**B2U2 Wildlife Protection**

**A Day In The Clouds**

**温溪高级中学 普高英语组 郑丹丹**

**Teaching Objectives：**

At the end of the class, students will be able to

1. master the following new words and phrases: plain,illegally,attack,threat,remind sb of, take measures to do, intend to do...

2. know the past and present situation of an animal, and what the government do for it.

3. make clear writer's attitude and opinion to wildlife protection.

4. express their idea to protect wildlife.

**Teaching Important and Difficult Points：**

1. How to make students make clear the main content of the passage.
2. How to make students work out writer’s attitude and opinion to wildlife protection, and express their idea bravely.

**Teaching Procedures:**

**hundred**

**thousand**

**million**

**\_\_\_\_\_\_\_\_\_\_\_\_关于**

**Step 1: Lead-in**

**Task1: Make a guess**

Students will be asked to make a guess, guessing a wildlife (antelope):

Clue1: It has two long but thin horns(角).

Clue2: It has four feet.

Clue3: It is an endangered species.

Clue4: It can be seen on plains with high altitude.

**Task2: Know more about antelopes.**

Students will be asked to say anything they know about antelopes (habitat，diet，problems，protection...). Then students will know some basic information bout antelopes with the help of teacher.

(通过猜谜游戏和图片呈现藏羚羊，引出主题。再由学生自由表述或由教师引导了解关于藏羚羊的信息来激活学生已有的背景知识，从而激发学生对接下来课堂内容的求知欲。)

**Step 2: Prediction**

Students will be asked to look at the title and the picture to predict today’s lesson:

1. What can you know according to the title and the picture?(who, where, what)

One day, \_\_\_\_\_\_\_\_\_\_ went to\_\_\_\_\_\_\_\_\_to observe \_\_\_\_\_\_\_\_\_\_\_.

1. What type of passage are we going to learn according to the the title, the picture and your prediction?

**Purpose**

A. Magazine B. Argumentation(议论文) C. Description(说明文) D. Journal(旅行日志)

3. What do people usually write down in their journal?

 (what they see, what they hear, what they reflect)

4.Can you divide the passage into three parts?

(通过标题和图片的解读，让学生大致明白接下去要学的内容。紧接着学生的预测让学生了解接下去要学的文本体裁是一篇旅游日志，再根据旅游日志的特点引导学生对文本进行分段处理。此步骤为之后的细读奠定基础)

**Step 3: Read for Detailed Information**

**Task1: Read for “eyes”**

Students will be asked to read para1-2 to answer the following questions:

**Result**

1. What did “I” see during the day?
2. What is “my” feeling to the things “I” see?
3. Through the writer’s eyes, what do you know about the present situation of antelopes?

**Present situation: antelopes can be seen moving on the \_\_\_\_\_, which \_\_\_\_\_\_ the writer \_\_\_\_ the danger(being hunted\_\_\_\_\_\_\_) they are in.**

**Egyptian government**

**Task2: Read for “ears”**

Students will be asked to read para3-6 to answer the following questions:

**Result**

1. What does the writer hear during the day?

**Cause**

|  |  |
| --- | --- |
|  **Para 3** **The \_\_\_\_\_\_ of “my” guide** | **Para 4** **Two bad \_\_\_\_\_\_\_** |
| **Para 5** **The protective \_\_\_\_\_\_\_\_\_** | **Para 6** **The\_\_\_\_\_ of the measures** |

1. Do you have any questions to the things writer heard?
2. Let’s read and find the answers to our questions.
3. Through writer’s eyes, what can we know about antelopes?

**During the day, the writer begins to know what antelopes went \_\_\_\_\_\_\_ in the past, such as being shot to \_\_\_\_ \_\_\_\_\_\_, and losing their\_\_\_\_\_\_\_. The writer also learns about that the government and people have taken effective \_\_\_\_\_\_\_\_ to prevent antelopes safe from \_\_\_\_\_\_. Luckily, the antelopes were removed \_\_\_\_\_ the list in 2015. But the government does not intend \_\_\_\_\_\_ the programmes, since the \_\_\_\_\_\_ have not disappeared. More can be done.**

**Result**

**Task3: Read for “heart”**

Students will be asked to read para7 to answer the following questions:

1. In the evening, how does the writer reflect on the day’s observation?
2. What is the difference between “our way of life” and “Zhaxi’s way of life”?
3. What can we do to protect wildlife?

(基于作者在旅行中的所见、所听、所感设计问题链解读文本内容，提取并整合以下信息：过去的危机，危机产生的原因，政府和当地人民政府采取的措施以及效果。在解读过程中完成一些重点词汇的巩固，如plain,illegally,attack,threat,remind sb of, take measures to do, intend to do... )

**Step 4: Read for Summary**

Students will be asked to read the passage again and answer the question:

1. For writer, the day is \_\_\_\_\_\_\_\_\_\_\_.
2. Can you review the passage according to the tips?

**Assignment**

**With all these efforts, suppose the author goes back to Tibet to observe the antelopes several years later, what will be the environment and the relationship between human beings and the Tibetan antelope? Please describe the situations with the useful expressions in the text.**

**snow-covered mountains; a herd of graceful animals;**

**move slowly across the green grass; observe Tibetan antelopes;**

**Watching..., I'm struck by their beauty; can just make out a herd of ...**

**exist in harmony with nature; The land is sacred.**

**I drink a cup of tea and watch the stars... the paradise for the wildlife**

**sample：**

To observe Tibetan antelopes, we came to Tibet.There we made out a herd of graceful animals and were struck by their beauty.I was reminded of the danger they are in.They are being hunted illegally for their valuable fur.

 To protect them，the Changtang National Nature Reserve was set up,which is the paradise for the animals and plants of northwestern Tibet.

 In the 1980s and 1990s，the population dropped badly because of being shot to make profits and the loss of their habitats.In order to prevent this species from extinction, the Chinese government took effective measures to place it under national protection.Its population has recovered and it was removed from the endangered species list. However, the government didn’t intend to give up the protection programs.To save wildlife, we should learn to exist in harmony with nature.