

初中 英语 (牛津上海版) 教材宣传册

上海市中小学 (幼儿园) 课程改革委员会



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教材编写与试验修改过程

编写组组建

1997年,经教育部推荐,上海市教育委员会和上海市中小学(幼儿园)课程改革委员会办公室(简称“市课改办”)决定引进牛津大学出版社于1996年出版的为港澳地区学校编写的Oxford English教材系列,并由市课改办和牛津大学出版社(中国)有限公司合作改编,作为上海第二期课程改革(简称“二期课改”)英语学科试验本教材。

教材编写与试验

本套教材自1999年秋开始在本市课改基地学校的起始年级进行教学试验。

教材修订

教材编写主持单位牛津大学出版社(中国)有限公司和上海世纪出版股份有限公司外教分公司根据市课改办的统一部署,于2006年春启动了初中段成套教材的修订和送审项目。2007年秋季开始,成套修订版《英语(牛津上海版)(试用本)》开始在上海市部分初中使用。

教材品种系列

课本，一套共8册



练习部分，一套共8册



教学参考资料，一套共8册



音带，共12盒

其中作为课本附件的音带共8盒



其中作为练习部分附件的音带共4盒



课件光盘，共6张

系为六、七年级教学参考资料的附件。



教材特色介绍

教材设计 (修订) 思路

本套教材力求更好地体现上海市“二期课改”的课程方案及《上海市中小学英语课程标准》(简称“《课程标准》”)的精神和要求,在保留原有特色的基础上,有针对性、有重点地解决如下问题:

- 1 提升教材内容的时代感,删减、改写或替换不合适的内容,换之以时代感强的新内容。
- 2 梳理并优化教材内容和项目安排,努力体现市教委关于减轻学生学习负担、提高学习效率的指示精神。

教材框架结构

本套教材以“模块 (Module) — 单元 (Unit)”为主线,每个模块有一个主题 (Theme),包含相关的若干单元 (2-4个);每个单元有一个话题 (Topic),围绕这一话题呈现一系列学习项目,如语言知识 (语音、词汇、语法)、语言技能 (听、说、读、写),以及语言运用等。这种结构可以将知识、技能和功能等有机结合,有利于灵活运用学习材料和掌握语言学习内容。

