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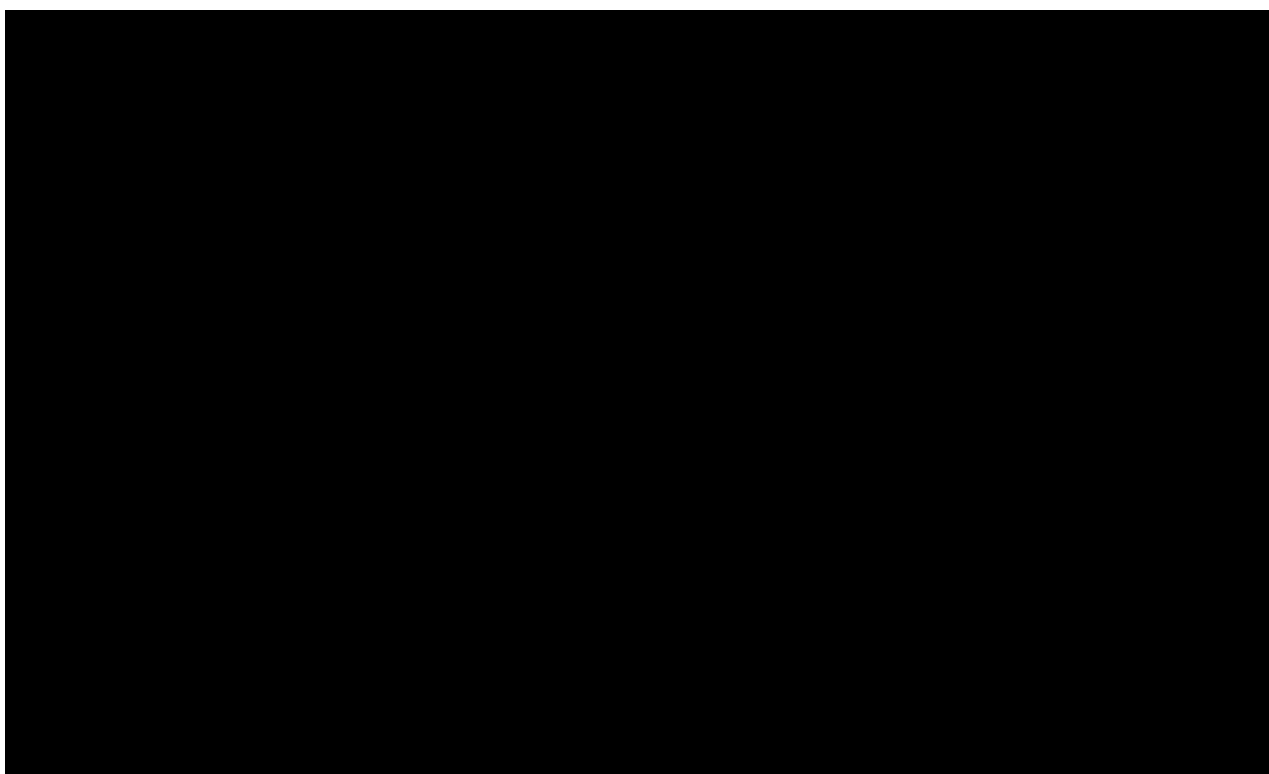
## 2021 年外研社“教学之星”大赛

