

## 人教版七年级英语上册电子课本（2012 年最新版）

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	课本内容
1	人教版七年级英语上册电子课本（2012 年最新版）
2	人教版七年级英语下册电子课本（2012 年最新版）
3	人教版八年级上册英语电子课本（2013 年最新版）
4	人教版八年级下册英语电子课本（2013 年最新版）
5	人教版九年级全一册英语电子课本（2013 年最新版）

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义务教育教科书

七年级

上册

英语

GO  
for  
it!



人民教育出版社

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义务教育教科书

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七年级 上册

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## 致同学

同学们，你们好！祝贺你们进入一个新的英语学习阶段！这套教材将陪伴你们走过初中三年的英语学习历程，帮助你们实现更高的英语学习目标。

这套教材是根据你们的心理特点、认知水平和兴趣爱好来编写的。相信在今后的英语学习中，新教材的以下特点会引起你们的学习兴趣，并对你们的英语学习有所帮助：

1. 新教材不仅要帮助你们学会一些英语语言知识，更重要的是要帮助你们发展语言运用能力，让你们会用英语表达思想、与人交流。

2. 新教材充分考虑了你们的生活实际和学习需求，教材的内容和活动都与你们的生活和兴趣紧密相连，目的是让你们在英语学习中不感到枯燥乏味，做到有话可说、有话想说、有话能说。

3. 新教材不仅重视培养你们的语言能力，而且重视培养你们的学习能力，包括自主学习能力和合作学习能力，这些能力会让你们终身受益。

4. 新教材为你们设计了许多具有交际意义的任务或活动，目的是让你们在英语课堂上“活”起来、“动”起来。英语课堂教学需要你们的充分参与，英语学习需要你们与老师合作、与同学交流。通过参与和互动，你们的英语水平才会得到不断提高。

5. 学习语言和学习文化是密不可分的。因为语言是文化的载体，文化是语言的灵魂。新教材为你们编写了大量的文化内容，包括我们的民族文化、英语国家的文化和非英语国家的文化。通过文化内容的学习，你们的视野会更开阔，思想会更丰富，思维会更活跃，交流会更得体。

要想学好英语，光靠课本是不够的，你们还需要接触更多的英语学习资源。学习英语没有捷径，只有多听、多说、多读、多写、多记、多用才是最有效的办法。因此，你们要充分利用各种资源和机会来学习英语。

同学们，加油吧！朝着你们的目标，Go for it！祝你们英语学习取得成功！



编者

2012年5月



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<b>2</b> <b>What's this in English?</b> Page S5	Things around you	Identify things Spell words	Letters I–R Pronunciation of letters <i>A, E, I, O</i> <i>What</i> questions
<b>3</b> <b>What color is it?</b> Page S9	Colors	Identify colors	Letters S–Z Review of the alphabet Pronunciation of letters <i>A, E, I, O, U</i> <i>What</i> questions

Units	Topics	Functions	Structures
<b>1</b> <b>My name's Gina.</b> Page 1	Making new friends	Introduce yourself Greet people Ask for and give telephone numbers	Present tense <i>to be</i> <i>What</i> questions Yes/No questions and short answers Possessive adjectives <i>my, your, his, her</i>

Target Language	Vocabulary	Recycling
<p>Good morning, Alice!            Good afternoon, Eric!            Good evening, Bob!</p> <p>Hello, Frank!            Hi, Cindy!</p> <p>How are you?            I'm fine, thanks.</p>	<p>I, you, am, are, fine, OK, good, hello, hi,            how, thanks</p> <p>good morning, good afternoon,            good evening</p>	
<p>What's this in English?            It's an orange.            Spell it, please.            O-R-A-N-G-E.</p> <p>What's that in English?            It's a jacket.</p>	<p>map, key, jacket, cup, ruler, pen, orange,            a/an, it, this, that, is, what, spell, please            in English</p>	<p>Letters A–H</p> <p>Pronunciation of letters A, E</p>
<p>What's this/that?            It's V.            What color is it?            It's red.</p>	<p>color, red, yellow, green, blue, black,            white, purple, brown, the</p>	<p>Letters A–R</p> <p>Pronunciation of letters            A, E, I, O</p> <p>What's this in English?            It's ...            Spell it, please.</p>

Target Language	Vocabulary	Recycling
<p>What's your name?            Alan.            Hello, Alan. I'm Ms. Brown.            Nice to meet you.</p> <p>Are you Helen?            No, I'm not. I'm Gina.</p> <p>What's your telephone number?            It's 281-9176.</p>	<p>name, telephone/phone, number, your,            his, her, he, she, yes, no, first, last</p> <p>Numbers 0–9</p> <p>first/last name, middle school,            telephone/phone number</p>	<p>my, Alice, Bob, Cindy, Dale,            Eric, Frank, Grace, Helen</p> <p>Good morning!</p> <p>Hi/Hello!</p>

Units	Topics	Functions	Structures
<b>2</b> <b>This is my sister.</b> Page 7	The family	Introduce people Identify people	Demonstrative pronouns <i>this, these, that, those</i> Who questions Subject pronouns <i>I, he, she, they</i> Plural nouns
<b>3</b> <b>Is this your pencil?</b> Page 13	Things in the classroom	Identify ownership	Possessive pronouns <i>mine, yours, his, hers</i> Yes/No questions and short answers
<b>4</b> <b>Where's my schoolbag?</b> Page 19	Things around the house	Talk about where things are	Where questions Prepositions <i>on, in, under</i> Conjunction <i>and</i>
<b>5</b> <b>Do you have a soccer ball?</b> Page 25	Spending time with friends	Talk about ownership	Present tense <i>to have</i> Yes/No questions and short answers Affirmative and negative statements Adjectives of quality Conjunction <i>but</i>
<b>6</b> <b>Do you like bananas?</b> Page 31	Food	Talk about likes and dislikes	Present tense <i>to like</i> Yes/No questions and short answers Affirmative and negative statements Countable/uncountable nouns

Target Language	Vocabulary	Recycling
<p>Who's she? She's my sister.</p> <p>This/That is my friend Jane.</p> <p>These/Those are my brothers.</p>	<p>family, mother, mom, father, dad, parents, grandmother/grandma, grandfather/grandpa, grandparents, brother, sister, cousin, aunt, uncle, son, daughter, these, those, who</p>	<p>this, that</p> <p>Hi, I'm ...</p> <p>Good morning.</p> <p>Nice to meet you. Nice to meet you, too.</p>
<p>Is this your pencil? Yes, it is. It's mine.</p> <p>Are these your books? No, they aren't. They're hers.</p>	<p>pencil, pencil box, schoolbag, book, eraser, notebook, dictionary, bag, baseball, computer game, ID card, watch, ring, mine, yours, his, hers</p> <p>thank you for ..., ask ... for ..., a set of</p>	<p>What's this? It's ...</p> <p>How do you spell it?</p>
<p>Where's his pencil box? It's in his schoolbag.</p> <p>Where's your ruler? It's under the chair.</p> <p>Where are my books? They're on the sofa.</p>	<p>room, table, bed, sofa, chair, desk, radio, clock, tape, tape player, model plane, on, under, where, their</p> <p>come on</p>	<p>schoolbag, key, ruler, map, hat, CD, bag, book, pencil box, pencil, pen, computer game, dictionary, notebook, in</p> <p>I'm ..., and my sister is ...</p>
<p>Do you have a ping-pong bat? Yes, I do./No, I don't. I have a ping-pong ball.</p> <p>Does she have a tennis ball? No, she doesn't. She has a baseball.</p>	<p>sports, tennis ball, ping-pong, soccer, volleyball, basketball, TV, interesting, boring, fun, difficult, relaxing, easy, do, does, have, has, go, get, play, like, love, let, sound, we, us, them</p> <p>watch TV</p>	<p>Where's ...? It's ...</p>
<p>Do you like salad? Yes, I do./No, I don't.</p> <p>He likes ice-cream. He doesn't like vegetables.</p>	<p>food, hamburger, tomato, ice-cream, salad, banana, strawberry, pear, milk, bread, chicken, vegetable, fruit, apple, rice, egg, carrot, breakfast, lunch, dinner</p> <p>think about</p>	<p>What about ...?</p> <p>Let's ...</p> <p>Sounds good.</p>