单册教材框架结构

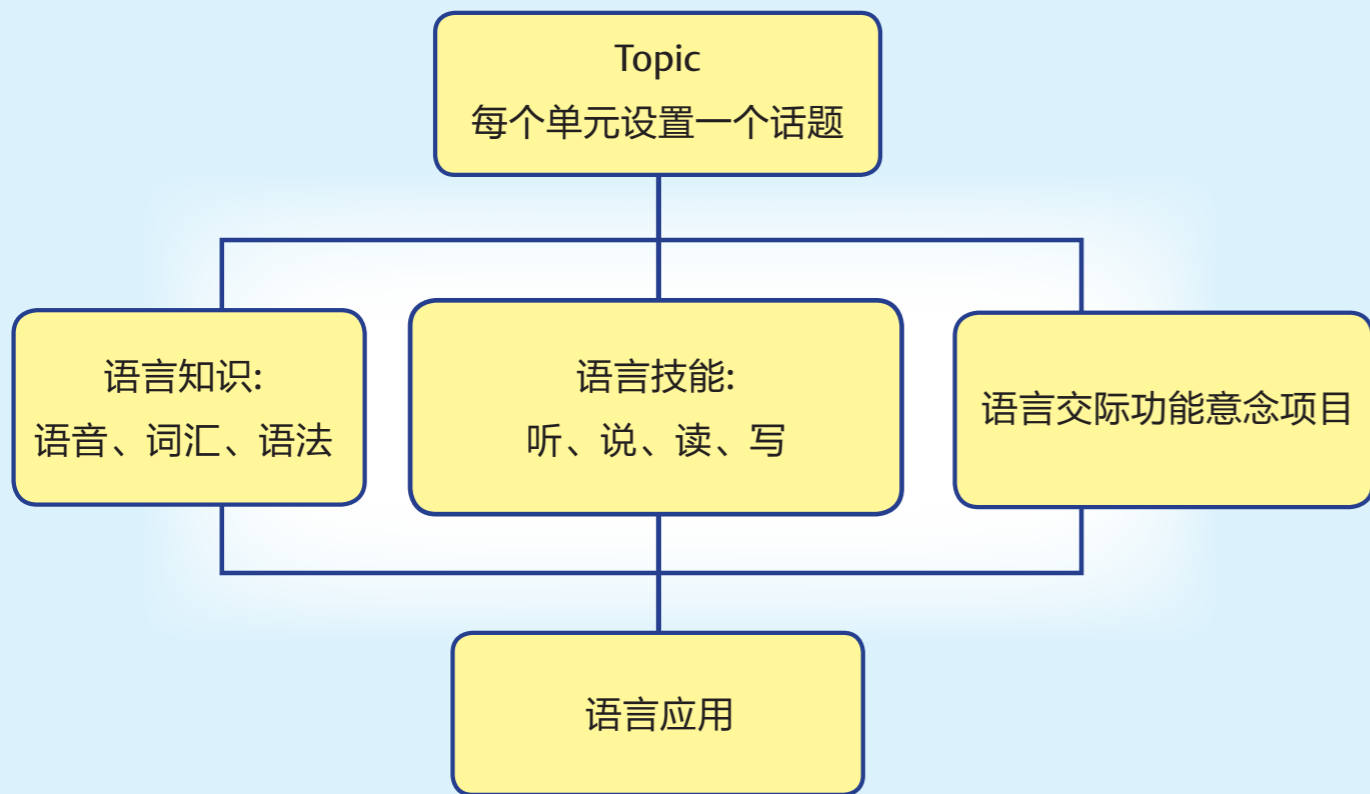
• 六、七年级

Module	1	Unit	1	Reading, Listening & Speaking, Writing, Language
			2	
			3	
			...	
		Now listen Using English More practice		
2		(同上)		
3		(同上)		
Project				
Word bank				

• 八、九年级

Module	1	Unit	1	Reading, Grammar, Listening, Speaking (Talk time, Speak up), Writing, More practice
			2	
			...	
			...	
		Using English		
2		(同上)		
...		...		
Project				
Word bank				

单元编写理念



核心栏目设计说明

- 主阅读 (Reading)

图文并茂, 适合六、七年级学生;
图示简明, 有助于学习理解。

Module 1 Family and friends

Unit 1 Family and relatives

Reading: A family tree

Look and learn

Review/introduce family vocabulary items with/to the students.

My name is Alice. These are my family and relatives. This is my grandfather. This is my grandmother. This is ...

My family tree

grandfather grandmother

mother father uncle aunt uncle

me brother cousin cousin

读前练习A有助于激发学生兴趣、引导其了解课文背景, 预测课文内容; 读前练习B启发学生充分利用关键信息 (如标题、文前说明和课文插图等) 了解故事要点, 同时学习掌握有效阅读技巧, 适合八、九年级学生。

Reading

A What do you know about ...?

You are going to read a story about space adventure. Match these words with the pictures below before you read the story.

1 an astronaut 2 a rocket 3 a space telescope 4 a comet

a b c d

B Before you read

Before you read the story on the next page, look at the title, the introduction and the picture. Choose one answer for each sentence.

1 Captain King's life has probably been a. exciting b. peaceful c. quiet
2 The story probably takes place on a. the Earth b. another star c. another planet
3 The people in the picture are probably a. having fun b. in trouble c. fixing a cage
4 The monster in the picture is probably a. harmless b. afraid c. dangerous

Caught by Gork

Captain King often tells his friends stories of his adventures. This is one of them.