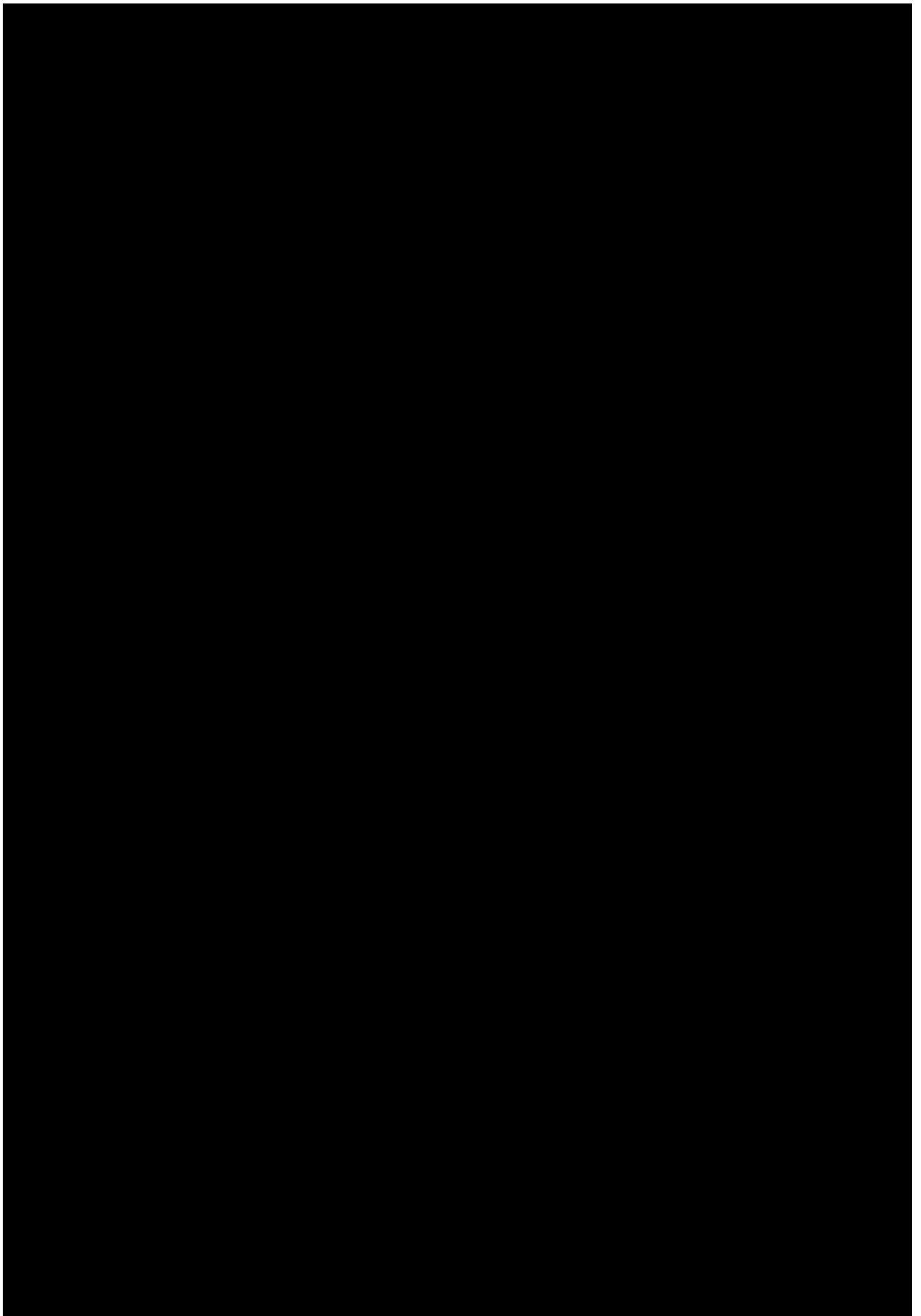
### 教学设计方案

#### 一、基本信息

课程名称	交际英语 III
课程类别	<input type="checkbox"/> 大学英语通用英语课程 <input type="checkbox"/> 大学英语专门用途英语课程 <input type="checkbox"/> 大学英语跨文化交际课程 <input checked="" type="checkbox"/> 英语专业课程 <input type="checkbox"/> 翻译专业课程 <input type="checkbox"/> 商务英语专业课程
教学对象	英语专业本科二年级
教学时长	500 分钟
教材名称	《新交际英语综合教程 2》
参赛单元	第二册 第五单元 (*单本教材仅填写单元信息)

#### 二、团队信息





### 三、单元教学设计方案

#### 1、课程描述（介绍院校特色与教学对象特点，说明本课程时长及总体目标）

██████████是中华人民共和国成立后党和国家在边疆少数民族地区最早建立的高等学校，██████████，是具有鲜明教师教育和民族教育特色的综合性师范大学。近几年，██████████外国语学院汉授英语专业每年招生人数在 100 人左右，学生的高考英语分数基本分布在 120-135 分，基础相对扎实，但写作和口语的输出能力亟待提高。

《交际英语 III》课程为英语专业本科二年级必修课，第三学期开设，总周数为 16 周，每周 4 学时，按照教学大纲要求，每单元内容大约在 8-10 学时内完成。

课程目前所用核心教材为《新交际英语综合教程》，由外语教学与研究出版社出版。教材话题广泛、内容丰富、任务形式多样。每个单元涉及一个话题，每个话题包含 2-4 个任务。每个任务设计一个与总话题相关的分话题。分话题之间有一定的内在联系。每个任务系列由启动任务引入，完成此项任务再使学生了解本系列设计的话题的同时，还能激发他们对话题进行进一步的思考。

本次比赛选取的第五单元授课对象是 2019 级英语专业二年级学生。经过大一学年的教学与实践，大部分学生能够听懂英语国家人士所作的难度不超过所学语言知识的讲座，掌握中心大意，理解主要内容，并能辨别说话人的态度和语气；基本掌握口头交际所需要的功能性语言，并逐步培养用英语思维的习惯；学生的口语和写作输出能力依然偏低，但学习动机和提高英语能力的欲望较强，能够积极参与课堂活动，认真完成各项作业，非常配合教学。

根据教学大纲要求，通过对本课程两年的学习，学生将达到以下目标：

- 1) 就一般日常生活和社会生活话题作 3-5 分钟的连贯性发言和交谈。能比较准确地表达思想，语言运用基本得体。
- 2) 基本听懂难度较大的材料，理解大意，领会作者的态度、感情和真实意图；基本听懂英语国家广播电视节目。
- 3) 掌握口头交际所需要的功能性语言，并逐步养成用英语思维的习惯，使用口头交际策略，促进英语沟通和跨文化交际，就特定话题进行自由表达和讨论，并具有较强的思辨能力。
- 4) 尊重世界文化多样性，具有跨文化包容性和批判性意识。
- 5) 通过课堂合作，学会与他人沟通合作，能运用所学理论和技能解决实际问题。

#### 2、单元教学目标（说明参赛单元的教学目标，包括语言目标与育人目标）

参赛单元以动物为话题，共包含三个子任务，分别是：动物的分类和定义、动物之间的异同对比、

人与动物之间的关系。本单元的学习旨在提高学生对描述类、对比类的语言产出，并通过了解动物的习性、权利和保护政策加强对动物的保护意识和共情能力，同时在探讨动物保护的标准和原则时提高学生的思辨能力。具体目标如下：

