

经全国中小学教材审定委员会
2002年初审通过

义务教育课程标准实验教科书

英语

(新目标)

Go for it!

STUDENTS' BOOK

七年级 下册

(中国) 课程教材研究所
英语课程教材研究开发中心 合编
THOMSON (美国) 汤姆森学习出版集团



人民教育出版社

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说 明

本书是人民教育出版社出版的《义务教育课程标准实验教科书英语（新目标）》的系列教材之一。这套教材是在（美国）汤姆森学习出版集团最新出版的 *Go for it!* 教材的基础上，由人民教育出版社与汤姆森学习出版集团合作改编而成的。它采用任务型语言教学（Task-Based Language Teaching）模式，融汇话题、交际功能和语言结构，形成了一套循序渐进的生活化的学习程序。在修改过程中，编者依据国家教育部颁发的《英语课程标准》（实验稿），对原书的结构与内容作了适当的调整，增加了复习单元、文化背景知识和学习策略等部分，并增加了任务型学习成份和语篇输入。本书每个单元都列出明确的语言目标、主要的功能项目与语法结构、需要掌握的基本词汇，并分为 A 和 B 两部分。A 部分是基本的语言内容，B 部分是知识的扩展和综合的语言运用。每个单元还附有 Self Check 部分，学生可用来自我检测本单元所学的语言知识。

本书共 16 个单元，其中包括 2 个复习单元，2 个文化单元，供七年级下学期使用。

本书的第一次改编，得到北京师范大学外语系罗少茜副教授的帮助。在本书的第二次改编过程中，北京市八一中学史小鹞老师参与了部分改编工作，在此一并表示谢意。

课程教材研究所
英语课程教材研究开发中心

2003 年 12 月

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David Nunan

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Guide to *Go for it!*

《英语(新目标)》使用指南

《英语(新目标)》学生用书的每一个单元有6页,其中包括课文A和课文B以及自我检测。

课文A 为目标句型提供分步示例和指导性练习

课文B 使学生能够对已经学过的目标句型运用自如

自我检测使学生对自己的英语水平有明确的认识

• 每个单元的语言目标

• 每个单元的重点词汇

• 语法结构与功能

• 任务型听力练习

• 结对练习核心对话

UNIT 4

SECTION A **I want to be an actor.**

Language Goal: Talk about jobs

1a Match the words with the pictures.

1. sales assistant
2. doctor
3. actor
4. reporter
5. police officer
6. waiter
7. bank clerk
8. student

1b Listen and number the people [1-3] in the picture above.

1c PAIRWORK Practice the conversation below. Then ask and answer questions about the other people in the picture.

A: What does she do?
B: She's a doctor.

19

2a Listen and number the pictures [1-3] below.

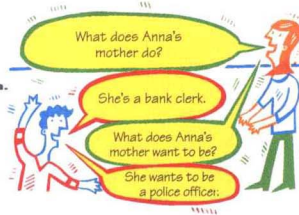


2b Listen again and fill in the chart.

Name	Job	Wants to be
1. Anna's mother	bank clerk	police officer
2. Tony's father		
3. Susan's brother		

2c PAIRWORK

Ask and answer questions about the pictures in activity 2a.



Grammar Focus

What do you do?	I'm a reporter.
What does he do?	He's a student.
What does she do?	She's a doctor.
What do you want to be?	I want to be an actor.
What does he want to be?	He wants to be a bank clerk.
What does she want to be?	She wants to be a sales assistant.

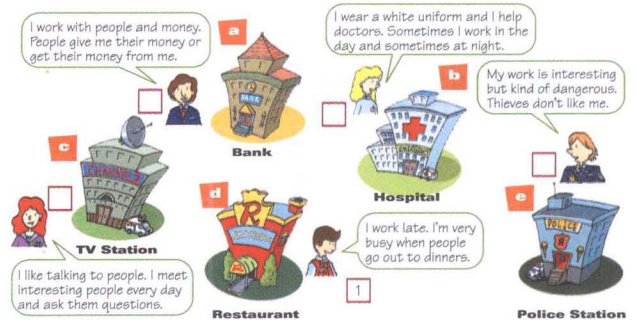
• 多种听力练习

• 不同任务的结对活动

• 语法与功能重点

3a Match the jobs with the people in the pictures.

