



义务教育教科书

英语

Project English

七年级 上册



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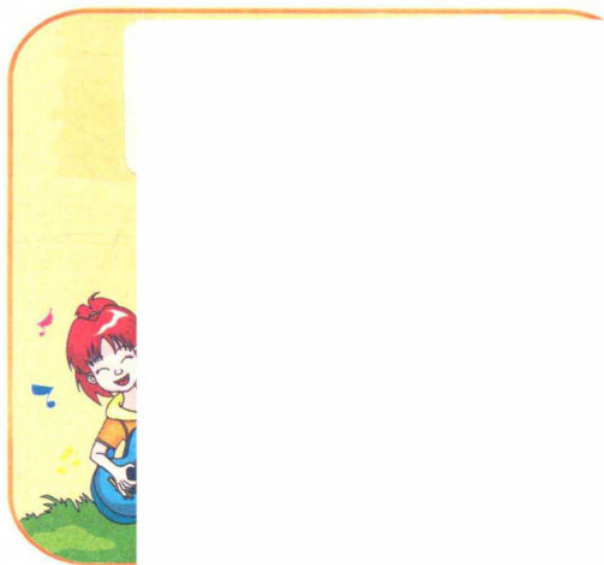
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前言

亲爱的同学们：

你们好！欢迎你们学习使用仁爱版初中英语教材，与我们共同开启初中英语学习的大门！

仁爱版初中英语教材是由加拿大英语专家Jim Greenlaw博士和北京市仁爱教育研究所数十位英语专家及中国最优秀的英语教师依据教育部《义务教育英语课程标准（2011年版）》，针对中国5000多万初中学生的英语学习现状编写而成的初中英语教材，它将陪伴你们度过绚丽斑斓的初中生活。

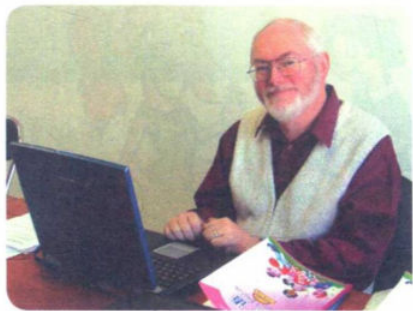
同学们，你们经过了4~6年小学阶段的英语学习后，都有了一定的英语学习基础。你们已经能够读出26个英文字母并了解简单的拼读规则，学习了600~700个单词并能初步运用400个左右的英语核心词汇进行简短的口语表达。所有这些小学英语知识的学习和积累都为你们能够顺利地进入初中阶段仁爱版初中英语教材的学习打下了扎实的基础。

仁爱版初中英语教材在你们所学的小学英语知识的基础上循序渐进地导入了教育部《义务教育英语课程标准（2011年版）》所规定的初中阶段必须掌握的英语知识，将语音学习系统地贯穿于整套6册教材之中，使你们能了解语音在语言学习中的重要意义，培养根据读音规则和音标拼读单词、听音写单词的能力。整套6册教材还均匀融入了更多新奇、有趣的话题，让你们在轻松愉悦的氛围中掌握1500~1600个五级英语词汇并能加以灵活运用。我们真诚地希望你们每一个人都能通过学习使用仁爱版初中英语教材达到综合语言运用能力的提升，成为具有探究精神的自主学习者。

此外，由于我国现阶段还有少部分农村地区因师资欠缺、开课不足等原因使该部分地区的孩子们的英语基础十分薄弱，为此我们在七年级上册设计并调整了第一单元作为预备学习单元，供你们选用。

在本册教材中，从第一课起你们就会结识许多新朋友，他们是中国男孩康康、加拿大女孩简、古巴女孩玛丽亚、美国男孩迈克尔等，并将与他们一起学习四个话题：结交新朋友、谈论外貌、朋友聚会和郊游乐趣。相信你们会乐于融入到他们的学习生活中，并逐步地学会用英语谈论这些话题；你们还有很多机会参与到双人或小组活动当中去，与同伴们一起用英语完成任务。另外，你们还会在教材中发现一些闪闪发光的金钥匙，它们是你们学习的小贴士，能极大地帮助你们提高英语学习效率、逐步养成自主学习的能力。