1) **语言目标：**学生能够以动物保护（以白鱀豚为例）为主题写一篇 400 字左右的演讲稿。具体目标如下：

- a) 学生能够掌握描述动物的分类、特征和习性的相关词汇与句型；
- b) 掌握下定义的句型结构；
- c) 掌握比较和对比的语言表达及段落结构。

2) **交际目标：**

**A.** 通过运用所学相关词汇、语言表达和段落结构，学生能够准确描述长江白鱀豚的特征及分析阐述其功能性灭绝的原因，并能够提出可行性保护措施以防止更多野生动物的灭绝。

**B.** 学生能够掌握英语辩论中的话题切入、思路拓展、论证方法、输出表达等技能，对某一话题进行不同角度的论证。

3) **育人目标：**通过了解动物的特征、权利和保护政策加强学生对动物的共情能力，提高动物保护的意识，突出人与自然的和谐共生关系。通过辩论中的思辨能力培养，能够进一步思考人与动物的关系：哪些动物需要被保护、选择保护对象的标准及原则为何？

**3、单元教学过程**（1>说明本单元的主要内容、课时分配、设计理念与思路；2>说明本单元教学组织流程，包括课内、课外具体步骤与活动；3>说明本单元教学过程如何实现语言与育人的融合）

### **3.1 本单元主要内容和课时分配：**

本单元共分为三章，分别学习如何用英语描述动物的分类、特征和习性；描述不同动物之间的异同点，以及动物保护与动物权利的相关认识。具体内容及课时分配如下：

#### **I. Defining and classifying animals (2学时)**

- a) 复习并扩大动物名称的词汇量。
- b) 学习如何用较正式的英语句型结构为动物下定义。
- c) 学习如何描述动物的分类、特征和习性。

#### **II. Comparing animals (2学时)**

- a) 练习如何描述不同动物之间的异同点。
- b) 通过听力训练练习在学术环境中听取不同动物异同点的具体信息。
- c) 学习并巩固关于对比的常用表达。

### III The changing relationship between animals and man (6学时)

- a) 探讨和补充关于动物保护与动物权利的认识。
- b) 总结合成词和带否定前缀的词的构成。
- c) 初步学习辩论的形式与内容，并尝试做一次关于动物话题的模拟辩论赛。

#### 3.2 设计理念与思路:

##### ● 设计理念:

本次教学设计以北京外国语大学中国外语教育研究中心文秋芳教授及团队建构的产出导向法(POA: Production-Oriented Approach)为理论基础。POA与传统教学法中“输入→输出”的不同之处是“输出→输入→输出”，此种教学方法的提出就是为了改变高校外语教学中常见的“高输入，低产出”的教学现状。遵循“输出驱动、输入促成、选择学习、以评为学”四个假设，教学流程由驱动、促成和评价若干个循环构成，在整个过程中教师要恰当地发挥主导作用，同时要充分调动学生的主观能动性，再结合线上线下混合式教学模式，提高学生书面产出能力，实现语言综合能力培养，达到育人目的。

##### ● 总体思路:

针对整个单元设计课前驱动任务，旨在将本单元中的三个章节融合为一个有机的整体，达到帮助学生在真实场景中完成产出任务的目的，同时刺激学生认识到交际能力及语言能力的不足，从而促进学生学习的内驱力、激发其学习兴趣。驱动任务的设置基于真实场景，即“关于动物保护(以白鱀豚为例)的演讲比赛”，鼓励学生针对以上的实际问题为主题进行演讲稿的写作，并在本单元课程开始前进行线上提交。教师对学生演讲稿初稿进行典型样本分析，指出样本中存在的普遍问题。针对这些问题，设计系列促成活动，旨在向学生提供支架，帮助学生从最初尝试产出时无法有效完成产出任务，逐渐过渡到能顺利完成产出任务。最终达到提高学生口语产出能力和育人的目的。设计促成活动时遵循了“渐进性”“精准性”“多样性”三个“促成有效性标准”。课后要求学生根据促成环节所学内容再次修改演讲稿，并进行师生合作评价。