Part I

Peters, our navigator, was lost again. We were running out of food, so towards evening, we landed on an unexplored planet. Before we could move, Gork pressed a button on the wall beside him. Steel bars sprang from the ground around us and closed over our heads. We were caught like rats in a trap. Gork pressed another button, and a powerful magnet above the cage pulled our guns from our hands. 'Wait, Captain,' Lam said, 'you were wrong about the monster being friendly, weren't you? And why did you say your name was "Nobody"?' 'I have a plan and "Nobody" is part of it,' I replied. 'You'll see.' I turned to Gork and said, 'Mr Gork, it is true that we are aliens, but why can't we be friends? Believe me, sir, we come in peace.' Gork said, 'You come in peace, but tomorrow you'll be in pieces. But listen, Nobody, I'll do you a "favour". Tomorrow, you'll be the last one to die.' Peters roared again. 'I hope your plan's a good one, sir.' 'Trust me,' I said. 'We're all going to live!'

Part II

I thought fast, and said quietly, 'Good evening, Mr Gork. My name is Nobody and these people here are my ...' Gork roared again. 'I know

词汇练习C1和C2是针对主阅读文章中的关键信息的词汇练习。

C Vocabulary

41 Captain King is answering a reporter's questions about the adventure. Find words in the story on page 93 to complete his answers. Put one word in each blank.

1 —Was your food almost all gone?
—Yes, we were _____ food. (Please tell me, Captain King...?)

2 —Did you land near a cliff?
—Yes, we came down _____ a cliff.

3 —Did you walk towards the doors?
—Yes, we _____ the doors.

4 —Did Gork look like a human?
—Yes, it looked almost human _____ that it had a single, huge, red eye.

5 —When Gork pressed the button, did the steel bars rise slowly from the ground?
—No. They _____ from the ground.

6 —Did you try to make friends with Gork?
—Yes, I told him we came in _____.

7 —Did Gork offer to do something kind for you?
—Yes, he said he would do me a '_____'.
—Did you ask Peters to believe that you could save him?
—Yes, I asked him to _____ me.

42 Study how the words in the box are used in the story. Then use them to complete the sentences below.

1 The person who is in charge of a ship or a plane is the _____.

2 A _____ is a large Australian animal.

3 _____ is a kind of hard stone.

4 A person who is _____ cannot find his or her way.

5 A _____ is used for catching animals and people. Sometimes it is made of a strong metal called _____.

6 A _____ person means only one person.

7 We call a place '_____ ' when people have never visited it or know nothing about it.

8 A _____ is an area of low land between mountains.

unexplored kangaroo captain valley single steel rock trap lost

读后练习D1和D2针对阅读难点引导学生加深理解, 挖掘文章内涵。

D Comprehension

43 Read the story and, as you read, match the characters on the left with the words on the right.

1 Gork a Let's get out of here.
2 King b We'll wait.
3 Lam c Aliens!
4 Peters d How did you get in here?
e You were wrong about the monster being friendly, weren't you?
f We come in peace.
g You'll be the last one to die.
h I hope your plan's a good one, sir.
i Trust me.

44 Below are some opinions about the story. Read the story again and find the evidence for these opinions. Put one word in each blank. The first one has been done for you.

1 Peters was not a very good navigator. The story says that he was lost again.

2 Lam was a good pilot. The story says that she _____.

3 The doors in the cliff were very big. The story says that they were _____.

4 Gork's roar frightened the captain and his crew. The story says that it turned their _____.

5 Gork and his friends did not like aliens. Gork said that they would always _____.

6 Gork was 'kinder' to the captain than to the others. Gork said to the captain, 'You'll be _____.'

7 Peters was afraid. The story says that _____ when he spoke. He said, '_____.'

8 The captain was sure that he could save his men. He said, '_____.'

• 听说 (Listening & Speaking)

听说部分的内容设计大多与单元主题有关, 形式多样, 能力分层, 让学生在技能训练中提高听说 (包括思维) 和交际运用能力。

Listening

The start of the Trojan War

How did the Trojan War start? Listen to the story on the recording, and put the pictures in the correct order. Write the numbers 1-6 in the boxes.

Paris Aphrodite King Menelaus Queen Helen

Speaking

A Talk time

Offering, accepting and refusing help

A1 Jenny is very busy working on the school newspaper. Tony offers to help. Read their conversation and answer the questions. Then work in pairs to practise the conversation.

