



【单元学习主题】

人与自然，人教版高中英语必修 2（2019 版）Unit 2

Wildlife Protection

一、单元整体解读：

本单元主题语境是人与自然，主题群是自然与生态，子主题为人与动植物，语篇类型属于叙事类文体，围绕野生动物保护展开。本文是一篇日志体（journal）的文章，记录一天中所发生的事情，以第一人称的口吻讲述保护珍稀物种藏羚羊的故事，以作者观察藏羚羊时的所见所闻所感为主线，目的是倡导人类和大自然和谐共处。

二、语篇文本分析：

本课介绍了作者观察藏羚羊的经历和羌塘自然保护区，藏羚羊曾经濒危的事实与原因，以及政府为保护藏羚羊采取的措施与取得的成就。第一段是引入话题，交代此行的目的-观察藏羚羊；第二至第六段是文章的核心部分，讲述了藏羚羊的现状、扎西对保护藏羚羊的观念、藏羚羊过去濒临灭绝的原因、政府和志愿者保护藏羚羊所采取的措施和成效；第七段通过对上文的总结和反思提出：人类只有把保护野生动物当作生活的一部分，和大自然和谐共处才能根本消除对野生动物、对我们赖以生存的星球的威胁。

三、课型解析：

本节课属于“Reading and thinking”部分，reading 是前提，critical thinking and creative thinking 是关键。与传统的阅读教学相比，本节课更侧重学生思维品质的训练和提升，打破传统的文本阅读与情感升华孤立的现状，体现英语课程工具性和人文性的统一。秉承这一教学指导思想，文章从导入到分层阅读，再到读后总结讨论及运用的各个环节，都设计了很多供学生参与的活动。

以图片和视频导入，通过图片和视频的对比反差，激发学生阅读的动力和兴趣。快速阅读部分以“main ideas of the passage”为依托，结合英语学科教学，重点探索日志体体裁的分析；在“detailed reading”三个活动部分，设计环环相扣的阅读链，发展学生的思维品质和学习能力；读后巩固部分，运用思维导图回顾文章内容和篇章结构；提升部分，没有简单的说教，而是让学生先讨论、理解和感悟，最后生成“protect wildlife”的理念和结论。

I. 【教学目标】 Teaching Aims:

1. To read and learn the difficult situations the Tibetan antelope once faced;
2. To learn about the present situation of the Tibetan antelope;
3. To know the bad times of the Tibetan antelope and what people have done to protect them from extinction;
4. To think how we can change our way of life and live in harmony with wildlife;
5. To identify the literal meaning or implied meaning of some sentences;
6. To be able to grasp the reading style and the structure.
7. To be able to write a summary.

II. 【教学过程】 Teaching procedures:

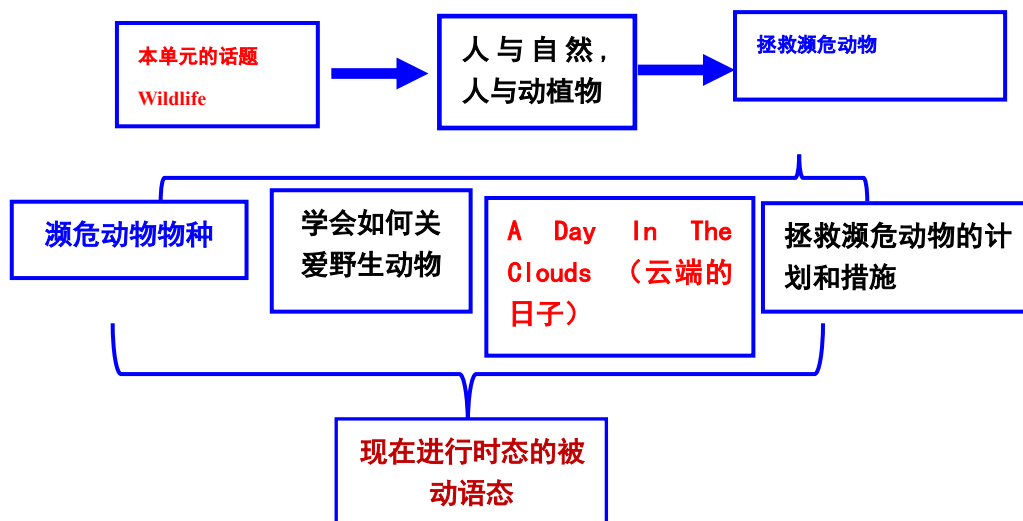
Step I. Leading-in: Enjoy a video

Watch a video about Qiangtang National Nature Reserve.