#### 3.3 语言与育人的融合

通过完成单元产出任务：关于动物保护的演讲，学生不仅仅学习动物相关的词汇、句型、篇章结构等语言知识，而且还会培养学生：

- 正确的世界观和对待动物的态度；

- 同情心和同理心；
- 小组合作竞争意识；
- 理性思维、思辨性思维；
- 人与自然的和谐共生关系；
- 增强学生社会责任感。

### 3.4 教学组织流程：

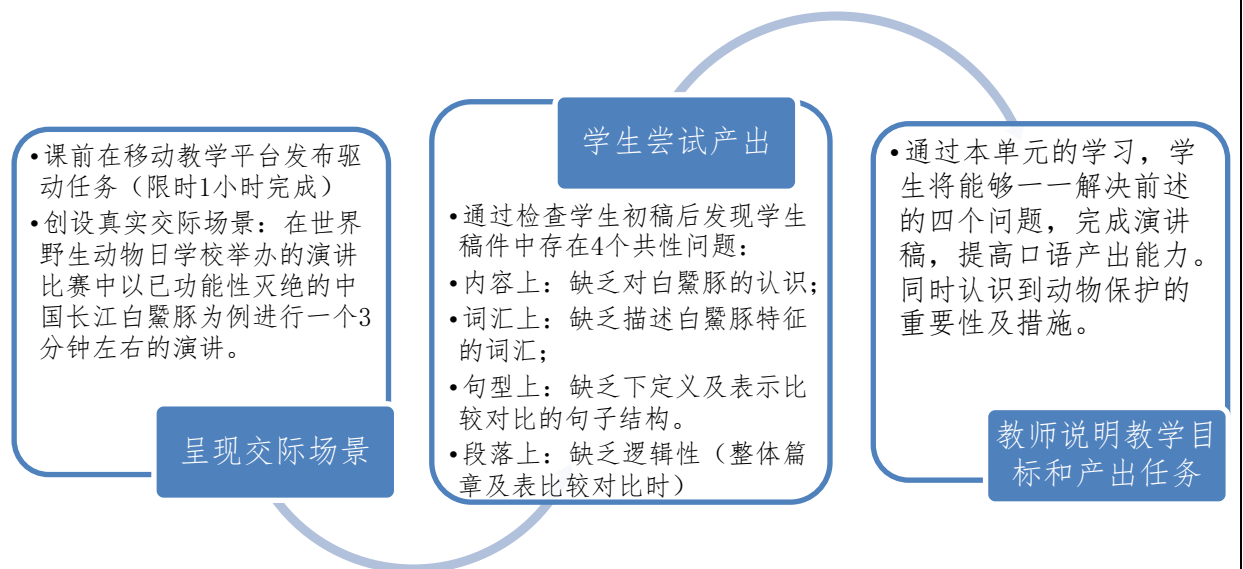
教学流程包括课前驱动、课中促成和师生合作评价三个环节。具体教学步骤如下：

#### I. 驱动环节 (Motivating)

本单元授课前，在移动教学平台为学生布置驱动任务，具体内容如下：

On the World Wildlife Day (3 March), our university is holding a competition for all the students to get to know the extinct and endangered species and to arouse their awareness of flora and fauna protection. You would like to sign up and make a presentation for about 3 minutes (you should write a script of around 400 words) on animal protection, using the Baiji dolphins (or white-flag dolphins, Yangtze River dolphins; Changjiang dolphins) as an example, describing what they look like, explaining how they are different from the other dolphins, why they are “functionally extinct”, and what we can do to better protect the wildlife.

此环节设计了身份明确的具有具体交际场景的活动，使得学生能够有更强的代入感，从而更加有效地“激发学生的产出欲望”。具体流程如下：



#### II. 促成环节 (Enabling)

针对驱动环节中发现了的学生口语产出时存在的问题，促成环节设计包括如下 10 个子任务：

驱动环节发现的共性问题	促成环节任务
内容上：缺乏对动物分类、特征、习性、以及动物保护的具体认知	子任务一 (1.1)
	子任务二 (1.2)
	子任务三 (1.3)
词汇上：缺乏描述白鱀豚特征及灭绝原因的相关	子任务五 (2.1)

词汇	子任务六 (2.2)
	子任务七 (2.3)
句型上: 缺乏下定义及表示比较对比的句子结构	子任务四 (1.4)
	子任务八 (2.4)
段落结构上: 缺乏逻辑性(整体篇章及比较对比时)	子任务九 (2.5)
育人目标	子任务十 (3.1、3.2)

### **1. Defining and Classifying Animals (2 课时)**

1.1 Classifying animals – pair work: Listing the animal names you know in English and classifying them in the winning list. Think carefully about the criteria you will use to decide on your categories.

1.2 Describing animals: Complete the sentences on page 129; Work in groups of five or six and play a game.

1.3 Jigsaw reading: Student A and Student B read their assigned parts of the passage and complete the tasks on Page 130 and 134.

1.4 Language work: learn how to write definitions.

Homework: Revise the first part (defining the Baijin dolphins, and describing their distinctive features) of your presentation based on what you have learned in this class.

### **2. Comparing Animals (2 课时)**

2.1 Video-watching: Baiji dolphins are extinct.

2.2 Read a report about Baiji and match the highlighted words with their meanings.

2.3 Vocabulary about dolphins' body parts.

2.4 Comparing and contrasting at sentence level.

2.5 Comparing and contrasting at passage level.

Homework: Revise the second part (explaining how they are different from the other dolphins, why they are “functionally extinct”) of your presentation based on what you have learned in this class.

### **3. The Changing Relationship between Animals and Man (6 课时)**

#### **3.1 Animal rights (4 课时)**

3.1.1 Defining human rights- pair work: List the things that one should not do to animals in the box. Then compare your list with your partner's.

3.1.2 In-class questionnaire on animal rights – group work

3.1.3 Animal testing: yes or no?---reading and video watching

3.1.4 Read the passage *Should the eating of dog meat be banned in China*, and work in groups of six to debate on the following topic “Is it acceptable to favor some animals over the others when trying to protect their rights?” Using the assessing table to assess the performance of each team.

Homework: Revise the final part (what we can do to better protect the wildlife) of your presentation based on what you have learned in this lesson, and be prepared to deliver the presentation to the whole class.

### 3.2 Animals and human beings (2 课时)

3.2.1 Presentation Time: Students are divided into 6 groups with 4-5 students in each. Take turns to make the presentation to your classmates in your groups. While one is making the presentation, the rest students should assess his/her performance and fill in the assessment form.

Homework: Teacher-student collaborative assessment.