Units	Topics	Functions	Structures
<b>7</b> <b>How much are these socks?</b> Page 37	Shopping	Ask about prices Talk about clothing Offer help Thank someone	<i>How much</i> questions
<b>8</b> <b>When is your birthday?</b> Page 43	Dates	Talk about dates	<i>When</i> questions Possessive 's
<b>9</b> <b>My favorite subject is science.</b> Page 49	School subjects	Talk about preferences Give reasons	<i>What</i> questions <i>Why</i> questions <i>When</i> questions <i>Who</i> questions
Page 55	Notes on the Text		
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Target Language	Vocabulary	Recycling
<p>How much is the hat? It's five dollars.</p> <p>How much is this/that T-shirt? It's seven dollars.</p> <p>How much are these/those socks? They're two dollars.</p>	<p>clothes, socks, T-shirt, shorts, sweater, trousers, shoes, skirt, dollar, big, small, short, long</p> <p>Numbers 10–31</p> <p>how much, a pair of</p>	<p>Numbers 0–9</p> <p>color, black, white, red, green, blue, yellow, brown, purple</p> <p>the, this, that, these, those</p> <p>How about ...?</p> <p>What color ...?</p> <p>Do you like ...?</p> <p>We have ...</p>
<p>When is your birthday? My birthday is on May 2nd.</p> <p>When is her birthday? It's in August.</p> <p>When is Sally's birthday party? It's on October 5th.</p>	<p>month, January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Numbers 1st–31st</p> <p>English test, school trip, birthday party, basketball/soccer game, art festival, Sports Day, English Day, School Day, book sale</p>	<p>We have ...</p> <p>Do you like ...?</p> <p>Do you have ...?</p>
<p>What's your favorite subject? My favorite subject is P. E.</p> <p>Why do you like P. E.? Because it's fun.</p> <p>Who's your P.E. teacher? Mr. Hu.</p> <p>When is your geography class? It's on Friday.</p>	<p>subject, P.E., science, music, math, geography, Chinese, history, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, favorite, useful, cool, free, lesson, why, because</p> <p>for sure, from ... to ...</p>	<p>art, class, fun, interesting, boring, difficult, busy, easy, relaxing</p> <p>Who is ...?</p> <p>I like ...</p> <p>When is ...?</p> <p>It's on ...</p> <p>Let's ...</p>

# STARTER UNIT 1

## Good morning!

Language Goals: Letters A-H; Greet people

语言目标: 字母 A-H; 问候他人

1a

Write down the names in the picture.

写出图中人物的名字。

Boys' names

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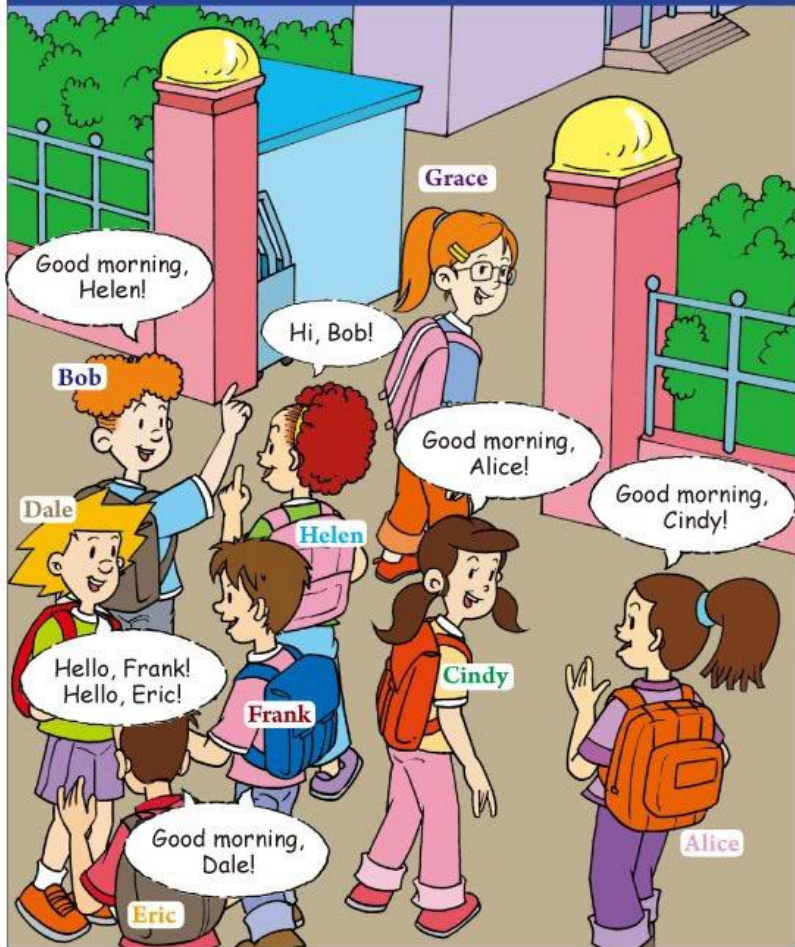
Girls' names

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1b

Listen and repeat. 听录音并跟读。

1c

Practice the conversations in the picture. Then greet your partner.

练习图中对话, 然后问候同伴。

STARTER UNIT 1

**2a** Listen and repeat. 听录音并跟读。

A a B b C c D d E e F f G g H h

**2b** Listen and number the letters you hear [1-8].

听录音，根据所听到的顺序为字母编号。

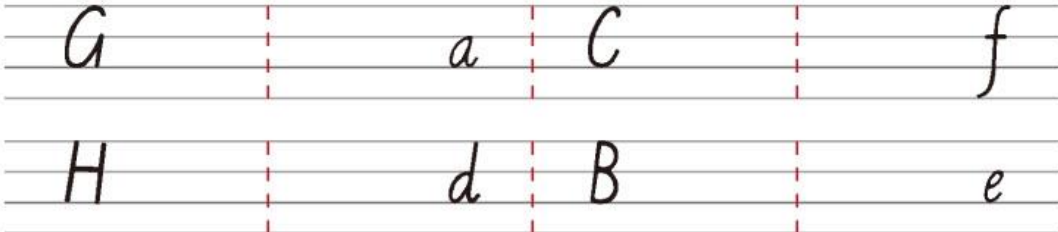
<input type="checkbox"/> h	<input type="checkbox"/> 1 a	<input type="checkbox"/> e	<input type="checkbox"/> g
<input type="checkbox"/> d	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> f

