



辽宁理工职业大学

教 案

(2024-2025 学年 第一学期)

课程名称： 《大学英语 1》

课程类别（总学时）： 64

主讲教师： 史梅

开课单位： 基础部英语教研室


授课班级： 2024 大数据工程技术（本）1、2 班

2024 大数据工程技术（本）3、4 班

2024 信息安全与管理（本）1、2 班

授课 题目	Unit 1 Fresh Start（第一单元 新的开始） Module 1 Course Education（模块一 课程育人） Module 2 Interactive Reading 1--Fast Reading & Detailed Reading1/2 （模块二 交互阅读之一---快速阅读和仔细阅读 1/2）		
学时	2	授课顺序	1
授课 地点	多媒体教室	授课形式	双线混合式教学
参考 文献	1. 《新视野大学英语（教师用书）》（第四版）外语教学与研究出版社，主编：郑树棠 2. 《大学英语四级考试分类讲解》上海：复旦大学出版社，主编：孙媛。 3. 《词达人大学英语四级词汇智慧学习手册》上海：上海外语教育出版社，编著：王帅		
数字 教学 资源	雨课堂、U 校园（AI 版）、学堂在线、PPT		
教 学 目 标	知识 目标	1.能识读 AB 课文词表中的全部词汇，并能熟练运用 A 课文中的四级核心词语。 2.能分析 A 课文的长难句和熟练掌握其重点句式。 3.能够掌握本单元词汇、阅读、写作和汉译英的学习策略：单词音形义搭配综合记忆法、预读、段落扩展 1--细节法和汉译英中的选词。	
	能力 目标	1.能够通过完成读前、读中和读后任务和“做”中学习形成较强的自主学习能力。 2. 能够通过预读课文、确定单元关键词、单元话题讨论等活动，形成创新与思辨能力。 3. 能够通过线上线下的词汇、阅读、写作和翻译知识与策略学习和技能训练，形成较强的职场英语语言能力。 4. 能够通过多样的小组活动，提升团队意识，形成较强的合作与沟通能力。 5. 能够通过课文学习，了解中西方文化差异，懂得避免文化冲突，学会相互理解与尊重，提升民族自信心与自豪感，形成职场跨文化交际能力。	
	素质 目标	1. 能够通过箴言互译、查阅名人事迹与经典名著和讲中国故事等活动，厚植家国情怀，树立文化自信，传播中国文化。 2.能够通过快速阅读和仔细阅读 A 课文，了解大学学习的意义与责任，理解校长欢迎词和家长书信的深刻内涵，学会规划大学生生活和开启光明的未来，增强政治认同、国家意识和为实现中华民族伟大复兴的责任感与使命感。	
教学 重点	1.课文语言点、长难句及篇章结构的把握 2.阅读、写作和汉译英技巧的学习与运用		
教学 难点	1.四级核心词汇的搭配与使用 2.语法结构： while 表示“对比”和 It is/was that...强调句式的用法 3.学习指导: A.阅读技巧：预读/预览 B.段落写作-段落组成和段落扩展 1 C.四级翻译： 汉译英中的选词 D.长难句结构分析 E.词汇音形义用法与搭配综合记忆法 F.课文篇章结构分析		

