



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

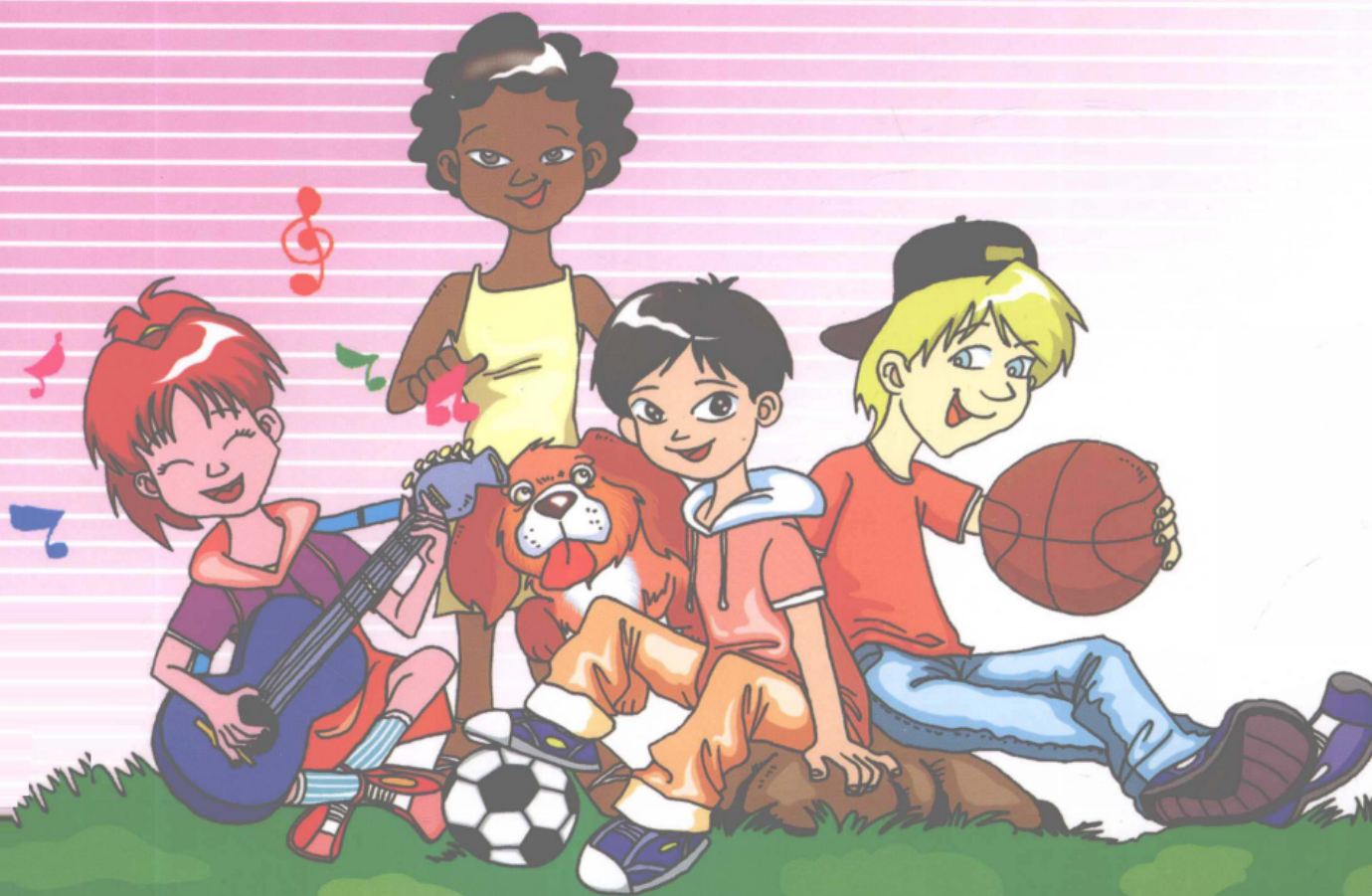
Project English

(七年级起始)