**2c** Look and copy. 观察并按笔画抄写下列字母。



**2d** Write the missing big letter or small letter for each pair.

补全每组所缺的大写或小写字母。



**2e** Talk about what these letters mean. 谈谈下列字母组合的含义。



HB



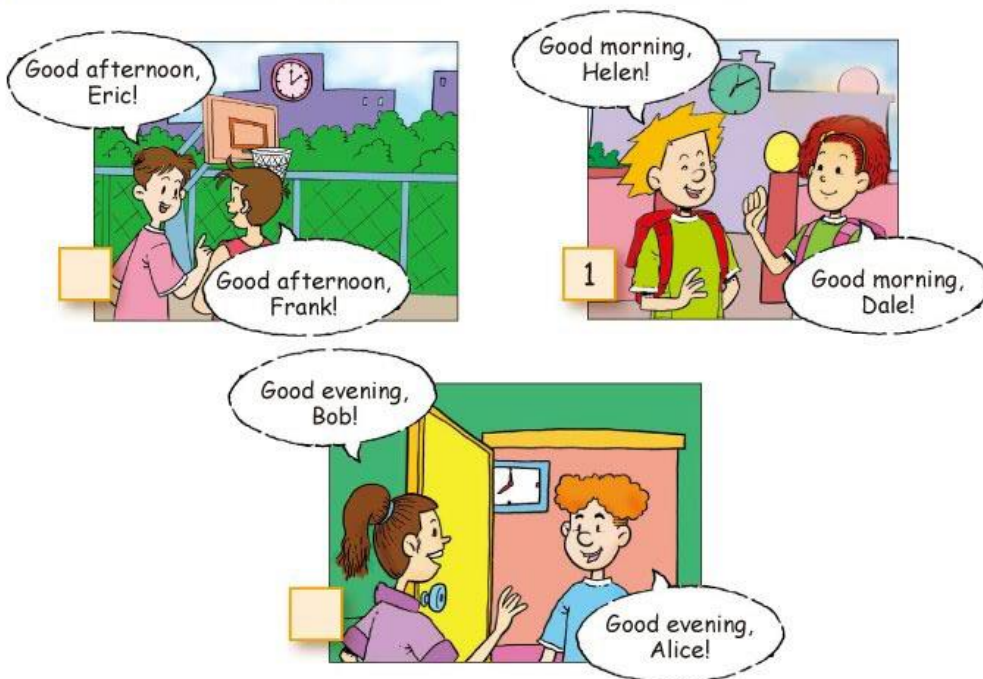
CD



BBC



**3a** Listen and number the pictures [1-3]. 听录音，为图片编号。



**3b** Practice the conversations in 3a with your partner. 与同伴练习 3a 中的对话。

**3c** Listen to the conversation. Then practice it with your partner. 听对话并与同伴练习。

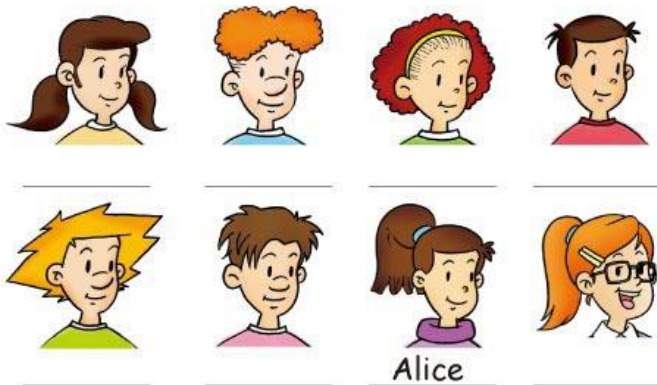


**3d** Choose an English name for yourself. Then greet each other. 为自己选一个英文名字，与同伴互相问候。

A: Hi, Helen! How are you?  
 B: Hi, Eric! I'm fine, thanks.

STARTER UNIT 1

**4a** Write the names of the children on page S1. Then write the names in alphabetical order. 从第一页中找出下列孩子的名字，按首字母顺序列表。



**Name List**

Alice \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4b** Listen and repeat. 听录音并跟读。

A	A H Dale Grace	Frank thanks
E	B C D E G evening	F Helen

**4c** Read the letters and words in column 1. Then try to read the new words in column 2. 朗读第一栏的字母和单词，并试着读出第二栏的生词。

	1	2
A	A H Dale Grace	age
	Frank thanks	hand
E	B C D E G evening	he
	F Helen	bed

**4d** Listen and sing the song. 听一听，唱一唱。

Good morning!	Good afternoon!	Good evening!
Good morning!	Good afternoon!	Good evening!
How are you?	How are you?	How are you?
I'm fine, thanks.	I'm fine, thanks.	I'm fine, thanks.
How are you?	How are you?	How are you?
I'm OK.	I'm OK.	I'm OK.

# STARTER UNIT 2

## What's this in English?

Language Goals: Letters I-R; Identify things; Spell words

语言目标: 字母 I-R; 辨认物品; 拼写单词

1a

Look for the small letters in the picture for these big letters. Check (✓) the ones you find.

在图中找出下列大写字母的小写，在找到的字母后打勾。

- A
- B
- C
- D
- E
- F
- G
- H



1b

Listen and repeat. 听录音并跟读。

1c

Practice the conversation in the picture with your partner. Then make your own conversations. 练习图中对话，然后与同伴编新对话。



STARTER UNIT 2

**2a** Listen and repeat. 听录音并跟读。

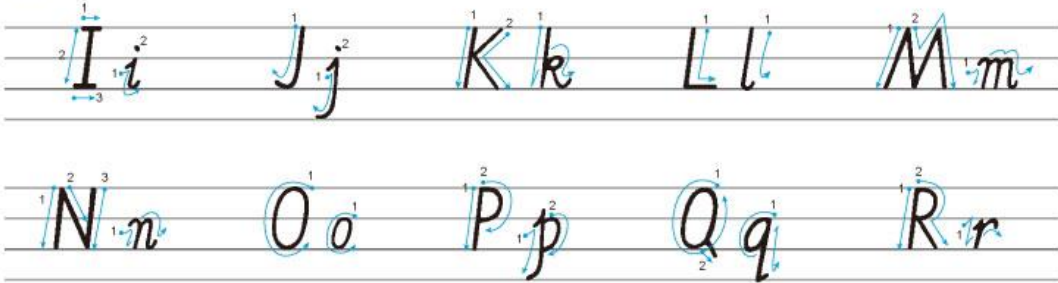
I i J j K k L l M m N n O o P p Q q R r

**2b** Listen and number the letters you hear [1-10].

听录音，根据所听到的顺序为字母编号。

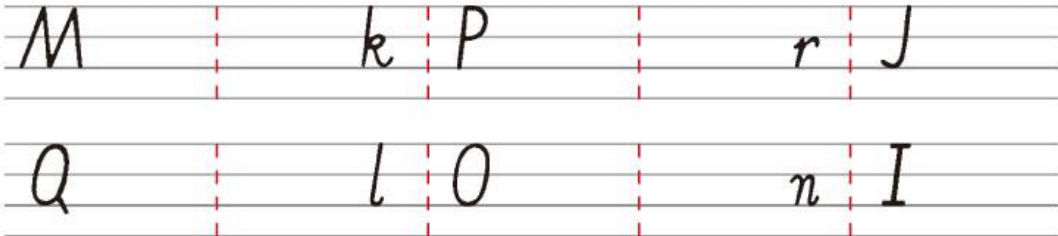
l     o     q     k     1 i  
 n     p     r     m     j