- 1. waiter 3. bank clerk 5. reporter
- 2. nurse 4. police officer



3b PAIRWORK

Practice the conversation on the right. Use the jobs and places in activity 3a.



4 GAME Guess the job!

Draw a picture of someone at work. Your classmates ask two questions and then guess the job.



• 各种课堂活动

- 自我评价
- 词汇知识的评价

- 语言应用能力的评价

- 幽默卡通

SELF CHECK

1 Key word check. Check (✓) the words you know.

<input type="checkbox"/> actor	<input type="checkbox"/> bank clerk	<input type="checkbox"/> sales assistant	<input type="checkbox"/> doctor	<input type="checkbox"/> student	<input type="checkbox"/> police officer
<input type="checkbox"/> reporter	<input type="checkbox"/> waiter	<input type="checkbox"/> busy	<input type="checkbox"/> exciting	<input type="checkbox"/> dangerous	<input type="checkbox"/> fun
<input type="checkbox"/> difficult	<input type="checkbox"/> boring	<input type="checkbox"/> interesting			

2 Write five new words in your Vocab-Builders.

3 Complete the ad.

Happy Children School

We are an international school for children of 5-12. We want a cook, a library assistant and a sports coach. You need:




	Cook	Assistant	Sports coach
Languages	Chinese		
Skills			

4 Imagine you want one of the jobs at HCS. Write and explain why you are a good person for the job.

Dear Sir or Madam,

I am a cook. I speak Chinese and English. I can cook Chinese, French and Japanese food ...

Just for Fun!

24 UNIT 4 • I want to be an actor.

《英语(新目标)》系列配套

学生用书 (含磁带)

教师用书

练习册

评价手册 (含磁带)

Target language	Vocabulary	Recycling	Learning Strategies
<p>Is there a bank near here? Yes, there's a bank on Center Street.</p> <p>Where's the supermarket? It's next to the library.</p> <p>Is there a pay phone in the neighborhood? Yes, it's on Bridge Street on the right.</p>	<p>post office, video arcade, bank, supermarket, avenue, pay phone, park</p> <p>dirty, old</p> <p>left, right</p> <p>next to, across from, near, between</p>	<p>hotel, street</p> <p>new, clean, quiet, big, small, busy</p> <p>What are you doing?</p> <p>Do you want to ...?</p>	<p>Using context</p> <p>Transforming information</p>
<p>Why do you like koala bears? Because they are cute.</p> <p>They're kind of shy. They're very big.</p>	<p>zoo, animal, tiger, elephant, koala bear, dolphin, panda, lion, penguin, giraffe</p> <p>smart, cute, fun, ugly, intelligent, friendly, shy, kind of</p> <p>Africa</p>	<p>beautiful, small, quiet, scary, interesting</p> <p>very</p> <p>Australia, Japan, Brazil, China</p> <p>He is from ...</p> <p>She's five years old.</p>	<p>Using what you know</p> <p>Inferring content</p>
<p>What size pizza would you like? I'd like a large/medium/small pizza.</p> <p>What would you like on it? I'd like cheese, green peppers and mushrooms, please.</p> <p>What's your address? My address is ...</p>	<p>large, medium</p> <p>pizzas, pepperoni, green peppers, mushrooms, onions, cheese, olives, hot dogs, lemonade, iced tea, juice</p> <p>would like</p>	<p>small, tomatoes, soda, salad, hamburgers, numbers 1-9</p> <p>I like ...</p> <p>I don't like ...</p> <p>address, phone number</p> <p>have</p>	<p>Role playing</p> <p>Listening for key words</p>
<p>What does he do? He's a waiter.</p> <p>What do you want to be? I want to be an actor.</p> <p>Where does she work? She works at a bank.</p>	<p>doctor, reporter, police officer, waiter, bank clerk, sales assistant</p> <p>dangerous</p>	<p>actor, student</p> <p>fun, busy, exciting, difficult, boring, interesting</p> <p>father, mother, cousin, sister</p> <p>want</p> <p>TV, bank</p>	<p>Personalizing</p> <p>Inferring vocabulary</p>
<p>What did you do over the weekend?</p> <p>On Saturday evening I went to the movies. On Saturday morning I cleaned my room.</p> <p>How was your weekend? It was great.</p>	<p>played, went, did, was, cleaned, watched, visited, studied</p> <p>beach, geography</p>	<p>guitar, homework, library</p> <p>weekend, Saturday, morning, room, great, good</p> <p>soccer, tennis, movie, math test</p>	<p>Inducing</p> <p>Cooperating</p>
<p>Where are the rock CDs? Go upstairs and turn left ...</p> <p>They're behind the jazz CDs.</p> <p>What's your favorite kind of music? My favorite kind of music is ...</p>	<p>pop, classical, jazz, country, dance</p> <p>amazing, terrible, awful, not bad</p> <p>upstairs</p>	<p>great, cool, fantastic, OK</p> <p>go straight, left, right</p> <p>What's your favorite ...?</p> <p>My favorite ...</p> <p>I like ...</p> <p>Who's ...?</p>	<p>Classifying</p> <p>Listening for specific information</p>