教法	1.混合教学法 2.任务教学法 3.合作学习法	学法	1. 自主探究法 2. 任务学习法 3. 小组讨论法	
教学准备	点名册、教学日历、ppt 课件、教材			
教材处理及数字化资源情况	1. 以教材《新视野大学英语（思政智慧版）1》为载体，展开《大学英语 1》教学，线下教学过程分为课程育人、交互阅读、单元写作、四级翻译和学以致用五个模块。为了适应模块化教学需要，保证每模块学习目标的达成，我们把每单元的 Section A 和 Section C 作为课程育人、交互阅读的阅读技巧、精读和写作教学内容，把 B 课文作为交互阅读泛读和阅读技巧应用教学内容，把 AB 课文的课后练习、单词测试、U 校园阅读、翻译与写作和选词填空单元测试作为学以致用的教学内容，把 Unit project 作为拓展训练内容。 2. 以 U 校园、雨课堂和学堂在线教学平台为依托，创设数字化导学、伴学、促学模式，为学生自主学习提供全程指导。同时，通过设置词汇卡学习、补充拓展练习活动、提供单元测试题目，延展学习内容，构建以学生为中心的语言学习环境，推动学生自主学习。			
教学实施				
课前活动				
教学环节	教学内容	教师活动	学生活动	设计意图（含课程思政元素）
自主学测、反馈学情	1. 观看学堂在线《育人讲堂》第一讲的视频内容。小组讨论以下问题： 1) What does “college” mean to you? 2) What’s your expectation for your college? 3) What are you going to do at university in order to sample courses widely and challenge yourself? 2. 预读单元标题和 AB 课文标题并完成 P4 的读前活动 1) Work in groups and discuss what a brighter future means to you? 2) As a college student, what can you do to prepare yourself for a bright future?	1. 线上发布读前任务。 2. 课上组织小组讨论，了解读前任务的完成情况。 3. 组织小组互评。 4. 点评各组表现，提出改进建议。	1.熟悉词表单词，并在 U 校园跟读单词。 2. 预读 AB 课文，预测单元主题和 AB 课文的话题。 3.在课文中标注自己不懂的学习难点。 3. 开展小组集体预习活动。 4. 各小组安排课堂发言人。 5. 小组间进行评价。	1.通过深刻理解 Fresh start 的内涵，学会规划大学生活，开启光明的未来；了解国家、社会和老一辈人对大学生的嘱托与期望。 2.通过本校优秀毕业生的成才经历，引导学生增强责任意识，明确作为新时代大学生的使命与担当，树立为建设美丽中国而发奋读书的思想。 3.通过小组活动，引导学生自觉提升自身的合作与沟通能力，增强团队精神，使他们较好地融入大学的集体生活。也为未来多元职场文化交流打下坚实基础。

课堂实施	
教学环节	教学内容
一、导入新课（45分钟）	<p>Period One: Entrance Education[入学教育]</p> <p>Part 1: Warming-up Activities[热身活动]</p> <p>Step 1: Critical Thinking for the Freshmen [审辨思维]</p> <ol style="list-style-type: none"> 1. Have you heard the saying “You needn’t work hard anymore once you enter the university and you can stay idle ”? Do you agree to it? Why? 2. Do you know the poem Golden-thread Gown and how to translate it? 3. Do you know something about College English? What should you know about College English teaching in our university? <p>Step 2: Value Leading--Appreciation of A Chinese Poem[价值引领]</p> <ol style="list-style-type: none"> 1. Translate the poem Golden-thread Gown into Chinese.[把《金缕衣》译成中文] <div data-bbox="292 808 1345 1057" data-label="Complex-Block"> <div> <div>Chinese Version</div>  <div> <p>金缕衣</p> <p>【唐】杜秋娘</p> <p>劝君莫惜金缕衣，劝君惜取少年时。</p> <p>花开堪折直须折，莫待无花空折枝。</p> <p>-----选自《全唐诗》</p> </div> <div>Golden-thread Gown</div> <div> <p>I urge you not to cherish that gold-thread gown, For you shall seize your youthful days, Gather your blossoms[ˈblɒsəm] while you may, Do not lay until only empty branches await.</p> <p>— from <i>Quan Tang Shi (Complete Collection of Tang Poems)</i></p> </div> <div>English Version</div> </div> </div> <ol style="list-style-type: none"> 2. Group Discussion on the Chinese poem. [中国古诗小组讨论] <div data-bbox="311 1137 1345 1312" data-label="Complex-Block"> <div> <p>① What's the meaning of the Chinese word “金缕衣”?</p> <p>② What does the Chinese word “少年时” mean?</p> <p>③ What does the word “花” refer to here?</p> <p>④ What's the meaning of “空折枝”?</p> <p>⑤ What is the realistic meaning of this poem for you?</p> </div> <div> <p>【注释】</p> <p>(1) 金缕衣：缀有金线的衣服，指华丽贵重之物，比喻荣华富贵。</p> <p>(2) 花：用来比“少年时”。</p> <p>(3) 堪：可以，能够。</p> <p>(4) 直须：不必犹豫。直：直接，爽快。</p> <p>(5) 莫待：不要等到。</p> <p>(6) 空折枝：用来比“莫负大好青春”。</p> </div> </div>
	<p>【答案】</p> <ol style="list-style-type: none"> ① In Chinese “金缕衣” means the coat which are made by gold, but here the poet compared it to the treasure or wealth. ② The Chinese word “少年时” refers to the youth or the quality or state of being young(青春；年轻) ③ The Chinese word “花” refers to “shao nian shi”. The poet compared it to the youth or the quality or state of being young(年轻；青春). ④ It means “Don't pick the flowers when all flowers have withered away.” ⑤ I think this poem has great practical significance for our freshman students. What the poem warns us is that we should work harder than before when we enter college, otherwise it will be difficult to realize our dreams. Nothing can turn back time. Young people should live up to their youth. "Do not wait for a flower to break a branch." As a college student, we must study hard to build a lovely China. <p>Part Two: Introduction of College English[课程简介]</p> <p>Step 1: Curriculum Requirements[课程要求]</p> <p>Step 2: Introduction to <i>College English curriculum</i> [课程简介]</p> <p>Step 3: Information on College Students English Tests & Competitions[考试与大赛信息]</p>

