

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

课时：第 5 课时 课题：Banquet Speech

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◇ 教学设计与说明

1. 教学目标

本课为本单元的第 5 课时，核心目标为引导学生通过不同的阅读策略，了解获奖演讲的框架及语言特征，概括归纳迪伦得知获奖后的情感态度，以及迪伦对其获得诺贝尔文学奖的看法，进而讨论迪伦及其作品。

2. 设计思路

本课先是通过检测在第四课时中留下的课后作业，来回顾迪伦的生平、歌曲中传达的信息以及获得的重要奖项，从而引出演讲稿的背景即迪伦荣获诺贝尔文学奖。根据文章标题，预测这篇演讲的目的和内容。接着，通过略读，理清文章的结构。这两个活动都是基于语篇的学习理解类活动。

然后，通过问题引导、句子分析，帮助生理清迪伦在演讲中所表达的情感。再是通过对比迪伦的歌曲和文学巨匠的作品，以及对比迪伦和莎士比亚在创作中的共同点，来剖析迪伦对人们的质疑即“他的作品是否属于文学作品？他是否应该获得诺贝尔奖？”所做出的回答。通过梳理、概括、整合信息，理解作者的情感、观点和立场。这是深入语篇的应用实践类活动。

最后，从迪伦的歌词的特征、传递的信息、歌曲的主题、音乐影响力或文学的本质几个方面来讨论迪伦的歌曲是否是文学作品，通过发表个人观点和见解，培养学生的批判性思维能力。这是超越语篇的迁移创新类活动。

3. 重点难点

梳理这篇演讲稿的逻辑链条；通过概括和比较核心信息，提炼文字背后的隐含意义，读懂弦外之音；探讨迪伦的歌曲是否是文学作品，是否应该获得诺贝尔文学奖。

Lesson Plan

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

1. make predictions about the attendees and the content of the speech and get the structure of the speech by scanning the beginning and the ending of the text;
2. infer the messages the speech expresses by comparing some details in the speech;
3. develop critical thinking ability through a group discussion on the nature of literature .

Procedures:

I. Reading Preparation

- Interactive Activity 1: Review the basic information about Dylan.

*Teacher: Play a short clip of “Blowin in the wind” and ask students to talk about Bob Dylan based on

what they have learned in the last period and what they have done in their homework.

*Students: Answer the teacher's questions according to the information they've learned about Bob Dylan.

*Purpose: To activate students' prior knowledge about Bob Dylan.

Guided Questions:

- ✓ What is Bob Dylan?
- ✓ What messages are conveyed in his songs?
- Interactive Activity 2: Read the title and predict the purpose and the content of this speech.

*Teacher: Show students the introduction to the Nobel Prize. Present a picture of a banquet following the award ceremony of the Nobel Prize and guide students to understand the meaning of "banquet". Ask students to guess the identities of attendees and predict the main content of the speech.

*Students: Read the introduction; guess the meaning of "banquet" according to the picture; predict the target audience and the main content of the speech.

*Purpose: To help students get the background of this speech and better predict its content.

Guided Questions:

- ✓ Who are the targeted audience?
- ✓ What is Bob Dylan going to talk about?

II. Reading Reproduction

- Interactive Activity 3: Read through the text and get the general structure of the speech by finishing the outline.

*Teacher: Ask students to read through the text and complete the outline by writing the number of paragraphs in the blanks.

*Students: Read through the text and complete the outline.

*Purpose: To help students get the general structure of this speech.

Guided Questions: How many parts can the speech be divided into? How would you divide it?

- Interactive Activity 4: Read Para.3-4 and explore Bob Dylan's feelings conveyed in the speech.

*Teacher: Guide students to figure out the implied feelings behind many words and sentences through translation, analysis of sentence patterns and figures of speech.

*Students: Read Para. 2-3 and try to use adjectives to describe Bob's feelings after learning that he had won the Nobel Prize for literature.

*Purpose: To help students understand Bob Dylan's feelings in this speech.

Guided Question: What feelings does Bob Dylan show in his speech?

- Interactive Activity 5: Read the rest of the speech and figure out what Bob Dylan thinks of his songs by finding the common points between songs and giants' literary works, and between Bob Dylan and Shakespeare.

*Teacher: Ask students to think over the speaker's intention of mentioning Shakespeare and to infer his

views on receiving the award.

*Students: Find out similarities between Bob Dylan and Shakespeare and infer his reply to whether his songs are literature.

*Purpose: To help students confirm Bob Dylan's view that he deserves such a great honor by comparison.

Guided Questions:

- ✓ Why does Bob Dylan mention Shakespeare?
- ✓ In his opinion, what do he and Shakespeare have in common?
- ✓ What does Bob Dylan think of the giants' literary works and his songs?
- ✓ What kind of person is Bob Dylan?

III. Food for thought

- Interactive Activity 6: Discuss and share views on whether Dylan's songs are literature.

*Teacher: Guide students to discuss the question within a group of four.

*Students: Discuss with group members and focus on one of the following aspects – lyrics of his songs, messages in his songs, his musical influence and your understanding of literature.

*Purpose: To help students go over what's learnt in class and think critically about the nature of literature.

Guide Question: Do you think Bob Dylan's songs are literature? Why or why not?

IV. Homework

1. Read the text of Reading B fluently;
2. Work in groups of four and collect two artists' information in different aspects concerning the artists themselves and their artworks.
3. Sort out the words and expressions related to the topic of this unit, and write them down in your word bank.