《英语(新目标)》学生用书 (七年级下册) 目录

Unit	Title	Topic	Functions	Structures
Page 37	Review of units 1-6			
7 Page 41	What does he look like?	Physical appearance	Describe people's appearance	Yes/No questions and short answers Present tense <i>to wear</i> Adjectives of general description
8 Page 47	What is John like?	Personalities	Describe people's personalities	<i>What, Who</i> questions Adjectives of personality
9 Page 53	It's raining!	The weather	Describe the weather Describe what you are doing	Present progressive tense <i>How</i> questions Yes/No questions and short answers
10 Page 59	Where did you go on vacation?	Holidays and vacations	Talk about past events	Past tense of regular and irregular verbs <i>was/were</i> <i>How</i> questions
11 Page 65	What do you think of game shows?	Popular culture	Give opinions Talk about likes and dislikes	<i>Wh-</i> questions What do you think of ...? (formulaic) <i>I do. too./I don't. either.</i>

Target language**Vocabulary****Recycling****Learning Strategies**

What does he look like?
He's tall.
He's short and he has straight hair.
Do you know David?
No. What does he look like?

short, curly, long,
straight hair, medium build,
height, thin, heavy, bald
brown, blonde
glasses, hair, beard, mustache

tall
She has ...
He's ...
Is that ...?
It is/ It isn't.
black

Guessing
Sequencing

That's Peter.
What's he like?
He's very funny.
Who's the tall kid?
He's Peter's brother.

serious, unfriendly,
generous, outgoing,
easygoing, moody

very, kind of, really
shy, funny, friendly,
smart, interesting
brother, sister,
cousin
short hair
I like ...
because

Reflecting
Practicing

How's the weather?
It's raining.
How's it going?
It's great.
Is Aunt Sarah there?
Yes, she is.
What's she doing?
She's cooking.

raining, sunny, cloudy,
snowing, windy, cold, cool,
warm, humid
cooking

hot
playing, watching,
studying
computer games,
basketball, tennis
uncle, aunt,
cousins, not bad,
great, terrible,
pretty good, beach,
lemonade

Cooperating
Using what you know

Where did you go on vacation?
We went to New York.
Did you go to Central Park?
Yes, I did.
How was the weather?
It was humid.