From the video, we know many animals are dying out, we human beings must do something to

protect Tibetan antelopes..

Step II. Pre-reading (learning about protecting endangered animals)



【设计意图】展示藏羚羊图片，播放藏羚羊栖息的视频，引出主题，激活学生已有的背景知识。如果学生对藏羚羊了解不多，鼓励学生说说，关于藏羚羊，他们还想了解些什么？激发学生阅读的兴趣和欲望。

【核心素养提升点】

语言能力:

锻炼口头表达交流的能力

➤ Pre-reading:

Q1: Do you know the reason for illegal hunting?

Q2: Do you know the bad situation of Tibetan Antelopes?

【设计意图】通过图片展示，输入“沙图什披肩”的背景知识，引起学生对藏羚羊的担忧和关怀之情，引导学生探究“藏羚羊生存危机产生的其他因素”，目的是在“人与自然”这一主题语境下，调动学生已有的基于此主题的经验，建构和完善新的知识结构，深化对主题的理解和认识。

【核心素养提升点】

学习能力:

培养对已有知识进行正迁移的能力

Pre-reading: Brainstorm

Q: Can you name some wildlife and endangered wildlife?

【设计意图】通过探讨本单元的话题和两个主题词 wildlife 和 protection，激活学生的背景知识，为深入挖掘单元主题做铺垫。

【核心素养提升点】

学习能力: 感知话题语言，提升口头表达能力。

Pre-reading: Predicting the style of the passage

Q: Guess what kind of passage it is.

A. Argumentation

B. Exposition

C. Narration

Read the 1st and last paragraph and find out what type of the text it is.

Q: What is the style of the passage?

- A. a short novel B. a travel journal C. a news report
D. an introduction E. an advertisement

【设计意图】通过标题进行提问，让学生有机会参与文本的讨论，能让学生有发散性思维，带着问题进行阅读后寻找答案，让学生成为课堂的主人。在此基础上，通过串连学生所提供的信息，概括出文章的大致意思。

【核心素养提升点】

语言能力:

学生能利用已有的语言知识，对题目进行解读，通过让学生自己提问的方式，增强他们的语用意识，锻炼语言分析和推理能力。

学习能力:

通过利用图片、视频、题目文字等信息，让学生预测文本的内容。

Step III. Read for General Idea

Read the text and get the main idea of the text.

Q: What's the main idea of the passage?

- A. The Changtang National Nature Reserve.
B. The protection of Tibetan antelopes.
C. Snow-covered mountains.
D. Some effective measures.

Match the main idea with each paragraph.

- Para. 1 A. The bad times for the Tibetan antelope.
Para. 2 B. The guide, Zhaxi, and the Changtang National Nature Reserve.
Para. 3 C. Measures were taken to save this species from extinction.
Para. 4 D. We should learn to exist in harmony with nature.
Para. 5 E. Tibetan antelopes are in danger.
Para. 6 F. The reason why we observe Tibetan antelopes.
Para. 7 G. The good effects the measures have had.

Find the topic sentences of each paragraph

Paragraph 1: This is why we're here-- to observe Tibetan antelopes. ➡ The purpose

Paragraph 2: I am struck by their beauty, but also reminded of the danger they are in. ➡ The danger

Paragraph 3: My guide is Zhaxi. ➡ Introduce the guide and his opinion.

Paragraph 4: The 1980s and 1990s were bad times for the Tibetan antelope. ➡ The dangerous period of Tibetan antelopes

Paragraph 5: Save this species from extinction. ➡ Protection

Paragraph 6: The measures are effective. ➡ The result

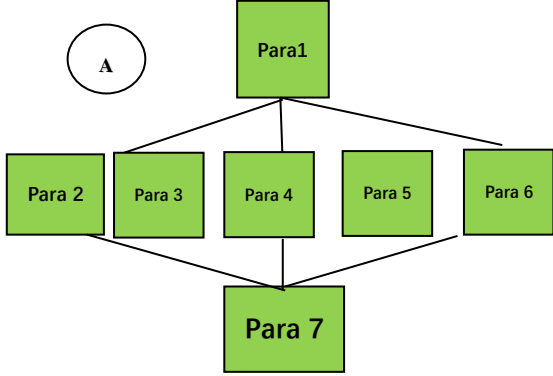
【设计意图】通过激活学生的阅读经验，引导学生根据标题自主设计问题，并在问题的引领下阅读每一段，获取作者此行的目的地及目的等信息，锁定每段的重要信息；调动学生已有的主题阅读经验，围绕话题 Tibetan antelopes 预测后续文本可能包含的细节，为概括文本大意，提炼关键

词巧搭支架。

【核心素养提升点】

语言能力：锻炼自主阅读、获取信息、预测和概括的能力

Step IV. Fast reading-Read for organization-find the structure of the text



【设计意图】引导学生根据标题对课文内容自主设计问题，然后带着问题整体阅读文本进行自主回答，以验证所设问题的合理性。

【核心素养提升点】

学习能力：锻炼语言分析和推理能力

Step V. Read for detailed information in Para 4&6:

Q1: Do you know how bad their situation was in the 1980s and 1990s?