STUDENTS' BOOK

七年级 上册

北京市仁爱教育研究所 编著



北京教育出版社

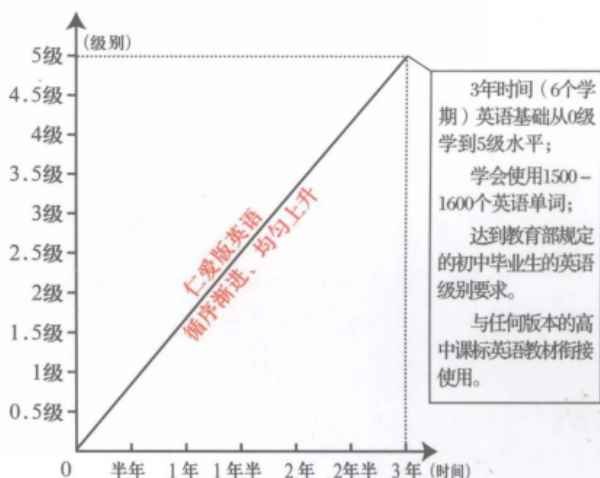
仁爱版英语（七年级零起点）是由北京市仁爱教育研究所于2002年3月依据《英语课程标准》在教育部成功立项、依据《英语课程标准》编写、于2003年9月第一次送教育部审查就获得通过的七年级零起点英语教材。

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为中国大陆七至九年级学生设计、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。

仁爱版英语教材包括：

- 教科书（黑白）
- 教科书（彩色）
- **多媒体互动电子教科书（两片）**
- 教师教学用书
- **仁爱英语原配课堂（同步辅导DVD）（六片）**
- **原配音标课堂（配互动音标光盘两片）**
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- 同步练习与测试（配录音带一盒）
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- 教材讲解
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- **同步语法**
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- 同步活页AB卷（配录音带两盒）
- 专用词典（配录音带一盒）
- 初中基础知识手册
- 小学升初中衔接教材（配录音带两盒）
- 英汉汉英专用词典（小学版）
- 英汉双解专用词典（中学版）



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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6年呕心沥血、耗费数千万巨资研究的成果。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初审通过的义务教育课程标准英语教科书及原配英语产品。

仁爱版英语教科书及原配英语产品均标有“北京市仁爱教育研究所编著或研制”字样及“”商标，凡没有以上两种标志的其他任何单位开发的配仁爱版英语教科书的点读笔、学习机、录音带、教辅等产品均属于盗版、侵权产品（**盗版及虚假宣传电子、纸质产品，无法下载或提供内容与教材不相配套，诱导师生犯错，降低学习成绩，无法正常使用。**）。

仁爱版英语教材有如下一些特点：

1. 零起点，针对性强：教材针对中国大部分地区7~9年级英语学习者的特点而编写，起点为零。从26个字母开始学习，重视语音、语调，以图文结合的形式呈现教学内容；教材内容体系的安排由浅入深、由简单到复杂逐步过渡；重视新旧知识的结合和语言现象的复现，话题环环相扣。因此，单词、句型再现率特别高，使学生的词汇量和语言知识像滚雪球一样不断循环滚动，逐渐增大，学生的英语水平呈螺旋式逐步提高。

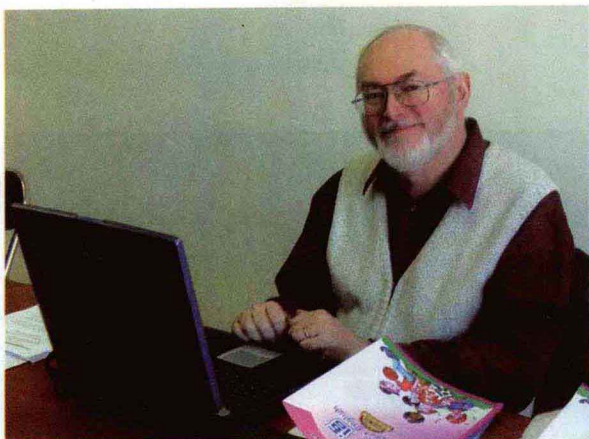
2. 体例、体系新：教材创造了国内最新的新课标英语教材编写体例、体系，以康康等四个小主人公相识、相知、成长、学习、生活的故事情节为主线贯穿教材始终，生活气息浓厚。整套教材共六册，每册由四个模块单元组成。每个模块由单元——话题——功能——任务构成，编写思路清晰，符合学生认知发展规律。单元按语言功能意念项目编排，话题按相关教学任务编排，每一话题四个小节(section)按听、说、读、写的语言技能编排。

3. 语言地道：本套书的加拿大主编 Jim Greenlaw 先生是加拿大著名英语教育专家，不列颠哥伦比亚大学教育学博士。他所率领的加拿大编写团队中的每位成员均为 ESL 教育专家，具有丰富的教材编写经验，保证了教材语言的纯正、地道、原汁原味。