同学们，希望你们能积极热情地参与教材中的活动、享受英语学习的乐趣，使你们的听说读写能力得到全面的提高！我们相信只要认真地将整套6册仁爱版初中英语教材学完，你们都能达到教育部《义务教育英语课程标准（2011年版）》的五年级英语水平要求，并能满怀信心地迎接未来任何版本高中阶段英语教材（6~9级）的挑战学习。



Main Characters in the Book

Yukio



Sally



Helen



Mr. Brown



Miss Wang



Li Ming



Steve



Maria



Jane

Kangkang

Michael

Wang Junfeng



Kangkang's father and mother



Ms. Jones



Maria's father and mother



Li Xiang



Jane's father and mother



Zhou Weilun



Guide to Project English

使用指南

UNIT 2 Looking Different

TOPIC 1 I have a small nose.



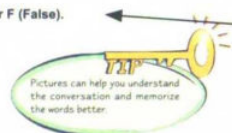
1a Listen, look and say.

A: Who am I? Can you guess?
 B: Yes. Are you Michael?
 A: No, I'm not. I have a small nose,
 but he has a big one.
 B: Do you have big eyes?
 A: Yes, I do.
 B: Oh, I know. You are Kangkang.
 A: Yes, you're right.



1b Listen to 1a and mark T (True) or F (False).

- Kangkang has big eyes. ()
- Michael has a small nose. ()
- Kangkang has a big nose. ()
- A is Michael. ()



1c Listen to the words and match them with the picture. Then make sentences with have/has.



Example:

I have a big nose, but he/she has a small nose.

27

Section A 和 Section B 以对话形式在真实的语境中呈现新的语言材料，为语言的输出做准备。

在看图理解的基础上听懂对话，通过不同的听力活动，帮助学生完成对新材料的理解，提高其听说能力。

同一主题下的语言输入，以多种活动形式进一步提高学生听的能力，同时引导学生综合所学词汇、语法和功能进行练习，提高其综合运用语言能力。

呈现字母及字母组合的读音规则，系统训练学生拼读单词的能力。

UNIT 2

2a Listen and complete the sentences. Then read them aloud.



2b Complete the following sentences with have/has.



3a Listen and read the sounds and words aloud.

Letter	o	u	r	ng	y	
Sound	/ou/	/u/	/ju:/	/r/	/ŋ/ /j/	
Word	go	not	pupil	red	king	yes
	home	dog	unit	rice	sing	you
	note	hot	use	rose	song	y0-y0

3b Read the words in pairs. Then listen, check and repeat.

unit ride rise yet song home rose red dog sing

28

Section C

1a Read and understand.

Guess who is the boy and who is his sister, Amy. Then read and check.



I am a boy. I'm thirteen years old. I come from England. I'm a student. I have a round face and small eyes. My nose is big, and my mouth is small. I have a sister. Her name is Amy. She is twelve. She is a student, too. She has a round face, big eyes, a small nose and a small mouth. We are in the same school, but in different grades.

1b Read 1a and mark T (True) or F (False).

1. My face is round and my mouth is small. ()
2. Amy is ten. ()
3. Amy has big eyes and a small nose. ()
4. We are in different schools. ()
5. We are in the same grade. ()

1c Read 1a again and circle the adjectives we use to describe the children. Then use them to retell the passage.

2 Write a passage to describe your partner's look. You can use the adjectives and structures in 1a.

帮助学生养成良好的学习习惯，形成科学的学习方法，从而提高学习效率，成为真正的自主学习者。

精选题材丰富的阅读材料及形式多样的读前活动。

通过各种形式的阅读活动，帮助学生实现课程标准要求的各种阅读技能目标，以及掌握基本的阅读技能，为他们成为高效的阅读者打下良好的基础。

基于同一主题的读、说与写结合的练习，帮助学生巩固基础知识，掌握读写技能，形成综合语言运用能力。

基于Section A 的语音学习板块，通过读、写和其他活动形式，鼓励学生积极应用所学语音知识，培养学生拼读和听写单词的能力。

UNIT 2

3a Match the pictures with the conversations.



- | | |
|--|--|
| A. —Do you have a big knife?
—Yes, I do. | B. —Do they have long legs?
—No, they don't. They have short legs. |
| C. —Does he have a long ruler?
—Yes, he does. | D. —Does she have small hands?
—No, she doesn't. She has big hands. |

3b Work in groups. Ask what your classmates have.

