



四川科技职业学院
UNIVERSITY FOR SCIENCE & TECHNOLOGY SICHUAN

课程教案设计

(2022 年 第一学期)

课程名称(全称): 大学英语 (一)

课程设计学时: 12

所 属 学 院: 通识教育学院 教研室: 英语教研室

课程涵盖单元 Unit 8 Health Care

主编: 王萨

参赛组别: 英语组: 谭晓娟、张珊、王萨 (文科)

2022 年 11 月 30 日

教学教案设计

教研室	英语教研室	课程名称	大学英语 1	累计第 1 学时至第 2 学时
授课课题（学习情境/任务/项目/单元）		Unit 8 Health Care—Section A Listening and Practicing Section B Speaking and Discussing		
教学目标	★Students are able to understand expressions of jobs and health used in daily life. ★To choose the best answer for the exercises. ★Students are able to do a health quiz about their health and talk about ways to lead a healthier lifestyle.		课程类型	Comprehensive Lesson
教学重点	★To get wholly understanding on expressions of work and health. ★To finish the health quiz and briefly discuss on what the healthy lifestyles are.			
教学难点	★To study Word Tips to get prepared for doing Listening Practice. ★To get in mind the expressions about jobs and health and dare to open mouth for interaction.			
教学准备（环境、资源、条件等）	Projector ,Computer, Course book			
导 学 过 程 设 计				
教师活动		学生活动	教学组织与方法	时间
Step1: Greeting Step2: Lead-in What's self-health care. Thinking about the relationship on health care, Covid 19(新型冠状病毒肺炎) and responsibility. Step3: Section A Wake Up Your Ears 1. Students work in pairs and briefly discuss expressions about jobs and health in English. 2. Students study Word Tips to get prepared for doing Listening Practice. 3. Students listen to the recording and do Listening Practice one by one. 4. Check answers to the exercises together. Step 4:Section B Open Your Mouth 1. 回顾: Pre-class: 提前通过对分易这一教学平台, 发布图片对应核心词汇的学习任务, 教师端可以及时监测学生的学习情况。 Lead-in: 今天我为大家请到了两位学生模特（有请上台），请大		1. Debate: COVID-19 vaccine: How should it be distributed around the world?	1. Commu nicative language Teaching Approach 2. Infor mation based teaching	2min 15min 28min 5min

<p>家观察一下这两位学生，what comes to your mind when you see them at first sight? Just give me some words.</p> <p>Ss: handsome, pretty..., nurse, health</p> <p>T: That's great, we thought of nurse and healthy awareness. 我们知道医生护手的任务是守护大家的身体健康，那么从我们自身出发，do u have healthy awareness? do you lead a healthy life?</p> <p>Ss: maybe yes? no? I'm not sure.</p> <p>(PPT上实时展示我们针对大一学生所做的随机调查测试的测试情况，用于增强大家对自身健康生活方式的关注)。</p>	<p>2. Discussion in group.</p>	<p>method.</p>	<p>10min</p>
<p>德育目标:</p> <p>(1).了解健康的概念，倡导文明健康绿色环保的生活方式，帮助学生树立“大健康”理念，培养文明健康生活习惯，推动构建人类卫生健康共同体。</p> <p>(2).结合二十大“健康中国建设”指导方针，落实健康观念扎根年轻人的必要性、紧迫性和战略性发展。</p> <p>2. Ask students to finish the health style quiz individually within several minutes.</p>		<p>3. Situational teaching method.</p>	<p>5min</p>
<p>针对20分为最高得分的规则，对现场同学的报告填写分数结果进行简单统计和归纳。着重在满分，高分数和低于12分的同学占比，以小见大，对班级同学的健康生活习惯进行肯定和建议。</p> <p>3. Divide the class into groups with 2 members in each group, and ask students to give suggestions for each other.</p>	<p>3. Learn the basic sentence patterns</p>		<p>10min</p>
<p>4. 老师带领学生把对分易上需要学生掌握的核心词汇进行教读和搭配讲解。(教师进行板书，比如avoid smoking...)</p> <p>5. 老师用准备好的图片，举出来检验学生是否掌握了以上单词和搭配。这时，老师和学生之间会有个2分钟的互动。</p> <p>6. 接下来，给学生30秒的准备时间，让学生role-play, discuss on how to lead a healthier lifestyle.</p>	<p>4. role-play.</p>		<p>10min</p>
<p>参考老师给出的对话模式: Refer on ——</p> <p>A: Hello, Lihua, can u tell me how to keep a healthy life?</p> <p>B: sure, you should avoid smoking cigarettes and eat various foods every day. A: ok, I see, thank you.</p> <p>点评每组对话，并纠正其中的错误，如果没有错误，给与鼓励。</p> <p>7. New words and expressions review.</p>	<p>5. Learn the s in Text B.</p> <p>6. Listen to the tape and try to understand the text.</p>		<p>3min</p>