Period Two: Unit 1 Fresh start

Part 1: Module 1 Course Education[模块——课程育人]

Step 1: Thematic Discussion[主题讨论]

- 1) What's the key word of Unit 1?
- 2) What does it refer to in the dictionary?
- 3) What does "Fresh start" mean to you all?
- 4) What are your expectations of your college life?
- 5) What are the mottoes of Unit 1 mainly about? How to translate the mottoes?

【Tips】

- ① The key word is fresh start.
- ② According to Cambridge dictionary, "fresh start" can be used as a noun, it refers to "an opportunity to begin something again". In Chinese, it means "重新开始; 新的开始; 全新开始; 新起点".
- ③ For all of our new students,
 - A fresh start means the start of our college life. College means new homes, new life styles, new people and more learning resources. College is a unique mix of freedom and responsibility. Facing many changes, we must choose responsibly and wisely.
 - A fresh start means opportunities. We should make the most of time and resources on our campus and work harder and try to make good preparations for our career development and our brighter future.
- ④ I expect my college life is as follows:
 - To acquire more knowledge in different aspects
 - To broaden my horizon and enrich my mind
 - To develop my creative thinking ability
 - To make more new friends
 - To participate in more social practice

Step 2: Motto Translation[箴言翻译]

I. English to Chinese:

- 1) Try not to become a man of success, but rather try to become a man of value. —Albert Einstein (American physicist)
- 2) Education is not the filling of a pail, but the lighting of a fire. —William Butler Yeats (Irish poet, dramatist and essayist)
- 3) Education is simply the soul of a society as it passes from one generation to another. —A wise man

- 1) 【译文】不要为成功而努力，要为做一个有价值的人而努力。 —阿尔伯特·爱因斯坦 (美国物理学家)
- 2) 【译文】教育不是注满一桶水，而是点燃一团生命的火焰。 —威廉·巴特勒·叶芝 (爱尔兰诗人、剧作家和散文家)
- 3) 【译文】一位智者说过：教育代代相传，它就是社会的灵魂。 —一位智者 (Pa. 7, Text A)

II. Chinese to English:

2. 博学之，审问之，慎思之，明辨之，笃行之。——《礼记》

【含义】这是一个完整的学习和修身过程。这五个步骤相互关联、相互促进，构成了我们学习和成长的基本框架。在这个过程中，我们不仅要追求知识的广博和深刻，还要注重培养自己的思维能力、判断能力和实践能力。只有这样，我们才能在知识的海洋中畅游自如，实现个人和社会的进步。

Learn broadly, examine closely, reflect carefully, discriminate clearly, and practice earnestly. - The Book of Rites



1. 为中华之崛起而读书。——周恩来



—To study for the rise of China.
Reading books will help China rise.

