

# 《高中英语（上外版）》必修第三册 Unit 2 Art and Artists

课时：第 4 课时 课题：Vincent van Gogh & Blowin' in the Wind

课型：Listening and Viewing

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## ◇ 教学设计与说明

### 1. 教学目标

本课为本单元的第 4 课时，核心目标为引导学生掌握听取细节的视听策略，了解梵高的性格特点和艺术风格，发现梵高画作的寓意；了解迪伦及其影响力，发现迪伦歌曲传递的文化信息。

### 2. 设计思路

本课时围绕两个视听素材，安排两个活动。

活动一是听有关 Vincent van Gogh 的微讲座，训练听取细节的听力策略。先由一个简单的头脑风暴导入，激活学生有关梵高的背景知识。听第一遍，主要获取梵高个性特点的信息。听第二遍时，主要获取梵高的个人生活和艺术作品的信息，此活动前教师给予学生听取细节的策略指导，并在核对答案时和相关策略进行简要联系。然后要求学生运用听取的信息，判断哪幅画是梵高的，并说明理由。

活动二是看迪伦的音乐视频 Blowin' in the Wind。先通过略读文化链接和歌曲标题，了解 Blowin' in the Wind 的作曲者 Bob Dylan 的背景信息，并预测标题的含义。看音乐视频第一遍，引导学生通过视频画面和歌词，初步了解歌曲可能传达的信息。看第二遍，填写歌词，同时进一步理解歌曲传达的信息。最后是引导学生小组讨论该歌曲中最喜欢的歌词，并说明理由，这有助于学生更深入地、多角度地理解歌词，表达自己对歌词的理解，培养思辨能力。

### 3. 重点难点

学习听取细节的视听策略；以视听中获取的信息为基础，运用主题词汇，表达对艺术作品的观点。

## Lesson Plan

By the end of this period, students will be able to:

1. learn about Vincent van Gogh and his works by listening for details;
2. identify Van Gogh's painting and tell the reasons by applying what has been learned about Van Gogh's artistic style;
3. learn about Bob Dylan by reading "Culture Link" and figure out the message "Blowin' in the Wind" conveys by viewing the music video and discussing the favourite lines.

### Learning Procedures:

#### I. Vincent van Gogh (Mini-lecture)

- Interactive Activity 1: Brainstorm the information about Van Gogh based on the teacher's questions.

\*Teacher: Ask students two questions about Vincent van Gogh.

\*Students: Talk about Van Gogh according to the teacher's questions.

\*Purpose: To guide students to get to the point and activate their prior knowledge of Van Gogh.

Guided Questions: Who was Vincent van Gogh? What is he famous for?

- Interactive Activity 2: Listen to the mini-lecture for the first time and finish the first choice in Ex II in the textbook.

\*Teacher: Ask students a question to elicit their predictions about Van Gogh's personality and then play the mini lecture.

\*Students: Predict Van Gogh's personality, listen to the lecture, and choose the best answer.

\*Purpose: To help students make a reasonable choice by combining the description of Van Gogh and his works in the mini-lecture.

Guided Question: What kind of person was Van Gogh?

- Interactive Activity 3: Listen to the mini-lecture again and fill in the blanks with the detailed information.

\*Teacher: Ask students two questions before listening to the mini-lecture again to induce them to think about how to describe Van Gogh's personal life and his works.

\*Students: Answer the teacher's question, by which students can think about what information to capture when describing the character and his works and then listen to the mini-lecture again.

\*Purpose: Guide students to learn to listen for details.

Guided Questions: In the mini-lecture, what two aspects are talked about? How can we decide what details to listen for?

- Interactive Activity 4: Guess which picture is Van Gogh's work and tell the reason.

\*Teacher: Ask students to answer which of the four paintings was created by Van Gogh and state the reasons.

\*Students: Answer the teacher's questions and state the reasons with the words learned.

\*Purpose: Help students apply what has been learned about Van Gogh and his works to the identification of Van Gogh's work.

Guided Questions: Which painting do you think was probably painted by Van Gogh? Why do you think so?

## II. Blowin' in the Wind (Music video)

- Interactive Activity 5: Read "Culture Link" about Bob Dylan and the title of the song and answer two questions.

\*Teacher: Ask students read "Culture Link" and check students' understanding by raising a question. Ask students read the title of the song and predict what is blowing in the wind.

\*Students: Read "Culture Link" and the title, and answer the teacher's questions.

\*Purpose: Help students screen the relevant message through the information conveyed by the song in

the video.

Guided Questions:

- ✓ Who is Bob Dylan?
- ✓ What is blowing in the wind?

- Interactive Activity 6: Watch the video for the first time and answer a question.

\*Teacher: Ask students to watch the video and ask them about the song's message.

\*Students: Watch the video and answer the question.

\*Purpose: Guide students to understand the song.

Guided Question: What message does Bob Dylan want to convey?

- Interactive Activity 7: Watch the video again and fill in the blanks.

\*Teacher: Ask students to fill in the blanks while watching the video again. Meanwhile, remind students to think about the previous question deep in their mind.

\*Students: Fill in the blanks while watching the video again and think about the question.

\*Purpose: Guide students to listen for details and further understand the song.

### III. Production

- Interactive Activity 8: Discuss the question and share views.

\*Teacher: Ask students to discuss the questions in a group of four and then share their opinions.

\*Students: Discuss the questions in a group of four and share their opinions.

\*Purpose: Help students see the song in a more detailed and multi-angle way and express their own understanding of the song by answering the questions.

Guided Questions: Which lines of the song are your favorite? Why?

### IV. Homework

1. Watch the video on Van Gogh and Bob Dylan, and finish the two tables in the worksheet.
2. Sort out the words and expressions related to the topic of this unit, and write them down in your word bank.