



经全国中小学教材审定委员会2003年初审通过  
义务教育课程标准实验教科书

# 英语

## Project English

(七年级起始)

STUDENTS' BOOK

八年级 下册

北京市仁爱教育研究所 编著



北京教育出版社



**仁爱版英语(七年级零起点)**是由北京市仁爱教育研究所于2002年3月依据《英语课程标准》在教育部成功立项、依据《英语课程标准》编写、于2003年9月第一次送教育部审查就获得通过的七年级零起点英语教材。

### 特色如下:

● 全国第一套严格按照教育部新课标教材编写程序(先立项通过—后编写教材—送审教材—教育部审查通过)编写的七年级零起点英语教材。

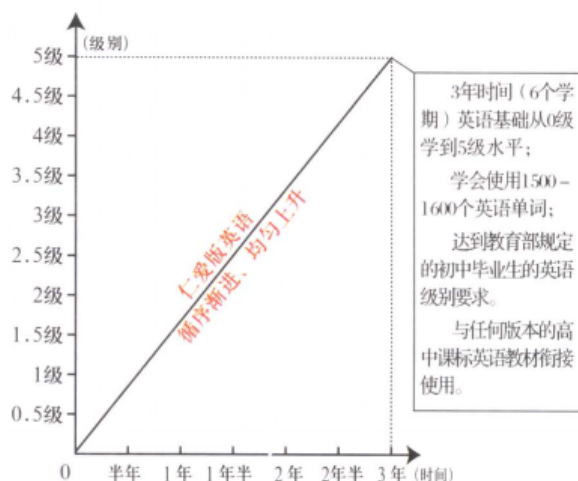
● 全国第一套于2001年7月《英语课程标准》颁布之后依据《英语课程标准》编写的七年级零起点英语教材。

● 加拿大英语专家和北京市仁爱教育研究所的中国英语专家及中国大陆最优秀的一线英语教师等依据《英语课程标准》、针对中国大陆七至九年级学生的英语学习现状而专门设计、编写的七年级零起点英语教材。

● 起点低、循序渐进,方便初学者培养英语

学习兴趣,从而很快进入英语学习状态。三年六册学完之后,均可达到《英语课程标准》之要求——五级水平,可以与任何版本的高中英语课标教材衔接使用。

● 仁爱版英语(七年级零起点)教材学习进度坐标图。



仁爱版英语(七年级零起点)  
教材学习进度坐标图

适用对象: 七年级英语基础为零的学生或七年级英语基础未达到2级水平要求的学生

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价格批准文号: 粤价[2011] 30号  
举报电话: 12358



定价: 10.86元

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# 英语

## Project English



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北京教育出版社



## 是仁爱版教材的商标

仁爱版教材推广及服务中心电话  
4008100168 010-82676936 13911468415

责任编辑：邹 雪

义务教育课程标准实验教科书

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北京教育出版社出版

(北京北三环中路6号)

邮政编码：100120

广东新华发行集团股份有限公司发行

福建新华印刷有限责任公司印刷

\*

890×1240 16开本 9.5印张 200千字

2009年12月第1版 2010年12月第2次印刷

ISBN 978-7-5303-7309-5

G·7226 定价：10.86元

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# 出版说明

仁爱版英语教材是北京市仁爱教育研究所的数十位教材编写专家历时8年呕心沥血、耗费数百万巨资研究的成果。仁爱版英语教材的著作权为北京市仁爱教育研究所独家享有。

仁爱版英语教材包括：经全国中小学教材审定委员会和审通过的义务教育课程标准英语教科书及原配英语产品。

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1. **零起点、针对性强**：教材针对中国大部分地区




(1) 功能完备、使用方便的原配电子、音像产品  
多媒体互动电子教科书、原配课堂（同步辅导

# Guide to Project English

## 使用指南

TOPIC 1









**1 Listen, read and say**

Kangkang: What's the matter with Mr. Lee? He seems a little unhappy.  
 Michael: He feels disappointed because he couldn't get a ticket to *The Sound of Music*. I think he really wants to watch it.  
 Jane: I hope he can see the movie next time. It's also my favorite. I think it's very interesting.  
 Maria: I love opera. My favorite is *Cats*. It's so funny and interesting. Kangkang, do you like opera?  
 Kangkang: No, I don't like it at all. It's boring. But my parents like Beijing Opera a lot.  
 Maria: So what do you like best?  
 Kangkang: The film, *Love Me Once More, Mom*. It's so moving.

