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# LANGUAGE LEADER PRE-INTERMEDIATE

Coursebook

1

## 先锋英语

### 综合教程

原著 Ian Lebeau Gareth Rees

改编 总主编 严明 战菊

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# LANGUAGE LEADER PRE-INTERMEDIATE

XIANFENG YINGYU ZONGHE JIAOCHENG

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### 综合教程 1 Coursebook

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# 前言

大学英语教学是我国大学基本素质教育的重要组成部分，也是培养创新型人才不容忽视的重要环节。根据《大学英语课程教学要求》，大学英语教学的使命和任务是提高学生的英语综合应用能力。而光有语言应用能力并不能保证有效交际，也无法锻炼创新意识，大学英语课程还应兼具人文性和思辨性，培养国际化视野和创新实践能力。

《先锋英语》是符合教改精神、能满足新时代教学需要的一套国际化英语教材。其原版教材（Language Leader）由培生教育出版集团（Pearson Education）出版，高等教育出版社引进后由国内知名高校的英语教育专家和骨干教师完成了针对我国高校学生需求的本土化改编工作。在改编过程中，我们以服务新时代人才培养战略为宗旨，主张通过语言学习培养学生的批判性思维，在教学活动中树立学生的团队合作意识，进而提升他们的人文素养并培养他们终身学习的观念。

经改编，《先锋英语》具有以下特色：

## 1. 重视基础，夯实语言知识

在编排上，《先锋英语》每个单元以主题轴心安排教学活动、建立背景知识网，通过涉及的主题，将听、说、读、写各项技能的训练融为一体，并在一定的交际环境中进行语法的讲解和词汇学习，保证学生掌握用英语进行交际必须具备的语言基础。

## 2. 注重实践，培养语言能力

在学习、掌握相关语言知识后，本教材每个单元设计了情境训练模块来锻炼学生的英语综合应用能力。该模块围绕学生日常生活中的交际情境设置语言任务，通过情境准备、语言指导，帮助学生开拓思路，完成一个具体的交际任务，在巩固本单元所学知识的同时实现语言知识向语言能力的转换。

## 3. 强化技能，传授学习技巧

写作是英语学习的一个难关。本教材每个单元包含特定的写作技巧讲解和训练，让学生轻松习得写作技能，培养写作兴趣。另外，每个单元还包含学习技巧的介绍，为学生自主学习提供方法和理论支持，培养语言学习习惯，也为将来的工作和生活提供帮助。

## 4. 配套齐备，便于个性化学习

本教材共分5级，每级由《综合教程》、《教学参考书》、《同步练习》和配套的学习光盘、试题光盘、MP3光盘、电子教案和网络资源组成，形成完备的立体化教学资源并提供了充分的绩效反馈机会，以便学生根据自身需要主动地、个性化地学习。

#### 5. 弹性编排, 适于创造性教学

本教材提供了形式多样的教学活动、大量的练习材料及详尽的教学指导, 便于教师按照分类指导原则根据具体情况灵活安排教学、扩展教学视野、发展教学技能, 进行创造性教学。

《先锋英语》由黑龙江大学严明教授和吉林大学战菊教授担任总主编。本书为《先锋英语综合教程1》, 由黑龙江大学孙明明担任主编, 胡颖慧和刘辉担任副主编, 编者还有梁博男、贺翰墨、李鑫姊和吕小媛。

由于编者水平有限, 本教材难免存在不足之处, 恳请广大师生批评指正。最后, 祝您英语学习愉快!

编 者  
2012年2月

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<b>1 Weather</b> (p6–13) 	Present simple and present continuous: state and action verbs Present simple and present continuous questions	The weather Modifiers: <i>quite, very, really, extremely</i> Adventure holiday activities	Internet news reports about extreme weather Magazine interview with a documentary film-maker Guidebook entry
<b>2 People</b> (p14–21) 	Past simple: time expressions Past continuous	Personality adjectives Time expressions	Newspaper article about a marathon winner Biography of Frida Kahlo
<b>3 The Media</b> (p22–29) 	Articles Relative pronouns	The media Nouns: <i>names for people and fields</i> TV programmes	Webpage interview with a media worker Article about news organisations around the world Review of a TV series Introduction of Alfred Hitchcock
<b>REVIEW UNITS 1–3</b> (p30–31)			
<b>4 Health</b> (p32–39) 	Present perfect (1): time expressions Present perfect (2): <i>for</i> and <i>since</i>	Medical words	Podcast directory for a healthcare charity Magazine article about food for a healthy mind Webpage about Animal Aid International Article about volcanoes
<b>5 Natural World</b> (p40–47) 	comparatives and superlatives Expressions of quantity	Landscapes Adjectives to describe places Animals Nouns and verbs: <i>damage</i> n. / v.	Text from a travel book about Bora Bora Magazine article about animal invaders
<b>6 Society and Family</b> (p48–55) 	<i>will, might</i> and <i>may</i> for predictions First conditional	Ages Negative adjectives: <i>un-</i> and <i>-less</i>	An advert for an institute of future analysis Newspaper article about low birth rate in Germany Poster of UN Youth Council Competition Competition entry of a student
<b>REVIEW UNITS 4–6</b> (p56–57)			



