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2002年初审通过

义务教育课程标准实验教科书

# 英语

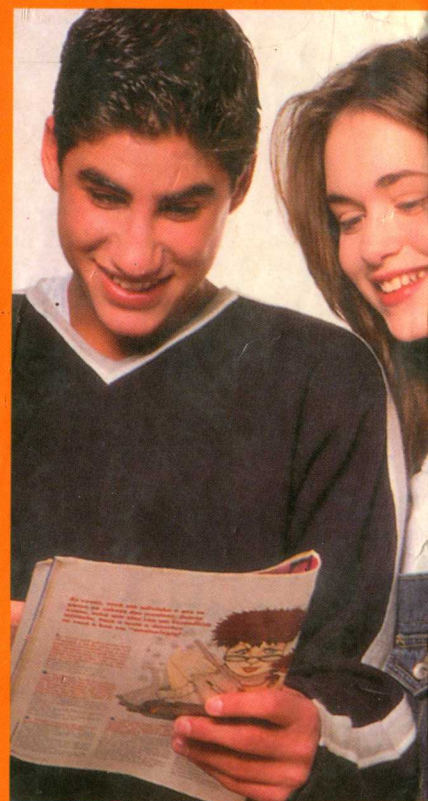
(新目标)

## 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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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

2004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.

- shop assistant
- doctor
- actor
- reporter
- policeman
- waiter
- bank clerk
- student

**1b** Listen and number the people [1-3] in the pictures 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.



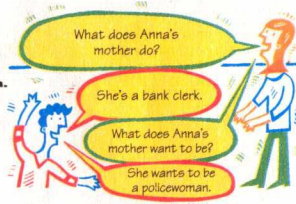
**2a** Listen and number the pictures [1-3] below.



**2b** Listen again and fill in the chart.

Who	Job	Wants to be
1. Anna's mother	bank clerk	
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 shop assistant.

• 多种听力练习

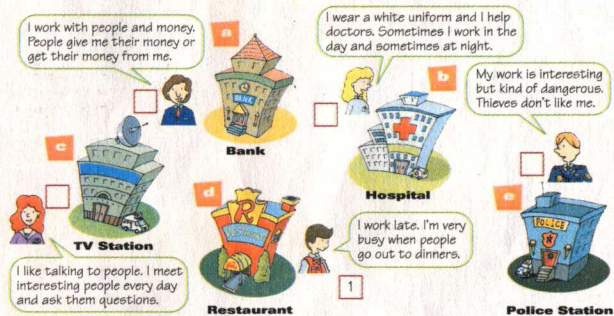
• 不同任务的结对活动

• 语法与功能重点

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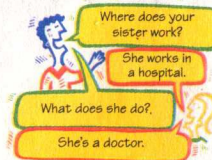
**3a** Match the jobs with the people in the pictures.

- waiter
- nurse
- bank clerk
- policeman
- reporter



**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



## SECTION B

1a Match the words with the pictures.

1. a exciting      3. c busy      5. d difficult  
2. b dangerous      4. f fun      6. e boring



### 1b PAIRWORK

Talk about the jobs in the pictures above.

### 1c What other jobs do you know?

Use the words from activity 1a to describe these jobs.



2a Listen to the conversation. What jobs do Betty, Jenny, and Sam want? Write the jobs below.

	Wants to be	Why?
Betty	policewoman	
Jenny		
Sam		

2b Listen again. Why are Betty, Jenny, and Sam interested in these jobs? Complete the chart above.



### 2c GROUPWORK

What do you want to be? Why? Tell your classmates.

UNIT 4 • I want to be an actor.

## 词汇扩展

## 新旧语言知识综合运用

## 各类同步阅读

## 循序渐进的写作练习

## 创造性活用所学语言的各类课堂活动

### 3a Read the newspaper want ads.

Fill in the blanks with the correct jobs.

Jobs	1	2	3
actor	WANTED: Do you like to work late? Do you like to work hard? Do you like to meet people? If your answer is "Yes", then we have a job for you as a <u>waiter</u> . Call Al's Restaurant at 555-3937.	SUMMER JOB: Do you like to talk with people? Do you like to write stories? Do you want to work for a magazine? Then come and work for us as a <u>reporter</u> . Please call Karen at 555-8823.	HELP WANTED: Do you like to sing and dance? Do you like to work with other young people? Do you want to be in the school play? Do you like to work evenings and weekends? We need an <u>actor</u> today! Call Frank at 555-2559.

### 3b Write words for the pictures in the newspaper want ad.

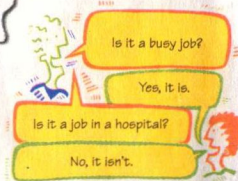
WANTED: Do you want a 1. busy but exciting job? Do you want to work with actors, 2. and other interesting people? We need a 3. waiter. Call the Evening 4. at 555-3256.