**2 Work alone**

Make sentences according to the pictures after the example.


 be proud of They are proud of their player.	 be pleased with 1. _____
 seem worried 2. _____	 become cloudy 3. _____
 smell terrible 4. _____	 turn green 5. _____

**3**

图文并茂，轻松活泼地呈现功能意念和话题项目，培养学生的听说能力。

鼓励学生运用观察、发现、归纳等方法学习语言知识和感悟语言功能，培养学生口语表达和自主学习的能力。





TOPIC 1



**1a Read and understand**

**Beijing Opera**

Beijing Opera is our national opera. It came into being after 1790 and has over 200 years of history. Its music and singing came from *Xipi* and *Erhuang* in Anhui and Hubei. There are four main roles in Beijing Opera: *Sheng*, *Dan*, *Jing* and *Chou*. Beijing Opera is full of famous stories, beautiful facial paintings, wonderful gestures and fighting. It is an important part of Chinese culture. Beijing Opera used to be popular with old people, while young people didn't like it very much. However, more and more young people, and even some foreigners, are becoming interested in it nowadays.

 <i>Sheng</i>	 <i>Dan</i>	 <i>Jing</i>	 <i>Chou</i>
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**1b Work alone**

Read 1a again and mark the following statements True (T) or False (F).

- ( ) 1. Beijing Opera came into being in 1790.
- ( ) 2. *Wusheng* and *Huadan* are roles in Beijing Opera.
- ( ) 3. Its stories are from *Xipi* and *Erhuang*.
- ( ) 4. Few people in China like Beijing Opera.

**1c Work alone**

Listen and complete the passage.

The stories in Beijing Opera are very \_\_\_\_\_. Some of them are from history books, but most are from famous novels. The people in the stories usually can't \_\_\_\_\_ with each other. They become angry, unhappy, \_\_\_\_\_ and lonely. Sometimes they are frightened and \_\_\_\_\_. Then they find a way to make peace with each other. The stories usually end with happiness. Everyone is \_\_\_\_\_ in the end.

**7**

通过阅读和听力训练，帮助学生提高正确理解和恰当运用语言的能力，不断拓展文化视野，加深对民族文化的理解，培养学生跨文化交际的意识和能力。



## 1c Group work

Discuss what the food festival will be like after the example.



Example:

A: What will the food festival be like? Can you imagine it?

B: I imagine (that) a lot of people will come to the food festival.

C: ...

## 2 Pair work

Discuss what the children should prepare for the food festival after the example. The following phrases may help you.

Example:

A: Do you think (that) the children need to *make tea*?

B: Yes, I think so. / No, I don't think so. I think they need to *cook soup*.

make tea	learn to cook food	set the table
make cheese pies	make biscuits	write a song
cook soup	make strawberry pancakes	make a poster

## 3 Group work

The Wenchuan earthquake in 2008 caused serious damage. People in disaster areas still need help. What can we do to help them? Discuss and report your ideas to the class.

Example:

A: What do you think you can do to help the people there?

B: I think (that) I can sell newspapers to raise money for them.

C: I think I can write to them to cheer them up.

D: ...

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通过写作练习，提高学生综合运用语言的能力。

及时总结语法和日常用语，使学生对语言功能的认识由感性上升到理性。

在培养学生听、说、读、写语言技能的基础上开展综合探究活动，进一步拓展学生的语言知识，提高学生的语言技能。

通过设计一系列的任务型活动，进一步培养学生在不同场合中综合运用语言知识的能力，同时加强学生的合作意识。

## 2 Written work

Describe the clothes you are wearing today. Then write a passage. The following questions may help you.

1. What are you wearing today?
2. What color/size/... are your clothes?
3. What materials are they made of?
4. What do you think of them?

## 3a Grammar focus

so ... that ..., ... so that ..., such ... that ...

I liked it so much that my father bought it for me.

My old coats are so short that I want to buy some new ones.

I want to buy a windbreaker so that I will look more handsome.

It's such a cool windbreaker that you should buy it immediately.

## 3b Useful expressions

Shall we meet at the school gate at 8 a.m.? All right.

What size would you like? Size M.

Could you tell me where to buy a scarf? You are what you wear.

