



黄埔教研
HUANGPUJIAOYAN

B2U2 Wildlife Protection

第三课时 读后续写

高中英语一轮复习

广州市玉岩中学 初晓琳



本课时学习目标



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1. 链接高考，明确高考人与自然主题语境命题导向；
2. 紧扣本单元野生动物保护话题，习得 4 个高考续写遣词造句与写作公式；
3. 结合续写素材，实现单元主题、课本语言、续写答题技能三合一，完成一篇读后续写。

读后续写

[命题导向]

本单元主题语境是人与自然，围绕“野生动物保护”的主题展开。命题制读后续写时，前文一般会描写小动物受了伤害或者遇到了麻烦，作为下文续写的伏笔。续写部分往往描写主人公是如何解救小动物的，他们从亲身经历中学到了什么教训或者受到了什么启发等。通过此类话题的写作，旨在培养学生珍惜和爱护动物，树立人与自然和谐共存的生态观和价值观，并积极参与到保护动植物的行动中来。

读后续写



Environment and Protection

回归教材	链接高考
新人教版必修二 Unit2 Wildlife protection	2026 年新高考 I 卷：C 篇
新人教版选择性必修三 Unit3 Environmental protection	2025 年新高考 I 卷：A 篇、C 篇
	2024 年新高考 II 卷：C 篇
	2023 年新高考 I 卷：B 篇
	2023 年新高考 II 卷：D 篇
	2023 年全国甲卷：D 篇；语法填空
	2022 年新高考 I 卷：B 篇；语法填空
	2022 年全国甲卷：语法填空
	2021 年新高考 I 卷：C 篇
	2021 年新高考 II 卷：语法填空

真题



遣词造句句型结构一 动作描写



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1. 公式：主语 + 谓语动词 A, B and C

示例 *The ranger entered* the reserve, *spotted* the herd of antelopes and *recorded* their numbers.

仿写 志愿者们拿起网，救出被困的海豚，把它们送到深水区

The volunteers *took up* the net, *rescued* the trapped dolphins and *sent* them to the deep water.

2. 公式：谓语动词 + 非谓语动词（描述肢体动作 / 心理）

示例 The hunter *walked* through the forest, *searching* for rare animals illegally.

仿写 摄影师看着藏羚羊，被它们独特的美丽所打动。过去分词短语表伴随状态

The photographer *watched* the Tibetan antelopes, *struck* by their unique beauty.

观察



遣词造句句型结构二 环境描写



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3. 公式：形容词（视觉、听觉、嗅觉）

示例

The quiet reserve, with birds singing in the trees, made the visitors feel peaceful.

仿写

1. 茂密的森林里，夜晚昆虫的鸣叫声充满了生机

The dense forest, with the chirping of insects at night, was full of life.

2. 辽阔的平原上，风吹草动的声音显得一望无际。

The vast plain, with the rustling of grass in the wind, looked endless.

3. 清澈的河水里，干净水流的气息吸引了许多海豚。

The clear river, with the scent of clean water, attracted many dolphins.

黄浦

遣词造句句型结构三 巧用修辞（拟人）



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4. 公式：把事物或抽象概念当作人，赋予人的动作、情感、神态等，让描写
鲜

示例 The old tree in the reserve has witnessed the struggles of the animals for survival.

仿写

1. 河流拥抱着海豚，为它们提供一个安全的家。

The river hugs the dolphins, providing them with a safe home.

2. 风穿过森林，警告动物们即将到来的危险。

The wind whispers through the forest, warning the animals of the coming danger.

3. 濒危物种在呼救，希望人类能保护它们。

The endangered species cry for help, hoping humans would protect them.

鲜

链接高考读后续写 (2023 浙江省 1 月高考)



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I was invited to a cookout on an old friend's farm in western Washington. I parked my car outside the farm and walked past a milking - house which had apparently not been used in many years. A noise at a window caught my attention, so I entered it. It was a hummingbird (蜂鸟), desperately trying to escape. She was covered in spider webs (蛛网) and was barely able to move her wings. She ceased her struggle the instant I picked her up.