**2c** Look and copy. 观察并按笔画抄写下列字母。



**2d** Write the missing big letter or small letter for each pair.

补全每组所缺的大写或小写字母。



**2e** Talk about what these letters mean. 谈谈下列字母或字母组合的含义。



P



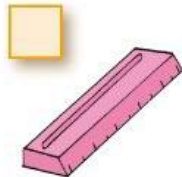



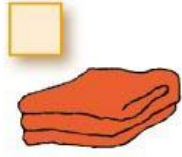
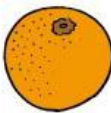


NBA



kg



**3a** Listen and number the pictures [1-8]. 听录音，为图片编号。

			
a _ _ u _ _ e _ _	a _ _ a _ _	a _ _ _ ck _ _ t	a _ _ _ _ y
			
a _ _ u _ _ _ t	an _ _ r _ _ _ g _ _	a _ _ en	a _ _ u _ _

**3b** Listen and complete the words under the pictures in 3a.

听录音，补全 3a 中的单词。

**3c** Listen to the conversation. Then practice it with your partner.

听对话，并与同伴练习。



**3d** Listen to the conversations and number the words you hear [1-4].

听对话，根据所听到的顺序为单词编号。

1	key	___	pen	___	cup	___	ruler
---	-----	-----	-----	-----	-----	-----	-------

**3e** Talk about the things in the picture. 与同伴谈谈图中的物品。



.....STARTER UNIT 2.....

**4a** Fill in the missing letters. 补全所缺字母。

___	B	C	___	E	___	___	H	I	___	K	L	M	___	O	___	___	R
a	b	___	d	___	f	___	h	i	j	___	l	___	___	o	p	___	___

**4b** Number the words in alphabetical order [1-15].

根据首字母顺序为单词编号。

( ) jacket ( 1 ) Alice ( ) map ( ) key ( ) orange  
 ( ) Dale ( ) Helen ( ) Grace ( ) Cindy ( ) Bob  
 ( ) pen ( ) Frank ( ) quilt ( ) Eric ( ) ruler

**4c** Listen and repeat. 听录音并跟读。

<b>A</b>	A H J K Dale Grace	Frank thanks jacket map
<b>E</b>	B C D E G P evening	F L M N Helen pen
<b>I</b>	I hi fine	quilt in
<b>O</b>	O OK	orange

**4d** Read the letters and words in column 1. Then try to read the new words in column 2. 朗读第一栏的字母和单词，并试着读出第二栏的生词。

	1	2
<b>A</b>	A H J K Dale Grace	name
	Frank thanks jacket map	can
<b>E</b>	B C D E G P evening	he
	F L M N Helen pen	leg
<b>I</b>	I hi fine	nice
	quilt in	milk
<b>O</b>	O OK	go
	orange	dog

# STARTER UNIT 3

## What color is it?

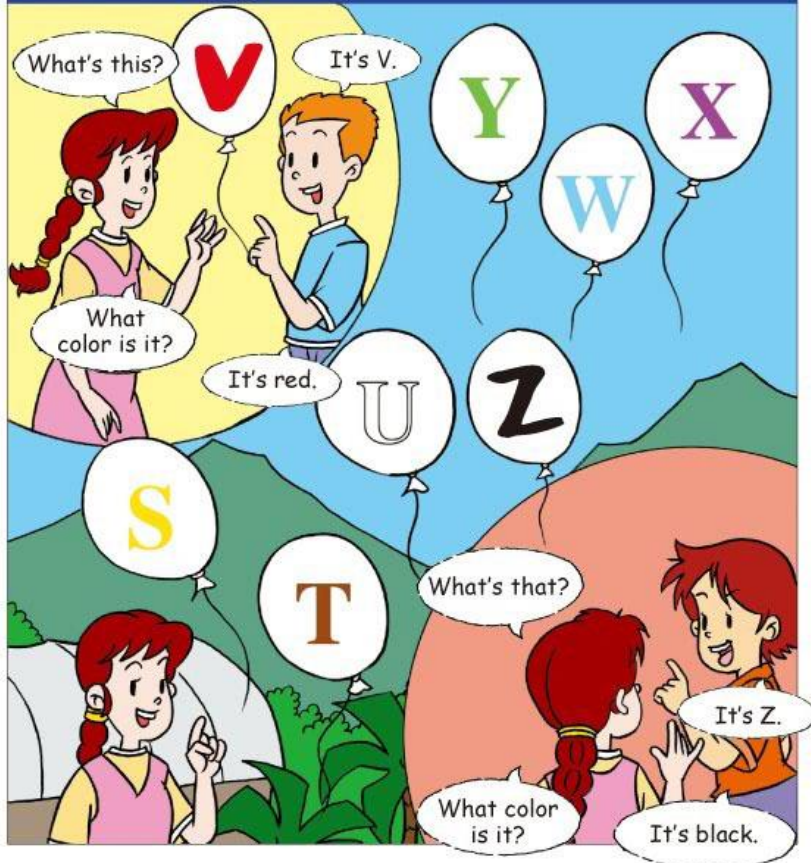
Language Goals: Letters S-Z; Identify colors

语言目标: 字母 S-Z; 辨认颜色

1a

Look at the picture. Write the letter for each color. 看图写出与每种颜色匹配的字母。

- red          V
- yellow
- green
- blue
- black
- white
- purple
- brown



1b

Listen and repeat. 听录音并跟读。

1c

Practice the conversations in the picture with your partner. Then make your own conversations. 练习图中对话, 然后与同伴编新对话。



STARTER UNIT 3

2a

Listen and repeat. 听录音并跟读。

S s T t U u V v W w X x Y y Z z

2b

Listen and number the letters you hear [1-8].

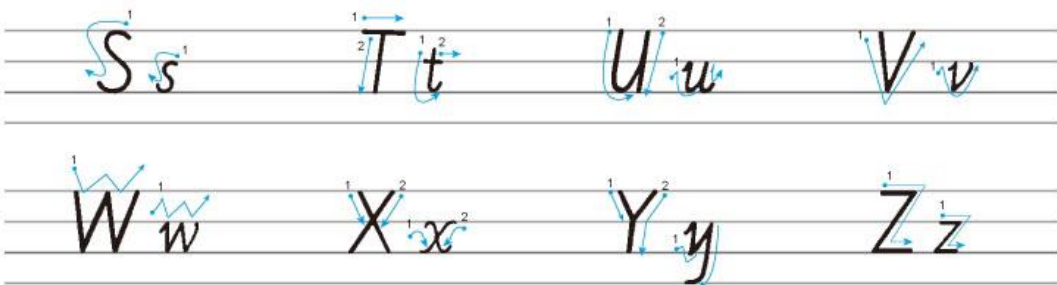
听录音，根据所听到的顺序为字母编号。

t     z     v     x

w     y     u     1 s

2c

Look and copy. 观察并按笔画抄写下列字母。



2d

Write the missing big letter or small letter for each pair.