Q2: What are some other possible causes of the Tibetan antelopes' bad situation?

Read para 4&6 and fill in the form.

time	situations of antelopes	reasons
1980s-1990s		
In June 2015		The government_____
now		The volunteers_____
		Bridges and gates_____

【设计意图】本环节将学生作为学习的主体（学生既是问题的提出者，也是问题的回答者，）培养学生分析、概括和整合信息的能力，并提升思维品质。教师利用信息链，从内容、语言和思维角度再次重现信息和架构篇章结构。并通过数据图帮助学生理解部分词汇，如 drop, recover, remove 等，为后续的写作输出搭建语言和内容支架。

【核心素养提升点】

学习能力：提升抓住关键概念和细节，分析、推断并整合信息的能力。

思维品质：

1. 通过文本的解读，学生能够理解文字所传递的丰富信息、思想、情感和观点。
2. 结合课文中政府和志愿者对野生动植物保护采取的各种策略，学生能够创新地提出自己的策略和方法，并给出合理的解释。

➤ **Read for detailed information in Para 2-6:**

Q1: Why were Tibetan antelopes hunted?

Q2: Why was the population of the antelopes becoming smaller and smaller?

Q3: What did the government do to protect the antelopes from extinction?

Q4: Why must we protect animals?

Q5: Why didn't the Chinese government stop the protection program after the population has recovered?

【设计意图】利用问题链理解文本内容，提取并整合以下信息：问题（the problem）、产生问题的原因（the causes）、政府和当地人民采取的措施以及效果（the measures and the effect）。完成主题词汇的教学，如 shoot, attack, remove, make profits, endangered, extinct, reserve 等。

【核心素养提升点】

学习能力：培养梳理信息和逻辑思维的能力。

➤ **Read for detailed information in Para 3-7:**

Q: What can we do to help protect Tibetan antelopes?

Read the passage and fill in this chart below.

Things the writer sees	<ul style="list-style-type: none"> ● snow-covered mountains _____ into clouds. ● the antelopes _____ slowly across the green grass
Things the writer hears	<ul style="list-style-type: none"> ● _____ times for the Tibetan antelope ● measures to _____ the Tibetan antelope ● the Tibetan antelope was _____ from the endangered species list.
How the writer feels or thinks	<ul style="list-style-type: none"> ● _____ by their beauty ● _____ our way of life ● existing in harmony with _____

➤ **Read for detailed information in Para 1-7:**

Q: What does the author experience in the clouds?

Author's Experience - His experience as a traveller.

Things the author sees:

- snow-covered mountains disappearing into clouds
- the antelopes moving slowly across the green grass

Things the author hears:

- Changtang National Nature Reserve
- bad times for the Tibetan antelope
- measures to protect the Tibetan antelope
- effects achieved after years of protection

Things the author feels or thinks:

- Struck by their beauty
- Changing our way of life.
- Existing in harmony with nature.

【设计意图】通过填表的方式帮助学生梳理、整合写作所需的词块，该步骤的完成可以为写作输出储备语料。通过搭建支架，帮助学生巩固所学内容，整合语言进行表达，完成主题内容、语言知识和文化意识的迁移运用。

【核心素养提升点】

语言能力：

发展综合运用语言的能力。

➤ Read for detailed information in Para 4-7:

Q1: What did the government do to save them from extinction?