- | | |
|--|---|
| Example 1:
A: Do you have ...?
B: Yes, I do. / No, I don't.
A: Does B have ...?
C: Yes, he/she does. / No, he/she doesn't. | Example 2:
A: Do you have ...?
B&C: Yes, we do. / No, we don't.
A: Do they have ...?
D: Yes, they do. / No, they don't. |
|--|---|

4a Read and write the words.



4b Read the following sentences aloud, paying attention to the rising tone (↗) and the falling tone (↘). Then listen and repeat.

1. —Is it a hot dog? —Yes, it is. (↘)
2. Sing a song for him. (↗)
3. He has a big red nose. (↘)



Section 2

Read through Sections A-C and fill in the blanks with the correct words.

Grammar

Present Simple: to have

I have a small nose.	Do you have a big knife?
He/She/It has big ears.	Yes, I _____ / No, I don't.
We/You/They have round faces.	Does she have small hands?
	Yes, she does / No, she _____
	Do they have long legs?
	Yes, they _____ / No, they _____

Functions

Who is your favorite _____?	It's Jackie Chan.
I see _____.	Yes, you're right.
I come from England.	
We are in the same school, but in _____ grades.	

How well do you know Sections A-C? Now do the following tasks and check.

- 1 Some boys are playing soccer on the playground. Listen and number the players.



引导学生通过完成任务的方式归纳本话题所学知识，培养他们定期自主复习所学内容的学习习惯，形成一定的学习策略。

通过听、说、读或写的练习，巩固所学知识，培养学生综合应用语言的能力。

通过学生喜爱的歌曲、游戏、童谣等课堂活动形式，巩固所学知识，从而激发学生学习英语的兴趣。

以合作探究活动形式，使学生通过体验、实践、讨论、合作、探究等方式，综合运用本话题的语言知识和技能解决现实生活中的一些实际问题，使学生学会用英语做事情。

UNIT 2

- 2 A. Look at the picture and fill in the blanks. B. Read and draw.

This boy has a big head, _____ eyes, a _____ nose, a _____ mouth and _____ ears. His hair is short.

This girl has a round face, big eyes, a small nose, a small mouth and small ears. Her hair is long.

- 3 Let's chant.

I see a round face, just like mine. I see a small mouth, with a smile.

I see big eyes, and they shine. Ah, it's a monkey's face, just like mine.



Project

Describing a Person

1. A describes a person. B completes the table based on A's description. Then exchange roles.

Person	Look				
	Face	Hair	Eyes	Nose	Mouth
Mr. Wu	round	short	big	small	small

2. Write a short passage with the information above. You may begin like this:
Mr. Wu has a round face ...

Scope and Sequence

Unit/Title	Topic	Function
1 Making New Friends	1. Welcome to China! Page 1	Greetings Introducing Saying farewells
	2. Where are you from? Page 9	Talking about names, places of birth and telephone numbers
	3. How old are you? Page 17	Talking about ages, classes and grades Identifying things

Review of Unit 1 25

2 Looking Different	1. I have a small nose. Page 27	Describing appearances
	2. What does she look like? Page 35	Describing appearances and clothes Identifying colors
	3. Whose cap is it? Page 43	Talking about possessions

Review of Units 1-2 51

Structure	Pronunciation	Vocabulary	Strategy
Present simple <i>to be</i> : <i>am/is/are</i>	Alphabet: A-Z	Words for greetings Names of countries and cities (I)	Listening to English every day Singing English songs
Wh- questions: <i>What/Where/Who</i> Subject pronouns	Vowels: /eɪ/ /æ/ /i:/ /e/ Consonants: /p/ /b/ /t/ /d/ /k/ /g/	Names of countries and cities (II) Words for numbers (I)	Comparing names Using capital letters
Demonstrative pronouns Wh- questions: <i>What/How</i> Articles: <i>a/an</i> Plurals	Vowels: /aɪ/ /ɪ/ Consonants: /f/ /v/ /m/ /n/ /s/ /z/ /h/ Intonation	Words for numbers (II) Names of objects in the classroom	Using objects to remember words Talking in pairs
Present simple <i>to have</i> : <i>have/has</i>	Vowels: /əʊ/ /ɒ/ Consonants: /r/ /ŋ/ Others: /j/ /ju:/ Intonation	Names of body parts Adjectives to describe appearances	Using pictures Guessing before reading
Wh- questions: <i>What</i>	Vowels: /ʌ/ /u:/ /ʊ/ Consonants: /l/ /w/ Intonation	Words for colors Names of clothes	Grouping words
Possessive pronouns Wh- questions: <i>Whose</i> The possessive case of nouns	Vowels: /ɑ:/ /ɔ:/ Consonants: /θ/ /ð/ /ts/ /dz/	Pronouns to show ownership	Chanting Reviewing