——Premier Zhou En-lai

Step 3: Critical Thinking[审辨思维]

1) What are you going to do at university in order to sample courses widely and challenge yourself?

2) What role do you think your university education will play in your life?

【Tips】

1. To sample courses widely and challenge myself, I am going to come out of my comfort zone and do what I didn't have the courage to do in the past. For instance, I will make friends with people from diverse backgrounds and cultures. I will take a swimming class. I will attend various lectures, join student clubs, and try different kinds of food. Most of all, I will do whatever it takes to make the most of the four years and try to become a well-rounded person.
2. A university education will play a very important role in my life, and it will benefit me in a number of ways. At university I can acquire specialized knowledge about my major, and develop critical thinking and research skills. I will have opportunities to meet and share ideas with people of different mindsets. I can gain a broader view of the world by meeting people from diverse backgrounds and cultures. And I will start my life journey of self-discovery, self-improvement, and self-fulfillment.

Step 4: Stories of China[中国故事]

Part 4: Stories of China.

*Try to search the materials online for the stories of Zhou En-lai, Liji
Albert Einstein, William Butler Yeats and prepare for the group discussion next time.*

Group Discussion.

- 1) Who was *Zhou En-lai*? When and where did he say the inspirational quote "For the rise of China"? What should we learn from him?
- 2) Would you tell us something about *Liji*?

【Tips】

- 1) Zhou Enlai was a celebrity in China. He was a great Marxist, one of the main leaders of the Party and the state, one of the main founders of the Chinese People's Liberation Army, a great proletarian revolutionist, statesman, strategist and diplomat. Zhou Enlai led a brilliant life. His outstanding contributions to the cause of the Chinese people's liberation and the cause of socialism, as well as his lofty spirit and personality, stand as a monument in the history of the Communist Party of China and the Chinese nation, and are deeply engraved in the hearts of the Chinese people of all ethnic groups. During his more than 50 years of revolutionary career and 26 years as prime minister, he devoted all his energy to our country and people until the last moment of his life.
- 2) Li Ji, one of the Confucian classics, is an important book of rules and regulations in ancient

China. The book was written in the Han Dynasty and is said to have been compiled by Dai Sheng, a liturgist of the Western Han Dynasty, with a total of 20 volumes and 49 chapters. "Li Ji" is one of the "three rites", one of the "Five classics" and one of the "thirteen classics". Since Zheng Xuan made "notes" in the Eastern Han Dynasty, the status of "Li Ji" has risen, to the Tang Dynasty respected as "classics", after the Song Dynasty, ranked first in the "three rites".

Part 2: Module 2 Interactive Reading 1[模块二——交互阅读之一]

Step 1: Fast Reading of Text A[快速阅读]

Group Discussion

- 1) What's the title of Text A? And probably what is it mainly about?
- 2) How many paragraphs are there in the texts?
- 3) After reading Pa. 1 & 8, can you tell me who may be the main character here?
- 4) Who does the author mention in Pa. 5?
- 5) Do you know sth. about her? What does she do?
- 6) Can you tell the important words the president mentions here about the campus life?