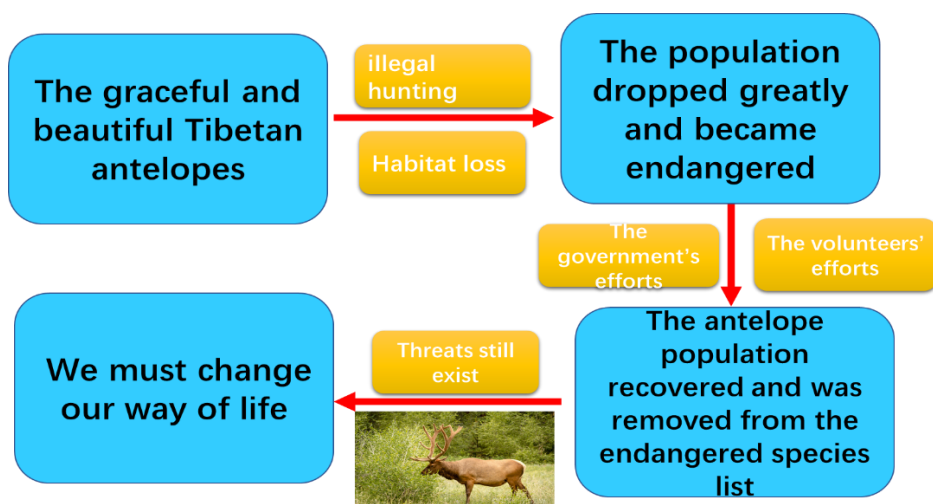
Q2: What else did the government and the volunteers do to save the antelopes from extinction?

Q3: What was the effect?

Q4: Should we stop our protection of the antelope?

Q5: According to the writer, what should we do?

Activity 1: Complete the mind map and then retell the text according to it.

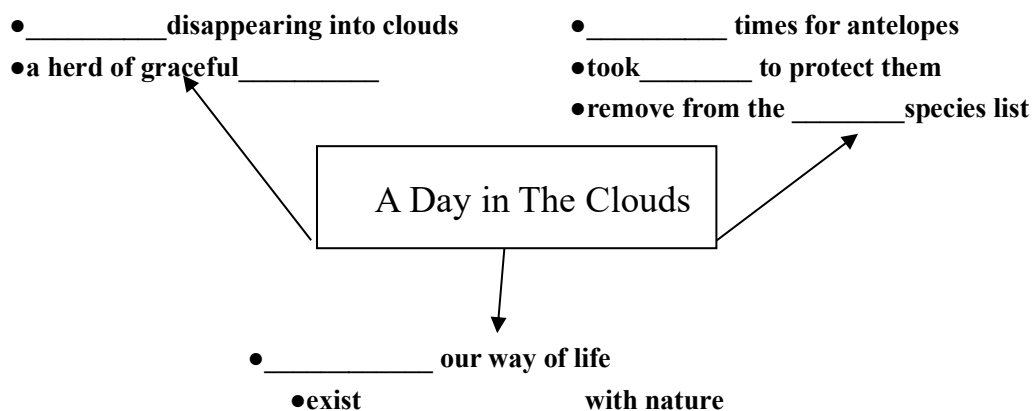


Activity 2: Describe the process and experience of the author's travel

Activity 3: Build an information chain.

- 1) Talk about Tibetan antelopes' protection
- 2) How the writer think about wildlife protection

Read the passage again and finish the mind map.



※ Only When we learn to exist in harmony with nature can we stop being a threat to wildlife

and to our planet.

【设计意图】引导学生将注意力从政府和志愿者的努力转移到自身上，并完成思维导图。

【核心素养提升点】

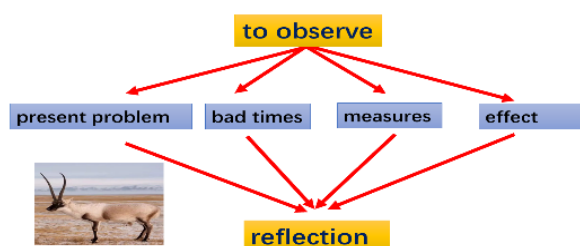
学习能力：训练推断和概括的能力

文化意识：树立保护野生动物的意识

Step VI: Critical reading: Learn to think critically

Q: But how can we stop being a threat to wildlife?

A: We must change our way of life and learn to exist in harmony with nature.



【设计意图】利用思维导图引导学生在新旧知识之间建立联系，通过作者的反思推测作者的写作意图，为后续讨论做铺垫。

【核心素养提升点】

文化意识：

树立对野生动物进行保护并在生活中践行的意识

Activity 1: Read the sentences below, and decide if each idea is the literal meaning [L] of the text or only implied [I] by the text.

Identify literal and implied meaning

Literal meaning is the usual, basic meaning of the words,
i.e. exactly what the words say.

Implied meaning is suggested but not directly expressed,
i.e. you guess the meaning based on what you know.

EXAMPLE

___ The Tibetan antelope lives high above sea level.

(This is implied by “The air is thin and we have to rest several times on the short hike from camp”.)