补全每组所缺的大写或小写字母。

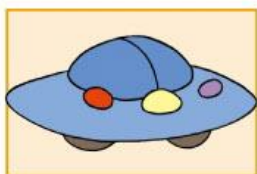


2e

Talk about what these letters mean. 谈谈下列字母或字母组合的含义。



S/M/L



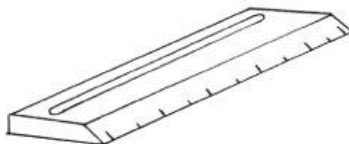
UFO



CCTV



**3a** Listen and color the things. 听录音，为下列物品涂色。



**3b** Listen again. Complete the sentences. 再听一遍录音并完成句子。

1. The key is yellow.

2. The ruler is \_\_\_\_\_.

3. The cup is \_\_\_\_\_.

**3c** Listen and complete the chart. 听录音，完成表格。

Thing	Color

**3d** Make conversations using the things in 3a-3c. 用 3a-3c 中的物品编对话。

A: What's this in English?  
 B: It's a key.  
 A: Spell it, please.  
 B: K-E-Y.  
 A: What color is it?  
 B: It's yellow.

STARTER UNIT 3

**4a** Find the letters from A to Z. Write the small letter next to each big letter.

找出字母 A 到 Z, 并在每个大写字母旁写出对应的小写字母。

Q	W	E	R	T	Y	U	I	O	P	{	}	
A	S	D	F	G	H	J	K	L	:	*		
Z	X	C	V	B	N	M	<	>	?			

**4b** Listen and sing the alphabet song. 听唱字母歌。

A, B, C, D, E, F, G, U, V, W, X, Y, Z.  
 H, I, J, K, L, M, N, X, Y, Z — now you see,  
 O, P, Q, R, S, T, I can say my ABCs.

**4c** Listen and repeat. 听录音并跟读。

<b>A</b>	A H J K Dale Grace	Frank thanks jacket map black
<b>E</b>	B C D E G P T V Z evening	F L M N S X (Z) Helen pen red yellow
<b>I</b>	I Y hi fine white	quilt in
<b>O</b>	O OK no	orange
<b>U</b>	Q U W ruler blue	cup

**4d** Listen and read the chant. 听一听, 唱一唱。

A, E, I, O, U.                      A, E, I, O, U.                      A, E, I, O, U.  
 A, E, I, O, U.                      A, E, I, O, U.                      A, E, I, O, U.  
 A in Dale,                              A in Grace,  
 E in evening,                            E in green,  
 I in hi,                                    I in white,  
 O in OK,                                 O in no,  
 U in ruler.                                U in blue.

# UNIT 1

## Section A

### My name's Gina.

Language Goals: Introduce yourself; Greet people; Ask for and give telephone numbers

语言目标: 介绍自己; 问候他人; 询问和告知电话号码

1a

Write English words for the things in the picture. 写出图中物品的英文名称。

map



1b

Listen and number the conversations [1-3]. 听录音, 为对话编号。

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> A: What's your name?<br>B: Alan. | <input type="checkbox"/> A: Good morning!<br>I'm Cindy. | <input type="checkbox"/> A: Hi. My name's Gina.<br>B: I'm Jenny. Nice to meet you! |
| A: Hello, Alan. I'm Ms. Brown.                            | B: Hello, Cindy! I'm Dale.                              | A: Nice to meet you, too.  |
|   | A: Nice to meet you!                                    |  |

1c

Practice the conversations above with your partner. Then greet your classmates. 练习上面的对话, 然后问候你的同学。



UNIT 1

2a

Listen to the conversations and number the pictures [1-4].

听对话，为图片编号。



2b

Listen again. Circle the names you hear. 再听一遍录音，圈出所听到的名字。

Eric Tom Alice Bob Mike Jack Mary Ms. Miller

2c

Practice the conversations in pairs. 两人一组练习下面的对话。

A: Hello! What's your name?  
B: My name's ...  
A: I'm ...  
B: Nice to meet you!

A: What's his name?  
B: His name's ...  
A: And what's her name?  
B: Her name's ...

2d

Role-play the conversation. 分角色表演对话。

Linda: Good afternoon! My name's Linda.  
Are you Helen?  
Helen: Yes, I am. Nice to meet you, Linda.  
Linda: Nice to meet you, too. What's her  
name?  
Helen: She's Jane.  
Linda: Is he Jack?  
Helen: No, he isn't. His name's Mike.





**Grammar Focus**

What's your name?	Alan./I'm Alan./My name's Alan.
What's his name?	He's Eric./His name's Eric.
What's her name?	She's Mary./Her name's Mary.
Is he Jack?	Yes, he is./No, he isn't. His name's Mike.
Are you Helen?	Yes, I am./No, I'm not. I'm Gina.

what's = what is      name's = name is      I'm = I am  
 he's = he is          she's = she is

**3a Put the words in order to make conversations. Then practice them.**

调整词序，组成对话并练习。

1. your name What's      2. name his What's      3. Mike you Are  
 Cindy I'm                      Bob He's                      am I Yes

**3b Complete the conversation and practice it with your partner.**

补全对话并与同伴练习。

A: Hi, \_\_\_\_\_ your name?  
 B: My \_\_\_\_\_ Gina. \_\_\_\_\_ you Tom?  
 A: \_\_\_\_\_, I'm not. \_\_\_\_\_ Bob.  
 B: Hi, \_\_\_\_\_. \_\_\_\_\_ to meet you.  
 A: Nice to \_\_\_\_\_ you, too.

**3c Practice introducing yourself and others in a group. How many names can you remember?** 分小组练习介绍自己 and 他人。你能记住多少个名字?



Section B

1a Listen and repeat. 听录音并跟读。

0	zero	2	two	4	four	6	six	8	eight
1	one	3	three	5	five	7	seven	9	nine

1b Listen to the conversation and write the telephone number.

听对话，写出电话号码。

□ □ □ - □ □ □ □

1c Ask for and give your phone numbers.

与同伴练习询问和告知电话号码。



1d Listen and match the names with the telephone numbers.

听录音，将名字和电话号码配对。

- |          |               |           |       |
|----------|---------------|-----------|-------|
| 1. Tom   | _____ c _____ | a. 929-31 | _____ |
| 2. Linda | _____         | b. 398-61 | _____ |
| 3. Bob   | _____         | c. 278-79 | _____ |
| 4. Mary  | _____         | d. 555-80 | _____ |

1e Listen again. Complete the phone numbers in 1d.

再听一遍录音，补全上面的电话号码。

1f Write your phone number on a piece of paper and put it in a bag. Then take out a piece of paper and find the owner. 将你的电话号码写在纸条上放入袋中，然后任意取出一张纸条，找出号码的主人。





**2a** Read the list of names. Write *F* for first name and *L* for last name.

阅读下面的姓名，在名字后写 F，在姓氏后写 L。

- |             |          |   |
|-------------|----------|---|
| 1. Alan     | 6. Jack  | F |
| 2. Green    | 7. Smith | L |
| 3. Miller   | 8. Brown |   |
| 4. Mingming | 9. Zhang |   |
| 5. Gina     | 10. Mary |   |



**2b** Read the messages and match them with the pictures. Circle the first names and underline the last names.

阅读以下信息，并与图片配对。然后在名字上画圈，在姓氏下画线。

A.



B.



C.



1. My name is Jenny Green. My phone number is 281-9176. My friend is Gina Smith. Her phone number is 232-4672.
2. I'm Dale Miller and my friend is Eric Brown. His telephone number is 357-5689. My telephone number is 358-6344.
3. My name is Mary Brown. My friend is in China. Her name is Zhang Mingming. My phone number is 257-8900 and her number is 929-3155.