# UNITS 1–6

Listening	Speaking / Pronunciation	Scenario	Study & Writing Skills
News report about a hurricane Discussion between two employees about adventure holiday countries	Discussing extreme weather Talking about different types of weather and season preferences  <b>Pronunciation: intonation for agreeing / disagreeing</b>	Latin American adventure Key language: agreeing and disagreeing Task: designing a holiday	Using your dictionary: Understanding meaning  A guidebook entry Linkers: <i>and, but, also, when</i>
Interview with a marathon winner A talk about Louis Armstrong A telephone call between two flatmates A talk about learning new skills	Talking about Mother Teresa Discussing creativity and creative people  <b>Pronunciation: was / were, word stress</b>	Sharing a flat Key language: describing people Task: choosing a new flatmate	Learning styles and strategies  Keeping a learning diary Linkers: <i>until, at first, then, at the moment, afterwards</i>
Interview with a media worker Introduction to a TV programme A lecture to students on a language course Discussion about trust in news Conversation about choosing a presenter	Discussing types of media Talking about news companies  <b>Pronunciation: sentence stress</b>	That's entertainment! Key language: making suggestions Task: planning a TV programme	Working with others  A TV programme review
Podcast extracts: healthcare charity workers Interview with an employee about health Consultation with an employee	Talking about life experiences Discussing food and diets  <b>Pronunciation: intonation in yes / no questions</b>	Health at work Key language: giving advice and reasons Task: giving health advice	Guessing the meaning of unknown words  A thank you e-mail
TV programme about islands Conversation about choosing photos for a website Tutorial discussing problems with time management	Discussing islands Describing places Talking about animals  <b>Pronunciation: weak forms</b>	Animals online Key language: describing photographs Task: choosing photos for a website	Time management  A comparative essay Linkers: <i>in contrast, but and whereas</i>
Meeting between a futurologist and a business investor Discussion about problems and possible solutions Part of a television talk show	Talking about the changes technology has brought in life Discussing family life and different types of families  <b>Pronunciation: word linking, contractions</b>	Family matters Key language: expressing opinions Task: speaking on a talk show	Correcting your writing  An article Linkers: <i>so, as, however, because of</i>



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Unit	Grammar	Vocabulary	Reading
<b>7 Science</b> (p58–65) 	<i>must and have to</i> <i>had to and could</i>	Science and crime Nouns, adjectives and verbs with prepositions	TV programme reviews Webpage biography of Stephen Hawking Newspaper article about problems for women in science in the UK
<b>8 The Night</b> (p66–73) 	Verb patterns Future intentions: <i>going to</i> , <i>hoping to</i> , <i>would like to</i>	Sleep <i>-ing / -ed</i> adjectives	E-mail exchange Magazine article about people who work at night Article about ways to improve one's memory A Maori legend
<b>9 Work and Industry</b> (p74–81) 	<i>used to</i> Present simple passive	Work Compound nouns	Company e-mail Webpage about the uses of gold in industry Process of the early stages of chocolate making
<b>REVIEW UNITS 7–9</b> (p82–83)			
<b>10 Global Affairs</b> (p84–91) 	Present continuous for future arrangements Past simple passive	People and organisations Adjectives	Encyclopaedia entry about the United Nations History of Microsoft Essay about CCTV cameras
<b>11 The Environment</b> (p92–99) 	Present perfect continuous Phrasal verbs	Global warming Containers and materials	Essay about global warming E-mail correspondence about packaging Action group newsletter
<b>12 Sport</b> (p100–107) 	Second conditional <i>too and enough</i>	Sports Personality types	Open letter to the Prime Minister Magazine article about female football fans An advert for a sports psychologist E-mail about a course
<b>REVIEW UNITS 10–12</b> (p108–109)			
<b>Communication Activities</b> (p110–125) • <b>Language Reference and Extra Practice</b> (p126–149)			



