

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

课时：第 6 课时 课题：Introducing an Artist

课型：Speaking and Writing 设计者：上海市扬子中学 龚萍

## ◇ 教学设计与说明

### 1. 教学目标

本课为本单元的第 6 课时，核心目标为引导学生掌握借助重读重点词语介绍艺术家的会话策略，以及在介绍艺术家的写作中运用总-分模式。

### 2. 设计思路

本课首先由教师介绍学校艺术节这一大语境导入，然后由教师做示范发起师生互动，借助重读强调关键词语和信息，口头给出描述艺术家的五条线索，引起学生对人物突出特征的关注，让学生猜测是哪位艺术家。再由学生基于上一课时的作业，以小组为单位准备五条线索，开展班级内的猜艺术家游戏。

接着，让学生思考介绍艺术家需要从哪几个方面入手，从说过渡到写。然后，教师给学生呈现介绍著名歌手杰克逊的一些句子，让学生分类，为后面的写作做一点铺垫。紧随其后是书面介绍一位艺术家环节，考虑到课堂时间有限和高一学生特点，教师采取了以小组活动改写与润色概述句、选择匹配的支撑细节、组织语言写成段落几个步骤，简化了课堂上的写作任务。在这一润色与修改过程中，教师还提供了 checklist，供学生在写作过程中进行自评。

最后，呈现不同小组学生润色后的段落介绍。在这一环节，checklist 被用于同学之间互评的依据。初稿的环节中，引导学生按照 checklist 进行互评，逐步培养学生过程性评价的能力。

### 3. 重点难点

在总-分模式写作中，做到支撑信息与概述句的匹配。

## Lesson Plan

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

1. introduce an artist orally in an effective way by stressing the important words to provide clues for the guessing game;
2. write an introduction to an artist in the general-specific pattern by choosing relevant information and revising the sentences;
3. make comments and give suggestions on others' writing in terms of content, structure and vocabulary use with the help of a checklist.

### Procedures:

#### I. Speaking: Guessing the artist

- Interactive Activity 1: Guess who the artist is according to the teacher's oral introduction.

\*Teacher: Involve students in "Guess Who" activity first. Then give five clues respectively about some

artists in this unit and show students how to stress important words to make artists' important features stand out. And immediately ask students to make guesses.

\*Students: Make guesses based on the teacher's introduction.

\*Purpose: To check students' familiarity with the artists learned in this unit and elicit the speaking strategy while providing a sample for Ss' interactive activities.

Guided question: Who is the artist?

- Interactive Activity 2: Guess who the artist is according to the Ss' oral introduction.

\*Teacher: Arrange for students from different groups to introduce some artists with the information they've collected in advance. And then have students from other groups make guesses.

\*Students: Introduce artists or make guesses based on the introductions.

\*Purpose: To learn to introduce an artist orally in an effective way.

Guided question: Who is the artist?

- Interactive Activity 3: Think further about what aspects to introduce about an artist.

\*Teacher: Ask students to recall and summarize the basic aspects in introducing an artist

\*Students: Summarize the basic aspects with the help of the teacher.

\*Purpose: To help students work out the outline of introduction and prepare for the writing task.

Guided question: What aspects should we take into account when introducing an artist?

## II. Writing: Introducing artists for an art exhibition

- Interactive Activity 4: Categorize the introduction sentences and begin the writing.

\*Teacher: Guide student to put the introduction sentences to Michael Jackson into proper categories and rewrite the general statement.

\*Students: Categorize introduction sentences and rewrite a general statement.

\*Purpose: To help students consolidate the outline and write a proper general statement.

- Interactive Activity 5: Improve a sample general statement for the introduction to Michael Jackson.

\*Teacher: Provide a sample general statement for the introduction to Michael Jackson and guide students to improve it.

\*Students: Improve the sample general statement.

\*Purpose: To help students master the skill of writing a brief and informative general statement.

- Interactive Activity 6: Improve the introduction to Michael Jackson in groups with the help of the checklist.

\*Teacher: Provide a sample introduction to Michael Jackson and a checklist, and guide students to improve it with the help of the checklist.

\*Students: Work in groups of four and discuss how to improve the sample introduction with the help of the teacher and the checklist.

\*Purpose: To help students master the skill of writing a good introduction to an artist in the general-specific pattern.

### III. Presenting and commenting: Making presentations and comments.

- Interactive Activity 7: Show the modified versions and make comments with the help of the checklist.

\*Teacher: Appoint students from different groups to make presentations and have them comment on each other's work according to a checklist.

\*Students: Make oral presentations and comments and put forward suggestions.

\*Purpose: *To reinforce students' understanding of the general-specific pattern by making proper comments on others' writing.*

### IV. Homework

1. Write a paragraph of 80-100 words to introduce an artist for the art exhibition in the School Art Festival. Note that the general-to-specific pattern should be followed.
2. Prepare a PPT for your group's field trip report after visiting a local art museum according to the outline on P32 and get prepared for a presentation.
3. Sort out the words and expressions in this lesson related to the topic of this unit, and write them down in your word bank.

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