【Tips】

1. The title is "Toward a brighter future for all". Maybe it is about university education or campus life of freshmen.
2. There are 8 paragraphs.
3. The president of the university is the main character here. It is a welcoming speech.
4. Leonardo da Vinci.
5. Yes, Leonardo da Vinci originally studied painting and sculpture. Over time, Leonardo da Vinci paired his studies in art with his love of science and nature, which made him a famous painter, engineer, , and scientist of Italian Renaissance (1452-1519) [rɪˈneɪsəns]
6. The important words are about campus life: university, hard work, educational experience, rewarding, graduation, routine, foundation, resources, faculty, facility, explore, community service, pursue, passion, enthusiasm, reap, opportunity, chance, overwhelmed, sample, select courses, offer many things, discover, dorm, self-discovery, outweigh, enrich, confidence, a member of community of scholars, self-enrichment, responsibility, inherit, inheritor

Step 2: Detailed Reading of Text A（深度阅读）

I . Reading Skill[阅读技巧]

Previewing[预览或预读]

预览或预读是指我们在不阅读正文的情况下，对阅读材料的内容有一个大致的了解。其作用是：①帮助激活我们的已学知识;②帮助我们设定阅读目标;③帮助学习重要的单词;④帮助我们预测文章内容，从而提高对阅读材料的理解。具体阅读步骤如下：

Reading Skill --Previewing

We should follow 4 steps to acquire the skill.

Four steps

First, read the title and the subtitles if there are any.

[As you read the title, ask yourself:]

- "What is the main idea of the article?"
- "What kind of information will I learn from this article?"
- "What do I already know about this topic?"

Second, read the first paragraph.

[While reading Pa.1, continue thinking about the material and ask yourself:]

- "Does the paragraph give me any more specific information about the article?"
- "Can I figure out the central idea of the article from this paragraph?"

Third, read the last paragraph.

[As you read the last paragraph, ask yourself:]

- "What has the writer summarized?"
- "Did I make a correct prediction about the central idea?"
- "What are the main ideas or main arguments of the article?"

Fourth, read the first sentence of each paragraph if the article is not very long.

[Most of the time, the first sentence of a paragraph is the topic sentence; in other words, it tells the main idea of that paragraph. Ask yourself:]

- "What may be the main idea of this paragraph?"

	<p>II. Classroom Demo to Text A reading[课堂示范]</p> <p>Firstly, read the title first and see what does the title tell you.</p> <div data-bbox="459 331 1129 501"> <p>Title of Text A: Toward a brighter future for all [In practice, when you read it, you might ask yourself:]</p> <ul style="list-style-type: none"> ■ “What is the passage about?” ■ “Who is the author?” ■ “Who is the readers?” </div> <p>Secondly, read the first & last paragraph. And see what information can you get from the first and last paragraphs of Text A?</p> <div data-bbox="459 613 1173 766"> <p><i>By reading the first & the last paragraph, you should be able to answer the questions.</i> The first paragraph shows that it is a president who welcomes freshman students; whereas the last paragraph talks about opportunities and responsibilities.</p> </div> <p>Lastly, read Paras 2-7 and see what can you derive from the first sentences of each paragraph?</p> <div data-bbox="459 842 1190 1003"> <p>By reading the first sentences of paragraphs 2-7, you may have figured out <i>that the president may talk about something students may not expect in the university</i>, including <i>unique</i> as well as <i>unpleasant</i> experiences of college life, courses available, and his expectations of the students.</p> </div> <p>Period Three: Sum up [小结]</p> <p>Today we mainly finish the following content:</p> <ol style="list-style-type: none"> ①Entrance Education（入学教育） ②Module 1 Course Education（模块一——课程育人） ③ Step 1 Fast reading and Step 2 Detailed reading--<i>Reading skill: Previewing</i> of Module 2 Interactive Reading（模块二——交互阅读之一）： <p>All of you have got to know why to learn <i>College English</i>, what to learn <i>College English</i> and how to learn <i>College English</i>. And the most important thing we have done is that from now on, you get a new start in your life. I am sure that as long as you keep on working hard at your English, you will get more opportunities in the future. English competence will bring you the wings and make you fly high.</p> <p>Period Four: Assignments [作业]</p> <p>Part 1: Pre-reading Tasks[读前任务]</p> <p><u>I. Online</u>[线上读前任务]</p> <ol style="list-style-type: none"> 1.Read all new words of Text A following the speaker to the extent that you can reading them all aloud proficiently. 2.Read Para.1-4 of Text A in Details and mark the places where you don’t understand. 3.Find the long difficult sentences in Para.1-4 of Text A and try to analyze the sentence structures. <p><u>II. Offline</u>[线下读后任务]</p> <ol style="list-style-type: none"> 1.Read the content of <i>Word building</i> on P11, Book 1 and try to keep in mind the meaning of the
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two suffixes (后缀) : -ant; -ify.