### 3c Write your own newspaper want ad.

Wanted: \_\_\_\_\_

### 4 GROUPWORK

What jobs did your classmates write about? Ask and answer questions to find out.



UNIT 4 • I want to be an actor.

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- 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.

☐ actor

☐ bank clerk

☐ shop assistant

☐ doctor

☐ student

☐ policeman

☐ reporter

☐ waiter

☐ busy

☐ exciting

☐ dangerous

☐ fun

☐ difficult

☐ boring

☐ interesting

**2** Write five new words in your Vocab-Builder.

**3a** Complete the chart.

**Happy Children School**  
 We are an international school for children of 5-12. Our children are from Japan, Canada and Singapore. We want a P.E. teacher to teach: soccer, volleyball, tennis. We also want a music teacher to teach: guitar, piano and violin.

	P.E. Teacher	Music Teacher
Skills		
Can speak ...		

**3b** 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 P.E. teacher. I speak ...  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Just for Fun!**

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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)

教学挂图



# 《英语(新目标)》学生用书 (七年级下册) 目录

Unit	Title	Topic	Functions	Structures
<b>1</b> Page 1	<b>Where's your pen pal from?</b>	<b>Countries, nationalities, and languages</b>	Talk about countries, nationalities, and languages Ask and tell where people live	<i>Where</i> questions with <i>from</i> <i>Where</i> questions with <i>live</i> <i>What</i> questions
<b>2</b> Page 7	<b>Where's the post office?</b>	<b>The neighborhood</b>	Ask for and give directions on the street	<i>Where</i> questions Affirmative statements Prepositions of place
<b>3</b> Page 13	<b>Why do you like koalas?</b>	<b>Animals in a zoo</b>	Describe animals Express preferences	<i>Why, What, Where</i> questions <i>Because ...</i> Adjectives of quality
<b>4</b> Page 19	<b>I want to be an actor.</b>	<b>Occupations</b>	Talk about jobs	<i>What, Where</i> questions Present tense <i>to want, to work</i> Affirmative and negative statements
<b>5</b> Page 25	<b>I'm watching TV.</b>	<b>Everyday activities</b>	Talk about what people are doing	Present progressive tense Yes/No questions and short answers
<b>6</b> Page 31	<b>It's raining!</b>	<b>The weather</b>	Describe the weather Describe what you are doing	Present progressive tense <i>How</i> questions <i>Yes/No</i> questions and short answers



Target language	Vocabulary	Recycling	Learning Strategies
Where is your pen pal from? She's from Australia. Where does she live? She lives in Sydney. What language does she speak? She speaks English.	Canada, France, Japan, the United States, Australia, Singapore, the United Kingdom Sydney, New York, Paris, Toronto, Tokyo French, Japanese pen pal	She has ... brother, sisters What's her name? P.E., music, movies China, Chinese, English	Using what you know Deducing Personalizing
Is there a bank near here? Yes, there is. It's on Center Street. Where's the supermarket? It's next to the library. Is there a pay phone in the neighborhood? Yes, it's on Bridge Street on the right.	post office, restaurant, bank, supermarket, avenue, pay phone, park dirty, clean left, right next to, across from, near, between, in front of, behind	hotel, street new, big, small, busy Do you want to ...?	
Why do you like koalas? Because they are cute. They're kind of shy. They're very big.	zoo, animal, tiger, elephant, koalas, dolphin, panda, lion, penguin, giraffe smart, cute, ugly, clever, friendly, beautiful, shy, kind of Africa	small, quiet, scary, interesting very Australia, China He is from ... She's five years old.	Using what you know Inferring content
What does he do? He's a waiter. What do you want to be? I want to be an actor. Where does she work? She works at a bank.	doctor, reporter, policeman, waiter, bank clerk, shop assistant dangerous	actor, student fun, busy, exciting, difficult, boring, interesting father, mother, cousin, sister want TV, bank	Personalizing Inferring vocabulary
What are you doing? I'm doing my homework. Do you want to go swimming? Yes, I do. When do you want to go? At three o'clock.	watching, doing, eating cleaning, playing, swimming, shopping, reading pool, mall, library	Do you want ...? Let's ... boring, interesting	Cooperating
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, hot, cold, cool, warm, humid cooking beach	playing, watching, studying computer games, basketball, tennis uncle, aunt, cousins not bad, great, beautiful	Cooperating Using what you know