Tony Hello, Jenny, you look busy. Anything I can do to help?
 Jenny Thanks very much, but I can manage.
 Tony Come on, let me give you a hand. Don't be so independent all the time!
 Jenny No, thanks. I'm OK.
 Tony If you want, I could do some typing.
 Jenny Typing? Oh, that would be good. I didn't know you could type. Thanks a lot.

Questions

- 1 Tony offers to help Jenny three times. What are the words he uses to offer help?
- 2 Jenny rejects Tony's offers twice. What are the words she uses to reject his offers?
- 3 Jenny accepts Tony's third offer. What are the words she uses to accept his offer?

A2 Jenny is doing some housework at home. Tony is visiting her and offers to help. Work in pairs to complete their conversation.

Hello, Jenny, you look ⁽¹⁾ _____.
 Anything ⁽²⁾ _____ help?

(Refuse Tony's offer.)
⁽³⁾ _____

(Offer help again.)
⁽⁴⁾ _____

(Refuse the offer again.)
⁽⁵⁾ _____

If ⁽⁶⁾ _____
 wash the dishes.

Wash the dishes? Oh, that
⁽⁷⁾ _____
 Thanks a lot.

• 写作 (Writing)

写作技能的学习训练旨在让学生逐步学会写不同体裁和题材文本的能力, 如短文、日记、邮件、报告、小故事、贺卡、便条和卡片等。

Writing

A traditional skill/job

Jenny liked Millie's article about Damin, and decided to have more articles about traditional skills and jobs in the newspaper.

Write a short article describing a person who has a traditional skill or job, e.g., a paper cutter. Make up a name for your character. Write four paragraphs with the following details:

- Paragraph 1 Describe the person. —What does he or she look like? Use the Speaking section to help you.
- Paragraph 2 Describe the things this person uses. —What does this person use for his or her work?
- Paragraph 3 Describe the skill or job of this person. —Where and how does he or she do it?
- Paragraph 4 Look at the past, and then look at the future. —How long is the history of this skill or job? What will happen to it in the future?

Writing

Judy's diary

Now you are Judy. Every day you write a diary. Yesterday was your birthday, and you saw a robbery.

Work in pairs. Complete the sentences by using the pictures and the words in the boxes. Remember to put the verbs into the simple past tense.

Verbs
 be go (out) give eat come

Other words
 the afternoon delicious a present
 the morning a lot of a radio

Today was my birthday. In _____ Saturday, 15 June
⁽¹⁾ _____ the bank. They ⁽²⁾ _____ a lot of
⁽³⁾ _____ and ⁽⁴⁾ _____ the bank. A ⁽⁵⁾ _____
 was waiting for them. The men ⁽⁶⁾ _____ it, but the
⁽⁷⁾ _____ out of the bags. It ⁽⁸⁾ _____ so rain
 money! The people in the street ⁽⁹⁾ _____ very

Writing: A report on habits

A survey

Ask your classmates about their bad habits in the past and their good habits now.

Classmate	Bad habit in the past	Good habit now

Write

Write a report about the bad and good habits of your classmates.

A report—bad and good habits

1 _____ used to _____.
 He/She does not _____ any longer.
 Now he/she _____.

2 _____ used to _____.
 He/She does not _____ any longer.
 Now he/she _____.

3 _____

Writing

A short story competition

One day, May saw the advertisement below in a newspaper. She looked up the three words in her encyclopaedia, thought for a few days and then tried to write a story.

***** ADVERTISEMENT *****

Great Short Story Competition!

Are you under sixteen years old?
 Do you want to win a free trip to Disneyland?
 All you have to do is to write a short story with these three words:
 dinosaur Diogenes Disneyland

Write your story now and post it to PO Box 46122 before 30 November and you might win a free trip to Disneyland!

Look at the pictures below. Help May complete her story on the next page, using the words in the box and the verbs in brackets. Write what you think Sammy did with the money in the end.

• 语法 / 语言要点 (Grammar / Language)

Language

- ▶ near/far away from
- ▶ Where have you been in ___?
- ▶ I have been to ___ (place) in/on ___ with ___.
- ▶ be going to
- ▶ Which place ...? When ...?
- ▶ How about ...? What time ...? How ...? How much ...?

