

人教版新目标七年级上册英语全册教案集

新目标英语〔Go for it 〕 七年级上全册教案

Unit 1-6

Unit 1 My name 's Gina

Period One

课前打算

教师：打算游戏时所用的图片〔食物、蔬菜、动物〕。

学生：打算表演时所需道具〔服装、假发〕。

教学设计

Step One resent the sentence patterns.

1.Play a game “How many words do you know ” (利用小游戏调

动学生的积极性，同时通过对冠军的介绍引出本课。)

Teacher: After the study of the first three starters, I think

most of the students must have known a lot of words. How many

words do you knowLet 's play a game to see whoknowLet 's play a game
to see who knows the most.

(Divide all the students into several groups and show a picture

〔图片略〕 to them with the computer. Every group can choose two students
to join. They are asked to come to the blackboard and write down the

words in 30 seconds.)

(Group 2 is the champion group. They can write 11 words.)

2. Introduce the champion group to the class. (引课方法贴近

生活，学生易于接受)

Teacher: Congratulations, now Group 2 is the champion. But I don't know your names. Would you like to introduce yourselves to us

S1: Yes; S2: Yes.

S1: Hello. My name is Li Lei. Nice to meet you.

Ss: Hello, Li Lei. Nice to meet you, too.

Ss: Hello! What's your name

S2: I'm Sun Ping. How do you do

Ss: How do you do

Step Two: Drills.

1. Make introductions. (通过句型的操练使学生更加熟练掌握所学的句式。)

Teacher: The new term begins. Everyone will meet many new classmates. Do you want to make friends with them? If your answer is "yes", please introduce yourself in your group.

Example:

Sa: Hello! I 'm Li Lei. What 's your name

Sb: My name 's Zhang Feng. Nice to meet you.

Sa: Nice to meet you, too. And what 's your name, please

Sc: Lin Li. How do you do

Sa: How do you do

2.Listen and number the conversations.

Teacher: Today I have good news for you. Three new students will come to our class. They are from other countries. Do you want to know them Let 's listen to the recording of 1b in Section A.

(Students listen to the tape and give the right answers.)

Step Three: Make friends.

1.Make new friends. (用谈话的方法完成任务, 生动生动, 同时更简单向学生进行美德教育。)

Teacher: Now everyone has some new friends. Do you want others to know them Do you want more friends Let 's introduce our new friends to others, OK

Ss: OK.

Example:

Sa: This is my new friend. His name is Sun Nan.

Sb: Hello, Sun Nan. Nice to meet you.

Sc: Nice to meet you, too. Look! This is my new friend. Her name is He Lu.

Ss: How do you do

Sd: How do you do

(Students can stand up and introduce their friends to others freely. They can greet each other warmly. Everyone in the class can have more friends. They can also know something else about them.)

2.The New comers. (以表演的形式完成, 使课堂气氛到达 X。)

Teacher: Just now I said three new students from other countries would come to our class. Now, look! They are here. Let 's give them a warm welcome.

(Three "foreign " students come in and all the students clap warmly.)

Teacher: It 's their first time to come to China. Would you like to listen to their introductions

Ss: Yes.

(Three students can make introductions and act out the dialogue vividly.)

Step Three: Sum up.

Some students are asked to sum up this lesson. It is how to make new friends and how to greet them. It is very important in the daily life.

Homework

How do you meet new visitors at home

Period Two

课前打算

教师：打算歌曲磁带（歌词）、情景图片及上课所需表格。

学生：需要向父母了解自己名字的含义。

教学设计

Step One: Revise the sentence patterns.

1. Sing an English song. (用唱歌的方法既带动了气氛，又复习了所学内容。)

Teacher: Yesterday we've known each other already. Do you remember your new friends' names? If you do, let's sing the song "What's your name".

Hello! Hello! What's your name? My name's

Gina.

Hello! Hello! What's his name? His name's Peter.

Hello! Hello! What's her name? Her name's Anna.

2. Listen to the conversations and finish the exercises.

Teacher: Yesterday I made a new friend. Her name is Jenny. She is very lovely. She introduces many friends others to me. Do you want to know about them Let 's listen to the tape and find out some useful information.

(Students listen to the tape and give the right answers.)

3. Act out the dialogues. (在特定的情景下表演对话更符合实际, 更贴近生活。)

Teacher: Now you've known something about introductions and greetings. But if you are in other places, how do you introduce yourself and greet others Look at the four pictures and imagine you are in such a situation, how do you get to know new friends

(Students can choose any picture they like and act out the dialogues.)

