

高中英语教学案例范文 第一篇

There have been a lot of ways of acquiring knowledge. And the number is increasing unexpectedly owing to the popularization of modern mass media.

有很多获得知识的方法，而由于现代大众传媒的普及，（获取知识方法的）数量也在以意料之外的速度增长。

However, reading books has always been the major and convenient approach to knowledge. One may acquire most of his knowledge through reading books, since they can be carried easily and read leisurely everywhere at any time. Another equally important means of acquiring knowledge is through practice, especially learning from others. It is unlikely for a person to get all-round knowledge by merely reading books. As a matter of fact, genuine knowledge comes from practice.

然而，阅读一直都是最主要和最方便的方法来获取知识。也许人大多数知识的取得都是通过阅读书籍，因为它们易携带、可以随时随地悠闲地阅读。另一个同样重要的方法是通过实践获取知识，尤其是向别人学习。一个人不可能仅仅通过阅读书籍就可以学到全面的知识。事实上，实践出真知。

Although books and practice are indispensable to the enrichment of one's knowledge, other means shouldn't be turned aside. With the development of IT industry, people tend to hunt for knowledge by means of Internet. Internet is changing people's traditional approaches to knowledge. It has found its way into every field of the world.

高中英语教学案例范文 第二篇

教学目标

1) Important vocabularies

Daily; advertisement; check interview; fix; develop; hand; add; deliver; speed; latest; publish; avoid; besides; get down to ; face-to face; be popular with somebody; as well; care for

2) Daily expressions

Are you /Will you be free then?

Yes, I'd be free. I'd like to go.

Let's go together then. I'll meet you at the theatre at six - thirty .

Good! See you then.

What time shall we meet?

Where is the best place to meet?

What about meeting outside? I suggest...

3) Useful phrases

What's on...? Is there anything good on?

They are said to be very good.

Finally, there is no more time left for adding new stories.

4) Grammar

Form is used to be Subject and Object

教学建议

能力训练

1. 通过口头练习，学会日常生活中的各种表达方式。
2. 学会介绍事物及报刊杂志的方法，了解这种文体的写作技巧。

德育渗透

1. 通过课文的学习，引导学生懂得任何一事物都得付出很多的劳动，懂得爱惜报纸，爱惜各种书籍。
2. 通过对报纸各版面的介绍，扩大了同学们的眼界，增强了他们求知欲和学习积极性。

师生互动活动

Lesson 13: 口头练习：对话交际功能——日常生活用语。

Lesson 14: 学生扮演主编介绍报纸出版的过程。

Lesson 15: 学生扮演主编介绍《中国日报》的内容。

Lesson 16: 笔头练习: 写一篇介绍一种报纸或杂志的英语论文。

教材分析

从本单元的对话来看, 主要是学习如何用英语提出约会以及如何应答约会的日常用语, 如: 询问对方是否有空, 建议会面时间和地点及如何应答的日常用语, 并能运用 Will you be free?到 It' s.. What about...?等最为普通的语言功能进行日常交际, 同时也注重 check, fix, face-to face, deliver, take a photograph, pass on, get down to, as well, what' s on 等重点词汇和短语在本单元中学习, 本单元中的阅读课主要内容是了解报社一天的工作和报纸的出版过程及《中国日报》的一些情况, 同时在这里运用了重点语法知识, 形式充当主语和宾语的用法。

高中英语教学案例范文 第三篇

教学目标:

- 1、能听懂、会读、会说 goodbye, my friend, he' s, she' s.
- 2、能听懂、会读、会说日常交际用语 Goodbye, ... He' s/She' s... He' s/She' s my friend.
- 3、能初步运用本课所学的词汇和日常交际用语与人告别, 向他人介绍自己的朋友。

教学重点:

- 1、能在情境中理解 friend 一词的意义。
- 2、能理解 Goodbye, ...这一交际用语的含义并知道如何在生活中运用。

教学难点:

能根据性别不同, 用 He' s/She' s...来介绍自己的朋友。

教学准备: PPT、头饰等。

教学过程:

Step1 Warming up & Lead-in

1. Free talk (T-S, S-S)

T: Let' s play a game. Close your eyes. Listen and guess: Who' s this?

S1: Hello/hi/ good morning, class!

S2, 3, 4: Are you...?

S1: Yes, I am. / No, I'm not.

(当最后一个同学说时, 教师参与其中) T: Let me have a try! Em, he's/she's...

Ss: No!

T: She's/He's...

Ss: No!

T: Em, I don't know. Who's she/he? (睁开眼睛看一看)

T: Oh, she's/he's...

3. Try to say

T: You did a good job just now! Look! I have some other pictures. Do you know them?

(呈现一组学生熟悉的体育、影视明星) T: Who is she? Who is he?

S1, 2, 3, 4: She's/He's...

(最后出现美羊羊的卡通形象)

Ss: She's Mei Yangyang.

T: Yes! She's Mei Yangyang. And she's my friend. (领读 friend, my friend, 并让学生看口型, 准确发音, 分男女生读, 小组读)

4. Work in pairs (T-S, S-S)

T: Now, you know my friend. Can you introduce your friend to me?

T: Look! You may say 'She's/He's...She's/He's my friend.' (PPT 呈现句型)

S1, 2, 3: (Try to introduce)

S1: Hello ...

S2: Hello...

S1: (手指另一个同学)She' s/He' s...She' s/He' s my friend.

S2: She' s/He' s...She' s/He' s my friend.

Step2Presentation

and match

(看完影像后指 Miss Li 头像)T: Who' s she?

Ss: She' s Miss Li.

T: Yes, she' s the teacher.

(指 Mike 爸爸头像)T: He' s Mike' s dad.

(指 Yang Ling 妈妈头像)Who' s she?

Ss: And she' s Yang Ling' s mum.

(指 Mike 头像)T: Who' s he?

Ss: He' s Mike.

T: Who' s she?

Ss: She' s Yang Ling.

T: Yes, they' re Mike and Yang Ling. And they are friends.

T: Today let' s talk about friends.

2. Read and find

Mike 和 Yang Ling 是怎样向父母介绍自己的朋友的?在文中找出来!

S1: She' s Yang Ling. She' s my friend.

S2: He' s Mike. He' s my friend.

Summary: 学生自主归纳出用 ‘-He' s/She' s...-He' /She' s my friend.’ 向他人介绍我的朋友)

and think

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