#### III. 评价环节 (Teacher-student collaborative assessment)

具体内容见“4、单元教学评价”。

#### 4、单元教学评价 (说明本单元的评价理念与评价方式)

根据 POA 理论, 本单元产出任务采用师生合作评价。在学完本单元的三章后, 学生将掌握产出任务演讲稿当中每一部分的内容, 并要求学生对演讲稿进行修改和补充。具体步骤如下:

- (1) 两人一组根据师生之前共同达成的评价标准为对方演讲稿二稿内容、结构、语言等方面进行互评。
- (2) 学生根据修改意见进行修改和完善后在外研社iWrite平台上提交二稿 (课下完成)。
- (3) 教师和学生用同一评分标准对典型演讲稿打分, 评价, 并提出修改意见。学生根据修改意见再修改后上交作文终稿 (课上+课下结合)。

#### 师生共同制定评分标准

	Checking points	Scores (1-5)
1	Does your script include the introduction to Baiji dolphins using appropriate vocabulary?	
2	Are there reasons for its extinction and suggestions for animal protection?	
3	Does it include comparison with the most common bottlenose dolphins using language for comparison and contrast?	
4	Is the report organized in a logical way?	
5	Is the style of the report appropriate as a speech?	
<b>Merits:</b> 1. 2. 3.		
<b>Drawbacks:</b> 1. 2. 3.		



**5、教材使用方案**（说明本单元选取、整合、运用了哪些教材内容，如何体现教材理念和挖掘教材内涵，从而实现语言与育人的融合）

本课程核心教材《新交际英语综合教程 2》的编写无论是素材的选取，还是教学内容的呈现方式，抑或是阅读与音视频等资料，都是与社会实际和学生生活背景紧密相关的。学生通过广泛接触题材、体裁、风格各异的语言输入，深度参与形式多样、难度由浅入深的学习任务，逐步培养其得体有效地运用语言来获取信息、表达思想和增进理解的能力。

因此，教师在忠于教材核心内容的基础上努力做到“充分挖掘教材的丰富内容但不拘泥于教材”。在本单元课外资料的选取方面，教师以输入材料的语言难度适合目标学生语言水平为前提，同时结合 POA 的教学理念，重新设置了驱动任务，将本单元的三个章节有机结合起来，以达到学生在学完本单元后能够实现口语产出的目的。同时该驱动产出任务还兼顾了育人目标：正确的世界观和对待动物的态度，培养同情心和同理心及理性思维、思辨性思维，重视人与自然的和谐共生关系等。

本单元选择了教材 p. 128~p. 157 中的部分阅读、听力材料，以及“Language Work”中的核心语言目标及练习：学习下定义、比较对比的句型及段落篇章结构等。

#### 四、参赛课时教学设计方案

**1、教学目标**（说明所选取的 1 个完整课时的具体教学目标，以及该目标与单元教学目标间的关系）

参赛课时为本单元第二章 **Comparing Animals**，是本单元产出任务的一个有机组成部分。在本节课，学生通过描述白鬃豚与其它常见海豚的异同说明该物种的独特性以及其在生态系统中的重要性。

1) **语言目标**：学生能够完成以动物保护（以白鬃豚为例）为主题的演讲稿中的第二部分：通过比较、对比白鬃豚与常见的宽吻海豚之间的异同点清楚地阐述白鬃豚的独特性及其生态保护价值与意义。具体目标如下：

- a) 学生能够掌握描述动物的特征和习性的相关词汇与句型；
- b) 掌握比较和对比的句型及段落结构。

2) **交际目标**：通过运用所学相关词汇、句型和段落结构，能够准确描述长江白鬃豚的特征及功能性灭绝的原因。

3) **育人目标**：通过了解不同动物的特征、权利和保护政策加强学生对动物的共情能力，提高动物保护的意识，突出人与自然的和谐共生关系。

**2、教学过程**（1>说明本课时设计理念与思路，介绍所选取的教材内容<如环节、段落、练习等>及其选取依据，注明页码和自然段序号等；2>说明本课时教学组织流程，包括具体步骤与活动；3>说明本课时教学过程如何实现语言与育人的融合）

### 驱动环节

On the World Wildlife Day (3 March), our university is holding a competition for all the students to get to know the extinct and endangered species and to arouse their awareness of flora and fauna protection. You would like to sign up and make a presentation for about 3 minutes (you should write a script of around 400 words) on animal protection, using the Baiji dolphins (or white-flag dolphins, Yangtze River dolphins; Changjiang dolphins) as an example, explaining how they are different from the other dolphins (to show the value of Baiji), why they are “functionally extinct”, and what we can do to better protect the wildlife.

学生根据教师课前在移动教学平台上布置的产出任务完成一篇 400 字左右的演讲稿，线上提交。

### 促成环节

根据学生课前提交的驱动任务，教师归纳学生的产出困难：

- 1) 内容：不了解白暨豚及其功能性灭绝的原因；
- 2) 词汇：缺乏白暨豚及海豚身体特征、动物生存环境等相关词汇；
- 3) 句子：不能用多种句式表达比较对比关系；
- 4) 段落篇章：不能用合理的逻辑组织比较对比段落结构。

驱动环节发现的共性问题	促成环节任务	促成活动类型
不了解白暨豚及其功能性灭绝的原因	促成子任务 1	小组讨论
	促成子任务 2	看视频回答问题
缺乏白暨豚及海豚身体特征、动物生存环境等相关词汇	促成子任务 3	阅读材料并根据上下文猜词义并配对
	促成子任务 4	阅读材料并填词
不能用多种句式表达比较对比关系	促成子任务 5	同伴讨论
	促成子任务 6	听对话记录句子结构
不能用合理的逻辑组织比较对比段落结构。	促成子任务 7	小组讨论
	促成子任务 8	互补式阅读，小组汇报

### 针对困难 1:

#### 促成子任务 1

### Group discussion

After watching the documentary, please discuss the distinctive features of Baiji dolphins, the possible reasons for their extinction, and what measures have been taken to protect them. Make a brief report after the discussion.