Example:

(At a party)

Sa: Hello! I 'm Lucy Green. What 's your name

Sb: My name is Kate Brown, Jim 's classmate. Nice to meet you.

Sa: Nice to meet you, too. I 'm Jim 's sister. Welcometo Jim 's birthday party. Make yourself at home.

Sb: Thanks, I will.

Step Two: Choose English names.

1. Play a name game. (有效引出“英文名字”这一主题。)

Teacher : As we know, everyone has a name. Each name has its special meaning and so do English names. Do you want to have an English name? If you do, let's play a name game. The winners of the game will get English names.

Rules: Every student should introduce himself or herself, but at the same time he (she) should repeat all the above-mentioned classmates' names.

Example:

S1: My name's Tony.

S2: His name's Tony. My name's Linda.

S3: His name's Tony. Her name's Linda. My name's Nick.

S4: His name's Tony. Her name's Linda. His name's Nick. My name's Kim.

S5: ……

2. Choose English names.

1). Find out first names and last names. (用小组的方法完成名字的识别。)

Teacher: Congratulations to the winners. Now you choose English names from the box. But before you choose names, you must know English names have two parts: first name and last name. Look at the box, can you classify them according to the demands

Jenny Gina Alan Mary Jim Tony Tom Bob Mike Green Miller Jack Smith
Brown Linda Nick Kim Hand

Period Three

课前打算

教师：打算所需的歌曲磁带、名片样本及各项表格。

学生：制作名片所需的纸张、画笔等。

教学设计

Step One: Present the English numbers.

1. Sing the song "Ten Little Indian Boys". (歌曲欢快有趣，比起单纯教授单词更为有效。)

Teacher: During the first two classes, we've known something about new friends names. But if we want to contact them. What shall we do

S1: A telephone call.

T: But you don't have their telephone numbers.

S1: Ask for their telephone numbers.

T: If we want to know about their telephone numbers, we must learn

how to say these numbers in English. Let 's learn to sing 'Ten Little Indian Boys " .

Words

One little, two little, three little Indians,

Four little, five little, six little Indians,

Seven little, eight little, nine little Indians,

Ten little Indian boys.

(After singing the song, tell the students not to forget "zero" .)

T: Count the number together from zero to nine.

S2: Zero ...

2.Listen to the conversation and write the telephone number. (通

过听力复习单词。)

Teacher: This is my friend 's telephone number. But I can 't hear it clearly. Could you please help me write it down

(Students listen to the recording of 1b in Section B and give the answer.)

Step Two: Drills.

1.Make a survey about your partners 'telephone numbers. (调查组内成员的号码，重点练习所学句式。)

Teacher: Thank you for your help. But do you want to know your friends' telephone numbers? Now let's make a survey about it and try to fill in the chart.

Name Telephone numbers

Li Lei

Liu Yu

Lin Fang

Yin Kailin

S1: Hello, Liu Yu. What's your telephone number?

S2: My telephone number is ...

S1: Oh, thank you. What about yours, Lin Fang?

S3: It's ...

S1: ...And may I know your phone number, Yin Kailin?

S4: ...

S1: Thank you very much. Oh, I nearly forgot. My telephone number is ...

2. Report it to the class.

(After the survey, every group can choose a student to report the survey result to the class.)

Example:

My telephone number is ...Liu Yu 's phone number is ...Lin Fang 's
telephone number is ...YinKailin 's phone number is ...

3.Listen and match the names and telephone numbers. (制作 号码簿
这一任务能够大面积调动学生装的参与意识。)

Teacher: I will play the recording twice. The first time just listen.
The second time, write the letter of the person 's telephone number in
the space after that person 's name.

(Students listen to the tape .)

T: Next, I 'll play the recording again. This time, fill in the
missing numbers.

(Students listen to the tape again .)

T: Can you find out whose telephone numbers they are

S: ...

4.Make an address book.

Teacher: The new term begins. Our class needs an address book to
contact each other. Nowwe can put all the information together and then
we can have our own address book. Pay attention to the address book
headings "Names" and "Phone numbers ". Now work in groups of six and
ask your group members "What's his /her name And What 's his/her phone
number"

Step Three: Make an ID card.