were, stayed, visited, felt
expensive, inexpensive,
crowded, delicious

went, did
not bad, pretty
good, terrible,
great, fun, beautiful,
unfriendly,
interesting
vacation, mountain,
summer camp,
museum, food,
movies, volleyball,
fantastic, tennis,
beach, soccer,
weather, uncle,
restaurant

Using context
Role playing

What do you think of soap
operas?
I can't stand them.
I don't, either.
I love "Tell it like it is!"
I do, too.

talk show, soap opera,
sports show, sitcom,
game show
love, don't mind, can't stand
wallet, hair clip, belt,
key ring

scarf, sunglasses
I like ...
I don't like ...
ring, watch
brother

Self-evaluating
Personalizing

SECTION A

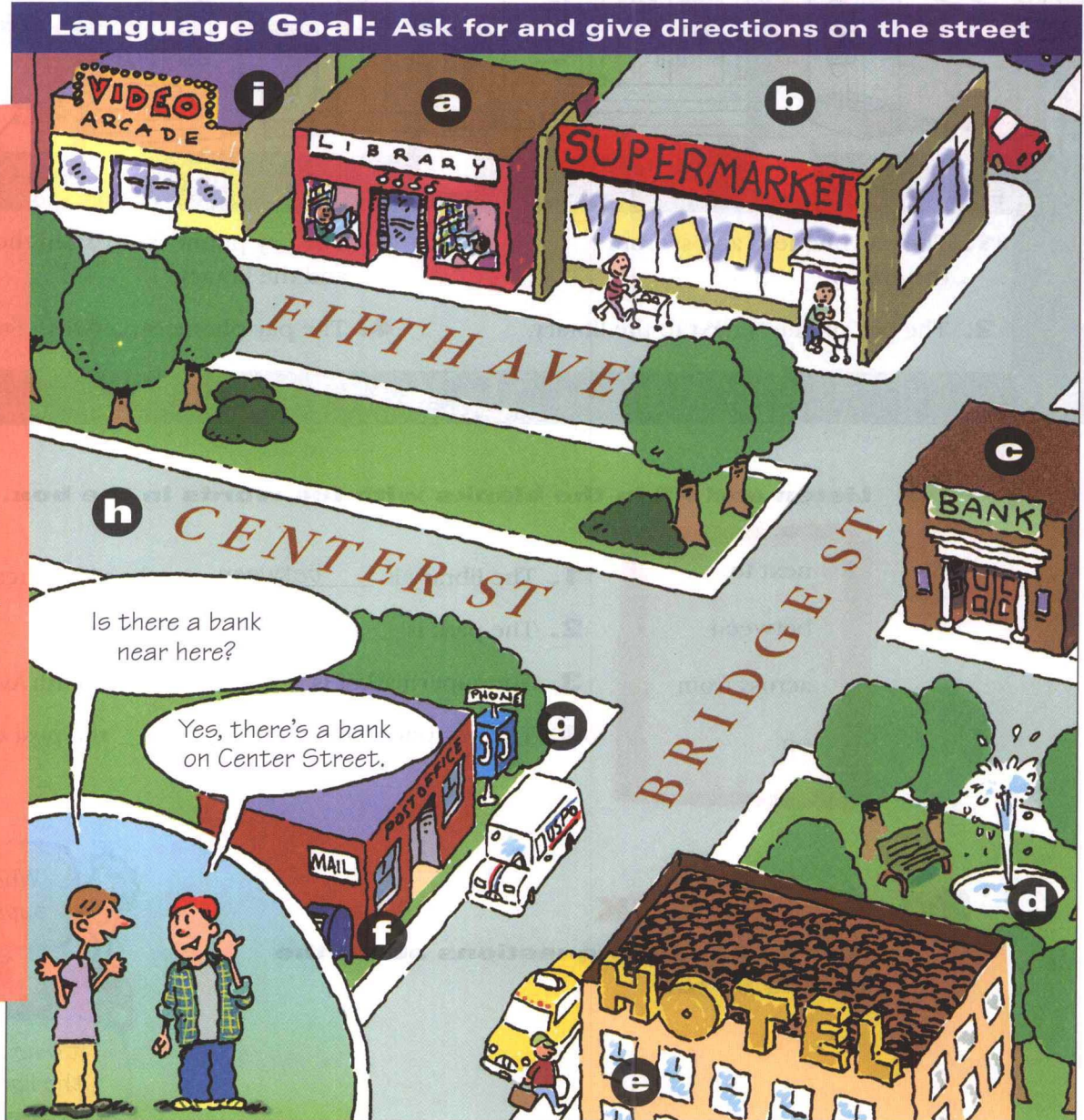
Where's the post office?