### 促成子任务 2

Watch a talk and answer: Why is it important to save the Baiji dolphins?

### 针对困难 2:

### 促成子任务 3

Read a report about Baiji Dolphins and match the highlighted words in column A with their explanations in column B. (见 reading passage 1)

#### A

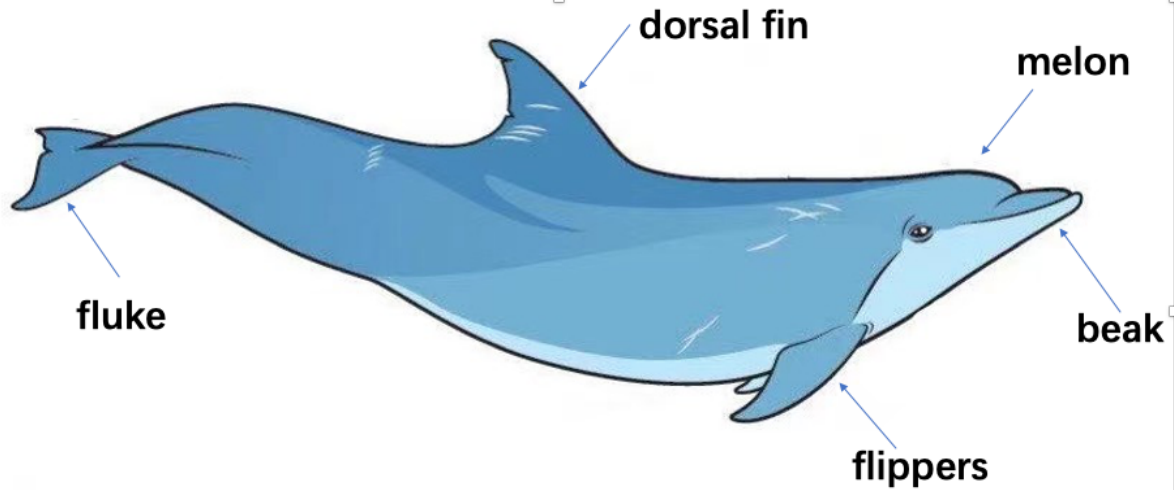
1. fusiform
2. endemic
3. bycatch
4. contamination
5. collision
6. melon
7. cetacean

#### B

- A. pollution
- B. belonging or native to a particular people or country
- C. the act of colliding; a coming violently into contact; crash
- D. any of various marine mammals of the order Cetacea, having the general shape of a fish with forelimbs modified to form flippers, a tail with horizontal flukes, and one or two blowholes for breathing.
- E. used to describe a body part that is wide in the middle and narrow at each end
- F. the accidental capture of a non-target species in fisheries
- G. a rounded waxy mass found in the head of some dolphins and toothed whales that is thought to play a part in the focusing of sound signals

### 促成子任务 4:

通过阅读材料中的信息找到海豚身体部位相关的单词并填空。(见附录 reading passage 1)



针对困难 3:

促成子任务 5:

观察宽吻海豚与白髯豚的图片，对比异同点。

Pair work

Talk about the similarities and differences of the two dolphins.

促成子任务 6:

**Listening:** Comparing rabbits and hares. While listening to the conversation between Dr. Harris and Xiao Li, please note down the sentence structures indicating the similarities and differences. 选取了教材 P.140 的听力材料，结合 P. 141 的 language work 练习： **comparing and contrasting at sentence level.**

针对困难 4:

促成子任务 7:

“the Allabout Pattern” v.s. “the Seesaw Pattern” 教材 p. 142 练习。

促成子任务 8:

Jigsaw reading: Please read the two articles on Baiji dolphins and bottlenose dolphins with your partner. Student A should read about Baiji dolphins and student B on bottlenose dolphins. After reading, please exchange information with your partners to fill in the table, and report the similarities and differences of the two dolphins as a team, using either “the Allabout Pattern” or “the Seesaw Pattern” pattern. (见 **reading passage 1&2**)

	Bottlenose dolphins	Baiji dolphins
<b>Morphology</b> (structure and form)		
<b>Weight and size</b>		
<b>Skin Coloration</b>		
<b>Distribution and habitat</b>		
<b>Eating habits</b>		
<b>Behavior</b>		
<b>Reproduction</b>		
<b>Threats and conservation</b>		

### 3、教学评价（说明本课时评价理念与评价方式）

根据 POA 理论，本课时采用学生自评、同伴互评、师生合作评价相结合，同时线上与线下相结合（与单元评价方式相同）。学生课下在线上完成学生自评及同伴互评。下节课教师选择典型性样本在课上进行诊断性评价和分析。

## 【附录】

### Reading passage 1:

#### **BAIJI – CHINESE RIVER DOLPHIN (LIPOTES VEXILLIFER)**

by [Dolphins-World](#) | Apr 25, 2017 | [Species](#) |

#### **INFORMATION AND CHARACTERISTICS.**

The Chinese river dolphin or Baiji is the rarest freshwater **cetacean** of all. This affirmation has little to do with their physical appearance and their rare sightings, given the great danger that runs in their natural habitat. In fact, since 2006 nobody has seen a specimen alive, so presumably is already extinct. Its name in Chinese, Baiji, means “white dolphin” and is known by the nickname of “the goddess of the Yangtsé,” regarding the river that inhabited.