中方主编王德春教授是博士生导师，中国修辞学会会长、中外语言文化比较学会副会长，享受国务院特殊津贴的国家级突出贡献专家。

4. 好教易学：教材充分体现了新课标的指导思想，把任务型教学与交际教学法灵活地运用于英语课堂。课题(project)探究活动构成了每个单元的核心，旨在让学生综合运用在本单元所学的语言知识、语言技能，提高用英语获取信息、处理信息、分析和解决问题的能力。

5. 原配英语产品配备齐全：为了让广大师生更好地使用仁爱版英语教材，教材主编及原创设计人员花费了大量时间、精力为广大师生创作设计了丰富完备的近30种仁爱版英语教材的多媒体互动电子教科书、原配课堂（同步辅导 DVD）、原配音标课堂、原配教辅等产品。



(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 DVD）、原配音标课堂、教科书录音带等教育电子产品是唯一合法授权使用的原配电子音像产品，由教材主编及原创设计人员亲自研制，唯一能按课本教学时间顺序同步配套使用教材学习内容，能让中国学生迅速摆脱“哑巴英语”和“方言英语”的困扰，帮助广大学生快速掌握正确的英语发音，开辟英语学习的第二课堂，营造全方位的英语学习环境，使学生能够真正地把英语当做一种交流的工具来学习。

(2) 品种齐全的原配纸质助学产品
唯一合法授权、教材主编及原创设计人员自己编著的《**仁爱英语报**》《英汉互动讲解》《教材讲解》《同步练习册》《同步练习与测试》《同步整合方案》《同步听力训练》《同步阅读训练》《同步活页 AB 卷》《专用词典》《同步语法》《中考总复习用书》等20多种原配教辅资料分别从不同角度、不同层次对教材内容进行补充、完善和拓展延伸。

(3) 丰富的网络课程资源
专为广大师生免费提供教学服务的仁爱教育网站（<http://www.renai-edu.com>），除了配有供广大一线教师和教研员免费下载的同步多媒体教学课件、优质示范课、教学案例设计之外，还为广大一线师生及教研员提供更加丰富实用的其他相关教学课程资源和最新的教育资讯。

作为一套真正的七年级零起点英语教科书，本套书最适合从七年级开始学习英语（小学未学过英语）的学生使用。对于小学已学过英语的学生，由于全国各地小学英语教师有相当部分为非英语专业、课时较少（每周2~3节课）以及小学英语考试很少等等诸方面的因素，使得小学阶段虽然开设了英语课程，但相当多的学生小学毕业时，其英语水平均未达到小学毕业之二级水平要求。因此，本套书也非常适合这部分英语水平在小学毕业时未达到二级英语水平要求的七年级学生使用。

北京市仁爱教育研究所
2010年6月

Guide to Project English

使用指南

TOPIC 2

1a Look, listen and say

Deng Yaping/China



Who is she?
She is Deng Yaping.
Where is she from?
She's from China.

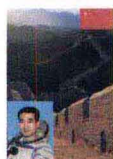
Stephen Hawking/England



Who is he?
He is Stephen Hawking.
Where is he from?
He's from England.

1b Pair work

Look at these pictures. Ask and answer the following questions in pairs.
Who's he/she? Where's he/she from?



Zhai Zhigang/China



Sarah Brightman/England



Michael Jordan/the U.S.A.

1c Group work

Collect some photos of famous people. Ask and answer the questions in groups.
Who's he/she? Where's he/she from?

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图文并茂、轻松活泼的听说练习，既符合零起点学生的认知水平，又能培养学生的听说能力。

内容丰富的合作练习，鼓励学生通过体验、实践、合作、探究等方式，发展听、说、读、写的综合语言技能。

语音练习既能帮助学生养成良好的发音习惯，又为学生进行流利的口语交际打下基础。

内容广泛的阅读训练，帮助学生提高理解能力和恰当运用语言的能力。

通过形式多样的写作活动提高学生综合运用语言的能力。

图文并茂、轻松活泼的听说练习，既符合零起点学生的认知水平，又能培养学生的听说能力。

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TOPIC 3

1 Listen and follow

/aɪ/	bike	knife	nine	/ɪ/	six	kid	pig
/əʊ/	go	nose	phone	/v/	box	dog	shop
/juː/	Cuba	student	computer	/ʌ/	bus	number	up

2 Read and understand

Read the passage. Help Jane and Huang Hua make their name cards.