# UNITS 7–12

Listening	Speaking / Pronunciation	Scenario	Study & Writing Skills
Interview with a forensic scientist Advice to first-year students	Discussing rules and regulations in everyday life Talking about attitudes to science  <b>Pronunciation: Voiced / unvoiced consonant pairs</b>	Ideas and innovations Key language: developing an argument Task: choosing the best invention	Making notes  Describing charts
A talk about sleep Discussion about a night out	Talking about sleep Problem solving  <b>Pronunciation: Intonation in Wh- questions</b>	A night out Key language: expressing preferences Task: planning a night out	Improving your memory  A story Time expressions
Consultant interviewing employees Negotiation between a buyer and a seller A talk about a chocolate company	Ranking criteria for a job Asking people if they used to ... Talking about industry  <b>Pronunciation: used to, sentence stress in proposals</b>	Import-export Key language: negotiating Task: making a deal	Giving a short talk  Describing a process Linkers: <i>sequencing phrases</i>
Introduction of the United Nations Conversation about a schedule Conversation about <i>Fiat</i> A talk about Interpol	General discussion about the United Nations Talking about big businesses and globalisation  <b>Pronunciation: Pausing and emphatic stress</b>	An Olympic bid Key language: adding emphasis Task: making a presentation	Improving your listening Predicting content, Predicting vocabulary, Importance markers  A for and against essay Linkers: <i>although, on the other hand, therefore</i>
Documentary about global warming Assessment of project proposals	Talking about the causes and effects of global warming Discussing ways to reduce waste  <b>Pronunciation: Intonation in question tags</b>	Local regeneration Key language: question tags Task: allocating funds	Exploring reading texts  A report
Current affairs programme on TV Analysis of someone's personality Lecture: Giving students advice about an English exam	Talking about sports What would you do if ... Discussion about the FIFA Football World Cup  <b>Pronunciation: Intonation in lists</b>	Sports psychology Key language: conversation fillers Task: doing a survey	Doing exams  A formal e-mail Register, Punctuation
Audioscripts (p150–165) • Irregular Verb List (p166) • Phonetic Charts (p167) • Glossary (p168–176)			

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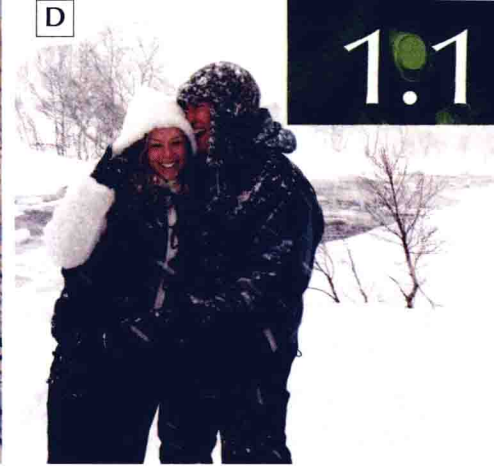
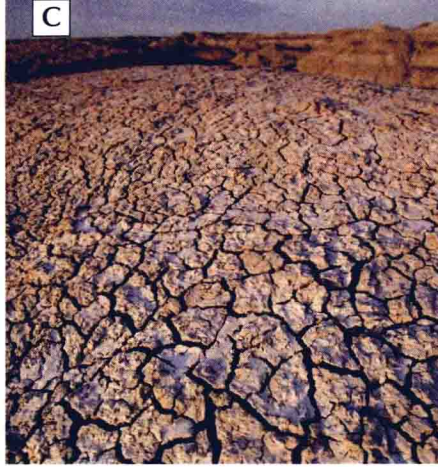
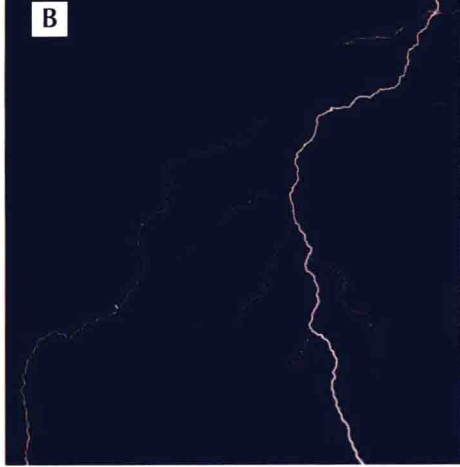
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Introduction of the United Nations Conversation about a schedule Conversation about <i>Fiat</i> A talk about Interpol	General discussion about the United Nations Talking about big businesses and globalisation  <b>Pronunciation: Pausing and emphatic stress</b>	An Olympic bid Key language: adding emphasis Task: making a presentation	Improving your listening Predicting content, Predicting vocabulary, Importance markers  A for and against essay Linkers: <i>although, on the other hand, therefore</i>
Documentary about global warming Assessment of project proposals	Talking about the causes and effects of global warming Discussing ways to reduce waste  <b>Pronunciation: Intonation in question tags</b>	Local regeneration Key language: question tags Task: allocating funds	Exploring reading texts  A report
Current affairs programme on TV Analysis of someone's personality Lecture: Giving students advice about an English exam	Talking about sports What would you do if ... Discussion about the FIFA Football World Cup  <b>Pronunciation: Intonation in lists</b>	Sports psychology Key language: conversation fillers Task: doing a survey	Doing exams  A formal e-mail Register, Punctuation
Audioscripts (p150–165) • Irregular Verb List (p166) • Phonetic Charts (p167) • Glossary (p168–176)			