Step4:Summary Review the expressions about jobs and health learned in the class and practice with classmates or roommates after class. Step5: Homework Preview the words and phrases in Text A				2min
课后作业	1. Review the expressions about jobs and health learned in the class and practice with classmates or roommates after class. 2. Preview Text A.			
反思教与学在本次教学中主要存在的问题	1. 反思在推进二十大“健康中国建设”的方针时，如何在学生心中树立长久的健康自我，健康国体的积极思想，让党和国家对健康的战略性规划扎根高校，扎根英语课堂。 2. 借由课堂内容，了解学生，关注学情。从让学生做课堂上健康阳光的青年开始，为他们日后成为国家的有为青年而努力。 3. 如何优化学生参与度，如何让课堂话题更具普适性，让如此有意义的课堂吸引更多学生参与。			

教学教案设计

教研室	英语教研室	课程名称	大学英语 1	累计第 3 学时至第 4 学时
授课课题（学习情境/任务/项目/单元）		Unit 8 Health Care—Section C Reading and Finishing Text A: Word list, useful phrases and expressions		
教学目标	★Students are able to spell and know the meaning of key words in Text A. ★To lead the students understand how to use related expressions.		课程类型	Comprehensive Lesson
教学重点	Explain some key words in the Word List in detail.			
教学难点	Students know how to make sentences by learned express.			
教学准备（环境、资源、条件等）	Projector ,Computer, Course book			
导 学 过 程 设 计				
教师活动		学生活动	教学组织与方法	时间
Step1: Greeting Step2: Review and Lead-in Review how to perform a healthier life. The related expressions and phrase on suggesting healthier habits. Step3: Text A title described. 1. Words list: Listening: (1)Ask students to listen to the recording of Word List and read after the recording. (2)Explain some key words in the Word List in detail. Key Words: Bacteria, microscope, antibiotic, vaccinate, incurable, symptom, rigid, rubbery, membrane, microbe, machinery (3)Ask students to listen to the recording of Useful Phrases and Expressions and read after the recording.		1. Review the knowledge about last class. 2. Listen to the recording. 3. Interaction with teachers about the new lessons.	Content-Based Instruction Communicative Language Teaching Approach Task-based Language Teaching Method The	2min 8min 35min

The

<p>(4) Explain the useful phrases and expressions and ask students to make sentences with them.</p> <p>2. Useful Phrases and Expressions</p> <p>Living host, immune system</p> <p>Step4:</p> <p>Explain some difficult language points in words and phrases tables. In this process, teachers should pay more attention to the sentence patterns mentioned in Notes.</p> <p>Step5: Summary</p> <p>Review the words and expressions in word list and phrases list.</p> <p>Step6: Homework</p> <p>Preview Text A content.</p>	<p>4. Get analyzed about the useful expressions in the table.</p>	<p>Audio-Lingual or the Aural-Oral Method</p>	<p>15min</p> <p>20min</p> <p>7min</p> <p>3min</p>
<p>课后作业</p>	<p>Preview Text A content.</p>		
<p>反思教与学在本次教学中主要存在的问题</p>	<p>同学对单词和短语的认识还处于很基础的阶段，没有语音字发的辅助学习。因此在讲解单词和短语的时候应侧重于对单词短语举一反三的引导，结合时事对英文短语单词的推送效果更好。</p>		