Grammar

A Asking Wh- questions and How questions

We use question words to find out things. They usually come at the beginning of questions.

We use ...	for questions about ...	Examples
What	things	What is your name?
Where	places	Where is the post office?
When	times	When can we leave?
Which	choosing people or things	Which do you want, rice or noodles?
Who	people	Who are your neighbours?

按照《课程标准》要求，由易到难、循序渐进地安排语法（语言要点）项目。六、七年级以呈现语言项目并引导学生模仿套用结构为主，八、九年级进行系统归纳梳理。语法训练尽可能与语言在情景中的运用相结合。

• 拓展阅读 (More practice)

拓展阅读提供的材料旨在对单元主题、作者概况或文化背景等进行延伸，以拓展学生视野，提高阅读能力。

More practice

An extract from *The Adventures of Tom Sawyer*

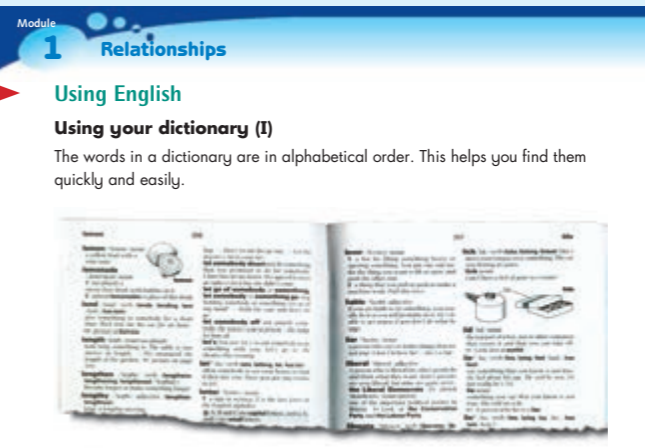
Tom and Becky walked down a winding passage²¹ inside a cave, holding their candles high. They saw names and dates written on the wall with candle smoke by other visitors to the cave. Becky and Tom read some of them as they walked along. They were talking so much that it was a little while before they noticed they were now in a part of the cave that had no writing on the wall. They used candle smoke to write their own names on the rock and walked on.

Soon they came to a place where a little stream of water was running. Over the years the cave wall had been shaped by the running stream, and it looked like a frozen waterfall. Tom went behind it and lit it up with his candle so that Becky could see it better. Behind the stone waterfall he found an opening in the rock, leading downwards. At once he wanted to explore it. Becky agreed and together they started to walk down into the earth. They wound this way and that, far into the cave, making smoke marks here and there to show the way back. This was exciting. They would have a lot to tell their friends above when they returned.



• 实用英语 (Using English)

实用英语，包括如何查阅各类工具书，使用英语缩写形式和各类图表、填写不同表格、读懂产品说明书等，旨在帮助学生掌握一些实用的英语技能，提高实际应用能力和自学能力。



• 主题任务学习 (Project)

主题任务学习旨在让学生对某个课题作调查研究，并以口头或笔头形式呈现成果，通过研究探索，提高语言综合运用、合作学习、社会交际等能力和人文素养。

Think, discuss and write

Electricity is important to us. What would our lives be like without electricity? Discuss this with your classmates.

The importance of electricity

Electricity is very important in our lives today.

Without electricity, our lives would be less comfortable. Why?

We would not be able to use _____ in summer.

We would not be able to _____.

Write and draw

Think of some people you and your classmates would like to invite to your party. Design an invitation and fill in the necessary information.

Guest list	
•	•
•	•
•	•
•	•
•	•

INVITATION

(draw)

Dear _____

We are going to have a birthday party for _____.

We would like to invite you to the party.

Date: _____

Place: _____

Time: _____ (a.m./p.m.)