Jane is from Canada. She is twelve years old. Now she is in Beijing Ren'ai International School. She is in Class Four, Grade Seven. Her phone number is (010)9267-6929.

Huang Hua is from China. His English name is Tom. He is twelve. He is in Class Three, Grade Seven. His phone number is (010) 9252-5233. They are not in the same class, but they are good friends.

3 Written work

Complete the passage with the information on the name card. Pay attention to the capital letters.

Name: Bai Lili English name: Lily
Age: 13 From: Beijing
Class: Four Grade: Seven
Phone number: (010) 6298-6575
ID number: 230123199712062261
School: Yuying Junior High School

Bai Lili is _____ Beijing. Her _____ name is Lily. She is _____.
Now she is in Yuying Junior High School. She is in _____, _____, Her _____ is (010) 6298-6575. Her ID number is _____.

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2 Read and understand

Read the passage. Underline the children's clothes and circle the colors.

Look at this photo. The girl in yellow is Maria. She is tall. She has short brown hair. Michael is strong. He is in a black cap and blue shoes. He has blond hair. Jane is in a purple T-shirt and a pink skirt. Her hair is red. The boy in a white T-shirt is Kangkang. His pants are blue. They look different, but they are good friends.



3 Work alone

Listen to the conversations and find the children in the picture. Then listen again and complete the sentences.

- Helen ()
- Lisa ()
- Bill ()
- Peter ()



1. The girl in _____ is Helen.
2. The girl in _____ is Lisa.
3. The boy in a _____ coat is Bill.
4. The boy in _____ pants is Peter.

4 Class activity

Let's chant.

If you're wearing RED,
Put your hands on your head.
If you're wearing BLACK,
Touch your back.
If you're wearing BROWN,
Touch the ground.

If you're wearing BLUE,
Put your hands on your shoe.
If you're wearing YELLOW,
Wave to your fellow.



任务型听力活动的设计，既能培养学生的听力技能，又能引导学生通过观察、体验、实践的方式参与课堂活动，提高学习效率。

轻松活泼的童谣，帮助学生感受英语语言的节奏美。

及时对语法和日常用语进行系统归纳，从而引导师生正确把握话题重点。

通过设计任务型探究活动，促使学生利用多种途径，综合运用已学知识，与他人进行交流，从而培养学生的合作精神和创新意识。

3a Grammar focus

Countable Nouns and Uncountable Nouns (1)

banana egg hamburger fish chicken rice bread juice milk

3b Useful expressions

Help yourself/yourself (to some fish). Thank you.
 What do you usually have for breakfast? I usually have milk and bread for breakfast.
 May I take your order, sir? Fish with vegetables and rice, please.
 Would you like something to drink? Yes. A glass of apple juice, please./ No, thanks.
 What would you like to eat? Let me see. / I'd like some ...
 Why not have some fish and eggs? Good idea.
 Milk for me, please. Wait a moment, please.
 Here you are. I'm very glad to be here.

4 Project

1. Talk about your family members at the English Corner, using the following questions. Then complete the table.

- (1) What does your father/mother/ ... do?
- (2) Where does he/she work?
- (3) What's his/her favorite food?
- (4) What does he/she usually like to drink?