教学教案设计

教研室	英语教研室	课程名称	大学英语 1	累计第 5 学时至第 6 学时
授课课题（学习情境/任务/项目/单元		Unit 8 Health Care—Section C Reading and Finishing Text A: Bacteria vs. Virus		
教学目标	★Students can get familiar with the structure and main ideas of Text A. ★Students master the language points in Text A and Text B. Students are able to do Focus Exercises independently after having learned Text A.		课程类型	Comprehensive Lesson
教学重点	To get general understanding on Text A.			
教学难点	To study language points and do the Reading Comprehension individually.			
教学准备（环境、资源、条件等）	Projector ,Computer			
导 学 过 程 设 计				
教师活动		学生活动	教学组织与方法	时间
Step1: Greeting Step2: Review and Lead-in Review the studied words and phrases in Text A. Step3: Text A 1. Students read the text for the first time to get to know the main ideas and structure of the text, and then do the Reading Comprehension individually. 2. Check the answers to the Reading Comprehension together. 3. Ask students to listen to the recording of the text and read after the recording. 4. Ask some students to read the text. 5. Explain some difficult language points in the text in detail. In this process, teachers should pay more attention to the sentence patterns mentioned in Notes. Step4: Language Points: 1. be short of 缺少		1. Review the knowledge about last class. 2. Interaction with teachers about the new lessons. 3. Get analyzed about the useful expressions in the table.	The Natural Approach the Cognitive Approach The Audio-Lingual or the Aural-Oral Method	3min. 7min. 40min.

<p>e.g. They are short of food and clothes. 他们缺吃少穿。</p> <p>The trouble is that we are short of money. 困难是我们资金短缺。</p> <p>2. The doctors who ran the study tested 307 young people to discover how much vitamin D was in their blood. 主持这项研究的医生测试了 307 名青少年，以发现他们血液中维生素 D 的含量。</p> <p>此句包含了一个由 who 引导的定语从句，修饰先行词 the doctors 和一个由 how much 引导的宾语从句，做 discover 的宾语。需要注意的是，宾语从句的语序要用陈述语序。</p> <p>e.g. I don't know where he lives. 我不知道他住在哪儿。</p> <p>Tell me what time it is. 告诉我现在几点了。</p> <p>3.be particular about 对……挑剔；对……讲究</p> <p>e.g. You should not be particular about what you eat. 你吃东西不应挑剔。</p> <p>He is a very open-minded man, and won't be particular about these trifles.</p> <p>他是个十分开明的人，不会计较这些小事的。</p> <p>4.Even skin color has an influence, as people with darker skin find it more difficult to produce the vitamin. 甚至肤色也会带来影响，因为肤色比较黑的人比较难以产生维生素 D。</p> <p>此句中 find it more difficult to produce the vitamin 中的 it 是形式宾语，真正的宾语是 to produce the vitamin, more difficult 是 find 的宾语补足语。it 做形式宾语，可以替代不定式、动名词或从句。能用这种结构做宾语的动词常见的有 take, find, make, believe, think, consider 等，其句型为：主语+谓语+ it +名词或形容词+to.../that 从句。</p> <p>e.g. I make it a rule to get up early. 我习惯于早起。</p> <p>I thought it strange that she hadn't written the e-mail.</p> <p>她没有写电子邮件，我觉得奇怪。</p> <p>5.It is also believed that low levels of it can cause depression. 人们还认为，维生素 D 含量低可能引起抑郁。</p> <p>此句是一个“It is/was+过去分词+that 从句”句型，其中 it 做形式主语，真正的主语是后面 that</p>		<p>Communicative Language Teaching</p> <p>Discourse Approach</p>	<p>30min.</p>
--	--	--	---------------

<p>引导的从句 that low levels of it can cause depression。 常见的用于这种句型的动词除了 believe, 还有 say, report, think, suggest, expect 等。</p> <p>e.g. It is said that Mike is sick in hospital. 据说迈克生病住院了。</p> <p>Step5:Summary</p> <p>Review the sentences' expressions in Text A.</p> <p>Step6: Homework</p> <p>1. Review new words and expressions in Text A and prepare for a dictation next class.</p> <p>2. Preview Text B.</p>					7min.	3min.
课后作业	1. Review new words and expressions in Text A and prepare for a dictation next class. 2. Preview Text B.					
反思教与学在本次教学中主要存在的问题	如何与当下社会关于病毒, 维生素等健康相关元素与课文内涵相结合, 让同学能够在一些现实表达上进行填空和造句。					