**2c** Match the names with the telephone numbers. Then find three pairs of friends in the name list. 将姓名与电话号码配对，然后找出文中的三对朋友。

Names
Eric Brown
Gina Smith
Dale Miller
Zhang Mingming
Jenny Green
Mary Brown

Telephone numbers
358-6344
929-3155
281-9176
257-8900
357-5689
232-4672

Friends
1. _____ and _____
2. _____ and _____
3. _____ and _____

UNIT 1

3a

Use the information on the ID card to complete the sentences.

用学生卡上的信息完成句子。



Her first name is \_\_\_\_\_.

Her last name is \_\_\_\_\_.

Her phone number is \_\_\_\_\_.

3b

Fill in your own ID card and write about yourself.

填写你的学生卡并写几句话介绍自己。

**First Name:** \_\_\_\_\_  
**Last Name:** \_\_\_\_\_  
**Phone Number:** \_\_\_\_\_

My first name \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Self Check

1 Write out the numbers. 写出正确的号码。

120 one two zero      10086 \_\_\_\_\_  
 114 \_\_\_\_\_      12315 \_\_\_\_\_  
 119 \_\_\_\_\_      17951 \_\_\_\_\_

2 Match the sentences to make conversations. 将句子配对, 组成对话。

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| 1. Hello. I'm Cindy.            | A. I'm Chen Kang.                    |
| 2. What's your name?            | B. It's 876-9548.                    |
| 3. Hello. I'm Grace.            | C. Nice to meet you, Cindy.          |
| 4. My name's Eric.              | D. Nice to meet you, Eric. I'm Bill. |
| 5. What's his telephone number? | E. Hi, Grace. I'm Alice.             |



# UNIT 2

## Section A

### This is my sister.

Language Goals: Introduce people; Identify people

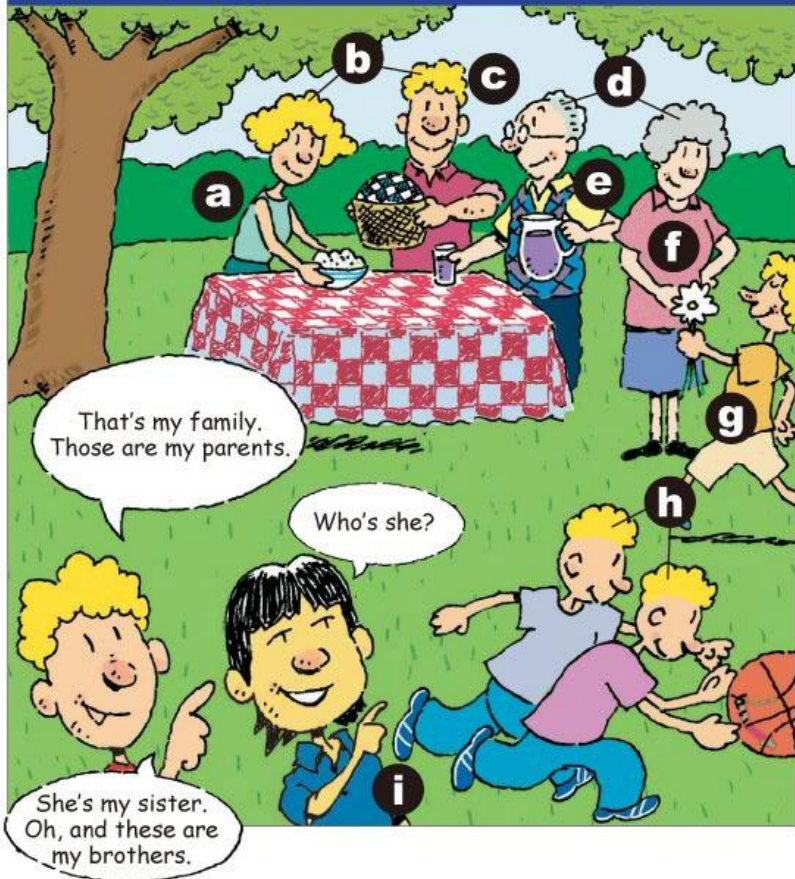
语言目标: 介绍他人; 辨认人物

1a

Match the words with the people in the picture.

将单词与图中人物配对。

1. mother  a
2. father \_\_\_\_\_
3. parents \_\_\_\_\_
4. brothers \_\_\_\_\_
5. grandmother \_\_\_\_\_
6. grandfather \_\_\_\_\_
7. friend \_\_\_\_\_
8. grandparents \_\_\_\_\_
9. sister \_\_\_\_\_



1b

Listen and **circle** the words you hear in 1a. 听录音, 在 1a 中圈出所听到的单词。

1c

Role-play the conversation in 1a. Then talk about the other people in the picture. 分角色表演 1a 中的对话, 然后谈论图中的其他人物。

A: That's my family. Those are my parents.

B: Who's she?

A: She's my sister. Oh, and these are my brothers.

UNIT 2

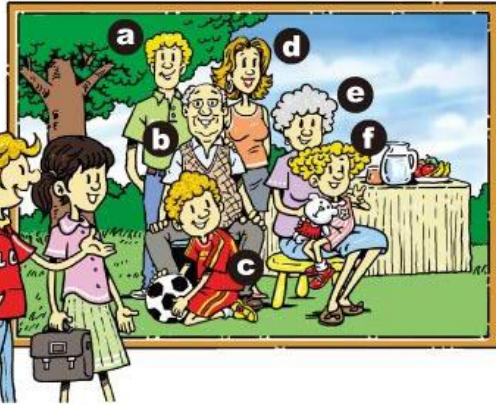
2a

Listen and **circle** the words you hear. 听录音，圈出所听到的单词。

parents	mother	father	sister	brother
grandmother	grandfather	friend	grandparents	

2b

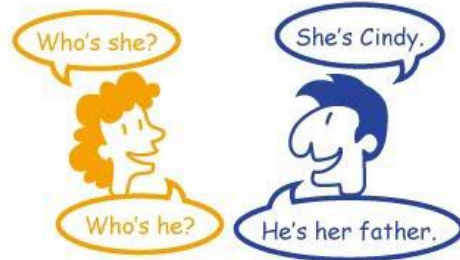
Listen again. Match the names with the people in the picture.



- |          |       |          |       |
|----------|-------|----------|-------|
| 1. Jenny | d     | 4. Bob   | _____ |
| 2. Jack  | _____ | 5. Linda | _____ |
| 3. Tom   | _____ | 6. Mary  | _____ |

2c

Ask and answer questions about the photo in 2b. 根据 2b 照片中人物进行问答。



2d

Role-play the conversation. 分角色表演对话。

Sally: Good morning, Jane.  
 Jane: Good morning, Sally.  
 Sally: Oh, Jane, this is my sister Kate.  
 Kate, this is my friend Jane.  
 Kate: Nice to meet you, Jane.  
 Jane: Nice to meet you, too. Are those your parents?  
 Kate: Yes, they are.  
 Jane: And who's he?  
 Sally: He's my brother, Paul.  
 Jane: Oh, I see. Well, have a good day!  
 Sally/Kate: Thanks! You, too. Bye!





**Grammar Focus**

This is my friend Jane.	That's my grandfather.
These are my brothers.	Those are my parents.
Who's she?	She's my sister.
Who's he?	He's my brother.
Who're they?	They're my grandparents.

that's = that is    who're = who are    who's = who is    they're = they are

**3a Complete the conversation and practice it with your partner.**

补全对话并与同伴练习。

- A: That \_\_\_\_\_ my family. That's my mother.  
 B: \_\_\_\_\_ he?  
 A: \_\_\_\_\_ my father.  
 B: Who's \_\_\_\_\_?  
 A: She's \_\_\_\_\_ sister.  
 B: And \_\_\_\_\_ they?  
 A: \_\_\_\_\_ my grandparents.