1.1

## GRAMMAR: present simple and present continuous

**4a** Which of these sentences are in the present simple (PS)? Which are in the present continuous (PC)?

- 1 At the moment, I'm covering the windows with wood.
- 2 We always help everyone.
- 3 The number of strong hurricanes is increasing.
- 4 Warm seas cause hurricanes.

How do we make negative sentences with these tenses?

**4b** Match the sentences 1–4 above with these grammar notes.

- a) This is a regular action or habit.
- b) This is an action happening now, or around now.
- c) This is a fact or general truth.
- d) This is a trend (i.e. a changing situation).

➡ Language Reference and Extra Practice, pages 126–127

**4c** Complete these sentences. Use the present simple or present continuous of the verbs.

- 1 "Be quiet! I \_\_\_\_\_ to the news on the radio." (listen)
- 2 In India, most rain usually \_\_\_\_\_ in the summer months, June to August. (fall)
- 3 Lightning \_\_\_\_\_ the Empire State Building in New York 500 times every year. (hit)
- 4 These days, more rain \_\_\_\_\_ in Australia because of global warming. (fall)
- 5 It \_\_\_\_\_ in tropical countries like Brazil. (not snow)
- 6 "It \_\_\_\_\_ now. Let's go to the park." (not rain)

There are two types of verbs: **state verbs** and **action verbs**. State verbs usually describe feelings and situations, e.g. *be, have*. Action verbs describe activities and movements, e.g. *hit, play*.

**5** Underline the main verb in these sentences. Are they state or action verbs in these examples?

- 1 It is still very cold today.
- 2 It's coming towards Florida.
- 3 I have a lot of food in my house.
- 4 Hurricanes are getting stronger.
- 5 I know about the danger.

What tense do we usually use for state verbs?

**6** Complete this Internet news report. Use the present simple or present continuous of the verbs.

### Storms hit the UK

There are heavy storms in the UK. Winds of 60 kilometres per hour <sup>1</sup> \_\_\_\_\_ (hit) the west coast, with more storms later this weekend. Experts say that these storms are unusual. "Today, these storms <sup>2</sup> \_\_\_\_\_ (be) very strong. We usually <sup>3</sup> \_\_\_\_\_ (get) this kind of weather in the winter, not now."

The heavy rain <sup>4</sup> \_\_\_\_\_ (cause) major transport problems — currently, the trains and ferries <sup>5</sup> \_\_\_\_\_ (not work).

The emergency services are helping local residents. "Right now, we <sup>6</sup> \_\_\_\_\_ (move) people to safe areas and we <sup>7</sup> \_\_\_\_\_ (give) them hot food." A group of fishermen are lost at sea and a rescue team <sup>8</sup> \_\_\_\_\_ (look) for them. "We <sup>9</sup> \_\_\_\_\_ (not usually fly) in this kind of weather, but today <sup>10</sup> \_\_\_\_\_ (not be) a normal day."

## SPEAKING

**7** Discuss these questions with a partner.

- 1 What extreme weather does China have?
- 2 What problems does the extreme weather cause?
- 3 Do you think China's weather is changing?
- 4 Which types of weather do / don't you like? Why / Why not?

hot, sunny days	rainy days
clear, cold days	warm, cloudy days
hot, humid days	cool, cloudy days
windy days	foggy days
stormy days	snowy days