Language Goal: Ask for and give directions on the street

1a

Match the words with the places in the picture.

1. post office f
2. library _____
3. hotel _____
4. video arcade _____
5. bank _____
6. supermarket _____
7. street _____
8. pay phone _____
9. park _____



1b

Listen and circle the places you hear in 1a.

1c

PAIRWORK

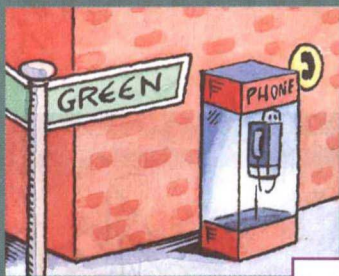
Practice the conversation below. Then ask and answer questions about the other places in the picture.

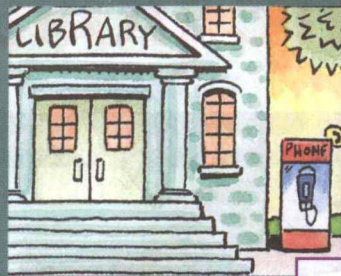
A: Is there a bank near here?

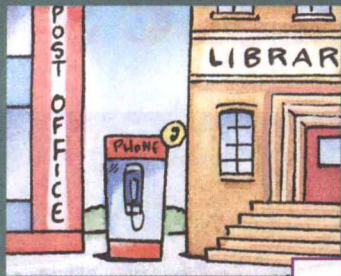
B: Yes, there's a bank on Center Street.

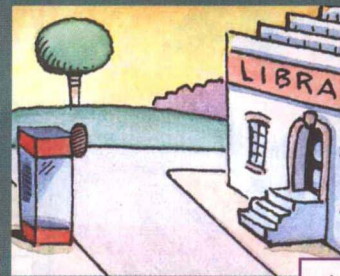
2a

Match the sentences with the pictures. Write the number in the box.









1. The pay phone is across from the library.

2. The pay phone is next to the library.

3. The pay phone is between the post office and the library.

4. The pay phone is on Green Street.



2b

Listen and fill in the blanks with the words in the box.

next to

between

across from

on

1. The library is between the video arcade and the supermarket.

2. The park is _____ the bank.

3. The supermarket is _____ Fifth Avenue.

4. The pay phone is _____ the post office.

2c

PAIRWORK

Ask and answer questions about the places in 1a.



**Grammar
Focus**

Is there a supermarket?

Yes, there is. / No, there isn't.

Where's the park?

It's on Center Street.

Where's the hotel?

It's across from the bank.

Where's the pay phone?

It's next to the post office.