**3b Look at the picture. Make sentences with the words in the three boxes.**

看图，从方框中选词造句。

this	my	father	mother
that		grandfather	grandmother
these		parents	grandparents
those		brother	sister



**3c Bring some family photos to class. Take turns to ask and answer questions about the photos.** 带几张家庭照片，课上与同伴轮流谈论照片中的人物。

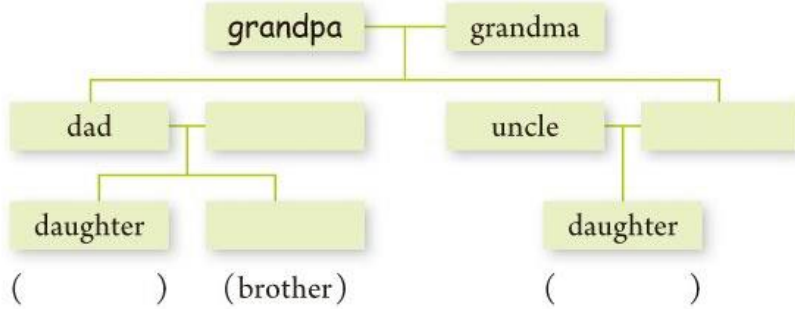


Section B

1a Add the words in the box to the family tree.

用方框中的单词补全家庭关系图。

sister son cousin grandpa mom aunt



1b Listen and check (✓) the words you hear. 听录音，在所听到的单词后打勾。

grandpa \_\_\_\_\_ grandma \_\_\_\_\_ cousin \_\_\_\_\_ dad \_\_\_\_\_ mom \_\_\_\_\_  
 uncle \_\_\_\_\_ aunt  brother \_\_\_\_\_ sister \_\_\_\_\_ friends \_\_\_\_\_

1c Listen again. Which picture are Jiang Tao and Tom talking about?

再听一遍录音，找出姜涛和汤姆谈论的照片。



Picture 1



Picture 2

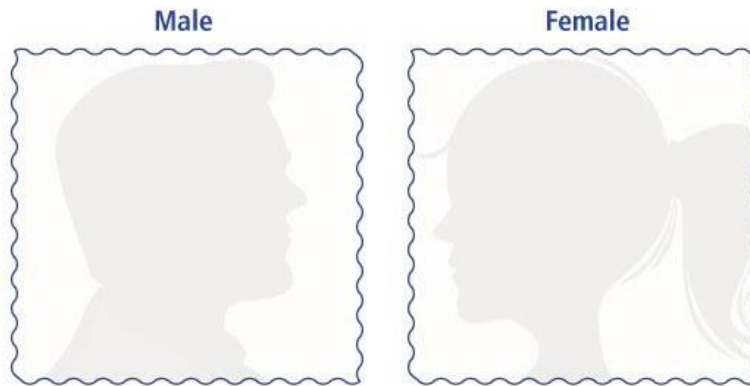
1d Draw a picture of your family and friends. Tell your partner about your picture. 画出你的家人和朋友，并向同伴介绍他们。





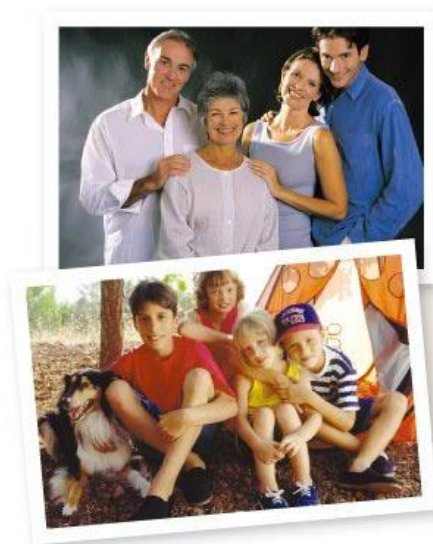
**2a** Find the male and female first names in this unit and write them.

找出本单元出现的男、女人名，并分别写下来。



**2b** Read about Jenny's family and **circle** the names.

阅读珍妮一家的简介，圈出文中人名。



### My Family

Hi, I'm Jenny. Here are two nice photos of my family. My grandfather and grandmother are in the first photo. These are my parents, Alan and Mary. In the next picture are my brothers, Bob and Eric. These two girls are my sister Cindy and my cousin Helen. Coco is in my family, too.

**2c** Read the passage again and complete the sentences. 再读一遍短文，并完成句子。

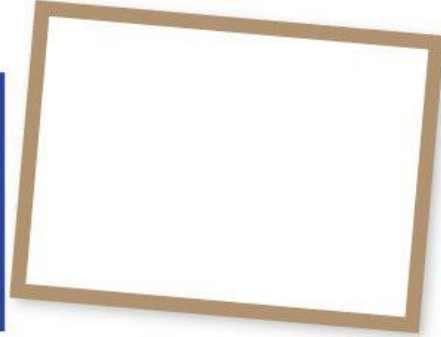
1. My name is \_\_\_\_\_.
2. Alan and Mary are my \_\_\_\_\_.
3. Bob and Eric are my \_\_\_\_\_.
4. Cindy is my \_\_\_\_\_.
5. Helen is my \_\_\_\_\_.
6. \_\_\_\_\_ is the name of my dog.

UNIT 2

**3a** Complete the passage with the words in the box. Then draw a picture of Paul's family. 选词补全短文，然后画一张保罗的全家福。

brothers parents Cindy family

Hi. My name is Paul. This is a photo of my \_\_\_\_\_. These are my \_\_\_\_\_ and these are my \_\_\_\_\_, John and Bob. This is my sister \_\_\_\_\_.



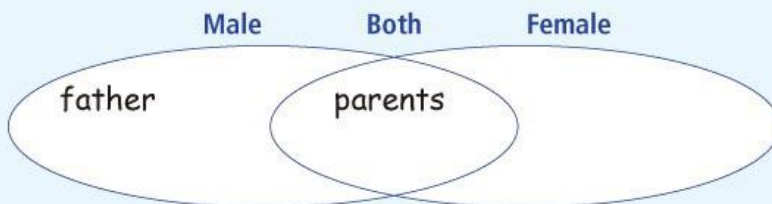
**3b** Bring a family photo to class and write about it. Then tell a classmate about your family. 带一张家庭照片，课上根据照片写一段介绍，然后给同学讲一讲。

Hi. I am \_\_\_\_\_. Here is a photo of my family. These are \_\_\_\_\_

**Self Check**

**1** Group the words for family members you have learned.

将所学的家庭成员名称分类。



**2** Complete the conversation. 完成对话。

Bill: Here's a photo of my family.

Dale: \_\_\_\_\_ he?

Bill: \_\_\_\_\_ my uncle.

Dale: \_\_\_\_\_ this girl?

Bill: \_\_\_\_\_ my cousin.

Dale: Are \_\_\_\_\_ your parents?

Bill: Yes, \_\_\_\_\_ are. And these \_\_\_\_\_ my grandparents.

# UNIT 3

## Section A

### Is this your pencil?

Language Goal: Identify ownership

语言目标: 确认物品所属关系

1a

Match the words with the things in the picture.