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	I'd like some noodles.	Food	Order food	What questions Modal verb <i>would</i>
9 Page 53	How was your weekend?	Weekend activities	Talk about recent past events	Simple past of regular and irregular verbs What questions How was your weekend? (formulaic)
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> How questions
11 Page 65	What do you think of game shows?	Popular culture	Give opinions Talk about likes and dislikes	Wh-questions What do you think of ...? (formulaic) <i>I do, too. / I don't, either.</i>



Target language	Vocabulary	Recycling	Learning Strategies
<p>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?</p>	<p>short, curly, straight hair, medium build, height, thin, heavy brown, blonde glasses, beard wear</p>	<p>She has ... He's ... Is that ...? It is. / It isn't. black, red</p>	<p>Guessing Sequencing</p>
<p>What size bowl of noodles would you like? I'd like a large/medium/small bowl of noodles. What kind of noodles would you like? I'd like beef and tomato noodles, please. What's your address? My address is ...</p>	<p>large noodles, beef, chicken, mutton, potatoes, cabbage, dumplings, porridge, soup, green tea, orange juice would like</p>	<p>small, tomatoes, hamburgers, numbers 1-9 I like ... I don't like ... address, phone number have</p>	<p>Role playing Listening for key words</p>
<p>What did you do last weekend? On Saturday morning I cleaned my room. On Saturday evening I went to the movies. How was your weekend? It was great.</p>	<p>played, went, did, was, cleaned, watched, visited, studied geography, library, practice, test, mountain talk show</p>	<p>guitar, homework weekend, Saturday, Sunday morning, room, great, good soccer, tennis, movie, math history</p>	<p>Inducing Cooperating</p>
<p>Where did you go on vacation? We went to New York City. Did you go to Central Park? Yes, I did. How was the weather? It was humid.</p>	<p>were, stayed, visited, felt summer camp, museum expensive, awful, crowded, delicious, fantastic</p>	<p>went, did pretty good, hot, great, boring, unfriendly, interesting mountain, hotel, sunny, food, tennis, beach</p>	<p>Using context Role playing</p>
<p>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.</p>	<p>soap opera, sports show, sitcom, game show don't mind, can't stand wallet, scarf, belt, key ring</p>	<p>sunglasses I like ... I don't like ... love, talk show, watch brother</p>	<p>Self-evaluating Personalizing</p>



# 《英语(新目标)》学生用书 (七年级下册) 目录

Unit	Title	Topic	Functions	Structures
<b>12</b>  Page 71	<b>Don't eat in class.</b>	<b>Rules</b>	Talk about rules	Imperatives <i>Can</i> for permission Modal <i>have to</i>
<b>Page 77</b>	<b>Review of units 7-12</b>			
<b>Page 81</b>	<b>Additional Material</b>			
<b>Page 103</b>	<b>Culture Units</b>			
<b>Page 104</b>	<b>Culture Unit 1 - Football</b>			
<b>Page 108</b>	<b>Culture Unit 2 - Festivals</b>			
<b>Page 112</b>	<b>Vocab-Builder</b>			
<b>Page 114</b>	<b>Pronunciation Table</b>			
<b>Page 115</b>	<b>Words and Expressions in Each Unit</b>			
<b>Page 123</b>	<b>Vocabulary Index</b>			



Target language	Vocabulary	Recycling	Learning Strategies
Don't eat in class! Can we wear hats? No, we can't. We don't have to wear a school uniform.	rule, arrive, classroom, dining hall, hallway, outside, fight uniform, sports shoes, gym have to	go out, practice eat, run, wear, clean, watch TV, listen friends, music, guitar, school, homework can, can't	Scanning Deducing
	football, player, famous, fan, country, stadium, club, team, member, Olympic pitch, striker, defender, goalkeeper, midfielder, position	Wh - questions My favorite ... they, them but	Role playing Personalizing
	festival, lantern, picnic, turkey, karaoke machine, firework, celebrate, lunar month Thanksgiving, American, Halloween, Christmas, church, present	Wh - questions My favorite ... that, their	Classifying Personalizing



# UNIT 1

## SECTION A

# Where's your pen pal from?

重点句  
Where is your pen pal from?  
She is from Mexico.  
Where does she live?  
She lives in Mexico City.  
What language does she speak?  
She speaks English and Spanish.

Language Goals: Talk about where people are from



1a

Listen and repeat these countries.

1. Canada
2. France
3. Japan
4. the United States
5. Australia
6. Singapore
7. the United Kingdom
8. China



1b

Listen and circle the countries in 1a you hear.

1c

### PAIRWORK

Practice the conversations in the picture. Then look at the things in your backpack. Where are these things from? Ask and answer questions.

A: Where is your pen pal from?

B: She's from Japan.