Scope and Sequence

Unit/Title	Topic	Function
<h1>3</h1> <p>Getting Together</p>	1. Does he speak Chinese? Page 55	Making requests Making friends Expressing likes and dislikes
	2. What does your mother do? Page 63	Talking about occupations Identifying family members
	3. What would you like to drink? Page 71	Having meals Making suggestions
	Review of Unit 3 79	
<h1>4</h1> <p>Having Fun</p>	1. What can I do for you? Page 81	Shopping Talking about weight Making suggestions
	2. Would you like to cook with us? Page 89	Making telephone calls Inviting someone Making suggestions
	3. What time is it now? Page 97	Talking about time Talking about daily routines
	Review of Units 3–4 105	
Appendices 109		

Structure	Pronunciation	Vocabulary	Strategy
Personal pronouns Present simple: <i>to like/want/speak ...</i>	Vowels: /ɜ:/ /ə/ Consonants: /ʃ/ /ʒ/ /tʃ/ /dʒ/ Liaison & Stress and rhythm	Words for introduction	Joining words Chanting Using tables Asking for help
Wh- questions: <i>What/Where</i> Word formation Present simple <i>to do</i> : <i>do/does</i>	Vowels: /aʊ/ /ɔɪ/ /ɪə/ /eə/ /ʊə/ Consonants: /tr/ /dr/	Names of jobs and workplaces Names of family members	Guessing words with pictures Using word formation Predicting before reading
Wh- questions: <i>What</i> Countable nouns and uncountable nouns (I)	Vowels: /eɪ/ /æ/ /ɑ:/ Stress and rhythm	Names of food and drinks	Using formulas
Wh- questions: <i>How much/How many</i> <i>some/any</i> Countable nouns and uncountable nouns (II)	Vowels: /ɔ:/ /ɑ:/ Consonants: /s/ /k/ Other: /ɔ:l/ Stress and rhythm	Words for numbers (III) Measure words	Guessing according to the situation Reading English signs Using pictures
Review of present simple	Vowels: /eə/ /ɔ:/ /eɪ/	Words to plan an activity	Using formulas Reading English stories
Wh- questions: <i>What</i> Expressions of time	Vowels: /ɑ:/ /ɒ/ Consonants: /tʃ/ /b/ silent "b"	Names of animals Words to express time Words to describe everyday life	Predicting with the help of questions Pronouncing words Organizing your writing

UNIT 1 Making New Friends

TOPIC 1 Welcome to China!

Section A

1a Listen, look and say.



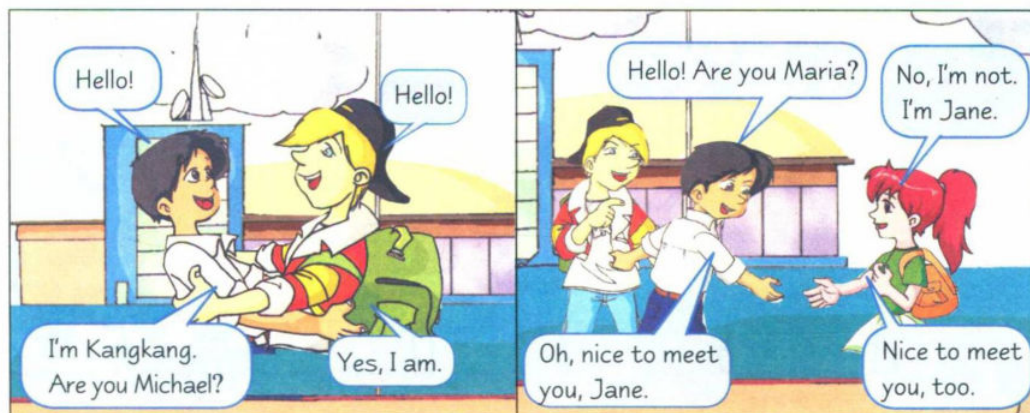
1b Listen and number the following names.