教学教案设计

教研室	英语教研室	课程名称	大学英语 1	累计第 7 学时至第 8 学时
授课课题(学习情境/任务/项目/单元)		Unit 8 Health Care—Section C Reading and Finishing Text B: Walking Makes You Healthy		
教学目标	★Students master the language points in Text B. ★Students are able to do Focus Exercises independently after having learned Text B.		课程类型	Comprehensive Lesson
教学重点	To figure out the important words and expressions about this text.			
教学难点	Key words and expressions			
教学准备(环境、资源、条件等)	Projector ,Computer, Course book, Reference book			
导 学 过 程 设 计				
教师活动		学生活动	教学组织与方法	时间
Step1: Greeting Step2: Review and Lead-in 1.Review on the languages points of Text A. 2.Lead in by communicating with students on How to keep healthy and what kinds of exercises they often keep. Step3: Text B Ask students to listen to the recording of Word List and read after the recording. Explain some key words in the Word List in detail. Key Words (1)phenomenon, dull, afford, natural, equipment, reduce, stress, decrease, adjust, hesitate, tone, appetite. (2)Ask students to listen to the recording of Useful Phrases and Expressions and read after the recording. (3)Explain the useful phrases and expressions and ask students to make sentences with them. Useful Phrases and Expressions make an (the) effort / efforts to, be harmful to, even if, at least, be active in, as follows, from now on, keep fit. (4)Students read the text for the first time to get to know the main ideas and structure		1.Review the knowledge about last class. 2.Interaction with teachers about the new lessons. 3.Get analyzed about the useful expressions in the table.	Task-based Language Teaching the Communicative Approach The Audio-Lingual or the Aural-Oral Method	2min. 8min. 30min. 40min.

<p>of the text, and then do the Reading Comprehension individually.</p> <p>(5) Check the answers to the Reading Comprehension together.</p> <p>(6) Ask students to listen to the recording of the text and read after the recording.</p> <p>(7) Ask some students to read the text.</p> <p>(8) Explain some difficult language points in the text in detail. In this process, teachers should pay more attention to the sentence patterns mentioned in Notes.</p> <p>Step4: Text B Language Points</p> <p>Paragraph 1</p> <p>1. make an (the) effort / efforts to 努力 e.g. I have to make an effort to work up an appetite for reading. 我得努力使自己产生阅读的欲望。 We must make efforts to translate our ideal into reality. 我们必须努力把理想变为现实。</p> <p>2. be harmful to 对……有害 e.g. Excessive smoking is harmful to one's health. 吸烟过多对身体有害。 Freezing weather is harmful to orange trees. 冰冻天气对橘子树是有害的。</p> <p>Paragraph 2</p> <p>1. even if 即使 e.g. Try to act naturally, even if you're tense. 即使紧张也不要做作。 Even if he said so, you need not believe him. 即使他这么说，你也大可不必相信他。</p> <p>2. About fifty million Americans are active in what is called "fitness" walking. 大约有五千万美国人热衷于这项所谓的健身行走运动。 此句中，what is called "fitness" walking 是由 what 引导的宾语从句，做介词 in 的宾语，what 同时还做宾语从句的主语。what 引导宾语从句时，可以在从句中充当主语、宾语或表语成分。 e.g. I don't know what they are going to do. 我不知道他们打算干什么。（做宾语） They stopped to see what was happening. 他们停下来看发生了什么事情。（做主语）</p>		Discourse Approach	
---	--	--------------------	--

<p>Can you imagine what kind of man he is? 你能想象出他是哪种人吗? (做表语)</p> <p>Paragraph 3</p> <p>1. as follows 如下</p> <p>e.g. The next procedure is as follows. 下一个步骤如下。</p> <p>The letter concluded as follows. 这封信的结尾如下。</p> <p>2. Walking will give you more energy, help you to relax, reduce stress, help you sleep better, tone your muscles, decrease some diseases and adjust your mood. 行走使你精力更加充沛, 身体得到放松, 减轻压力, 提高睡眠质量, 强健肌肉, 减少疾病和调节情绪。</p> <p>在这个句子中, walking 是主语, give you more energy, help you to relax, reduce stress 等七个动词词组构成并列谓语。</p> <p>Step5: Summary</p> <p>To summarize the language points in Text B, especially the key words and expressions.</p> <p>Step6: Homework</p> <p>1. Review new words and expressions in Text B and prepare for a dictation next class.</p> <p>2. Do Part Two Focus Exercises after class.</p>				
课后作业	1. Review new words and expressions in Text B and prepare for a dictation next class. 2. Do Part Two Focus Exercises after class.			
反思教与学在本次教学中主要存在的问题	能够让同学们意识到不管我们有多忙, 运动都是必须的。运动不必很复杂, 行走就是最好的运动。争取更多的时间让同学们能够用英文描述日常运动的重要性。			