Person	Job	Workplace	Food	Drinks

2. Write a passage according to the information above.

Yukio



Sally



Helen



Mr. Lee



Miss Wang



Li Ming



Maria



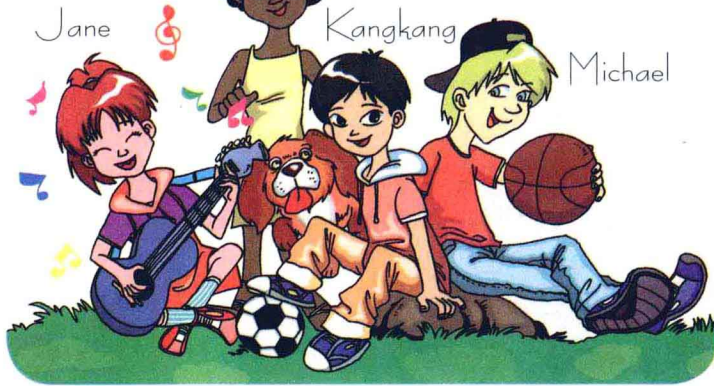
Wang Junfeng



Steve

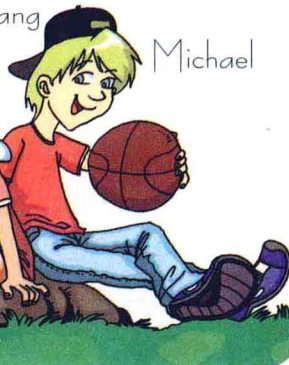


Jane

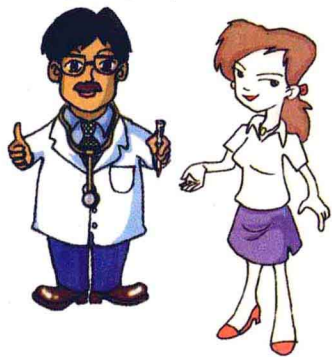


Kangkang

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 Item
1 Page 1	Making New Friends	1. Welcome to China! Page 1	Greeting Introducing Saying farewells
		2. Where are you from? Page 9	Talking about people's names, where they are from and their phone numbers
		3. What class are you in? Page 17	Talking about people's ages, classes and grades Identifying things
2 Page 25	Looking Different	1. I have a small nose. Page 25	Describing people's appearance
		2. What does she look like? Page 33	Describing people's appearance and clothes Identifying colors
		3. Whose jacket is this? Page 41	Talking about possessions
Page 49		Review 1	



Structure	Target Language	Vocabulary
Present Simple <i>to be</i> : <i>am/is/are</i>	Good morning! Hello! Are you Maria? No, I'm not. I'm Jane. Nice to meet you. Miss Wang, this is Michael. See you later. See you.	Alphabet A-Z
Wh- Questions: <i>What/Where/Who</i> Subject Pronouns	What's your name? My name is ... Where are you from? I'm from ... Who is she? She is ... What's your telephone number? My telephone number is ... / It is ...	Personal names Country names Numerals 0-10
Demonstrative Pronouns Wh- Questions: <i>What/How</i> Articles: <i>a/an</i> Plurals	How old are you? What class are you in? I'm in Class Four, Grade Seven. What's this/that in English? It's an eraser/a map. How do you spell it? What are these/those? They are books/apples.	Numerals 11-20 School things: eraser, pencil, desk, pen, ruler ...
Present Simple <i>to have</i> : <i>have/has</i>	I have a small nose. We/You/They have round faces. He/She/It has a wide mouth. Does he have long hair? Yes, he does. / No, he doesn't.	Parts of the body: nose, face, hair, mouth, leg, foot ... Adjectives: big/small, long/short, round, wide ...
Wh- Questions: <i>What</i>	We don't have the same looks. What color is it? It's pink. What does she look like? What color are these shoes? The girl in yellow is Maria.	Colors: black, pink, brown, green ... Clothes: T-shirt, cap, skirt ...
Possessive Pronouns Wh- Questions: <i>Whose</i> The Possessive Case of Nouns	Is this your cap, Jane? Yes, it's mine. / No, it's not mine. Whose cap is it, then? It's Sally's. Whose bananas are these? They're their bananas/theirs.	Pronouns: mine, hers, our, us, him ... bike, bag, jacket, find, help

Review of Units 1–2

Structure	Target Language	Vocabulary
Personal Pronouns Present Simple: <i>to like/want/speak ...</i>	Could you please tell me your name? Sure. My name is Jane. Do you like Chinese? Yes, I do. Does he speak Chinese? Yes, he does. / No, he doesn't. He wants to visit the Great Wall.	could, tell, sure, speak, some, poor, pet, want, visit, lot, all, any
Wh- Questions: <i>What/Where</i>	What does your mother do? She is a teacher. Where does he work? He works in a hospital.	Occupations: doctor, worker, driver, farmer, cook, nurse ... Family members: mother, father, parent, aunt, uncle, brother, daughter, son ...
Wh- Questions: <i>What</i> Countable Nouns (I) Uncountable Nouns	What would you like to drink? What do you usually have for breakfast? Would you like something to drink? Yes, please. / No, thanks. Would you like to have dinner with me? Yes, I'd like to.	Food and drinks: fish, chicken, rice, juice, milk, vegetable, bread ... breakfast, lunch, supper, dinner
Wh- Questions: <i>How much/How many</i> some/any Countable Nouns (II) Uncountable Nouns	What can I do for you, madam? May/Can I help you? How much is it/are they? It's/They're ... How do you like the pants? Why not try on that pair?	Numerals 21-999 pair, shop, need, kilo, salt, heavy
<i>Would you like ...?</i> <i>How about ...?</i> <i>What about ...?</i>	Would you like to go to West Hill for a picnic? Oh, I'd love to. How about flying a kite with me? May I speak to Maria? Who's this, please? This is Sally.	free, Sunday, picnic, call, forget, guitar, sing, song, kite, carry
Wh- Questions: <i>What</i> Expressions of time	What time is it, please? What's the time, please? It's one o'clock. I like them very much. What are your favorite animals, Jane? It's time to get up.	Animals: panda, monkey, lion, tiger, elephant zoo, past, quarter, clever