With the bird in my cupped hand, I looked around to see how she had gotten in. The broken window glass was the likely answer. I stuffed a piece of cloth into the hole and took her outside, closing the door securely behind me.

When I opened my hand, the bird did not fly away; she sat looking at me with her bright eyes. I removed the sticky spider - webs that covered her head and wings. Still she made no attempt to fly. Perhaps she had been struggling against the window for so long and was too tired? Or too thirsty?



As I carried her up the blackberry - lined path toward my car where I kept a water bottle, she began to move. I stopped, and she soon took wing but did not immediately fly away. Hovering (悬停), she approached within six inches of my face. For a very long moment, this tiny creature looked into my eyes, turning her head from side to side. Then she flew quickly out of sight.

During the cookout, I told my hosts about the hummingbird incident. They promised to fix the window. As I was departing, my friends walked me to my car. I was standing by the car when a hummingbird flew to the center of our group and began hovering. She turned from person to person until she came to me. She again looked directly into my eyes, then let out a squeaking call and was gone. For a moment, all were speechless. Then someone said, “She must have come to say good - bye.”

Paragraph 1: A few weeks later, I went to the farm again.

Paragraph 2: I was just about to leave when the hummingbird appeared.



试题分析



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故事情节：作者受邀前往农场，在废弃房屋里发现一只被蛛网困住的蜂鸟，并出手施救。获救后的蜂鸟没有立刻远去，先后两次飞来，停留片刻，目送作者离开，离凝望作者，仿佛前来致谢道别。这件奇特的经历让在场的人们无不为之惊叹，也在作者心中留下深刻的回忆。

把握主题：微小的生命同样拥有情感，懂得感念他人给予的善意。一次简单的善行，能够建立起跨越物种之间奇妙又温暖的联结。故事呼吁人们心怀温柔，尊重、善待自然界中的每一个生灵。

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蜂鸟



试题分析



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2023 年 1 月浙江高考读后续写《人与蜂鸟》原文 6 要素 (5W1H)



Who	第一人称“我”（救助者）；被困的蜂鸟（被救助者）
What	“我”在废弃挤奶房发现被蛛网困住、无法飞行的蜂鸟，将其救出、清理蛛网、带至户外，蜂鸟最终恢复并飞离
When	受邀参加农场野餐的当天（故事发生时间）
Where	美国华盛顿州西部，一位老朋友的农场；核心场景为农场里废弃多年的挤奶房
Why	蜂鸟误入挤奶房，被蛛网缠住翅膀，无法逃脱；“我”出于善意出手救助
How	“我”进入挤奶房、捧起蜂鸟、用布堵住破窗、带至室外、清理蛛网，蜂鸟恢复体力后悬停致谢后飞走



作业布置



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1. 运用本课时所习得的 4 个高考续写遣词造句句型结构

完成读后续写任务；

2. 小组内互评此篇续写，并根据范文优化自己的作文。

鯊魚

2023 年浙江省 1 月高考读后续写范文



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Paragraph 1:

A few weeks later, I went to the farm again. I parked my vehicle, wandered along the blackberry path and approached the deserted milking house eagerly. I wondered whether the little hummingbird would remember me. Glancing at the newly repaired window, I breathed a sigh of relief. Soft, mild wind swept across the farm, carrying faint sweet fragrance of wild plants. Time slipped by quickly, yet there was no sign of the tiny creature. Disappointment slowly crept over me.

Paragraph 2:

I was just about to leave when the hummingbird appeared. It dashed towards me and hovered steadily before my face, tilting its head and staring into my eyes. It chirped cheerfully, as if sharing its recent adventures. Standing motionless, I stretched out my hand, overwhelmed by this magical encounter. The bird lingered for several seconds and finally disappeared into the green bushes. This unforgettable experience taught me that every small act of kindness can build a precious bond between humans and nature.



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谢谢