1. Show some different ID cards to the class and try to enjoy them.

(向学生展示不同种类的名片,一方面开阔学生眼界,一方面便于学生找知名名片所含内容。)(引导学生有效搜集名片上的信息,提高学生的阅读能力。)

Teacher: Now our class has a very useful address book. We can use it to talk with others on the phone. But for most adults, ID cards are more important because they are easy to take along. What's more, they are very enjoyable. Sometimes they can show the owners' special personalities. Look at the ID cards below and try to enjoy them.

Teacher: From the cards above, what can you find out

S1: It must have a person's name ...

S2: Sometimes it has a motto.

T: Yes, It must have a person's name, postcode, telephone number, home address and e-mail address. So if you have a chance to make an ID card, you must think about all the above. But before you make your card, first let's learn how to get information from the card. It's very important.

2. Read the ID card and answer the questions. (提供参考信息,但同意学生创新。)

Teacher: Look! Here's an ID card of my friend's. Please look at it and find out some useful information about her.

FIRST NAME:

Jenny

LAST NAME:

Brown

TELEPHONE NUMBER:

535-2375

1. What's her telephone number

2. What's her family name

3. What's her first name

Homework

1. Students are asked to make ID Cards of their own.

Demands: A. Useful information must be included.

B. It can be designed as beautifully as possible.

C. Students may show their own personalities if possible.

Personal Information

First name: _____ Last name: _____

English name: _____ School: _____

Class: _____ Phone number: _____

Home

address: _____

E-mail: _____

Motto: _____

2. Find out the information about the famous person.

Period Four

课前打算

教师: 打算评价表、名人图片和一张个人海报。

学生: 打算好完成的名片参加展览。

教学设计

Step One: Make an ID card show.

1. Show the ID cards to the students.

Teacher: Yesterday all of you made some beautiful ID cards. Today we'll make a show here. Let _____'s enjoy it together and try to choose the best ones.

2. Find the owner of the card.

Teacher: The ID card show is over. All the cards are mixed together. I can't find the owners. Who can help me

S1:I can.(Show one of the cards to another students.)

S1:Excuse me, are you in ...

S2:Yes, I am.

S1:What's your telephone number

S2:It 's...

S1:Are you...

S2:Yes, I am.

S1:Here 's your ID card.

S2:Thank you.

(Teacher asks more students to find the owners of ID cards).

Step Two: "Face to Face" .

1.Play a guessing game.

Teacher: ID cards are useful. But some persons 'names are known to all the people.They are very famous. Now look at the pictures and guess their names.

(The teacher shows some famous person 's pictures and students guess their names and give their answers.)

2.Collect useful information.

Teacher: These persons are very famous. But it's better for us to know something else about them. Before class you've been asked to collect some information. Now let's exchange it together.

3. Report it to class.

Each group can choose a student to give a report about their favourite person. The other students can ask him some questions in class.

Example:

S1: This is Michael Jordan. He's years old. He's... He speaks... His birth place is ... He is a famous ... player. He's a member of six Chicago Bulls championship teams.

People like to call him "Air Jordan".

S2: Do you like Michael Jordan? Why or why not?

S1: Yes, I like him very much because he's so ...

S2: Do you want to be a basketball player like him?

S1: Of course I do. That's my dream.

Step Three: Make a poster about yourself.

Teacher: Do you want to be famous all over the world?

First you must learn to show yourself. Now you have a chance to do that. Please try to make a poster about yourself. In your poster you

should try to introduce yourself.

(Students can write a passage about themselves. They can give some personal information. They can also design the poster as well as they can.)

Homework

Students are asked to sum up this unit, especially about how to talk with others politely.

Unit 2 Is this your pencil

教学内容

本单元围绕着“Is this your pencil”这一主题开展听、说、读、写等多种教学活动，其教学核心内容是“确认物主”。通过本单元的教学，使学生学会识别物品的全部者，学会依据场景询问物品的所属，以及英语中对应的表达法，学会写寻物启事和失物招领。教师应着力培养学生能在一般交际交往中有效地使用言语进行表达，与他人沟通信息，为今后学习打下坚实的言语根底。

教学目标

1) 知识目标：A.学习并掌握指示代词：this 、 that ；

B.学习 What引导的特别疑问句；

C.学会 Yes/No 问句及其简单答复；

D.学会句型：---How do you spell penP-E-N.

2) 能力目标：A.能识别物品的全部者；

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