Review of Units 3-4

UNIT 1 Making New Friends

Topic 1

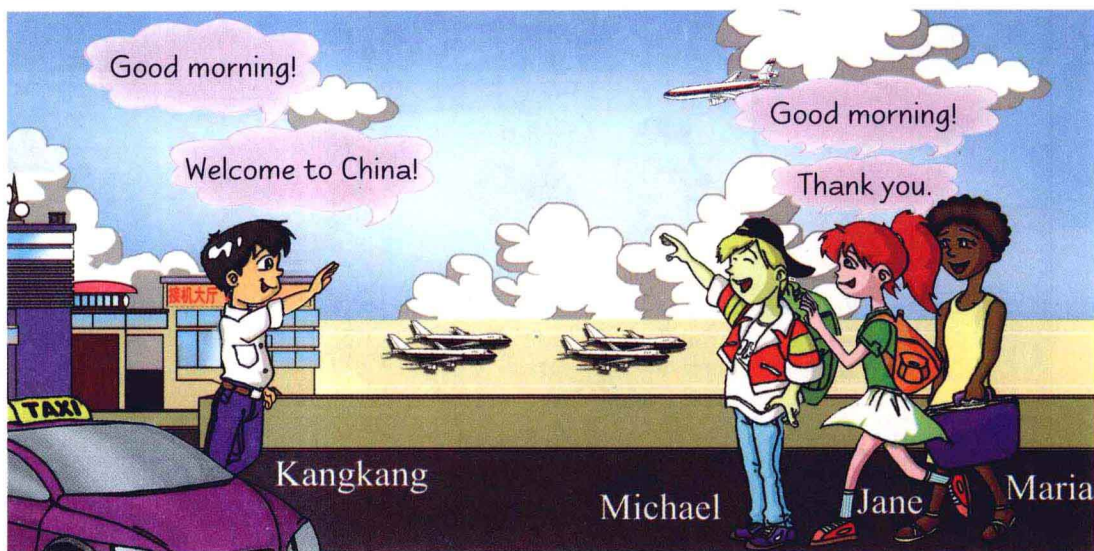
Welcome to China!



1a



Look, listen and say



1b



Work alone

Listen and number the names you hear.

Maria

Jane

Kangkang ①

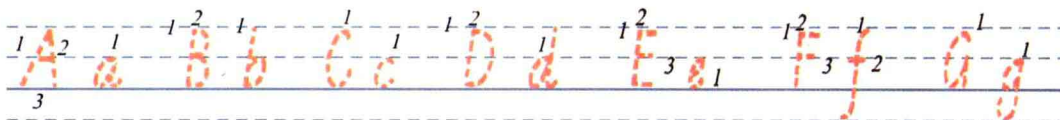
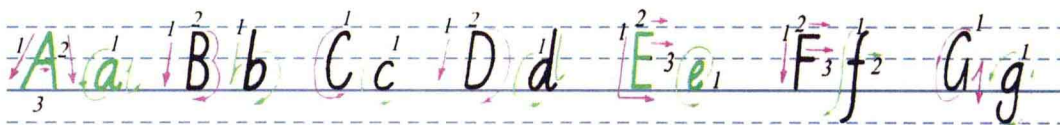
Michael

2a



Listen, say and write

Aa Bb Cc Dd Ee Ff Gg



2b



Work alone

Listen and circle the letters you hear.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

3a



Look, listen and say



3b



Group work

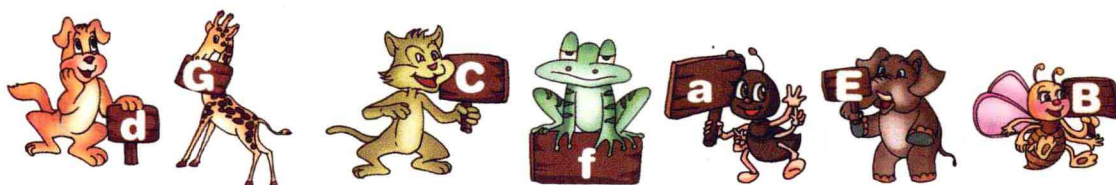
Introduce yourselves using *I'm ...* Then practice 3a in groups using your own names.