## 4 Project

1. Survey your friends about their favorite clothes and fill in the table.

Name	Type	Color	Size	Material

2. Write a report about your survey.
3. Present your report to the class.

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Yukio



Sally



Helen



Mr. Lee



Miss Wang



Li Ming



Maria

Wang Junfeng

Steve



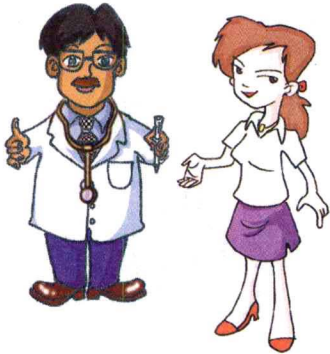
Jane

Kangkang

Michael



Kangkang's father and mother



Ms. Jones



Maria's father and mother



Jane's father and mother



Li Xiang



Zhou Weilun





# Scope and Sequence

Unit	Title	Topic	Functional Items
5 Page 1	Feeling Happy	1. Why all the smiling faces? Page 1	Describing feelings and expressing emotions Talking about movies and operas
		2. I feel better now. Page 9	Sharing feelings with other people Giving advice to people in a bad mood
		3. Many things can affect our feelings. Page 17	Expressing how things affect our feelings Taking care of ourselves
6 Page 25	Enjoying Cycling	1. We're going on a spring field trip. Page 25	Talking about a field trip Making reservations Talking about how to raise money
		2. How about exploring the Ming Tombs? Page 33	Talking about exploring Describing activities and expressing our reactions to the activities Describing the experiences of different activities
		3. Bicycles are popular. Page 41	Talking about traffic rules, signs and warnings Talking about cycling races
Page 49		Review 3	





Structures	Target Language	Vocabulary
Linking verb + adjective	You look excited. I feel disappointed. It's so funny and interesting. Did she sound upset?	invite, smile, none, taste, seem, proud, smell, cry, lonely, lively, mad, role, gesture, culture, peace
Adverbial clauses of reason Equal comparison	She feels very lonely because she has no friends to talk with. I thought the roads here were not so clean as those in our hometown.	strict, shy, send, fail, experience, suggestion, normal, accept, refuse, understand, anybody, though
<i>let</i> + object + verb <i>make</i> + object + noun <i>make</i> + object + verb <i>make</i> + object + adjective	The doctor lets Michael rest for a few days. Your classmates make you monitor. Sometimes it makes me feel happy. Rainy days make me sad.	nervous, bitter, test, speech, monitor, boss, thought, noise, spirit, magazine, decision, sense
Infinitives	I'd like to book some tickets to Mount Tai on March 13th. I want to make a room reservation. The best way to raise money is to sell newspapers.	field, vehicle, airline, decide, total, raise, hotel, standard, condition, comfortable, dollar, sell, noon, forward
Adverbial clauses of time	Darren was reading <i>Ren'ai English Post</i> when Michael came in. As they were exploring happily, the crowd of people became larger and larger. He didn't raise his head until someone called him.	receive, postcard, perfect, mark, eastern, north, east, tour, space, push, direction, step, notice, sight, huge, beside, guard, realize
Adverbial clauses of condition	If people obey the traffic rules, there will be fewer accidents. If you drive too fast, you may have an accident. If you go to Qinghai Lake, maybe you can see the Tour of Qinghai Lake.	passenger, crazy, anywhere, impossible, death, slow, rush, warn, trouble, courage, lead, smooth, success, final, result, successful

### Review of Units 5–6



# Scope and Sequence

Unit	Title	Topic	Functional Items
7 Page 53	Food Festival	1. We are preparing for a food festival.  Page 53	Talking about plans to raise money Talking about the food festival Writing invitations
		2. Cooking is fun!  Page 61	Talking about ways to cook Talking about sequence Talking about table manners and eating habits in different countries
		3. Welcome to our food festival!  Page 69	Talking about ordering food and taking an order Talking about ways of eating and healthy eating
8 Page 77	Our Clothes	1. What a nice coat!  Page 77	Talking about types of clothes
		2. Different jobs require different uniforms.  Page 85	Talking about ways of dressing Dressing for different occasions Dressing for your body type
		3. Let's go and watch the fashion show.  Page 93	Talking about different customs and cultures of dressing
Page 101		Review 4	