1. ___ When they first saw the antelopes, they were very far away.
2. ___ We should not buy goods made from endangered animals.
3. ___ Human activities are threatening animals and plants.
4. ___ The Tibetan antelope is not an endangered species now.

Activity 2: Reading for implied meanings

To Zhaxi, the land is sacred and protecting the wildlife is a way of life. “We’re not trying to save the animals,” he says. “Actually, we’re trying to save ourselves.”

Q1: What can we infer from the passage?

Q2: What is implied in the passage?

Which one is the implied meaning in the passage?

1. We're not only trying to save the animals but to save ourselves.
2. To protect animals is to protect ourselves.

Which one of the following is the implied meaning?

1. Products made of animal fur were popular.
2. Zhaxi is one of the volunteers who are protecting the Tibetan antelopes.

【设计意图】该教学活动以语篇为载体，通过重现语篇中的信息，给出字面意义和隐含意义的基本定义，并通过一个个练习，夯实对话篇文字的字面意义和隐含意义的正确理解。

【核心素养提升点】

学习能力：提升学生推理判断的能力

Step VII. Discussion: Protecting the nature is protecting ourselves.

Q1 : What can we human beings and individuals do to protect wildlife?

- Don't buy goods made from wild animals;
- Don't destroy their habitats;
- Spread the news about the illegal hunting and protection of wildlife.
- Raise our awareness of protecting wildlife.
- Join a volunteer protection group.
- Report any illegal hunting or trading the wildlife.

Q2: What do you think we should do to change our way of life to protect the endangered animals and live in harmony with nature?

A: Stop buying goods made from endangered animals because when the buying stops, the killing can too.

Do remember :

- ✚ To protect the endangered animals is to protect ourselves!
- ✚ To save wildlife and our planet is to save ourselves!
- ✚ Together, individuals can make a big difference. So all of us, take action now from ourselves! We can do it!

【设计意图】作者提出了关于保护野生动物的建议和思考：我们只有改变自己的生活方式，才能拯救野生动物，拯救整个地球。但是学生并不清楚具体应该如何去做或可以做些什么。在这一环节中，要紧扣话题，激活学生原有知识，引导他们再度结合文本进行思考和整合，实现自我知识体系的重组和情感态度的提升。

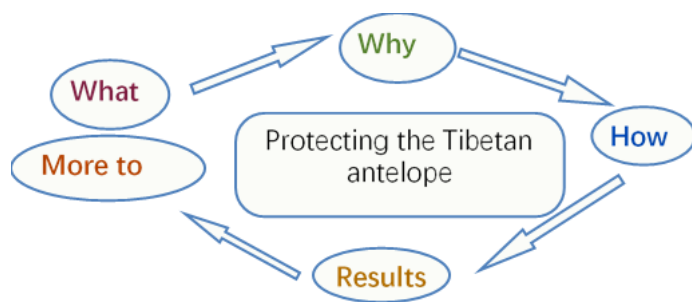
【核心素养提升点】

学习能力：训练整合知识和表述个人观点的能力。

Step VIII.: Summary:

The thinking mode of the article: the subject/topic → reason → problem → solution
→ result → reflection

Summary - Review the text with the help of the Mind map



【设计意图】回顾文本的日志体裁，要求学生用文本中所学的单词、词块、句型进行海报的仿写，增强学生的写作能力。能真正做到以读促写、读写结合。

【核心素养提升点】

语言能力：回顾文体和所用词汇，将所学的语言运用到输出任务里，加深对语言的印象，更好地掌握主题相关词汇。

文化意识：提高学生保护野生动植物的意识，憧憬在人类付出努力之后所获得的人与自然的和谐共生画面。

思维品质：通过文本学习，学生能够更好地进行总结和反思，并能创造出有个性和新意的想法，在语言输出过程中体现出来。

Step X: Assignment:

1. Polish your summary and add it to your notes. “
2. Try to practice the skills about summary writing after class.
3. Make a poster about the Tibetan antelopes and add it to English Corner.

【学后反思】

1. 是否能够利用思维导图帮助理解本篇文章？
2. 是否能够推测出文章和中隐含的意思？

【板书设计 Blackboard Design】

Blackboard Design			
Unit 2			
A day in the clouds	Time	one day	
	Place	Changtang National Nature Reserve	
	Event	short hike from camp	
	Purpose	observe Tibetan antelopes	

A(an) _____ Day In The Clouds

observe Tibetan antelopes	{	the moment — necessity	}	protect Tibetan antelopes
		the past — possibility		
		the future — urgency		