2. Read the content of *Collocation* on P24, Book 1. Try to understand its meaning and keep the useful collocations in Text A & B.

3. Do the fast reading of Section C and get ready for *Group Discussion* before class next time.

Part 2: Post-reading Tasks[读后任务]

I. Online[线上读后任务]

1. Complete Reading Comprehension exercises of Text B with *Previewing* on Unipus.

2. Search for the information about Chinese & Foreign Celebrities: *Premier Zhou En-lai*, *Albert Einstein (American physicist)* & *William Butler Yeats (Irish poet, dramatist and essayist)* and Chinese Classics: *The Book of Rites* (《礼记》) on the internet. Each group should hand in a mini video about anyone mentioned above and tell us what you learn from the celebrities or classics.

II. Offline[线下读后任务]

1. Read Text A again and finish Reading Comprehension exercises on P10, Book 1. Mark the place where you get the information.

2. Write Thoughts on Stories of China of Unit 1 on your *College English Study-Manual*.

<p>板 书 设 计</p>	<h1 style="text-align: center;">The First College English Class</h1> <p>Period One: Entrance Education</p> <p>Period Two: Unit 1 Fresh start</p> <p>Part 1: Module 1 Course Education</p> <p>Step 1 Thematic Discussion</p> <p>Step 2 Quotation Translation</p> <p>Step 3 Critical Thinking)</p> <p>Part 2: Module 2 Interactive Reading</p> <p>Step 1 Fast Reading</p> <p>Step 2 Detailed Reading</p> <p>Period Three: Sum up</p> <p>Period Four: Assignments</p>	
<p>教 学 与 评 价</p>	<p>教学效果</p>	<p>经过几年教学改革，新的教学模式日趋成熟。本学期对 24 级学生进行新一轮混合式教学成果推广实验，尝试引领学生有效展开目标导向的“双线”自主学习，着力提升学生英语学科核心素养，把教学的重点由“知”转向“行”，以突显职业院校的英语教学特色。本次课完成了课程育人模块和交互阅读模块前二个环节，通过入学教育、主题讨论、审辨思维、箴言翻译、中国故事的设计，有效开展了课程思政，对新生进行价值引领，课堂气氛热烈，教学效果良好。</p>
	<p>教学不足</p>	<p>由于学生普遍英语基础较差，英语词汇量小，使学生在英语表达方面受到限制，进行深度的主题讨论有一定的困难。</p>
	<p>整改措施</p>	<p>加强语言单项技能训练，重视词汇、阅读、写作、翻译级听说教学。重点放在自主学习能力培养和学习策略的指导上，实行目标任务管理，引领学生在“做”中学习，“做”中成长。</p>
	<p>教学评价</p>	<p>思路清晰，设计新颖，力求与时俱进。阅读教学打破传统做法，通过小组讨论、快速阅读和深度阅读等环节，展开阅读策略指导。同时把四级辅导融入课堂教学，强调师生共同参与双线教学过程。线上以学生自主学习为主，教师策略指导为辅，线下以教师策略指导为主，学生参与课堂活动为辅，大大提高了阅读教学的有效性。这里展示的是课程思政视域下的入学教育和大学英语‘12345+’目标导向的混合式教学模式中五个教学模式中的课程育人和交互阅读部分的教学环节与内容，主要侧重大学英语课程思政和阅读教学，后续还有写作指导、翻译策略和学以致用三个模块，旨在达到以读促思、以读促学、以读促写、以读促译和以读促用之目的。【可参阅课件内容】</p>