Yours _____

教材 (编写) 特色

中外合作, 优势互补, 体现先进的编写理念

本套教材的编写吸收了国内外先进的教材编写理念和设计思想, 综合了国内外语言教学一线的经验, 是中外英语教学专家智慧的结晶。教材基于“以人为本”、“学生是英语学习的主体”和“学用结合, 学以致用”的教育思想, 以“任务型语言教学”为教学法理论基础, 致力于培养学生英语交际能力; 教材着眼于学生的需要, 不仅为当前之需, 也着眼于后续学习乃至人生之需, 培养学生善互动、能合作、有创新及自信、自理的学习习惯和学会批判性思考, 培养解决问题的能力。教材的听说读写各项技能既有单项训练, 也有综合训练, 相辅相成、相得益彰。

内容丰富多彩, 体现德育精神

教材的主阅读 (Reading) 和拓展阅读 (More practice) 等部分内容题材广泛, 涉及《课程标准》规定的初中“基本素材”的绝大部分, 诸如“人与自然 (环境保护)、城市国家、兴趣爱好、娱乐运动、科学技术、地球太空、历史发展和社会新貌”等。

纵观整套初中英语教材, 既有反映世界科技文化和风俗习惯的内容, 也有反映中国优秀传统文化和现代社会发展的内容, 前者如世界大都市 (见案例1)、伟大的科技发明、因特网发展史、各国饮食文化、古希腊神话故事 (《木马计》)、文学名著选读 (《汤姆·索亚历险记》) 等; 后者如国内著名景观、大熊猫、中国茶叶、鸬鹚捕鱼 (中国传统技艺) 等等。教材中也不乏体现两纲精神和德育渗透的内容, 如六年级的“饮食健康”、“消防知识”; 七年级的“向优秀同学学习”、“遵规守纪”; 八年级的“保护森林”; 九年级的“争当绿色消费者 (见案例2)”等, 其教育价值显而易见。

案例1: 亚洲几大城市

Reading: Great cities in Asia

Look and read
Miss Guo and her students are reading some information about Beijing, Tokyo and Bangkok.

Beijing
Beijing is the capital of China. It is north of Shanghai. You can find museums, palaces and parks there. Many tourists like visiting those places. They always visit the Great Wall. There are more than 15 million people in Beijing. They enjoy eating dumplings.

Tokyo
Tokyo is the capital of Japan. It is north-east of Shanghai. You can see a lot of tall buildings, huge department stores and famous hotels there. Tourists usually go shopping in Tokyo. There are about 12 million people in this city. They love eating sushi.

Bangkok
Bangkok is the capital of Thailand. It is south-west of Shanghai. There are many temples and beaches in Bangkok. A lot of tourists enjoy swimming in the sea at these beautiful beaches. There are about 9 million people in Bangkok. They love eating fruit. They also love eating spicy food.

Look! These are all great cities in Asia.

案例2: 环境保护

THE YOUNG

The Great Greenhouse

We use these in fridges and spray cans, and to make plastic items such as fast food boxes.

This book says our world is in danger. It describes the various threats to the environment. The situation is so serious that we must do something to save the Earth.

The greenhouse effect
The writers ask us to 'imagine that the Earth is inside a kind of greenhouse with the atmosphere around it. The atmosphere acts like the glass: it lets sunlight in and keeps warm from getting out. The atmosphere is essential for all living things. Without it, the Earth would be as cold and lifeless as the surface of the moon.'

15 'The trouble is that our atmosphere is changing because we are polluting it with chemicals—in the form of gases—and it is keeping in too much heat!'

20 These gases, mainly carbon dioxide (CO₂), are produced by burning fuels such as petrol. The greenhouse effect may cause the level of the sea to rise and flood cities and even whole countries.

Damage to the ozone layer
25 The writers tell us that 'ozone is a gas which occurs 20 to 50 km above the ground. It forms an essential protective layer around the Earth. Without it, the Sun would burn us up!'

30 We are making holes in the ozone layer, mainly by using chemicals called CFCs.

35 Destruction of the forests
The burning and cutting down of the forests is making the greenhouse effect worse because trees take in CO₂. It also causes soil erosion and flooding, as well as destroying the homes of people and animals that live in the forests.

Bad habits
Many of our habits cause pollution, especially our habit of using things once and then throwing them away. This creates massive mountains of rubbish. We do not know what to do with the rubbish and it pollutes our land and sea. For example, people throw away as many as seven billion drink cans in Britain each year. That is enough to reach from the Earth to the moon.

