 / 王正元总主编  
ISBN 978-7-5663-0511-4

I. ①大… II. ①陈… III. ①英语 - 听说教学 - 高等  
学校 - 教学参考资料 IV. ①H319.9

中国版本图书馆 CIP 数据核字 (2012) 第 253368 号

© 2012 年 对外经济贸易大学出版社出版发行

版权所有 翻印必究

大学金砖英语视听说教程 1  
(通用) 教学参考书  
**College Golden Brick English**  
**Viewing, Listening & Speaking 1**  
(General Course)  
Reference Book

王正元 总主编  
陈鸣芬 主 编  
责任编辑: 董 黛

---

对外经济贸易大学出版社  
北京市朝阳区惠新东街 10 号 邮政编码: 100029  
邮购电话: 010-64492338 发行部电话: 010-64492342  
网址: <http://www.uibep.com> E-mail: [uibep@126.com](mailto:uibep@126.com)

---

唐山市润丰印务有限公司印装 新华书店北京发行所发行  
成品尺寸: 185mm × 260mm 15.5 印张 358 千字  
2012 年 10 月北京第 1 版 2012 年 10 月第 1 次印刷

---

ISBN 978-7-5663-0511-4  
印数: 0 001 - 1 500 册 定价: 30.00 元

# “大学金砖英语数字化系列教材”编委会

## 学术委员会

主 任：胡壮麟（北京大学）

副主任：王 寅（四川外语学院）

委 员：（按姓氏拼音排名）

陈 峰（辽宁大学）

陈 迎（中国医科大学）

崔 敏（吉林大学）

董广才（辽宁师范大学）

李晓敏（沈阳农业大学）

乔梦铎（哈尔滨工业大学）

张绍杰（东北师范大学）

郑新民（上海外国语大学中国外语战略研究中心）

## 主编委员会

委 员：（按姓氏拼音排名）

白塔娜（燕山大学）

曹立华（辽宁大学）

陈 迎（中国医科大学）

金启军（东北大学）

马瑞香（沈阳大学）

王 丹（东北林业大学）

王亚光（沈阳工业大学）

于丽艳（哈尔滨工程大学）

赵 冰（沈阳药科大学）

邹艳丽（吉林农业大学）

毕凤春（沈阳农业大学）

陈鸣芬（海南大学）

冯 彦（吉林大学）

李晓敏（沈阳农业大学）

乔梦铎（哈尔滨工业大学）

王健坤（哈尔滨工程大学）

闫怡恂（沈阳师范大学）

张 萍（沈阳师范大学）

郑占国（燕山大学）

# 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:

辽宁电视台

秦皇岛港务局魔笛音乐工作室

燕山大学机械学院

燕山大学外国语学院

燕山大学车辆学院

沈阳大学

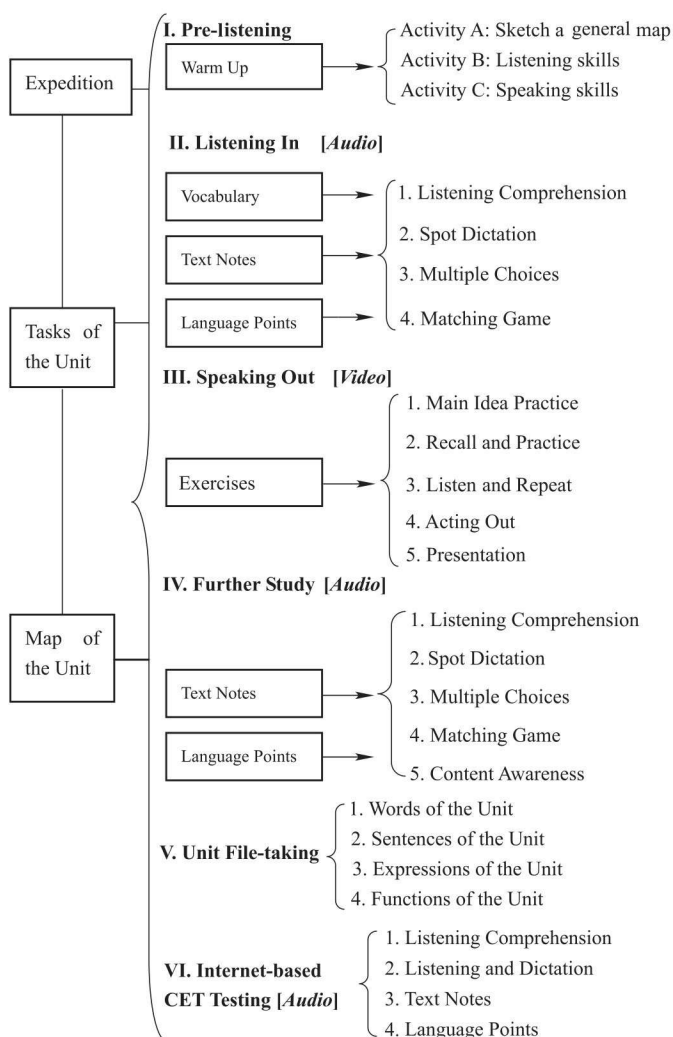
总主编 王正元

# 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](http://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 1 College Study—Perseverance
- I. Pre-listening: Warm Up
  - II. Listening In: University of Oxford
  - III. Speaking Out: Greetings from New Friends
  - IV. Further Study: My Dream
  - VI. Internet-based CET Testing: Politics
- Unit 2 Starting the Dream
- I. Pre-listening: Warm Up
  - II. Listening In: Welcome to Our University
  - III. Speaking Out: This Is So Frustrating
  - IV. Further Study: Scheduling
  - VI. Internet-based CET Testing: Pregnancy
- Unit 3 A Hero of His Time
- I. Pre-listening: Warm Up
  - II. Listening In: Proud Achievement
  - III. Speaking Out: We Will Be Rich
  - IV. Further Study: Exchanging Cultures
  - VI. Internet-based CET Testing: Relationship
- Unit 4 A Major Decision
- I. Pre-listening: Warm Up
  - II. Listening In: Course Syllabus
  - III. Speaking Out: Science or Acting
  - IV. Further Study: Electing Electives
  - VI. Internet-based CET Testing: Stock

- Unit 5     Today's News  
I. Pre-listening: Warm Up  
II. Listening In: Scandal at the University  
III. Speaking Out: Did You Hear the News?  
IV. Further Study: A Special Opportunity  
VI. Internet-based CET Testing: Reporting
- Unit 6     How to Pay for It All  
I. Pre-listening: Warm Up  
II. Listening In: You Must Pay  
III. Speaking Out: Scholarships  
IV. Further Study: Electronic Banking  
VI. Internet-based CET Testing: Robbery
- Unit 7     A Winning Thesis  
I. Pre-listening: Warm Up  
II. Listening In: Making a Statement  
III. Speaking Out: Prioritizing Your Time  
IV. Further Study: Narrow Your Focus  
VI. Internet-based CET Testing: Shopping