Structures	Target Language	Vocabulary
Object clauses ( I )	I know he wants to build a new school for his poor village in Nigeria. I believe we'll raise a lot of money for Daniel Igali. May I invite you to our food festival?	imagine, soup, cheese, biscuit, pancake, western, Indian, Russian, pity, sale, supply
Object clauses ( II ) Comparative and superlative degrees of adverbs ( I )	Can you tell me if it's polite to eat with your arms or elbows on the table in America? But I think you did better than me. Wow, Michael did best of all.	cut, oil, add, cooker, pork, immediately, advantage, cheap, butter, piece, polite, spoon, course, southern
Comparative and superlative degrees of adverbs ( II )	We'd like Beijing Roast Duck and vegetable soup. Jane cooked more successfully. Kangkang cooks (the) most successfully of the three. The more regularly we eat, the healthier we are.	lady, gentleman, satisfy, guest, menu, wine, bill, lemonade, salad, coke, worth, effort
<i>so ... that ...</i> <i>so that ...</i> <i>such ... that ...</i>	I liked it so much that my father bought it for me. I want to buy a windbreaker so that I will look more handsome. It's such a cool windbreaker that you should buy it immediately.	cotton, silk, scarf, jeans, overcoat, handbag, hat, sock, pocket, size, natural, depend, glove, nearly, northern, silver, iron, society
Object clauses (III)	Could you tell me when you wear your uniforms? Can you tell me what I should wear here? It's necessary for us to wear sports shoes on the playground.	allow, interview, tie, ceiling, soldier, hide, pilot, airport, police, officer, require
Object clauses (IV)	He said it was wonderful. She asked Kangkang what he was doing. He said he was doing his homework.	traditional, Asian, personal, choice, hardly, except, marriage, outside

### Review of Units 7–8



# UNIT 5 Feeling Happy

## Topic 1

## Why all the smiling faces?



1



### Look, listen and say

Kangkang: Hi! How are you doing?

Jane: Very well, thank you. You look excited. Why?

Kangkang: Guess what! My father and mother want to invite your parents to go to the movies.

Maria: Really? What movie are they going to see?

Kangkang: *The Sound of Music*.

Jane: Oh, it is one of my favorite movies. When are they going?

Kangkang: This Saturday. And we can spend the evening at my house. My mom will prepare some delicious food for us.

Michael: Wow! That's great! I'm so happy. Please say thanks to your mom.



2



### Work alone

Look and describe the pictures with suitable words after the example.



Kangkang is/looks/feels *happy*.



2. \_\_\_\_\_



4. \_\_\_\_\_

worried  
funny  
happy  
sad  
angry  
afraid  
active



1. \_\_\_\_\_



3. \_\_\_\_\_



5. \_\_\_\_\_



## 3a



## Listen, read and say

Michael: Good morning, Mr. Lee.

Mr. Lee: Good morning. You look very happy this morning. Why all the smiling faces?

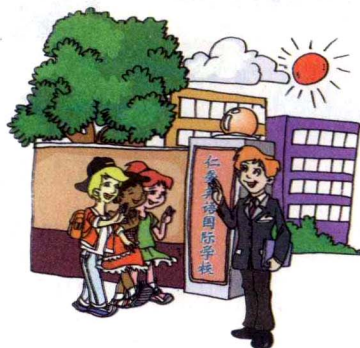
Michael: Our parents are going to the movie theater. And we children are going to spend the evening at Kangkang's house.

Mr. Lee: That's very exciting. What movie are they going to see?

Michael: They are going to see *The Sound of Music*.

Mr. Lee: How nice! They are very lucky. I went to buy a ticket, but there was none left. I feel disappointed.

Michael: What a shame!



## 3b



## Pair work

Talk about the following pictures in pairs after the example.

A: How does the food taste?

B: It tastes delicious.

①



taste/delicious

②



look/happy

③



sound/wonderful

④



feel/excited

## 4



## Work alone

Guess the meanings of the new words according to their opposites. Then complete the two stories.



Ji Gong is very poor, but he is \_\_\_\_\_ and \_\_\_\_\_. He often helps others. He is very \_\_\_\_\_ with the poor. So he is always \_\_\_\_\_.

happy/unhappy  
popular/unpopular  
poor/rich  
smart/silly  
kind/cruel



The landlord is rich but \_\_\_\_\_. He is \_\_\_\_\_ to the poor, so he is \_\_\_\_\_ with the people. He is \_\_\_\_\_.





1



## Listen, read and say

Kangkang: What's the matter with Mr. Lee? He seems a little unhappy.

Michael: He feels disappointed because he couldn't get a ticket to *The Sound of Music*. I think he really wants to watch it.

Jane: I hope he can see the movie next time. It's also my favorite. I think it's very interesting.

Maria: I love opera. My favorite is *Cats*. It's so funny and interesting. Kangkang, do you like opera?

Kangkang: No, I don't like it at all. It's boring. But my parents like Beijing Opera a lot.

Maria: So what do you like best?

Kangkang: The film, *Love Me Once More, Mom*. It's so moving.



2



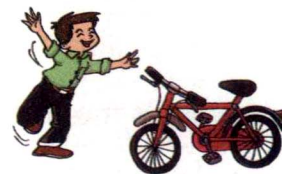
## Work alone

Make sentences according to the pictures after the example.



be proud of

They are proud of their player.



be pleased with

1. \_\_\_\_\_



seem worried

2. \_\_\_\_\_



become cloudy

3. \_\_\_\_\_



smell terrible

4. \_\_\_\_\_



turn green

5. \_\_\_\_\_



## 3a

**Look, listen and say**

Mother: Kangkang, are you setting the table for your friends?

