2024 届首考读后续写 穿越迷宫

Eva spent the first week of high school trying to keep her head above water. One of the major headaches for her was finding her way in the huge school building. It was a six-story building. On each floor, hallways stretched in four directions, leading to classrooms, laboratories, and teachers" offices. Somewhere in the building, there was also a library, a cafetoria, and a gym.

Having a poor sense of direction, Eva found it impossible to get around in such a huge building. All the different hallways and rooms were too much to think about, let alone commit to memory. She decided that she would memorize where her classes were and then pretend that the rest of the place didn't exist.

In her first P.E. class, Eva was shocked when Coach Pitt announced that everyone had to run one mile around the track outside. She searched the faces of her classmates for signs of panic. There was nothing she feared more than having to run a whole mile. To Eva, "a mile" was used to describe long distances. It was ten miles from her home to her grandfather's, and that always seemed like a long way, even in a car!

When Coach Pitt blew his whistle, Eva figured she would be left in the dust. However,

while some of her classmates edged ahead, others actually fell behind. "It's just the beginning," she thought. I' Il come in last for sure.'

Soon Eva began to breathe hard, with her heart pounding and legs shaking. Feeling desperate, Eva started using a mind trick on herself. She stopped thinking about the word "mile." Instead, she focused on reaching the shadow cast on the track by an oak tree up ahead. Then she concentrated on jogging to the spot where the track curved (拐弯). After that, she tried to see if she could complete her first lap. One lap turned into two, then three, then four.

Paragraph 1: When Coach Pitt said "Nice work’’ to her at the finish line, Eva was surprised.

Paragraph 2: Eva decided to use the same trick to deal with the school building.

文本简析主题语境：自我成长：

本文的主题聚焦于三个方面：

1. Eva 高一新生，教学综合楼很大，像个迷宫，搞不清楚各个部门，新高中生活没有很快适应；

2. 体育课长跑，Eva 虽怕，但运用过了mind trick 顺利跑完，而且得到了教练的夸赞

3. Eva 面对高中新挑战，准备用新方法去战胜去克服，迎接高中崭新的学习生活。

主要内容：

所给文章共四段：

**第一、二段：介绍Eva 高中的新挑战：**

伊娃在高中的第一个星期都在努力适应高中新生活。对她来说最头疼的事情之一就是在那栋巨大的教学楼里找路。那是一栋六层楼的建筑。在每一层，走廊向四个方向延伸，通向教室、实验室和教师办公室。在大楼的某个地方，还有一个图书馆、一个餐厅和一个健身房。

由于方向感差，伊娃发现在这么大的大楼里走动是不可能的。所有不同的走廊和房间都让人难以想象，更不用说记忆了。她决定记住她的班级在哪里，然后假装其他地方不存在。

**第三段: 体育课长跑：**

在她的第一堂体育课上，当皮特教练宣布每个人都必须绕着外面的跑道跑一英里时，伊娃惊呆了。她在同学们的脸上寻找恐慌的迹象。她最害怕的莫过于跑完整整一英里。对伊娃来说，“一英里”是用来形容长距离的。从她的家到她爷爷家有十英里，这似乎总是一段很长的路，即使在汽车里!

第四段: Eva 的自我怀疑

当皮特教练吹响哨子时，伊娃认为她会被甩在后面。然而, 虽然她的一些同学跑在前面比她有优了，但其他同学却落后了。“这才刚刚开始，”她想。我肯定会是最后一个。”

第五段：Eva 初次使用 mind trick 效果立竿见影

不久，伊娃开始呼吸困难，心跳加速，双腿颤抖。感到绝望的伊娃开始对自己使用心术。她不再想“英里”这个词了。相反，她专注于到达前面一棵橡树投在轨道上的阴影。然后她集中精力慢跑到跑道弯曲的地方。在那之后，她试着看看自己能否完成第一圈。一圈变成了两圈，然后是三圈，然后是四圈。

二．设计理念：解读读续文本的同时，去找出下文行文时暗示的各种伏笔，人物主次的安排。 该文主角只有Eva。从所给的两个段落的首句，应该推测Eva 成功地运用mind trick 来解决高中开学遇到的挑战—穿越教学楼迷宫，顺利融入高中新生活。读后续写的主题主旨也需要在解读文本的过程中去快速提炼，该文的主题意义为Eva 的个人成长。 根据所给段落的首句的关键信息词进行四句（句群）定位写作，回扣读续文本内容，提炼主旨，升华主题。续写结尾可以进行提炼或利用原文第三段进行回扣或paraphrase. 续写具有很强的开放性，推测的内容只要合理都可以用来构思下文。

三．教学步骤：

Step 1: warming up & leading- in：

Q1: What challenges did you meet in the first week of your new high school life?

Q2: How did you feel ?

Q3: How did you solve your challenges?

Step 2: While reading : read for clues让学生在阅读文本时，养成习惯，去思考文本的行文伏笔，去寻找有意义的续写行文可以借鉴或借用的信息或主题，提升学生解读文本的能力；该故事在Eva 开学初，应该会随着时间的推移，Eva 慢慢去熟悉环境，熟悉同学，老师，最终适应高中新生活。

Step 3: After-reading---replot the story基于文章线索、主题以及所给段首句，思考续写情节设计， 行文句式的多样性，故事的合理性和开放性。首段第一句基本要和原文本最后一段进行回扣，来解决首段第一句。第一段教练表扬Eva 的跑步精彩表现，因此Eva 对战胜困难有了信心，有更好方法去解决看起来很难的挑战。结合第二段所给首句的信息词，来设计第一段尾句以及第二段的首句；decide to use the same trick 推测Eva一定会在第一段结尾想到用这个办法来走出教学楼迷宫。为了体现the same trick，可以把原文里的gym, cafeteria，library等进行与操场上的橡树，弯道等进行关联，巧妙融为一体。熟悉学校的综合楼后，Ev美好的高中生活徐徐展开。 结合主题意义进行尾句的设计。 可以利用哲理感悟式结尾或者情景式结尾。哲理式的话可以解读成为：Goals are easier to achieve in small steps. 或者 A thousand- mile journey begins with one step.

本课亮点：利用原文伏笔以及主旨 进行回扣式续写。