Jane Maria Kangkang 1 Michael

1c Work in groups. Introduce yourself using *I'm ...* Then practice 1a with your own hometown or the following places.

China the USA the UK Hong Kong Beijing

2a Look, listen and understand. Then practice the conversation.



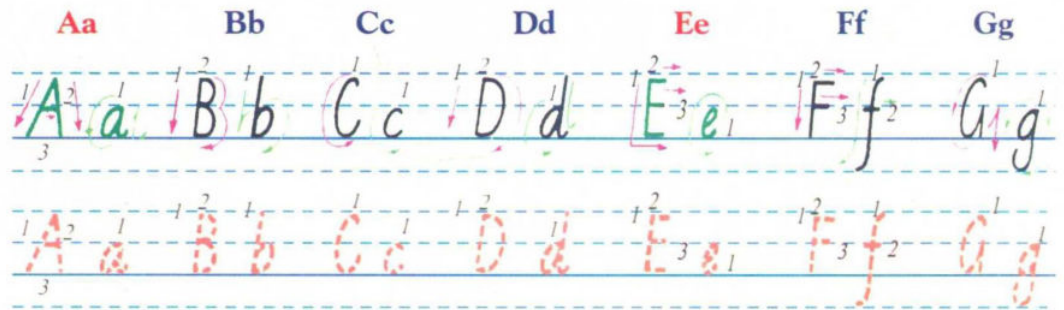


2b Work in groups. Make up a conversation with your own name and the following structures.

A: Hello! / Good morning! / Hi! I'm ... Are you ... ?

B: ...

3a Listen, say and trace.



3b Listen and number the following letters. Then **circle** the letters with the same sound as *Bb*.

Aa **Bb** Cc Dd Ee Ff Gg
 () () () () () () ()

3c Match the big letters with the small ones. Then write them on the lines.



A b c D e F g

Section B



1a Look, listen and say.

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



1b Listen to the conversations and number the pictures.



1c Work in groups. Read 1a and act out the conversation. Then make up new ones with the words in the box.

mom dad teacher Mr. Zhang Miss Wang

1d Complete the conversation and then practice with your partner.

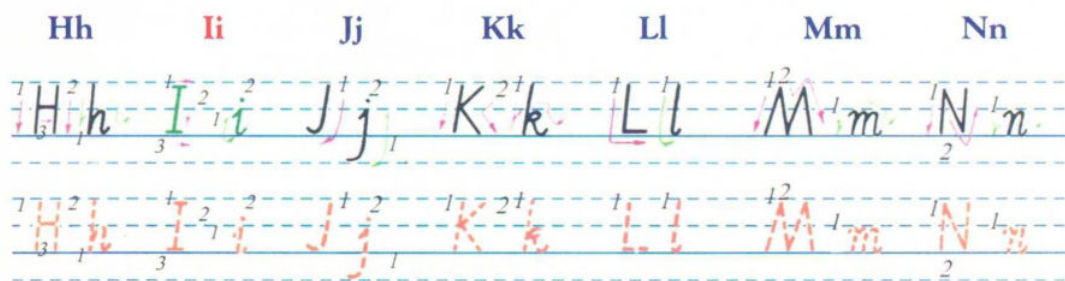


Mr. Brown: Hi, Miss Wang! _____.
 Miss Wang: _____, Mr. Brown! Nice to see you, too.
 Mr. Brown: Miss Wang, this is Ms. Jones.
 Ms. Jones, _____.
 Miss Wang: How do you do?
 Ms. Jones: _____?

2 Read and match the following sentences with the correct responses.

- | | |
|------------------------|--------------------------|
| 1. How do you do? | A. Good morning! |
| 2. Welcome to Beijing! | B. How do you do? |
| 3. Nice to see you. | C. Thank you. |
| 4. Are you Miss Wang? | D. Nice to see you, too. |
| 5. Good morning! | E. Yes, I am. |

3a Listen, say and trace.



3b Listen and number the following letters. Then circle the letters with the same sound as Aa.

- Aa Gg Hh Mm Ff Ll Jj Nn Ii Kk
 () () () () () () () () () ()

3c Rewrite the words with big or small letters.