Kangkang: Yes, Mom.

Mother: Just set three places. Michael isn't able to come. He has a temperature. His mother called just now.

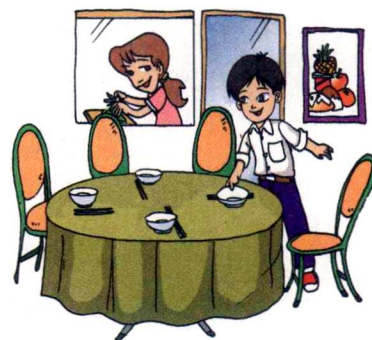
Kangkang: That's too bad! Did she sound upset?

Mother: Yes, of course.

Kangkang: I hope everything goes well. I'll ring up Michael later.

Mother: You can also phone Mr. Lee and tell him he can go to the movies with us.

Kangkang: OK! I'm sure Mr. Lee will be surprised!



## 3b

**Pair work**

Read 3a again. Discuss and complete the table.

Name	Feeling	Reason
Kangkang	sorry	
Michael's mother		
Mr. Lee		He can go to the movies.

## 4

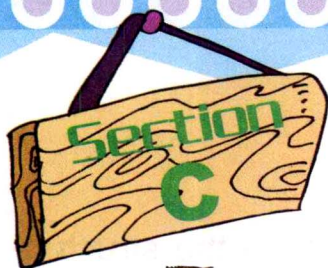
**Work alone**

Listen and complete the sentences.

- Mr. Lee was \_\_\_\_\_ to have a ticket and he also felt sorry for Michael.
- The music in the movie sounded \_\_\_\_\_.
- The parents felt \_\_\_\_\_ to see the movie together.
- The children were \_\_\_\_\_ to have supper at Kangkang's house. But they felt \_\_\_\_\_ for Michael.
- The food smelt \_\_\_\_\_ and tasted \_\_\_\_\_.







1a



## Read and understand

1. Read the poster and answer the questions.

- (1) What's the name of the movie?
- (2) When and where will the movie be shown?
- (3) How much does a ticket cost?

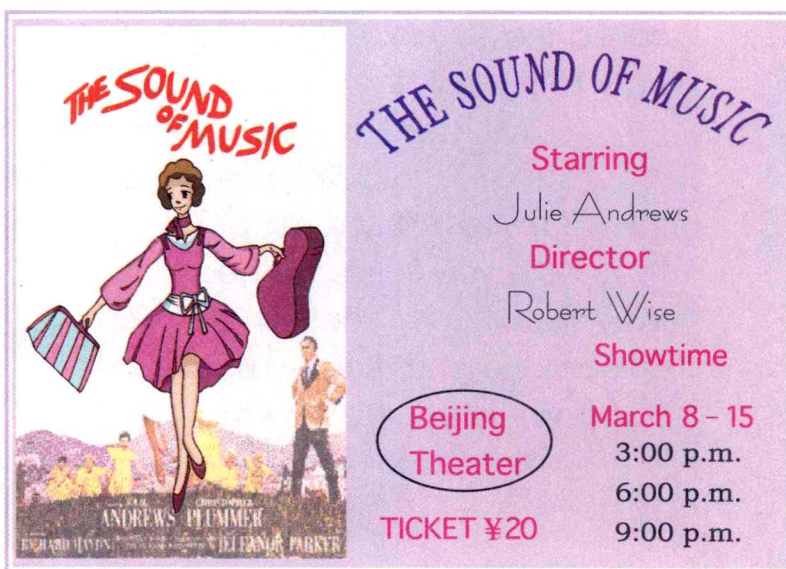
2. Read the passage quickly and underline the words that describe feelings.

*The Sound of Music* is one of the most popular American movies. It is a story about a young woman living in Austria. Her name was Maria. She went to the Von Trapp family to care for seven children.

Mrs. Von Trapp died, and the family were very sad and tired. The children cried and shouted every day. The father

was lonely and often became angry because of the noisy children.

Maria taught the children to sing lively songs and perform short, funny plays to cheer them up. The father was almost mad at first, but the smiling faces of his children pleased him and made him happy again.



1b



## Pair work

Read 1a again and discuss the questions.

1. What did Maria go to the Von Trapp family for?
2. Why were the family sad and tired?
3. How did Maria cheer up the children?
4. What do you think of Maria?