- Unit 8     Defending Your Work  
I. Pre-listening: Warm Up  
II. Listening In: Defending a Bold Claim  
III. Speaking Out: How Did It Go?  
IV. Further Study: Don't Be Nervous  
VI. Internet-based CET Testing: Tumor Cells

- Unit 9    Finishing Strong
- I. Pre-listening: Warm Up
  - II. Listening In: To a Job Well Done
  - III. Speaking Out: Can You Believe It?
  - IV. Further Study: It's a Pity to Leave
  - VI. Internet-based CET Testing: Science
- Unit 10    Setting Sail on Your Journey
- I. Pre-listening: Warm Up
  - II. Listening In: Employment Promise
  - III. Speaking Out: Broken Promise
  - IV. Further Study: Details of the Job
  - VI. Internet-based CET Testing: Vote

# Unit 1

## College Study— Perseverance

### Unit Overview

Focus in Listening: Numbers		
<i>Part</i>	<i>Content</i>	<i>Functions</i>
Pre-listening	<ul style="list-style-type: none"> <li>• general map of a university</li> <li>• activities to highlight listening and speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• mind-mapping details for a factual presentation</li> <li>• getting familiar with specific listening and speaking skills</li> </ul>
Listening In	<ul style="list-style-type: none"> <li>• brief introduction about the history, fame, student and mission of the University of Oxford</li> <li>• pronunciation activities</li> </ul>	<ul style="list-style-type: none"> <li>• listening for general idea</li> <li>• listening for specific facts</li> <li>• raising awareness of pronunciation of unfamiliar words and numbers, use of sense groups</li> </ul>
Speaking Out	<ul style="list-style-type: none"> <li>• conversation of two students who talk about their university life in library</li> <li>• presentation of factual information about a university</li> </ul>	<ul style="list-style-type: none"> <li>• listening with clues for main idea</li> <li>• asking for and offering help and suggestions</li> <li>• asking for and giving information with appropriate intonation</li> <li>• giving facts with appropriate presentation skills</li> <li>• practicing interaction management skills in conversation</li> </ul>
Further Study	<ul style="list-style-type: none"> <li>• conversation of two students who talk about their preferences and dreams</li> <li>• content awareness</li> </ul>	<ul style="list-style-type: none"> <li>• clarifying personal preferences</li> <li>• broadening vocabulary and knowledge with regard to the topic of “education”</li> </ul>
Unit File-taking	<ul style="list-style-type: none"> <li>• words, expressions, sentences</li> <li>• functions</li> </ul>	<ul style="list-style-type: none"> <li>• categorizing key language points covered in this unit</li> </ul>
Internet-based CET Testing	<ul style="list-style-type: none"> <li>• news report on politics</li> </ul>	<ul style="list-style-type: none"> <li>• listening for general idea</li> <li>• listening for specific facts</li> <li>• listening selectively for specific words</li> </ul>