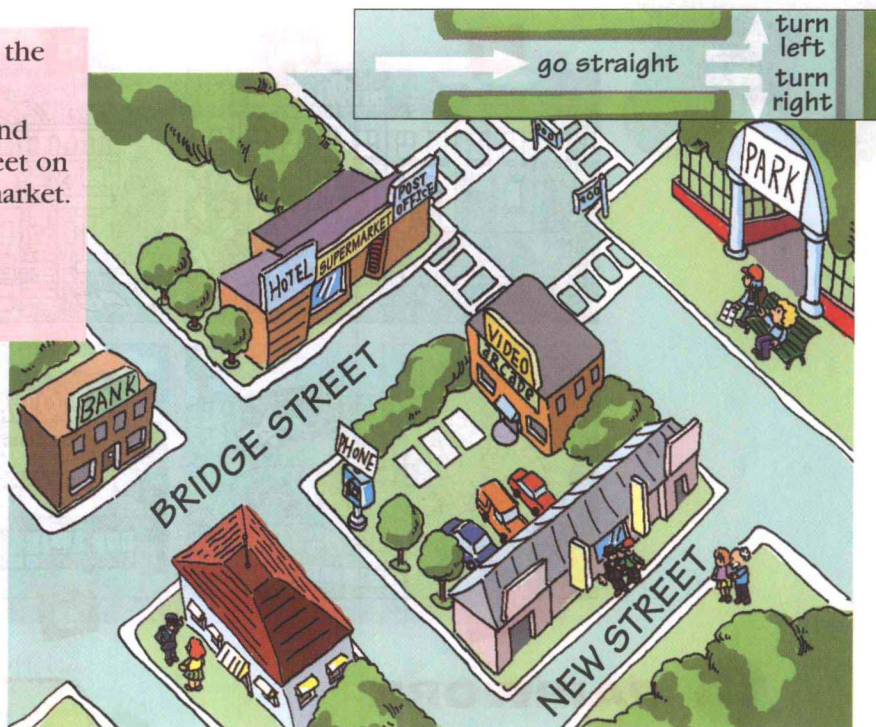
Where's the library?

It's between the video arcade and the supermarket.

3a

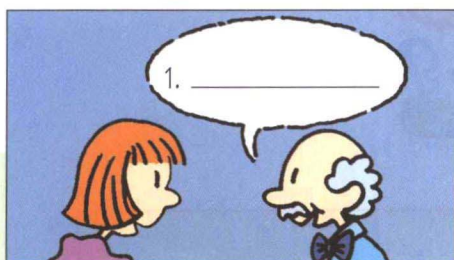
Read the conversation and find Paul and Nancy in the picture.

- Paul:** Excuse me. Is there a hotel in the neighborhood?
- Nancy:** Yes, there is. Just go straight and turn left. It's down Bridge Street on the right. It's next to a supermarket.
- Paul :** Thank you very much.
- Nancy :** You're welcome.

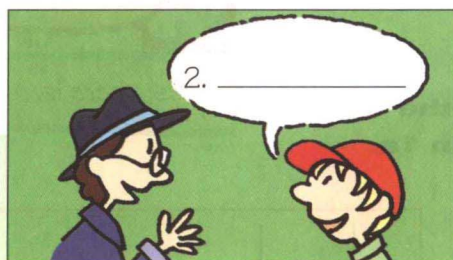


3b

Look at the picture above and complete the conversations.



1. Is there a pay phone in the neighborhood?



2. Where's the bank?



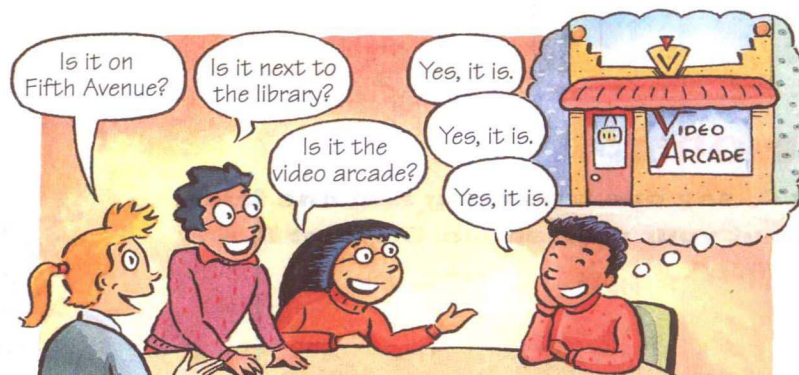
3. Is there a post office in the neighborhood?