How can we save the Earth?
The book is asking us to become 'green consumers'. That means we should only buy and use environmentally friendly goods so that we can save the Earth. These goods will not damage the environment.

Let's be green consumers and enjoy living a better life on the Earth!

HELP!

重视外语课程工具性和人文性相结合的特点

外语不仅具有工具性之特点，还具有人文性之功能。本套教材的目标不仅是培养学生听说读写的技能和在实际生活中综合运用英语的能力，还特别重视英语课程的人文教育功能。内容选择既包括各种语言要素，即语言知识（语音、词汇、语法）和语言技能（听、说、读、写），还包括学生的全面发展所需要的语言因素以外的课程内容要素，如情感态度、学习策略和文化意识等。

教材有阅读策略训练（如预测课文内容的练习，见案例1）及有关语法、听、说、写等方面的小贴士，每单元的拓展阅读（More practice）、实用英语（Using English）和主题任务学习（Project）（见案例2）中也尽可能多地安排有关的中外文化习俗等文化背景知识介绍和节能环保等方面的内容。

案例1：阅读策略：了解课文背景，预测课文内容

Reading

A What do you know about ...?

You are going to read a story about space adventure. Match these words with the pictures below before you read the story.

1 an astronaut	_____	3 a space telescope	_____
2 a rocket	_____	4 a comet	_____

B Before you read

Before you read the story on the next page, look at the title, the introduction and the picture. Choose one answer for each sentence.

- Captain King's life has probably been _____.
a exciting b peaceful c quiet
- The story probably takes place on _____.
a the Earth b another star c another planet
- The people in the picture are probably _____.
a having fun b in trouble c fixing a cage
- The monster in the picture is probably _____.
a harmless b afraid c dangerous

案例2：主题任务学习：废弃物利用

Think and write

Discuss with your classmates and write down what you can do to reuse old materials.

Suggestions for reusing materials

Paper

(Do you write on both sides of paper?)

Don't just use _____ side of paper.

We can _____



版式设计精美

版式编排科学、设计新颖、体例统一一直是牛津英语教材的特点，修订版教材秉承了此风格，不仅是内容体现的需要，更传递了高雅的品味，给师生以视觉的美感。六、七年级教材图文并茂，人物形象生动，深受学生喜爱；八、九年级每个单元首页的卡通人物形象可爱、语言幽默风趣，让人忍俊不禁，而且卡通人物的对话内容往往暗示了课文主题，能激发学生探究课文内容的好奇心（见案例）。

案例：卡通插图



教材使用建议

提倡根据学生实际情况，灵活处理和使用教材

教材内容（包括练习部分和多媒体课件光盘等）并非都要按部就班一个不漏地完成，教师可以根据需要创造性地使用教材，如内容进行增删或重组，提高教学的针对性。

关注有效性，体现选择性

针对学生不同的认知发展水平和学习需求，教材内容作了分层设计（如篇目设置、写作等能力训练要求和词汇的分层分类学习要求等），教师可以根据学生的水平差异选择性地安排教学，以实践“面向全体、尊重个体”的理念，体现教学内容要求的分层处理精神。

用好教参，重视教学建议

重视并用好教参的教学建议内容，合理把握各部分教学项目的定位和教学要求（如不要随意将教学项目提前或后移、随意增减教学内容、随意拔高或降低教学难度等）；有效利用教参所提供的“参考资源（如与教学内容相关的背景资料或网络信息资源）”等。

充分利用教材的特色内容

实用英语（Using English）和主题任务学习（Project）是教材的特色，能使學生直接体会英语的实用性并感受学习英语的乐趣，非常有助于提高学生的学习效率。切莫因为这些内容似乎与各单元的学习内容主题关联不大而轻视甚至忽视。

课件播放的注意事项

播放六、七年级教学参考资料配套多媒体课件光盘时，需适当降低室内的亮度（如拉起窗帘），以保障屏幕上图文的显示效果，保护学生的视力。