

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

课时：第 2 课时 课题：People's Artist

课型：Reading (Vocabulary) 设计者：上海市崇明中学 钮好

## ◇ 教学设计与说明

### 1. 教学目标

本课为本单元的第 2 课时，核心目标为引导学生围绕天赋和勤奋，分析齐白石的艺术风格和社会影响力，同时梳理语篇词汇和“verb + with”与“verb + of”的搭配规律，进而讨论概括齐白石成功的因素。

### 2. 设计思路

本课的设计主要体现以下两个理念：一是“基于深层阅读的词汇教学”，即在深入剖析阅读语篇和拓展主题信息的语境中开展词汇教学；二是“融于三类活动的词汇学习”，即把词汇学习融入到英语学习活动观所倡导的学习理解类活动、应用实践类活动和迁移创新类这三类活动中，体现词汇学习由输入到阶段输出，再到综合输出的循序渐进原则。

具体步骤如下：首先，是热身与导入。由复习第 1 课时中齐白石的基本信息导入，引出 honour, couple 两个目标词汇，并在围绕齐白石的语境中对两个词进行学习和简单操练；基于两个目标词汇都是与介词 with 搭配，再引出“verb + with”的搭配，并创设相关语境，引导学生理解“verb + with”的其他搭配词组和 with 的不同含义。这是学习理解类活动，是输入。

其次，是复习与分析。先是复习并深入分析齐白石在艺术方面的天赋。以分析齐白石的艺术风格为切入点，引出 recognise, symbolic, indicate, remind 和“verb + of”的搭配，并在补充讨论齐白石艺术风格的语境中，学习和操练目标词汇，理解“verb + of”搭配中 of 的不同含义。这是学习理解类活动，主要是输入。然后教师提供了一个介绍齐白石“虾”作品的语篇，要求学生运用已学词汇进行填空，不仅应用所学词汇，而且还为学生补充齐白石艺术作品的特点，帮助学生更好地了解齐白石的艺术风格。这是阶段性输出，是应用实践类活动。然后，再通过问题，以艺术创作和社会责任两方面为切入点，引导学生分析齐白石在勤奋方面的具体表现，并提炼总结齐白石追求更高目标的个人品质。这也是应用实践类活动。

最后，是概括与运用。教师引导学生以小组为单位，就齐白石为何荣获“人民艺术家”称号这一核心问题进行思考、讨论和总结，用所学词汇从“艺术成就”、“社会影响力”、“个人品质”三个方面，以总-分结构分析齐白石成功的因素。这是对所学重点词汇和相关信息进行概括与运用，是迁移创新类活动，是本课的综合性输出。同时引导学生学习的齐白石优秀品质，树立积极向上的人生观和社会责任感。

### 3. 重点难点

在深层次阅读过程中，围绕主题学习、操练和运用重点词汇；运用所学词汇和总-分结构概括齐白石的艺术成就、社会影响力和个人品质，分析齐白石成功的因素。

## Lesson Plan

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

1. further understand the text and learn the target words while analysing Qi's talent and hard work through some questions based on the text;
2. summarize the factors for Qi's success by using the words and expressions learnt in this unit and the general-specific pattern and learn from Qi;
3. figure out the different meanings of "with" and "of" in "verb + with" and "verb + of" collocations and use them in summarizing the factors for Qi's success.

### Procedures:

#### I. Warm-up

- Interactive Activity 1: Review the key information about Qi and learn some words.

\*Teacher: Ask students to complete a table about Qi's basic information and guide students to learn two words (honour, couple), and the "verb + with" collocations.

\*Students: Complete the table based on the text, conclude the usages of the two words and figure out the different meanings of "with" in the "verb + with" collocations by filling in blanks and making choices.

\*Purpose: To help students review Qi's basic information and learn to use the two words and the "verb + with" collocations.

Guided Question: Can you briefly introduce Qi Baishi based on this table?

#### II. Revision and analysis

- Interactive Activity 2: Review and analyse Qi's talent for art.

\*Teacher: Ask students to review and analyse Qi's talent for art in three aspects: art forms, common subjects and artistic style, and guide students to learn four words (recognize, symbolic, indicate, remind) and the "verb + of" collocations.

\*Students: Answer the teacher's questions based on the text, find supporting details in the text, conclude the usages of the four words, figure out the different meanings of "of" in the "verb + of" collocations and use them by translating some sentences and complete a passage by filling the blanks with the learnt words.

\*Purpose: To help students review and analyse Qi's talent for art, learn to use the four words and the "verb + of" collocations.

Guided Questions:

- ✓ If you use an adjective to describe Qi, what can it be?
- ✓ What are the common subjects and their symbolic meanings in Qi's paintings?
- ✓ What's Qi's artistic style?

- Interactive Activity 3: Review and analyse Qi's hard work.

\*Teacher: Ask students to find the key information to prove Qi's hard work in art and social responsibilities and guide students to think about Qi's higher goals.

\*Students: Find the key information based on the text, and figure out Qi' higher goals by reading Paragraphs 8-9.

*\*Purpose: To help students review and analyse Qi's hard work and learn more about Qi's good qualities that lead to his great achievements in art and social influences.*

Guided Questions:

- ✓ How do we know that Qi was hardworking?
- ✓ What might be Qi's higher goals?

### III. Summary and application

- Interactive Activity 4: Analyse the factors for Qi's success.

\*Teacher: Ask students a question "Why did Qi Baishi deserve the title 'People's Artist'?" and guide students to answer the question by focusing on three aspects: personal qualities, artistic achievements and social influences.

\*Students: Answer the teacher's question based on the three aspects in the "general-specific" pattern, using as many words and expressions learnt in this unit as possible.

*\*Purpose: To help students summarize the three factors leading to Qi's success, and apply the learnt words and expressions, and the "general-specific" pattern into practice.*

Guided Questions: Why did Qi Baishi deserve the title "People's Artist"?

### IV. Homework

1. Complete Ex I and Ex II on P23-P24;
2. Finish the translation in the work sheet;
3. Write a short passage (at least 80 words) on "Why did Qi Baishi deserve the title 'People's Artist'?".

Requirements:

- a. cover the 3 aspects: personal qualities, artistic achievements and social influences;
  - b. use as many words and expressions learnt in this unit as possible;
  - c. employ the "general-specific" pattern.
4. Sort out the words and expressions in this lesson related to the topic of this unit, and write them down in your word bank.