Language & Culture					
Wordlist		Expressions	Pronunciation	Culture	Additional activity
★ historic ★ unique ★ irreplaceable ★ forefront ★ territory ★ diploma ★ staff ★ alumni ★ assign ★ section ★ couple ★ freedom ★ wish ★ pursue	★ political ★ innovative ★ intend ★ eager ★ perseverance ★ admire	★ long to do sth. ★ all walks of life ★ make up of ★ be engaged in ★ renowned ★ an internationally-celebrated university ★ You must be new here. ★ a couple of ★ be ready for ★ as well as ★ be about to ★ intend to do sth. ★ broaden one's horizon ★ consider sth. as	★ numbers ★ sense group ★ intonation	★ school motto ★ Trinity College ★ humanities, social science ★ genre ★ features of modern arts values ★ William Faulkner ★ Nobel Prize for Literature	★ practicing numbers ★ discussion about likes & dislikes

## Expedition of This Unit

### TEACHING STEPS

- Ask students to discuss in pairs or groups of 3 or 4 and give possible answers.
- Walk around to encourage conversations. Provide necessary help to students who seem uncertain or shy.
- Encourage students to use a variety of questions, answers and comments, about their majors, for example:

*Is it the major you are really interested in // you've chosen for your dream?*

*Well, sometimes we choose a major not just based on our own interest.*

*That's well justified. // You have good reasons for your choice.*

- After five minutes, check whether most students have talked through the questions. It is not necessary for all students to have answers for all the questions.

- Go over the activity with the whole class. For each question, choose one or two students to give their own answers or to give answers from their group members. Conversational comments should be given when necessary, e.g.:  
*Oh, really? It's a pity that ... // I suppose ... or I believe...*
- Sum up the activity by offering encouragement in their college study or even life-long learning, and predict following-up activities in this unit.

**TEACHING TIPS**

- Before students start, give clear directions on how they can form their groups.
- Remind students to listen to others' talk and take quick notes of answers, but they should not write down everything they say or they hear.

***Task of This Unit***

---

**TEACHING TIPS**

- Give students some ideas on what functions are to be focused in listening and speaking practices of this unit.
- Ask students to brainstorm possible words and expressions before doing the tasks.

***Map of This Unit***

---

**TEACHING TIPS**

- Give students possible choices in scheduling the time of doing tasks (in class or online).
- Ask students to make necessary preparations beforehand.



## ***I. Pre-listening: Warm Up***

### **Rationale**

- To familiarize students with basic concepts of giving factual presentation and possible ways of greeting, asking for and offering help and suggestions, and expressing preferences.

### **Activity A**

#### **TEACHING TIPS**

- Ask students to predict what items should be included in introducing a university.
- With the aid of clue words on Student's Book, ask students to brainstorm words or expressions that might be used in introducing a university.

### **Activity B**

#### **TEACHING TIPS**

- Ask students to pay attention to the general idea and narrative order of the passage.
- Invite students to read out the numbers.
- Ask students to extend the sentences using clue words and expressions on Student's Book.

### **Activity C**

#### **TEACHING TIPS**

- Ask students to brainstorm useful words and expressions for greeting each other, asking for and offering help and suggestions, and expressing preferences.
- Give language support when necessary.

## II. Listening In: University of Oxford

### Rationale

- To practice comprehension skills of listening for gist and for details.

### Objectives

- To practice listening for main idea of a factual presentation.
- To practice listening for specific details, such as numbers.
- To identify topic sentences and clue words in listening.

### Language

- historic: *historic buildings/historic moment*
- institution: an organization that exists to serve a public purpose such as education or support for people who need help  
*institution of higher learning = college or university*
- unique: *Everyone's fingerprints are unique.*
- forefront: *The company is at the forefront of developing new technology.*
- territory: *Spanish territory*
- humanities: subjects which are not connected with science, such as literature and history
- diploma: *a diploma in art and design*
- certificate: an official document showing sth. is true
- staff: people working for an organization  
*The company has a staff of over 500.*
- alumni: plural of alumnus  
*Several famous alumni have agreed to help raise money for the school's restoration fund.*

### Language and Culture

The **humanities** are academic disciplines that study the human condition. Distinguished from the mainly empirical approaches of the natural sciences, the