Order: Cetacea

Superfamily: Lipotoidea

Family: Lipotidae

Genus: Lipotes

#### **HOW DO THEY LOOK? PHYSICAL CHARACTERISTICS.**

This river dolphin is small, with a body fully adapted to life in freshwater systems.

**Weight and size.**

There is sexual dimorphism since adult females are slightly longer than males. The male length is on average 2.3 meters, and the female is 2.5 meters. Their weight ranges between 135 and 320 kilograms.

**Morphology.**

It has a **fusiform** body like the other species of dolphins, but more robust. It has a small head with a prominent **melon**. The skull is devoid of maxillary ridges. The eyes are quite small in comparison to those of the oceanic dolphins, and this is because in the muddy water of its habitat they do not need to have good visibility. Their round pectoral flippers are very long, and the dorsal fin is short, triangular and situated in the posterior part of the dorsum.

**Skin Coloration.**

It exhibits countershading characterized by bluish-gray color in the dorsal region and white in the lower part of the body.

**Distinctive characteristics.**

When this dolphin swims just below the surface of the river, its small dorsal fin protrudes and resembles a flag, so the locals call it “white-flag dolphin.” Another way to recognize the Baiji dolphin is by observing its very long and narrow beak which has the tip curved upwards.

**WHERE DO THEY LIVE? DISTRIBUTION AND HABITAT.**

This species is endemic to the Yangtze River in China but also lived in the Poyang and Dongting lakes of the same country some time ago. Its distribution range extends from the mouth of the Yangtze River to the Gezhouba dam. The last sightings occurred in the middle and lower parts of the Yangtze River. It inhabits only fresh water and has a marked preference for the tributaries of the river and where there are swirling sandbanks.

**WHAT DO THEY EAT? DIET AND EATING HABITS.**

The Baiji is a carnivore that feeds on a variety of small fish. It uses its long “beak” to explore the muddy riverbed and detect hidden prey since its vision is not very good. However, it has a highly developed sense of echolocation.

It submerges for 10 or 20 seconds, catch its food and comes back to the surface. It probably does not has preferred prey, but prioritize the capture of large animals.

**HOW DO THEY REPRODUCE? MATING AND REPRODUCTION.**

Evidently, there is not enough information about this dolphin. The mating system of the Baiji is unknown, but there are two mating seasons per year; The first during the spring and the second during the summer. The highest reproduction time occurs during the first half of the year.

These dolphins reach sexual maturity between 4 and six years of age. After mating, the pregnant female has a gestation period of 10 to 11 months although other estimates indicate that it can be 6 and up to 12. Deliveries occur between February and April, and the offspring are born with a length of 1 meter.

The mother provides dedicated care to the newborn calf helping it to reach the surface to breathe, teaching it to catch food and keeping it close to her, even after weaning.

## HOW DO THEY BEHAVE? BEHAVIOR

This cetacean is rather timid, and that is why it is so difficult to observe in its natural habitat. This fact gives hope about its possible extinction.

They usually live in small groups of 3 or 4 dolphins or pairs; The largest pod on record was 16 members. Occasionally they are associated with finless porpoises (*Neophocaenaphocaenoides*), cetaceans of fresh water that also undergo a severe decrease of population.

The groups spend most of the day in water swirls looking for food, but they are more active during the nights and until the mornings. They usually rest in areas of slow currents. They communicate by whistles and clicks. They use the latter when they identify prey or other objects in their environment.

Their dives are shallow, boats have seen them on very few occasions. If they come to the surface to breathe, they do it with minimal splashing. Their breathing intervals are short: they last between 10 and 20 seconds; Maximum of 200 seconds.

## WHAT IS THEIR CONSERVATION STATUS? THREATS AND CONSERVATION.

**Conservation Status: Extinct.**

The populations of Chinese river dolphins dramatically began to decrease since China became industrialized. Many cities prospered on the banks of the Yangtze River, and this situation affected the **endemic** species.

At the beginning of the 1980s, there were approximately 400 specimens. A few years later the number was reduced to 300. By the end of the decade of the 1990s there were 13 individuals, and by 2006, researchers did not find a single Baiji dolphin in the river, so it is possible that it is extinct in the wild. A sighting report in 2007 restored the hope, but unfortunately, the existence of a few individuals is not enough to save the species.

## THE MAIN THREATS THAT BAIJIS FACED AND TOOK THEM TO THE EXTINCTION WERE:

- **Bycatch**.
- Illegal fishing. Using electricity and rolling hooks.
- Overfishing. An activity that reduced the number and diversity of available food.
- **Contamination** produced by companies and factories near the river.
- **Collisions** with boats.
- Construction of dams that split populations.

This dolphin is protected in China since 1975 and in 1986 Chinese biologists established protection strategies. They even created a dolphin **reserve** along the Yangtze (Baiji Xin-Luo National Reserve), but obviously, it was too late to get results. Currently, the patrol boats of the reserve are responsible for supervising the compliance of the protection measures and investigating sightings and deaths of species that inhabit the river, but sadly these dolphins are not there anymore.