4

GAME Ask me a question!

Take turns to choose a place in the picture in 1a.

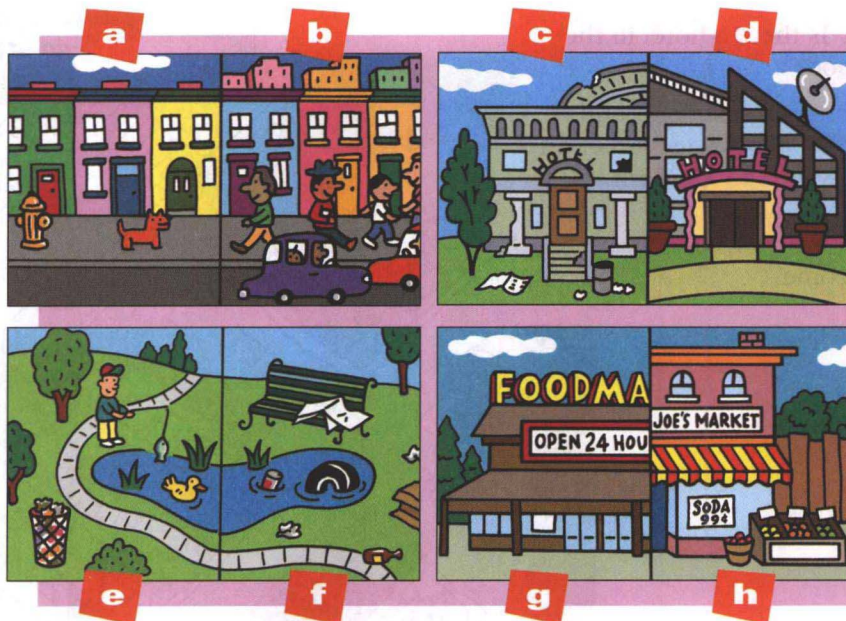
The other students ask questions and guess the place.



SECTION B

1a

Match the words with the pictures below.



- e a clean park
- a new hotel
- a quiet street
- a big supermarket
- a dirty park
- a small supermarket
- an old hotel
- a busy street

1b

PAIRWORK

Ask your partner about where he or she lives.



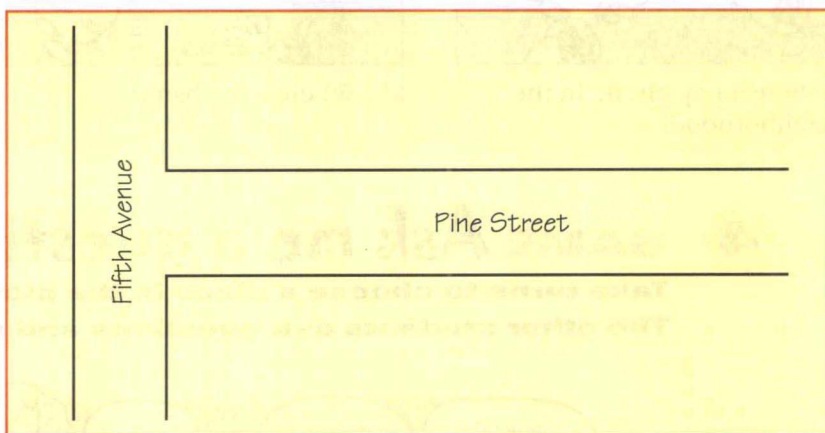
2a

Listen and circle the places you hear in 1a.



2b

Listen again. Draw a map of Michael's neighborhood in the box.



2c

PAIRWORK

Student A, say one true thing and one false thing about your map above. Student B, say "Yes" or "No".