教学教案设计

教研室	英语教研室	课程名称	大学英语 1	累计第 9 学时至第 10 学时
授课课题(学习情境/任务/项目/单元		Unit 8 Health Care—Section C: Part Two Focus Exercises Section D: Grammar—Adverbial Clause		
教学目标	★Students can understand and master adverbial clause. ★Students are able to do Test Yourself independently.		课程类型	Comprehensive Lesson
教学重点	Grammar Focusing on Adverbial Clause			
教学难点	Key Introducers on Adverbial Clause			
教学准备（环境、资源、条件等）	Projector ,Computer, Course book, Reference book			
导 学 过 程 设 计				
教师活动		学生活动	教学组织与方法	时间
Step1: Greeting Step2: Review and Lead-in 1.Review on the languages points of Text B. 2.Lead in by communicating with students on How to keep healthy and what kinds of exercises they often keep. Step3: Section C: Part Two Focus Exercises Check the answers and explain those exercises in which students make mistakes. Step4:Section D Keep Your Feet on the Ground Grammar—Adverbial Clause 1.Ask students to do a brainstorm on what they have known about adverbial clause in English grammar, and give students some examples. 2. Teach students the rules, paying attention to conjunctions used in adverbial clause. 3. Ask students to do Test Yourself, and then check the answers together. Step5: Summary To summarize the Grammar points. Step6: Homework Review the grammar knowledge points.		1. Review the knowledge about last class. 2. Grammar notes. 3.Exercises filling.	Task-based Language Teaching The Audio-Lingual or the Aural-Oral Method Communicative Language Teaching	2min. 8min. 30min. 25min. 15min. 8min. 2min

课后作业	Review the grammar knowledge points.
反思教与学在本次教学中主要存在的问题	在学习语法的过程中需要重新梳理同学的知识盲点，在梳理的过程中需要老师融会贯通，以脉络连接基础不一的同学在语法上的知识盲区。这个梳理需要老师对语法非常熟悉。

教学教案设计

教研室	英语教研室	课程名称	大学英语 1	累计第 11 学时至第 12 学时
授课课题(学习情境/任务/项目/单元		Unit 8 Health Care—Section E Try Your Hands		
教学 目标	★Students can get familiar with the basic format and some sentence patterns of Letter of Application. ★Students are able to write a Poster in English.			课程 类型 Comprehensive Lesson
教学重点	Writing practical letter in formal format.			
教学难点	To get well learned on the sample writing and expressions.			
教学准备（环境、资源、条件等）	Projector ,Computer, Course book, Reference book			
导 学 过 程 设 计				
教师活动		学生活动	教学组织 与方法	时间
Step1: Greeting Step2: Review and Lead-in 1.Review on the key points of grammar. 2.Lead in by communicating with students on how to pursue their career and how to write the first letter of application. Step3: Section E: Letter of Application 1. Ask the students to study through the notes about this writing. 2. Give some related expressions on writing and ask students to memorize the important phrases and words. 3. Ask students to study the sample writing and draw conclusion on how to write a letter of application by referring back to notes above. 4. Students study the useful sentence patterns briefly.		1.Review the knowledge about last class. 2.Communicating with teacher on their career and writing content.	Task-based Language Teaching The Situational Method Communicative Language Teaching	2min. 8min. 15min. 40min.

<p>Step4: Writing Exercises</p> <p>Card the writing skills on the practice according to the instructions given together with students.</p> <p>Step5: Summary</p> <p>To summarize useful sentence patterns.</p> <p>Step6: Homework</p> <p>Review Section E, do Writing Practice, and hand in the writing next class.</p>	3.Exercises filling.	Discourse Approach	<p>15min.</p> <p>8min.</p> <p>2min</p>
课后作业	Review Section E, do Writing Practice, and hand in the writing next class.		
反思教与学在本次教学中主要存在的问题	<p>同学对应用文写作始终是陌生的，尤其是英文应用文写作。因此在介绍作文的时候跟多要与同学的实际处境和针对性的发展需求做切入。写作的短语学习也需要结合例句和文书中的使用位置结合学习效果更好。</p>		

文科英语组

通识教育学院