## **Reading passage 2:**

### **COMMON BOTTLENOSE DOLPHIN (TURSIOPS TRUNCATUS)**

by Dolphins-World | Apr 25, 2017 | Species |

#### **INFORMATION AND CHARACTERISTICS.**

No other dolphin species is known, studied and beloved in the world more than the bottlenose dolphin. Charismatic, playful and intelligent are some of the words often associated with this dolphin. And it has been presented in several manifestations of human culture such as films, literature, television, and much more, but not only in modern times, since the age of the Greek civilization, there are records of interaction with this cetacean.

Its presence in aquariums and dolphinariums is also very common which makes it the most familiar and recognized species of dolphin.

#### **HOW DO THEY LOOK? PHYSICAL CHARACTERISTICS.**

##### **Morphology.**

The bottlenose dolphin has a fusiform and robust body, extremely efficient for keeping a fast speed when swimming. Its snout is short but thick and well defined which gives it the colloquial name. Its dorsal fin, located in the center of the dorsal area, is big and curved.

Order: Cetacea

Family: Delphinidae

Genus: Tursiops

##### **Weight and size.**

Males are somewhat larger than females. In adulthood, adults measure 2 to 4 meters and weigh between 150 and 650 kilograms.

##### **Skin Coloration.**

Its skin is dark gray in the dorsum, a bit lighter gray in the sides and light gray color in the ventral region which sometimes is whitish.

#### **WHERE DO THEY LIVE? DISTRIBUTION AND HABITAT.**

The bottlenose dolphin dwells in tropical, subtropical and temperate waters between latitudes 45° north and 45° south. This cetacean is native to the Pacific Ocean, the Atlantic Ocean, the Indian Ocean and the Mediterranean Sea. Although they do not usually live in polar areas, it can be present in northern Europe.

It is a very adaptable dolphin because it has a great variety of habitats either on the open ocean and near the coasts. It has the possibility of living in bays, estuaries, coastal areas and low-depth places as well as the high sea.



## **WHAT DO THEY EAT? DIET AND EATING HABITS.**

The bottlenose dolphin has a vast diet based on the consumption of fish, cephalopods, and crustaceans. But, given their extensive and differentiated distribution, their feeding habits vary depending on the region they inhabit and the habitat where they dwell.

Bottlenose dolphins living in high seas feed on several species of fish and pelagic squids, while dolphins near the coasts consume fish and benthic invertebrates found in coastal areas. The diet of any dolphin depends on the availability of prey in the environment.

Their prey has a small size, measuring between 5 and 30 centimeters in length. They can feed individually but often cooperate with others to hunt, especially when dealing with a large school of fish. In these cases, the dolphins coordinate to chase or herd the bank swimming very agile to keep the school together and take turns to swim through the school feeding very efficiently; Some other times, they use their echolocation to find or stun prey.

Once they have found food nearby, they catch it and hold it tightly with their teeth. To kill it, dolphins shake it in the air and sometimes hit the body against water or strike it with its tail. Then swallow it entirely, without using the teeth to chew.

These dolphins also feed in unusual ways: if they have the opportunity, they follow the fishing boats to consume discarded animals or take captive fish in the fishing nets.

## **HOW DO THEY BEHAVE? BEHAVIOR**

Probably you have seen how this dolphin confidently approaches humans and jumps in the air. The bottlenose dolphin is very common in dolphinariums due to its excellent adaptability and relatively easy training. It is an intelligent animal, and most knowledge about dolphins is the result of research made on this species.

Their pods are socially open, made up of 2-20 individuals, except for some occasions when they group into super pods with hundreds or even thousands of them. A society of bottlenose dolphins contains a group of mothers with their offspring, a group of young individuals and a group of adult males. Their friendly and empathetic behavior is evident when they help buddies unable to swim, and this is more manifest in mothers who have lost calves. The bottlenose dolphin partners with several species of dolphins and cetaceans and has even interbred successfully with the false killer whale (*Pseudorca crassidens*).

Active and playful, it can perform a large variety of movements and stunts: it strikes its tail against the water, rides the bow waves created by boats and jumps out of the water full of energy.

## **HOW DO THEY REPRODUCE? MATING AND REPRODUCTION**

The sexual maturity of this polygamous dolphin varies according to the place where it lives, but the age ranges between five to ten years for females and 8 to 13 for males. However, males usually mate for the first time at around 20 years old.

Usually, males create alliances to look for receptive females in heat. Once they found possible partners, they try to attract them by arching their back, touching their body and making sounds. They mate joining their bellies in the same direction.

The gestation period lasts about 12 months, after which the female gives birth to one offspring any time of the year, this can happen every 3 to 6 years.

### **WHAT IS THEIR CONSERVATION STATUS? THREATS AND CONSERVATION.**

#### **Conservation status: “Least Concern.”**

The bottlenose dolphin has a conservation status of “Least Concern” on the Red List of the International Union for Conservation of Nature notwithstanding the following continuous threats:

- Bycatch in gillnets, trawls and draft nets.
- The intentional catch in some countries for human consumption or bait.
- Contamination of its habitat.
- Catch for keeping in captivity (aquariums and dolphinariums)
- Noise pollution.

The Marine Mammal Protection Act of 1972 protects the life of this species, as well as the Habitats Directive of the European Union. In Bulgaria, Romania, Turkey, its hunting is prohibited and included in Appendix II of CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora) as a species in need of regulation on its trade.

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