4



Work alone

Match and write down the letters on the line.



A b c D e F g



1a



Look, listen and say

Kangkang: Good morning, Miss Wang!

Miss Wang: Good morning!

Kangkang: Miss Wang, this is Michael.

Michael, this is Miss Wang.

Michael: Nice to meet you.

Miss Wang: Nice to meet you, too.



1b



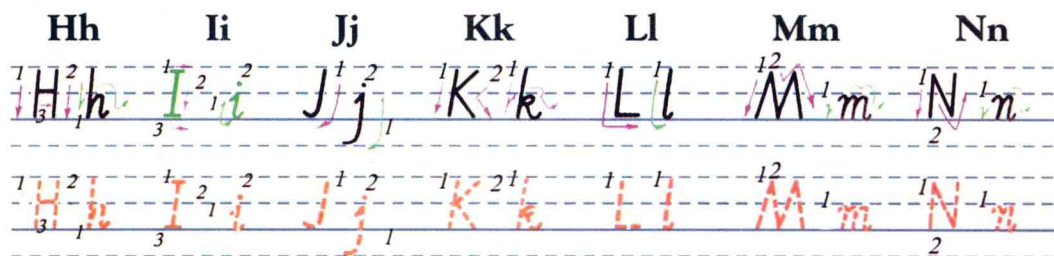
Group work

Introduce your new classmates to others, using *This is ...* Then make your own conversations according to 1a.

2a



Listen, say and write



2b



Work alone

Listen and circle the letters you hear.

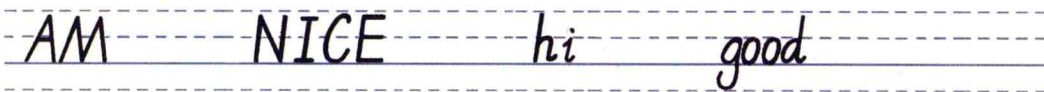
Aa Gg Hh Mm Bb Ll Dd Jj Ii Kk

2c



Work alone

Rewrite the words using small or capital letters.



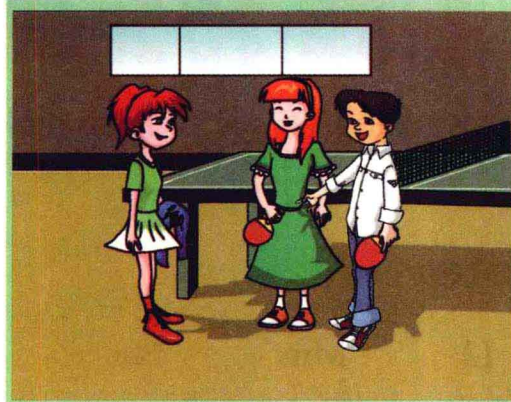
3a  **Look, listen and say**

Maria: Hi, Mr. Lee! Nice to see you.
 Mr. Lee: Hi, Maria! Nice to see you, too.
 Maria: Mr. Lee, this is my mom. Mom, this is my teacher, Mr. Lee.
 Mom: How do you do?
 Mr. Lee: How do you do?



3b  **Group work**

Complete the conversation according to the picture. Then practice in groups.



Kangkang: Hi, Jane! _____
 Jane: Hi, _____! Nice to see you, too.
 Kangkang: Jane, this is Helen.
 Helen, _____.
 Jane: How do you do?
 Helen: _____

4  **Work alone**

Match the following sentences with the proper responses.

- | | |
|------------------------|---------------------------|
| 1. How do you do? | a. Good morning! |
| 2. Welcome to Beijing! | b. How do you do? |
| 3. Nice to meet you. | c. Thank you. |
| 4. Are you Jane? | d. Nice to meet you, too. |
| 5. Good morning! | e. Yes, I am. |