将单词与图中物品配对。

1. pencil e
2. pen \_\_\_\_\_
3. books \_\_\_\_\_
4. eraser \_\_\_\_\_
5. ruler \_\_\_\_\_
6. pencil box \_\_\_\_\_
7. schoolbag \_\_\_\_\_
8. dictionary \_\_\_\_\_



1b

Listen and number the conversations [1-3]. 听录音, 为对话编号。

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> A: Is this your pencil?<br>B: Yes, it is. It's mine. | <input type="checkbox"/> A: Is that your schoolbag?<br>B: No, it isn't. It's his. | <input type="checkbox"/> A: Are these your books?<br>B: No, they aren't. They're hers. |
|---|---|--|

1c

Practice the conversations above with your partner. Then make your own conversations. 练习上面的对话, 然后与同伴编新对话。



UNIT 3

2a

Listen and check (✓) the things you hear.

听录音，将所听到的物品打勾。



2b

Listen again. Complete the conversation with the words in the box.

再听一遍录音，选词补全对话。



erasers pencil ruler pencil box books

Tom: Excuse me, Grace. Is this your pencil ?

Grace: Yes, thank you. And those are my \_\_\_\_\_.

Tom: And Jane, is this your \_\_\_\_\_?

Jane: No, it isn't. It's hers.

Tom: OK, and these are my \_\_\_\_\_. This is your \_\_\_\_\_, Jane.

2c

Practice the conversation in 2b. Then make your own conversations using the things in your classroom. 练习2b中的对话，然后用教室里的物品编新对话。



2d

Role-play the conversation. 分角色表演对话。

Teacher: Hi, Anna. Are these your pencils?

Anna: No, they're Bob's.

Teacher: And is this his green pen?

Anna: No, it isn't. The blue pen is his.

Teacher: What about this dictionary?

Anna: It's Helen's. And the green pen is hers, too.

Teacher: And the eraser? Is that yours?

Anna: Yes, it is.

Teacher: Thank you for your help, Anna.

Anna: You're welcome.






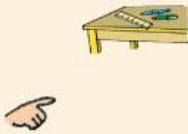
**Grammar Focus**

Is this your pencil?	Yes, it is. It's mine./No, it isn't. It's hers.
Is this his green pen?	Yes, it is./No, it isn't. The blue pen is his.
Is that your schoolbag?	Yes, it is./No, it isn't. It's his.
Are these your books?	Yes, they are./No, they aren't. They're hers.
Are those her keys?	Yes, they are./No, they aren't. They're mine.

it's = it is      isn't = is not      aren't = are not

**3a Complete the questions and answers about each picture.**

根据图片补全问句和答语。

	Is _____ your book?	Yes, it is. No, it _____.
	Are _____ my pencils?	Yes, _____ are. No, they aren't.
	Is _____ his ruler?	Yes, it _____. No, it isn't.
	Are _____ her pens?	Yes, they are. No, they _____.

**3b Read the questions and complete the answers.** 阅读问句并补全答语。

- Is this her ruler?      Yes, \_\_\_\_\_. It's \_\_\_\_\_.
- Is that Eric's schoolbag?      No, \_\_\_\_\_. \_\_\_\_\_ Sally's.
- Are these his pencils?      Yes, \_\_\_\_\_. They're \_\_\_\_\_.
- Are those Anna's books?      No, \_\_\_\_\_. \_\_\_\_\_ mine.

**3c Put some things into the teacher's box. Then take one thing out of the box and find the owner. You only have two guesses!** 在老师的盒子里放一些物品，然后取出一件物品并找到物品的主人。你只可以猜两次！



Is this your eraser?

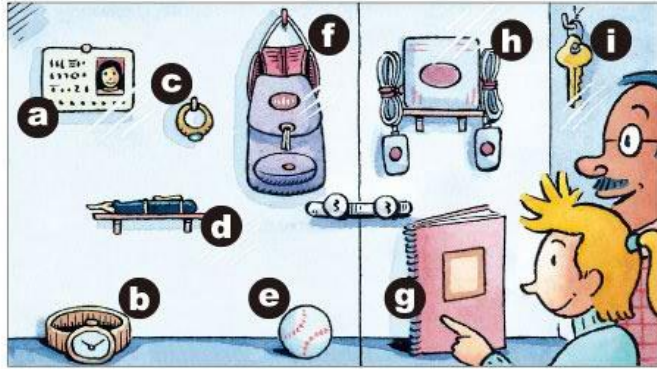
No, it isn't.

Section B

1a Match the words with the things in the picture.

将下列单词与图中物品配对。

- |                        |                   |               |
|------------------------|-------------------|---------------|
| 1. baseball <u>e</u>   | 4. ID card _____  | 7. ring _____ |
| 2. watch _____         | 5. key _____      | 8. pen _____  |
| 3. computer game _____ | 6. notebook _____ | 9. bag _____  |



1b Ask and answer questions about the things in the picture above. 就上图中物品与同伴问答。

A: What's this?  
 B: It's a watch.  
 A: How do you spell it?  
 B: W-A-T-C-H.

1c Listen and circle the things you hear in 1a.

听录音，在 1a 中圈出所听到的物品。

1d Listen again. Write the things that belong to Linda or Mike.


再听一遍录音，写出属于琳达或迈克的物品。



Linda

\_\_\_\_\_ watch \_\_\_\_\_

\_\_\_\_\_



Mike

\_\_\_\_\_

\_\_\_\_\_

1e Student A is Linda and Student B is Mike. Make conversations about the things in 1d. Then change roles. 学生A扮演琳达，学生B扮演迈克，用1d中的物品编对话，然后交换角色。

**2a** Write the things you lose easily. 写出你常丢失的物品。

---



---



---

**2b** Read the notices on the board and **circle** the lost things.

阅读公告栏启事，圈出丢失的物品。

Lin Hai,

A computer game is in the school library. Is it yours? Ask the teacher for it.

Mike

Found:

Some keys are in Classroom 7E. Are they yours? E-mail me at maryg2@gfimail.com.

Is this your watch?

My phone number is 495-3539. Call me.

John

Lost:

I lost my school ID card. I must find it. Call me at 685-6034. Thanks.

Tom ☹️

**2c** Read the notices again and write down the items. Then check (✓) *Lost* or *Found*. 再读一遍启事，写出丢失的物品，并在 Lost 或 Found 下打勾。

Item	Lost	Found
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>



UNIT 3

**3a** Complete the notices with the words or phone number in the box.

选择正确的单词或号码补全信息。

name yours found 284-5486 lost call

\_\_\_\_\_ : My notebook  
 My \_\_\_\_\_ is David.  
 Please \_\_\_\_\_ me at  
 679-8871.

\_\_\_\_\_ : A set of keys  
 Are these \_\_\_\_\_ ?  
 Call Jenny at \_\_\_\_\_.

**3b** Write your own lost or found notice with your name and phone number.

写一则你自己的寻物启事或失物招领启事，加上你的名字和电话号码。

**Self Check**

**1** Write the school things you know. 写出你知道的学习用品。

pen, ruler, \_\_\_\_\_

**2** Complete the chart with pronouns. 用代词填表。

I	me	my	mine
	you		yours
	her		hers
he	him		

**3** Look at the picture and write conversations. 看图写对话。

**1** A: Is that your schoolbag?

B: No, it isn't.

**2** A: \_\_\_\_\_

B: \_\_\_\_\_

**3** A: \_\_\_\_\_

B: \_\_\_\_\_

**4** A: \_\_\_\_\_

B: \_\_\_\_\_

