

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

课时：第 1 课时 课题：People's Artist

课型：Reading (Comprehension) 设计者：上海市崇明中学 梅瑛

◇ 教学设计与说明

1. 教学目标

本课为本单元的第 1 课时，核心目标为引导学生了解齐白石的艺术作品及影响力，并发现齐白石作品的寓意及其传递的文化信息，同时掌握语篇的总-分模式。

2. 设计思路

本课由艺术作品的配对活动导入，使学生马上进入到本单元的主题内容，激发学生的背景知识，同时通过图片引出文本的主角齐白石和他的名作，使学生初步了解本课主题。

接着，通过快速浏览，抓住文本的主要信息；通过细节定位，完成 outline 信息分类，使学生理解文本，为后续的活动和任务奠定基础。在此期间，借助 outline 将文本中与艺术形式、绘画内容、艺术风格、作品寓意以及社会影响力相关的词汇按语义分类积累，并且通过深入阅读，帮助学生不断地扩充相关词汇。

然后通过分析整篇文本，理清文本脉络，引导学生掌握文章的总-分模式。再通过分析部分以总-分模式展开的段落，进一步理解总-分模式的特点和作用。

最后，学生以小组为单位进行语言产出活动，表达对于齐白石印象最深刻的一方面，学生不仅需要引用文本相关内容，还要运用总-分结构和新学词汇进行表达，既是对文本内容的复现与梳理，又是对新学语篇模式和词汇的巩固与运用。

3. 重点难点

抓住总-分语篇模式，把握文本框架，发现齐白石作品的寓意及其传递的文化信息；围绕主题，构建词汇语义网，运用于表达对齐白石的印象。

Lesson Plan

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

1. get the general information about Qi Baishi's artworks and social influences by skimming and scanning and build vocabulary on artworks and artists;
2. figure out the general-specific pattern by analyzing the whole passage and some paragraphs;
3. express their impressions about Qi Baishi by using the general-specific pattern and the vocabulary based on the theme.

Procedures:

I. Pre-reading

- InteractiveActivity 1: Match each artwork with its name and art form.

*Teacher: Ask students share what they know about these artworks.

*Students: Answer the teacher's question based on their own knowledge and match each artwork with its name and art form.

**Purpose: To activate students' background knowledge about some famous artworks, including their names, art forms and creators.*

Guided Questions:

- ✓ Do you know anything about these artworks?
- ✓ What art forms are they?
- ✓ Who created these artworks?
- Interactive Activity 2: Enjoy some paintings and guess the painter.

**Teacher: Ask students who painted these paintings.*

**Students: Answer the teacher's question based on their own knowledge.*

**Purpose: To activate students' background knowledge about Qi Baishi and his paintings, and help them learn the two words (shrimp & crab) by using pictures.*

Guided Questions:

- ✓ What are in the paintings?
- ✓ Who painted these paintings?

II. While-reading

- Interactive Activity 3: Skim the passage and tick the items mentioned in the text.

**Teacher: Ask students which items are mentioned in the text.*

**Students: Skim the passage and answer the teacher's question based on the text.*

**Purpose: To help students grasp the main aspects mentioned in the passage.*

Guided Questions:

- ✓ Which items are mentioned in the text?
- ✓ Could you give some details?
- Interactive Activity 4: Read Para.1 and learn the basic introduction to Qi Baishi, including occupation, talent, hard work and title.

**Teacher: Ask students what aspects about Qi Baishi they can learn from Para.1.*

**Students: Read Para. 1 and answer the teacher's question based on the text.*

**Purpose: To help students get the basic information about Qi Baishi quickly.*

Guided Question: What about Qi Baishi can you learn from Para.1?

- Interactive Activity 5: Read Paras.2-9 and complete the outline, including Qi's artworks and social influences.

**Teacher: Ask students several questions about Qi's artworks and social influences when checking the outline.*

**Students: Read Paras.2-9, complete the outline and answer the teacher's question based on the text.*

**Purpose: To help students get the outline of the passage and the major information about Qi Baishi's artworks and his social influences.*

Guided Questions:

- ✓ What art forms was Qi good at? What are the common subjects in Qi's paintings? What is Qi's artistic style?

- ✓ What social influences has Qi had?
- ✓ What symbolic meanings do Qi's paintings express?
- Interactive Activity 6: Read the whole passage again and find out its structure and language.

*Teacher: Ask students more questions about the structure and the language of the passage.

*Students: Read the whole passage again and answer the teacher's questions based on the text.

*Purpose: To help students find out the structure and understand some difficult sentences.

Guided Questions:

- ✓ Could you find out the general statement and the supporting sentences? How is the whole passage organized?
- ✓ What do the following sentences mean, "Qi's works go beyond aquatic life." "Be it landscapes, birds, flowers or figures, Qi's paintings are rich in expression and detail."? What do they function as? Could you find out the supporting sentences?
- ✓ Are there any other paragraphs that use the general-specific pattern? Could you find out the general sentence and the supporting sentences?

III. Post-reading

- Interactive Activity 7: Discuss and share what impresses you most about Qi Baishi by using the general-specific pattern and some new words and expressions in the text.

*Teacher: Guide students to form groups of four, choose one aspect of Qi Baishi that impresses them most, and provide supporting detailed information.

*Students: Discuss with group members and share their impressions of Qi Baishi according to the teacher's requirements.

*Purpose: To help students to reflect on the great artist and apply the general-specific pattern.

Guided Questions:

- ✓ What impresses you most about Qi Baishi?
- ✓ Could you share your opinions by using the general-specific pattern and some new words and expressions in the text?
- Interactive Activity 8: Present ideas and make comments based on the checklist.

*Teacher: Guide students to present their ideas and make comments based on the checklist.

*Students: Present their ideas and make peer comments based on the checklist.

*Purpose: To help students reflect on the great artist by applying the general-specific pattern and to encourage students to listen and make proper comments on peers' presentation.

Guided Questions: Could you comment on your classmate's opinion based on the checklist?

IV. Homework

1. Read the passage of Reading A fluently.
2. Perfect your oral practice about your impressions of Qi Baishi by using the general-specific pattern and some new words and expressions in the text.
3. Sort out words or expressions related to the topic of this unit, and write them down in your word bank; look up the following words in the dictionary and write down their main usages and examples: honour, couple, recognise, symbolic, indicate, remind.