5  **Listen, read and understand**

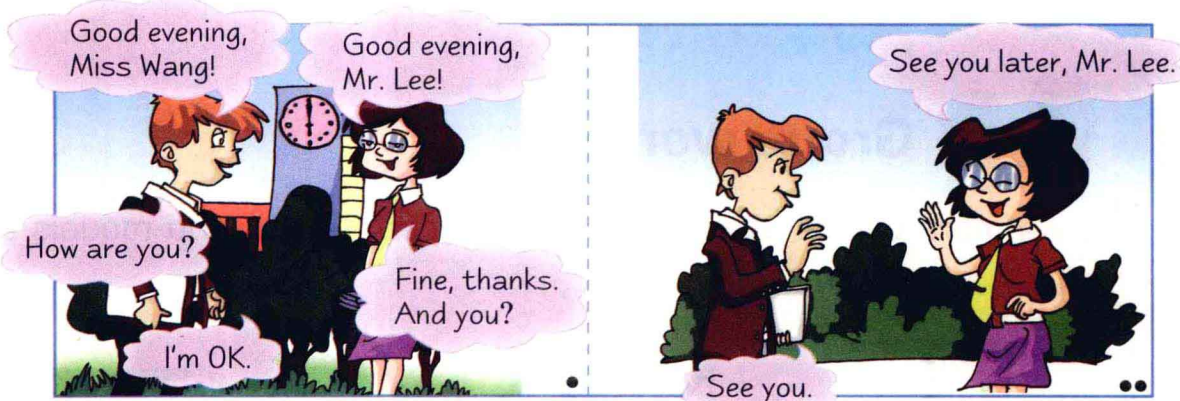
ABC BBC CBA NBA CD ID
 kg km ml cm mm

SECTION C

1a



Look, listen and say



1b



Pair work

Practice the conversations above with your partner, using your own names. Then change partners and practice again.

2a



Listen, say and write

Oo

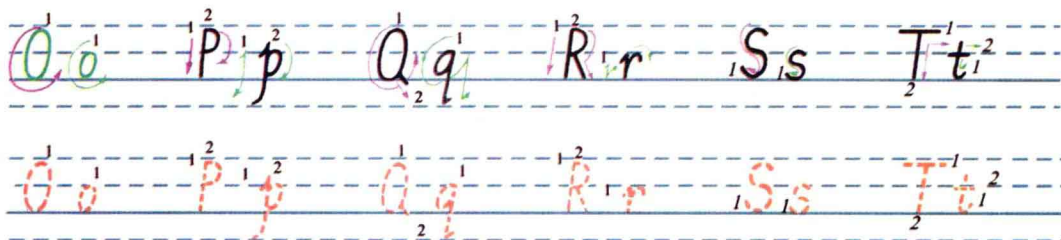
Pp

Qq

Rr

Ss

Tt



Uu

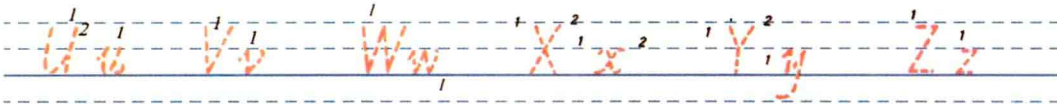
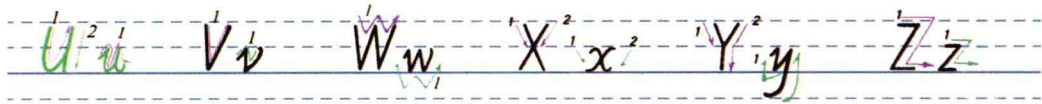
Vv

Ww

Xx

Yy

Zz



2b



Work alone

Listen and circle the letters you hear.

Ff

Ll

Mm

Nn

Oo

Pp

Qq

Ss

Ww

Xx

Yy

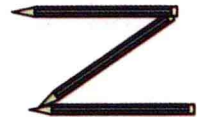
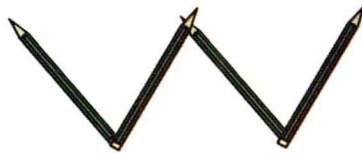
Zz

3



Group work

Make more capital letters with pens or pencils after the models and then read them out.



4



Class activity

Sing this song.

The ABC Song

$$1=C \frac{2}{4}$$

1 1 | 5 5 | 6 6 | 5 - | 4 4 | 3 3 | 2 2 | 1 - | 5 5 | 4 4 | 3 3 | 2 - |
 A B C D E F G, H I J K L M N, O P Q and R S T,
 5 5 | 4 4 | 3 3 | 2 - | 1 1 | 5 5 | 6 6 | 5 - | 4 4 | 3 3 | 2 2 | 1 - ||
 U V W X Y Z. Hap-py, hap-py we shall be, when we learn our A B C.

